

UNIVERSITY OF KWAZULU-NATAL

**FOSTERING ENTREPRENEURSHIP AS A CAREER MANAGEMENT
OPTION TO REDUCE YOUTH UNEMPLOYMENT**

By

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Commerce**

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DEDICATION

To all the youth in South Africa.

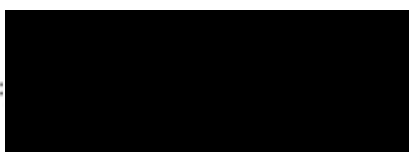
DECLARATION

DECLARATION

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This project has inspired me for further research and the hard work left me with pride and more zeal to matters that positively impact youth and economic development in South Africa.

LIST OF ABBREVIATIONS

B-BBEE	Broad-based Black Economic Empowerment (B-BBEE)
DUT	Durban University of Technology
GDP	Gross Domestic Product
HRM	Human Resources Management
IYDS	Integrated Youth Development Strategy
KZN	KwaZulu-Natal
NDP	National Development Plan
NYDA	National Youth Development Agency
RDP	Reconstruction and Development Programme
SEDA	Small Enterprise Development Agency
SEFA	Small Enterprise Finance Agency
SIFA	Skills Initiative for Africa
SMME	Small, Medium & Micro Enterprise

ABSTRACT

This study explores the impact of skills development amongst youth in order to start businesses with the intent to create employment, therefore reducing unemployment. The rate of unemployment in South Africa has been growing rapidly the past few years which is concerning as it affects young people the most. Many youth resort to starting small businesses as a way to survive and to provide for their social needs. While there has been studies that have been conducted that motivate for entrepreneurship as a viable career option, it has been limited, especially in South Africa. This study focuses on encouraging youth to consider self-employment as a career option than to seek employment. In order to ensure business success, this study advocates for the development of entrepreneurial skills through skills initiatives by various government departments. In order to ensure the effectiveness of skill development, this study examined the skills development programme offered by the National Youth Development Agency (NYDA) at EThekweni region. The study adopted the Structural Transformation model in order to advocate for entrepreneurship through skills development and policy integration in order to enhance economic growth in South Africa. This study took a qualitative research design which included collecting data through face-to-face interviews with youth who have attended the entrepreneurship skills development programme and stakeholders who facilitate the programme. The findings of the study indicated that while the youth found the programme offered by NYDA to be useful, they also noted various challenges, which at times could not be directly addressed by the programme. The paramount issue of capital frequently came through from interviews in which participants mentioned it crippled certain spheres of their businesses. Stakeholders concluded that many youth are not informed about the government departments and the programmes available to them for financial assistance. It was also noted that entrepreneurs are not versed in the industries in which they venture into. Therefore, negatively impacting on their business success. This study recommends that more awareness is made on the availability of agencies like NYDA in the promotion of skills to the youth. It also recommends further research to be done to explore ways to improve and encourage skills development for entrepreneurship and creating an entrepreneurial mind-set amongst youth.

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

Historically, South Africa has been facing a challenge in addressing issues of unemployment. To date, this is still evident with the high rates of unemployed youth. At the end of 2016, News24 reported that Statistics SA released employment figures that depicted that 27.1% of the population is without employment, which is the highest in thirteen years (News24, 2016). By the second quarter of 2019 they reported that the rate of unemployment was sitting at 28.18 % (News24, 2019). With high rates of unemployment, many people resorted to starting their own businesses, which gives them income for their survival (Burger 2016). Many of these entrepreneurial ventures fail because people lack the basic skills that are adequate for the market, poor business plans, poor money management skills, and most do not have the ability to secure government and private funding (Burger 2016). According to a study conducted by The Small Enterprise Development Agency, South Africa has the highest failure rates of new Small Medium and Micro Enterprise Businesses (SMMEs) in the world, an estimated 75% failure rate (Burger 2016). Furthermore, according to a speech given by the South African trade minister, Rob Davies at a press conference in May 2013, five of seven new small businesses started in South Africa fail within the first year.

Even though there are many stumbling blocks that prevent successful business practice amongst youth, there has been work done by the government to make channels that youth can use and follow for skills development, and other work placements initiatives put in place for youth to get training and preparation for the labour markets. Bushe (2019) stated that youth entrepreneurship activity has improved in the Western Cape through government agencies like the NYDA services to young people. The gap between the lack of skills and entrepreneurial activity amongst youth is also highlighted by Mabasa (2018) saying there has been notable progress and awareness with more and more businesses emerging owned by young people, though there is still a lot of work to be done in this prospect. Odeku & Rudolf (2019) concluded that by the end of 2018 there were about 300 000 SMEs in South Africa and almost 5500 were newly registered startups by young people.

This study aims to understand the experiences of young South Africans regarding youth entrepreneurship. It also seeks to evaluate the importance of skills development programmes in assisting youth to start successful businesses to reduce youth unemployment and improve

economic growth. Furthermore, this study aims to identify how human resources management practice impacts successful business practices and may encourage entrepreneurial spirits amongst youth to start businesses. In relation to this, this study seeks to examine if successful business practices with the assistance of skills development programmes offered at NYDA can encourage other youth and unemployed graduates to consider entrepreneurship as a career. Another objective of this study is to investigate the challenges faced by youth when starting businesses. Lastly, it will also seek to discuss and highlight the contribution of the study to the body of knowledge.

1.2 Background of the Study

South Africa is facing a huge dilemma when it comes to addressing challenges that were caused by the apartheid era. One of these challenges includes inequality, specifically in education which has exaggerated the rate of unemployment in the country. Over the years, reducing the rate of unemployment became more a great concern as it is said to be a multilayered phenomenon which makes core problems harder to identify and the problems harder to solve. Entrepreneurship was initiated to becoming an integral part of the economy by creating new wealth and jobs for the youth. Whilst this is a positive stride into economic freedom, research highlights that entrepreneurial practices have been a challenge as many of these ventures have failed and do not fulfil the purpose to reduce unemployment, address social issues, and improve economic growth (Burger 2016). Bushe (2019) also highlights that even though it is globally accepted that entrepreneurship especially SMMs are paramount to promote economic growth, small business failures are negligible in underdeveloped countries and South Africa not being an exception. While noting the latter, Bushe (2019) believes that there are many issues that contribute to these failures but highlights the need for entrepreneurship skills development amongst young people.

Discrimination through the apartheid system have also resulted in major inequalities in terms of skills development within the labour market. These inequalities are still very much inherent today. Unemployment in South Africa aggravates social problems like poverty, crime and recently xenophobic attacks by South African citizens against other foreign nationals. According to Casey (2018) the reason for these attacks is the belief that foreigners take jobs that should be occupied by South Africans leaving citizens unemployed and in poverty. Landau, Brett, Ramjathan-Koegh and Singh (2005) added that there is a belief that foreigners are inherently criminals and drain on public resources. However, they also argue that foreigners

have been made the scapegoat used to justify the shortcomings of elected leaders (Landau *et al* ,2005). Crime in South Africa has also been a huge challenge especially after apartheid, and as a result it has become the most difficult challenge facing South Africa in post-apartheid. The gap in equality has had a huge impact on the increase of crime and poverty in South Africa, this is mentioned by Bhorat, Thornton, & Van der Zee (2017) saying more than half of South African households live on poverty lines and many of them struggling to survive on a daily basis.

The above mentioned blocking stones of entrepreneurial success lead to strategies to assist with the unemployment challenge. These are in form of funds allocated to government organisations to assist people start businesses, more especially the youth. For instance, Umsobomvu Youth Fund. Umsobomvu Youth Fund was established in January 2001 with the mandate to create a platform for creating jobs and skills development for youth in South Africa. Umsobomvu Youth Fund was not the only financial agency funding people to start businesses. Additionally, the National Youth Development Agency (NYDA) established by an Act No 54 of 2008 of Parliament was also developed. Later, the Small Enterprise Finance Agency (SEFA) was established in April 2012. These three agencies are a few amongst many that are currently assisting youth in starting businesses. One may extend to state that if people gain skills for entrepreneurship through skills development programmes, the economy of the country will grow (Fatoki 2011). This was supported by Blattman, Fiala and Martinez (2014) when they stated that entrepreneurship plays a major role to the economy and inequality trends in other developing countries and the already developed countries.

According to Collins, Allen and Snell (2005) entrepreneurship is the process by which opportunities to create future goods and services are discovered, it is also a process by which organisations and individuals convert new knowledge into new opportunities in the form of new products and services. Armstrong and Taylor (2014) concluded that Human Resources Management is a comprehensive and coherent approach to employment and developing people, it involves the application of policies and practices in the fields of organisation design and development, employee resourcing, learning and development, performance and reward and the provision of services that enhances the well-being of employees. The connection of entrepreneurship and human resources management in this study is aligned. This is attested by Collins *et al.* 2005) when they used the term ‘entrepreneurial human resource strategy’ to emphasize that human resources practices lead firm performance when they are aligned to work together to create and support the employee-based capabilities that lead to competitive

advantage in entrepreneurship. It is crucial that entrepreneurs or aspiring entrepreneurs to possess human resources management skills and training which this study outlines the alignment of these two schools of thought.

1.2.1 Overview of Skills Development Programme at NYDA

This programme offers youth a chance to learn and acquire a skills set to help them to identify gaps and opportunities, and to come up with realistic and measurable plans and ideas to start businesses. This programme is an extensive five day training course that takes place at the NYDA offices. They offer modules that will help youth acquire financial skills, planning, professional image, and business management just to mention a few. Apart from these courses they also have guest speakers that come and talk to youth and encourage a more business focused mind-set. After completion of the programme the graduates qualify to pitch their business plans and apply for funding. The funding comes in different thresholds depending on approval. Graduates are also assisted with mentorship after programme completion and other sorts of assistance to networking and bring the business plan to light.

1.3 Focus of the Study

This study will focus on the experiences of youth that have started businesses and those that have not started businesses and have completed the skills development programme at NYDA. It will focus on the challenges that they face when they want to start businesses. It will also look at the role of NYDA in helping youth start businesses in EThekweni. Furthermore, because of the high rates of unemployment amongst youth in South Africa, this study will evaluate the role of NYDA in encouraging youth to consider entrepreneurship as a career management option. Finally, this study will examine the role of human resources management to the execution of successful entrepreneurship amongst youth. The focus will be youth in EThekweni, Kwa-Zulu Natal because it is a metropolitan city in the province, it is where most youth come seeking for employment and also to create employment for themselves. The study will focus on the youth aged between eighteen (18) years and thirty-five (35) years. Furthermore, the study intends to be inclusive of all race groups, namely, African, Caucasian, Indian and Coloureds. This will allow the study to be presentative of all the youth across EThekweni Kwa-Zulu Natal.

1.4 Rationale of the Study

This study is motivated by two main reasons, scholarly and personal reasons. The scholarly reason is to create a guideline for young entrepreneurs and aspiring entrepreneurs to follow when starting their own businesses. The rationale here is that through skills development programmes youth can be encouraged to embark on new businesses and grow existing businesses. The encouragement of youth to participate on entrepreneurship is motivated by the growing rates of unemployment amongst youth. Furthermore, there is a growing number of higher education graduates that are struggling to secure employment in the labour market. This study is based on the view that youth should consider entrepreneurship as a career management option in order to reduce unemployment by encouraging youth to attend entrepreneurship skills development programmes to attain business skills.

The personal motive of conducting this study is that as a young woman who is from Mayville, west of EThekweni, there is a huge number of youth and young adults that are struggling to find jobs. People in my community have small informal businesses which dissolve quickly because of lack of skills to grow their business. Many are hindered by unavailability of funds to start businesses, others it is the lack of knowledge about business, and lastly, many of them do not have the entrepreneurial mind-set (Fatoki, 2011). It is personal to the researcher to explore ways in which youth entrepreneurship can be encouraged in a purposeful way. For instance, equipping people to start businesses with skills that will grow the business, create employment and reduce social issues in communities. As a higher education graduate, I did not find employment in the labour market for the first three years after graduating. In the three years I started a business that did not succeed because of the lack of skills. It is a personal motive to conduct this study to create awareness that a job does not depend on an employer and that starting a business can be a career option as well.

1.5 Research Problem

There is a need to look at the importance of entrepreneurship in South Africa as the country faces continued concerns of youth unemployment. There are many people and youth in particular, that lack entrepreneurial skills to start businesses and make a living. The youth are valued possessions of the nation and without them there can be no reconstruction and development (Oseifuah 2010). Scholars such as Kingdon and Knight (2004) have done research on “Unemployment in South Africa”, however, there is limited research that is done that

intends to explore the experiences, challenges and ways in which youth can improve their skills and start businesses. According to Fatoki (2011) he mentioned that issues of unemployment stem from the lack of entrepreneurial skills amongst the youth. From the latter, he added that lack of capital, skills, support, market opportunities, and risks as the main obstacles to entrepreneurial intention. The youth in South Africa are far less likely to start their own businesses because of the above-mentioned challenges. In spite of the fact that the government has provided skills development organisations that are focused on providing entrepreneurship skills to youth and opportunities to access grants to start businesses, business failure amongst youth is still high and the zeal to start businesses amongst youth is still low. Entrepreneurship according to Hoque (2018) positively impacts the economy of the country while improving the social status of the people in the communities.

This makes the study imperative because it aims to investigate the challenges that youth encounter when they want to start businesses, and those that are already in business. It also aims to bring light to ways that they can be assisted to grow their businesses. The purpose for the latter would be to reduce unemployment amongst youth, create employment for other people, and to reduce social issues such as crime and poverty due to unemployment. Furthermore, there has been a growing struggle for higher education graduates to get employment in the labour market which has been growing rapidly the past few years (Sowole *et al.*, 2018). Encouraging higher education graduates to get skills to start business would reduce youth unemployment as well.

This study will do this by focusing on NYDA as a government organization that provides skills development training to youth. The study will explore youth that have attended the programme and will also include the stakeholders of the organisation. It is important to this study to investigate the challenges that youth encounter when starting businesses, and ways in which government organisations that provide skills development training can be improved to meet the needs of youth. It is important to explore the structure of the organisation and the services that they provide for youth to encourage entrepreneurship amongst youth. This would give room to make recommendation to improve the organisations to meet the needs of aspiring entrepreneurs and young business owners. Lastly, this study wants to investigate if the skills development training impacts the attitudes of youth towards entrepreneurship, and if youth would encourage other youth to attend the programme and start their own businesses.

1.6 Research Objectives

This research aims to explore the below objectives:

1. To understand the effects of the skills development programme offered at NYDA to develop and enhance an entrepreneurship mind-set.
2. To explore the experiences of youth who have completed the skills training programme at NYDA.
3. To examine if the youth would encourage their peers/other youth to consider entrepreneurship as a career management option.

1.7 Research Questions

This research aims to answer the following research questions:

1. What are the effects of the skills development programme offered at NYDA in developing and enhancing an entrepreneurial mind-set?
2. What are the experiences of youth who have completed in the skills training programme at NYDA?
3. Would they encourage their peers/other youth to consider entrepreneurship as career management option?

1.8 Significance of the Study

This study acknowledges the lack of entrepreneurial practices amongst youth in South Africa. Landau *et al.* (2005) attested by saying entrepreneurial practices amongst youth in this country have been found unsuccessful because people and youth do not have the required skills to practice entrepreneurship. One of the objectives of this study is to investigate and evaluate the challenge which affect the entrepreneurship practices amongst youth in South Africa, the acknowledgement of these shortcoming which affect entrepreneurial practices in South Africa signifies this study. Furthermore, this study encourages youth and higher education graduates to participate in entrepreneurship than to rely on historical forms of employment.

This study brings light to the role of Human Resources Management which gives skills that are very important to successful entrepreneurs. This was further attested by Dabic *et al.* (2011) when they mentioned the relationship between human resources management and entrepreneurship is increasingly being recognized because of the impact it has on businesses. It is meaningful to do this study because it will influence the entrepreneurial mindset of the

youth and encourage the youth to start businesses through the assistance of skills development programmes that are put in place to train youth and assist them to start businesses. The intent here is to reduce the number of failed businesses, reduce the rate of unemployment, create employment for unemployed youth and higher education graduates, reduce social issues that come as a result of unemployment such as poverty and crime, and improve economic growth. This study brings light to the impact of skills development and the role it plays to encourage and assist youth to start businesses.

1.9 Summary of Chapters

This dissertation contains of six chapters in which the current chapter is included as the first. These chapters are summarized and explained below:

This chapter is an introductory chapter where the topic has been introduced along with an overview of research work. It also presents the reasons for the study, research objectives and also provides the research limitations.

Chapter two reviews the literature on the state of unemployment amongst youth in South Africa and the lack of skills amongst youth to start businesses and grow existing businesses. This chapter reviews the background of entrepreneurship practices in South Africa and the need to endorse entrepreneurship to not only grow the economy but reduce unemployment while creating jobs for other people. This chapter also focuses on the impact of skills development agencies to support and assist youth with entrepreneurship practices.

Chapter three details the research methodology adopted and the reasoning behind the approach that this study has chosen. This entails the data collection method, sampling, site, details about participants, and all of this is aligned and relevant to what the study is exploring.

Chapter four analyses and presents the results of the data collected for this study. The evidence is presented as collected and based on the findings, a critical analysis is then made.

Chapter five discusses the finding of the results that were presented in chapter four.

Chapter six presents the conclusion of the study. This chapter presents contributions of this study to academic scholarship, it makes recommendations based on the findings, and provides recommendations for further research.

1.10 Conclusion

This chapter has outlined the significance of this study and its objectives. Entrepreneurship practices amongst youth have been failing due to lack of skills to start businesses and to grow businesses that are impactful. The rate of unemployment has been growing for the past couple of years in South Africa and reports of unsuccessful youth owned businesses have been a disappointment. This study proposes the boosting of skills development amongst youth and the encouragement of entrepreneurship. Entrepreneurship will reduce unemployment and create employment for others, it will positively impact social issues that affect people as a result of unemployment. Furthermore, it is evident that the rate of unemployment amongst higher education graduates has been a challenge as the labour markets cannot cater to the demand of opportunities. This study emphasizes the equipment of skills amongst higher education graduates in order to be able to start businesses than seeking employment. It is important that this study explores and examine if youth would consider entrepreneurship as a career management option in order to reduce unemployment, create employment and improve the economy.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

The purpose of this chapter is to review what researchers have discovered and concluded with regards to fostering entrepreneurship amongst youth with the aim of reducing youth and graduate unemployment. Current South African affairs concerning social and economic development are rather blurry. This study is motivated by the high rates of unemployment that is highly affecting youth and shockingly affecting graduates as well. This claim is supported by the latest Quarterly Labour Force Survey results which were released by Statistics South Africa stating that unemployment in the first quarter of 2019 increased by 0.5% which raised the rate to 27.6 % (Statistics SA, 2019). This study links the role of human resources management practices to encourage successful business ventures amongst youth in this country. According to Tengeh and Nkem (2017) skills development levies and business owners need to be up to date with the latest labour law requirements as they are directly responsible for the growth and progress of their employees. Skills development is an important human resources management component which organisations adhere to policies to develop employees for purposes of performance and organisational profit. This was further attested by Mamabolo, Kerrin and Kele (2017) by stating that employer endorsed skills development plays an important role in the future of the business.

In relation to this study, encouraging and supporting of skills development is motivated by the lack of entrepreneurship participation amongst youth in South Africa. This gives an idea of the lack of exposure and to what others refer to as a youth having a lack of an entrepreneurial mind-set. This study proposes that skills development will boost and create a society that is aware and exposed to entrepreneurship. In addition, other scholars point out the importance of entrepreneurship education not only amongst youth but be it enforced in schools as well. This supports the idea that if youth is educated about entrepreneurship at a young age, they are more inclined to seeking business opportunities rather than employment. Furthermore, this study is interested in creating an entrepreneurial mind-set in youth and investigate if they would encourage their peers to participate as well.

The link between Human Resources Management and Entrepreneurship has been highlighted by scholars for years. Yaundt (2000) observed that Human Resources Management (HRM) practices do not directly affect organizational performance but help build intellectual capital which in turn increases value creation. For organisations to have lofty ends of entrepreneurship, Yaundt (2000) argues that every organisation human capital must be planned, organized, oriented, selected, trained, developed, appraised and adequately compensated in best way that will result in the emergence and development of the right core competencies and organizational capabilities which serve as the basis of creating value. This study looks at the link between these two schools of thought with an intent to improve research that support strategies to reduce youth unemployment using human resources management practices and entrepreneurship as a driving force.

2.1.1 Background

South Africa as a country has made identifiable improvements and great changes for the people, especially marking post 1994. This is based on the observations made by Asongu (2017) stating that South Africa's economy grew at 3.2 percent a year on average from 1994 to 2012 which has resulted in the transformation of the South African economy from a GDP of USD136 billion in 1994 to a GDP of USD384 billion in 2012. The great improvements have also been highlighted by Obasan (2014) by mentioning the structures that are in place for education, which is aimed to be inclusive and equal for all people. Furthermore, it is policies such as Black Economic Empowerment and Affirmative Action Policies which not only support previously disadvantaged groups but policies that create conducive environments for workers in the market, protect them and also open equal opportunity for employment (Burger & Jafta, 2010). With all the positive achievements which are mentioned, the country still experiences some challenges when it comes to certain areas which are important to the success of social, political and economic freedom. The study is motivated by the low percentage of entrepreneurial practices in South Africa. The study wishes to look at young people specifically. The impact of young people to the success of a country's economic state is crucial and the study aims to investigate the impact of youth involved in entrepreneurship. The study is also motivated by getting views from young people as to what are their concerns and challenges that hinder them to be involved in entrepreneurship. Furthermore, the huge number of unemployed graduates in South Africa is also a call for concern which has led to the investigation of fostering entrepreneurship as a career management option. The latter led

Valerio *et al.* (2014) to conclude that entrepreneurship does not only reduce unemployment but also contributes to the creation of employment.

It is imperative for the study to review the history of the country to make a link to current affairs in the country. This will give an understanding that the current unemployment rates in the country are not new but historic to the country. South Africa as a country has evolved, transitioned and importantly directed its vision towards improving its people. To mention the history of South Africa is a very important step because many of the things that happen today are shaped or influenced by the history of this country (Maylam, 2017). Amber and Achebe (2018) explain that apartheid was the ideology encouraged in South Africa in 1948 by the National Party and continue to add that apartheid made laws that enforced races to live apart and develop separately. “Apartheid imposed a series of social and economic measures that separated racial groups” concluded Mariotti (2009). The system of racial groups developing separately resulted to a gap today between races because of inequality from the past. Leibbrandt *et al.* (2012) is concerned that in post-apartheid South Africa, inequality has risen because of the increase share of income. This has also attributed to social and economic concerns such as poverty and crime amongst different races (Bhorat, 2005).

This system also shaped and today still influences the education system in South Africa. According to Berg (2007) the white minority gained independence from the United Kingdom in the year 1931 and at that time the education system was segregated and unequal. In the year 1976, thousands of students marched to the stadium to protest against unequal education (Berg, 2007). South African history online (2016) explains that the latter made a nationwide uprising. In 1994, the ANC won the democratic elections in South Africa which changed many things for the masses, such as policies that enforced equality and basic human rights. With regards to education, Berg (2007) explains that the new government declared policies that gave the young and the old the right to basic education. Researchers such as Karimi *et al.* (2010) still feel that education in South Africa is still unequal and not inclusive to the standards that South Africa needs. They further elaborated by saying that this is what contributes to high unemployment, skills mismatch, low entrepreneurship practices and the continued social concerns such as diseases, crime and poverty (Karimi *et al.*, 2010).

Mariotti (2009) was of the idea that apartheid shaped the structures of organisations and the labour markets in South Africa. He explains that economic literature claimed labour market in apartheid South Africa had rigid labour market practices highly inclusive of acts of

discrimination (Mariotti, 2009). It is important to mention the South African labour market liberalisation that took place in the year 1973 Durban Strikes where a total of 61000 workers peacefully marched in Durban 1973 demanding raises in minimum wages and better working conditions. These strikes ended with an increasing scale and recognition of black labour mobilisation. Brown (2010) also explains that these strikes opened gates for economic protests and organisation of trade unions. Bhorat (2005) says that apparently apartheid still affects the markets even today because the domestic economy fails to create a sufficient number of jobs which he concludes is “Under the policy maker’s scrutiny”. This gives light that strain on the labour markets in the democratic South Africa which was created by apartheid.

The collapse of the apartheid government in 1994 gave the democratic government a chance to enforce new structures, laws and policies with the aim of transformation for the country Tapscott, (2017). Most of these structures, laws and policies favoured designated groups, women and children and the evolution of South Africa (Tapscott, 2017). The aim of this was to address issues of inequality amongst certain race groups and to bring improvements to the lives of the people. This review recognises the efforts that the government has made to better the lives of people and to try and address issues that were a result of the apartheid government.

It is researchers such as Miceli *et al.*, (2011) who scrutinize the continued cry for help by the masses with regards to social and economic issues in South Africa. They were of the opinion that the fundamental challenge is the need to secure sustainable means to overcome the apartheid legacy and reverse distortionary political, economic and social policies that disfavoured development than to promote it.

This study review will arise from one of the main concerns in South Africa which is the issue of unemployment. Unemployment has been a concern in this country for over two decades from the year of democracy. Youth unemployment according to Ardington *et al.*, (2016) has been outrageously increasing over the past few years and noted that every year the numbers are more disappointing. Statistics South Africa (2018) reported that in Quarter 1 of 2018 approximately 3.3 million youth aged 15 (fifteen) -24 (twenty-four) were without employment. Ardington *et al.* (2016) highlighted the increased number of graduates ranging from Universities, Technicons/Colleges and Higher Private Institutions as possessing skills that are not relevant to the skills needed to get employment. This has led to the interest of assessing the impact that entrepreneurship can have in the movement to eradicate unemployment, youth

unemployment and graduate unemployment. Furthermore, this has also led to interest of investigating the bottlenecks blocking youth and people in general from starting businesses.

The background of the conduction of this study is highly motivated by the high level of unemployment amongst youth in South Africa, and the low rate of entrepreneurship practices in South Africans especially the youth. Furthermore, the high number of graduates which are affected by unemployment and the investigation of managing their careers towards entrepreneurship is important to this study. It is important to look at the impact of human resources management practices married with entrepreneurship practices (starting of businesses) to reduce youth and graduate unemployment. Neck *et al.* (2014) was of the conclusion that there are other attributes which contribute to successful entrepreneurship such as an entrepreneurial mind-set which influences the behaviour and outlook on entrepreneurship. The study intends to review this notion and how it would impact youth in South Africa to move towards a more entrepreneurial mind-set. Mauer *et al.* (2017) marked entrepreneurship education as a very important step to raising youth that is more entrepreneurial than job seekers. This review also intends to look at the importance to entrepreneurship education and how it may have an impact to youth and graduates to start businesses.

2.2. Theoretical Framework

A theoretical framework is the structure that holds and supports a theory of a research project, it also introduces the theory that explains why the research problem exists (Stafford & Lesham, 2008). It consists of concepts, definitions and reference to relevant scholarly literature, existing theory that is used for the research project (Stafford & Lesham, 2008). According to Stokes (2013) a theoretical framework provides a particular perspective, lens through which to examine a topic. In a study, theoretical framework is used because it opens up the analysis by providing a particular set of questions to ask, and the perspective to use when examining the topic.

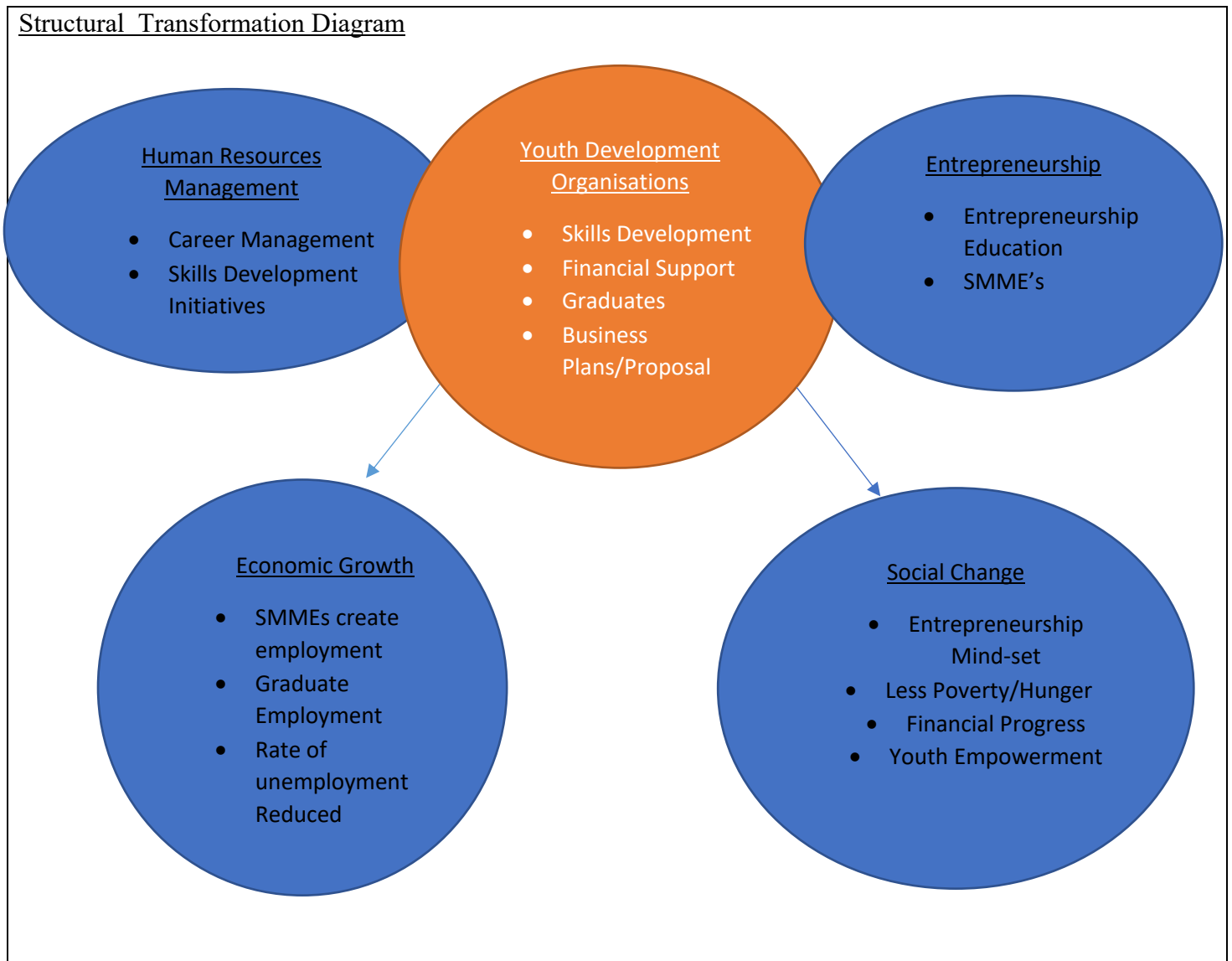
This particular study will use the model of Structural Transformation as a theory. This theory supports both disciplines human resources management and entrepreneurship as it mainly focuses on the most important variables of this study which is youth, skills, career management, entrepreneurship and unemployment. Structural transformation framework is dated back to the 1940s and 1950s from Arthur Lewis and Simon Kuznets as there was a movement of population and economic activity from agriculture to industry (Kanbur, 2017). Herrendorf, Rogerson &

Valentinyi (2013) explain that the One-sector Model abstracts from six features of the process of economic growth, and one of these processes is structural transformation. Barro (2008) mentions that many scholars in the school of economics recognized the shift in income distribution. This led to Kuznets listing and exploring structural transformation as one of the main six features of economic growth (Herrendorf *et al.*, 2013). This was supported by Kanbur (2017) when he said that the specific implications of this process of structural transformation for income distribution was explored by Kuznets in his 1955 paper. Kanbur (2017) further explains that the classical sense of structural transformation starts with an imperfection in the economy, from labour having very different productivity in different sectors and proceeds with a shift of this labour across sectors to high productivity sectors. By definition Herrendorf *et al.*, (2013) said that structural transformation is the reallocation of economic activities across the broad sectors such as agriculture, manufacturing and services. This theory is significant to this study because it suits the objectives of this study which looks at how the encouragement of entrepreneurship amongst youth through government organisations and support can improve the economic state of South Africa and reduce unemployment. Even though this theory was originally developed in the discipline of economics, scholars have derived, improved and developed it to explain theories that would suit their studies. It is scholars such as Brixiova, Ncube and Bicaba who have explored and developed this framework to suit their research in human resources management and entrepreneurship. The same was done for this particular study.

Brixiova, Ncube and Bicaba (2014) developed the theory of structural transformation as a model of entrepreneurial start-ups in an economy with limited entrepreneurial skills, costly search for business opportunities, and where both young and adults face skills shortages. The model is applied to the analysis of policies to stimulate start-ups by subsidizing entrepreneurial training, efficiency-equity involved in promoting the youth. According to Brixiova *et al.*, (2014) middle income countries in Southern Africa such as Swaziland, South Africa and Namibia have slow growing economies on the continent. This has resulted in high rates of unemployment amongst youth. In addition, it has reflected that there is limited private sector job creation and entrepreneurship. With regards to this study, this theory is relevant and suitable because it involves looking at situations that impact the society, economy, and the development of the human race. In this regard, this study aims to evaluate the experiences, concerns, and attitudes of young South Africans regarding entrepreneurship, career management and skills development to reduce youth unemployment. Brixiova *et al.*, (2014) explain that

entrepreneurship extends the levels of socio-economic improvement and the youth especially must be targeted for skills acquisition to improve most economic challenges and social constrains. This study will use this theory to also explain and suggest ways to improve entrepreneurial participation amongst the youth to address unemployment.

Figure 2.1: Structural Transformation Diagram



Source: Authours Own adopted from Brixiova et al., (2014)

The important point here is the Youth Development Organisations, they provide the youth with HRM skills, equip youth with Entrepreneurship education and skills development, support grant for strating and growing businesses, and encourage youth to start businesses (Brixiova *et al.*, 2014). This will result in more stable and impactful businesses operations which positively impacts the rate of youth unemployment, reduce graduate unemployment (Gwija *et al.*, 2014).

Further, it also brings social change in society by means of financial progress, youth empowerment, and is believed to impact the mind-set of other youth to start businesses (Bushe, 2019). The aim is to encourage youth and graduates to attend these skills development programmes and start their own businesses because the rate of unemployment is growing. These programmes will ensure competency and assist those who are starting up to prevent failure and which discourages others to embark on business ventures.

2.3. National Youth Development Agency (NYDA)

This study has chosen the National Youth Development Agency (NYDA) as the site to be used for the study. The National Youth Development Agency is a South African youth development agency aimed at creating and promoting coordination in youth development matters. The NYDA results from a merger of the National Youth Commission and Umsobomvu Youth Fund. The NYDA Grant Programme is designed to provide young entrepreneurs with an opportunity to access both financial and non-financial business development support. This is done to enable them to establish or grow their businesses. The programme focuses on youth entrepreneurs who are at intentional, promising and new stages of enterprise development (NYDA, 2018). According to Gwija *et al.*, (2014:10) ‘this establishment was formed to respond to a variety of challenges for young people in the country, such as unemployment, drug and alcohol abuse and HIV and Aids’.

2.3.1 Background/History of NYDA

The NYDA is an agency established primarily to tackle challenges that the nation’s youth are faced with. This agency was established by Act 54 of 2008 of parliament, which is meant to be a single and unitary structure that will address youth development issues at national, provincial and local government levels (NYDA, 2018). This Act also mandates the agency to develop an Integrated Youth Development Strategy (IYDS) and youth development guidelines which are aimed at establishing parameters that are legislated in the act (NYDA, 2015). When this act was implemented to drive the agency in order to reach its intended goals, there were proposed amendments put in place and according to the strategic plan for the NYDA (2015), this was to give powers to the NYDA to coordinate and implement youth development at a provincial level. According to Ntoyanto (2016) The NYDA works across the three spheres of government, including national, provincial and local government in facilitating and promoting the coordination of the three in youth development.

National Youth Policy 2009-2014

This proposed amendment defined youth development as “the intentional comprehensive approach that provide opportunities, space and support for the youth in order to maximise their individual and collective energies for personal development, and for the broader society which they are part of (NYP, 2009-2014). The policy’s intent and goal was to ensure the development of young people in a context that will suit South Africa. This included education, economic participation, health and wellbeing, social cohesion and civic participation (NYP, 2009-2014).

The African Youth Charter

The African Youth Charter is a framework that defines Africa’s youth agenda which was endorsed in July 2006. According to NYDA 5-year strategic plan (NYDA, 2015), this is a document that which serves that strategic framework that gives direction for youth empowerment and development at continental, regional and national levels. The African Youth Charter aims to strengthen, reinforce and consolidate efforts to empower young people. This will be done through meaningful youth participation and equal partnership in driving the development agenda of African youth (NYDA, 2015).

South Africa’s New Growth Plan

South Africa’s new growth plan focuses on three areas that are directly related to Economic Participation. These focus areas were outlined by the amendment policy listing stepping up education and skills development, enterprise development, and Broad-Based Black Economic Empowerment (B-BBEE) (NYDA,2015). The government and social partners of the New Growth Path signed a National Skills Accord which is a social dialogue. This accord together with the government believed that it will significantly increase the number of South Africans who can access training and it will result in a large increase in the skills-base for the economy. The objectives of the National Skills Accord are aligned with shaping and influencing the participation of youth in businesses by encouraging skills development using training facilities provided for by the government (National Skills Accord, 2011).

National Development Plan

The National Commission of South Africa was established to develop a national plan to propel South Africa to better society by the year 2030. The plan lays out an approach with its focus on developing people’s capabilities to be able to improve their lives through education, skills

development, access to better health care and public transport, social protection, rising income, housing and basic services, and safe communities (NYDA, 2015).

2.3.2 NYDA Analysis

Youth development has stroked many nations in recent years and has since become a priority for economic development, especially by developing counties in the African continent. The NYDA has clearly pointed out that it has become urgent that global development must put the youth at the centre of the development plan. And, according to the NYDA this requires leaders and strategic planners to be well informed with high quality evidence for crafting and implementing such impactful youth development based programmes (NYDA, 2018). Given the high number of youth population in South Africa, there is much of socio-economic challenges that greatly affect the nation (NYDA, 2015). These challenges include poverty, inequality and joblessness, poor health and many other concerns that affect the masses every day. With such happening at the core of South African youth, The NYDA plays a major role in ensuring that major stakeholders (government, private sector and civil society) prioritise youth development and contribute towards identifying and implementing lasting solutions which address youth development challenges (NYDA, 2015).

The programme keeps its focus mainly on youth development and covers categories youth unemployment, young women, youth in rural areas, youth living with disabilities, school-age-out-of-school youth, youth at risk, youth heading households, youth in conflict with the law, and youth abusing dependency-creating narcotic based substances including alcohol. The focus of the agency is implementing youth development programmes directly and the focus of the business is informed by imperatives of youth development as contained by the National Youth Plan 2009-2014. These imperatives include:

1. Education, Training and Skills Development- Dealing with challenges of in and out of school youth
2. Economic Participation- Dealing with challenges of youth unemployment and poor entrepreneurship activity amongst youth
3. Health and Well Being- Challenges of youth, the high rate of chronic illness and other diseases
4. National Youth Service, Civic Participation and,
5. Youth Work

This study intends to base its main idea and theory using two imperatives which are covered by the objectives of the agency which are education, training & skills development and economic participation. These imperatives are crucial to point out because this study intends to investigate the impact of skills development amongst youth with an intent to increase entrepreneurship participation. Education, training and skills development play an important role in encouraging the starting of businesses. In addition, Winger *et al.*, (2015) added that unemployed graduates which find it difficult to compete in the market will use these opportunities as gateway to refocusing their careers towards entrepreneurship. The NYDA, in addition, focusses its attention on education and skills development programmes of the organisation.

It has been mentioned above that NYDA focuses on different compartments of youth development, however, the study's intent will mainly focus on economic participation and education, training & Skills development. It is important to however mention the other greatly planned ways to add value to youth development. To mention a few, the Solomon Mahlangu scholarship fund introduced to encourage youth from disadvantaged communities to access further education opportunities and excel in their area of academic strength. The Second Chance Matric Rewrite, with the aim of giving an opportunity for youth that did not perform well in grade 12 to rewrite their subjects. National Youth Service Programme, and Grant Programme just to highlight a few.

2.3.3 Accomplishments in Economic Participation

It is as important to mention the accomplishments so far by the agency with regards to youth development and assistance to entrepreneurial adventures. According to The NYDA annual report 2017/2018 a total of 874 youth owned enterprises received NYDA grant funding, 21808 beneficiaries were supported with key fundamentals that ensure successful entrepreneurship and job creation. The agency continues to create ways for youth to reach NYDA services and getting correct and credible information, the report estimated 1 542 919 youth that received information on youth development at NYDA. The latter is important to add because the spread of information amongst youth to develop themselves will according to Littlewood and Holt (2018) increase entrepreneurship participation, and improve the entrepreneurial mind-set of youth which will be highly influenced by the support and development. This is just a few of the accomplishments which was done under economic participation and the agency continues

to report on the ongoing strategies to improve youth participation to entrepreneurship and youth development as a whole.

2.4. Human Resources Management (HRM)

The decisive role played by human resources management in the emergence and sustenance of entrepreneurship development cannot be overlooked as it ensures optimum deployment and development of personnel towards the actualisation of set organisational objectives (Kehinde, 2014). This study lays a structure of the role of human resources management to youth development, specifically towards entrepreneurship. Bratton and Gold (2016) state that skills development and career management are human resources management compartments that individually add a significant role in organisations. It is important to present the latter because it falls under the umbrella of human resources management in this study. The roles of both these compartments will be broken down to give substance to its impact on youth development and the encouragement of entrepreneurial practices amongst youth.

Many organisations or non-profit organisations promote skills development, training, and innovation as the main pillars covered from HRM (Bratton & Gold, 2016), however, this review intends to bring light to the impact added by career management with regards to youth development and entrepreneurship. Furthermore, it seeks to show the input made by career management to graduates that are affected by unemployment. Skills development composes of human resources management practices and this review intends to highlight the correlation between skills development and career management with an intent of youth development and increased youth entrepreneurship participation. Researchers have been increasingly interested in the reduction of unemployment, social challenges that affect young people, and financial freedom strategies for youth and people, and this study aims to explore reviewed strategies that encourage youth development and promote entrepreneurship.

2.4.1 Career Management

Career management as proposed in this study is to encourage youth and graduates to refocus their careers to entrepreneurship rather than seeking employment. This is another highly influential strategy to the development of youth and people in general. Jackson and Wilton (2016) explained that it is important to encourage youth to be involved in entrepreneurship adventures to address social issues in developing countries. This review intends to show the importance of career management and continued skills development amongst youth which may

reduce unemployment amongst youth. Moreover, it seeks to review if youth and graduates that attends skills development programmes and pursue entrepreneurship would encourage other youth to explore entrepreneurship as a career management option. This will also reveal the perception that youth have before being exposed to opportunities that will support and encourage entrepreneurial participation.

2.4.2 Defining Career Management

It is however, important to thoroughly define what a “career” is and then to what “career management” is and how it relates to the focus of this study. Clark (1992) referred to a career as a sequence of jobs or activities, planned or unplanned, involving elements of advancements, commitment and personal development over a defined period of time. Greenhaus, Callanan and Godshalk (2002) had similar views saying that it is a mobility path where there is a pattern of work related experiences that span the course of a person’s life. Career Management on the other hand, was defined as a process that plans and shapes the progression of individuals within an organisation in accordance with the organisational needs and objectives (Public Service Commission, 2017). It is also concluded to be a process by which individuals develop, implement and monitor career goals and strategies (Greenhaus *et al.*, 2000). This study brings the notion that youth can manage their career paths by starting businesses using the right channels in order to create businesses that will cater to economic demands in South Africa. Furthermore, this notion continues to elaborate that the latter can be done by enrolling in skills development programmes fostering entrepreneurship for young people. This will not only change young people’s financial state, but will also create employment for others, reduce graduate unemployment and create a more entrepreneurial mind-set amongst youth.

2.4.3 Career Management for Entrepreneurship & Career Development

It is evident that the motivations to this study was to further assess the impact of unemployment amongst youth in South Africa and encourage entrepreneurship practices amongst youth. Furthermore, fostering entrepreneurship amongst youth would increase economic participation which is reported to increase the GDP of most developing counties. The role of career management is vital as it suggests a positive route for graduates who are seeking employment in what some refer to as rigid labour market demands. Fayolle and Gailly (2015) explain that career management mainly supports career development journeys for most employees and better themselves within organisations, however, it is interesting that they highlighted the

impact of career management to people who want to pursue entrepreneurship and start business. They stated that career management programmes lead to employees realising their strengths and setting goals for their careers. Therefore, fostering entrepreneurship in employed youth as well will improve entrepreneurial participation. This gives the conclusion that even the youth that is employed must be encouraged to start businesses to increase economic participation and create employment.

2.4.4 The Impact of Career Management on Graduates

EThekweni Municipality reported that an estimated 38 401 graduates from the University of Zululand, University KwaZulu-Natal, Durban University of Technology, Mangosuthu University of Technology, and EThekweni College were reportedly unemployed and seeking for employment and internships by December 2017 (News24, 2018). This excludes the number of colleges around KwaZulu-Natal that produce graduates who seek work experience and employment every year. This report came after the annual report stating that there was less than 400 positions for “work experience” or internship at EThekweni Municipality that was available and the surplus number raised concerns on the availability of jobs for graduates (News24, 2018). It is important to give this background because it supports the idea that graduates need to acquire entrepreneurship skills which will assist them to start businesses. Graduate unemployment is one of the major challenges that South Africa is facing as a country and particularly youth. Skills mismatch was reported to be a huge contribution to graduate unemployment in South Africa (Xulu, 2012). Xulu (2012) further elaborated that the need for sustainable livelihoods is an emergency for the many families in KwaMashu and nearby townships because unemployment rate is high. Furthermore, Xulu (2012) said many families in these towns in EThekweni had graduates seeking for employment.

Entrepreneurship is playing a tremendous role in economic strategies for many developing counties. Hofer, Potter, Redford and Stolt (2012) said that to best support entrepreneurship in graduates, higher education institutions need to be entrepreneurial, and the best linkages are between education, research, and promoting social and economic development. This notion was supported by (Grey, 2015) when they said that the entrepreneurial mind-set needs to be taught from a young age in order for it to be a natural way of perceiving the world. Furthermore, creating a strong entrepreneurial culture in this country depends upon the development of entrepreneurial habits of thinking from the beginning of the education process (Grey, 2015).

In line with the above, scholars continue to suggest and recommend strategies that improve the value added by tertiary graduates to the economy of the country and their own social and financial lives. Chukwu and Anthony (2012) started by recommending the government to make appropriate policies that will enhance entrepreneurial skills in youth and these policies should be enshrined in school curriculum. Companies and entrepreneurs should play instrumental roles in promoting entrepreneurial education by providing expertise knowledge, mentoring, social and financial support (Chukwu & Anthony, 2012). Entrepreneurial development should be taught in schools and should be compulsory in all institutions of learning. Furthermore, more efforts should be diverted to self-employment and the development of industries (Chukwu & Anthony, 2012). They concluded by saying private sector, government ministries, other stakeholders have to cooperate and work with academia with a view to structure the education system which is essential to developing an entrepreneurial society (Chukwu & Anthony, 2012). This review reveals the importance of fostering entrepreneurship in schools, higher institution, unemployed graduates and youth as a whole with an intent to reduce unemployment, creating a society that is entrepreneurial driven. In addition, fostering entrepreneurship as a career management option can reduce unemployment amongst graduates. Chiweoke, Charles, Nwabekee and Nwabekee (2015) supported this by saying entrepreneurship studies enables youth to acquire adequate skills and knowledge needed for self-employment.

2.4.5 Skills Development

“For our country to achieve high levels of economic growth and address our social challenges of poverty and inequality, we must work together to invest in education, training, and skills development to achieve our vision of a skilled and capable workforce to support an inclusive work path”- Dr. Blade Nzimande

Skills development is a very important compartment in the Human Resources Management field and explaining the importance of skills development with relation to this study is crucial. Friedman (2018) explained that skills development is focused on the transfer of skills to members of the economically active population. For instance, in an organisation a skills development initiative would be the employer paying for employee’s education for skills development purposes to better the company and make profit. In relation to this study, skills development example would be people, youth and graduates enrolling in skills development programmes/agencies sponsored for by the government, and or private sector with an intend to transfer specific skills that will contribute to the country’s economic and social development.

Skills development strengthens the skills and human resource base by encouraging the support of skills development initiatives to support career pathing and employment creation (Friedman, 2018). Graham and Mlatsheni (2015) reported that youth in South Africa lack skills that are suitable for encouraging entrepreneurship. They added that youth are not informed about the importance of skills development specifically for encouraging entrepreneurship behaviour.

Skills development for youth both the general population and graduates will in this case increase entrepreneurial participation in youth. This was also supported by Brixiová *et al.*, (2014) saying that business training significantly increases the probability that a participant starts a new business or expands an existing one.

2.4.6 Skills development and Entrepreneurship

Skills development in this study gives the notion that boosting entrepreneurship in youth will be accomplished by skills development, training and proper financial support. In addition, it persists to say that this will encourage starting of businesses which will ultimately create employment for people, it will also improve economic participation. Furthermore, Tshikovhi and Shambare (2015) strongly believed that it improves the social lives and awareness of ones potentials to create goals. It is important to mention the impact of financial stability which is highly influenced by skills development for entrepreneurship. In modern day South Africa where bread and butter is not cheap, with poverty striking many lower class households, other people resort to crime and other illegal practices to make a living Andresen (2015). Chigunta (2017) proceeded to say that the improvement of entrepreneurship reduces these criminal acts. Financial stability also decreases social issues such as poverty, diseases, and lack of health care. This was also supported by Brixiová *et al.*, (2014) by saying increased entrepreneurship activity creates employment for others and it improves the social status of the community.

In line with the above paragraph, one of the objectives of this study is to understand the effects of the skills development programme offered at NYDA to develop and enhance an entrepreneurship mind-set. It is important to highlight this objective because Chigunta (2017) believed that skills development programmes also contribute to ones potentials and abilities which increases self-confidence and the level to perform. The latter insinuates that financial stability which is highly influenced by successful entrepreneurship through skills development also impacts the mind-set of a person which causes them to perform better at their chosen field. For the purpose of this study the researcher may add that these are important attributes that youth need to possess to be successful in starting and maintaining businesses. Tshikovhi &

Shambare (2015) supported this by stating that these include entrepreneurial intentions, entrepreneurial knowledge, and self-awareness.

2.5. Entrepreneurship

There has been rising concerns about issues of unemployment and the impact it has on many communities. The promotion of entrepreneurship has been a major worldwide policy target, as it is thought to be associated with the creation of wealth, technological innovation and increased social welfare (Read, Sarasvathy, Dew, & Wiltbank, 2016). This study extends to brighten the role of entrepreneurship amongst youth in South Africa with the aim to reduce the rate of unemployment not only amongst youth, but for unemployed higher education graduates as well. This study, however, encourages this to be done through skills development and training programmes which are specific for supporting entrepreneurship amongst youth. This part of the review will thoroughly look at what entrepreneurship is as a phenomenon and discuss the role that entrepreneurship may play to reduce youth unemployment. Furthermore, it will also look at the impact of entrepreneurship education to the pupils, students, youth, graduates and the general public. Lechman and Kaur (2015) said that in order to improve entrepreneurial activities in developing countries, entrepreneurship education is the number one tool to encourage and inform people. This study is also very much interested in the entrepreneurial mind-set that youth need to have to be successful at maintaining and succeeding in business. Shane and Venkataraman (2000, cited in Bosman & Fernhaber, 2018) concluded that an entrepreneurial mind-set is the inclination to discover, evaluate, and exploit opportunities. Moreover, it will discuss the supporting structures for youth to support youth with entrepreneurial start-ups. These are entrepreneurship skills development and training agencies that support unemployed youth and graduates to start businesses. It will also include other external tools such as the rising impact of technology which has influenced the sustenance and marketing of many businesses.

Defining entrepreneurship for the purpose and idea of this study is crucial before getting to the core reasons why conducting this study is important. Entrepreneurship is the dynamic process of identifying economic opportunities and acting upon them by developing, producing and selling goods and services (Nadim & Richard, 2008). More recently, Hrinchenko, (2018) defined entrepreneurship as introduction of new goods and services, new markets and processes, and materials in ways that did not exist before. Entrepreneurship encourages discovery and exploitation of opportunities fostering economic growth and job creation. The

definition of entrepreneurship has been evolving and many scholars have suited it to various situations.

A more applicable definition that this study will adopt is describing entrepreneurship as “a process to create or use opportunities with the help of acquired resources to start, acquire or grow an existing business with the primary intention of making a profit” (Gwija *et al.*, 2014). Entrepreneurs are individuals that are able to identify opportunities, take calculated risks to pursue opportunities with the aim to create wealth and independence (Mhlahlo, 2017). It also means creating something distinctive in the market place which will add value thereby creating jobs opportunities (Mhlahlo, 2017).

Entrepreneurship has a positive impact and contribution to economic growth and improving social bonds. Filser, Kraus, Roig-Tierno, Kailer, & Fischer, (2019) support the latter by concluding that entrepreneurship drives economic growth by creating jobs, promoting decent work and sustainable agriculture and fostering innovation. Furthermore, it promotes social cohesion by reducing inequalities and expanding opportunities for all, including women and young people, persons with disabilities and the most vulnerable people (Filser *et al.*, 2019).

2.5.1 The State of Entrepreneurship

Literature suggests that there is a lack of youth participation in starting of small businesses in South Africa. Above, Brixiovia *et al.*, (2014) highlights the unlikeliness of youth to be involved in entrepreneurship but most youth are competing for the labour market absorption. In this highly competitive market, it is unlikely that many youth are employed and many of them are stricken by the realities of unemployment (Brixiovia *et al.*, 2015). This study is motivated by the current South African statistics that reveal disappointing statistics of youth that is unemployed especially amongst tertiary graduates. The Statistics South Africa (2017) reported that a shocking 28% at the end of the first trimester in the year 2017. It is these type of statistics that motivate the evaluation of skills development and training of youth in EThekweni.

2.5.2 Entrepreneurship amongst youth in KwaZulu-Natal.

KwaZulu-Natal is one of the provinces in South Africa and holds one of the metropolitan cities of the country which is the city of EThekweni. It is important to evaluate the entrepreneurship practices among youth in this province. There are different attitudes and perceptions of entrepreneurship amongst the youth in rural and urban areas (Zondo, 2016). Zondo (2016) explains that rural parts of KwaZulu-Natal experience challenges in starting businesses which

limits the effectiveness of their businesses whether it is small or medium. Mahmood & Omran (2015) added that in rural areas the youth are not eager to start businesses because of limited knowledge, financial constraints and ineffective marketing strategies. Lekhanya (2016) stated that even though there are better opportunities to start businesses in other parts of KwaZulu-Natal such as in the city of EThekweni, the entrepreneurial mind-set and behaviour does not support entrepreneurial intention. Lekhanya (2016) also believed that the economic potential of KwaZulu-Natal can be unleashed through a culture of entrepreneurship, especially among the youth. This can be accomplished by the support provided by agencies for skills development and other forms of support. The latter validates the concerns experienced by youth in KwaZulu-Natal as they are filled with obstacles mentioned above which suggests that their attitudes are highly affected by their experiences. However, Zondo (2016) notes that other youth have done well around KwaZulu-Natal practicing informal businesses such as home based retail, hair and beauty businesses. More recently, Ngwenya and Mashau (2019) appreciate the effort made by unemployed graduates in starting their own firms stemming from their interests in their chosen fields of study. They continued to say that more and more youth are getting into private practices which is also a form of entrepreneurship amongst professionals. Ngwenya and Mashau (2019) made conclusions that due to the lack of opportunities available for graduates especially in dentistry and psychology, the interest for gaining entrepreneurship skills development amongst higher education graduates and practicing professionals has improved.

2.5.3 Entrepreneurship amongst youth in Gauteng

Gauteng is South Africa's smallest province but holds the country's per capita (Morgan, 2017) and has one of the highest percentage of manual labour practices. This province has a plethora of small, medium and micro enterprise which is mostly textiles, clothing, glass, mining etc., however, youth entrepreneurial businesses are not big as people rely mostly on white collar work, manual labour or informal forms of work. Njiro, Mazwai and Urban (2010) performed a study around the townships of the Gauteng province such as Soweto, Tshwane, West Rand and many others and reported that many business owners were people older than youth. Furthermore, they reported that those that were owned by youth were mostly informal or have failed before and or have not been in service for more than two years (Njiro *et al.*, 2010). As much as it is fulfilling that entrepreneurship is very much practiced in the Gauteng province, it is rather disappointing that the youth are not in lead of the practices. Many youth in this province like many other parts of the country, face financial barriers and most of them lack

business skills and training (Njiro *et al.*, 2010). It is evident that financial barriers play a huge role in youth entrepreneurial activity as reported in Gauteng as a major challenge.

2.5.4 Entrepreneurship amongst youth in Cape Town.

Cape Town is one of the metropolitan cities in South Africa, this is where most youth come for education opportunities, graduate employment and for others to start business ventures. Nchu (2015) concluded that in Western Cape the number of youth businesses are mostly informal and added that in this city it is mostly professional workers. Nchu (2015) is of the opinion that many youth in this city and the surrounding areas such as Khayelitsha are not exposed or encouraged to partake in businesses. In surrounding high schools in Cape Town a study indicated that learners in grade 11 and 12 did not have interest in entrepreneurial ventures or practices. This was substantiated by the fact that most learners are of the “known” career paths such as medicine, music, teaching and law (Nchu, 2015). He also felt that the subjects do not promote entrepreneurship education and skills which breeds youth that lacks entrepreneurial exposure and awareness (Nchu, 2015). Even though this is not the overall idea about the entrepreneurial practices in the city of Cape Town, but it is evident that youth entrepreneurship practices in South Africa are low.

2.5.6 Entrepreneurship education

Entrepreneurship education is designed to enable students to acquire skills, abilities and capabilities for self-employment (Chiweoke *et al.*, 2015). Chimucheka (2014) defines entrepreneurship education as “development and improvement of entrepreneurial awareness, knowledge, skills and concepts in the field of entrepreneurship, it is also developing and improving the competencies that are needed to successfully establish and run an entrepreneurial venture”. Entrepreneurship education is defined by Ojala (2015) as the education and teaching given in school and in the surrounding society. Entrepreneurship education are means to educate, innovate, and encourage creativity and entrepreneurship (Welsh, Tullar, & Nemati, 2016).

As a developing country, South Africa faces high rates of unemployment and low on entrepreneurial practices (Chimucheka, 2014). There is a call for concern about the lack of skills, entrepreneurial activity and but most importantly entrepreneurship education (Welsh *et al.*, 2016). Valerio *et al.*, (2014) were of the idea that entrepreneurship education should be part of the syllabus in schools and higher education institutions. The latter was also supported by Bushe (2018) saying that entrepreneurship education should be a standard in education in South

Africa from a primary level creating a culture that is open to entrepreneurship not only as a career but a norm. This empowers skills to create employment amongst the youth, graduates and people in general. Welsh *et al*, (2016) also felt that entrepreneurship education in South Africa is very low and promoting entrepreneurship education would improve the economic and social state of the youth. In a more positive note, Ojala (2015) reported that even though the entrepreneurial activity is low, it has improved the past ten years and women participation and courage has increased.

2.5.7 Entrepreneurial Mindset

Bosman & Fernhaber (2018) explain that a mind-set is a mental attitude or inclination. This occurs through developing a greater awareness of your current mind set, and taking steps to purposely start thinking and reacting in new ways (Bosman & Fernhaber 2018). In addition, an entrepreneurial mind-set is having the inclination to discover, evaluate and exploit opportunities (Bosman & Fernhaber 2018). With regards to this study, it suggests that an entrepreneurial mind-set attribute can be developed and encouraged within youth, with the purpose to improve entrepreneurship activities and participation. Dweck (2006) supports this by saying a mind-set can change hence the growth mind-set believes your talents and abilities can be developed. This research continues to suggest that youth lack entrepreneurial interests because they are not informed hence they will have a low entrepreneurial mind-set, therefore, suggesting that youth in South Africa must be mentored, encouraged and driven towards a more entrepreneurial mindset. This according to McGrath and MacMillan (2000, cited in Bosman & Fernhaber, 2018) can be identified in individuals and can be encouraged, and they identify five characteristics of an entrepreneurial mind-set:

1. They passionately seek new opportunities
2. They pursue opportunities with enormous discipline
3. They pursue only the best opportunities and avoid exhausting themselves and their organisation by chasing after every option.
4. They focus on execution, specifically, adaptive execution, and
5. They encourage the energies of everyone in their domain

These characteristics of an entrepreneurial mind-set is important with regards to this study because it will encourage youth and graduates to being open to starting businesses. South Africa needs youth that will pursue business opportunities, which are relevant to the needs of the markets. In. addition, it is also important to point out how this mind-set lingers to other

people, pointed by McGrath and MacMillan (2000, cited in Bosman & Fernhaber, 2018) saying it “encourages the energies around everyone in their domain”. This study wants to evaluate if the youth that enrol in entrepreneurship skills programmes/agencies would encourage their peers to start businesses or consider entrepreneurship as a career management option.

2.5.8 Other Programmes and Agencies that Support Youth Entrepreneurship

There are other programmes/agencies that support youth entrepreneurship through skills development that have been implemented. They are worth mentioning as there are many concerns that are being addressed in terms of lowering the gap of unemployment and inequality.

2.5.8.1 Reconstruction and Development Programme (RDP)

When South Africa entered democracy in the year 1994 the government enforced policies that would equalise the previously disadvantaged and entrepreneurship awareness was no exception (Chimucheka, 2014). The Reconstruction and Development Programme placed a lot of emphasis on entrepreneurship awareness, education and training (Klofsten & Spaeth, 2004).

2.5.8.2 Small Enterprise Development Agency (SEDA)

National Small Business Act of 1996 was amended in 2004 to provide for the merging of Ntsika Enterprise Development Agency and the National Manufacturing Advisory Centre to form SEDA (Chimucheka, 2014). SEDA is an agency of the South African Department of Trade and Industry (DTI) which implements government small business strategy, small enterprise development and maintain government-funded small enterprise supports agencies in the country (SEDA, 2010). SEDAs mission is to develop, support and promote small enterprises throughout the country, ensuring their growth and sustainability in co-ordination and partnership with global partners who make international beneficial practices available to local entrepreneurs (SEDA, 2010)

2.5.8.3 Universities in South Africa

Mismatches between the skills required by the labour markets and the economy and those provided by schools and universities are prevalent. Mhlahlo (2019) argues that even though entrepreneurship activities in South Africa are characterised by shortfalls and challenges, higher education can contribute in creating a society that is aware and increase the levels of perceived capabilities through well-structured and high quality education. Filser *et al.* (2019) argues that

the government puts a lot of emphasis and funds on Broad-Based Black Economic Empowerment (B-BBEE) while the level of education that is provided does not promote employment in the formal sector nor provided with the skills to become entrepreneurs. More notably in recent years, South African higher education institutions have been promoting entrepreneurship related programs to encourage young people to consider entrepreneurship as a career management option as unemployment rates rise

Universities in South Africa work with and assist SMMEs in the country and province through their community engagement initiatives (Chimucheka, 2014). Education provides individuals with the cognitive ability to match potential entrepreneurial opportunities with their respective skills and abilities (Levie & Autio, 2008). For instance, The University of Kwa-Zulu Natal prides itself in providing entrepreneurship education and awareness across all campuses and promotes student entrepreneurship practices (Carries, 2014). The Durban University of Technology (DUT) also took initiative in supporting student entrepreneurship when they launched their student Centre for Social entrepreneurship (DUT, 2015). Its main vision is to develop social entrepreneurship at the university through student engagement, partnerships with relevant stakeholders and research. Such programmes that are presented in universities and other higher education institutions decreases graduate unemployment in South Africa. Welsh *et al.*, (2016) adds that there are lot of skills mismatches and if graduates can be skilled to turn their soft skills into business ideas and start businesses that would decrease graduate unemployment and improve entrepreneurial intentions.

2.6 Conclusion

Youth unemployment has been an ongoing concern in South Africa for over two decades now, this has extended to highly impact graduates who compete for employment in the labour markets. There has been positive initiatives put in place, however, the issue continues to strike harder. This study proposes and encourages the elevation of skills amongst youth with the purpose of increasing youth participation in entrepreneurship. Entrepreneurship has been the buzz phenomenon and strategy for many developing countries to reduce unemployment and increase economic participation. This idea continues to add that there will be an impact on the social lives of youth in many communities as there are still other concerns of social freedom. These concerns include high rates of crime, poverty, and issues of health care. Furthermore, this review has brought light to the impact that unemployment has on graduates seeking employment in the South African labour markets. Research has suggested that there is an

increased rate of graduate unemployment, every year there is a high number of students that graduate and wait years to gain experience in a market that is not assuring permanent absorption. The aim of this study is to also bring light to the fostering of entrepreneurship as a career management option for graduates to create self-employment, and for others as well. Entrepreneurship education has been highlighted as the number one tool in creating a society that is conscious about entrepreneurship as a career. This study also extends the notion of elevating a youth that possess an entrepreneurial mind-set and how that can encourage others to pursue entrepreneurship. The main objective is, however, to bring light to the boosting of entrepreneurship amongst youth through skills development programmes to reduce unemployment, especially amongst graduates while creating employment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The aim of this study is to investigate whether or not fostering entrepreneurship as a career management option amongst youth in South Africa would assist to reduce unemployment. It is important for the study to understand the effects of various skills development programmes in order to develop enhance an entrepreneurship mind-set for youth. Furthermore, the study also intends to explore the experiences of youth who have completed the skills training programme and if they would encourage their peers/other youth to consider entrepreneurship as a career management option. This particular chapter will give detail as to how the data will be collected. The chapter will also discuss different research methods, how the data will be gathered and explain the steps that will be followed in order for the data to be analysed.

The objectives of this study are as follows:

1. To understand the effects of the skills development programme offered at NYDA to develop and enhance an entrepreneurship mind-set.
2. To explore the experiences of youth who have completed the skills training programme at NYDA.
3. To examine if the youth would encourage their peers/other youth to consider entrepreneurship as a career management option.

3.2 Research Paradigm

A research paradigm is a set of common beliefs, values and assumptions that a community of researchers has in common (Scotland, 2012). Similarly, Nieuwenhuis (2007) and Donald, Lazarus and Lolwana (2010) agreed that a paradigm is a set of assumptions or beliefs about fundamental aspects of reality which give rise to a particular world-view that serve as an organising principle by which reality is interpreted. Paradigm implies a pattern, structure and framework or system of scientific and academic ideas, values and assumptions (Olsen, Lodwick & Dunlop 1992 p16 cited in Scotland 2012). There are four types of research paradigms, namely: positivism/post-positivism, interpretivism/ social constructivism, emancipatory/ critical and lastly pragmatism/ postmodernism

3.2.1 Positivism/Post-positivism

Paradigm which under objectivism epistemology is a methodological philosophy in quantitative research where methods of natural sciences are applied to discover the study of social science (Crotty, 1998, cited in Pham 2018). Pham (2018) continue to explain that this paradigm helps positivist researchers have a clear understanding of the objects by empirical tests and methods as sampling, questionnaire, focus group discussion and measurement (Pham,2018). According to Cohen (2007) this suggests that insights provided by positivist researchers may have high quality standard of validity and reliability and be generalised to the large scale of population. Johnson (2014) mentions that one of the advantages of this paradigm is that the findings of research can be reliable and support researchers to make scientific assumptions. In the same breath he adds that the disadvantage of this paradigm is that it is driven by its own fundamental theoretical perspective in conducting research, which is supported by Hammersley (2013, pp. 23- 24) saying the concerns of using this paradigm in social research projects is that it could be impossible to measure phenomena related to intention, attitudes, thoughts of a human because these concepts profoundly may not explicitly be observed or measured with sense experience or without evidence.

3.2.2 Interpretivism/ Social constructivism

According to Hammersley (2013) this paradigm rooted from the conclusion that methods that are used to understand knowledge that is related to humans and social sciences cannot be the same as it is used in physical sciences because humans interprets their world and then acts based on such interpretation while the world does not. Creswell (2007) points out that with this paradigm researchers gain a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalise the base of understanding for the whole population. However, Cohen *et al.*, (2011) also point out that one of the limitations that the intepretivists aim to gain the deeper understanding and knowledge of phenomena within its complexity of the context rather than to generalise these results to other people and other contexts and this tends to leave out a gap in verifying validity and usefulness of research outcomes with using scientific procedures.

3.2.3. Emancipatory/ Critical

This paradigm is also known as the “transformative paradigm” which its ontology is based on relativism (Riyami, 2015). Hammersely (2013, p30) explains that this aspect believes that reality is socially constructed through the media, institutions and the society. Therefore, critical

researchers intentionally adopt the ethical, moral, political standard to judge the situation and practice their research with consideration of social, economic, political and cultural context for specific research's objects or events (Hammersely, 2013, p30). Taylor and Medina (2013) added that this approach has been drawn upon its objective is to identify, contest and help solving "gross power imbalance" in the society in order to contribute to the system in equalities and justices as social, economic exclusions. Riyami (2015) felt that although the findings of critical research can potentially resolve society's issue, especially of educational sectors in this contemporary context, it is worth to highlight some limitations such as the claim that suggests the role of teachers can affect the whole society based on the outcome of action research.

3.2.4 Pragmatism/ Postmodernism

This Paradigm arose among philosophers who argued that it was not possible to access the 'truth' about the real world solely by virtue of a single scientific method as advocated by the Positivist paradigm, nor was it possible to determine social reality as constructed under the Interpretivist paradigm. This gave rise to a paradigm that advocates the use of mixed methods as a pragmatic way to understand human behaviour. This paradigm rejects the positivist notion that social science inquiry can uncover the 'truth' about the real world and it emphasis of 'workability' in research.

This study will employ social constructivism research paradigm. Social constructivism emphasizes or believes on the deep understanding of a concept and explores the understanding of the world in which they live (Rahi, 2017). Furthermore, it develops subjective meanings of their experiences or towards certain objects or things and believes that true knowledge can only be obtained by deep interpretation of subject (Rahi, 2017). This paradigm is essential to this study because it will give participants a chance to explain their experiences, mention their challenges in depth while comparing to other youth regarding this topic. This will also give light to perceptions of youth about the government regarding skills development and entrepreneurship as a way to provide jobs for youth in EThekweni. O'Neil and Koekemoer (2016) stated that social constructivism research does not focus on falsification or identification of variables but rather on uncovering perceived meaning as ascribed by the participants, the truth is viewed as relative therefore multiple realities may exist. For the purpose of this study emancipatory paradigm would not be suitable and Blustein, Kenna, Murphy, De Voy and DeWine (2005) explain that emancipatory paradigm is not always mentioned in qualitative texts and but may be used under discussions of constructionism. Positivism paradigm aims to

uncover underlying laws that account for the how and why of certain behaviours and events which makes it useful in developing predictive models of behaviour. Positivist and post positivist research is often equated with quantitative research and qualitative research is linked to any non-positivistic paradigm which makes it unsuitable for this study. However, Madill & Gough, (2008) argued that qualitative research can also be conducted through objectivity and generalisability that may implicate a positivistic epistemology. Creswell (2014) explained that pragmatism is mostly associated with mixed methods research and Frost (2011) felt that it is because it is rather concerned with the best practical way to answer a research question.

3.3 Research Design

Research design is a systematic plan to determine the research sites and data collection with the purpose of answering the research questions (Williams, 2011). There are three types of research approaches which will be discussed in detail below, namely: qualitative research approach, quantitative research approach, and mixed-methods research approach. According to Creswell (2014) qualitative studies allow participants to voice their opinions without limitation to what the researcher needs. This allows for research to evaluate the perceptions or opinions about a certain group to make conclusions. Rahman (2016) made an observation that qualitative research is research about persons' lives and their experiences, behaviours, emotions, as well as about organisational functioning, social movements, cultural phenomena, and interactions between nations. This study focuses on the youth of a metropolitan city and their perceptions about what challenges they face with starting small businesses and why. This study further intends to evaluate if certain changes can be made to change the state of employment in youth. Hence the need for this to employ qualitative research approach. It is also important to find out more about government organisations that support youth entrepreneurship, their plan and support structures. This study employs the qualitative research approach.

In line with the above paragraph, Leshilo and Lethoko (2017) conducted a study which looks at the contribution of youth in local economic development and entrepreneurship in Polokwane Municipality, Limpopo Province. This study also looks at the challenges faced by youth in Polokwane, and initiatives that can be done to assist youth to start business in order to decrease unemployment. Leshilo and Lethoko (2017) employed mixed methods approach in which they underwent in depth interviews. The rich information that the youth had to give in the in depth interviews influenced the choice of research approach for this study. This approach will also

give youth for this study a chance to thoroughly explain their experiences, challenges and suggestions. Leshilo and Lethoko (2017) explain that it was vital to get insight and opinions about the existing problem of unemployment in Polokwane hence the decision to do exploratory study in order to investigate, understand, compare and come up with conclusive results. For the purpose of this study, it will be exploratory. Creswell (2013) mentioned that the selection of a research approach is based on the nature of the research problem, the issue being addressed, the author's personal experience and the audience of the study that is being conducted. It is important to understand these types of approaches and how they can be used in research.

Quantitative research is defined as the testing of objective theories by examining the relationship amongst variables which can be measured (Creswell, 2007). The variables are measured on instruments so that the data can be analysed using statistical procedures (Creswell, 2007). Williams (2011) added that quantitative research maintains an empiricist paradigm and it is independent of the researcher, therefore, data is used objectively to measure reality. The mixed methods research approach employs both qualitative and quantitative approaches. The quantitative approach assesses the magnitude and frequency of constructs and qualitative approach explores the meaning and understanding of constructs (Creswell *et al.*, 2011). Williams (2011) alluded that the combination of qualitative and quantitative research methods allows researchers to be able to test and build theories. For the purpose of this study, a qualitative research approach will be used which will be discussed in detail.

Qualitative research refers to inductive, holistic, emic, subjective and process oriented methods used to understand, interpret, describe and develop a theory on a phenomena or setting (Mamabolo, 2009). Qualitative research seeks to understand a given research problem or topic from the perspectives of the local population it involves (Readings, 2010). Burns and Grove (2004) defined it as a systematic and subjective approach used to describe life experiences and give them meaning. Qualitative research is effective in obtaining culturally specific information about the values, opinions, behaviours, and social contexts of particular populations (Readings, 2010). Mamabolo (2009) explains that a qualitative study has attributes and characteristics that make it unique saying it develops concepts, insights and understanding from patterns in the data received. They added that it aims to understand the meaning that people attach to everyday life (Mamabolo, 2009). Qualitative research understands that participants in a study give insight to the events, situations and actions that they are involved with and of the accounts they give of their lives and experiences (Maxwell, 1998, cited in

Creswell, 2013). Qualitative research identifies unanticipated phenomena and influences, and then it generates new grounded theories about them (Readings, 2010).

The research design outlines the structure of the research study and this section has described the employment of qualitative research design. Authors like Tashakkori and Creswell have explained that this approach is used when researcher wants to observe or interpret an environment with the intention to develop a theory (Rahi, 2017). The latter supports the intent of the researcher for this study while exploring solutions and suggestions related to the topic. Quantitative research design was not suitable for this study because this study intended to make sense of and interpreted the experiences of youth starting businesses in EThekweni and the impact of skills development programmes. Even though mixed methods is more than collecting data using both qualitative and quantitative research method but it also extends to show that the study is integrated, but the focus of this study was only exploratory which made it unsuitable to employ for this study.

3.4 Study Site

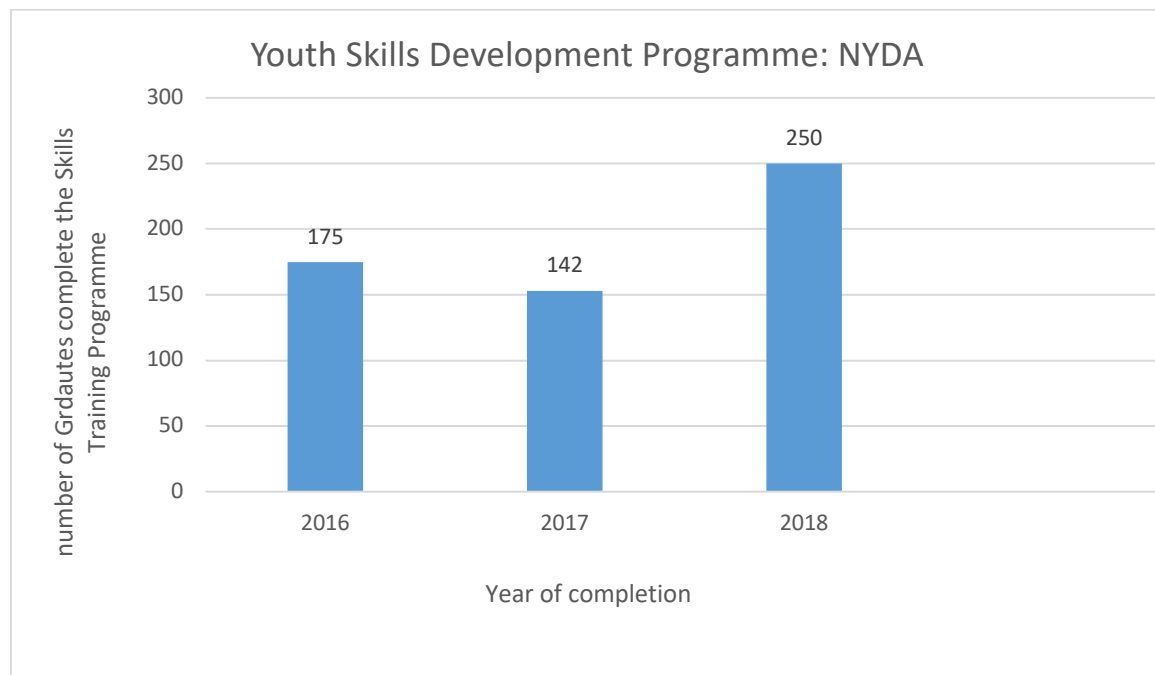
The study site for this research was located in National Youth Development Agency (NYDA), specifically in their head office in EThekweni, KwaZulu-Natal. This study chosen this site because it provided various programmes for youth development. The NYDA has over ten offices across the country which caters to youth needs mainly in Gauteng and KZN. The researcher chose the EThekweni branch because the study focused on the youth in EThekweni, KZN.

3.5 Target Population

The target population is “the entire aggregation of respondents that meet the designated set of criteria” (Asiamah, Mensah & Oteng-Abayie, 2017). The targeted population for this study was the youth and the stakeholders of the NYDA skills development programme. The sample of this study will fulfil the following criterion:

1. Between the ages eighteen (18) and thirty-five (35) years
2. Must have attended the entrepreneurship skills development programme at NYDA between the years 2016 and 2018
3. Must reside in KwaZulu-Natal, EThekweni.

Table 3.1



According to the NYDA (2019) report, there are 600 graduates that have completed the skills training programme between the years 2016 and 2018. The report goes on to mention that the number would be higher if higher education graduates attended the programme. The years 2016 and 2018 have been chosen because they are recent years from when this study is conducted, and they had the highest number of attendees compared to the previous years as the demand for skills development has grown.

3.6 Sample

Sampling is the statistical process of selecting a subset of a population of interest for purposes of making observations and statistical inferences about that population (Gentles, Charles, Ploeg, & McKibbin, 2015). Sampling is important in research and Creswell (2014) explain that it is not possible to study the entire population because of feasibility and cost contains. Sampling is done in research to get a representative sample to represent the entire population of interest.

3.7 Sampling Techniques

A population is a group of individuals with the same commodity (Asiamah *et al.*, 2017) and a sample is a subsection of the population that which is selected to participate in a study (McCusker & Gunaydin, 2015). Sampling is a process of selecting units from a population of interest with the purpose to fairly generalizing results back to population that was chosen

(Armstrong & Taylor 2014). A sampling technique is a plan you set forth so that the sample used in the research study represents the population from which the sample is drawn (Polit & Beck, 2003). There are two methods of sampling that a researcher can use which are probability sampling technique and non-probability sampling technique. One yields probability samples in which the probability of selection of each respondent is assured. The other yields non-probability samples in which the probability of selection is unknown (Polit & Hungler, 1995 cited in McCusker & Gunaydin, 2015).

3.7.1 Probability Sampling Techniques

According to Hamed (2016) probability sampling means that every item in the population has an equal chance of being included in sample. Hamed (2016) mentions that probability sampling has can be executed using different methods as well, which namely are: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and lastly multi-stage sampling. Simple random sampling means that every case of the population has an equal probability of inclusion in sample (Hamed, 2016). Systematic sampling is where every *n*th case after a random start is selected (Wilson, 2010). For instance, if surveying a sample of consumers, every fifth consumer may be selected from your sample and Wilson (2010) adds that the advantage of this technique is simplicity. Stratified sampling is when the population is divided into subgroups and a random sample is taken from each subgroup (Grill, Johnson & Clark, 2010). Stratified sampling is used when there is a great deal of variation within a population and its purpose is to ensure that every stratum is adequately represented (Grill *et al.*, 2010).

In line with the above paragraph, a cluster sampling is where the whole population is divided into clusters or groups and random samples are taken from these clusters of which are used in the final sample (Hamed, 2016). Cluster sampling is advantageous for those researchers whose subjects are fragmented over large geographical areas as it saves time and money (Davis, 2005 cited in Hamed, 2016). Multi-stage sampling is a process of moving from a broad to a narrow sample using a step by step process. The main purpose of multi-stage sampling is to select samples which are concentrated in a few geographical regions and Wilson (2010) notes that this technique saves time and money.

3.7.2 Non-probability Sampling

Non probability sampling is associated with case study research design and qualitative research and it focuses on small samples which are intended to examine a real life phenomenon and not

to make statistical inferences in relation to the wider population (Yin, 2003, cited in Hamed 2016). There are types of non-probability sampling techniques such as quota sampling, snowballing sampling, convenience sampling, and lastly purposive sampling. Quota sampling is a non-random sampling technique in which participants are chosen on the basis of predetermined characteristics so that the total sample will have the same distribution of characteristics as the wider population (Davis, 2005, cited in Hamed 2016).

In line with the above paragraph, snowballing sampling is an approach that is most applicable in small populations that are difficult to access due to their closed nature, e.g. secret societies and inaccessible professions (Breweton & Millward, 2001). Convenience sampling is selecting participants because they are often ready and easily available (Wilson, 2010). Hamed (2016) pointed out that convenience sampling helps to overcome many of the limitations associated with research such as using friends or family as part of sample is easier than targeting unknown individuals. Lastly, purposive sampling is a strategy in which particular settings, people or events are selected deliberately in order to provide important information that cannot be obtained from other choices (Maxwell, 1996 cited in Hamed 2016).

This study used purposive sampling because it purposely choose the participants which is the youth that have attended the skills training programme at NYDA. The participants were sourced from the NYDA database of all those who have attended and completed the skills training programme. The researcher sought permission from NYDA district coordinator of the programme at the EThekweni region in order to get the names and email addresses of potential participants, inviting them to an interview. Please refer Appendix B for gatekeeper's approval letter. Purposive sampling strategy according to Teddie and Yu (2007) is a non-probability sample that is chosen based on characteristics of the population. This will help get information on how the programme has assisted the youth.

3. 8 Sample Size

A sample is a group of smaller number of people selected from a population for investigation purposes (Alvi, 2016). The estimated graduates a month in between forty and fifty graduates from EThekweni region alone. The total sample of this study was 25 participants. This number included 23 youth that had completed the programme and included 3 stakeholders that facilitate the programme at the EThekweni region. It included the stakeholders of the programme in order to get an insight of the impact the programme has on youth, other concerns and the get

an insight on the future of youth in EThekweni with regards to entrepreneurship. The facilitators also spend weeks on nearby town in the province to provide this programme.

3.9 Pilot study

The pilot study was the first step of the practical data collection researching the impact of skills development to encourage entrepreneurship practices amongst youth to reduce unemployment in youth at EThekweni. A pilot study is a mini-version of a full-scale study or a trial run done in preparation of the complete study (Calitz, 2009). The latter is also called a ‘feasibility’ study. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules (Calitz, 2009). A pilot study is important because it is needed to detect possible flaws in measurement procedures including instructions, time limits and so forth (Erwin, Fedewa, & Ahn, 2017). Calitz (2009) adds that pilot study is important because it can give advance warning about where the main research project can fail, and it indicates where research protocols might not be followed. The pilot study can also identify practical problems of the research procedure it indicates whether proposed methods or instruments are inappropriate or too complicated (Erwin *et al.*, 2017).

The database of the youth was given to the researcher from NYDA after the approval of gate keeper’s letter. The researcher selected less than ten youth who have graduated the skills training programme at NYDA. Each of the participants came to the NYDA offices at EThekweni for the interviews to which the researcher conducted the pilot study. The estimated time that was set was 30 to 35 minutes per interview. The researcher had one on one interviews with the youth. The researcher identified that the time has to be extended for the interviews because the youth had a lot of things to share with their experiences in business and from NYDA skills development programme. The researcher also learned that it will be difficult to get participants to come in around the same times or days and had to extend time for weekends as well.

3.10 Data Collection

Data collection a systemic way of gathering information, which is relevant to the research purpose or questions (Burns & Grove 1997/1995 cited in McCusker & Gunaydin, 2015). For the purpose of this study, data was collected by conducting one-on-one interviews. Qualitative research approach uses data collection methods such as observational methods, in-depth interviewing, interviews, group discussions, narratives and the analysis of documentary

evidence (Richie *et al.*, 2013). This study used face-to-face interviews as a research instrument for this study.

3.10.1 Interviews

Interviews are methods of gathering information through oral quiz using a set of preplanned core questions (Readings, 2010). Genise (2002) highlights the advantages of using interviews as a data collection method saying that the direct contact with the participants leads to specific constructive suggestions, interviews are good at obtaining detailed information, and few participants are needed to gather rich and detailed data. Shneiderman and Plaisant (2005) explain that interviews can be very productive since the interviewer can pursue specific issues of concern that may lead to focussed and constructive suggestions. Interviews can be structured, semi-structured, unstructured, and focused groups (Creswell, 2013). Unstructured interviews allows the interviewer to ask open-ended questions which becomes more of a discussion (Richie *et al.*, 2013). In structured interviews the interviewer uses a set of predetermined questions which are short and clearly worded, they use closed questions which require precise answers (Mamabolo, 2009).

In line with the above, Richie *et al.*, (2013) continued to explain that semi-structured features both structured and unstructured interviews and therefore uses both closed and open questions. Focus group interviews are less structured compared to the three categories of interview discussed above. This is because of the difficulty in bringing structure in a group but Richie *et al.*, (2013) add that rich data can emerge through interaction within the group. Shneiderman and Plaisant (2005) were of the opinion that this type of interview is conducted after a series of individual interviews, to further explore the general nature of the comments from different individuals. For the study, the researcher had structured interviews which were clearly worded and needed precise answers (Refer to Appendix D). Even though the data collection method and instrument was exactly the same, the researcher used different interview guides to collect data from youth and stakeholders. The purpose of involving the stakeholder was mainly to assess the skills development programme they provide for young people in EThekweni reasoning to the different interview guides.

3.10.2 Data Collection from Youth

Data collection was conducted using an interview guide (Refer to Appendix D). The researcher engaged on face-to-face interviews with the participants. The interviews took between 25-30 minutes per participant. The data was collected during the week between 08h00 and 16h30

because these are the suitable working hours for many people and business owners. The researcher made provision to also meet on weekends for those that were not be able to make it during the week.

3.10.3 Data Collection from Stakeholders

Data collection for the stakeholders of the programme was conducted using an interview guide which was conducted at the NYDA EThekweni region offices. The interview guide for the stakeholders is different from that of youth as the main reason for the stakeholders involvement was to get insight about the skills development programme provided for youth. The data was collected during the week between 08h00 and 16h30.

3.11 Data Analysis

Marshall and Rossman (1999 cited in McCusker & Gunaydin, 2015) describe data analysis as the process of bringing order, structure and meaning to the mass of collected data. It also entails categorising the data accordingly, ordering it, manipulating and summarising the data, and describing them in meaningful terms (Creswell 2013).

3.11.1 Thematic Analysis

Braun & Clarke (2006) defined thematic analysis as the method for identifying, analysing, organizing, describing, and reporting themes found within a data set. Boyatzis (1998) described it as a translator for those speaking the languages of qualitative and quantitative analysis, enabling researchers who use different research methods to communicate with each other. Thematic analysis provides a highly flexible approach that can be modified for the needs of many studies while providing a rich and detailed yet complex account of data (Braun & Clarke, 2006, Nowell, Norris, White, & Moules, 2017). Nowell *et al.*, (2017) mentioned that the advantage of using thematic analysis in a qualitative study is that it offers a more accessible form of analysis and it is also useful for summarising key features of a large data set. Even though there are advantages that bring light to thematic analysis as a method, Holloway and Todres, (2003) concluded that While thematic analysis is flexible it can also lead to inconsistency and a lack of coherence when developing themes derived from the research data. This study found thematic analysis suitable for the study because it wanted to examine the perspectives of different youth entrepreneurs in EThekweni, and highlight the similarities with both their experiences and the role of skills development programme at NYDA. This study

adopted Braun and Clarke (2012) six steps framework to analyse data. The framework outlined the steps that were followed by the researcher.

Step 1: Familiarising with the Data

According to Braun and Clarke (2012) at this step the researcher immersing himself with data by reading the data, this may be transcripts of interviews or surveys. While absorbing the data that the researcher is familiarising to Braun and Clarke (2012) state that it involves asking questions which will make sense of the participants experiences. For this qualitative research study, the data was collected in forms of interviews. The researcher recorded the interviews and to familiarise the data the researcher listened to the audios multiples times. The data was then transcribed verbatim for each participant in order to have both the audio and transcript to compare the data. The aim of this phase is to become intimately familiar with the data set's content and begin to notice things that might be relevant to the research question.

Step 2: Generating Initial Codes

This step begins systematic analysis of the data through coding in which codes identify and prove a label for a feature of the data that is potentially relevant to the research question (Braun & Clark, 2012). Codes are succinct and work as a shorthand for the researcher, the analyst would understand and not need to fully breakdown (Braun & Clark, 2012). After the data was transcribed for each participant, the researcher coded the responses that were most similar and relevant to the topics that were investigated. The purpose of this step was to make it easier for the researcher to analyse the data.

Step 3: Searching for Themes

This phase involves viewing the coded data to identify areas of similarity and overlap between codes (Braun & Clark, 2012). The process of generating themes and subthemes is so they reflect and describe a coherent and meaningful pattern in the data (Braun & Clark, 2012). According to Braun and Clark (2012) there is no limit to the number of themes that the study can have, this is because it all depends on the amount of data that was collected. The more data present the more codes there will be which results to more themes. However, it is essential that the themes presented are in sufficient depth and detail to convey the complexity of the data. For this step, the researcher used the coded data to search and come up with themes that reflected the data.

Step 4: Reviewing Potential Themes

This step involves the recursive process where the developing themes are reviewed in relation to the coded data (Braun & Clark, 2012). This stage is essentially about quality checking, collapsing potential themes or splitting big themes (Braun & Clark, 2012). The aim is to have a set of themes that capture the most important and relevant elements of the data (Braun & Clark, 2012). The researcher made sure to review and align the coded data with the suggested themes according to the data given by the participants.

Step 5: Defining and Naming Themes

This phase involves the deep analytic work of thematic analysis which is the crucial shaping up of the analysis into detail (Braun & Clark, 2012). They continued to explain that at this stage the researcher selects extracts to present and analyse and then set out the story of each theme with or around the extracts (Braun & Clark, 2012). Another aspect of this stage is working out what to call each theme.

Step 6: Producing the Report

Braun and Clark (2012) explain that the line between stage 5 and stage 6 is blurry. This stage is production of the report as a journal or dissertation, however, it is important to note that in qualitative research writing and analysing are thoroughly interwoven (Braun & Clark, 2012). The purpose here is to present a compelling story about the research that was collected. According to Braun and Clark (2012), the order in which themes are presented is important because themes should connect logically and meaningfully, be relevant and should build on previous themes to tell a coherent story. For the purpose of this study the themes were divided into two groups to suit the data for youth and stakeholders.

3.12 Data Quality

In qualitative research there are two methods that ensure data quality and Sargeant (2012) explains that it is ensuring the authenticity of the data and the trustworthiness of the analysis. According to Lincoln and Guba (1985) trustworthiness in research is used to determine in both quantitative and qualitative research the reliability, validity and confirmability, and explains that these are the basis of the criteria used in assessing trustworthiness in research. The validity of qualitative research is referred to as trustworthiness (Creswell, 2010). Reliability means that information is dependable and that the data is accurate and validity refers to being able to transfer and apply information (Ntoyanto, 2016). On the other hand, Babbie and Mouton

(2009:122) concluded that validity is ‘‘the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration’’. Confirmability according to Lincoln and Guba (1985) renders the research to be objective. Transferability is the degree to which the results of qualitative research can be transferred to other contexts or settings with other respondents (Korstjens & Moser, 2018). This study used the process of transferability to ensure the quality of the study. This study chose transferability because the researcher can facilitate the transferability judgement through descriptions and descriptions responses by the participants.

3.13 Limitations of the Study

Limitations are shortcomings or influences that cannot be controlled by the researcher that place restrictions on the methodology and conclusions of the study (Gentles *et al.*, 2015). This study acknowledges that there are limitations that impact the results of the study. The first limitation would be time constraints. Other participants that attended the entrepreneurship skills development at NYDA were business owners which were unavailable between the times 8h00 and 16h30. The researcher was willing to extend the times to accommodate participants if and when it was possible. The second limitation was that this study only included the EThekweni region and not the other parts of the country. However, this leaves room for further research. Lastly, this study only included participants that attended between the years 2016-2018 which excludes other participants from years before that.

3.14 Ethical Considerations

When conducting research, it is important to consider the ethics. (Pera & Van Tonder, 1996, cited in Gentles *et al.*, 2015) define ethics as a code of behaviour considered correct. They continued to add that ethics in research relates to two groups of people, those conducting research who should be aware of their obligations and responsibilities, and the ‘‘researched upon’’ who have basic rights that should be protected. This study has considered the ethical processes of conducting this research study.

3.14.1 Permission to conduct the study

Permission to conduct the study was granted by the Head of Department at the National Youth Development Agency in the EThekweni region. A gatekeeper’s letter was signed and received. An ethical clearance application was made to get ethical clearance. The University of KwaZulu Natal granted the permission to conduct the study with precaution that all the proper steps are

followed to conduct the study. The researcher assured that all the ethics were considered. Below are the various ethics that were upheld in the study.

3.14.2 Confidentiality and Anonymity

Confidentiality is viewed as akin to the principle of privacy (Oliver, 2003 cited in Creswell 2013). Researchers ensure they do not disclose identifiable information about participants and protect the identity of research participants through various processes designed to anonymise them (Wiles, Crow, Heath & Charles, 2006). For the purpose of this study, the participants signed a confidentiality form which gave them the assurance that their identity will be confidential. Furthermore, the participant's names were not to be used but be referred to under pseudonyms which is presented in a table below. According to Mukungu (2017) pseudonymity is as a key method applied by a researcher to protect the confidentiality of research participants. The interviews were held in a private room which was only the researcher and participant. This was also supported by the Ethics committee of the University of KwaZulu- Natal by granting ethical clearance which also assured the participants that all processes followed were known and approved by the University.

3.14.3 Informed Consent

Informed consent is an ethical and legal requirement for *research* involving human participants. It is the process where a participant is informed about all aspects of the research. For the purpose of this study, participants will sign a consent form where they agree to participate in the study. It is one of the requirements for ethical clearance at the University of KwaZulu-Natal which was approved. The researcher gave a full explanation of the nature of the study making sure that the participants understood their rights to consent. This study gives respect for people as a basic human right and individuals had the right to choose to either participate or not was made known and clear by the researcher

3.14.4 Avoiding Harm

Avoiding harm is basic human right to be considered when conducting research on human beings (Wiles *et al.*, 2006). Risks that may be encountered in research include physical, psychological, emotional, social and financial ones (Burns & Grove, 1997 cited in McCusker & Gunaydin, 2015). The research questions that was used as an interview guide was approved by the supervisor, the University of KwaZulu-Natal research committee and the stakeholders of the NYDA youth development programme to assure that there were no psychological and emotional harm led by the questions.

3.15 Conclusion

To conclude, this chapter has described the methodology of the research and it has also explained the ethical considerations. It has also outlined the research design which is a qualitative research study. Furthermore, it has also explained in depth the method of data collection, which were interviews, and how it benefited this study. Chapter four will present the findings of the research.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter reflects on the main findings of the research regarding the encouragement of entrepreneurship and boosting of skills development amongst youth with an intent to reduce unemployment amongst youth in EThekweni. This chapter is divided into two sections. Section A will focus and present the biographic information of the participants of the study which is the youth and the stakeholders at NYDA. Section B will present the findings in this chapter which divided into two parts. The first part of this section will present the findings of youth in EThekweni. The second part of this section will present the stakeholders of the programme at NYDA that train youth. Finally, it will present the conclusions made from the findings of the study.

Before delving into the findings of the chapter, it is important to explore how the data was analysed. After the researcher familiarised the data, coded the data and searched for themes they were narrowed down and shortlisted: Entrepreneurship outlook and experiences, youth challenges concerning entrepreneurship, entrepreneurship practices in EThekweni, The impact of entrepreneurship on unemployment amongst youth in EThekweni, Entrepreneurship as a career management option, and Human Resources Management skills for youth. For stakeholders: Youth outlook on entrepreneurship in EThekweni, Youth challenges concerning entrepreneurship, Stakeholders challenges, Stakeholders challenges, Encouraging youth, Human Resources Management skills.

Producing a report with the above themes was relevant with the above themes especially because it answered the research question, while presenting stories of experiences of young entrepreneurs in EThekweni.

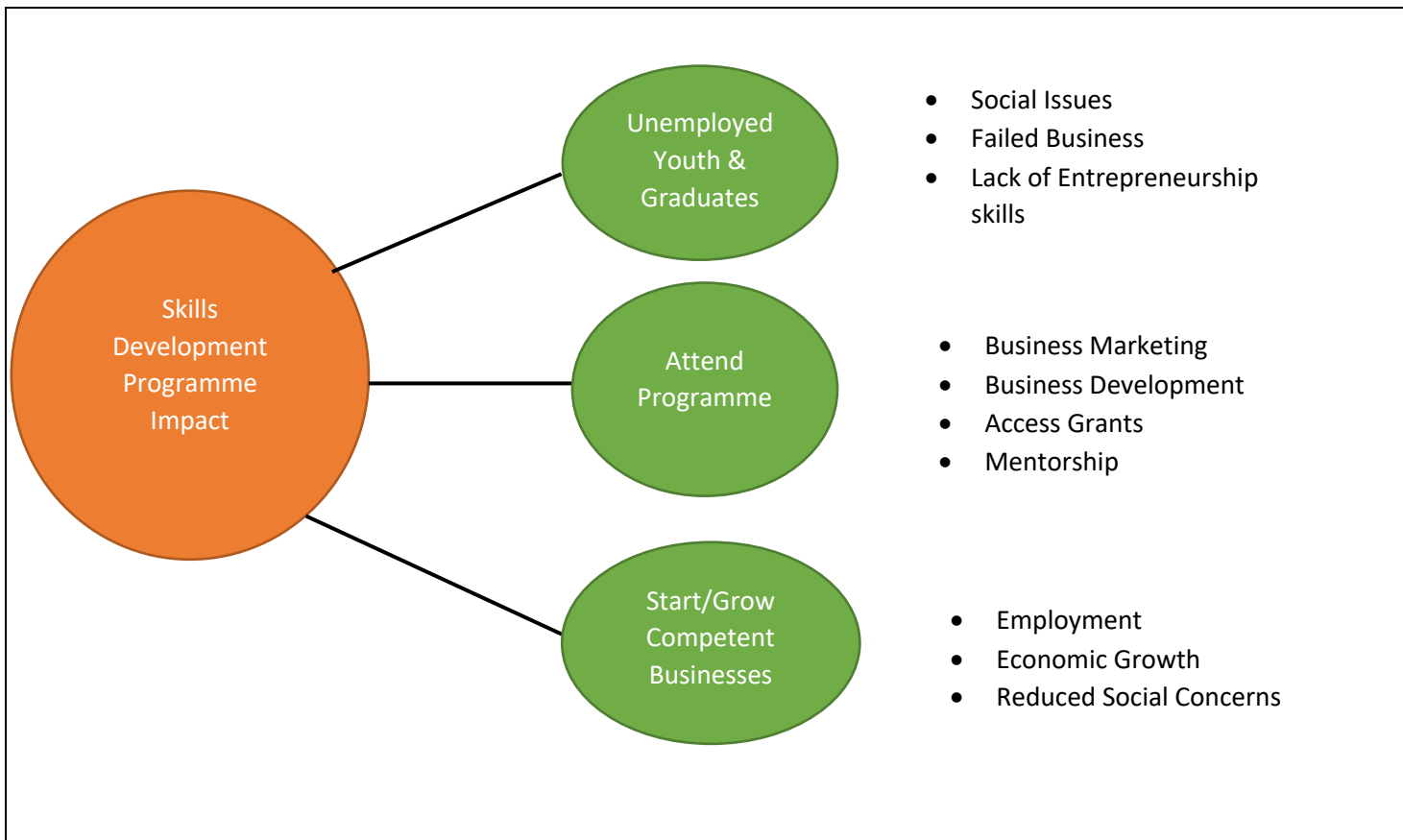
4.2 Demographic Information

Participant	Age Group	Race & Gender	Years in Business	Employment Status + Business Practice
Participant 1	20- 25	African Female	0-3 Years	Nail Technician, also owns a business in nail technician
Participant 2	26-30	African Male	0-3 Years	Unemployed, own a business to cut grass and do other gardening services
Participant 3	20-25	African Female	0-3 Years	Psychologist, offers therapy sessions at a private practice in EThekweni CBD as a psychologist.
Participant 4	26-30	African Male	0-3 Years	Unemployed, owns and operates a food truck business
Participant 5	31-35	African Female	4-6 Years	Hair Stylist, owns a salon with other hairstylist as a group and provide beauty services.
Participant 6	31-35	African Male	4-6 Years	Barber, also owns a spot in EThekweni where other barbers work.
Participant 7	26-30	African Female	0-3 Years	Makeup Artist, Also does free lancing after hours but in the process of owning her own makeup artist studio.
Participant 8	20-25	African Male	4-6 Years	Unemployed, Professionally a Dentist and working on getting the business operations started
Participant 9	26-30	Coloured Female	0-3 Years	Unemployed, Fashion designer services as a business
Participant 10	31-35	African Female	4-6 Years	Nail Technician, also owns a nail tech business
Participant 11	31-35	African Female	0-3 Years	Unemployed, In the process of starting the business
Participant 12	26-30	African Male	7-10 Years	Unemployed, Former civil engineer In the process of getting investors so the project can start
Participant 13	26-30	Caucasian Male	0-3 Years	Unemployed, owns a business of selling chicken and eggs
Participant 14	20-25	African Female	0-3 Years	Unemployed, working on starting the business
Participant 15	26-30	Indian Female	0-3 Years	Unemployed, own a merchandise manufacturing business
Participant 16	20-25	Coloured Female	0-3 Years	Unemployed, University graduate and in the process of starting a business
Participant 17	31-35	African Female	0-3 Years	Unemployed, in the process starting the business operations but has been doing people's

				hairstyles on weekends since high school
Participant 18	26-30	Indian Male	0-3 Years	Unemployed, own a merchandise manufacturing business
Participant 19	31-35	African Female	0-3 Years	Unemployed, a makeup artist that does freelancing work in EThekweni for big and small events
Participant 20	20-25	African Female	4-6 Years	Unemployed, In the process of starting a business
Participant 21	20-25	African Female	0-3 Years	Unemployed, reseller of beauty care products which are Avon and Justine Products.
Participant 22	18-20	African Female	0-3 Years	Unemployed, owns a baking business and sells in different parts of EThekweni and offers services for private events as well.

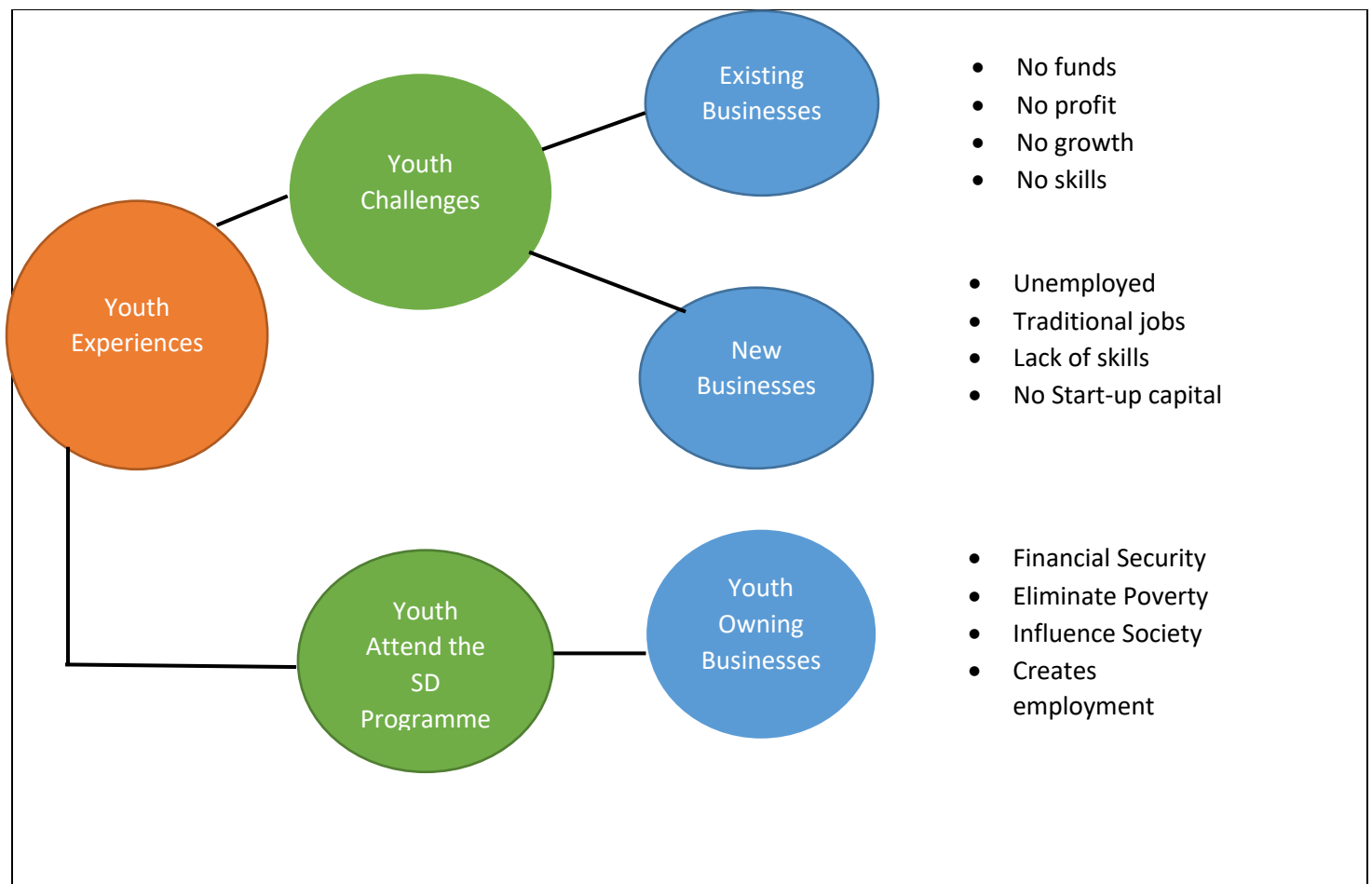
Name	Age Group	Race & Gender	Years Facilitating	Position
Facilitator 1	26-30	Coloured Male	4-6 Years	Facilitator
Facilitator 2	31-35	African Female	4-6 Years	Facilitator
Facilitator 3	40+	African Male	10+ Years	District Coordinator

1. Skills Development Programme Impact



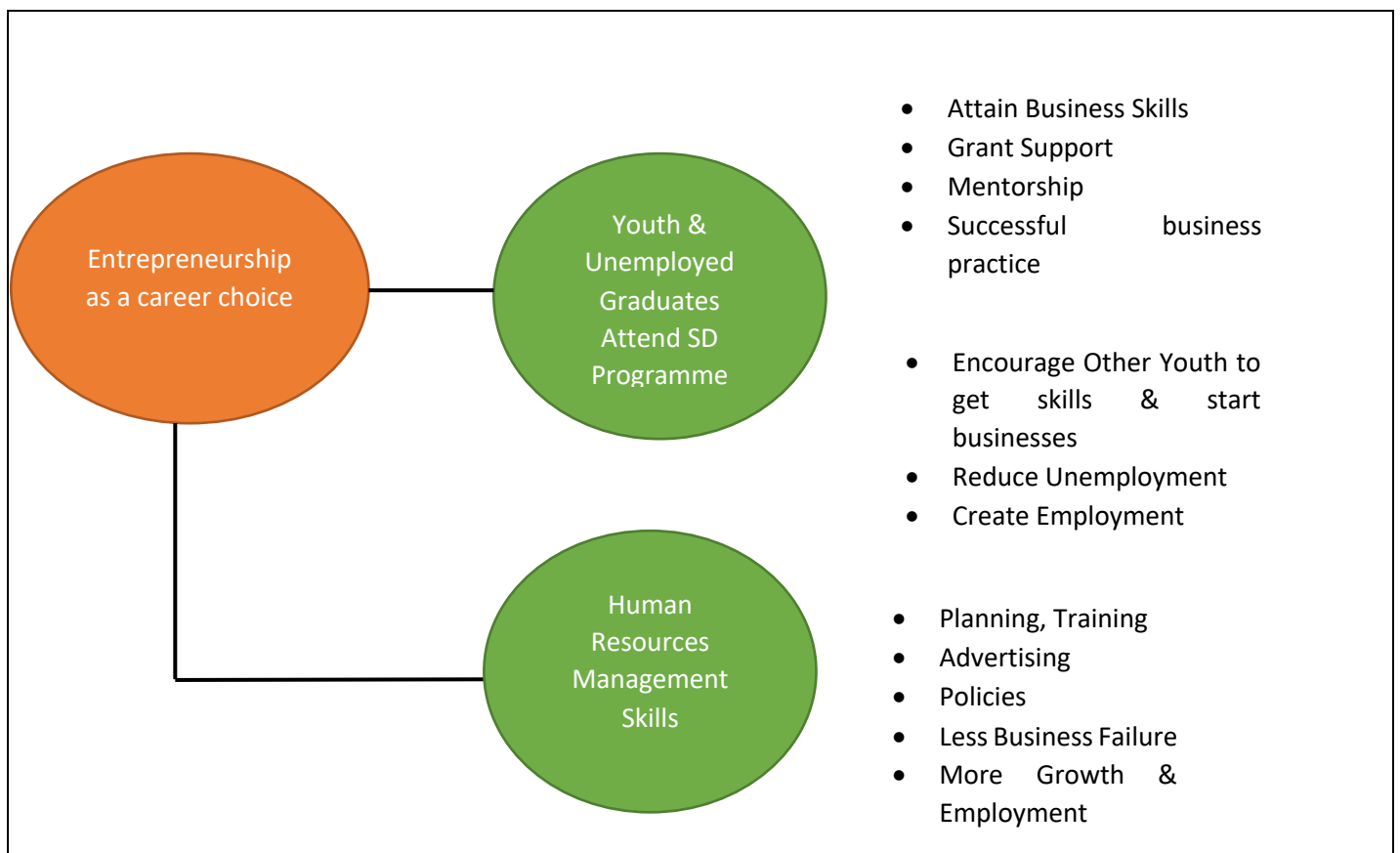
The first objective of this study was to understand the effects of the skills development programme offered at NYDA to develop and enhance an entrepreneurship mind-set. The above diagram displays the impact of the skills development programme to unemployed youth and graduates. This diagram also shows the end results of youth attending the skills development programme at NYDA.

2. Youth Experience



This study's second objective was to explore the experiences of youth who have completed the skills straining programme at NYDA. The above diagramme displays youth experiences and it subthemes which at the end shows the youth experiences from different stand points. Youth with new businesses and existing businesses explained that it was because of lack of skills and funds to grow the businesses. Youth explained that attending the programme makes a huge impact to executing business and the assistance youth receive to having competent businesses in EThekwini.

3. Entrepreneurship as a Career Choice



The final objective of this study was to examine if the youth would encourage their peers/other youth to consider entrepreneurship as a career management option. The above diagram displays entrepreneurship as a career choice to which youth reported they would encourage other youth to consider entrepreneurship as a career choice. Human resources management skills was determined to play a role in youth considering entrepreneurship as a career choice and why it is important for youth to attend the programme.

4.2.1 Youth Who Have Completed the Training Programme at NYDA

The youth that was interviewed was youth that have attended the training programme at NYDA. The youth owned businesses and other youth were in the process of starting the business in EThekwini. The youth was between the ages of 18 to 35 years. The youth was all from EThekwini. The researcher was able to find youth with difference ethnic groups and different entrepreneurship backgrounds and experiences. There was 1 white Caucasian male, 1 Indian male, 1 Indian female, 2 Colored females, 12 African females and 5 African males. Although there was uneven representation of the different ethnic groups it was an objective of the study different backgrounds, views and experiences with regards to the topic. The total number of youth that was interviewed was 22 participants.

The youth owned businesses and others were in the process of starting businesses in EThekwini. Apart from owning businesses it was important for the researcher to find out about their status of employment. The first (1) youth reported that she was a psychologist, while others reported that they had qualifications from higher education it was not shocking that they were unemployed. Five (5) of the youth reported that they worked at a salon setting working as a barber man, nail technician, a makeup artist and hair stylists. Even though from the remaining sixteen (16) there were youth that reported to have higher education qualifications, others had completed their matric but reported to have been unemployed.

4.2.2 Stakeholders of NYDA

The stakeholders which will also be referred to as facilitators, that were interviewed were all from the EThekwini region. The total number of the stakeholders that were interviewed was 3 in total. One facilitator was female and from African ethnic group. She reported that she was between the ages 31-35 years. She also reported that she had been facilitating in the programme for 5 years at the time of the interview. The second stakeholder was male and from the Colored ethnic group. He revealed that he was between the ages 26-30 years. He also said that he had been a training facilitator for 6 years at NYDA EThekwini region. The final stakeholder was not only the training facilitator but also the district coordinator of the programme in KwaZulu-Natal. The third stakeholder was male and African. He reported that he was between the ages 40-45 years and had been involved in the programme for 10 years at the time of the interview.

4.3 Themes

This section will be divided into two sections. Section A will focus on the findings from the interviews from the youth and section B will focus on the stakeholders. Each section will have six themes which are based on the research objectives of this study. See below table of the themes that will be discussed in each section;

Table 4.1: Youth Themes

1. Entrepreneurship outlook and experiences.
2. Youth challenges concerning entrepreneurship
3. Entrepreneurship practices in EThekwini
4. The Impact of entrepreneurship on unemployment amongst youth in EThekwini.
5. Entrepreneurship as a career management option.
6. Human resources management skills.

Based on the findings from the stakeholders employed at NYDA that facilitate the training of youth at the EThekwini region, they will also be categorised into six themes. It was important for the researcher to get a holistic understanding of the skills programme that is offered at NYDA, therefore, including both the stakeholders as well as the youth of EThekwini. Furthermore, it was important for the study to understand what the programme entails and how it intends on developing youth to consider entrepreneurship as a career management option. This will also give the study a chance to make recommendations in order to improve the programme based on the study's findings. The themes that will be covered by stakeholders findings are as follows:

Table 4.2: Stakeholders Themes

1. Youth outlook on entrepreneurship in EThekwini
2. Youth challenges concerning entrepreneurship
3. Stakeholders challenges
4. Stakeholders challenges
5. Encouraging youth
6. Human Resources Management skills.

4.4 Section A: Findings Based on the Interviews of the Youth

4.4.1 Entrepreneurship Outlook and Experiences

This section reflects and discusses the youth personal views on entrepreneurship in EThekwini. The youth expressed their views on entrepreneurship and six of the participants expressed that entrepreneurship for them is owning a business and having a growing financial security. They also added how they have observed how business owners are independent in their entrepreneurial careers especially if they are putting in hard work and get external help. Furthermore, other youth reported that entrepreneurship is good for people everywhere because there are less and less jobs available every year. These five participants explained that it is important because firstly, it eliminates poverty in many homes as parents send children to school and it becomes a challenge when they cannot find employment to support their homes but starting a business gives one a chance for them to provide for their families. The latter was mentioned in literature review and also supported by Dhanah (2017) reporting that in recent years youth in developing countries have realised that SMMEs are their gateway to stimulate their economic growth and address the severe poverty they are faced with. Secondly for them, owning a business meant that you get influence by helping people get employed. It is the firm belief of Ngwenya and Mashau (2019) that “Youth SMMEs equipped with the appropriate competencies, expertise and skills could irrefutably sustain their entity’s operations and positively contribute to economic growth in the country” which supports the latter statement.

In line with the above paragraph, even though most youth shared views on what entrepreneurship is and means for them, others explained that entrepreneurship is not easy and seeing other people struggle to make it brings fear. Participant 14 added that now that we are approaching or already in the 4th industrial revolution period more people are going to rely on owning businesses because technology is overtaking everything which makes it hard for people to start or grow businesses. The youth reported that the high levels of unemployment in EThekwini have raised this high need for youth to start new businesses. It is studies such as that of Ogunsola (2017) titled “Evaluating Managerial Competence of Small, Medium And Micro Entrepreneurs To Ensure Sustainable Economic Development In EThekwini Municipal Area” that influenced this study to evaluate ways in which youth can improve their skills and encourage entrepreneurship practices in EThekwini to reduce unemployment, reduce crime and poverty, improve job creation and economic growth. The main recommendation that he makes in his study is that potential entrepreneurs must be assisted with tools on how to identify

business opportunities and stated that this could also be an avenue for further research (Ogunsola, 2017).

When asked if they own businesses, youth reported that they own businesses with experiences which varied from one another while others reported that they do not own them yet. Those that owned businesses had experiences such as participant 3 who shared that she had her business registered long before it started operating and because of the lack of funds she had to put everything on hold and find employment to get the business idea off the ground. Others reported they own business in manufacturing and beauty spaces and expressed the difficulties of having to rely on customers to make profit. Participant 10 said that in the in this industry some days are good with customers and profit and some days are dry and being patient is what has kept the business open for her.

Other youth explained that even though they do not own any business yet, they are in the process of doing so and even though they had already completed the programme there were a number of reasons as to why they had not started. Participant 18 explained that he had been working with Information Technology (IT) systems and for the business idea that he is implementing there needs to be investors for the IT systems which will be the core of the company. Other youth explained that they are still in the process of applying for their grant at NYDA to get the funds to buy material for their companies, while others said that the funds will reopen their long closed businesses.

The study also found that after attending the skills development training at NYDA the youth all agreed that entrepreneurship practices in EThekweni are important. Some youth reported that being employed and receiving a salary was not enough and attending the programme at NYDA gave them a gateway to turn their professional careers to businesses. participant 1 added that when you work for someone, one tends to get dictated to a system which does little or no benefit to the individual at all but owning a business does not only bring financial growth but there is professional growth, personal growth, and financial stability.

Other youth reported that attending the programme was a good decision because they have made changes in their business which they see the impact it has brought. For instance, three of the participants explained that after attending the programme at NYDA they applied the financial management skills to their business because they did not have skills to handle their finances in their business which hindered growth while others appreciated how it gave guidance to invest in profits than rushing materials.

Other youth felt that it is important to attend the programme at NYDA because it encourages and assists youth to start businesses in EThekwini. This would rise the number of business owners who will potentially start making a difference in the labour market which in turn will reduce unemployment amongst youth in EThekwini. Other youth reported that attending the programme at NYDA brought awareness to them that they can use their talents, gifts, and past experiences to start businesses. One participant highlighted that this takes away the need to seek employment or rely on getting employed to make a living. While others thought that attending the programme is a government strategy to reduce youth unemployment, other youth felt that attending the programme paved a way for them to start businesses which has given them hope and chance in their communities. For instance, participant 10 explained that after she did not qualify to enroll in higher education because of her results she went to beauty school and started doing customer nails at Workshop in EThekwini, this for her was a second chance to be helpful to her family.

Pursuing this study in EThekwini to evaluate and explore the impact of youth entrepreneurship and skills development organisations to promote successful business practices among youth and provide assistance and guidance is similar to the study conducted by Mpe (2018) evaluating “The Role Of Government Agencies In Empowering Women-Owned SMMEs In Selected Municipalities In The Capricorn District Of Limpopo Province”. One of Mpe’s conclusions is that the lack of entrepreneurial skills impacts negatively on the success of women-owned SMMEs in The Capricorn District Of Limpopo Province and recommended that the government should be encouraged to provide sufficient training to improve the status of women-owned SMMEs in this district.

4.4.2 Youth Challenges Concerning Entrepreneurship.

The study found that young people face challenges when they want to start business or maintaining existing businesses. The youth reported that they had witnessed challenges that other young entrepreneurs were experiencing in EThekwini and shared their thought on what causes the collapse of many youth owned businesses in EThekwini. It was reported that many young business owners face challenges with building customer base for their businesses and this is a challenge because there is not profit made to grow the business. They added that what causes this amongst many youth owned businesses is the lack of excellence in their services and worried that it hinders growth for businesses. For instance, one participant made an

example about customer service and lack of dedication to customers in youth owned business and this influences people not to support small businesses in EThekweni.

In line with the above paragraph, other youth expressed that many entrepreneurs in EThekweni that are in the same line of business do not grow each other or share business growth tips because they fear their business failing because of competition. Other youth argued that many youth start the same businesses in the same area and expect to grow while competing for the same customers but felt that young people should be creative in their business ideas in order to target various customers.

Startup capital was reported to be a huge challenge for many entrepreneurs in EThekweni. Majority of the youth reported that it is difficult to start a business when one does not have the funds. Gerald explained that it is even harder for investors to believe in your business idea if there is nothing that has been done yet. Dhanah, (2017) concluded that youth experience hardships in obtaining start-up capital and as a result they end up using their own little funds to set up their business venture. However, other youth were of the notion that many young entrepreneurs in EThekweni have the funds but do not have financial management skills to use what they have to make a business. This was supported by Leshilo (2014) saying aspirant entrepreneurs who cannot afford to raise funds is a result of a lack of savings and collaterals tend to stay away from such investments. Zondi (2017) also notes the latter in his journal “Challenges Facing Small Business Development in South Africa” and discusses the main challenges that people face in South African small, medium and micro enterprises. However, he mentions that “entrepreneurship development can be an instrument in achieving economic growth and reducing unemployment” (Zondi, 2017) and young people should be supported with start-up finances and guidance.

Moreover, other youth reported that there is a lack or no proper channels to market business for youth, they expressed that we live in an era that uses technology and relies on how many people you have on social media platforms to expose and advertise your business. They felt that it's a challenge because not everyone has a platform to advertise their business and advertising agencies are expensive. In addition, they reported that entrepreneurs do not have business mentors to guide them to be successful in their businesses. That becomes a challenge because they do not have knowledge and the ability to make impactful business decisions. This was supported by Mhlahlo (2017) saying that the importance of entrepreneurship mentoring is

well documented particularly in the startup phase and part of a mentor's role is to assist entrepreneurs to develop and grow their businesses.

The study found that many business in EThekweni do not succeed because young business owners lack business skills which includes numerous qualities that business owners should have. Firstly, youth do not have information about the industries that venture into. The youth reported that young business owners in EThekweni venture into an industry that they do not have experience in. Bushe (2019) explained that the first part of call is for an entrepreneur to obtain information about their respective industry in terms of its prospects of business success, information available, regulatory requirements where applicable, size of the industry, age of industry, profitability and competition in the industry. Participant 13 also felt that people lack ideas of what to bring to the market so that they can stand out and make customers and make more profit. Participant 7 specifically stated that young entrepreneurs do not have a clear understanding of what their strengths and weaknesses are and identifying their threats and opportunities which is crucial to consider. The youth added that other businesses fail because the entrepreneurs are doing the same businesses in the same area. This decreases the chances of growth for the business because they compete for the same customers which leads to the collapse of the business.

In line with the above, other youth felt that it is not only the lack of information in the industry but there is a lack of support from existing business owners to mentor them on the business they have chosen. Secondly, it was reported that many youth owned business fail because of mismanagement of funds. A study conducted by Petrus (2009, cited in Gwija *et al.*, 2014) looked into what contributed to SMME failure in South Africa and identified access to funding, poor business planning, and poor financial planning as few of the contributors. Other entrepreneurs venture into good businesses and make good profit in the early stages of the business but many young entrepreneurs in EThekweni mismanage business funds which hinders the growth of the business. Thirdly, other business owners have their families dependent on them. Participant 19 explained that other families do not have breadwinners and once one start a small business and get profit they have to feed their family and it becomes hard for the business needs to be met to grow the business and this leads to other businesses closing down. The mismanagement of funds was argued by other youth saying other businesses close down because it is common for a business to not make any profits in the beginning and such business close because there is lack of financial support to maintain them.

Marketing and advertising businesses was reported to be a huge challenge which leads to youth owned businesses close down. Cant and Wild (2013) on reviewed literature explained that a poorly planned and executed marketing effort renders the business unable to provide for its markets which adds to many business failures. Youth reported that even though there are many platforms to use to advertise such as social media, it is still difficult reaching the target market for many entrepreneurs in eThekweni and this fails many businesses. Advertising businesses also helps to meet other business owners in the same industry and creating networks helps in getting mentorship the youth explained.

Finally, it was reported that business owners in EThekweni have failed business because other youth have a misconception about being a business owner. Participant 22 explained that young people have the pressure of living expensive lifestyles and this stems from the behaviors portrayed by business owners before them. For example, young business owners own expensive cars and wear expensive clothes and live in expensive places. He continued to say that this behavior has mislead many young entrepreneurs because they look up to these people. In addition, youth added that this creates many failed businesses among young people which creates fear for others to start businesses in EThekweni.

Because of all these challenges that young entrepreneurs experience in EThekweni, other youth become hesitant and have fear to venture into entrepreneurship practices. Youth reported that young people refrain from starting businesses because firstly, young people lack information about what to do to start businesses. Furthermore, Most of them have ideas but do not have direction or knowledge about entrepreneurship. Participant 13 explained that it is organisations such as NYDA that are vital to such youth because many youth are not exposed to what they offer for youth in EThekweni. Secondly, participants believed that there is a lack of business idea creativity amongst young people which causes them to refrain from embarking on business ventures. Participant 11 explained that having a relevant and creative business idea is important because it shows knowledge about the needs and wants of the targeted market.

The lack of start-up capital was reported to be a major contributing issue to youth refraining from starting businesses in EThekweni. Majority of the youth expressed how funds are a burning issue that hinders many youth to start businesses. Participant 3 concluded that many people are sitting with business ideas and business plans but do not know what to do from there in order to implement it. Participant 9 also added by explaining that it is not completely impossible to start a business with little saving but it becomes hard so youth just opt to wait for

employment. The fear of failing in business was also reported to be a major contribution to youth refraining from business. Five of the participants explained that the huge number of youth that have failed businesses create a fear to those that would like to start businesses. For instance, participant 19 said that engineers are employed to design, implement and change big structures and he feared that there would not be enough money to embark on those big projects or someone to take a chance and invest in it. Participant 5 added that this demotivates even existing entrepreneurs that are trying to make it through different challenges in the market. Other participants however, felt that young people are scared to take risks and put in money and time to make it work. This lead to the conclusion made by participant 1 saying young people in EThekwini have less entrepreneurial mindset which was supported by James (2012) saying the entrepreneurial spirit is still low among the youth in South Africa and graduates still expect to find work in the corporate world instead of establishing their own businesses ventures.

In line with the above paragraph, youth reported that the fear of failure is also brought by the lack of support that they need from their families. Participant 22 explained that many youth have been brought up with seeking employment tradition and parents do not believe in most youth entrepreneurship practices but promote employment for job security. Youth explained that this then creates fear of failure to embark on business ventures because of the lack of support. One participant explained that it is true that many people go to university hoping that when they finish they will get a job and make their lives better, it is however disappointing to see how times have changed and jobs are not available anymore and many people are just left with qualifications and unemployment.

When asked what the government can do to mitigate these youth challenges concerning entrepreneurship in EThekwini, youth reported that the government can definitely do more to help young people embark on businesses better. Participants reported that government would make a difference by investing more money to build institutions such as NYDA, this is because they have to travel for classes and most youth cannot afford transport because they are unemployed. Participant 22 clarified this by saying people in townships do not know about NYDA or similar organizations that help youth improve their wellbeing and get opportunities for better lives. Others felt that these institutions should be available in rural areas as well because young people are not exposed to proper channels of information in these places. Even though others acknowledged that NYDA visits rural areas to give business development skills but stated that it was not enough.

To continue, other youth were of the idea that the government must also work to change the education system in this country to suit the needs of the country. Participant 18 explained that if entrepreneurship education can be implemented in schools and universities, this would impact the mindset towards businesses. This was also supported by Gwija *et al.*, (2014) stating the schooling system should be able to develop entrepreneurial attitudes, knowledge and skills in a student. Moreover, youth also reported that the government can assist by reducing barriers for aspiring entrepreneurs because these processes demotivate youth to start businesses in EThekwini. For example, participant 9 reported that in the construction business, if one does not have a certificate from the department of labour there is little chances that the entrepreneur will get the project and that kills the spirit of even trying, adding that the certificate is expensive to attain. Concerning the latter, they suggested that the government requests other documents as the business owner progresses and maybe set a timeline to submit certain documents.

Even though participants acknowledged the efforts of the government towards youth development, youth reported that government must also work towards reducing corruption pertaining youth development opportunities and funds. It is reports like the latter that led Bushe (2019) to question the government's commitment to the needs of the SMME sector and concluded that many do not have equal access to opportunity because of patronage or partisanship that favors the select few that happen to be well connected to decision makers. Two participants reported that some government's organisations have corruptive employees that take bribes, have favoritism and nepotism. Participant 8 suggested that the government does a follow up on funds located for youth development and ensure its use reaches those intended for.

4.4.3 Entrepreneurship Practices in EThekwini

Skills development programmes have been reported to assist in youth development for many reasons but primarily to improve economic participation and reducing youth unemployment. Gwija *et al.*, (2014) attested to this stating that entrepreneurship aids economic growth, job creation, and social welfare of any country. Youth reported that skills development organisations such as NYDA have had a positive impact on youth entrepreneurship skills development. When asked if entrepreneurship practices would reduce unemployment in EThekwini participants agreed and reported that it would not only reduce unemployment in EThekwini but neighboring small towns as well. Two participants explained that this act creates room for people to be employed which makes a difference to the standards of living

amongst young people in EThekwini. Participant 21 felt that so many people are competing to get higher education qualifications and starting businesses in EThekwini will give a chance to those that did not get the opportunity to further their studies to be employed with certain experiences and skills that they have.

In line with the above, participant 2 explained that entrepreneurship practices will definitely reduce unemployment in EThekwini because the city is full of vibrant and innovative youth that needs direction and assistance. Furthermore, youth reported that entrepreneurship practices in EThekwini will reduce unemployment because when businesses grow, more people are needed to work to provide services. Moreover, others added that even though many enterprises are small in the beginning it will have an impact in the near future. Three of the participants felt that the endorsement of entrepreneurial practices will encourage other youth to start small businesses which will reduce unemployment amongst youth. Participant 6 justified the latter by saying young people will encourage each other to get up and start businesses instead of waiting for employment opportunities to be available and in that way there will be more people involved in the market.

4.4.4 The Impact of Entrepreneurship on Unemployment amongst Youth in EThekwini.

The study explored the businesses of youth and how it will impact youth in EThekwini by job creation opportunities. When asked how their businesses will create employment for people in EThekwini, participants emphasised how important it is to give opportunities for employment to youth that are in the same line of business because most industries are difficult to break into. For example, participant 2 said that she will employ other fashion designers that want to showcase their work and be employed which will also help them to learn not only to design but see how business is run so they can also open their businesses and employ others. Participant 3 reported that his business will create employment for people like himself who did not have the good grades to go to university or get a job but hardworking and disciplined. Participant 3 explained that when his tuck-shop business grows and he will get a liquor license and the unemployed people will work as cashiers, cleaners and stock takers. Participant 4 reported that his catering business will create employment by employing people that will cook and clean, those that will serve catering at events and will give opportunity to young people to work part time as well during peak season like festive season.

It is true that not all forms of businesses will create employment for hundreds of people because of the nature of service offered and because of the influence technology has to most

organisations today. Participant 1 said that her business is limiting to what it can offer because it offers professional service such as therapy and explained that only a few employees that would be needed which would be the clerk, the secretary, the bookkeeper and the general assistant. However, participant 1 felt that even though it is a small number but it makes a difference to the unemployment rate in EThekwini and believed that there are other greater business ideas that young people can come up with and can create more opportunities. Three participants reported that their businesses will give opportunities to other professionals to get experience and also to consider entrepreneurship as a career management option.

Other participants' businesses that are not yet in operation will also have an impact in the future and participants explained how their businesses will create employment in EThekwini. Participant 5 explained that when his fresh chicken business is in operation and grows it will assist unemployed youth in the neighborhood of KwaMashu, he explained he will need help in feeding, hatching eggs and need help from those who will focus on serving and selling to customers.

The youth discussed different forms of businesses which they are involved in and the study found that youth entrepreneurship practices in EThekwini will create employment and reduce unemployment amongst youth. Furthermore, other participants acknowledged that other forms of businesses are not huge enterprises but felt that it will make a difference. Participants expressed that youth entrepreneurship is vital and encouraging youth to embark on businesses will impact many aspects of youth in EThekwini. For instance, participant 5 reported that his company will give training and experience for youth with dentistry qualification and explained it would be with an intent to open many practices that have experienced dentists.

4.4.5 Entrepreneurship as a Career Management Option.

The study explored the attitudes of youth despite the difficulties that young entrepreneurs experience in EThekwini. The entire group of participants agreed that they would encourage other youth in EThekwini to start businesses. Firstly, youth reported that even though entrepreneurs experience challenges with maintaining their businesses but youth must continue to work towards starting businesses. Participant 3 said that it is important to start businesses however, youth need to follow proper channels to get help and start businesses the correct way with assistance. In addition, they added that these channels are government institutions offering skills development for youth because they are free of charge, they have highly trained facilitators, and gives funds and mentorship. Participant 11 went on to state that there are many

young people that are entrepreneurship driven and can enter the market. They also reported that young people starting businesses would improve job creation opportunities for the people of EThekweni. Three of the participants felt that owning a business gives one independence and the ability to improve their standard of living and provide for their families. For instance, many young people have their families looking up to them and when young people embark on these practices it makes a difference not for them only but for their families as well.

In line with the above, participants also reported that starting a business also prevents acts of crime amongst young people. Participant 14 explained that in KwaMashu other young people resort to crime in order to provide for their families. Participant 20 supported this by stating young people starting businesses eliminates poverty and crime in communities while giving a chance to those that are unemployed. Two of the participants explained that many young people fall in the hands of crime because they want to provide for their families. Participants 8 supported this by saying businesses such as carwash and food truck businesses have reduced criminal activities in his neighborhood because there are less unemployed youth plotting to steal cars or break into people's homes.

Participant 21 added to this by saying that this helps unemployed higher education graduates. Bushe (2019) felt that this would also help graduates however, the challenge is that businesses are often established as a last resort rather than first choice opportunity hence their inability to grow at expected levels sufficient to announce the needed economic miracle in South Africa. Participant 21 explained that having a qualification is not impactful as it was in the early 2000s when jobs were more available to those that had went to higher education and training. Graduates are facing the same predicament as those without qualifications, however graduates can also start businesses in their line of profession and make a living. This would also give opportunities to other people for employment while reducing unemployment rate amongst youth in EThekweni. For instance, participant 1 explained that when finding a suitable position as a clinical psychologist she went on to attend the skills training programme at NYDA and opened her company Khanyisisa Holdings which has a group of psychologists assisting companies such as Road Accident Fund and other insurance companies. Participant 17 added and emphasized that it is important that even graduates need to have skills development training to start businesses to get assistance and guidance from skills development institutions.

According to Thamahane and Chetty (2017) higher education graduates should be encouraged to start businesses and adds that higher education institutions promote entrepreneurship

education amongst students. It is important to mention the latter as this study encourages youth to consider managing their careers to entrepreneurship as a practice to reduce youth unemployment, and specifically higher education graduate unemployment. Furthermore, they explained that entrepreneurial intentions of students and entrepreneurial intentions can be positively influenced by educational programs (Thamahane & Chetty, 2017). In their study they conclude that entrepreneurship programs and courses are able to build awareness of entrepreneurship as a career option and to encourage favourable attitudes towards entrepreneurship (Thamahane & Chetty (2017).

Youth expressed the importance of youth attending the skills development training programme at NYDA with an intent to build more businesses in EThekweni. Three of the participants explained that they would encourage aspiring entrepreneurs and youth in general to attend the training at NYDA because encouraging business practices the correct way amongst youth will reduce unemployment amongst youth. Furthermore, this will also avoid many failed businesses that are started by youth and fail each year in EThekweni. Participant 9 explained that institutions like NYDA guide the process of youth development specially with entrepreneurship, and thought that if youth would attend these programme they would have a better approach to opening a business compared to when they are experiencing pressure of being unemployed.

Participants also reported that youth experience many challenges when starting a business and attending the programme eliminates stressful things such as funding the business which is facilitated to ensure its purpose is met. Youth expressed that there are day to day skills that have made a good impact to the functioning of their business. For instance, participant 7 said that the financial management training in the programme was beneficial to her because there has been improvement in writing funding proposal and doing budgeting for the profits made in the clothing store business. Majority supported the latter and felt that managing money in business is a major challenge for many young people that own businesses or those that want to start their businesses. Youth expressed that attending the programme helps youth even when they have completed the programme and provide business mentorship. Participant 14 explained the impact that mentorship had on his business after he received funding to fully operate the business.

Marketing was a major challenge reported by youth and reported that entrepreneurs get assistance with marketing linkages after starting their businesses which is one of the reason

they would encourage other youth to attend the programme and start businesses. Participant 16 reported that the advertising linkages that entrepreneurs get from NYDA to promote their businesses is very impactful to the entrepreneur because they get to network with other entrepreneurs in the same line of business and promote the services offered. Other youth reported that attending the programme creates an entrepreneurial mindset to those that not sure what to do but are willing to learn and start a business. Participant 5 supported this by saying that many young people with qualifications have a “seeking employment” mindset and when they attend they programme they get to learn how to make money using their qualifications which creates a business mindset while providing assistance and mentorship. He added that after he got his qualifications in dentistry he never thought of opening his own practice and thought that it was still too early in his career to even think of such until he could not secure employment and attended the training at NYDA.

4.4.6 Human Resources Management skills.

It was of great importance that the study explores the impact of human resource management skills on the operation of youth businesses in EThekweni. When asked if human resources management skills such as planning, training, money management would encourage other youths to start businesses the group of participants agreed that it would and improve entrepreneurship participation in the city. Two of the participants explained that these kind of skills such as planning and money management help the business owner make decisions. For instance, Participant 3 supported the latter by saying training on money management and business planning was the biggest message and exercise for him because investing in resources for the business is what he learned most from the training and said that his degree qualification did not teach him those HR skills in business but learned from the programme which are still important in the maintenance and sustaining of the business. Participant 3 further explained that the growth of his business will bring interest to other young people to start their own businesses. However, emphasized why it is important for youth to attend skills development programme before starting businesses in order to avoid mistakes and challenges that kill the entrepreneurial spirit of youth.

Three participants felt that many people have shortcomings when it comes to money and that these skills will teach and encourage other aspiring young people to start their businesses because firstly, there would be increased entrepreneurial participation amongst youth in EThekweni and secondly, there are high levels of unemployment amongst youth in EThekweni

which forces youth to resort to entrepreneurship. Furthermore, they added that those that have already started businesses it assist them to grow and link them with other investors and people in the same industry of business. Participant 7 mentioned that it is not only the above mentioned skillset but other attributes such as professionalism and image, business presentation, communication and so forth which improve business growth. Participant 7 added that EThekwini needs more businesses started by youth and started with the assistance of a skills development agency which will ensure improvement and progress. He added that it will create a pattern for other youth to follow and encourage more entrepreneurial participation amongst youth in EThekwini.

Three of the participants were of the idea that there are less businesses that collapse from entrepreneurs that attended skills development training, others may have slow progress because of the nature of business but it is unlikely to close down. They explained that over time these businesses grow and this will create interest for other youth to seek help in venturing into business. For instance, participant 9 shared that he read story on the Daily Sun newspaper of fellow NYDA graduate that had started a business of making school shoes for learners and how he received support from the public with his excellent quality. Participant 9 explained that he got encouraged to find out about the programme and attend in order to start his own business with the full assistance of the programme with necessary skills to run the business. Two participants supported the latter by stating that these skills make or break the business and if many youth would attend the programme they will be enlightened to know which direction to take and what to do in order to start a business that will prosper and make an impact to EThekwini.

In line with the above, five of the participants reported that attending the training at NYDA taught them the importance of human resource management skills in the growth of a business. Participant 11 explained that one of the major downfalls of businesses among youth is involving families and friends in the recruitment of business needs and being able to recruit suitable people that will support the vision of the business is important. Participant 11 added that this is an important skills learned in the programme which entrepreneurs should possess, and this would bring growth to many small businesses in EThekwini encouraging the business mindset among youth in EThekwini.

Youth believed that as unemployment have been increasing rapidly between the year 2016 and 2019 the need for youth to start new businesses will also increase. Participant 15 believed that

with the 4th industrial revolution in motion and more people are losing their jobs youth should look for alternatives to make a living and entrepreneurship is by far the best decision for youth people. However, youth emphasized the importance of proper execution to youth business to ensure growth and potentially reducing the rate of unemployment amongst youth in EThekweni.

4.5 Stakeholders findings

This section reflects on the outcomes of the stakeholder involvement, and positions the contribution to knowledge of this research. As stated previously in chapter 1 the stakeholders were very important to Undertaking the project as they were involved in key phases.

4.5.1 Youth outlook on entrepreneurship in EThekweni

When asked about the youth outlook on entrepreneurship in EThekweni, the stakeholders of the programme gave detail to their observations, interactions and experiences they have with students every cycle. Participant 1 mentioned that they get youth from diverse backgrounds and that when they first come they have expectations, they are looking for information and they are looking for assistance and resources to start their businesses. The participant continued to explain that most of them when they come to the programme have the idea that to get assistance from these type of skills development institutions in terms of entrepreneurship funding it is difficult to attain. The latter attests to the conclusion that most youth do not have the knowledge of how these organisations work and the steps that are taken to acquire the help. This was noted by Leshilo and Lethoko (2014) saying access to, and awareness of, this kind of information has been identified as an impediment to the growth and development of SMMEs, either because they do not know where and how to access business finance, or how to use it. Participant 1 continued to say that it also depends on the areas that they do training, for example, in metropolitan cities youth have a more positive outlook in terms of being able to acquire funding and resources for their businesses.

The second participant mentioned that other youth have the attitude that entrepreneurship is easy and it is an alternative if their plans or career does not work out. Kew & Penfold (2018) argue that South African people have traditionally relied upon the government and the corporate sector to provide jobs. However, they also acknowledge that as traditional career paths becomes increasingly rare youth entrepreneurship should become a focus for allowing the youth into the labour market, and ultimately for alleviating poverty. Participant 2 also said that there will be those that think if you do not get a job you can start a business and what they do is come to NYDA with that expectation that they are going to get this money for support

and do it without following the necessary process. Others come with ideas that are realistic and there are those that will come with something that they have seen on TV or YouTube that happened somewhere. She also concluded that young people are now slowly shifting into understanding that entrepreneurship is a job that you work hard in as well.

Many youth that reside in EThekweni are moving towards businesses and more and more youth are open to getting information and attending the skills development training. The final participant added that the youth that come to attend the programme differ because some have experience in different businesses and some do not have any experience at all.

4.5.2 Youth challenges concerning entrepreneurship

There are many challenges that young people come across that hinder them from engaging into business practices or growing existing businesses. Participant 1 reported that youth that attend the programme face different challenges that either hinder them to start businesses or that they come across during their experience in business. Participant 1 reported that most of them do not have enough information on their industries. Many youth enter in industries that they do not have any background in and it becomes a challenge to explore and show passion and effort towards the business. The lack of funding is one of their challenges. The challenges regarding funding are a huge barrier between young people and starting of businesses or growth of businesses. The lack of financial support was highlighted by Fatoki and Asah (2011) as a major obstacle that prevents young people from starting businesses. Mabasa (2018) also said that young entrepreneurs still have funding challenges and procedural bottlenecks. Participant 1 added that the lack of understanding of marketing, handling finances and bookkeeping are also major things that they struggle with when they start and go into business. This was also supported by Participant 2 stating that the way to advertise and get clients is a problem because sometimes some of them are in sectors that is difficult to venture into.

Participant 3 started by saying that historically South African people both black and white were not taught entrepreneurship as a career, the system of education also have contributed to the realities of young people today. Furthermore, participant 3 acknowledged that people now are also taught entrepreneurship at school but worried that they do not relate to the real situations. He mentioned that there is a lack entrepreneurial grooming which is historically lacking in young people for them to get into entrepreneurship. Young people do have the attitude to own businesses and the patience to work on it, they want fast things and forget that as an entrepreneur you need to be patient and step by step you need to have a long vision. Participant

3 added that there are other additional skills which are really core in a business. For example, communication skills, time management, human relations are also additional skills which young people have to have.

When asked about the steps NYDA takes to help youth Participant 1 started by stating that when the youth first attend the programme they have this huge idea that they do not have the necessary tools to start businesses. They undergo a five days training which prepares them to understand certain things. For example, there is a guy that came here and said he wanted to build an airplane with a reverse gear. The participant continued to explain that in such scenarios they try to make youth understand that other business ideas are too farfetched by asking leading questions that will highlight this point to them. For example, in this case participant 1 said “the first thing was I asked him if he has ever been on an airplane, he said no, I asked him how he knew an airplane does not have a reverse gear? He said that he seen it on television that whenever the airplane must reverse there is always that turning around traffic”. Participant 1 continued to explain that in such situations it is not to crush the youth business dreams but to make them realize that they are not realistic and well guided, however put them in training and give them new hope.

Participant 2 explained that NYDA is guided by the National Development Plan Vision 2030, one of the key performance areas is economic participation which tries to address the high rate of unemployment. Furthermore, participant 2 continued to say that NYDA is trying to close the gap of high rate of unemployment especially amongst youth that is why they target youth which is between the ages of 18 to 35. He also said that there are university graduates that cannot find employment, they assist them with job preparedness. Job preparedness is where they get assistance with things like making a CV so if they are clear about not starting a business they can also be eligible for employed. Gwija, Chuks, and Iwu (2014) supported the latter by saying that graduates from universities as well as matriculates should be equipped with entrepreneurial skills in order to create more jobs, rather than to seek paid employment.

Participant 3 added that NYDA skills development training assists with the marketing linkages with help youth after completing the programme to network with other entrepreneurs in the same industry. After they attend the programme and pass the stages, they are eligible to apply for grant to support their business and we assist with those processes as well. They also provide mentorship for the youth to support them after they finish the programme. Furthermore, he mentioned that there is a website to advertise opportunities and cycles for intake of new youth.

There is also Outreach, where we go advertise what we have and what do to assist in disadvantaged surrounding and far areas in KZN. The stakeholders concluded that the challenges that many of youth face in their businesses are caused by many factors such the lack of business skills, financial support and human resource management skills.

4.5.3 Stakeholders challenges

Stakeholder that work and train youth at NYDA also face challenges when teaching and other aspects that keep the operations of the programme working. Participant reported that access to venues is a huge challenge. He explained that NYDA facilitators go to townships that are not close to the branches in order to offer the services to youth, however, accessing venues becomes a challenge. Further, other venues when accessed do not have electricity or not big enough to accommodate the youth. In EThekweni region, there is not enough venues to conduct training and this is a challenge because there are high volumes of youth signing to attend the programme. Participant 3 attested to this by saying this challenge is operational since the organization has little resources to implement the programme, it is difficult to reach more young people as much as they can because there are protocols that must be followed when arranging training. Furthermore, training can only take up to thirty youth and the numbers received compared to the time they have and also compared to young people who are unemployed is a call for concern.

This programme accepts youth from all backgrounds and the inclusivity gives an opportunity to all youth to partake in training and venture to business. However, participant 1 explained that diverse educational backgrounds cause a challenge in training because the youth does not grasp information the same way. For example, he said that in most instances there are people with matric certificates, people who do not have matric, and people with university qualifications. However, participant 1 explained that as trainers they try and find a way to recap and make sure everybody is on the same page and following, simplify the information in a manner that everyone can understand, and make the content as retable as possible we try to use a lot of real world examples. He also added that there are a lot of exercises within the training so that they can see and work through in groups and get an understanding of what is it that is expected of them and what they need to do when they are on their own.

Participant 2 stated that having business ideas that are realistic to put into practice is a challenge for young people. Other youth have exaggerated business ideas and it becomes a challenge for trainers to assist the youth to narrow down the idea to suit the present. For example, participant

2 said there was a young lady that wanted to open a bank and did not have any information whatsoever about the banking industry and when she tried to help her with the plan she retaliated and did not return to the programme.

Participant 3 reported that the attitude that young people have is not positive and this is a challenge because it defeats the purpose of youth development. He explained NYDA is government affiliated and the services provided are free of charge which is why many do not value the importance of the programme. For example, other youth will come and fill the application and not attend the programme it, some will come for two days, some will come for lunch and go then you don't see the impact at the end. Stakeholders concluded that other challenges can be rectified, others are a matter of experience for them stakeholders and others a choice.

4.5.4 NYDA skills development programme structure

NYDA under key performance area which is under NDP which is Skills and Education which skills training is an integral offering at NYDA. When youth want to start a business or want to be employed they get fully trained. Participant 1 stated that they have life skills training, and they have skills development for entrepreneurship training. The Life skills touches their personal development, financial management matters, time and communication, this is just to give a wakeup call so that when the time comes for them to go into entrepreneurship they have an idea" explained participant 1. Immediately when you start a business you will need skills like costing, marketing, record keeping and so forth. They also have other key skills training like professional image teaching and these are the skills related attributes. They also have a training called Job Preparedness, where we prepare graduates for the world of work. Participant 2 explained that sometimes find that a person is a good student but when they get to the interview it is a nightmare therefore, they help the exiting students so that they can be prepared. She said that they encourage all youth and university students that are still studying to attend life skills training to calm down the pressures and social concerns.

Institutions such as the NYDA have applications in high volumes as many youth are moving towards starting business as level of unemployment rise. Participant 3 added that because of the diverse number of youth that they have to assist, the training is usually conducted over a five day period. After the five days they are given a week to compile business plans from what they have learned in the training and they can return and present in front of the panel. The entire training goes for a two to three week period in full.

Regarding the grant, participant 1 explained that when youth are applying for grant it is a requirement that they must have attended the entrepreneurship skills training programme, this is to minimize the high risk of giving a person money without the skills to manage money. It also minimizes the chances of being employed and not know how to manage your own financials. For example, participant 1 added that a young person may be employed and get a salary of R15000, they rush to buy materialistic things rather than saving and making sure that wealth is accumulated with that R15000. Furthermore, participant 1 was of the conclusion that young people like to spend and through these trainings it helps. He further explained that NYDA also works through NEDBANK, they come in and run financial management and budgeting part of training since they are a financial institution and teach young people to manage their finances well.

Stakeholders explained that there are youth who want to start new businesses and those that have existing business and need assistance growing the business. Participant 1 explained that those that want to start new businesses are enrolled in Start Your Business class, and then move to Start-Up classes. The youth is also assisted with business documentations that are needed to operate the business. The youth is also assisted with networking after their business are in motion in order to meet other entrepreneurs.

NYDA also assists youth that already has existing businesses and participant 3 explained that with economic participation, they have voucher programme, which is a non-financial support which assists entrepreneurs if they need to develop a documentation in their businesses. For instance, a graduate will come and say “I want to apply for funding at SIFA, I presented my business but they want a concrete business plan” and that is where the institution comes in. this assistance is from a service provider that will sit down with that person and design or draw a proper business plan which the person will take to the financial institution. This documentation varies from business plan to financial records, to HR systems and the other needs. They provide grant as financial support but the policy is its either you buy stock or equipment. This ranges from R1000 to R200 000. It is put into four thresholds, threshold 1 youth is given up to R10 000, threshold 2 youth is given up to R50 000 and threshold 3 youth is given up to R100 000 and threshold 4 youth is given up to R200 000 all with terms and conditions depending on the stage of the business. For example, threshold 1 they do not require the business to be registered, threshold 2, 3, and 4 they require business to be registered, and the business must have a tax clearance and comply with requirements which business will need to follow. From threshold 3 they must provide financial statements to prove that the business

has been operating. Once they have been given grant there is a contract for two years which says NYDA mentors can support you.

4.5.5 Encouraging Youth in EThekweni

The NYDA stakeholders prided themselves to the efforts that the organization is making to reach out to young people and encourage them towards the direction of entrepreneurship than seeking employment in EThekweni. Participant 1 reported that within the NYDA they have a division called Outreach and have offices with people responsible to go out and market the programme so that youth can attend all the business forums and seminars. This is done in all the rural areas throughout the province to make the youth aware of Who and What NYDA is. Participant 1 also added that they are in a process of opening new district offices for more accessibility. In addition, there is a website that has all the information and adverts for available opportunities. There are social media platforms such as Facebook, Instagram and Twitter, participant 2 explained that they are aware that young people these days do not read a mail or buy the newspapers therefore they advertise and engage on these platforms.

In line with the above paragraph, NYDA also partners with institutions that are involved in youth development, they also work with local municipalities, the provincial government, and work with all others sectors which are involved in development of young people in South Africa said participant 3.

4.5.6 Human Resources Management skills & Entrepreneurship.

It was important for this study to show a relationship between human resource management operations and successful entrepreneurial practices. When asked if youth understand the importance of these two disciplines for a successful business practices participant 1 started by saying when youth first attend the programme they do not have a clear understanding besides the assumption that they want to start a business and make money. However, during the training this is when they teach and train them to understand the importance of human resources and entrepreneurship. For instance, when we teach staffing and marketing module there is a particular area that looks at the people that you are employing into the business and the importance between recruitment skills and you being able to deliver quality service and grow the customer base. He added that after training the youth understand the link between these two and how it can make a business grow or fail.

Secondly, participant 1 reported that one the key requirements that are needed in order for NYDA to fund a business is entrepreneurs must have the skills for the industry of business they venture into. For instance, if one decides to start a business and want to venture into plumbing the assumption is that the youth either studied plumbing and cannot find employment or worked in that industry and has experience, and need assistance to start that business. Participant 2 reported that they do understand even though they would not put it in that manner but they have a clear understanding that there are skills as an entrepreneur that you need to have apart from owning a business.

Participant 3 explained that entrepreneurship is a bigger process than just owning the rights to the business and after the training youth understand the relationship between the two disciplines and put it into practice. He further explained that apart from business costing, basic marketing, basic financial management there are additional skills such as communication skills and time management and in business time is money which young people do not consider time as an important skill but after they graduate from the programme understand. Participant 3 went further to explain that one of the role players is government and department of labour. When the entrepreneur employs people there must have contacts, register with UIF, and have safety plans which is all human resources harmonizing with entrepreneurship.

With regards to structuring the programme and the two disciplines, stakeholders reported that after doing years of research on the impact of this training programme all the trainers in NYDA went for training through the International Labour Organization where went through an intense training programme with material made to develop youth economic participation countries. Furthermore, they get accredited to do portfolios of evidence and be assessed in the field to make sure that all the trainers have the skills to present the programme to the youth as it has been structured in order to get the outcome and impact as the NYDA.

When stakeholders were asked how would they link human resources management and entrepreneurship practices participant 1 felt that there is very strong link between these two disciplines and said that HR covers the basic of recruitment, training, bookkeeping/costing, planning, marketing, labour practice, presentations, and so forth and entrepreneurs who have skills in the latter mentioned have greater chances of succeeding in business. However, if they do not possess these skills there is very little chance that they will be able to grow and expand that business. Participant 1 added that even if the business owner had to hire an external person

to fulfill the duties, entrepreneurs need to still understand the basics and how the money needs to be used and how the industry makes profit.

Participant 2 reported that there are modules that are taught in the programme which cover important topics such as recruitment. Recruiting the right kind of people when they expand their business is important because you find that in most cases in entrepreneurship for young people, they start businesses and do well then but will employ unemployed and unskilled family or friends. She added that the module teaches them that you do not have to employ “Fanele” just because she is your cousin but need certain skills and certain characteristics that you must look for each and every position. Participant 2 concluded by saying HRM plays a huge role to entrepreneurship because at the end of the day the entrepreneur will need human personnel and if there is no structure and no human resource management then the entrepreneurs can cost the business.

Participant 3 concluded that there are three things that need to be taken into consideration when owning a business. Namely, entrepreneurship understanding, human resource management and technical skills. Participant 3 was of the perception that youth must apply it together and the change will only happen if a person understands what is expected and said that you can give an entrepreneur money to start a business but if they do not these skills provided by human resources the business will not move forward.

4.6 Conclusion

This chapter has presented the findings from the youth standpoint regarding entrepreneurship practices in EThekwini and measure to encourage youth entrepreneurship through skills development training programmes. It has also presented the views of the stakeholders in NYDA which was important for this study to unpack the experiences of youth in EThekwini pertaining entrepreneurship. The high levels of unemployment amongst youth have led young people to consider seeking less employment and create and come with great business ideas that can impact the unemployment rate and improved economic participation by encouraging youth to start businesses. This according to the findings is important to be done through the assistance of skills development programmes.

The youth reported that the skills development training programme offered at NYDA has a positive impact on youth entrepreneurial practices in EThekwini. Youth reported that youth face a lot of challenges when starting businesses which has contributed to many failed youth owned businesses in EThekwini. Furthermore, reported that the skills training assists the

entrepreneur with skills that are needed to start and grow a business which is crucial when promoting youth entrepreneurship. They reported that increased entrepreneurial practices will reduce unemployment rate amongst youth, create employment for other people in EThekweni, and give young people the ability to provide for their families and needs while eliminating poverty and crime in EThekweni. Youth reported that the programme also teaches entrepreneurs important HR skills which are crucial to entrepreneurs and concluded that this will increase youth entrepreneurial practices with growing businesses. They felt that this will encourage an entrepreneurship mind-set amongst youth. Moreover, the study found that youth that have completed the training at NYDA would encourage their peers to attend the programme.

The stakeholders reported that the programme intends to increase youth entrepreneurial participation in EThekweni and as an organisation they have a structure in place that improves youth develop. They recognized the challenges that youth face when starting business and the contribution to the failure of youth owned businesses. The stakeholders shared the processes that are followed by youth to get full use of the assistance provided such as the course training, business grant, marketing linkages and mentorship. They also mentioned ways in which youth is encouraged to start businesses. The stakeholders emphasized the important correlation between HRM skills and entrepreneurship explaining that HRM plays a huge role to entrepreneurship and the growth of youth owned businesses.

The next chapter will present the discussion of findings.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

The purpose of this chapter is to summarise and draw together the findings of the research. This section will firstly discuss the questions investigated in this study, the conclusions found.

5.2 Discussion of Findings

5.2.1 What are the effects of the skills development programme offered at NYDA in developing and enhancing an entrepreneurial mind-set?

The high levels of unemployment amongst youth and the high rates of business failure raised concerns and led to the interest of the impact skills development programmes can have on young people opening businesses. The evaluation of skills development programmes explores the impact of entrepreneurship practices amongst youth to create an entrepreneurial mindset amongst other youth, increase employment rates, improve job creation, and reduce poverty amongst other things.

The research aimed to understand and explore the effects of the skills development programme offered at NYDA EThekweni, KwaZulu-Natal in developing and enhancing an entrepreneurial mind-set. Entrepreneurial mindset is an important ingredient in business success (Cowdrey, 2012). According to Agetue and Nnamdi, (2017) the first important plan is to ensure that the entrepreneur himself or herself is capacitated and has the skills required to run a successful business. The study found that there is a need and demand for skills development programmes. The skills development programmes assists young people to start businesses and help with eliminating challenges that hinder entrepreneurial practices among youth. Firstly, skills development programmes encourage an entrepreneurial mind-set amongst youth by promoting starting of businesses as more and more youth cry loud from joblessness from labour markets. They also provide business skills to all youth including higher education graduates that are unemployed on how to start a business that will be relevant and has potential growth. This was attested by Cooney (2012, cited in Bushe 2019) stating education and training opportunities play a key role in cultivating future entrepreneurs and in developing the abilities of existing entrepreneurs to grow their business to greater levels of success. These skills assist the entrepreneurs to understand entrepreneurship while eliminating the number of failed businesses that are owned by young people. Furthermore, the skills development programmes provide with resources for youth to start their businesses such as grants for start-up or business

improvement for existing businesses. Encouraging and promoting entrepreneurship practices amongst youth decreases high and still rising rates of unemployment among youth which plays an important and huge role to combat youth unemployment. This was emphasized by James (2012) stating fostering youth entrepreneurship could provide a vital antidote during an era of high unemployment in the country. There are many countries in Africa that have acknowledged entrepreneurship as a strategy for addressing unemployment (Gwija *et al.*, 2014). Soni (2014) also notes that entrepreneurs in developed and developing countries help keep the levels of unemployment and poverty low simply because they create new businesses, and new businesses in-turn create jobs.

The participants explained many ways in which the NYDA skills development programme has affected them as young people in their businesses in EThekweni. Youth explained that the courses positively impacted the way in which they conduct their businesses. Further, those that had not started explained that they had the zeal to go out there and make a difference with embarking on businesses of their own. Other youth expressed that after attending the programme they started their ventures, while others expressed that their industry of businesses needed time and investments but there is progress in many ways. It was important for the researcher to evaluate if entrepreneurs in EThekweni grow their businesses by expanding. Even though it was not a big group, other youth explained that other businesses are better and easier to expand such as beauty and healthcare industry. There were youth that had expanded their businesses with the help of marketing linkages that are provided at the NYDA for youth that have completed the skills training programme. Youth also mentioned that after starting their businesses they are eligible to apply for mentorship programmes for young entrepreneurs to grow, learn strategies to grow in the market and networking with other entrepreneurs amongst other things.

It is evident from the research emphasising the positive impact that skills development programmes have on youth entrepreneurship practices. Increased youth entrepreneurship participation with progress encourages other young people to get involved as challenges of unemployment continue to highly affect young people. The latter is also supported by (Mhlahlo, 2017) stating that the development of business knowledge, managerial skills, and nurturing of entrepreneurial skills may help entrepreneurs achieve optimal results.

The skills development programme offered at NYDA according to the research presented in this study promotes businesses among youth in EThekweni by reaching to young people and

fostering entrepreneurship by providing business skills courses, assists with business proposals, grants for youth to start their businesses, and mentor the growth of the entrepreneurs in their businesses. According to Mhlahlo (2017, Gwija *et al.*, 2014) services as business advice, mentorship and financial assistance for youth entrepreneurs is crucial for the success of their businesses. This is believed to encourage an entrepreneurial mind-set in communities which should in turn improve entrepreneurship participation.

5.2.2. What are the experiences of youth who have completed the skills training programme at NYDA?

The study found that youth have better business experience after they attend the programme at NYDA. This relates to the argument made by Bushe (2019) that young people are pressured to start businesses and the lack of entrepreneurship skills leads to many business failures, however, concluded that entrepreneurs improve conducting businesses when they get business managerial skills, financial assistance which condones business profit. The skills development courses that are trained at NYDA are important to the entrepreneurs in order to start and run businesses. These courses such as book keeping, money management, and marketing amongst other skills change the perspective of conducting businesses for youth entrepreneurs in EThekweni. Youth that had completed a skills development programme at NYDA reported that money management was the biggest challenge which failed youth owned businesses in EThekweni but the course that are part of training teaches entrepreneurs and aspiring entrepreneurs the importance of business growth through profits and investment. Lings (2014) attested to this stating poor financial management is cited in many studies as the predominantly a thorny reason why most businesses fold in South Africa this is often a clear case lacking basic bookkeeping skills. There was emphasis on the role of marketing skills and support on the growth of the business. The study found that many businesses in EThekweni collapse because entrepreneurs do not have the skills to do marketing for their businesses in order to get customers and grow their businesses. Marketing is an important function, especially in a growing entrepreneurial firm, marketing ensures a business plans well how to develop a product that best meets the requirements of customers (Cowdrey, 2012).

The study also found that because startup capital is a huge challenge that causes many young people to refrain from starting businesses, they revealed that after they had completed the programme at NYDA it was a lot easier to grow existing businesses or start new businesses because of the grants that are available and provided. Access to expansion capital is also one

of major concerns of youth entrepreneurial venture as it is crucial in acquiring business resources that could aid growth opportunities of a business venture (Gwija *et al.*, 2014). Even though the study found that there are many changes and progress with entrepreneurs after completing the programme, entrepreneurs still concluded that there are still many barriers that they face that drags businesses process such as department of labour documents. Youth reported that charges of documents and time processes are a barrier. According to Gwija *et al.*, (2014) the South African government should take actions to reduce costs associated with business registration for youth as most of them lack requisite finance, particularly those who are fresh from school and those from less advantaged backgrounds. The study also found that higher university graduates have better business practices after they attend the programme. Youth revealed that even though they obtain higher education qualifications, it is still a challenge to start businesses and grow them. Higher education graduates mostly then stem their businesses from their qualifications.

The assistance of the programmes with above mentioned services impact encourages business practices in EThekwini amongst young people. It also emphasises the impact that it will have on the community at large such as the growth the business impacting other people by job creation. The experiences of youth after they complete the programme improves the young entrepreneur's business practices in EThekwini. Despite continued challenges, it brings light to the mistakes that young people do that perpetuates business failure which yields business growth. Youth support structures such as the NYDA influence and impact youth entrepreneurship in EThekwini. Skills development organisations encourage more and young aspirant entrepreneurs to come on board and execute their entrepreneurial aspirations and contribute meaningfully in the economy of this country (Kigotho, 2015).

5.2.3 Would they encourage their peers/other youth to consider entrepreneurship as a career management option?

Respondents stated that they would encourage their peers and other youth to start businesses in EThekwini. However, the respondents strongly emphasised that youth start businesses with the assistance of skills development organisations such as NYDA. Youth stated that as unemployment is growing and the quest to eliminate socio-economic challenges that come with it, it is crucial that young people start businesses that will not fail but make an impact in EThekwini. Youth expressed that they would they would encourage their peers to consider

entrepreneurship as a career management option because firstly the NYDA provides business management courses for entrepreneurs. These courses help individuals have basic skills to start and run their businesses. These courses included bookkeeping, marketing and advertising amongst many. The study found that youth expressed how these courses assist many young people avoid business failure in EThekweni. Insufficient management skills and expertise in functional areas such as marketing and human resources, and financial knowledge are the major causes of SMME failures (Brink, Cant & Ligthelm, 2003, cited in Bushe 2019).

Secondly, the study found that marketing and advertising is also a challenge for many young entrepreneurs in their businesses and would encourage their peers to attend the programme because youth receive marketing linkages. These marketing linkages help youth to expand and create exposure for their businesses in the right markets for growth. Marketing is an important function, especially in a growing entrepreneurial firm (Bushe, 2019). Marketing ensures a business plans well how to develop a product that best meets the requirements of customers (Bushe, 2019). Thirdly, youth emphasised that startup capital is a challenge for many young people aspiring to start businesses, they expressed the role the grants that entrepreneurs receive assist them in starting and others growing their businesses in EThekweni. Mentorship was mentioned as one of the major influential services that youth get to access when they attend the skills programme which is crucial for young people in businesses.

In line with the above, the study concluded that because of all the above mentioned, youth would encourage their peers and other youth to start businesses and get proper assistance by enrolling in skills development programmes. This according to youth, would eliminate business failure, reduce youth unemployment, reduce crime and poverty, and create employment in EThekweni.

The promotion of entrepreneurial culture in South Africa cannot be overstated as universities produce large volumes of graduates annually who are equipped to be employees, however, the rate of unemployed graduates keeps on escalating each year Hoque (2018). Entrepreneurship training provides graduates with necessary skills and attitude that will make them self-employed, and employers of labour and productive members of the society (Agetue & Nnamdi, 2017).

5.2.4 Summary of Discussion

The high levels of unemployment amongst youth in South Africa has been a concern raised for a long time and have led to this study's search for effective alternatives to reduce unemployment. This study aimed to understand the effects of the skills development programme offered at NYDA to develop and enhance an entrepreneurship mind-set amongst youth. Furthermore, this study explores encouraging entrepreneurship as a career management option because of the unavailability of jobs in the market. This according to Bushe (2019) is a strategy that will highly benefit young professional to establish their own businesses than seeking employment. This research looked at two groups which were the stakeholders and the youth. It was important for this study to get insight about the entrepreneurship skills development programme offered at NYDA. The youth were an integral part of this study because it explores youth entrepreneurship participation as a way to create employment and reduce unemployment rate.

It was evident from this study that youth in EThekweni acknowledge that there is a need for improved entrepreneurship participation among youth in EThekweni. The youth reported that there are challenges that aspiring entrepreneurs face when they want to embark on business ventures. The youth also reviled the lack of information about skills development programmes among young people that assist in entrepreneurship for young people and expressed the need for more awareness campaigns for reach youth. The study also found that youth that had attended the programme and completed concluded that skills development training offered at NYDA are important. They reported that there are important skills that entrepreneurs learn which are crucial to youth starting and maintain businesses. These skills included money management, planning, life skills, bookkeeping etc. However, the agency also assists in grants for starting business and growing existing businesses. The programme also offers mentorship and marketing linkages for entrepreneurs which youth reported as vital because many entrepreneurs get fail in their businesses because of the lack of mentorship.

In line with the above, youth also revealed that considering the growing rates of unemployment amongst youth in EThekweni youth must start businesses instead of seeking employment, however, the study found that youth encouraged that young people must attend skills training programmes such as that offered at NYDA in order to get the necessary assistance and guidance when starting businesses. They added that this will reduce the number of failed businesses which discourages other youth to start business. The study found that even though the

government is doing something to aid unemployment by endorsing entrepreneurship practices, youth reported that there are still barriers that prevent youth to access this opportunity such as less branches that offer information, corruption, and long processes followed and expensive documentation that is required to start and build businesses.

The stake holder gave detail about the processes that are put in place for youth development at NYDA. The study found that there are high numbers of youth register to attend the programme which the stakeholders revealed to be influenced by the risen unemployment among youth in EThekweni. The stakeholders acknowledged the challenges that youth have with regards to entrepreneurship but ensured the agencies involvement to youth development in EThekweni.

5.3 Conclusion

The challenges of unemployment in South Africa have been evident to strike youth more as there are reports of risen rates of unemployment amongst youth in South Africa. The government has put in place programmes that assist with youth development, however, there are many ways that the government can do to assist in youth skills development. There is a crucial need for entrepreneurship skills development organisations that will assist youth to start businesses with required skills to run and maintain businesses. This study emphasizes the importance of stable businesses with potential future growth for job creation. Notwithstanding existing challenges concerning entrepreneurship practices, youth acknowledge the need for youth involvement to reduce unemployment and the role it will have on the rate of unemployment. Encouraging entrepreneurship as a career management option is important as it also encourages higher education graduates to have an entrepreneurial mindset and establish businesses than to seek employment. The following chapter is chapter 6 and final chapter which will conclude the study and make recommendations.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter concludes the study. It begins by presenting the contributions of this study to research, the recommendations based on findings and recommendations for further research. Lastly, it will highlight the limitations to this study which will be followed by an overall conclusion of the study.

6.2 Contributions of this Study to Academic Scholarship

South African business environment needs to acknowledge the crucial role which youth entrepreneurs can play in improving not only their wellbeing, but also that of their country's economy (Gwija *et al.*, 2014). The researcher was determined to make contributions to the existing research for youth unemployment and the role of skills developments to encourage entrepreneurial participation with an intent to improve job creation and reduce unemployment. This study has been built on existing research in field of human resource management and entrepreneurship particularly research that focuses on the eradication of youth unemployment by encouraging entrepreneurship as a way to create employment. This study expanded the understanding of youth entrepreneurship and detailed the challenges that hinder youth in EThekweni to start businesses. Majority of the research focuses on youth starting businesses because of high unemployment. This study helps build literature on the importance of skills development programmes that assist youth entrepreneurship. This study lays the importance of this programmes to avoid business failure, and encourage entrepreneurship.

This study provides insight on the on the importance of encouraging entrepreneurship as a career management option for youth especially for higher education graduates. This study has emphasised and presented the crucial need for human resource management skills to entrepreneurship practices amongst youth. This also highlights the need for skills development programmes to reduce unemployment

6.3 Recommendations Based On the Findings

It is important to give recommendations for the NYDA as an organisation and its stakeholders. This is crucial because it gives room for improvement for the services that are provided for young entrepreneurs in EThekweni, ensuring that it breeds the purpose that it is intended for

which to provide skills development to improve entrepreneurial participation among young people and job creation.

6.3.1 Reaching Out to the Youth

The participants of the study reported that many other youth like themselves who are entrepreneurs cannot afford transport from their homes to the central business district of EThekweni to attend the programme mainly because they are unemployed or their parents cannot help out. Other youth that had already started their businesses reported that they did not know about the programme at all until they were referred to by a friend or other entrepreneurs that are graduates of the programme. This researcher recommends that the organisation and the government can work together to increase the budget for stakeholders to go out to different areas in EThekweni to offer services to youth.

From the findings, the study recommends that stakeholders reach out to young people because this will improve awareness for young people that do not know about the programme. This will eliminate the challenges that young people face when they require skills and other information that will improve their lives as well as encourage entrepreneurship. This study also recommends that the organisation improves the number of staff that is employed to facilitate the programme. There is a high number of young people that need awareness, skills development and other services that are provided but there is a low number of staff members which slows the process and timeline for youth improvement and progress.

6.3.2 Rigid National Development Policies

The study found that there are rigid national policies that hinder the processes of young people starting businesses or improving their business. These policies may be from the department of labour for instance which may require a certain waiting time for consideration, a document submitted with a fee, or a certain certificate. This study recommends that skills development agencies such as NYDA and the government make provisions for young entrepreneurs that may need documentation with fees, certification and waiting periods. This will reduce the barriers that slows the youth entrepreneurship progress. This according to Bushe (2019) will encourage involvement and participation for entrepreneurship ventures amongst youth.

6.4 Recommendations for Further Research

Unemployment is an issue that affects the whole country as the government still strives to aid unemployment by supporting youth entrepreneurship structures. This study recommends further research that will explore and reveal impactful strategies to encourage entrepreneurship amongst youth for job creation and reducing unemployment rate.

In addition, this study recommends further research to:

- The explore the impact of human resource management skills to the success of entrepreneurship practices among youth
- Explore other ways that will encourage an entrepreneurial mind-set amongst youth in order to improve business practices.
- Ways in which the government could mitigate barriers and challenges that hinder youth entrepreneurship
- Policies that promote entrepreneurship education and skills development for youth and eliminate barriers for entrepreneurship practices among youth.

6.5 Limitations of the Study

This research acknowledges the limitations to the study as pertaining to conducting this research study. These limitations can be improved for future research purposes in this field of study. This study focused on youth at NYDA EThekweni region to explore and understand the effects of the skills development programme, this limits the research study because it is not representative of the whole country's youth conclusion about the effects of skills developments offered at NYDA. There is room for further research in other parts of South Africa to explore the impact made by entrepreneurship skills developments organisations on young people.

There are many entrepreneurship skills development organisations in KwaZulu-Natal and the conclusions made on this study are drawn from the information given by youth at NYDA. This is a limitation to the conclusions of this study as they exclude other skills development organisations perceptions, thoughts and attitudes towards youth entrepreneurship. Further research can be done involving different organisations that offer the same services to youth. This would allow for a broad analysis of the impact made by skills development organisations towards youth entrepreneurship practices. This would also allow improved representation of youth entrepreneurship practices in KwaZulu-Natal

6.6 Conclusion

This study concludes that organisations that are linked to the development of skills have a huge impact on youth starting businesses. This study found that the impact of skills development programmes encourage youth to get entrepreneurship skills that assist them to start or improve businesses. Skills development organisations such as the NYDA do not only reduce the challenges youth face as a result of unemployment but provide a better solution for youth which will be impactful by reducing unemployment, create jobs, improve economic participation, and reduce social issues such as hunger and crime in EThekweni. One of the main objectives of this study was to examine if youth that have attended the programme would encourage their peers and other youth to consider entrepreneurship as a career management option to reduce unemployment. It is important to conclude by reporting that the impact of organisations such as NYDA influence young people to see the need for entrepreneurship practices, youth reported that since completing the programme they encourage their close friends, family and other youth to start businesses with assistance of NYDA. In conclusion, entrepreneurship practices among youth would reduce youth unemployment with the assistance of skills development organisations, youth would improve entrepreneurship practices amongst youth. Moreover, such caters and assists higher education graduates that are unable to participate in the labour markets. The government and skills development organisations have room to improve services to create awareness for such programmes and reduce barriers that discourage young people from starting businesses. Even though young people still experience challenges starting businesses, skills development programmes positively impact young people and encourage entrepreneurship practices which reduce youth unemployment.

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APPENDIX A
GATEKEEPERS LETTER



nyda

NATIONAL YOUTH DEVELOPMENT AGENCY
OUR YOUTH. OUR FUTURE.

08 March 2019

Ms Nontobeko Shongwe
Sunninghill Park
Eglin road
Johannesburg
2157

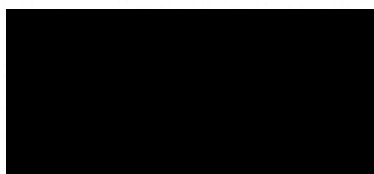
Dear Ms Shongwe,

REQUEST FOR PERMISSION TO CONDUCT ACADEMIC RESEARCH

Your request to conduct research on entrepreneurship for your Masters on “exploring entrepreneurship as a career management option to reduce unemployment amongst youth” is acknowledged and granted on condition that you adhere to all prescribed research ethics from the University of KwaZulu Natal.

We also require you to share the results or outcomes of your studies with NYDA

Please liaise with Ms Nompumelelo Zuma who will be assisting you in this regard from our Durban branch. feel free to contact Ms Zuma on 031 327 9600 or send an email: Nompumelo.Zuma@nyda.gov.za.



Mr. Siyabonga Mbambo
Executive Director: PDDD
National Youth Development Agency

54 Maxwell Drive | Woodmead North Office Park | Woodmead | 2191
P O Box 982 | Halfway House | Midrand | Johannesburg | Gauteng | South Africa | 1683
Tel: +27 11 651 7000 | Fax: +27 86 539 6926 | e-mail: info@nyda.gov.za | www.nyda.gov.za

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Sifiso John Mtsweni (Executive Chairperson) | Bavelile Gloria Hlongwa (Executive Deputy Chairperson) | Khomotjo Joy Maimela |
| Itiseng Kenneth Morolong | Yershen Pillay | Zandile Majosi | Waseem Carrim (CEO)

APPENDIX B
CONSENT FORM

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

APPLICATION FOR ETHICS APPROVAL

For research with human participants

Information Sheet and Consent to Participate in Research

Date:

Greetings,

My name is Nontobeko Amanda Nomfundo Shongwe from University of Kwa-Zulu Natal, Westville campus. I am from the college of Law & Management studies under the school of Human Resources Management.

You are being invited to consider participating in a study that involves research on fostering entrepreneurship as a career management option to reduce unemployment amongst youth. The aim and purpose of this research is to evaluate the perceptions of entrepreneurship amongst youth. It with further look at National Youth Development Agency (NYDA) as an organisation and evaluate their youth entrepreneurship programme. The study is expected to include youth who have attended the programme at NYDA stakeholders that run the programme. The duration of your participation if you choose to participate and remain in the study is expected to be 30 - 45 minutes.

The study may involve the following risks and/or discomforts (describe). We hope that the study will create the following benefits (describe if relevant; otherwise state that the study will provide no direct benefits to participants. Describe the scientific/other benefits hoped for from the study). The researcher must disclose in full any appropriate alternative procedures and treatment etc. that may serve as possible alternate options to study participation.

If the research could potentially involve risk, explain in full if compensation exists for this risk, what medical and/or psychosocial interventions are available as treatment, and where additional information can be obtained.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number_____).

In the event of any problems or concerns/questions you may contact the researcher at (provide contact details) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban 4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed.

If you have any questions or concerns about participating in the study, please contact me or my research supervisor at the numbers listed above.

Sincerely

Nontobeko Amanda Nomfundo Shongwe

CONSENT TO PARTICIPATE

I _____ have been informed about the study entitled Boosting Skills Development and Entrepreneurship to resolve unemployment by Nontobeko Shongwe.

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to ask questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (provide details).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus
Govan Mbeki Building
Private Bag X 54001
Durban
4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Signature of Translator
(Where applicable)

Date

APPENDIX C
INTERVIEW GUIDES

Interview Questions: Youth

THEMES	QUESTIONS
<p>1 Youth Experiences in Entrepreneurship</p>	<ul style="list-style-type: none"> • What is your view on entrepreneurship? • Do you own a business? If yes, what has been your experiences thus far? • With your experience attending the programme at NYDA will you agree or disagree that entrepreneurship is important and why? • What do you think is the cause for failure of many businesses of youth in EThekwini? • Would you say that entrepreneurship practices at EThekwini can reduce unemployment amongst youth, If yes, why?
<p>2 Youth & Entrepreneurship</p>	<ul style="list-style-type: none"> • What do you think causes many youth to refrain from starting businesses? • What challenges have you witnessed from other entrepreneurs in EThekwini? • Would you encourage other youth to start businesses and Why? • In your opinion, what can the Government do to mitigate challenges that young entrepreneurs face in EThekwini?
<p>3 Skills Development Programme</p>	<ul style="list-style-type: none"> • How has attending the programme helped you as an aspiring successful entrepreneur? • Would you encourage other youth or entrepreneurs to attend the programme? If yes, then why • What skills have you used from the NYDA programme have assisted you to start a business? • How will your business create employment for people in EThekwini?
<p>4 Human Resources Management</p>	<ul style="list-style-type: none"> • Do you think Human Resources Management skills such as planning, training, money management can encourage other youths to start businesses at EThekwini?

Interview Questions: Stakeholders

THEMES	QUESTIONS
<p>1 Perspective of stakeholders on youth experiences</p>	<ul style="list-style-type: none"> • What is the outlook of Entrepreneurship when the youth first attend the Programme? • Do any of them have experiences of entrepreneurship from the past? • Do they own any businesses when they first attend? • What do you think hinders many youths to explore Entrepreneurial practices in EThekweni?
<p>2 Perceptions of challenges faced by the youth</p>	<ul style="list-style-type: none"> • What are the youth challenges that have been reported before? • What are your conclusions about these challenges they face? • What ways does NYDA provide or suggest solving these challenges?
<p>3 Skills Development Programme</p>	<ul style="list-style-type: none"> • How is your skills development plan structured? • How does NYDA assist the youth to start businesses? • How does NYDA give support to youth who have started businesses • How does NYDA encourage and attract youth to be exposed to such programmes?
<p>4 Human Resources Management and Entrepreneurship</p>	<ul style="list-style-type: none"> • Do students understand the importance of these two disciplines? • How would you say the two disciplines have assisted you in structuring your programme? • How would you marry human resources management and entrepreneurship practices?

APPENDIX D

ETHICAL CLERANCE LETTER

10 June 2019

Ms Nontobeko Amanda Nomfundo Shongwe (212506322)
School of Management, IT & Governance
Westville Campus

Dear Ms Shongwe,

Protocol reference number: HSS/0250/019M

Project title: Fostering Entrepreneurship as a Career Management option to reduce unemployment

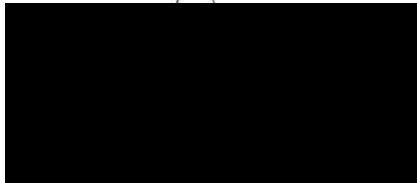
Approval Notification – Expedited Application

In response to your application received on 04 April 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 year from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.



Dr Rosemary Sibanda (Chair)

/ms

Cc Supervisor: Ntombela Lungile and Lindiwe Kunene
cc Academic Leader Research: Professor Isabel Martins
cc School Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee

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Founding Campuses:  Edgewood  Howard College  Medical School  Pietermaritzburg  Westville