

STRATEGIES TO MITIGATE THE HIGH RATE OF UNEMPLOYED YOUTH IN SOUTH AFRICA

Sanele Daniel Ngcobo
Email: sanelengcobo44@yahoo.com
MANCOSA: Durban, ZA
<https://orcid.org/0000-0002-8053-0583>

Abstract

The advent of Department of Small Business Enterprise to give financial support to start-ups business has not yield the positive results. The study adopted mixed research method. A semi- structured questionnaire was distributed to 216 public school principals; to ascertain the opportunities associated with the adoption of entrepreneurship education in public schools. In addition, interviews were conducted to find the effective strategies to reduce youth unemployment through entrepreneurship education. A purposive sampling method was used to select the schools for the case study. Both quantifying and non-quantifying data analysis methods were used to interpret the data. Descriptive analysis techniques were also used to analyse the survey data. The results of this study indicated: firstly, results indicating the inhibitors with regard to entrepreneurship education in public schools, Secondly, results from literature revealed that entrepreneurship education can play important part in mitigating the young unemployment in South Africa. Thirdly, results show that educator's lack relevant knowledge about entrepreneurship education and business studies do not cover entrepreneurship. The study recommended the need for a proper framework on entrepreneurship education in public schools. The public-private partnership with universities to bridge the skills gap and improve the gross domestic product in South Africa if implemented this could bring a resolution to the problems and challenges posed. Moreover, the study intends to recommend mechanism that could inform policy makers, DBE and NYDA to develop effective entrepreneurship education in public schools.

Keywords: Entrepreneurship, mitigate, young unemployment, strategies, entrepreneurial skills

1. Introduction and background to the problem

This paper seeks to contribute to entrepreneurship education and recommend strategies to mitigate youth unemployment in South Africa. The study calls for the introduction of entrepreneurship education in public schools across all spheres of government as subject. This study will assist the Department of Basic Education to provide learners with relevant skills for entrepreneurship education and Department of Small Business Development (DSBD) to curb the unemployment rate. Little research has been done on how to implement entrepreneurship education as a strategic approach to curb youth unemployment in public schools to enhance culture of entrepreneurship. Scholars such as Ayandibu & Houghton (2017:136) and Mohammed & Nzalibe (2014:4) stated that there is knowledge gaps relating to the ways in which to support the informal sector and township economies. Hence, the problem this study addresses revolves around the need for implementing of entrepreneurship education in public schools in South Africa as a strategic approach to equip learners with relevant entrepreneurial skills from the grass root. Despite all the policies formulated by the Department of Small Business Development (DSBD), surveys show that young businesses about 60% function less than three years and most part Small Medium Enterprise (SME) owners were operating their first business were 70%. Hence, the lack of fundamental skills and knowledge from youth to operate their business successfully. Currently, the high rate of unemployment against the youth in South African is currently above 59%.

The study seeks to introduce guidelines to the Department of Basic Education and Department of Small Business Enterprise on how re-engineer the spirit of youth in South Africa and improve the culture of entrepreneurship to curb the youth unemployment. This study will assist the Department of basic Education and Department of Small Business Enterprise to collaborate and design programs that will assist to curb the youth unemployment. This may lead in development of policies and processes to sustain strategies for promoting entrepreneurship education as a strategic approach to curb the employment rate in and transparency in developed and developing countries. The study seeks to contribute both academically and practical. Hence, the following will be the contribution.

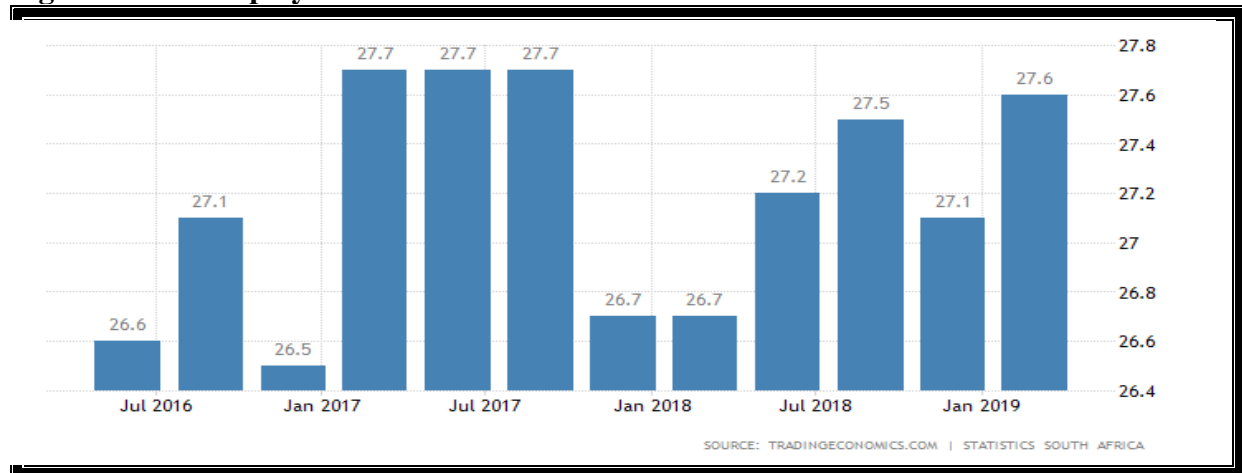
- Formulate entrepreneurship programmes at schools
- Align the school entrepreneurship education with universities entrepreneurship education
- Inform policy makers about the need to improve business funding model
- Inform curriculum design about the need to introduce entrepreneurship education as subject in public schools.

2. Literature Review

Despite the effort from government to combat the high rate of unemployment. Unemployment is challenge against the youth to date. In addition, small business owners lack basic financial skills as supported by Mahendra (2017) on the study the effect of entrepreneurship education on entrepreneurial intention mediated by motivation and attitude among management students. Furthermore, there is a misalignment between the Department of Basic Education and Department of Small Business Development, there is no collaboration to assist public schools to impart entrepreneurial skills to learners, when they want to venture in entrepreneurship world. No programmes for the side of Department of Small Business Development to assist the public schools.

As South Africa's efforts to attract R1.2 trillion in investment over five years gain momentum, President Cyril Ramaphosa has emphasised the importance of South Africans embracing a culture of entrepreneurship. During his closing speech at the second South Africa Investment Conference in Gauteng, the President announced a litany of policy and legislative interventions government is embarking on to remove hindrances hampering the growth of small business. South Africa looks at what need to be done to promote and encourage the entrepreneurial spirit and an entrepreneurial culture. Addition, entrepreneurial skills should be included in the basic education curriculum. President Ramaphosa told a gathering of small, medium and micro-sized enterprises (SMMEs) on the last day of the Investment Conference in Soweto. Ultimately, the President said, government wants to transform the paradigm and nurture a generation of job creators as opposed to job seekers.

Figure 2.1: Unemployment in South Africa between 2016 to 2019



Source: Statistics South Africa 2020

In 2020, SSA revealed the rate of unemployment. Addition, in his State of the Nation Address (SONA) in 2020 the President Ramaphosa said “working with social partners, government remains committed to improving the legal and regulatory environment, ensuring access to markets and finance, skills training and access to quality infrastructure for SMMEs, especially in townships and rural areas”.

Keeping small business afloat

Under the soon to be finalised Public Procurement Bill, organs of state will be required to sub-contract SMMEs to a minimum of 30% of the value of the contract for contracts that are above R30 million. “Whoever receives a tender must sub-contract a minimum of 30% of the value of the contract to SMMEs that are at least 51% black owned. Government will strengthen monitoring and compliance through the Office of the Chief Procurement Officer,” the President said. Compliance with the 30-day payment period plays a key role in ensuring the operational sustainability of SMMEs, the President said. “We are going to ensure that SMMEs thrive and succeed.” Organs of State will now be closely monitored on their compliance with the 30-day payment period and any non-compliance is viewed as financial misconduct and will be dealt with accordingly. “Public procurement is being used to promote local production. The tax regime for SMMEs is being simplified,” said President Ramaphosa. This will see SMMEs benefit from designated products when they participate in public procurement systems.

The following are strategies that can be employed to curb youth unemployment in South Africa

Start-up School

A study conducted by Munyanyiwa and Mutsau (2015) on an analysis of entrepreneurship curriculum content: A case study of the university of Zimbabwe faculty of commerce revealed that start-up school courses are accessible online and offer an integrated approach. In addition, the interactive courses are coupled with business coaching and mentorship from industry leaders. This helps learners to acquire theoretical knowledge and equips them with the entrepreneurial expertise they need for sustained success and development as supported by (Munyanyiwa and Mutsau 2015).

The Entrepreneurship Course

A study conducted by Teshome, (2014) on Attitudes of private higher education students towards entrepreneurship, revealed that the entrepreneurship course is the flagship course that runs over a 12-week period. It contains interactive learning activities that help guide entrepreneurs all the way from business ideation phase through to presenting their final business plan to investors. Teshome, (2014), added that successful applicants, who are accepted into this 12-week programme, will also have the opportunity to engage with top business coaches and industry mentors and become eligible to receive funding and assistance in launching their business.

Marketing Deep Dive Course

A study conducted by Mapfaira & Setibi, (2014) on enterprise and entrepreneurship education, revealed that the new offering immerses entrepreneurs into the strategic discipline of marketing, teaching them the importance of developing a needs-focused mind-set that will filter down into other aspects of their business. In addition, this practical course also equips entrepreneurs with useful marketing tactics for their business that they will be able to implement right away as reported by (Mapfaira & Setibi, 2014).

Mentorship & Business Coaching

Start-up School's puts a strong emphasis on guiding, supporting and nurturing students through their entrepreneurial journey. Therefore, a big part of the Start-up School entrepreneurship programme relies on mentorship and business coaching from reputable industry experts as reported by (Littlewood & Holt 2015). A study conducted by Littlewood & Holt (2015) on Social entrepreneurship in South Africa revealed that during the course, the entrepreneur will go through a process of signing up for a mentor, articulating their primary business interests, as well as their expectations from a mentor. In addition, using this key information, the Start-up School will then pair up the entrepreneur with the best possible mentor (Littlewood & Holt 2015).

The reasons for teaching entrepreneurship to young people are clear. In addition, research shows that South Africa's entrepreneurship levels are among the lowest in Africa as reported by Global Entrepreneurship Monitor (GEM). Global Entrepreneurship Monitor reported that "South Africa have number of entrepreneurs in the country has declined during 2015 to 2016, and entrepreneurial intention (which measures the intention to start a business) has almost halved when compared to 2010 and is lower than the African average". StatsSA, (2020)

revealed that up to 70% of small businesses fail within the first year of establishment. Furthermore, in 2015 SME Growth Index which reported that while small and medium enterprises are the largest job creators in developed and developing countries, “established small firms in South Africa are showing a decline in employment, turnover and a majority are struggling to survive,” as reported by (StatsSA, 2020). As back as Waghid, (2016) stated the factors impeding the growth of SMEs include burdensome regulations, inadequate financial skills, lack of information and fierce competition.

For the international perspectives, Countries like Israel and the Netherlands, which are well regarded for their robust entrepreneurship ecosystems, have been the leaders in making education for young learners widely accessible as reported by (Moores and Hunter, 2018; Nippard, Hitchins and Elliott, 2014). Furthermore, in Israel which has a population of 8 522 000 has over 6 000 start-ups as reported by Uriel Peled who is a co-founder of Israel-based start-up Visualead, put Israel’s success down to the availability of government resources, mentors and education system, in particular universities which provide “a playground for entrepreneurs to meet others with similar interests who may later go into business together.” This early exposure to entrepreneurship, training and resources is what South Africa is lacking as reported by Lydia Zingoni. Furthermore, Teen Entrepreneurs, a programme dedicated to fostering a culture of entrepreneurship in young learners.

3. Methodology

A mixed methods design is chosen for this study, to assess the adoption of entrepreneurship education as a strategic approach to curb youth unemployment within UMgungundlovu District Municipality public high schools. The reason for using exploratory mixed design for this study it because quantitative data is analysed first using SPSS and then qualitative data is analyse using thematic to identify themes, ideas, perspectives and beliefs supported by (Fusch and Ness (2015: 1411). The target population was principals from high schools within the UMgungundlovu District Municipality. There are currently 489 high schools within this district. Microsoft team was used to gain access to the target population. In addition, each school has the box in the circuit, hereby all circulars from the DBE are put to be collected by the principals and it is called pigeonhole and the researcher adopt this strategy to disseminate the questionnaire to the target population. The sample comprised of 10 principals from public high schools within the UMgungundlovu. Below is a profile of the participants used in the study

4. Results

Reliability: Cronbach’s Alpha Coefficient

Reliability measures the degree of the consistency of the research instrument over time. In other words, it is the extent to which the research instrument measures what it was designed to measure as supported by (Sekara & Bougie, 2013). The Cronbach’s alpha coefficient was computed to determine the reliability of the research instrument used. The Cronbach’s alpha coefficient of 0.70 and beyond was considered as reliable as recommended by Sekaran and Bougie (2013). The results are shown in table the following:

Reliability: Cronbach’s Alpha Coefficient

Dimensions	No.	Cronbach’s Alpha
Self-efficacy	9	0.901

Table 4.2. Indicates that the questionnaire for measuring self-efficacy has a very high degree of inter-item consistency and reliability ($\alpha = 0.901$). Therefore, the questionnaire measuring self-efficacy is reliable and can be used by other researchers for the same purpose.

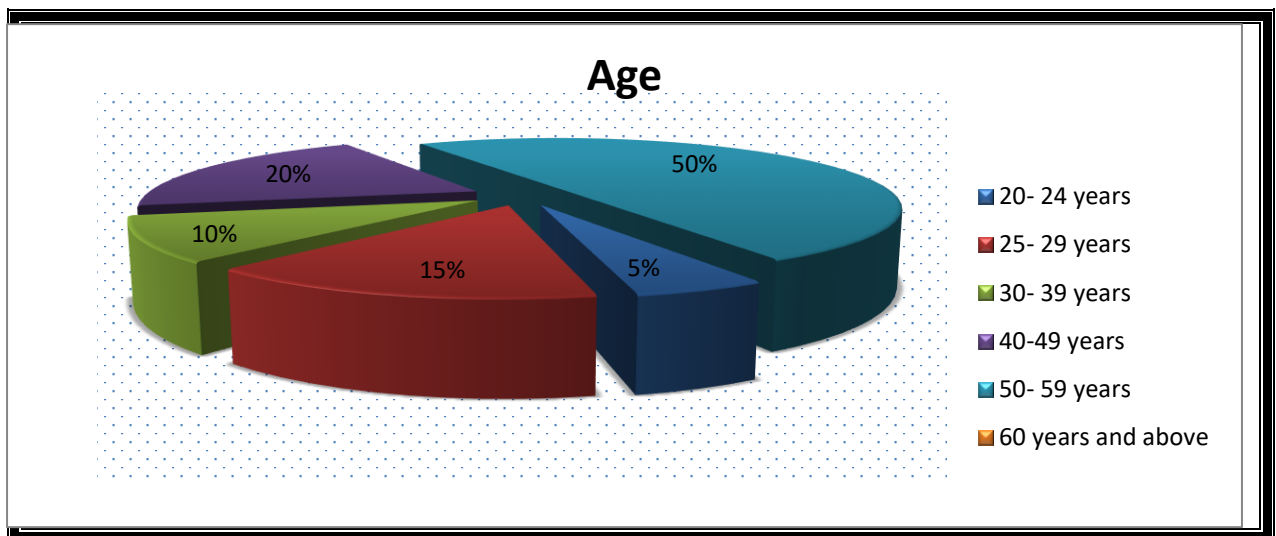


Figure 4.5.1: indicated the age of participants and with regards to age, 50% were between 50-59 years old, 20 % were between 40-49 years old, 15% were between 25 – 29 years old, 10% were between 30 – 39 years old and 5% were between 20 -24 years over 50% years (Figure 4.5.1). All participants were Africans. In addition, all participants were currently teaching business studies from grade 10 to 12.

Tenure

The duration of the participants at the college was recorded to ascertain the contributions of various groups within the organization to the study

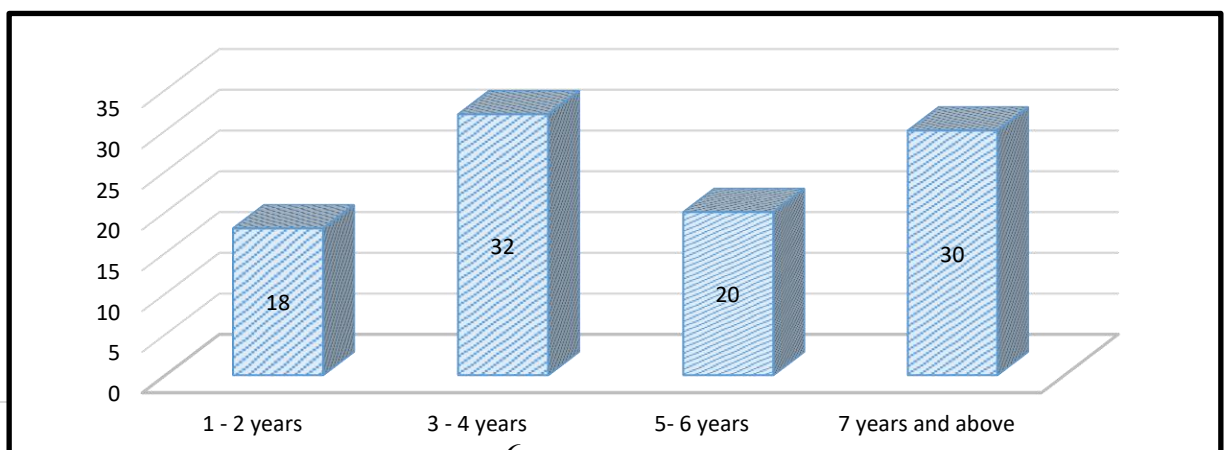


Figure 4.5.4: shows that a total 18% of the respondents were in the category 1 – 2 years of being principal within the Department of Basic Education. The finding further showed that 32% of the participants were in the category 3 – 4 years, 20% in the category 5 – 6 years and 30% of the respondents had been at the college for 7 or more years. Thus, the study comprised participants with good knowledge and experience pertaining to customer service programmes at the college.

Educational programmes offered to high school students on entrepreneurship

Educational programmes	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	5	2.32%	2.32	2.32
Agree	3	1.39%	1.39	20.5
Neutral	2	0.92%	0.92	82.3
Disagree	121	56.01%	56.01	88.6
Strongly disagree	85	39.36%	39.36	100.00
Total	216	100.00	100.00	

This finding indicates that they are no adequate educational programmes in public schools for training learners about entrepreneurship as reported by (Littlewood & Holt, 2015).

Has the school received any support from small businesses?

Support from small businesses	Frequency	Percent	Valid percent	Cumulative percent
Strongly agree	50	23.15	23	23.15
Agree	75	34.72	35	90.5
Neutral	30	13.89	14	64.4
Disagree	35	16.21	16	35.8
Strongly disagree	26	12.03	12	100.00
Total	216	100.00	100	

This finding indicates that they local small business do support public schools by donations such as uniforms, computers and desks. However, local businesses don't have training programmes to train and develop entrepreneurship skills to learners as reported by (Littlewood & Holt, 2015).

Challenges associated entrepreneurship education

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total agreement (% Agree & strongly Agree)	Mean	Std. Dev
Lack of planning by the department of basic education	Freq	9	14	2	16	10	51,00%	3,08	1 , 45
	%	17,60%	27,50%	3,90%	31,40%	19 ,60%			
Lack of commitment by the teachers	Freq	10	25	3	12	1	25,50%	2,39	1 , 12
	%	19,60%	49,00%	5,90%	23,50%	2 ,00%			
Lack of skills by teachers	Freq	6	10	1	17	17	66 ,60%	3,57	1 , 43
	%	11,80%	19,60%	2,00%	33,30%	33 ,30%			
Lack of funds to funds the entrepreneurship education	Freq	0	0	0	12	39	100,00%	4,76	0 , 43
	%	0,00%	0,00%	0,00%	23,50%	76 ,50%			
Lack of information for possible opportunities associated with entrepreneurship	Freq	0	1	1	13	36	96,00%	4,65	0 , 63
	%	0,00%	2,00%	2,00%	25,50%	70 ,50%			
Lack of government supports to schools	Freq	0	0	2	15	34	96,10%	4,63	0 , 56
	%	0,00%	0,00%	3,90%	29,40%	66 ,70%			
Public schools experience on entrepreneurship education	Freq	0	6	0	7	38	88,20%	4,51	0 , 99
	%	0,00%	11,80%	0,00%	13,70%	74 ,50%			
Lack of secure bank loans	Freq	1	2	2	5	41	90,20%	4,63	0 , 89
	%	2,00%	3,90%	3,90%	9,80%	80 ,40%			
Learners have no skills on doing business plan	Freq	0	10	4	20	17	72,50%	3,86	1 , 1
	%	0,00%	19,60%	7,80%	39,20%	33 ,30%			
Lack of management expertise by the school principal	Freq	3	20	3	18	7	49,00%	3,12	1 , 24
	%	5,90%	39,20%	5,90%	35,30%	13 ,70%			
Lack of implementing Information Communication Technology in the overall operations of the school	Freq	0	7	13	17	17	60 ,80%	3,75	1 , 02
	%	0,00%	13,70%	25,50%	33,30%	27,50%			
Lack of proper communication between staff	Freq	6	17	7	16	5	41 ,20%	2,94	1 , 24
	%	11,80%	33,30%	13,70%	31,40%	9,80%			
Unavailability of local suppliers	Freq	2	6	1	14	28	82 ,40%	4,18	1 , 18
	%	3,90%	11,80%	2,00%	27,50%	54,90%			
Lack of marketing expertise	Freq	1	1	1	23	25	94,10%	4,37	0 , 8
	%	2,00%	2,00%	2,00%	45,10%	49,00%			

Reliability test on challenges

Cronbach's Alpha test

Reliability Statistics	
Cronbach's Alpha	N of Items
.732	14

SPSS was used to test reliability with Cronbach's Alpha. The result confirms that 14 variables were measured to test its reliability and internal consistency. The reliability statistics shows a Cronbach's Alpha of 0.732. According to the Cronbach's Alpha rule of thumb by Glen (2017), a Cronbach's alpha of ≥ 0.70 is good.

5. Discussion

Strategies to make learners aware of entrepreneurship education

This research revealed that start-up school's puts a strong emphasis on guiding, supporting and nurturing students through their entrepreneurial journey. Therefore, a big part of the Start-up School entrepreneurship programme relies on mentorship and business coaching from reputable industry experts.

Lack of entrepreneurship education in schools

In this study, it was also found that public schools do need financial support and proper infrastructure to implement entrepreneurship to learners, to employ educators who are skilled to teach entrepreneurship education, currently they is a lack of textbooks, financial support to assist to buy textbooks. This study further find that financial support to public schools can yield good result for implementing entrepreneurship and without proper financial support can result to fail. In addition, the findings from the literature review revealed grade 12 learners leaving school without entrepreneurship knowledge cannot venture into business.

Barriers of entry to business

A study conducted by Littlewood & Holt (2015) on social entrepreneurship in South Africa revealed that the biggest barrier of entry to business is that entrepreneurs, lack relevant knowledge and relies on mentorship and business coaching that is lacking from reputable industry experts. In addition, barriers of entry to business includes burdensome regulations, inadequate financial skills, lack of information and fierce competition as supported by (Waghid, 2016).

Lack of support from departments

This research revealed that Department of Basic Education does not have programmes in place to cater for entrepreneurship education in public schools. A study conducted by Mapfaira &

Setibi, (2014) on enterprise and entrepreneurship education, revealed that they are no support in public schools from local small business and NYDA.

Lack of knowledge about how to start a business

The study findings revealed that, despite all the policies formulated by the Department of Small Business Development (DSBD) a survey show that young businesses about 60% function less than three years and most part Small Medium Enterprise (SME) owners were operating their first business were 70%. Hence, the lack of fundamental skills and knowledge from youth to operate their business successfully.

Lack of knowledge from teachers

All participants agreed to the question as per figure 2, that learners are willing to start their business; the problem is lack of business knowledge taught in business studies. As reported by Gouws (2002:45) explains that the “teachers cannot continue to teach in the old rote memorization style”, and teachers lack entrepreneurship education knowledge to impart to learners.

Lack of Financial support from relevant stakeholders

A study done by Ndedi, (2013) 'Challenges and perspectives facing the development of entrepreneurship education and training in South Africa', the finding were challenges which entrepreneurs face in South Africa is access to finance when starting a business and keeping it going through the years, especially with all the prices increasing regularly.

6. Conclusion and recommendations

The youth unemployment is high at around 70% so it is critically important for the youth to be entrepreneurship wise so as to build their own future. People should not be scared to take risks and start their own small businesses. Information to this should be communicated through talk, seminars to drive home the importance of business. Universities should be encouraged to focus on entrepreneurship education across disciplines. A transparent monitoring and evaluation system for training and skills development of entrepreneurs must be implemented. It is critically important for entrepreneurs to be involved in training and be empowered with skills so that they are able to impart the knowledge to upcoming entrepreneurs. The Department of Small Business enterprise should have facilities within the core establishment for training and development of entrepreneur's skills and organisational skills. This unit will be better placed to evaluate the performance of entrepreneur's and thus enhance talent development of entrepreneurs. It is recommended that the Department of Small Business Enterprise introduce mentoring and coaching system because research shows that this helps entrepreneurs to grow whilst developing and learning new skills under the guidance of these professionals. These are the tools to be used by the organisation to support its goals of developing entrepreneur's thus achieving the intended results of productivity and efficiency. It is essential for the organisation to introduce workplace skills development. This helps an organisation to outline the range of skills development to address training needs. In order for training to be effective, it cannot stand on its own but should be part of the overall development strategy. Launching a successful training programme requires a financial plan. It is thus recommended that the organisation should identify skills employees need to perform their jobs. Furthermore, the organisation must

identify where the gaps are and address those gaps. It is important for employees to implement what they have learned in their training

Acknowledgement

The authors declare that he has no financial or any other relationship that may have inappropriately influenced in writing this article.

References

- [1] Aulia, P.A. & Hadi, C., 2018, 'Attitude relationships with entrepreneurial intentions to students', Airlangga University, Surabaya.
- [2] Barral, M.R.M., Ribeiro, F.G. & Canever, M.D., 2018, 'Influence of the university environment in the entrepreneurial intention in public and private universities', *Revista de Administração* 53(1), 122–133.
- [3] Bhandari, N. C. 2012. "Relationship between Students' Gender, Their Own Employment, Their Parents' Employment, and the Students' Intention for Entrepreneurship." *Journal of Entrepreneurship Education* 15: 133–143.
- [4] Davey, T., Hannon, P. and Penaluna, A. 2016. *Entrepreneurship education and the Role of Universities in Entrepreneurship: Introduction to the Special Issue. Entrepreneurship Education and the Role of Universities in Entrepreneurship. Germany: SAGE Publication, 30 (3), pp: 171-182.*
- [5] Ferreira, J. J., M. L. Raposo, R. Gouveia Rodrigues, A. Dinis, and A. do Paço. 2012. "A Model of Entrepreneurial Intention: An Application of the Psychological and Behavioral Approaches." *Journal of Small Business and Enterprise Development* 19 (3): 424–440. <https://doi.org/10.1108/14626001211250144>.
- [6] Fields, Z., & Kunene, L. (2017). *Youth Entrepreneurship Learning Challenges (Final 2)*. Durban: UKZN.
- [7] Gerba, D., 2012, 'Impact of entrepreneurship education on entrepreneurial intentions of business and engineering students in Ethiopia', *African Journal of Economic and Management Studies* 3(2), 258–277. <https://doi.org/10.1108/20400701211265036>
Global Entrepreneurship Monitor, 2018,
- [8] *Global Entrepreneurship Research Association, viewed 28 April 2018, from <https://www.gemconsortium.org/report/50012>* Herrington, M. & Kew, P., 2016, *South African Report 2015/2016. Is South Africa heading for an economic meltdown, Development Unit for New Enterprise, University of Cape Town, Cape Town.*
- [9] Ibrahim, N. and Mas'ud, A. (2016), "Moderating role of entrepreneurial orientation on the relationship between entrepreneurial skills, environmental factors and entrepreneurial intention: A PLS approach", *Management Science Letters, Vol. 6 No. 3, pp. 225-236*

- [10] Isaacs, E., Visser, K., Friedrich, C. and Brijal, P. 2007. Entrepreneurship Education and Training at the Further Education and Training (FET) level in South Africa. *South African Journal of Education* 27:613-629.
- [11] Happe, E. H. (2015). The importance of Accreditation, U.S. Department of Education, “What is the role of the accrediting agency?”
- [12] Hashemnezhad, H. 2015. Qualitative Content Analysis Research: A Review Article. *Journal of ELT and Applied Linguistics*, 3 (1).
- [13] Herrington, M., P. Kew, and A. Mwangi. 2017. *Global Entrepreneurship Monitor South Africa Report 2016/2017*. London: Global Entrepreneurship Research Association.
- [14] Ibrahim, N. and Mas’ud, A. (2016), “Moderating role of entrepreneurial orientation on the relationship between entrepreneurial skills, environmental factors and entrepreneurial intention: A PLS approach”, *Management Science Letters*, Vol. 6 No. 3, pp. 225-236.
- [15] Kumar, R. (2016) *Research Methodology: a step-by-step guide for beginners*. London. Sage.
- [16] Kuratko, D.F., Horns, J.F., & Hayton J. (2015). Corporate entrepreneurship: The innovative challenge for a new global economic reality. *Small Business Economics*, 45(2), 245-253.
- [17] Littlewood, D. C., & Holt, D. (2015). Social entrepreneurship in South Africa: Exploring the influence of environment. *Business and Society*. Advance online publication. <http://doi:10.1177/0007650315613293>
- [18] Mapfairs, H.& Setibi, G. (2014).Enterprise and entrepreneurship education: Promoting an enterprising culture among students. Retrieved from www.fes-botswana.org. [Accessed: 8th January 2016].
- [19] Mail, & Guardian. (2019). Poverty and inequality in South Africa.
- [20] Mahendra, A. M., Djatmika, E. T., & Hermawan, A. (2017). The Effect of Entrepreneurship Education on Entrepreneurial Intention Mediated by Motivation and Attitude among Management Students, State University of Malang, Indonesia. *International Education Studies*, 10(9), 61. <https://doi.org/10.5539/ies.v10n9p61>
- [21] Malebana, M. J. 2013. “Entrepreneurial Intent of Final-Year Commerce Students in the Rural Provinces of South Africa.” PhD diss., University of South Africa.
- [22] Malebana, M. J., and E. Swanepoel. 2015a. “Gender Differences in Entrepreneurial Intention in the Rural Provinces of South Africa.” *Journal of Contemporary Management* 12 (1): 615–637.
- [23] Malebana, M. J., and E. Swanepoel. 2015b. “Graduate Entrepreneurial Intention in the Rural Provinces of South Africa.” *Southern African Business Review* 19 (1): 89–111.

- [24] Mbiza, M. (2018). The issues with South Africa's education system.
- [25] Moores, D. and Hunter, A. (2018). Inclusive Market Systems Development for Sustainable Development. [online] World Vision. pp.1-58. Available at: <https://www.worldvision.com.au/docs/default-source/publications/aid-trade-and-mdgs/wva---inclusive-market-systems-development-paper---final.pdf> [Accessed 8 November 2018].
- [26] Nag, R., Hambrick, D. C. & Chen, M. 2007, "What Is Strategic Management, Really? Inductive Derivation of a Consensus Definition of the Field", *Strategic Management Journal*, vol.28, no.9, pp.935-95
- [27] Nchu, R.M. (2015). The Effectiveness of Entrepreneurship Education in Selected High Schools in the Capetown Metropolitan, Masters Dissertations. Cape Peninsula University of Technology, 10 March 2015.
- [28] Ndedi, A.A. 2013. 'Challenges and perspectives facing the development of entrepreneurship education and training in South Africa', *World Journal of Entrepreneurship, Management and Sustainable Development*, 9 (2/3): 126- 132.
- [29] Nieman, G. & Niewenhuizen, C. (2014). *Entrepreneurship: A South African perspective* (3rd Ed) Pretoria: Van Schaik Publishers.
- [30] Palmer, J., Griswold, M., Eidson, V. & Wiewel, P., 2015, 'Entrepreneurial intentions of male and female university students', *International Journal of Business & Public Administration* 12(1), 152–166.
- [31] Tomkins-Bergh, C. & Miller, A. (2015) *Entrepreneurship education and training: What works? Exploring Entrepreneurship Research*. Ewing Marion Kauffman Foundation.
- [32] Van Aardt, I. & Van Aardt, C. (1997). *Entrepreneurship and new venture management*.
- [33] Tende, S.B. (2014), "Government initiatives toward entrepreneurship development in Nigeria", *Global Journal of Business Research*, Vol. 8 No. 1, pp. 109-120.
- [34] Teshome, T, (2014). Attitudes of private higher education students towards entrepreneurship: A case of distance learners in Wolaita Sodo and Hossana Towns. *Middle-East Journal of Scientific Research*, 19(2), 277- 285.
- [35] Sehume, J. (2018). Solving poverty, unemployment and inequality.
- [36] Sharma, L. (2018). Entrepreneurial Intentions and Perceived Barriers to Entrepreneurship Among Youth in Uttarakhand State of India: A Cross-Cultural Investigation Across Genders. *International Journal of Gender and Entrepreneurship*, 10(3), p.243-269.
- [37] Tidd, J. & Bessant, J. 2014, *Strategic Innovation Management*, West Sussex: John Wiley & Sons.

- [38] Halim Dwi Putra, Decoding Consumer Choices: Navigating The Impact Of Zero Moment Of Truth On Buying Decisions In Bengkalis Island, *Jurnal Ilmiah EDUNOMIKA*, ISSN 2598-1153, Vol 8, No 2 (2024), DOI: <http://dx.doi.org/10.29040/jje.v8i2.12244>
- [39] Yang, A. (2016) Why Entrepreneurship education does not work. *Entrepreneurs*. Retrieved from: <https://www.forbes.com>. Assessed 4th October 2017
- [40] Yin, R.K. 2016. *Qualitative research from start to finish*. 2nd ed. New York: The Guilford Press.
- [41] Zano, C., Munyoka, W., Gombiro, C., Chengetanai, G., Hove, S., and Mauchi, F. 2008. Factors affecting the future of information and communication technologies (ICT) in Zimbabwe: *Journal of Sustainable Development in Africa*, 10(2), 31-51
- [42] Zhang, P., Wang, D.D. & Owen, C.L., 2015, 'A study of entrepreneurial intention of university students', *Entrepreneurship Research Journal* 5(1), 61–82. <https://doi.org/10.1515/erj-2014-0004>