

**ASSESSING THE PERCEPTION OF STUDENTS ON VIABILITY OF
BUSINESS VENTURES IN EENHANA**

A THESIS SUBMITTED IN PARTIAL FULFILMENT

OF

THE REQUIREMENTS

FOR

**THE MASTER OF BUSINESS ADMINISTRATION IN
MANAGEMENT STRATEGY DEGREE**

OF

THE UNIVERSITY OF NAMIBIA

BY

PETRUS NAMBOGA

200322486

APRIL 2023

**SUPERVISOR: DR ELISHA WOYO (MANCHESTER METROPOLITAN
UNIVERSITY BUSINESS SCHOOL)**

Abstract

The purpose of the study was to assess the perception of students on the viability of business ventures in Eenhana. The study examines the entrepreneurship perception of students, the relationship between business perception and ability to venture into business and to formulate a strategy to change the entrepreneurship perception of TVET students. The study adopted the survey design. The data was collected using an online self-administered questionnaire. Simple random sampling was used to collect data from 158 respondents. Data was analysed using descriptive and inferential statistics through the Statistical Packaging for the Social Sciences software (SPSS) version 27.0. The study found that post-graduating, students have a positive entrepreneurship perception. Moreover, the study found a strong positive linear relationship between resources, curriculum and career support with students' entrepreneurship perception on viable business establishments. The study recommends MHTEI and MITSMED to collaborate with financial institution to fund SME. Equally, NTA and MHTEI to review the TVET curriculum. Moreover, Namibia Competition Commission Act 2 of 2003 should be strengthen.

TABLE OF CONTENTS

| | |
|---|------|
| LIST OF ABBREVIATIONS AND/OR ACRONYMS | v |
| Acknowledgements | vii |
| Dedications..... | viii |
| Declarations..... | ix |
| CHAPTER 1 | 1 |
| INTRODUCTION AND BACKGROUND OF THE STUDY | 1 |
| 1.1 INTRODUCTION..... | 1 |
| 1.2 BACKGROUND OF THE STUDY..... | 1 |
| 1.3 STATEMENT OF THE PROBLEM | 6 |
| 1.4 RESEARCH OBJECTIVES..... | 7 |
| 1.5 HYPOTHESES OF THE STUDY | 8 |
| 1.6 SIGNIFICANCE OF THE STUDY | 8 |
| 1.7 LIMITATIONS OF THE STUDY..... | 8 |
| 1.8 DELIMITATIONS OF THE STUDY | 9 |
| 1.9 SUMMARY | 9 |
| CHAPTER 2 | 10 |
| LITERATURE REVIEW..... | 10 |
| 2.1 INTRODUCTION..... | 10 |
| 2.2 THE CONCEPT OF ENTREPRENEURSHIP PERCEPTION..... | 10 |
| 2.3 THE ROLE OF ENTREPRENEURSHIP EDUCATION CURRICULA ON BUSINESS ESTABLISHMENT | 12 |
| 2.4 THE ROLE OF RESOURCES IN BUSINESS ESTABLISHMENT..... | 15 |
| 2.5 THE ROLE OF CAREER SUPPORT ON BUSINESS ESTABLISHMENT.. | 19 |
| 2.6 SUMMARY | 22 |
| CHAPTER 3 | 23 |
| RESEARCH METHODOLOGY | 23 |
| 3.1 INTRODUCTION..... | 23 |
| 3.2 RESEARCH DESIGN | 23 |
| 3.3 POPULATION..... | 23 |
| 3.4 SAMPLING METHOD | 24 |
| 3.5 RESEARCH INSTRUMENT | 25 |

| | | |
|---------------------------------------|--|----|
| 3.6 | RESEARCH PROCEDURE | 26 |
| 3.7 | DATA ANALYSIS | 27 |
| 3.8 | RESEARCH ETHICS | 28 |
| 3.9 | SUMMARY | 28 |
| CHAPTER 4 | | 29 |
| RESULTS AND DISCUSSIONS | | 29 |
| 4.1 | INTRODUCTION | 29 |
| 4.2 | DEMOGRAPHICS OF RESPONDENTS | 29 |
| 4.2.1 | Response rate | 30 |
| 4.2.2 | Gender distribution..... | 30 |
| 4.2.3 | Age group..... | 30 |
| 4.2.4 | Marital status..... | 31 |
| 4.2.5 | Employment status | 31 |
| 4.2.6 | Participant’s Trade Occupations | 32 |
| 4.2.7 | TVET qualification level..... | 33 |
| 4.2.8 | Job attachment status..... | 33 |
| 4.2.9 | Work experience | 34 |
| 4.2.10 | Current residing region | 34 |
| 4.3 | RELIABILITY | 35 |
| 4.4 | ENTREPRENEURSHIP PERCEPTION (EP)..... | 36 |
| 4.5 | IMPACT OF FINANCE ON ENTREPRENEURSHIP PERCEPTION..... | 42 |
| 4.6 | CURRICULUM IMPACT | 48 |
| 4.7 | CAREER SUPPORT IMPACT..... | 56 |
| 4.8 | CORRELATION..... | 66 |
| 4.9 | REGRESSION ANALYSIS | 68 |
| 4.9 | FORMULATION OF TVET GRADUATES’ STRATEGIC CONCEPT ON EP 69 | |
| 4.11 | CHAPTER SUMMARY | 71 |
| CHAPTER 5 | | 72 |
| CONCLUSIONS AND RECOMMENDATIONS | | 72 |
| 5.1 | INTRODUCTION | 72 |
| 5.2 | KEY FINDINGS FROM THE STUDY..... | 72 |

| | | |
|-------|---|----|
| 5.2.1 | Objective 1: The perception of students on venturing into viable business, post-graduation | 72 |
| 5.2.2 | Objective 2: Analysed The relationship between business perception and business venturing ability | 73 |
| 5.2.3 | Objective 3: Formulated strategy to change the perception of TVET students on entrepreneurship | 73 |
| 5.3 | RECOMMENDATIONS | 74 |
| 5.4 | AREAS FOR FUTURE RESEARCH..... | 75 |
| | References | 76 |
| | APPENDIX C: DATA COLLECTION INSTRUMENT | 83 |

LIST OF ABBREVIATIONS AND/OR ACRONYMS

APA – American Psychological Association

BP – Bricklaying Plastering

CI – Curriculum Impact

COVID-19 – Coronavirus disease of 2019

CRP – Centre for Research and Publication

CSI – Career Support Impact

EE – Entrepreneurship Intention

EI – Entrepreneurship Intention

EP – Entrepreneurship Perception

EVTC – Eenhana Vocational Training Centre

IPPR – Institute for Public Policy Research

JCM – Joinery and Cabinet Making

MHETI – Ministry of Higher Education, Technology and Innovation

MITSMED – Ministry of Industrialization, Trade and SME Development

NBS – Namibia Business School

NGO – Non-governmental organization

OA – Office Administration

PPF – Plumbing and Pipe Fitting

RI – Resources Impact

SME – Small and Medium Enterprises

SPSS – Statistical Package for the Social Sciences

TVET – Technical and Vocational Education and Training

UNAM – University of Namibia

VTC – Vocational Training Centre

WMF – Welding and Metal Fabrications

Acknowledgements

I wish to extend my hand of appreciation to my supervisor Dr Elisha Woyo for constructive feedback, positive criticism and unselfish academic guidance in completion of this project. I further appreciate my acquaintances, individual colleagues and friends for being my reference when misperception was ubiquitous. I would be unappreciative if I do not appreciate my entire family for the support in all aspects of life. I further extend my hand of appreciation to EVTC staff and 2015-2020 graduates for the support and agreeing to be sampled for this study. Lastly, to my children, my sincere apologies for less attention given during the course of this study.

Dedications

Every time I get angst, my heart grieves and I drop-off a missing tear in your remembrance. I still enthused by visualizing your bubble-smile and euphonious voice saying “to thigwa po kaanona aakweni”. Mom, I still hear your voice motivating and encouraging me to work smarter. You have been my academic pillar throughout. The fruitful accomplishment of this project is significantly indebted to my mom, Maria Goretti hUukongo (May your Soul Rest In Peace). To my children, family, friends and associates, this is ours. As Eugene Bell Jr. says “Aspire to Inspire before you Expire”, my desire remains to positively influence your academic life. Above all, I thank the Almighty God for the protection and guidance in this academic journey.

Declarations

I, Petrus Namboga hereby declares that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution.

No part of this thesis may be reproduced, stored in any retrieval system, or transmitted in any form, or by means (e.g., electronic, mechanical, photocopying, recording or otherwise) without the prior permission of the author, or The University of Namibia on my behalf.

I, Petrus Namboga, grants The University of Namibia the right to reproduce this thesis in whole or in part, in any manner or format, which The University of Namibia may deem fit.

A handwritten signature in black ink, appearing to read 'Petrus Namboga'.

Petrus Namboga

Date: April 2023

CHAPTER 1

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 INTRODUCTION

In this very first chapter of the study, the researcher highlights the contribution of entrepreneurship to economic growth through innovation and job creation. The researcher also discusses problems experienced by the Namibian youth and the rate of unemployment. The chapter expansively deliberates on the research objective, the study hypothesis and significance of the study. It also highlighted the delimitation and limitations of the study.

1.2 BACKGROUND OF THE STUDY

Innovative entrepreneurship plays a crucial role in the modern civilised world and the current industrialisation and socioeconomic society (Asitik *et al.*, 2016; Kissi *et al.*, 2020; Pheko & Molefhe, 2017; Reyad *et al.*, 2019). Entrepreneurship has been regarded as the most persuasive trade and industry force in the current world market (Kuratko, 2005). It has been considered as a potential catalyst to economic development (Ali *et al.*, 2011). Similarly, Mohar *et al.* (2007) point out that entrepreneurship is considered as the engine of economic progress, employment opportunities and societal alteration. Consequently, entrepreneurship is regarded as a remedy to mitigate serious threats to peace and security as well as reducing unemployment in the society (Ali *et al.*, 2011).

Unemployment is regarded as a multidimensional social phenomenon among youth graduates in various parts of the world (Batu, 2016). Many graduates find it difficult to acquire remunerative employment in this prevailing economy (Gujrati *et al.*, 2019). In

Nigeria, the youth unemployment rate average has increased from 23.6% in 2014 to 38% in the second quarter of 2018 (Gujrati *et al.*, 2019). At an unemployment rate of 36.8%, Namibia is not an exception to the youth unemployment phenomena (Trading Economics, 2020). Unemployment does not only have a significant impact on the economy but it is regarded as one of the factors causing mental health distress among the youth (Paul, 2009). Similarly, Waugh and Circelli (2021) expressed that unemployment leads to poor mental health and financial strain. In the same vein, Batu (2016) argued that unemployment contributes to substantial psychological, social, and economic crises. Thus, governments should combat violence and civil conflict instigated by the unemployment phenomena.

Various scholars have concluded that numerous countries have engaged in entrepreneurship to enhance economic prosperity and social progress by providing knowledge, practical skills and attitudes required to meet societal demand and employment in trades or occupational areas (Buli & Yusuf, 2015; Silva *et al.*, 2019; Ogbuanya & Michael, 2015). In addition, Iwu (2018) contributed that entrepreneurship enhances sustainable economic growth and reduces unemployment in developing countries. Thus, such countries are encouraged to promote and facilitate viable business environments to thrive through business establishment (Iwu, 2018).

Business establishment rejuvenates socioeconomic agents and is considered a catalyst and incubator for industrial progress and innovative markets (Ali *et al.*, 2011) However, various indicators determine entrepreneurship engagement. Demographic variables such as tertiary institutions, parenting income, and profession are considered to impact business establishments (Parker & Van Praag, 2006). Likewise, Ali *et al.* (2011) signposted that demographic and contextual factors, attitude, value or psychological factors influence

business establishments. Ali *et al.* (2011) further express that parents that earn high income showed high intention toward entrepreneurship in comparison to others. Equally, Gujrati *et al.* (2019) signpost that family financial position can expressively influence business establishments if enthused by Entrepreneurship Education (EE). In contrary, Henley (2005) argues that business establishment is not determined by family financial status but rather by education and self-efficacy. Similarly, Othman *et al.* (2008) stressed that the positive deeds dimension has a momentous impression towards business establishment.

EE and Entrepreneurship Intention (EI) are deliberated as variable indicators toward business establishment. EI and attitude determine the interest of potential entrepreneurs to establish a viable business (Guererro *et al.*, 2008). Henley (2005) alluded that business establishment is determined by own attitude and perception towards entrepreneurship. Furthermore, EE motivates and nurtures venture creation skills which contribute to entrepreneurial firms' performance, which are believed to contribute to economic development and job creation (Kim *et al.*, 2020). A study conducted by Iwu *et al.* (2020) showed that most students who took entrepreneurship-specific modules are predominantly eager to create their own businesses. Moreover, Grecu and Denes (2017) underwrite that EE and training provides individuals with the ability to recognise commercial opportunities, self-esteem, knowledge and skills to act on them. Hence, this concludes that educational programs build possible industrialists into viable enterprises (Ali *et al.*, 2011).

Besides earlier studies stated, dearth of experience, business misinterpretation, errant judgement, lack of resources and infrastructures to be among variables hindering

entrepreneurship (Morris *et al.*, 2020). Moreover, Fisher *et al.* (2017) pinpointed that the establishment of new enterprises experiences legitimacy challenges with mostly an external range of stakeholders, making it difficult for oppressed entrepreneurs to penetrate the market, forcing them to divert their operations to informal sectors.

The Technical and Vocational Education and Training (TVET) sector is regarded as the backbone of most countries' economic growth through enhancing entrepreneur intention (Kissi *et al.*, 2020). In agreement, Horng *et al.* (2020) stipulate that the TVET sector stimulates viable business establishments that promote innovation models and contribute to the economic development of the country through creation of employment opportunities to overcome socioeconomic challenges. Similarly, Anjum *et al.* (2020) expressed that EE in TVET is considered as one of the potent tools to inspire students' learning orientation and expression of entrepreneurial implementation intention. Furthermore, Grecu and Denes (2017) pinpoint that for the effectiveness of viable business implementation, students are required to develop innovative ideas into economic opportunities to increase productivity and boost competitiveness in the market.

In developed countries, such as Russia, the state motivates students by providing comprehensive support to potential entrepreneurs to enhance business establishment and combat unemployment (Aharonovich, 2019). A study by Kissi *et al.* (2020) remark that job creation and youth self-reliance are regarded as the foundation of economic development. Countries with high unemployment rates need to stimulate viable business to promote economic and social progress through knowledge, practical skills and attitudes required to meet societal demands needed for gaining employment in particular trades or

areas of occupation (Buli & Yusuf, 2015; Silva *et al.*, 2019 and Ogbuanya & Michael, 2015).

Egypt is among the African countries with positive economic figures. A study conducted by Mubashir (2018) demonstrated that the TVET sector had accelerated Egypt's economic growth from 4.2% in 2017 to 5% by 2019 and it was expected to increase to 5.5% by 2021. Likewise, a study conducted by Matandare (2018) signposted that industrialisation and urbanisation through TVET had reduced the youth unemployment rate from 26.2% in 2008 to 18.2% in 2016 in Botswana. In contrast, the IPPR (2020) flagged that in Namibia, economic and COVID-19 related reasons had led to retrenchment of 12,198 employees between 1 January to 15 December 2020. This reflects a massive challenge for Namibia's economy and contributes to a high unemployment rate.

Despite the above-stated, the unemployment endemic among youth in most African countries has been worrisome. Various countries initiated innovative philosophies to combat the high unemployment rate. In Nigeria, economic transformation is enhanced by adopting EE in universities' strategic plans (Edokpolor, 2020). Moreover, Gujrati *et al.* (2019) stipulated that Nigeria has introduced a policy of compulsory EE at tertiary education level. Students are encouraged to engage in entrepreneurship as a career to lessen the unemployment rate. Upon graduation, students would be able to engage into SMEs that are regarded as agents of economic transformation, job creation, poverty reduction and improve general living standards of business owners and their families (Iwu, 2018).

One of the objectives stipulated in Namibia's Vision 2030 objectives is to enhance TVET graduates in Namibia to compete in the market, eradicate poverty through viable business establishment, and create adequate employment (Namibia Vision 2030, 2004). Attaining the economic transformation as stipulated in Namibia's Vision 2030 objectives remains a nightmare if Namibia is not adopting TVET revolution as with the countries currently experiencing economic growth. Prior studies in numerous countries such as Malaysia, Nigeria, South Africa, Kenya, etc. focused on factors impacting entrepreneurship education and acquisition of employment in TVET sectors (Kenayathulla, 2021; Gumede & Uleanya, 2019; Kissi *et al.*, 2020; Ogbuanya & Udoudo, 2015). However, the aforementioned authors failed to assess the perceptions of students regarding viability of business ventures. This study, therefore, intended to assess the perception of students on the viability of business ventures in Eenhana town.

1.3 STATEMENT OF THE PROBLEM

Entrepreneurship is regarded as a global catalyst to economic development, promoting innovation, and creating employment opportunities to overcome socioeconomic issues such as unemployment and poverty (Horng *et al.*, 2020; Kissi *et al.*, 2020; Ogbuanya & Udoudo, 2015 & Silva *et al.*, 2019). Developing countries, including Namibia are among high unemployment rate countries that are encouraged to promote and facilitate the thriving of a viable business environment (Iwu, 2018). According to Moody's Investors Service report, a study conducted in Egypt, by Mubashir (2018) demonstrated that TVET has capacitated the acceleration of Egypt's economic growth from 4.2% in 2017 to 5% by 2019 and 5.5% by 2021. In comparison to Nigeria, the average youth unemployment rate has increased from 23.6% in 2014 to 38% in the second quarter of 2018 (Gujrati *et al.*,

2019). In response, Nigerian universities have adopted entrepreneurship education as a strategic plan to equip graduates with skills to function and contribute to the society (Edokpolor, 2020).

In Botswana, industrialisation and urbanisation reduced the youth unemployment rate from 26.2% in 2008 to 18.2% in 2016 (Matandare, 2018). In comparison to Namibia, the Labour Force Survey Report (2018) indicated that 33.4% of graduate and non-graduate youth are unemployed. According to Trading Economics Global Macro Models and Analysts' expectations, the COVID-19 and economic crises were expected to raise the unemployment rate to reach 36.80% by the end of 2021 (Trading Economics, 2020).

Despite the high unemployment rate in Namibia, many TVET graduates are failing to venture into businesses, and this is one of the biggest issues derailing most developing countries' economic progress (Iwu, 2018). The TVET National Graduate Survey 2015-2017 (2020) indicated only 14.6% out of 2668 TVET graduates to have ventured into business in Namibia. Furthermore, Kambwale *et al.* (2015) advocated that out of 40000 registered businesses, 75% liquidate prematurely. Despite, the significance of business ventures, the issue of students' perception on business ventures has been overlooked by many researchers yet the students are the ones who define the future of business ventures in any country. The rationale of this research therefore, is to assess and establish the students' perceptions on business ventures in Eenhana.

1.4 RESEARCH OBJECTIVES

The main objective of the study is to assess the perception of students on the viability of business ventures in Eenhana. The specific objectives of this study are:

- To examine the perception of students on venturing into viable business, post-graduation
- To analyse the relationship between business perception and the ability to venture into business
- To formulate a strategy to change the perception of TVET students on entrepreneurship

1.5 HYPOTHESES OF THE STUDY

The study hypotheses are:

(H₁): TVET students have a positive perception of venturing in business after graduating

(H₁): There is a positive correlation between business viability indicators and vocational students' perception of viable businesses

1.6 SIGNIFICANCE OF THE STUDY

The study aims to contribute to the literature on TVET students' perceptions on developing a viable business. Furthermore, it should enhance TVET graduates' business skills and encourage them to venture into business. Moreover, the study aims to formulate strategies needed to enhance graduates' venturing into business.

1.7 LIMITATIONS OF THE STUDY

The generalisation of the findings was limited by the nature of the study design. The study was a single case and findings could not be generalised because of variation in the socioeconomic environment, town set-up, business exposure and culture diversity. Also,

the COVID-19 pandemic limited data collection. The researcher mitigated the limited data collection by using online questionnaires only to collect adequate data for the study. Non-co-operation of respondents and untruthful responses that were anticipated were mitigated through a consent letter, stipulated the confidentiality and anonymity of participants. Thus, enables participants to answer truthfully. The forestalled language barrier was mitigated through simple language usage as well as the researcher's contacts availability for clarification.

1.8 DELIMITATIONS OF THE STUDY

The study is limited to all Eenhana Vocational Training Centre (EVTC) trade graduates between 2015 and 2020, when trade and industrial activities were reduced due to economic recession in Namibia, and the employment rate was high.

1.9 SUMMARY

This chapter widely explored the problem statement, the impact of the high unemployment rate, issues associated with business establishment and significance of the study. It also enthusiastically reflected on the research objective, study hypothesis and underlined the delimitation and limitation of the study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reveals the current state of knowledge in the study, its limitations and how the study fits in the wider context. Consequently, this literature review demonstrates the significance of the present study in relation to prior studies. It also helps the researcher enhance the study knowledge by the clarification of research questions in comparison to previous studies. Furthermore, it will enhance the formulation of the study research instrument.

2.2 THE CONCEPT OF ENTREPRENEURSHIP PERCEPTION

The level of interest of being an entrepreneur in TVET students has significantly recently declined in various parts of the world (Nawi *et al.*, 2021; Asitik *et al.*, 2016; Koloma, 2019). This reveals the significance of entrepreneurship to graduates as a career transition. In Malaysia, entrepreneurship is considered a career that attracts the attention of youth (Nawi *et al.*, 2021). In China, entrepreneurship is considered a powerful engine of job creation, innovation, and sustainable economic development (Lu *et al.*, 2021). An entrepreneur is defined as an individual who can capture and evaluate business opportunities to find and allocate the essential resources, take advantage of them and initiate business to ensure success (Meredith *et al.*, 1996). Entrepreneurship is crucial in the recent market, as it provides innovation opportunities that allow lucrative returns to improve the economy and society (Dzeto, 2014).

Along with this, Hattab (2014) reveals that education has significant positive entrepreneurial outcomes and increases the degree of favourability towards establishing own business. Consequently, the effectiveness and efficiencies practice of entrepreneurship milestone requires educational programmes for directions and guidance for efficient transitions obliged in enhancing knowledge and skills (Reyad *et al.*, 2019). Moreover, fundamental education drives entrepreneurship by empowering a range of ultimate skills required to strengthen graduates' competitiveness in the industrial market (Dzeto, 2014).

Even though students are interested in becoming entrepreneurs, there are various attributes to viable business establishments. Various studies highlighted curriculum (EE and EI), resources (financial, human resources and physical infrastructure) and career guidance as major attribute components of business establishment in most economy growing nations (Hornig *et al.*, 2020; Reyad *et al.*, 2019; & Nchu, 2015). Other factors such as gender, mind-set, exposure, social-environmental factors are among viable business establishment limitation (Lu *et al.*, 2021).

Entrepreneurship is considered an element that resolves social ills, stimulates economic growth and innovation, provides employment opportunities for teeming youth graduates and creates wealth (Otache, 2018). Apart from economic growth, entrepreneurship is addressed as a gateway to intergenerational equity, civic engagement and democracy-building in society (Gamede & Uleanya, 2019). Thus, underfunding, dysfunctionality and anti-intellectualism need to be discarded in the learning process (Nnaemeka-Okeke *et al.*, 2019). It is further stated that the limitation in stimulation and challenging learning environment drawback the establishment of a viable business. Essentiality, governments

should be prioritising business establishing through building entrepreneurship ecosystem through well-stipulated policies, financial support, and courageous business establishment atmosphere to ease poverty (Lu *et al.*, 2021).

2.3 THE ROLE OF ENTREPRENEURSHIP EDUCATION CURRICULA ON BUSINESS ESTABLISHMENT

One of the students' perceptions toward business establishment is defined by a detailed designed curriculum, that helps students acquire a range of knowledge and skills from basic to specialised levels (Joo, 2018). This uplift students' self-confidence and improve creativity. The education implementation system is designed to prepare students to work productively with the competency respectively through dual system linkage between vocational education and industry (Putriatama *et al.*, 2016). This is linked through theory and practical knowledge integration. The balanced program of theory, practical training as well as humanity within education helps students' understanding of their respective fields and enhance both knowledge and skills in future job preparation (Joo, 2018). Thus, a productive designed curriculum needs to reflect current industry demands, responding to rapid changes in the industry and customised programs to meet industrial demands (Joo, 2018).

An interactive curriculum should be considered to promote cohesiveness and motivate entrepreneurial engagement (Kissi *et al.*, 2020). Furthermore, a thriving premeditated embedded curriculum enhances competitiveness in the job market and employment opportunities (Dzeto, 2014). Undiyaundeye and Otu (2015) alluded that a well-crafted EE curriculum empowers the stimulation of students in the exploration for opportunities around them by giving youth opportunities to establish enterprises. Moreover, a modern

updated detailed curriculum empowers entrepreneurial skills in a business establishment (Ifeanyi-chukwu *et al.*, 2018), required to alleviate poverty through business trading and equip students with innovation and market problem-solving skills.

Undiyaundeye and Otu (2015) underlined that in the preparation of students to become business owners, the curriculum should be entrepreneurial knowledge and skills oriented instead of certification value. Furthermore, it stressed that knowledge enhances thinking beyond memorisation acquired during studies, which is pivotal to business operation (Undiyaundeye & Otu, 2015). Thus, a future-oriented detailed curriculum will play a crucial role in future employment as it enables students to innovate and create opportunities that allow lucrative returns (Dzeto, 2014).

Recently, the EE curriculum has gained wide essential popularity in recognising youth with technical and vocational skills toward business opportunities among TVET graduates (Kissi *et al.*, 2020). In accordance to studies conducted by various scholars, it was crucially advocated that EE is radical in a business establishment (Joo, 2018; Hattab, 2014; Grecu & Denes, 2017; & Jabeen *et al.*, 2017). The scholars concluded the fundamentality of entrepreneurial activities toward economic growth of many countries in the world. Aside from job creation opportunities, EE is considered as a foundation of economic development (Kim, *et al.*, 2020). Similarly, EE equips students with abilities to increase employment potentiality related to business operation (Grecu & Denes, 2017).

According to RAND Corporation, EE entails emerging a student's mind and organising them for the needs of the workplace in a more enterprising and innovative manner (Reyad *et al.*, 2019). The EE capacitate the trainee's mentality on innovation and business

establishment. Moreover, EE is accredited as essential in creating job opportunities and enhancing living standards by equipping graduates with knowledge, skills, and competencies to engage in an innovative environment (Jabeen *et al.*, 2017). EE is considered one of the requirements for fostering society's future through critical thinking as it prepares the generation for a better economy (Reyad *et al.*, 2019). Regardless of critical thinking, the EE courses being offered at tertiary institutions encourage entrepreneurial personality development, including risk-taking, need for achievement, desire to succeed, and alertness that inspires trading (Hattab, 2014). In addition, Grecu and Denes (2017) emphasises on new future jobs to require individuals with "entrepreneurial, scientific, creative and emotional skills" due to dynamic economic that requires knowledge and skills needed for effective functioning in a complex global world.

Despite the EE as a building block of business establishments, the EIs of students also plays a crucial role. Buli and Yusuf (2015) painstaking and confirmed that the relationship between EE and EIs practices at universities have a positive impact on the perceived feasibility of new venture initiation. In addition, Dzeto (2014) stated that EE should not only be regarded as career opportunities but a way of upgrading students' abilities to succeed as entrepreneurs and employment provision to others through opportunity recognition based on their career intentions. For the success of entrepreneurship, a well-timed modern course linked to local and global demand in addition to relevant and up-to-date TVET courses need to be developed (Ifeanyichukwu *et al.*, 2018), to suppress inadequate knowledge experienced in a business establishment based on self-motivation.

The study carried out by Joo (2018) reveals that instructors with industrial experience are beneficial as they theoretically expose students to relevant industrial skills required in

business operations. In support, Otache (2018) revealed that entrepreneurs being lecturers have a high impact on influencing students engaging in entrepreneurship activities. Eventhough EE instructors play a crucial role in economic attributes, teachers barely complete the entire syllabus prescribed, neglect practical aspects and do not initiate competition to encourage students to excel entrepreneurially (Nchu, 2015).

Joo (2018) opins that hired post-secondary schools TVET instructors with industry experience need to be paid based on their output performance as a motivation. Apart from that, instructors should implement the student-centred approach training, continuous training on modern instruction and constant curriculum review standardise the trading market (Ifeanyichukwu *et al.*, 2018) to increase levels of entrepreneurship to be attained (Reyad *et al.*, 2019). Besides prior stated, Nchu (2015) believe that the EE programme did not effectively develop entrepreneurial knowledge and skills to establish a desire among school leavers; thus, various aspects such as good human relations, perseverance, creativity, self-concept, risk orientation, innovation, and optimism need to be incorporated in the curriculum to enhance business establishment.

2.4 THE ROLE OF RESOURCES IN BUSINESS ESTABLISHMENT

Resources are defined as a supply of something that a country, an organisation or a person has and can use, especially to increase their wealth (Oxford Advanced Learner's Dictionary). Furthermore, it is considered as something that can be used to help achieve an aim; personal qualities such as courage and imagination that help you deal with a difficult situation; to provide something with money or equipment that is needed (Oxford Advanced Learner's Dictionary). Oxford Languages defines resources as a stock or supply

of money, materials, staff, and other assets that can be drawn on by a person or organisation to function effectively. Based on various definitions, the study will focus on providing something with money or equipment a person can use to increase their wealth.

Numerous scholars such as Pheko and Molefhe (2017); Reyad *et al.* (2019); Iwu *et al.* (2020) and Asitik *et al.* (2016) regarded resources as one of the most viable attributes indicators, hindering TVET graduates on viable businesses establishments around the globe. Other attributes indicators such as qualifications, knowledge, skills, personal traits, as well as other tangible and intangible factors also play an important role in promoting employment, economic growth and inclusive societies through business ventures (Pheko & Molefhe, 2017).

Hattab (2014) stressed that funding has been catastrophic in business establishment and governments being aware of this, but had ignored Small and Medium Enterprises (SMEs). SMEs are known as central to any growing economy and a motive for creativity, job creation and investment (Hattab, 2014). Government policies and regulation involvements in the establishment and sustainability of a premature business is quite crucial. In the Namibian market, the government safeguard and promote competition by establishing Namibian Competition Commission (NCC). The NCC mandated to make provision for its powers, duties and functions to provide for incidental matters (Competition Act 2 of 2003). The Act guide SMEs in the market and protect them against well-established national and international businesses.

Nevertheless, financial support has been hurdles to most upcoming entrepreneurs. A study by Iwu (2018) indicated that a number of financial institutions and moneylenders require

layers of collateral to finance new projects. Collateral required may include property of which clients may not have limits entrants from acquiring starting-up capital (Iwu *et al.*, 2020). Furthermore, it is expressed that apart from the required collaterals, the micro lenders offer loans at a very high-interest rate over a short period of repayment, leading to business closure due to inability to pay back (Iwu, 2018). The provision of financial inclusion in the Mali government is regarded as a significant getaway from poverty and unemployment in current years (Koloma, 2019). It aids business establishment and enhances income generation among youth. The question lies with Namibian context: Does Namibia government have a financial inclusion for the TVET graduate?

Disregard to funding and Namibia Constitution Competition Act 2 of 2003, Joo (2018) believe that governments need to develop a TVET policy that links TVET providers, SME, and local government under the goal of local economic growth and utilise the funds to enhance TVET curriculum outcomes that will transform innovative ideas into tangible business entities. Iwu *et al.* (2020) hinted that the lack of political rank support and assistance for the establishment and sustenance of entrepreneurial ventures remains a major impediment in well-established businesses. It is against that background that predominantly, the growth of business establishment remains a nightmare in transition due to lack of financial resources as a challenge (Iwu, 2018).

A study conducted by Reyad *et al.* (2019) concluded that finance to foster business establishment had been experienced by many students. The same study further expressed that although the Governments support SMEs through the provision of funds by Ministry of Finance, more efforts are needed in this respect to enhance the operation of SMEs in a competitive market. In comparison to this, it is indicated that youth are most willingly to

engage in to business establishments but financial constraints have killed most of their dreams. In support, Iwu (2018) signposted that some of the main stumbling blocks in business establishments are insufficient capital and higher interest charges from the lender and financial institutions. Iwu (2018) further stated that financial constraints drain businesses and premature businesses and contend with their savings to survive.

Business growth and survival require capital to replenish inventories, pay rent and nourish the owner and the family (Asitik *et al.*, 2016). Apart from funding and allocation of finances, essential financial management skills need to be taught to students in higher institutions as a fundamental skill for the financial wellbeing of an individual (Kenayathulla, 2021). Graduates need to be financially educated on managing the business monetary flow to sustain the business. In support, Obijekwu and Okafor (2019) indicated that financial literacy in training can strengthen the willingness of business establishment through financial management.

Apart from financial constraints, physical infrastructure, obliteration of undue and excessive red tape associated with business registration, access to finance, as well as access to business education are some of the key elements needed to be invested in (Iwu, 2018). The red tape includes rules that are difficult for business owners to understand or implement in their businesses, duplication between government departments or different levels of government, difficulty finding proper information and obtaining services from the government, and the time and money that be spent complying with paperwork requirements that can be excessive (Iwu, 2018) thus, the regulation and administrative processes are opportunity costs for business establishment.

On other aspects, Ifeanyichukwu *et al.* (2018) concluded that lack of financial support to TVET training institutions is another stumbling block limiting knowledge and skills acquisition of students. Lu *et al.* (2021) advocated that education institution's irrational entrepreneurship curriculum persistently focused on theory then practical and business simulation. Thus, Dzeto (2014) highlighted that funding limitation in operational materials and facilities has transformed the 70% practical hands-on training to theory in many TVET institutions. This is in line with Ifeanyichukwu *et al.* (2018) that machinery manipulation and industrial engagement through inadequate training resources limits the acquisition of knowledge and skills required in the industry.

2.5 THE ROLE OF CAREER SUPPORT ON BUSINESS ESTABLISHMENT

The third viable indicator on students' perception toward business establishment is career support. The Oxford Advanced Learner's Dictionary: International Student's Edition (7th ed.) defined career as a series of jobs that a person has in a particular area of work, usually involving more responsibility as time passes. Career support is commonly offered while people are in education, transitioning to the labour market, changing careers, during periods of unemployment, and during the transition to retirement (Peterson *et al.*, 1991). According to LA-Zany (2015) a study conducted in Hungary on small business ventures indicated that the number of graduates who have been employed declined since the graduates found business ventures as the only option providing them with high returns rather than monthly fixed salaries.

It is further supported by Karim and Venkataiah (2016) stating that there was a positive entrepreneur's image and favourable perception of desirability of new venture creation.

Moreover, the study conducted by Obijekwu and Okafor (2019) indicated that students believed that entrepreneurship education is important and most students show interest in becoming entrepreneurs through career development. Eventhough students have an interest in establishing businesses, the EE acquired in schools does not envision business establishment but prepares students to be employees over employers (Nchu, 2015) thus, career development is well-thought-out. In support, Kim *et al.* (2020) indicated that poor macroeconomic environment limits enterprises establishment by educating to be employeed. Otache (2018) in the study conducted in Nigeria, emphasises successful business entrepreneurs to influence students to develop a strong predisposition toward a business establishment and stimulate them to think entrepreneurially through seminar engagement. These seminals will enhance sufficient entrepreneur knowledge and skills needed in effective business operation.

Nchu (2015) narrated that students are theoretically knowledgeable in the business establishment but lack practical activities and involvement that limits business establishment. Moreover, lack of basic business management principles, legal restrictions and requirements, failure fear, and several others are among significant obstacles experienced in a business establishment (Iwu, 2018). Students are limited to theories over pragmatic teaching techniques (Ifeyanyichukwu *et al.*, 2018). Thus, Lu *et al.* (2021) indicated that high institutions offer poor entrepreneurship support training and standardized students when supporting.

Career development through EE is regarded as fundamental as it inspires the founding of new businesses (Grecu & Denes, 2017). This equips students and alumni with critical decision-making skills that enhance the success of graduates in the job market. Grecu and

Denes (2017) summarised that there is a need for coherent guidance in choosing a career path for a smooth transition from school to work, for skill improvement over the working life, to better exploit the skills of individuals and meet the needs of employers.

A study conducted by Iwu (2018) contend that small business owners are unaware of what is required of them to take their business to the next level. It further expresses that a piece of requisite business knowledge and skills shall be equipped for effective business operation through business training. Despite training, local businesses need to assist students in EE. It was observed that the market days for students to exercise their entrepreneurship abilities are seldom organised and thus limits practical opportunities that expose learners to real-life business advice (Nchu, 2015). Joo (2018) indicated the need for a formal partnership of students with companies to enhance graduate employment rates and business orientation. In addition, a student should be career orientated through EE and training to enhance the ability to recognise commercial opportunities, self-esteem, knowledge and skills to act on them (Grecu & Denes, 2017). This includes instruction in opportunity recognition, commercialising a concept, managing resources, and initiating a business venture (Grecu & Denes, 2017).

According to Obijekwu and Okafor (2019) career orientation opens students' perception to appropriate decisions toward their career, job, capabilities, psychological and other related issues. Thus, students should seek guidance to compete in economic diversification. Career support should link the TVET institutions with entrepreneurs to provide gainful employment to the recipients which is the base for industrialisation and technological development (Gamedze & Uleanya, 2019). In addition, the partnership between TVET institutions and industries need to be enforced as a motivation to higher

performance (Ifeanyichukwu *et al.*, 2018). Students that are highly career motivated function effectively in comparison to others.

2.6 SUMMARY

The chapter highlighted the perception of various trainees (students) on viable business establishment. It further stressed the basic knowledge on entrepreneurship and its positive effects on socioeconomic growth. Also, it positively emphasises on how curricula prepares, promotes, motivates, stimulates and educates the integration between theory and industrial practical. In addition, the chapter deliberated how poor curricula hinders viable business establishment in various communities. Moreover, the chapter specifies how lack of education and poor curriculum implementation are regarded as blockages in effective business operations. Besides curriculum, the chapter discussed how resources such as human and financial, constrain resources allocation. Also how policies, regulations and capital requirement are hindering the viability of business establishments. On another aspect, the chapter highlighted how career support such as entrepreneurship mentorship opportunities and support stimulates business establishment. Lastly, it talked about how limited information and legal restrictions hamper business establishment.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter presents the methodologies, processes and procedures that were used to conduct the study. It includes the research design of the study, the targeted population, the processes and procedures on sampling. Furthermore, the chapter presents the research instruments used in collecting data, the procedures that were followed, data analysis procedures, and ethical considerations.

3.2 RESEARCH DESIGN

The study used the survey design. The survey design appropriately seeks the particular relationship between variables and produces models of these relationships (Saunders *et al.*, 2019). Furthermore, the survey design collects implicit data to answers reporters' questions through social comparisons and individual decisions (Babbie, 2021).

3.3 POPULATION

Maposa (2015) defines population as a collection of all elements of interest. Similarly, Saunders *et al.* (2019) defines population as “a full set of cases from which a sample is taken”. The targeted elements of interest with comparable qualities were N=260 EVTC graduates from 2015 to 2020. The population did not diversify participants' employment, unemployment, or self-employment status.

3.4 SAMPLING METHOD

Andrew (2014) defines sample as a group of individuals, items, or events representing the larger group's characteristics from which the sample is drawn. Similarly, Saunders *et al.* (2019) elucidated that probability sampling gives an equal chance to all interest elements to be selected. Due to uniform distribution regarding the random variable under this study, the researcher used simple random sampling. Random sampling allows equal opportunities to all participants in selection without bias (Andrew, 2014). The list of 260 trainee graduates from Office Administration (OA), Joinery and Cabinet Making, Welding and Metal Fabrications (WMF), Plumbing and Pipe Fitting (PPF), Bricklaying Plastering (BP) trades who graduated between 2015 and 2020 was obtained from the EVTC databank. The participants were selected randomly regardless of employment status. using Slovene's Sampling Formula shown below.

Slovene's Sampling Formula

Sample Size Using 95% Interval

Formula: $n = N/(1+N(e^2))$

Where: N = Population

n = Sample Size

$e = (1-0.95)^2 (0.05^2)$ Margin of error

Confidence level 95%

Margin of error 5%

N 260

e 0.0025

Sample Size(n) = **158** participants

Using a population of 260 graduates and a margin of error of 5%, a sample size of 158 participants was computed as an adequate figure to obtain accurate information and

represent the entire study population. Randomly, the researcher sent the questionnaire link via email and WhatsApp to 158 participants from the cohort list.

The population and sample

| | |
|-----------------|--------------|
| Population size | 260 trainees |
| Sample size | 158 trainees |

3.5 RESEARCH INSTRUMENT

The study administered a semi-structured, self-administered internet-mediated questionnaire to collect data. A questionnaire is regarded as a data collection technique of which each participant is asked to respond to the same set of questions in a determined order (Saunders *et al.*, 2019) Also, it is defined as a collection of questions intended to obtain facts and opinions about a phenomenon from people who are informed on the particular issue (de Vos, *et al.*, 2005). A comprehensive questionnaire to solicited information appropriate for analysis should be adopted (Babbie, 2021). Thus, to obtain facts and opinions based on the perception of viable business establishment in Eenhana, the study adopted a questionnaire to collect data and structured questions were administered. Babbie (2021) defined structured questions as survey questions that allow participants to select an answer among a provided list of options.

The questionnaire was posted to respondents, administered electronically and reverted to the sender upon completion. The validity, which refers to the extent to which an empirical adequately reflects the real meaning of the concept under consideration (Babbie, 2021)

was assessed through internal, content, criterion-related/ predictive, and construct validity. The questionnaire's validity reflected the concept that was intended to be measured. Furthermore, the questionnaire adopted the reliability, that is referred to as a consistency or similar information revealed by the researcher (Saunders *et al.*, 2019). Thus, an effective valid and reliable questionnaire enables one to collect accurate and consistent data as administered (Saunders *et al.*, 2019).

The questionnaire applied Likert-style rating. Likert scaling demonstrates the relative intensity of different items (Babbie, 2021). The scaling allowed a respondent to rate statements ranging between strongly agree to strongly disagree. Questions were administered, rating on a 5-point-rating scale (strongly agree 5, agree 4, neutral 3, disagree 2 and strongly disagree 1). A soft-copy questionnaire was developed using a comprehensive review of the literature, and emailed to the respective population. The questionnaire was completed and submitted online.

3.6 RESEARCH PROCEDURE

Firstly, research permission from the Namibia Business School (NBS) was sought. A prerequisite for successful execution and completion of the study was conducted before the questionnaires were administered to the participants. The researcher piloted the instrument with TVET students and instructors to refine the assessment of the questions' validity and possible amendments. A pilot study increases the precision of the study and minimises common errors prior to data collection.

According to Babbie (2021) pilot-testing rectifies errors and enables the researcher to obtain a general impression of the feasibility of the questionnaire and the data obtained.

However, a poor response rate was experienced, making the pilot study worthless for its intended purpose. Nevertheless, permission to collect data was granted by the supervisor. A consent letter was obtained for the participants and due to the COVID-19 pandemic, the survey was administered online, using the Google Forms application. The students were informed that the study participation was entirely voluntary and the results would be strictly used for the study. The 158 potential respondents were retrieved from the EVTC graduate cohort and contacted through a questionnaire link that was shared on their emails and/or social platforms (WhatsApp, Instagram, Facebook and WeChat).

3.7 DATA ANALYSIS

Data collected was analysed using descriptive and inferential statistics. The descriptive and inferential statistics empower the researcher to describe and compare the variables statistically (Saunders *et al.*, 2019). Furthermore, it enables the researcher to recommend possible explanations for certain relationships between variables and produce models of the relationships (Saunders *et al.*, 2019). Descriptive statistics included frequencies, means and percentages. The relative frequency distribution indicated the proportion of the sum of observed cases for a particular value through data presentation (de Vos, 2005).

Reliability analysis was done using Cronbach's alpha. According to Saunders *et al.* (2019) Cronbach's alpha measures internal consistency and reliability. The inferential analysis was done using correlation, independent t-tests and two-way analysis of variance. The hypotheses were tested using multiple linear regression. According to Babbie (2021) regarding the fast growth in technology, quantitative analysis is currently done by use of

computer programs such as the Statistical Package for the Social Sciences (SPSS) and Micro Case. Therefore, IBM SPSS version 27.0 was used to analyse the collected data.

3.8 RESEARCH ETHICS

A letter from the University of Namibia was issued to all respondents, stipulating the rights of participants and assuring them that the data collected was purely for academic research purposes. Respondents were not required to share private details for confidentiality, respect and integrity. Anonymity of the participants was considered. Upon data analysis, processing and recording, the used data was stored in a USB and external hard drive in a lockable cabinet and will be discarded after five years. Lastly, the research was carried out as per the APA code of conduct.

3.9 SUMMARY

The chapter unpacked research methodology elements adopted as suitable for the study. It comprised and covered the research design. Also, it detailed the population and sampling of the study and the research instrument used for data collection. It furthermore, stipulated the research procedures, data analysis and explained research ethics applied upon conducting the study.

CHAPTER 4

RESULTS AND DISCUSSIONS

4.1 INTRODUCTION

This chapter reports facts discovered from the study. Firstly, it presents the demographics of the study and then further discusses findings as per research objectives using figures and tables. The scrutinising and discussion regarding the impact of resources, curriculum and career support were presented and further discussed in detail through texts. The reliability results were presented and discussed. The perceptions of students on venturing into viable business post-graduation results were presented and discussed. Furthermore, the analyses of the relationship between business perception and the ability to venture into business was carried out through correlation and regression. Lastly, the chapter presents a formulated TVET graduates strategic concept on entrepreneurship perception.

4.2 DEMOGRAPHICS OF RESPONDENTS

This sub-section presents the demographics of the research respondents. The demographics of this study were the gender, age, marital status, employment status, completed trades, qualification level, job attachment, working experience and residing regions of respondents. The above information gave the background details of respondents, allowing better description and data analysis of respondents. The above stated components were not directly compared but gave characteristics of respondents and limits generalisation of the study.

4.2.1 Response rate

Table 4.2.1 shows the rate of response from the research respondent. A total of 158 questionnaires were distributed and a sum of 117 were finalized and returned. The study response rate is therefore 74% and its adequate to represent the population.

Table 4.2.1: Response table

| Distributed questionnaires | Required questionnaire | Response rate |
|-----------------------------------|-------------------------------|----------------------|
| 158 | 117 | 74% |

4.2.2 Gender distribution

Table 4.2.1 indicates the respondents' gender distribution frequency. Table 4.2.1 reveals that male respondents were 65 (55.6%) and female were 52 (44.4%). Despite 11.2% variation between the gender, data attained signify rich and fidelity opinion of both genders.

Table 4.2.2: Gender distribution

| Gender | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------------|------------------|----------------|----------------------|---------------------------|
| Male | 65 | 55.6 | 55.6 | 55.6 |
| Female | 52 | 44.4 | 44.4 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary source

4.2.3 Age group

The age distribution, table 4.2.3 revealed that of 117 respondents, 16.2% aged 25 years and younger, 27.4% aged between 26-30 years, 29.1% aged between 31-35 years, 23.1% aged between 36-40 years, 3.4% aged 40 years and above and 0.9% did not specify age

group. This infers that most respondents are young-adult who can give well-versed answers.

Table 4.2.3: Age groups

| Age groups | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------|--------------|---------------|--------------------|
| 25 yrs. and below | 19 | 16.2 | 16.4 | 16.4 |
| 26 – 30 yrs. | 32 | 27.4 | 27.6 | 44.0 |
| 31 – 35 yrs. | 34 | 29.1 | 29.3 | 73.3 |
| 36 – 40 yrs. | 27 | 23.1 | 23.3 | 96.6 |
| 41 yrs. and above | 4 | 3.4 | 3.4 | 100.0 |
| Total | 116 | 99.1 | 100.0 | |
| Missing System | 1 | 0.9 | | |
| Total | 117 | 100.0 | | |

Source: Primary source

4.2.4 Marital status

Table 4.2.4 reveals that (73.5%) respondents were never married, 25.6% were married and 0.9% did not reveal the marital status. The marital status combination gives a variation and knowledgeable responses on viable business establishment perception.

Table 4.2.4: Marital status

| Marital status | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|------------|--------------|---------------|--------------------|
| Never married | 86 | 73.5 | 74.1 | 74.1 |
| Married | 30 | 25.6 | 25.9 | 100.0 |
| Total | 116 | 99.1 | 100.0 | |
| Missing | 1 | 0.9 | | |
| Total | 117 | 100.0 | | |

Source: Primary source

4.2.5 Employment status

Table 4.2.5 revealed the employment status for the respondents. This indicated that most (53.0%) respondents were unemployed, 26.5% were employed and 20.5% were self-

employed. The combined employment status gave some trustworthiness opinions from both groups. Furthermore, the results are in line with findings by Batu (2016) which claim that employment status varies based on educational level and economic strength. With most respondents being level 3 graduates, this provides a clear indication on the effect of qualification on employment opportunity.

Table 4.2.5: Employment status

| Employment status | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|------------------|----------------|----------------------|---------------------------|
| Employed | 31 | 26.5 | 26.5 | 26.5 |
| Unemployed | 62 | 53.0 | 53.0 | 79.5 |
| Self-employed | 24 | 20.5 | 20.5 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary source

4.2.6 Participant's Trade Occupations

The results provided by respondents in table 4.6 on completed trades shows that WMF were (23.1%), JCM were (21.4%), OA were (18.8%), BP were (17.1%) and PPF were (15.4%). This publicized integrated opinion from different respondents were deliberated.

Table 4.2.6: Completed trades

| Trades | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------------|------------------|----------------|----------------------|---------------------------|
| Missing | 5 | 4.3 | 4.3 | 4.3 |
| Bricklaying and Plastering | 20 | 17.1 | 17.1 | 21.4 |
| Joinery and Cabinet Making | 25 | 21.4 | 21.4 | 42.7 |
| Office Administration | 22 | 18.8 | 18.8 | 61.5 |
| Plumbing and Pipe Fitting | 18 | 15.4 | 15.4 | 76.9 |
| Welding and Metal Fabrication | 27 | 23.1 | 23.1 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary source

4.2.7 TVET qualification level

Table 4.2.7 shows the TVET qualification levels. Table 4.2.7 revealed that level 1 contributed 5.1%, level 2 was 13.7%, level 3 accounted for 63.2%, level 4 was 7.7%, level 5, 3.4%, level 6 accounted for 6% and 0.9 did not declare their qualification. Despite EVTC offering up to level 3 in the 4 trades and level 4 in one trade, other post-EVTC qualification levels were considered for informed responses.

Table 4.2.7: TVET qualification level

| TVET qualification level | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|------------|--------------|---------------|--------------------|
| Level 1 | 6 | 5.1 | 5.2 | 5.2 |
| Level 2 | 16 | 13.7 | 13.8 | 19.0 |
| Level 3 | 74 | 63.2 | 63.8 | 82.8 |
| Level 4 | 9 | 7.7 | 7.8 | 90.5 |
| Level 5 | 4 | 3.4 | 3.4 | 94.0 |
| Level 6 | 7 | 6.0 | 6.0 | 100.0 |
| Total | 116 | 99.1 | 100.0 | |
| Missing System | 1 | 0.9 | | |
| Total | 117 | 100.0 | | |

Source: Primary source

4.2.8 Job attachment status

Table 4.2.8 indicates the job attachment opportunity for respondents. Table 4.2.8 indicated that 15.4% attached once, 46.2% attached twice, 21.4% attached thrice, 11.1% attached four times or more and 6% never had job attachment. The response cuts across different job attachment experiences to denotes diverse views.

Table 4.2.8: Job attachment status

| Job attachment status | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------------|------------------|----------------|----------------------|---------------------------|
| Once | 18 | 15.4 | 15.4 | 15.4 |
| Twice | 54 | 46.2 | 46.2 | 61.5 |
| Thrice | 25 | 21.4 | 21.4 | 82.9 |
| Four or more | 13 | 11.1 | 11.1 | 94.0 |
| Never | 7 | 6.0 | 6.0 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary source

4.2.9 Work experience

Information provided by respondents in table 4.2.9 regarding working experience of respondents showed that 23.1% worked less than two years, 17.9% worked for 3-4 years, 11.1% worked for 5-6 years, 14.5% worked over 7 years and 33.3% of the respondents never worked. The response integrates various working experiences to represent diverse interpretations. Furthermore, the table revealed the continuous struggle of TVET graduates in acquiring employment post-graduation.

Table 4.2.9: Work experience

| Work experience | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|------------------|----------------|----------------------|---------------------------|
| Less than 2 yrs. | 27 | 23.1 | 23.1 | 23.1 |
| 3-4 yrs. | 21 | 17.9 | 17.9 | 41.0 |
| 5-6 yrs. | 13 | 11.1 | 11.1 | 52.1 |
| Over 7 yrs. | 17 | 14.5 | 14.5 | 66.7 |
| Never worked | 39 | 33.3 | 33.3 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary source

4.2.10 Current residing region

Table 4.2.10 revealed that of all 14 regions in Namibia, 31.6% were from Ohangwena, 17.9% were from Omusati, 13.7% were equally from Oshana and Khomas, 12.8% were

from Oshikoto, 5.1% were from Erongo, 3.4% were from Omaheke, 0.9% were from !Karas and other regions were not represented in this study. Eventhough the majority of the respondents were from Ohangwena, the information provided by the respondents intergraded a reasonable vast of Namibia.

Table 4.2.10: Respondents current residing region

| Residing regions | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|------------------|----------------|----------------------|---------------------------|
| Erongo | 6 | 5.1 | 5.1 | 5.1 |
| Kavango East | 1 | 0.9 | 0.9 | 6.0 |
| Khomas | 16 | 13.7 | 13.7 | 19.7 |
| Kunene | 1 | 0.9 | 0.9 | 20.5 |
| Ohangwena | 37 | 31.6 | 31.6 | 52.1 |
| Omusati | 21 | 17.9 | 17.9 | 70.1 |
| Oshana | 16 | 13.7 | 13.7 | 83.8 |
| Oshikoto | 15 | 12.8 | 12.8 | 96.6 |
| Omaheke | 4 | 3.4 | 3.4 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary source

4.3 RELIABILITY

Reliability represents the degree to which the study measures how consistent a data collection technique or techniques yields consistent findings. Table 4.3 reveals the research instrument consistency. The table revealed excellent internal reliability in CSI (Cronbach's alpha = 0.931). Furthermore, there is a good internal consistency of CI (Cronbach's alpha = 0.861) and RI (Cronbach's alpha = 0.840). However, there is poor internal reliability in EP (0.580) which could have been caused by the low number of questions and heterogeneous data collection instrument construct.

Table 4.3: Reliability table

| Variable | Items | Mean | Cronbach's alpha |
|-----------------------------|--------------|-------------|-------------------------|
| Entrepreneurship Perception | 8 | 3.906 | 0.580 |
| Resources Impact | 8 | 3.401 | 0.840 |
| Curriculum impact | 10 | 3.921 | 0.861 |
| Career Support impact | 13 | 3.352 | 0.931 |

Note: n = 117

Source: Primary source

4.4 ENTREPRENEURSHIP PERCEPTION (EP)

The first objective of the study aimed to examine the perception of students on venturing in viable business post-graduation. The following section presents findings from the research on concluding the objective.

Study has indicated that the level of interest of being an entrepreneur in TVET students has significantly inclined in various parts of the world recently. However, in Namibia it's quite different. Most TVET graduates are persistently experiencing challenges in establishing viable business post-graduating. It was therefore crucial to examine whether this preconception is factual for TVET graduates in Namibia.

Based on overall responses of the study regarding EP, respondents shown positive responses on the following: interest, having knowledge, aware of economic stimulation, mindfulness of employment opportunities, resources availability impacts and aware of career orientation. Despite prior stated, the respondents had shown average on the impact of education and willingness of being employed. Hence, there is positive EP of students.

Below are the detailed responses as per question asked.

When respondents were asked their entrepreneurship interest, table 4.4.1 below revealed that among all respondents, majority (66) strongly agreed and 46 agreed. This reveals high interest of respondents toward entrepreneurship. Nonetheless, 4 respondents disagreed and 1 strongly disagree to become entrepreneurs. The entrepreneurship interest results are in line with study by Batu (2016), alluded that most youth consistently dream to create their job over being employed. Therefore, students showed interest in engaging into business venture and become self-sufficiency rather than searching for employment.

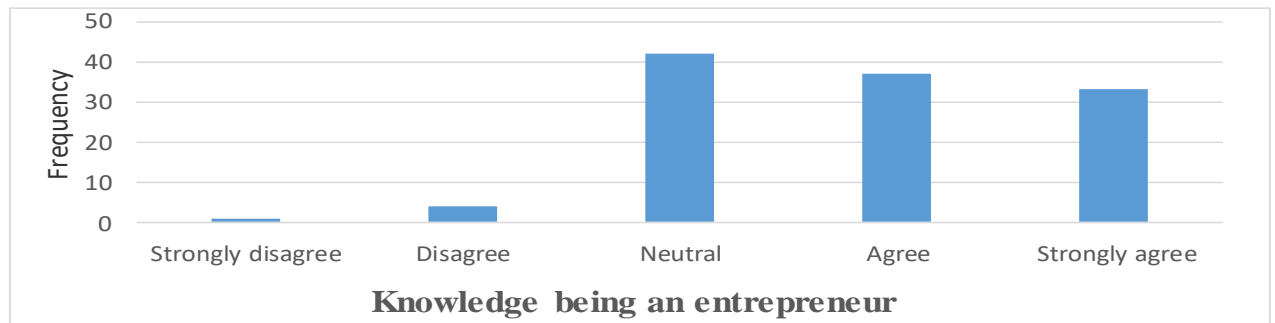
Table 4.4.1: Entrepreneurship interest

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Neutral | 4 | 3.4 | 3.4 | 4.3 |
| Agree | 46 | 39.3 | 39.3 | 43.6 |
| Strongly agree | 66 | 56.4 | 56.4 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary source

When respondents were asked if they have knowledge of being entrepreneurs, figure 4.4.1 signposts that majority (42) were neutral, 37 agreed, 33 strongly agreed, 4 disagreed and 1 strongly disagreed to the statement. The outcomes show that most of the respondents have knowledge being entrepreneur. A study revealed that dearth of knowledge limits the entrepreneurs to establish enterprises (Ifeanyichukwu *et al.*, 2018). This study results raised a concern on why Namibia has high rate of unemployed TVET graduates if they have knowledge of being entrepreneurs? However, unemployment and entrepreneurship move in the opposite direction. S/he who wants to be an entrepreneur would not like to be employed.

Figure 4.4.1: Knowledge being an entrepreneur



Source: Primary source

When respondents were asked if entrepreneurship has an impact on economic growth, table 4.4.2 indicated that 65% of respondents strongly agree, 26% agreed, 8.5% are non-aligned to or against economic growth stimulation, and none neither disagreed nor strongly disagreed. Batu (2016) claimed that entrepreneurship magnitude the economy strength. The above results linked with Waugh and Circelli (2021) claimed that entrepreneurship through TVET create employment opportunities by means of market demanded skills. Thus, a significant improvement in Namibia’s economy growth could be observed if entrepreneurship could be considered abundantly.

Table 4.4.2: Entrepreneurship on economic growth stimulation

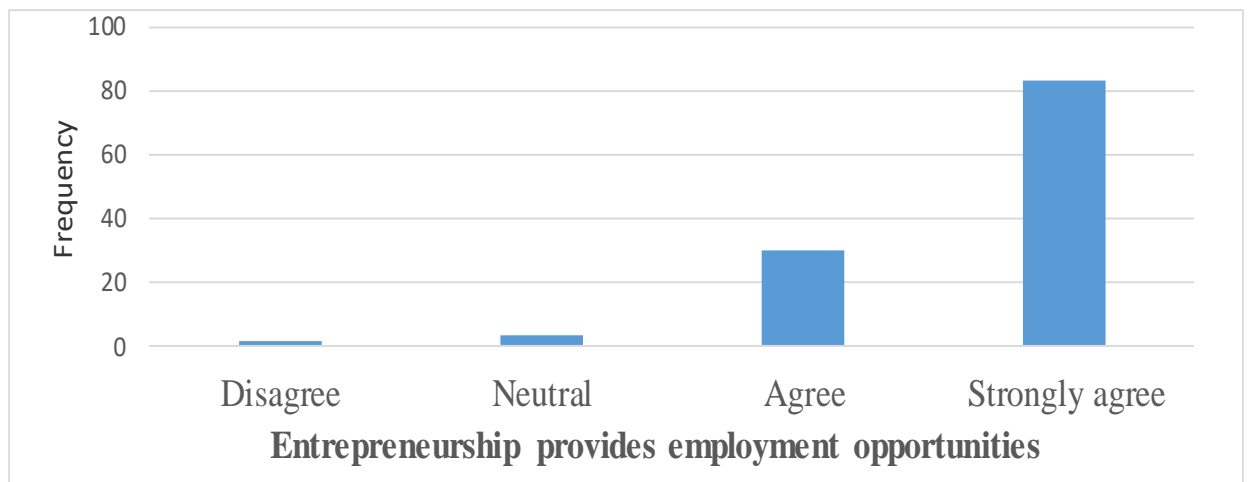
| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|------------------|----------------|----------------------|---------------------------|
| Neutral | 10 | 8.5 | 8.5 | 8.5 |
| Agree | 31 | 26.5 | 26.5 | 35.0 |
| Strongly agree | 76 | 65.0 | 65.0 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondents were asked if entrepreneurship provides employment opportunities, figure 4.4.2 revealed that the majority (83) strongly agreed and 30 agreed to the avowal.

However, 3 were neutral, 1 disagreed and none strongly disagreed that entrepreneurship provide employment opportunities. The result agreed with Morris and Tucker (2020) stated that entrepreneurship actions enabled youth to eradicate poverty by creation and security of future business opportunities. Equally, Iwu *et al.* (2020) concluded that entrepreneurship has capacity to create jobs. Thus, business engagement should be encouraged to lighten poverty through viable business establishment.

Figure 4.4.2: Entrepreneurship as a provider of employment opportunities



Source: Primary source

When respondents were asked if resources are required for viable business establishment, table 4.4.3 revealed that of 117 respondents, 31.6% were not aware, 30.8% agreed, 29.1% strongly agreed, 7.7% disagreed and 0.9% strongly disagreed on the statement. The result revealed that resources were regarded as a must-have factor to establish a business. The agreement results are in line with Nnaemeka-Okeke, *et al.* (2019) advocating intensive capital required to enable students to explore opportunities in the market and establish viable businesses.

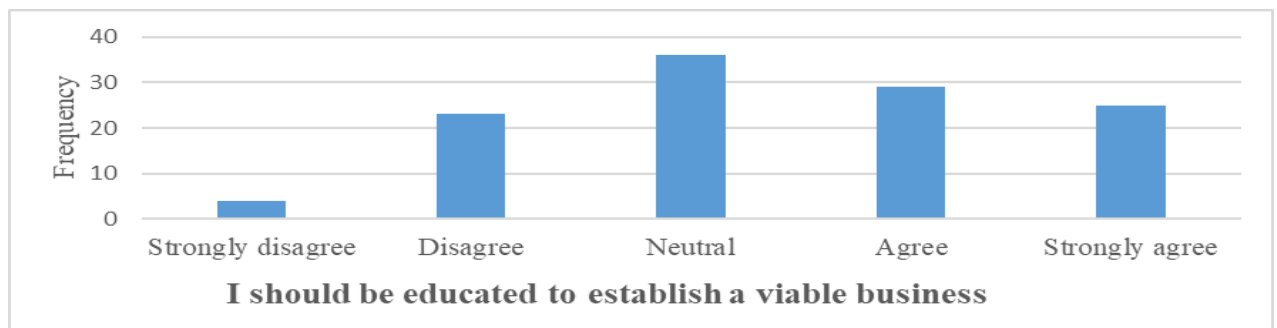
Table 4.4.3: Resources on viable business establishment

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Disagree | 9 | 7.7 | 7.7 | 8.5 |
| Neutral | 37 | 31.6 | 31.6 | 40.2 |
| Agree | 36 | 30.8 | 30.8 | 70.9 |
| Strongly agree | 34 | 29.1 | 29.1 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondents were asked on the impact of education on viable business establishment, figure 4.4.3 revealed that most respondents (36) showed average on impacts of education to viable business establishment, 29 agreed and 25 strongly agreed. Nonetheless, 23 disagreed and only 4 strongly disagreed that being educated has no impact on establish a viable business. Unrelatedly, Iwu *et al.* (2020) stressed that educated businesspersons prosper in entrepreneurship grounds in comparison to others. This ties in with the fact that substandard literacy levels, and school drop-outs limits the potentiality of viable business establishment in communities. See the table below.

Figure 4.4.3: Education on viable business establishment



Source: Primary data

When respondents were asked if career has an impact on viable business establishment, table 4.4.4 indicates that 47 of 117 respondents are impartial, 40 agreed, 18 strongly agreed, 8 disagreed and 4 strongly disagreed to the statement. This portrays an indication that trainees may have industrial skills and knowledge but remain career blind. In compliances with Ifeanyichukwu *et al.* (2018) that there is a need for trainees' orientation on occupational survival skills (entrepreneurship knowledge, attitudes, and skills).

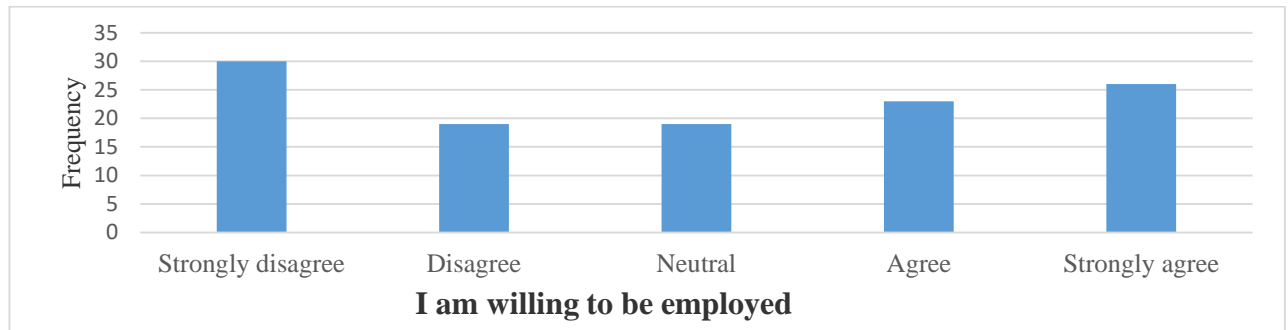
Table 4.4.4: Career orientation on viable business establishment

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 4 | 3.4 | 3.4 | 3.4 |
| Disagree | 8 | 6.8 | 6.8 | 10.3 |
| Neutral | 47 | 40.2 | 40.2 | 50.4 |
| Agree | 40 | 34.2 | 34.2 | 84.6 |
| Strongly agree | 18 | 15.4 | 15.4 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondents were asked if they are willing to be employed, figure 4.4.4 revealed that 30 strongly disagreed, 19 disagreed, 26 strongly agreed, 23 agreed whereas 19 contemplated on the statement. In current Namibia economic status, many SMEs are in economical derelict and many entrepreneurs migrated to seek for employment security in well-established organizations, Non-Governmental Organization (NGOs) and the government at large. However, Iwu *et. al.* (2020) fortified the persuasive and assistance of entrepreneurship commitment in developing countries.

Figure 4.4.4: Employment willingness



Source: Primary data

4.5 IMPACT OF FINANCE ON ENTREPRENEURSHIP PERCEPTION

The majority of respondents of the study indicated that financial support, minimal resources allocation and limited information dissemination have a strong impact on establishment of viable businesses. Also, the results indicated that government funding, availability of physical infrastructure and capital requirements from financial institutions have an average impact on viable business establishment. Lastly, the study found that human resources have less impact on viable business establishments. Therefore, this indicated that financial support has a negative impact on student EP of venturing in viable business post-graduation

Table 4.5.1 indicates the impact of financial limitation on business establishment. The results composition indicated that 42.7% of the respondents agreed, 34.2% strongly agreed and 21.4% were neutral. Furthermore, 0.9% respondents disagree and 0.9% strongly disagreed that finance limits viability of business establishment. Financial constraint remained a major obstacle to business establishment to most ideal innovative entrepreneur. The response signpost that most trainees with better innovative ideas are

likely to be limited by financial constrain. A study by Batu (2016) concluded that shortage of finance and lack of workplace limits youth dreams of business establishment. Thus, youths with potential entrepreneurial intentions need to be financially supported to unleash their entrepreneurial dreams in viable businesses.

Table 4.5.1: Financial limitation to viable business establishment

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Disagree | 1 | 0.9 | 0.9 | 1.7 |
| Neutral | 25 | 21.4 | 21.4 | 23.1 |
| Agree | 50 | 42.7 | 42.7 | 65.8 |
| Strongly agree | 40 | 34.2 | 34.2 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondent was asked if resources allocation would enable them to be entrepreneur, majority (38) agreed, 35 strongly agreed, 35 were neutral, and none strongly disagreed to the statement (see figure 4.5.1). Despite them being aware, Rahman *et al.* (2016) concluded that SMEs are regarded as risks and banks decline to finance them. Thus, most trainees with potential business ideas fail to access adequate credit from financial institution, consequently limiting business establishment. Hence, government needs to allocated funds to potential artisans who wish to pursue into business (Pheko & Molefhe, 2017).

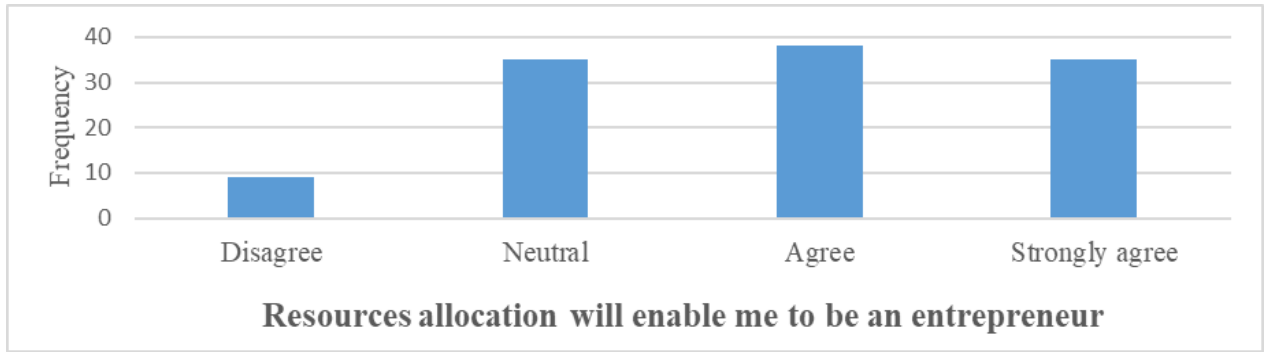


Figure 4.5.1: The impact of resources allocation on entrepreneurship

Source: Primary data

When respondents were asked on the impact of human resources on engaging a viable business venture, table 4.5.2 revealed that majority (35.9%) were neutral, 29.9% agreed and 13.7% strongly agreed. Furthermore, 20.5% disagreed and none strongly disagreed that human resources have an impact on business venture ability. Eventhough the majority were unsure of the impact of human resources, a study by Kim *et al.* (2020) concludes that human resources remain a potential asset in business operation. Thus, human resources are required for entrepreneurial intelligence, advancement of innovativeness and creativity capacity to solve commercial complications.

Table 4.5.2: The impact of human resources on business venture ability

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|------------|--------------|---------------|--------------------|
| Disagree | 24 | 20.5 | 20.5 | 20.5 |
| Neutral | 42 | 35.9 | 35.9 | 56.4 |
| Agree | 35 | 29.9 | 29.9 | 86.3 |
| Strongly agree | 16 | 13.7 | 13.7 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary source

When respondents were asked regarding business establishment information, table 4.5.3 revealed that most of the respondents (51) were neutral, 32 agreed, 16 strongly agreed, 17 disagreed and one strongly disagreed on being equipped with business establishment information. However, information dissemination enhances trainees' business knowledge and subsequently motivate them to establish business (Henley, 2005).

Table 4.5.3: Business establishment information

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Disagree | 17 | 14.5 | 14.5 | 15.4 |
| Neutral | 51 | 43.6 | 43.6 | 59.0 |
| Agree | 32 | 27.4 | 27.4 | 86.3 |
| Strongly agree | 16 | 13.7 | 13.7 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondents were asked if are aware of business establishment policies and regulations, table 4.5.4 showed that of 117 respondents, most respondents (37.6%) were neutral, 29.1% agreed, 13.7% strongly agreed, 17.9% disagreed and 1.7% strongly disagree to the statement. Policies are significant in expansion of trainees' knowledge on taxes, interest rates and most importantly on licensing and documentation of business (Pheko & Molefhe, 2017). Therefore, trainees need to be educated and continuously updated with policies and regulations to respond to changes of business operation.

Table 4.5.4: Business establishment policies and regulations awareness

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 2 | 1.7 | 1.7 | 1.7 |
| Disagree | 21 | 17.9 | 17.9 | 19.7 |
| Neutral | 44 | 37.6 | 37.6 | 57.3 |
| Agree | 34 | 29.1 | 29.1 | 86.3 |
| Strongly agree | 16 | 13.7 | 13.7 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondents were asked if they are aware of government funding SMEs in their region, most (54) respondents neutral. In addition, 28 disagree, 3 strongly disagree, 20 agreed and 12 strongly agreed to know about government funding of SMEs in the region (see table 4.5.2). This raises a question of who should disseminate SMEs funding information. The information availability and distribution remain one of the crucial business components to trainees.

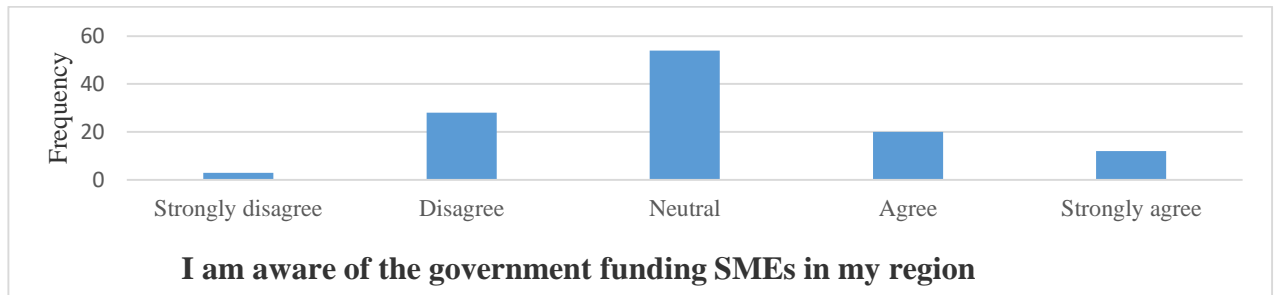


Figure 4.5.2: Awareness of government funding SMEs in the region

Source: Primary data

Regarding the physical and technical infrastructures availability, the respondents' table 4.5.5 revealed that 38.5% were neutral, 27.4% disagreed, 5.1% strongly disagreed, 14.5% agreed and 14.5% strongly disagreed. For the effective business establishment, the government should ensure the availability of technical infrastructures to empower

business establishment (Nnaemeka-Okeke *et al.*, 2019). Furthermore, underfunding and dysfunctionality should also be looked into for business operation. A study by Ihejiamaizu (2019) stated that youth migrate to urban to access and use various infrastructural facilities. Physical and technical infrastructures availability provide a competitive power in the market, enrich SMEs attaining business goals and heighten productions through efficiencies.

Table 4.5.5: Availability of physical and technical infrastructures for business establishments

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------|--------------|---------------|--------------------|
| Strongly disagree | 6 | 5.1 | 5.1 | 5.1 |
| Disagree | 32 | 27.4 | 27.4 | 32.5 |
| Neutral | 45 | 38.5 | 38.5 | 70.9 |
| Agree | 17 | 14.5 | 14.5 | 85.5 |
| Strongly agree | 17 | 14.5 | 14.5 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

Respondents in figure 4.5.3 indicated that of all 117 respondents, most (42) respondents are indecisive of being aware of requirements, 36 disagreed, 5 strongly disagree, 19 agreed and 15 strongly agreed on knowing financial institution capital requirements. This raise a concern on why most TVET graduate are not running enterprises. Should it because they lack information or perhaps requirement to borrow capital?

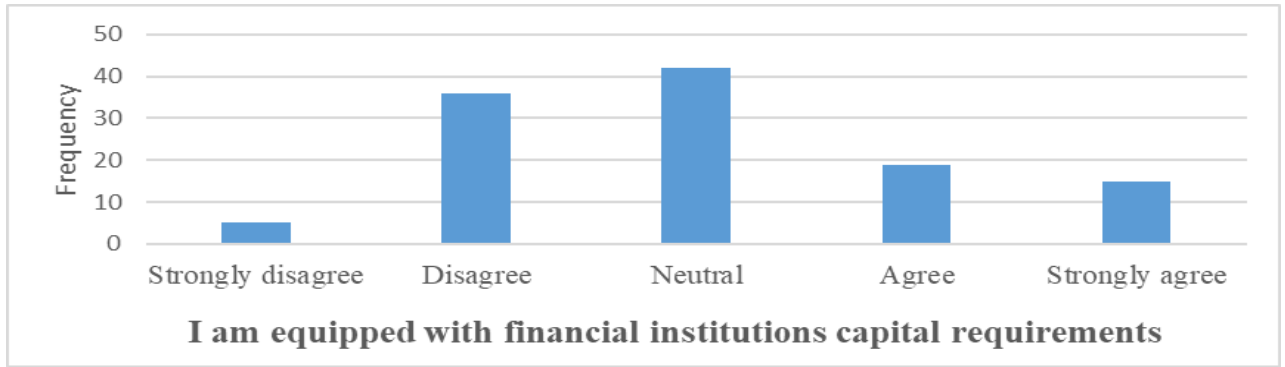


Figure 4.5.3: Financial institutions capital requirements

Source: Primary data

4.6 CURRICULUM IMPACT

The study has indicated that curriculum is significant in viable business establishments. The results revealed that majority of respondents had shown positivity of curriculum toward EP on viable business establishments. The respondents had indicated (agreed to strongly agreed) that curriculum prepare, motivates, explore opportunities, empower business opportunities, enhance innovative ideas, skills, risk taking, practical and theory required for viable business establishments. Therefore, this indicates that curriculum has a positive impact on EP regarding venturing in to viable business post-graduation

Table 4.6.1 shows the response if curriculum prepare a trainee to be entrepreneur. The respondents indicated that of 117 respondents, 52 agreed and 48 strongly agreed to the statement. However, 14 respondents remained neutral, 3 disagreed and none strongly disagreed to the statement. Moreover, this revealed the positive impact of curriculum in entrepreneur preparation. The presented result ties with a study by Iwu *et al.* (2020), concluded that EE enrich entrepreneurship accomplishment. Similarly, Gamedze and Uleanya (2019) concluded that EE transform learned knowledge into practice. Therefore,

EE is essential component that opens trainees mind into business. For the effectiveness of curriculum, it required to be localized to suit and meet the needs of its host society (Gamedze & Uleanya, 2019). Thus, entrepreneurship curriculum should address issues pertaining to unemployment and economy growth within the society.

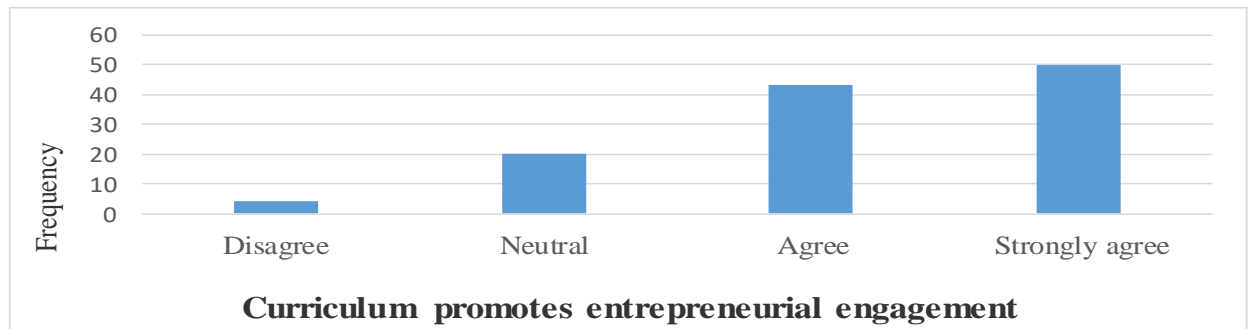
Table 4.6.1: Curriculum preparation to be an entrepreneur

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-----------------------|------------------|----------------|----------------------|---------------------------|
| Disagree | 3 | 2.6 | 2.6 | 2.6 |
| Neutral | 14 | 12.0 | 12.0 | 14.5 |
| Agree | 52 | 44.4 | 44.4 | 59.0 |
| Strongly agree | 48 | 41.0 | 41.0 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

Figure 4.6.1 indicates that out of 117 respondents, the majority (50) strongly agreed, 43 agreed, 20 were neutral, 4 disagreed and none of the respondents strongly disagreed that curriculum promote entrepreneurship engagement. The results are in line with a study by Undiyaundeye and Otu (2015), stated that curriculum promotes entrepreneurial engagement through self-assurance ability to become entrepreneurs. In support, instructors should firstly develop student’s mind-set and attitudes than launching businesses (Kim at al., 2020). Thus, empowering curriculum will foster business establishment mind-set that can diminish poverty and supplement economic growth through employment rather than job seeking.

Figure 4.6.1: Curriculum promotes entrepreneurial engagement



Source: Primary data

Table 4.6.2 indicates that of 117 respondents, 51 agreed, 44 strongly agreed, 16 were neutral, 6 disagreed and none respondent strongly disagreed that curriculum motivates entrepreneurial engagement. The results tie with Nnaemeka-Okeke *et al.* (2019) stated that education and training enhance entrepreneurship assignment. Furthermore, Reyad *et al.* (2019) stated that curriculum encourages students' spirits through teaching required skills. This revealed that educators remain custodian in entrepreneurial engagement through effective training. Thus, curriculum should defuse EE knowledge to improve essential competencies for entrepreneur.

Table 4.6.2: Curriculum motivates entrepreneurial engagement

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|------------|--------------|---------------|--------------------|
| Disagree | 6 | 5.1 | 5.1 | 5.1 |
| Neutral | 16 | 13.7 | 13.7 | 18.8 |
| Agree | 51 | 43.6 | 43.6 | 62.4 |
| Strongly agree | 44 | 37.6 | 37.6 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

On response if curriculum stimulate opportunity exploration, figure 4.6.2 indicates that of 117 respondents, 52 agreed and 46 strongly agreed. Furthermore, the results point out that 17 were neutral, 2 disagreed and none respondents strongly disagreed that curriculum stimulate opportunity exploration. Results tie with the fact that scarcity of employment empowers curriculum to enables trainees to explore their business opportunities for survival (Reyad *et al.*, 2019). Consequently, intensive capital is required for EE to explore opportunity in the market. Hence, EE should enable trainees to explore and utilize opportunities within the socioeconomic environment (Nnaemeka-Okeke *et al.*, 2019).

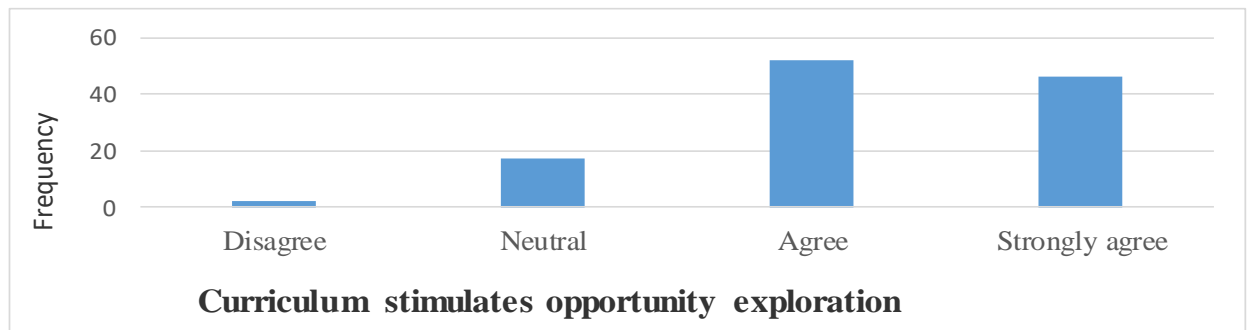


Figure 4.6.2: Curriculum stimulates opportunity exploration

Source: Primary data

Regarding whether curriculum empowers own business establishment, table 4.6.3 indicates that out of 117 respondents, 45 strongly agreed, 41 agreed, 23 were neutral, 7 disagreed and 1 strongly disagreed to the statement. The result ties with Ifeanyichukwu *et al.* (2018), stipulated that curriculum empower attitudinal to decision making and implementation. In support, curriculum should create and support enabling conditions of self-reliance (Undiyaundeye & Otu, 2015). Thus, education system should stimulate the development of knowledge and skills required by recipients to establish and run their own enterprises while competing within the global economy. Through this, trainees will be

able to take informed decision freely, action based on own decision, and able to accept responsibilities.

Table 4.6.3: Curriculum empowers own business establishment

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------|--------------|---------------|--------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Disagree | 7 | 6.0 | 6.0 | 6.8 |
| Neutral | 23 | 19.7 | 19.7 | 26.5 |
| Agree | 41 | 35.0 | 35.0 | 61.5 |
| Strongly agree | 45 | 38.5 | 38.5 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondents were asked if the curriculum prepares them with risk-taking skills, most (39) respondents were neutral, 31 agreed, 30 strongly agreed, 17 disagreed while none respondent strongly disagreed to the statement (see figure 4.6.3 below). The results correspondingly to Kim *et al.* 2020) concluded that curriculum should reinforce students' entrepreneurial mind-set of risk taking in order to address business operation challenges. Thus, curriculum stakeholders should lay emphasis on risk-taking in business. Moreover, curriculum should acknowledge self-decision and risk-taking in business world rather than waiting for guidance at all times.

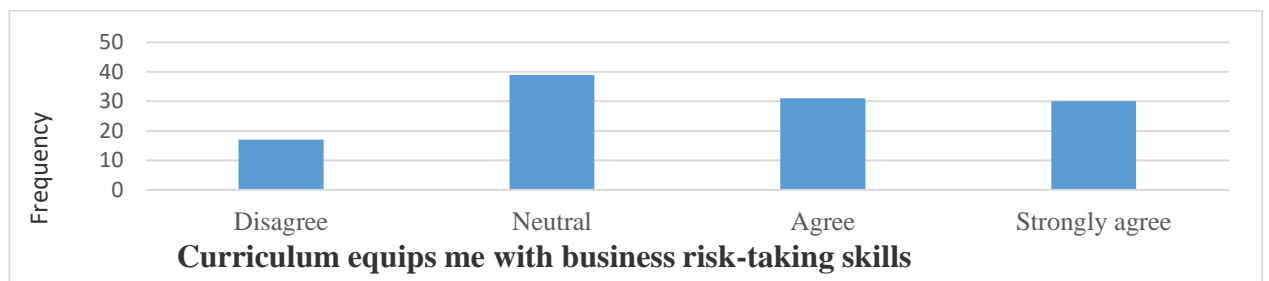


Figure 4.6.3: Curriculum on business risk-taking skills

Source: Primary data

When the respondents were asked if curriculum enhances business innovative ideas, table 4.6.4 indicated that of 117 respondents, 62 agreed, 28 strongly agreed, 21 were neutral, 4 disagreed and 2 strongly disagreed to the statement. The results show the cognizance of respondents on innovative ideas. The outcomes are in line with curriculum maximisation utilization of raw material through innovation (Ihejiamaizu, 2019). In addition, the exposure to broader area in technological application and entrepreneurship enhance trainees to cope with new procedure and the emerging technologies (Ifeanyichukwu *et al.*, 2018). Therefore, curriculum developers and implementers should capitalize on innovative ideas development.

Table 4.6.4: Curriculum on enhancement of business innovative ideas

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------|--------------|---------------|--------------------|
| Strongly disagree | 2 | 1.7 | 1.7 | 1.7 |
| Disagree | 4 | 3.4 | 3.4 | 5.1 |
| Neutral | 21 | 17.9 | 17.9 | 23.1 |
| Agree | 62 | 53.0 | 53.0 | 76.1 |
| Strongly agree | 28 | 23.9 | 23.9 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondents were asked if curriculum enhance business interaction skills, figure 4.4.5 illustrate that of 117 respondents, 39 agreed, 29 strongly agreed, 38 were neutral, 10 disagreed and 1 strongly disagreed to the statement. The outcomes link with Reyad *et al.* (2019) stated that entrepreneurship curriculum should formulate programs targeting

effective communication, management and capacitated intellectual in business operation skills. Furthermore, local based entrepreneurs need train and educate prospective entrepreneurs by harnessing with the community on available local resources (Ihejimaizu, 2019). Interaction skills in business escalate gratification and trustworthiness in an enterprise and cement stakeholders' bond.

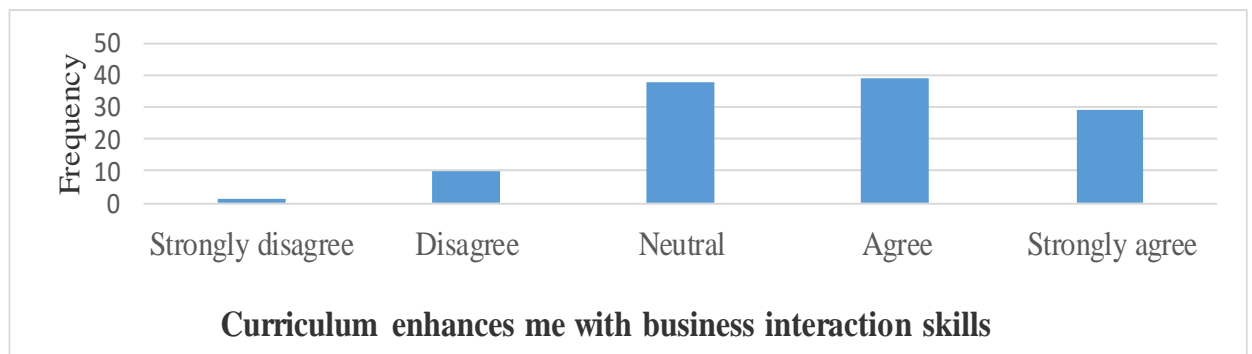


Figure 4.4.5: Curriculum on enhancing business interaction skills

Source: Primary data

Response regarding if trade theory and practical enhance entrepreneurship establishment, table 4.6.5 signposts that of 117 respondents, the majority (42) was neutral, 35 agreed, 27 strongly agreed, 12 disagreed and 1 strongly disagreed to the statement. Regardless of majority being neutral, Ihejimaizu (2019) stressed that the theory and practical learned enhance knowledge to utilize raw materials needed in viable business establishing. In support, Reyad *et al.* (2019) further indicated that trade theory and practical encourage self-employment objectives. Thus, theoretical knowledge and practical skills remain components required in business establishment and if fully empowered, graduate would be able to self-exercise in business establishments.

Table 4.6.5: Trade theory and practical enhancement on entrepreneurship establishment

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------|--------------|---------------|--------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Disagree | 12 | 10.3 | 10.3 | 11.1 |
| Neutral | 42 | 35.9 | 35.9 | 47.0 |
| Agree | 35 | 29.9 | 29.9 | 76.9 |
| Strongly agree | 27 | 23.1 | 23.1 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

When respondents were asked if instructors showed competence in their trades, figure 4.4.6 revealed that majority (36) agreed, 24 strongly agreed, 28 were neutral, 27 disagreed and 2 strongly disagreed to the statement. For the effectiveness of competencies of instructors in their trade, Reyad *et al.* (2019) impulse instructors to prepare graduates for better economic future through critical thinking skills. Furthermore, Reyad *et al.* (2019) urge instructors to acquaint themselves with mandatory knowledge, skills and proficiencies required in business participation. The expertise of instructors in their trade will enrich trainees' preparation to apply the acquired classroom knowledge into skills development and competency to survive economy hardship.

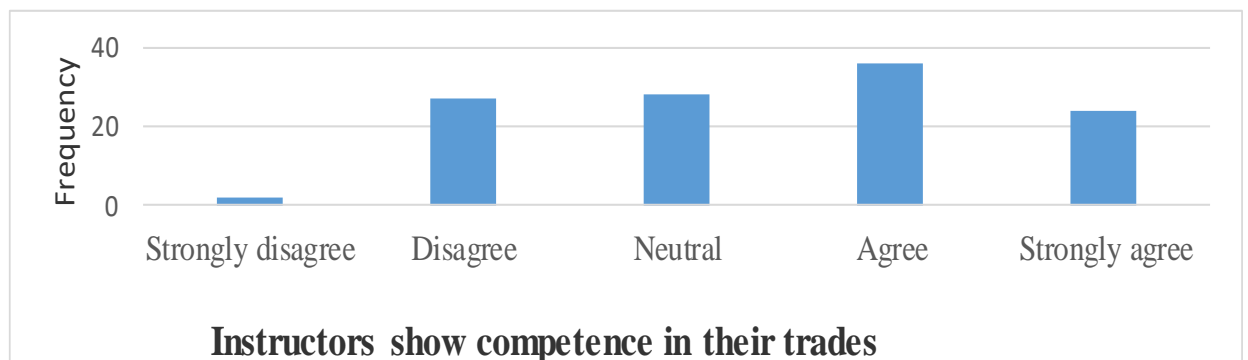


Figure 4.4.6: Instructor's competence in their trades

Source: Primary data

4.7 CAREER SUPPORT IMPACT

The study has signposted the significance of career support on viable business establishments. The results revealed variation in responses of perception of CSI with EP. The results indicated that most respondents agreed to strongly agreed that instructors are career oriented, respondents are influenced by successful business people and fully aware that entrepreneurship has positive monetary returns. On the other hand, the response showed average response on mentorship such as being educated to venture in business, exposed to real-life business, information on business establishments, legal policies and regulation, partnership stimulation and business simulation through seminal engagement. This indicates positive EP with CSI on venturing in viable business post-graduation.

When respondents asked if instructors oriented on becoming entrepreneurs, table 4.7.1 showed that the mainstream (53) respondents agreed, 26 strongly agreed, 30 were neutral, 7 disagreed and only one strongly disagreed. The finding links with Ilayaraja (2015) indicating that instructors may share numerous career options but students still find it difficult to choose the perfect one. Thus, career guidance may have been provided but a suitable remain a dilemma.

Similarly, some lecturers face a dearth of practical entrepreneurship skills, thus complicate students (Nnaemeka-Okeke *et al.*, 2019). Moreover, Ilayaraja (2015) highlights that concrete career planning should be considered in higher secondary education and during graduation. Eventhough the results demonstrate positive input from instructors, trainees consistently need to be guided, based on their capabilities and intentions.

Table 4.7.111: Instructors career orientation to be an entrepreneur

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------|--------------|---------------|--------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Disagree | 7 | 6.0 | 6.0 | 6.8 |
| Neutral | 30 | 25.6 | 25.6 | 32.5 |
| Agree | 53 | 45.3 | 45.3 | 77.8 |
| Strongly agree | 26 | 22.2 | 22.2 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

On response if local business exposed respondents to real-life business advices, figure 4.14 indicated that of 117 respondents, the majority (33) disagreed, 8 strongly disagreed, 20 were neutral, 30 agreed and 26 strongly agreed to the statement. The results do not show consistency. However, entrepreneurs are urged to influence students' ability to transform inspiration into real-life action (Kim *et al.*, 2020). The local businesses need to aspire students to realize their entrepreneurial aspiration. In addition, business guru should transform the intentions into launch of business (Morris & Tucker, 2020).

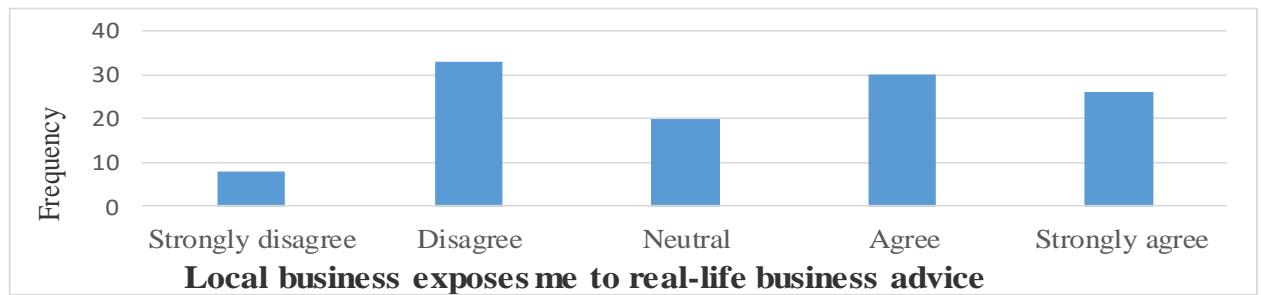


Figure 4.7.1: Students' exposure to real-life business by local business

Source: Primary data

When respondents were asked if they were educated about business venturing, table 4.7.2 revealed that of 117 respondents, the majority (44.4%) were neutral, 29.9% strongly agreed, 11.1% agreed, 13.7% disagreed and 0.9% strongly disagreed to the statement.

Eventhough the majority are indecisive, Ihejimaizu (2019) indicated that educators should attract young people in entrepreneurship steam to diversify the economic network. Moreover, the entrepreneur needs to be nurtured to establish a viable business (Nnaemeka-Okeke *et al.*, 2019). Thus, being educated toward business venture is quite essential as it enhance profitable opportunities through preparing trainees toward knowledge and skills needed in the industry.

Table 4.7.2: State of being educated about business venturing

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Disagree | 16 | 13.7 | 13.7 | 14.5 |
| Neutral | 52 | 44.4 | 44.4 | 59.0 |
| Agree | 13 | 11.1 | 11.1 | 70.1 |
| Strongly agree | 35 | 29.9 | 29.9 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

As presented in figure 4.7.2, out of 117 respondents, 53 strongly agreed, 51 agreed, 12 were neutral, 1 disagreed and none strongly disagreed that entrepreneurship provides a high monetary return. The results tie with Ihejimaizu (2019) that entrepreneurship increase social wealth through job opportunities creation, new business establishment, venture or expand prevailing businesses. Moreover, new opportunities could be explored, employments could be generated and wealth could be accumulated through innovative entrepreneurship (Ihejimaizu, 2019). Thus, entrepreneurs need to engage into various employment creation initiatives such as exporting of goods for high monetary income acquiring.

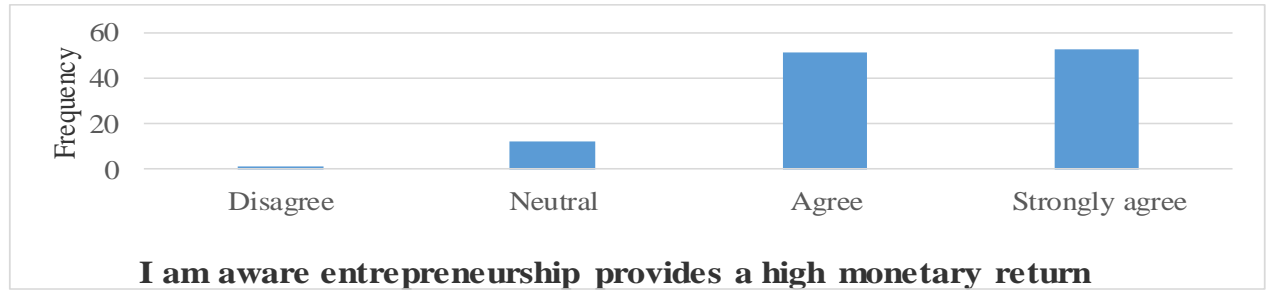


Figure 4.7.2: Awareness of high monetary return provided by entrepreneurship

Source: Primary data

When respondents were asked if successful businessmen/women influence them to establish business, table 4.7.3 revealed that out of 117 respondents, 45 strongly disagreed, 33 agreed, 26 neutrals, 12 disagreed and only one strongly disagreed to the statement. The results aligned with Ihejiamazu (2019), encouraging entrepreneurs to encourage and promise young entrepreneurs to establish viable businesses. Furthermore, Nnaemeka-Okeke *et al.* (2019) advocated the inspiration of the business-oriented attitude of individual. In likewise, Reyad *et al.* (2019) extend that successful businessmen/women need to influence graduates through constructive and encouraging approaches. Thus, positive attitude will enhance business moulding and aspire success. Thus, business guru should nurture new entrant skills proficiency rather than seeing them as competitors.

Table 4.7.3: Influence of successful businessmen/women on business establishments

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 1 | 0.9 | 0.9 | 0.9 |
| Disagree | 12 | 10.3 | 10.3 | 11.1 |
| Neutral | 26 | 22.2 | 22.2 | 33.3 |
| Agree | 33 | 28.2 | 28.2 | 61.5 |
| Strongly agree | 45 | 38.5 | 38.5 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

Figure 4.7.3 represent the responses if local entrepreneurs stimulated respondents through business seminal engagement. The results revealed that out of 117 respondents, 40 agreed, 18 strongly agree, 6 neutrals, 25 disagreed and 28 strongly disagree to the statement. Eventhough the outcome is erratic, the local entrepreneurs need to engage youth in various entrepreneurship stimulation programs to stimulate knowledge and skills required to be entrepreneurs (Ihejiamaizu, 2019). Thus, entrepreneurs should organise seminars and in-service training to coach and encourage students to engage into businesses.

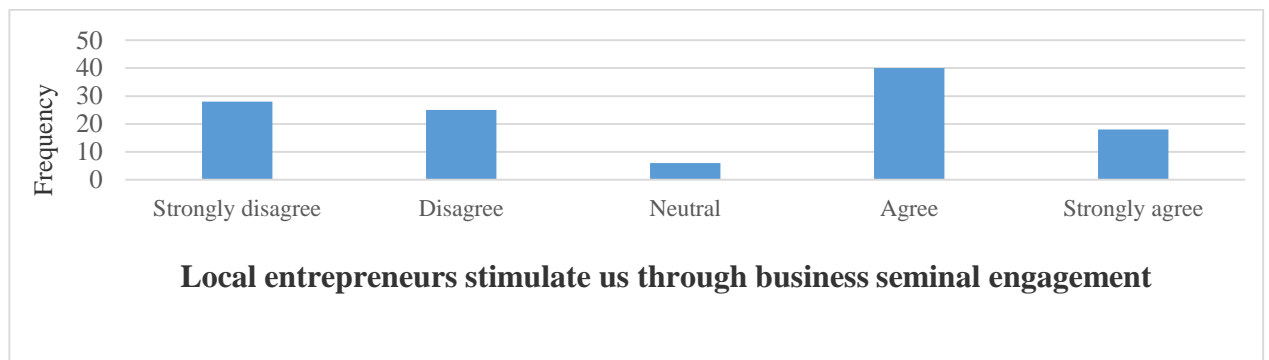


Figure 4.7.3: Local entrepreneurs’ stimulation through business seminal engagement

Source: Primary data

Table 4.7.4 revealed that most (36) respondents strongly disagreed, 18 disagreed, 21 neutrals, 26 agreed and 16 strongly agreed that local business offers business establishment practical activities. Overall, most respondents disagreed with the local entrepreneurs’ involvements. However, Reyad *et al.* (2019) expressed the students’ practical activities involvement momentous in enhancing the concept of learning by doing. This means, the real-life modelling experience generates business establishment ideas. Furthermore, practical involvement develops self-actualization of students (Kissi *et al.*, 2020). The process works effectively if the trainees are self-driven and aim to attain

entrepreneurship goal. Hence, local business individuals need to engage trainees on internship, part-time, contracts bases, etc. to uplift potentiality in viable business establishment.

Table 4.7.4: Local businesses offering practical activities on business establishments

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 36 | 30.8 | 30.8 | 30.8 |
| Disagree | 18 | 15.4 | 15.4 | 46.2 |
| Neutral | 21 | 17.9 | 17.9 | 64.1 |
| Agree | 26 | 22.2 | 22.2 | 86.3 |
| Strongly agree | 16 | 13.7 | 13.7 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

According to table 4.17, of 117 respondents, 49 were neutral, 27 agreed, 17 strongly agreed, 22 disagreed and 2 strongly disagreed understanding the basic legal restrictions and regulation of business operation requirements. This enhances operational knowledge and skills required for operation of a business. Furthermore, an increase income and purchasing power that boost consumption expenditure. the knowledge will be utilized to boost industrial activities through demand increment of goods and services. Exporting of raw materials and importing of machinery.

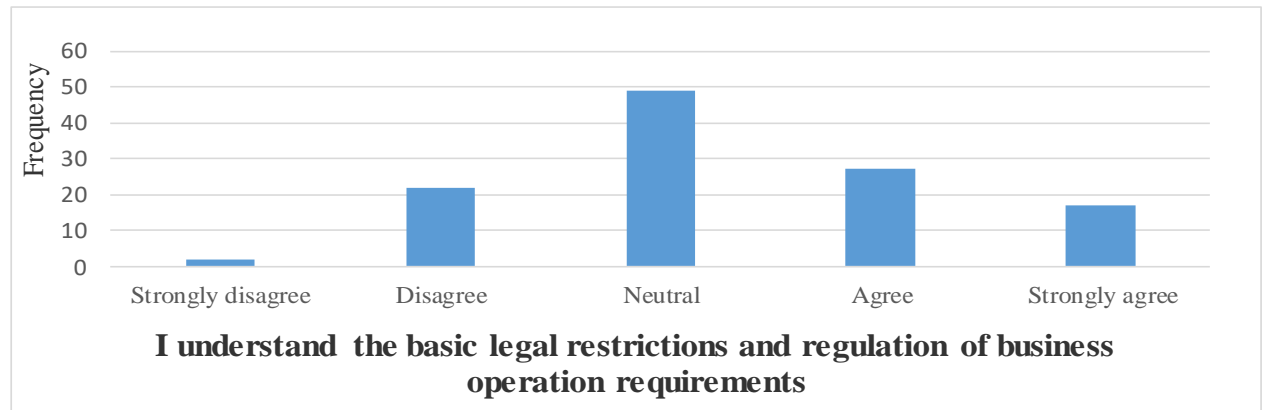


Figure 4.7.4: Understanding the basic legal restrictions and regulation of business operation requirements

Source: Primary data

Response if local business equipped trainees with effective business operation knowledge and skills, Table 4.30 indicates that of all respondents, 36 disagreed, 14 strongly disagreed, 17 neutrals, 34 agreed and 16 strongly agreed. Eventhough the result is erratic, Thejiamazu (2019) advocate entrepreneurs with knowledge and skills capacity to upsurge business literacy rate to the youth. Moreover, local businesses should prepare new entrepreneurs' prerequisites to succeed, and failure handling procedures (Reyad *et al.*, 2019). The exercise will motivate graduates positively and prepare them for business operation without deserting or retardant them if they fail.

Table 4.7.5: Local business equipping students with effective business operation knowledge and skills

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 14 | 12.0 | 12.0 | 12.0 |
| Disagree | 36 | 30.8 | 30.8 | 42.7 |
| Neutral | 17 | 14.5 | 14.5 | 57.3 |
| Agree | 34 | 29.1 | 29.1 | 86.3 |
| Strongly agree | 16 | 13.7 | 13.7 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

Figure 4.7.5 shows that of 117 respondents 32 were neutral, 32 agreed, 21 strongly agreed, 23 disagreed and 9 strongly disagreed to entrepreneurship mentorship supporting trainees becoming entrepreneurs. Eventhough the result had signpost normal distribution, mentorships should implement risk taking decisions to explore business opportunities. Furthermore, mentorship should support trainees through innovativeness and reactiveness to initiatives. The results are aligned with the fact that mentorship should motivate student's attitude on beneficial of self-dependency (Reyad *et al.*, 2019). The passionate, positive attitudes and consistent improvement should be in place for an economical production. Lastly, mentors should expose the students by combining existing resources creatively to create better value to meet the needs of the market (Kim *et al.*, 2020).

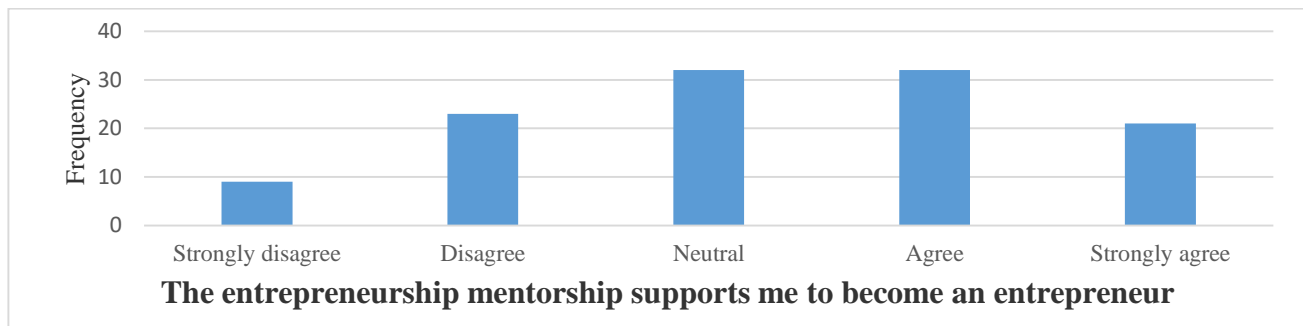


Figure 4.7.5: The entrepreneurship mentorship supports to become an entrepreneur

Source: Primary data

With reference to table 4.7.6, it revealed that of 117 respondents, 36 were neutral, 28 agreed, 20 strongly agreed, 30 disagreed and 3 strongly disagreed that VTC provides enough entrepreneurship mentorship opportunities to students. The majority being indecisive raise a question on were to set boundaries. However, institutions are argued to guide and coordinate trainees to acquire resources needed to create new market (Kim *et al.*, 2020). In support, Reyad *et al.* (2019) emphasised on educators to guide and direct

students to attain effective entrepreneurship practices. Thus, endeavours and enthusiasm are highly needed in decision making and business establishment.

Table 4.7.6: Vocational Training Centre (VTC) provision of enough entrepreneurship mentorship opportunities to students

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 3 | 2.6 | 2.6 | 2.6 |
| Disagree | 30 | 25.6 | 25.6 | 28.2 |
| Neutral | 36 | 30.8 | 30.8 | 59.0 |
| Agree | 28 | 23.9 | 23.9 | 82.9 |
| Strongly agree | 20 | 17.1 | 17.1 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

Figure 4.7.6 illustrate that of 117 respondents, the majority (46) were neutral, 27 agreed, 16 strongly agreed, 22 disagreed and 6 strongly disagreed that they were equipped with information on upgrading business. Figure 4.7.6 represents normal distribution of majority of respondents contemplating on being equipped with information on business upgrade. However, Reyad *et al.* (2019) laid emphasis on educators to acquaint students with information needed to build knowledge and skills for entrepreneurship purpose. Thus, students should be cognizant that a business upgrade requires mind development as a preparation for innovative mind-set.

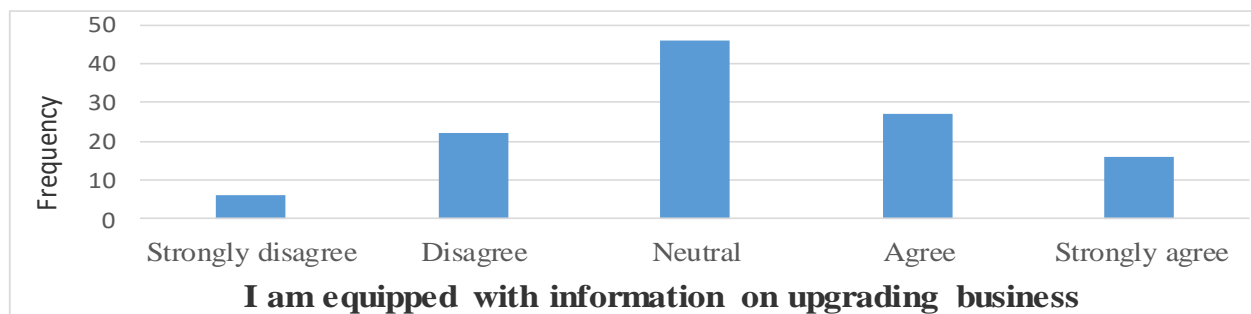


Figure 4.7.6: Being equipped with information on upgrading business

Source: Primary data

When respondents were asked on reference on VTC and local business partnership, table 4.7.7 revealed that of all respondents, 24 strongly disagreed, 25 disagreed, 26 were neutral, 25 agreed and 17 strongly disagreed. The results side-line the disagreed of the statement. Nonetheless, a study by Ihejiamaizu (2019) indicated that graduate consistently migrate to urban in search of “white-collar” job. This raise a concern, if local businesses are not VTC stakeholders to absorb the graduates. However, it argued that graduates need to be prepared for industry where knowledge acquisition will be applied (Reyad *et al.*, 2019). Furthermore, education institutions should engage with the industry to acquire market skills demand (Reyad *et al.*, 2019). Through that, the sector will be able to provide quality artisan who are knowledgeable and skilful to cater for market demand.

Table 4.7.7: Partnership between the VTC and local business

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|------------------|----------------|----------------------|---------------------------|
| Strongly disagree | 24 | 20.5 | 20.5 | 20.5 |
| Disagree | 25 | 21.4 | 21.4 | 41.9 |
| Neutral | 26 | 22.2 | 22.2 | 64.1 |
| Agree | 25 | 21.4 | 21.4 | 85.5 |
| Strongly agree | 17 | 14.5 | 14.5 | 100.0 |
| Total | 117 | 100.0 | 100.0 | |

Source: Primary data

4.8 CORRELATION

This section scrutinises the second objective, that intended to analyse the relationship between business perception and the ability to venture into business. A multiple correlation analysis was used to measure and express the extent to which RI, CI and CSI (predicator) variables are linearly related to PE (criterion) variable.

The test results revealed a strong positive correlation (correlation co-efficient = 0.630) between RI and EP. This implies positive perception of students on entrepreneurship if enriched with resources to support business venture. The analysis ties with Pheko and Molefhe (2017), Reyad *et al.* (2019), Iwu *et al.* (2020) and Asitik *et al.* (2016) revealed that lack of resources is one of the main components that hinder viable business establishment in many countries world-wide. Other researchers like Hattab (2014) and Reyad *et al.* (2019) identified financial resources specifically as an ignored catastrophic that could aid business establishment and SMEs upgrades. The strong positive relationship between RI and PE means, it is likely impossible to launch a business if there is no financial power. This ties with the fact that SMEs and graduates need operational funds to enable business operation (Asitik *et al.*, 2016). These operational funds could cater to pay rental space, buying machinery, tools, equipment, technology and effective business marketing. Thus, the availability and provision of resources will enhance viable business establishments.

Furthermore, the test revealed a strong positive correlation (correlation co-efficient = 0.410). Table 4.8.1 illustrated that CI is linearly related to PE variable. This implies positive perception of students on entrepreneurship if enriched with curriculum support business venture. The result linked with Undiyaundeye and Otu (2015), Nnaemeka-Okeke

et al. (2019) Kim *et al.* (2020) and Reyad *et al.* (2019) stressed that curriculum promote entrepreneurial assignation, develop mind-set, attitudes, explore opportunities, enhance business interaction skills and encourage entrepreneurial spirits. Therefore, a well-crafted and entrepreneurial based curriculum would enhance viable business establishment among TVET graduates.

Lastly, table 4.8.1 revealed a strong positive correlation between CSI and EP (correlation co-efficient = 0.475). This implies optimistic perception of students on entrepreneurship if supplemented with career support to venture into business. The result linked with Kim *et al.* (2020) and Morris and Tucker (2020) urging entrepreneurs to guide students into entrepreneurial aspiration. Furthermore, Ihejimaizu (2019) and Nnaemeka-Okeke *et al.* (2019) advocated educators to attract young people into entrepreneurial stream, transformation of business intentions into reality and explore viable business initiatives. In addition, Reyad *et al.* (2019) encouraged entrepreneurs to influence graduates through constructive and inspiring approaches. Thus, provision of sufficient entrepreneurship career support to TVET graduates is likely to transform their business perception positively.

Table 4.8.1: Correlation analysis

| Variable | EP | RI | CI | CSI |
|---|----------------|----------------|----------------|-----|
| Entrepreneurship Perception (EP) | - | | | |
| Resources Impact (RI) | 0.630** | - | | |
| Curriculum Impact (CI) | 0.410** | 0.523** | - | |
| Career Support Impact (CSI) | 0.475** | 0.688** | 0.411** | - |

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

Source: Primary data

4.9 REGRESSION ANALYSIS

Regression analysis was used to determine the strength and characteristics of the relationship between EP (dependent variable) and RI, CI and CSI (independent variables). Table 4.8.2 revealed a biggest slope (Beta = 0.528) between RI and EP that implies direct relationship between RI and EP. This means, for every unit increase of RI, EP would increase by 0.528 units. Furthermore, the table revealed the bigger slope (Beta 0.106) relationship between CI and EP. The result indicated that for every unit of CI, there is 0.106 unit of EP. Lastly, the table illustrate the big slope (Beta = 0.068) between CSI and EP. This means for every unit of CSI, there is 0.068 units of EP.

To further scrutinise the linear regression results, a t-test was undertaken. The t-test measures were used to compare the findings from a sample to the correctness of representation to the research population. As illustrated in table 4.8.2 below, only the RI on students' EP is supported. This implies that it can be concluded statistically at 90% confidence level that availability of resources has an impact on the students' EP. On the other hand, the relationship between CSI and CI with EP is not supported. This implies that the test found no strong evidence to conclude that CSI and CI have an impact on EP at 90% confidence level.

Hypothesis H₂ stated that there is a relationship between business viability indicators and vocational students' perception of viable businesses establishment. All correlation coefficients are positive and strong and all slopes are also positive. The hypothesis is therefore true that there is a relationship between business viability indicators and vocational students' perception of viable businesses establishments.

Table 4.8.2: Regression analysis

| Regression | | | | | |
|-------------------|-------|-------|---------|---------|---------------|
| Variable | Beta | SE | t-value | p-value | Decision |
| RI --> EP | 0.528 | 4.934 | 4.934 | 0.000 | Supported |
| CI --> EP | 0.106 | 1.242 | 1.242 | 0.217 | Not Supported |
| CSI --> EP | 0.068 | 0.681 | 0.681 | 0.497 | Not Supported |

Note: Entrepreneurship Perception (EP), Resources Impact (RI), Curriculum Impact (CI), Career Support Impact (CSI), Standard Error (SE)

Source: Primary data

4.9 FORMULATION OF TVET GRADUATES' STRATEGIC CONCEPT ON EP

This prior section analysed the relationship between business perception and the ability to venture into business using correlations and regression analyses. However, the third objective of the study intended to formulate a TVET transformation strategy on students' EP regarding viable business establishments.

Figure 4.9 illustrate the formulation strategy model for graduate to venture in business. It suggested that to transform a TVET graduates positively toward EP, a 75% investment is required in RI. The results tie with Hattab (2014), Batu (2016), Iwu (2018), Koloma (2019) and Joo (2018) that limited workplace and shortage of financial support are regarded as the common hindering blocks business establishments. Thus, stakeholders need to start investing into resources (physical infrastructure, financial support and human resources) for the graduates' mind-set transformation. Furthermore, investing in human resources and reviewing of policies and regulation of financial institution regarding financial rendering services could be viewed as remedy to effective PE.

Additionally, a need of 15% is required to be invested in CI for effective EP. Some studies such of Joo (2018), Jabeen *et al.*, (2017) and Buli and Yusuf (2015) emphasised on a

detailed designed curriculum, EE, EI and education engagement as a reflection of knowledge and skills required in the industry. In addition, Grecu and Denes (2017) and Undiyaundeye and Otu (2015) emphasised that a well-crafted entrepreneurial curriculum stimulate the exploration of opportunities. Therefore, the formulation and reviewing of EE has an impact in EP, and stakeholders should look in to that to enhance positive EP.

Lastly, the figure reveals a required 10% invest in CSI. For a positive EP, the mentorship in the industry should be considered. Otache (2018), Iwu (2018), Ifeanyichukwu *et al.* (2018), LA-Zany (2015) and Nchu (2015) argued the successful entrepreneurs to enhance mentorship to new business entrants through real-life expose, seminars, in-service training and simulation to enhance positive entrepreneurial engagement mind-set.

The strategic concept below uses the data from the previous section regarding students EP.

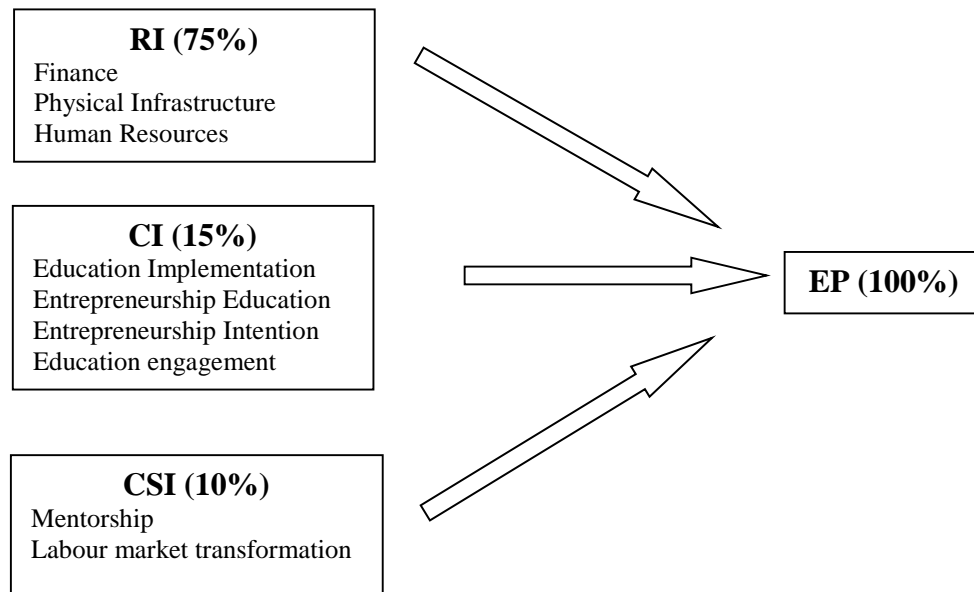


Figure 4.9: TVET graduates strategic concept on EP

Source: Primary data

4.11 CHAPTER SUMMARY

This chapter presented and discussed the findings as analysed from the data. The chapter presented the demographics of respondents and then further discussions as per the research objectives. The objectives were analysed as per in chronological order. The chapter used graphs and tables to present data and further explanations were given after every figure or graph. Also, the chapter presented a formulated TVET graduates strategic concept on EP.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter encapsulates the argument, delivers recommendations and accomplishments of the study in accordance with its objectives. It entails the finding as per the objectives. Also, the chapter recognises possible area for future studies in relation to entrepreneurial perceptions of students regarding viable business establishments.

5.2 KEY FINDINGS FROM THE STUDY

The main objective of the study was to assess the perception of students on the viability of business ventures in Eenhana. The first objective aimed at examining the perceptions of students on venturing in viable businesses, post-graduation. The second objective intended to analyse the relationship between business perception and the ability to venture into business. The last objective was to formulate a strategy to change the perception of TVET students on entrepreneurship.

5.2.1 Objective 1: The perception of students on venturing into viable business, post-graduation

The study results showed that students have a positive perception towards viable business establishment. However, there are many factors that demoralized and discouraged them from becoming entrepreneurs. The study had identified financial resources and physical infrastructure (workplace) as essential components disheartened their initiatives. The study also found that students were not academically equipped with knowledge and skills

required in the entrepreneurship market. Furthermore, the curriculum was identified as unfit to boost entrepreneurial intentions. Lastly, the study indicated that entrepreneurs in operation do not motivate or engage students to become entrepreneurs.

5.2.2 Objective 2: Analysed The relationship between business perception and business venturing ability

The study concluded that there is a strong positive linear relationship between the Availability of Resources, TVET Curriculum and Career Support with EP. Thus, the study concluded that predicators support is likely to change the students' EP to engage in viable business. To further examine the linear regression results, a t-test was undertaken. The t-test revealed that only RI on student EP is supported. This indicates that it can be concluded statistically at 90% confidence level that availability of resources has an impact on the students' perception on entrepreneurship. Contrastingly, the relationship between CSI and CI with EP is not supported. That implies that the test found no strong evidence to conclude that CSI and CI have an impact on EP at 90% confidence level.

5.2.3 Objective 3: Formulated strategy to change the perception of TVET students on entrepreneurship

The study revealed that EP strategic concept recommended a 75% effort in RI, 15% in CI and 10% in CSI. This means, the transformation of students' EP toward viable business establishments lies with stakeholders to invest 75% effort in resources (financial support, physical infrastructure and human resources) for positive EP. Furthermore, 15% should be invested in the curriculum (EE, EI, education implementation, and Education engagement) to enhance productive EP of students. The last 10% is required in career

support (mentorship and labour market transformation) for positive EP transformation of students to engage in viable business perception.

5.3 RECOMMENDATIONS

Based on the study outcomes, the following recommendations were submitted to further improve the EP of TVET graduates on viable business establishment.

- **SME financial support**

Dissimilar to the current EP, the Ministry of Higher Education, Technology and Innovation (MHETI) and the Ministry of Industrialization, Trade and SME Development (MITSMED) need to collaborate with financial institutions concerning the funding and paying back requirements for post-graduate business initiatives and SME improvements.

- **Curriculum review**

The study also recommends the MHETI through the NTA to collaborate with the industry regarding entrepreneurship curriculum review and its effective implementation. A reviewed curriculum needs to incorporate EE and empower EI to enrich positive EP mind-set transformation.

- **Namibian Competition Commission Act 2 of 2003 on SME**

Furthermore, the study recommends the Namibian Competition Commission Act 2 of 2003 to strengthen its mandate of ensuring that business operations policies and regulations are adhered to, in order to protect and promote SMEs against international competitors.

- **Entrepreneur's involvements**

Also, the study recommends entrepreneurs' involvement in mentorship and labour market transformation through motivating graduates to partake in innovative initiatives through job-attachments and post-graduation entrepreneurship apprenticeship programs.

- **TVET graduates' strategic concept**

Lastly, the study recommends the TVET of stakeholders to use TVET graduates' strategic concept on entrepreneurship perception as an enabler for strategy application by devoting 75% in resources, 15% in curriculum and 10% in career support to transform the students' entrepreneurship perception positively.

5.4 AREAS FOR FUTURE RESEARCH

Grounded on the continuity of exploring studies, this study used multiple linear regression as the data analysis method. The study did not carry out single regression on dependent and independent variables. It is therefore recommended that further studies use simple linear regression to fully understand the relationship between each variable.

References

- Aharonovich, A. R. (2019). Socio-Economic Importance of State Support for Youth Innovative Entrepreneurship in the Economic Development of the State. *Academy of Entrepreneurship Journal*, 25(1).
- Ali, A., Topping, K. J., & Tariq, R. H. (2011). Entrepreneurial Attitudes among Potential Entrepreneurs. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, 5(1), 12-46.
- Andrew, J. R. (2014). *Research Methodology (Honours)*. Windhoek: COLL, NUST.
- Anjum, T., Bai V, R., & Phung, S. P. (2020, April 27). Moderating Role of University Support on the relationship between Effective Entrepreneurship Education and Entrepreneurial Intention. *Test Engineering Management*, 83(March-April 2020), 16377-16387.
- Asitik, A. J., Sharpley, R., & Phelan, C. (2016). Establishing the link between entrepreneurship, built capital and poverty reduction in rural northern Ghana. *International Journal of Arts & Sciences*, 493-508.
- Babbie, E. (2021). *The Practice of Social Research* (15 ed.). Boston: Cengage Learning, Inc. Retrieved from www.cengage.com
- Batu, M. M. (2016). Determinants of Youth Unemployment in Urban Areas of Ethiopia. *International Journal of Scientific and Research Publications*, 6(5).
- Buli, M. B., & Yesuf, W. M. (2015). Determinants of entrepreneurial intentions: Technical-vocational education and training students in Ethiopia. *Determinants of Els*, 891-907.
- Competition Act 2 of 2003. (n.d.). State-owned Enterprises Governance Act 2 of 2006. *Government Gazette of the Republic of Namibia*.
- de Vos, A., Strydom, H., & Delpont, C. (2005). *Research at Grassroots for the Social Sciences and Human Service Professions* (3 ed.). Pretoria, RSA: Van Schaik Publishers.

- Dzeto, G. K. (2014). Projecting Ghana into the real middle income economy: the role of Technical, Vocational Education Training. *Parliamentary Briefing Paper*.
- Edokpolor, J. E. (2020). Entrepreneurship education and sustainable development: mediating role of entrepreneurial skills. *Education and sustainable development*, 329-339.
- Fisher , G., Kuratko, D. F., Bloodgood, J. M., & Hornsby, J. S. (2017). Legitimate to whom? The challenge of audience diversity and new venture legitimacy. *Journal of Business Venturing*, 32(1), 52-71. Retrieved from <https://doi.org/10.1016/j.jbusvent.2016.10.005>
- Gamede, B. T., & Uleanya, C. (2019). Factors Impacting Entrepreneurship Education in TVET Colleges: A Case of South Africa. *Journal of Entrepreneurship Education*.
- Greco, V., & Denes, C. (2017). Benefits of entrepreneurship education and training for engineering students. *MATEC Web of Conferences*. doi:10.1051/mateconf/2017121
- Guerrero, M., Rialp, J., & Urbano, D. (2006). The impact of desirability and feasibility on entrepreneurial intentions: A structural equation model. *International Entrepreneurship and Management Journal*, 35-50.
- Gujrati, R., Tyagi, V., & Lawan, L. A. (2019). Family Financial Status and Students' Entrepreneurial Intention: The Mediatory Role of Entrepreneurship Education. *Journal of Management*, 6(3), 21-28.
- Hattab, H. W. (2014). Impact of entrepreneurship education on entrepreneurial intentions of university students in Egypt. *The Journal of Entrepreneurship*, 1–18.
- Henley, A. (2005). Job Creation by the Self-employed: The Roles of Entrepreneurial and Financial Capital. *Small Business Economics*, 175-196. doi:<https://doi.org/10.1007/s11187-004-6480-1>
- Hornig, J.-S., Hsiao, H.-L., Liu, C.-H., Chou, S.-F., & Chung, Y.-C. (2020). Learning innovative entrepreneurship: Developing an influential curriculum for

- undergraduate hospitality students. *Journal of Hospitality, Leisure, Sport & Tourism Education*.
- Ifeanyichukwu, O. A., Eze, O. C., & Okoli, C. I. (2018). strategies for developing entrepreneurial skills among undergraduate of technology vocational education for poverty alleviation in Nageria. *European Journal of Education Studies*, 4(8). Retrieved from www.oapub.org/edu
- Ihejiamaizu, G. C. (2019, June). The Role of Entrepreneurship in Rural Development in Cross River State, Nigeria. *International Journal of Reasearch and Innovation in Social Science (IJRISS)*, 3(6), 85-91. Retrieved from www.rsisinternational.org
- Ilayaraja, S. (2015). INDIAN EDUCATIONAL SYSTEM AND ITS IMPACT IN “ENTREPRENEURSHIP AS A CAREER”. *International Journal of Entrepreneurship*, 19.
- IPPR. (2020). *Namibia Quartely Economic Review Q4 2020*. Retrieved September 08, 2021, from https://ippr.org.na/wp-content/uploads/2021/02/Namibia-QER-Q4-2020_Final.pdf
- Iwu, C. G. (2018). The Sustainability of Small or Medium Enterprises Growth in Emerging Markets. *International Conference on Business and Management Dynamics ICBMD-2018*. Cape Town: ResearchGate. Retrieved from <https://www.researchgate.net/publication/330025844>
- Iwu, C. G., Muresherwa, G., Nchu, R., & Eresia-Eke, C. E. (2020). University Students’ Perception of Entrepreneurship as Career Option. *Academia*. Retrieved from <https://www.researchgate.net/publication/344136902>
- Jabeen, F., Faisal, N. M., & Katsioloudes, M. I. (2017). Entrepreneurial mindset and the role of universities as strategic drivers of entrepreneurship: Evidence from the United Arab Emirates. *Journal of Small Business and Enterprise Development*.
- Joo, L. (2018). The Excellent of Technical Vocational Education and Training (TVET) institutions in Korea: Yeungjin College Case Study. *International Education Studies*, 11(7), 136.

- Kambwale, Chisoro, & Karodia. (2015). Causes of Small and Medium Enterprises to fail in Namibia. *Arabian Journal of Business Management*, 4, 80.
- Kenayathulla, H. B. (2021). Are Malaysian TVET graduates ready for the future? *Wiley higher Education Quarterly*, 1-15.
- Kim, G., Kim, D., & Lee, W. J. (2020). The Effect of Youth Entrepreneurship Education Programs: Two Large-Scale Experimental Studies. *Sage journals*, 1-21. doi:10.1177/2158244020956976
- Kissi, E., Ahadzie, K. D., Debrah, C., & Adjei-Kumi, T. (2020). Underlying strategies for improving entrepreneurial skills development of technical and vocational students in developing countries: using Ghana as a case study. *Entrepreneurial skills development*.
- Koloma, Y. (2019). Financial inclusion and entrepreneurship willingness of youth: Evidence from Mali. *African Development Review*. doi:10.1111/1467-8268.12539
- Kuratko, D. F. (2005). The Emergence of Entrepreneurship Education: Development Trends and Challenges: *Entrepreneurship Theory and Practice*. 29(5), 577-598.
- La-Zany, K. (2015). What makes a start-up successful? - small business ventures in focus. *facultatea de studii europene -universitatea babeş-bolya*.
- Lu, G., Song, Y., & Pan, B. (2021). How University Entrepreneurship Support Affects College Students' Entrepreneurial Intentions: An Empirical Analysis from China. *sustainability*. Retrieved from <https://doi.org/10.3390/su13063224>
- Maposa, I. (2015). *Basic Business Statistics*. Windhoek: COLL, NUST.
- Matandare, M. A. (2018). Botswana Unemployment Rate Trends by Gender: Relative Analysis with Upper Middle Income Southern African Countries (2000-2016). *Dutch Journal of Finance and Management*.
- Mohar, Y., Sandhu, M. S., & Kamal, J. K. (2007). Relationship Between Psychological Characteristics and Entrepreneurial Inclination: A Case Study of Students at

- University Tun Abdul Razak (Unitar). *Journal of Asia Entrepreneurship and Sustainability*, 3(2).
- Morris, M. H., & Tucker, R. (2020). Poverty and Entrepreneurship in Developed Economies: Re-Assessing the Roles of Policy and Community Action. *Journal of Poverty*, 97-118. doi:10.1080/10875549.2020.1747587
- Mubasher. (2018). Egypt's economic growth to rise to 5% in 2019 – moody's. Cairo, Egypt. Retrieved 09 08, 2021, from <https://english.mubasher.info/news/3214425/Egypt-s-economic-growth-to-rise-to-5-in-2019-Moody-s/>
- Namibia Statistics Agency. (2018). *The Namibia Labour Force Survey 2018 Report*. Windhoek.
- Namibia Training Authority. (2020). *TVET National Graduate Survey 2015-2017 Report*. Windhoek: Namibia Training Authority.
- Namibia Vision 2030. (2004). *Policy Framework for long-Term National Development (Summary)*. Windhoek: Office of the President.
- Nawi, N. R., Arshad, M. M., Krauss, S. E., & Ismail, I. A. (2021). Challenges faced by youth social entrepreneurs in Malaysia: career transition to become a social entrepreneur. *European Journal of Training and Development*. doi:10.1108/EJTD-02-2020-0021
- Nchu, R. M. (2015, March). The Effectiveness of Entrepreneurship Education in Selected High Schools in the Cape Town Metropolitan. Cape Town, South Africa.
- Nnaemeka-Okeke, R. C., Ugwu, C. C., & Okafor, C. N. (2019). The need for the inclusion of entrepreneurship in our Nigerian architectural education. *IOP Conference Series: Materials Science and Engineering*. doi:10.1088/1757-899X/640/1/012121
- Obijekwu, M. I., & Okafor, A. U. (2019). Career Development and Information Counselling: Individual Decision-Making Perspective. *Journal of Guidance and Counselling Studies*, 3(2), 141-148. doi:10.5281/zenodo.3831259

- Ogbunaya, T. C., & Michael, O. (2015). Achieving Youth Employment and National Security in Nigeria: TVET Imperatives. *Journal of Education and Practice*, 6(33).
- Ogbunaya, T. C., & Udodo, E. S. (2015). Repositioning Technical and Vocational Education and Training (TVET) for Youths Employment and National Security in Nigeria. *Journal of Education and Practice*, 6(32).
- Otache, I. (2018). Entrepreneurship education and undergraduate students' self- and paid-employment intentions. *Education + Training*, 46-59.
- Othman, F. M., Mutalib, R. A., Ahmad, Z., & Ismail, N. S. (2008). Relationship Between Personality and Entrepreneurial Inclination Among University students. *The International Journal of Interdisciplinary Social Sciences*, 277-288.
- Oxford Advanced Learner's Dictionary: International Student's Edition (7th ed.)*. (n.d.). Oxford University Press.
- Oxford Languages. (n.d.). *Oxford Languages*. Retrieved from Oxford Languages and Google web site: https://www.google.com/search?q=resources+meaning&rlz=1C1GCEU_enNA941NA942&oq=res&aqs=chrome.0.69i59j69i57j69i59j0i512j69i65j69i60l3.4594j0j7&sourceid=chrome&ie=UTF-8
- Parker, S. C., & van Praag, M. C. (2006). Schooling, Capital Constraints, and Entrepreneurial Performance. *Journal of Business & Economic Statistics*, 24(4).
- Paul, K. I. (2009). Unemployment impairs mental health: Meta-analyses. *Journal of Vocational Behavior*, 74(3), 264-282. Retrieved from <https://doi.org/10.1016/j.jvb.2009.01.001>
- Peterson, G. W., Sampson Jr, J. P., & Reardon, R. C. (1991). *Career development and services: A cognitive approach*. Washington DC: Cole Publishing Co.
- Pheko, M. M., & Molefhe, K. (2017). Addressing Employability Challenges: A framework for improving the employability of graduates in Botswana. *International journal of Adolescence and Youth*, 455-469. doi:10.1080/02673843.2016.1234401

- Putriatama, E., Patmanthara, S., & Sugandi, R. M. (2016). Work Readiness by Vocational School Graduates Viewed from Industrial Work Practice's Experience and Vocational Skills. *Proceedings of the International Mechanical Engineering and Engineering Education Conferences (IMEEEEC 2016)*. AIP Publishing. doi:10.1063/1.4965774
- Reyad, S., Badawi, S., & Hamdan, A. (2019). Assessing the impact of entrepreneurial skills development on self-employment practices amongst Egyptian and Bahraini accounting students in public and private universities. *Entrepreneurial skills development*.
- Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research Methods for Business Students* (08 ed.). Harlow, United Kingdom: Pearson Education Limited. Retrieved from www.pearson.com/uk
- Silva, J. H., Mendes, G. H., Ganga, G. M., Mergulhao, R. C., & Lizarelli, F. L. (2019). Antecedents and consequents of student satisfaction in higher technical-vocational education: Evidence from Brazil. *International Journal for Educational and Vocational Guidance*.
- Trading Economics. (2020). *Namibia Unemployment Rate*. Central Bureau of Statistics, Namibia.
- Undiyaundeye, F., & Otu, E. A. (2015). Entrepreneurship Skills Acquisition and the Benefits amongst the Undergraduate Students in Nigeria. *European Journal of Social Sciences Educational Research*, 2(3).
- Waugh, J., & Circelli, M. (2021). What VET can offer to COVID-19 youth unemployment recovery. *National Centre for Vocational Education Research*.
- Zakaria, H., & Alhassan, Y. N. (2019). Tertiary students' perceptions about their prospects of employability: The case of students in Ghana. *Africa Education Review*, 134-157.

APPENDIX C: DATA COLLECTION INSTRUMENT



FACULTY OF COMMERCE MANAGEMENT AND LAW

NAMIBIA BUSINESS SCHOOL

| | |
|-------------------|-----------------------------|
| NAME | PETRUS NAMBOGA |
| NQF LEVEL | 9 |
| PROGRAM | MASTER OF BUSINESS STRATEGY |
| SUPERVISOR | DR ELISHA WOYO |

QUESTIONNAIRE

Title: Assessing the perception of students on the viability of business ventures in Eenhana

QUESTIONNAIRE

The researcher is a student from the University of Namibia (Namibia Business School), student registration number **200322486**, researching a topic titled: **Assessing the perception of students on the viability of business ventures in Eenhana.**

You are kindly invited to answer the questions below by ticking the appropriate box. You are kindly being requested to answer all questions freely and honestly to the best of your knowledge. The information will be used only for academic purposes ONLY and will be treated with utmost confidentiality. The information will assist both the government and Namibia Training Authority (NTA) make informed decision. Your cooperation is momentously appreciated.

Thank you very much in advance for your kind participation and support in this study.

SECTION A

Biographical Information

Please indicate your choice by ticking the appropriate box.

| | | Ticking Column |
|----------------------------------|-------------------------------|----------------|
| Gender | Male | |
| | Female | |
| | Prefer not to say | |
| Age | 25 yrs. and below | |
| | 26-30 yrs. | |
| | 31-35 yrs. | |
| | 36-40 yrs. | |
| | 41 yrs. and above | |
| Marital Status | Never married | |
| | Married | |
| | Divorced | |
| | Widow(er) | |
| | Separated | |
| Employment status | Employed | |
| | Unemployed | |
| | Self-employed | |
| Trade completed | Bricklaying and Plastering | |
| | Joinery and Cabinet Making | |
| | Office Administration | |
| | Plumbing and Pipefitting | |
| | Welding and Metal Fabrication | |
| TVET highest qualification level | Level 1 | |
| | Level 2 | |
| | Level 3 | |
| | Level 4 | |
| | Level 5 | |
| | Level 6 | |
| Job attachment status | Once | |
| | Twice | |
| | Thrice | |
| | Four and more | |
| | Never | |
| Residential region | !Karas | |
| | Erongo | |
| | Hardap | |

| | | |
|--|--------------|--|
| | Kavango East | |
| | Kavango West | |
| | Khomas | |
| | Kunene | |
| | Ohangwena | |
| | Omusati | |
| | Oshana | |
| | Oshikoto | |
| | Otjozondjupa | |
| | Omaheke | |
| | Zambezi | |

SECTION B

Entrepreneurship Perception

Please rate the following statement associated with entrepreneurship perception by ticking in the appropriate box?

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 |
| I am interested in becoming an entrepreneur | | | | | |
| I have knowledge being an entrepreneur | | | | | |
| Entrepreneurship stimulate economic growth | | | | | |
| Entrepreneurship provides employment opportunities | | | | | |
| I should have resources to establish a viable business | | | | | |
| I should be educated to establish a viable business | | | | | |
| I should be career oriented to establish a viable business | | | | | |
| I am willing to be employed | | | | | |

SECTION C

Business Perception and Viable Business Venture

Part A: Resources

Please rate the following statements about the effect of resources on the business establishment by ticking in the appropriate box

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 |
| Finance limits viability of my business establishment | | | | | |
| Resource allocation will enable me to be an entrepreneur | | | | | |
| Human resources have impacts on business venture ability | | | | | |
| I am equipped with business establishment information | | | | | |
| I am aware of business establishment policies and regulations | | | | | |
| I am aware of the government funding SMEs in my region | | | | | |
| There are physical and technical infrastructures available to establish a business | | | | | |
| I am equipped with financial institutions' capital requirements | | | | | |

Part B: Curriculum

How would you rate the following statements related to the effect of curricula on the business establishment?

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 |
| Curriculum prepares me to be an entrepreneur | | | | | |
| Curriculum promotes entrepreneurial engagement | | | | | |
| The curriculum motivates entrepreneurial engagement | | | | | |
| The curriculum stimulates opportunity exploration | | | | | |
| The curriculum empowers me to start my own business | | | | | |
| The curriculum equips me with business risk-taking skills | | | | | |
| The curriculum enhances business innovative ideas | | | | | |
| The curriculum enhances me with business interaction skills | | | | | |
| Trade theory and practical enhance entrepreneurship establishment | | | | | |
| Instructors show competence in their trades | | | | | |

Part C: Career support

How would you rate the following statements related to the effect of career support on the business establishment?

| | Strongly agree | Agree | Neutral | Disagree | Strongly disagree |
|--|-----------------------|--------------|----------------|-----------------|--------------------------|
| | 5 | 4 | 3 | 2 | 1 |
| Instructors oriented me on my career to be an entrepreneur | | | | | |
| Local business exposes me to real-life business advice | | | | | |
| I am educated about business venturing | | | | | |
| I am aware entrepreneurship provides a high monetary return | | | | | |
| Successful businessmen/women influence us to establish businesses | | | | | |
| Local entrepreneurs stimulate us through business seminal engagement | | | | | |
| Local businesses offer practical activities on the business establishment | | | | | |
| I understand the basic legal restrictions and regulation of business operation requirements | | | | | |
| Local business equips me with effective business operation knowledge and skills | | | | | |
| I am equipped with information on upgrading business | | | | | |
| The entrepreneurship mentorship supports me to become an entrepreneur | | | | | |
| VTC provides enough entrepreneurship mentorship opportunities to students to become an entrepreneur. | | | | | |
| I am equipped with information on upgrading business | | | | | |
| There is a partnership between the VTC and local business | | | | | |

Your participation is highly appreciated!

APPENDIX D: LANGUAGE EDITING CERTIFICATE



The Rev. Dr. Greenfield Mwakipesile

ThD, MBA, HBS | mwakipg@outlook.com

CONTACT

PO Box 99539,
UNAM,
Namibia

LANGUAGE & COPY-EDITING CERTIFICATE

15th April 2022

RE: LANGUAGE, COPYEDITING AND PROOFREADING OF PETRUS NAMBOGA'S THESIS FOR THE MASTER OF BUSINESS ADMINISTRATION DEGREE OF THE NAMIBIA BUSINESS SCHOOL OF THE UNIVERSITY OF NAMIBIA

This certificate serves to confirm that I copyedited and proofread **PETRUS NAMBOGA'S** Thesis for the **MASTER OF BUSINESS ADMINISTRATION DEGREE** entitled: **ASSESSING THE PERCEPTION OF STUDENTS ON VIABILITY OF BUSINESS VENTURES IN EENHANA**

I declare that I professionally copyedited and proofread the thesis and removed mistakes and errors in spelling, grammar, and punctuation. In some cases, I improved sentence construction without changing the content provided by the student. I also removed some typographical errors from the thesis and formatted the thesis so that it complies with the University of Namibia's guidelines.

I am a trained language and copy editor and have edited many Postgraduate Diploma, Masters' Thesis, Dissertations and Doctoral Dissertations for students studying with universities in Namibia, Zimbabwe, Eswatini, South Africa and abroad. I have also copy-edited company documents for companies in the region and abroad.

Please feel free to contact me should the need arise.

Yours Sincerely,

The Rev. Dr. Greenfield Mwakipesile



greenfield.mwakipesile



[@mwakipg](https://twitter.com/mwakipg)



+264813901701



Dr. Greenfield
Mwakipesile