THE ROLE OF SOCIAL ENTREPRENEURSHIP IN GRADUATE EMPLOYABILITY IN CAPE TOWN, SOUTH AFRICA

by

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DECLARATION

I, Bulelwa Beauty Mandyoli, declare that the contents of this dissertation/ thesis represent my own unaided work, and that the dissertation/ thesis has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed *B. Mandyoli*   Date   <u>14 November 2017</u>

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ABSTRACT

Graduates face challenges to secure relevant employment; even worse, obtaining a qualification does not guarantee employment or employability. The labour market no longer only searches for a qualification but also for a set of skills. Graduates are required to improve upon proficiencies that would qualify for positive performance and would benefit the employer to use for business purposes. In addition, scarcities of expertise, besides working environment knowledge, indicate that businesses are unwilling to employ graduates, hiring more experienced people as an option.

This research has studied the developing concept of social entrepreneurship; but principally examined the context in which social entrepreneurship can be used to improve graduate employability.

A quantitative method was used with the help of a structured questionnaire in order to achieve a high level of reliability in relation to data analysis. The subjects for this research comprised 187 social entrepreneurs who are formally registered as non-profit organisations within Cape Town, and are registered on the Western Cape Charity South Africa database. The data collected for this study were analysed and illustrated using tables, bars and pie charts. It is hoped that this study will not merely add to the knowledge of social business enterprise, but also disclose the likely roles that social entrepreneurs can play to improve graduate employability.

Keywords: social entrepreneurship, graduate, employability, unemployment, skills.

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LIST OF ACRONYMS

Acronyms	Definition
BBE	Black Economic Empowerment
BBBEE	Broad-Based Black Economic Empowerment
CHEC	Cape Higher Education Consortium
CIHE	Centre for International Higher Education
CPUT	Cape Peninsula University of Technology
CSBD	Centre for Small Business Development
GMTs	Graduate Market Trends
HE	Higher Education
HEP	Higher Education Policy
IDC	Industrial Development Corporation
MDG	Millennium Development Corporation
NDA	National Development Agency
NEF	National Empowerment Fund
NFVF	National Film and Video Foundation
NGOs	Non-governmental organisations
NSDA	National Skills Development Agency
NSF	National Skills Fund
NYDA	National Youth Development Agency
OECD	Organisation for Economic Co-operation and Development
SAMAF	South African Micro-Finance Apex Fund
SEDA	Small Enterprise Development Agency
SHEEC	Scottish Higher Education Enhancement Committee
Stats SA	Statistics South Africa
TWIB	Technology for Women in Business
WAWEN	South African Women Entrepreneurs' Network
W&R SETA	Wholesale and Retail SETA

CHAPTER 1
SCOPE OF THE RESEARCH

1.1   INTRODUCTION

As indicated by Noruzi, Westover and Rahimi (2010:261), entrepreneurship serves as a pathway to the development of social enterprise, which is viewed as a new initiative. In any case, plans to utilise the entrepreneurial way to deal with certain social issues have existed for quite some time. Utilising the entrepreneurial way to tackle society's issues is viewed as the social entrepreneurial approach. Specialists of the social enterprise methodology are known as social business visionaries, whom Meyer and Gauthier (2012) affirm are individuals with imaginative solutions for the public's most pressing social issues. The aforementioned authors further suggest that these specialists are visionaries and extreme realists.

Social business enterprise concerns people or associations that are occupied with entrepreneurial exercises that have a social objective (Bosma & Amoros, 2013:242). Hence, these authors propose that social business methodology should be utilised to upgrade the capability, as well as the quality, of current enterprise programmes that are completed by volunteer affiliations, government divisions, business and non-government affiliations. Bosma and Amoros (2013), additionally highlight that social enterprise is a system of entrepreneurial exercises; which include:
➢ Discovering, assessing and seeking an opportunity that does not necessarily involve original project formation; and
➢ Opening plus introduction of both a formal and a casual relationship in its mission for a social target.

While the above grants a gleaming picture of social entrepreneurs, Light (2010:352) contends that there is still debate around what social business really implies. Smith and Stevens (2010:575), concur with Light (2010:352), and state that while social business

has charmed the zeal of social specialists, the idea is still ineffectively characterised. Regardless, Welsh (2012:273) presumes that as the procedure of social undertaking becomes prevalent, there is a need to research its mind-boggling and dynamic nature, and its part in evolving groups. It is against the preceding that this examination shows some criticality, in particular.

A clearer comprehension of the idea of social enterprise is required, and an understanding of the effect of social business visionaries' role in financial improvements, particularly to enhance graduate employability. It is trusted that these will not only add to social business enterprise grants, but also to its practice.

1.2   BACKGROUND

Moleke (2010:347), argues that businesses or associations foresee graduates to have pragmatic job experience before and after they acquire their degree, counting the capacity to demonstrate a degree of more expansive aptitudes and qualities that solidify coordinated efforts, communication, management, creative intellectuality, as well as administration aptitudes.

According to Altbeker and Storme (2013:4), graduates confront challenges concerning securing an occupation. In June 2012 a City Press article on graduate unemployment cautioned that an academic degree no longer ensures work for young South Africans, as an immense number of them find it difficult to find a job.

One of the millennium development goals (MDGs) is enhanced employability of people, which is of extreme significance for financial advancement. Thus, it is expected that several nations around the globe are under pressure to diminish levels of unemployment. The South African government has committed itself to decreasing unemployment by initiating certain establishments. Some of these include the Centre for Small Business Development (CSBD); the Small Enterprise Development Agency

(SEDA); the Industrial Development Corporation (IDC); the National Development Agency (NDA); the National Empowerment Fund (NEF); the National Youth Development Agency (NYDA); the South African Women Entrepreneurs' Network (WAWEN); Technology for Women in Business (TWIB); the South African Micro-Finance Apex Fund (SAMAF); the Land Bank ; the Micro-Agricultural Financial Institution of South Africa; and the recently launched Department for Small Businesses Development.

Additionally, there are some public- private enterprises such as: the Wholesale and Retail SETA's (W&R SETA) aptitudes programme (bursaries); the National Skills Development Agency (NSDS); and the National Skills Fund (NSF). Regardless of these endeavours, unemployment keeps on rising. The issue of unemployment is far more negative for individuals who have accomplished advanced education. According to Tomlinson (2012:407), in the Higher Education Policy (HEP) the issue of graduate employability remains a priority with a need for Higher Education (HE) strategists to focus on the criticality of employability capacities, with the ultimate objective for graduates to be equipped to meet the challenges of a versatile workplace.

Graduates in South Africa confront high and deteriorating levels of unemployment in spite of the few intercessions by both government and private associations. The question that arises is how this apparently interminable issue can be explained. As indicated by Graduate Market Trends (GMT) (2011:4), organisations these days hunt down those that are versatile, inventive, unique, consistent and who are problem solvers. This research considers the concern to undertake a practical examination of the effect of social business visionaries on socio-economic improvements. Hence, one may uncover their potential to decrease levels of unemployment, especially their possible responsibility to graduate employability.

1.3   CLARIFYING CONCEPTS AND SPECIFIC COMPONENTS OF SOCIAL ENTREPRENEURSHIP: A THEORETICAL PERSPECTIVE

As indicated by Trivedi (2010:63), the idea of social business has increased such a drive on the grounds that numerous traditional civil society organizational firms such as non-profit, non-government organisations (NGOs), foundations and, additionally, revenue- driven ventures have started to recognise themselves as social enterprises, showing the engaging quality of this idea, as well as the improbability covering its definition. In fact, a number of authors are busy justifying the importance of social business visionaries by concentrating on characterising boundaries and objectives (Perrini, Vurro & Costanzo, 2010). However, there is a slight move towards concentrating on the genuine effects of social entrepreneurs to define their commitment towards solving social issues (Nga & Shamuganathan, 2010).

According to Brouard and Larivet (2011:39), "social business enterprise is a social endeavour, which goes after social missions or purposes that are in public interest, while paying little respect to possession or legal structure, and with varying degrees of financial freedom, development and social change." Brouard and Larivet (2011:44), further express that "a social entrepreneur is any individual who with entrepreneurial spirit and personality will act as a change agent and leader to challenge social problems by recognizing new opportunities and discovering innovative solutions, and is more concerned with creating social value."

Arpinte, Cace and Cojocaru (2010:64), claim that social business is, all things considered, made by experts in the social field and displayed as a case of good practice that regularly needs academic consistency. It is thus important to give a hypothetical point of view of social business enterprise, which clears up its conceptualisation and particular components. In this way, part of the difficulty in characterising the idea of social business enterprise is that it is a complex phenomenon.

In addition, Trivedi (2010:68) highlights that there is not much literature that is accessible in the field that determines its theoretical boundaries. In general, endeavours at conceptualising social business enterprise can be separated into four basic topics:

➢ Focus on social benefit as opposed to financial benefit;

➢ The social activist role played by social business visionaries;

➢ Elements of social advancement and enterprise; and

➢ Creating and utilising monetary benefit as a method for taking care of a social issue instead of an end in itself.

As indicated by Bacq and Janssen (2011:373), social business enterprise has created countless explanations that can be requested by estimations of the marvel to which they relate, including the individual, the association, the method and nature. Bacq and Janssen (2011:373), further declare that the social business visionary is a mission-driven person who utilises a strategy of entrepreneurial practices to pass on a social regard to the less advantaged. This definition, as indicated by Janssen, joins four variables that make social business enterprise different from different types of enterprise. These components are briefly mentioned below:

➢ Mission-driven: They are dedicated to serve their guideline target of passing on a social regard to the undeserved;

➢ They act entrepreneurially through a blend of traits that set them apart from various sorts of business visionaries;

➢ They act inside entrepreneurially arranged affiliations that have a strong culture of advancement and openness; and

➢ They act inside economically self-governing affiliations that arrange and execute earned-salary techniques. The objective here is to pass on the purposeful social esteem while remaining fiscally autonomous, which is accomplished by mixing social and income-oriented exercises to achieve independence, decrease dependence on gifts and government financing, and increase the capability of developing the transmission of proposed social esteem.

Santos (2012:344), contends that social entrepreneurs are financial operators who, in view of their motivation, can generate worth without worry about benefit, whilst focusing on the disadvantaged populace. Fundamentally, Santos (2012:345-346) claims that social business undertaking does not concern making market systems or securing government sponsorships or making a social venture, but rather about creating successful and maintainable arrangements, which utilize whatever blend of institutional means is important. This portrayal is most likely good with the point of view of social business venture as an umbrella thought, with a great deal of allowance for different exercises that take care of social issues.

1.4   TYPES OF SOCIAL ENTREPRENEURS

According to Smith and Stevens (2010:578), there are three types of social entrepreneurs. These incorporate social engineers, social bricoleurs and social constructionists.

➢ **Social engineers** concentrate on broad scale issues with mass offerings that everybody is particularly aware of, for example, unemployment. They roll out courses of action that change the whole existing framework to manage the issue.

➢ **Social bricoleurs** concentrate on local social issues. They have direct contributions with the issues, which the community faces. The insistence of the issue is empowered by first-hand experience with the society in which they live.

➢ **Social constructionists** for the most part recognize openings that others would not have yet perceived to be an open door, until their attempt is powerful and operational. Not in the slightest degree like social bricoleurs, their goal is broader than the neighbourhood group, and their answers can be applied to various settings.

1.5   THE IMPORTANCE OF SOCIAL ENTREPRENEURSHIP

As indicated by Noruzi *et al.*, (2010:270) the significance of social enterprise is that it adds to existing business. The three fundamental components that shape a more viable

planning map of an enterprise or a social firm are: response towards a failed market, transformative development; and dynamic investment. Along these lines it can be presumed that this idea alludes to the practice of failed market opportunities.

Noruzi *et al.,* (2010:270) further claim that social enterprise delivers strong social development in view of existing resources, which expects to take care of the issues of disregarded social groups. This certifies that social business visionaries recognise opportunities and investigate everlasting social development in light of entrepreneurship standards by minimising social objectives.

This study's essential goal was to find the prospective role of social entrepreneurs in improving graduate employability. Thus, the research is more prepared to trust that social business visionaries make and endorse legitimate answers for issues (Santos, 2012), which have vital expression on the most ideal approach to improve and oversee social orders (Dempsey & Sanders, 2010).

1.6   THE ROLE OF SOCIAL ENTREPRENEURS

The focus of this study is to see how social business people can add to graduate employability. Consequently, it is important to reveal or evaluate available literature on the role of social entrepreneurs. Karanda (2012:203), acknowledges that social agents make unique contributions to society which come in various forms namely:

Improved access to health care - Private medical services offer health care services of a much better quality; however overrated, than public services. The high expenses of private services frequently drive people from lower salary groups to look for consideration in the public sector, and hence struggle with the low quality of healthcare. This implies that people from low income groups, the greater part of which are women, have restricted, if any, access to quality healthcare. This is a pattern that sustains inequality regarding health outcomes and, most of the time, personal satisfaction such

as getting free treatment for patients who cannot bear the cost of costly pharmaceuticals;

More effective education - Education is the principle vehicle that is utilised to develop new eras and to change instruction to influence learning, for example, early childhood development;

Reduced poverty - Social entrepreneurship could end up being the best plan in the battle against worldwide poverty. Social entrepreneurs make supportable social effect by supplying the poor with productive objects and services, while creating enhanced employment opportunities;

Cleaner environment - Ecological business people diminish natural corruption and monetary esteem by beating the market forces of firms that are involved in these activities. For instance, endowments for the evacuation of oil result in generous negative natural effects, including expanded environmental change and local air contamination; and

Protection of abused children or any other social improvement - Child abuse incorporates all types of physical and emotional ill treatment, sexual abuse, disregard and misuse that result in real or potential damage to a child's wellbeing, improvement or nobility (World Health Organization, 2014:166). As demonstrated by Jafta (2013:2), social business visionaries can settle some of South Africa's formative issues and address the nonappearance of social solidarity. They lay out and direct activities to fulfil social change in this regard.

Sivathanu and Bhise (2013:1), reason that social business people embrace the part of social change in the overall population by:

➢ Adapting a mission to outline and direct social quality;
➢ Recognising and persistently looking for new opportunities to serve that mission;
➢ Engaging in the demonstration of tenacious improvement, adaptation and learning; and
➢ Acting firmly without being limited by resources close by.

1.7 DIFFERENCE BETWEEN BUSINESS ENTREPRENEURSHIP AND SOCIAL ENTREPRENEURSHIP

Literature suggests that there is a difference between social entrepreneurs and business entrepreneurs. For instance, as indicated by Sivathanu and Bhise (2013:5), business entrepreneurs concentrate more on profits and riches. Their key objective is to address customer desires, enrich their stakeholders, increase the impact of their business, and to open their business to the greatest number of individuals that they can. The primary goal towards this sort of business entrepreneur is to acquire profit.

As for social entrepreneurs, Sivathanu and Bhise (2013:6), claim that the key inspiration of social business people is to make a move against social issues without the aim of benefitting monetarily, that is, they serve the requirements and needs of the community in a better manner. This means that social business visionaries differ from business social entrepreneurs. Santos (2012:41), argues that a predominant contrast between business enterprise and social business enterprise is that social business people resolve to create esteem for society.

1.8 CHARACTERISTICS OF SOCIAL ENTREPRENEURSHIP

As demonstrated by Bosma and Amoros (2013: 245) business visionaries are people who see the world unmistakably, and imagine the future to be superior to anything that others do. They seize opportunities that for the most part would go unnoticed. They see and recognise opportunity remarkably, compared to others. These, as demonstrated by Dempsey and Sanders (2010:451) come at a high individual cost.

Abu-Saifan (2012:24) recognises the unique attributes of profit-orientated business visionaries and social business people that are generally found in both sorts of business visionaries, as shown in Table 1.1.

Table 1.1: Unique and common characteristics of profit-oriented entrepreneurs and social entrepreneurs

Unique characteristics of the profit-oriented entrepreneur	Characteristics common to both types	Unique characteristics of the social entrepreneur
➢ High achiever	➢ Innovator	➢ Mission leader
➢ Risk bearer	➢ Dedicated	➢ Emotionally charged
➢ Organizer	➢ Initiative thinker	➢ Change agent
➢ Strategic thinker	➢ Leader	➢ Opinion leader
➢ Value creator	➢ Opportunity alert	➢ Social value creator
➢ Holistic	➢ Persistent	➢ Social alert
➢ Arbitrageur	➢ Committed	➢ Manager
		➢ Visionary
		➢ Highly accountable

(**Source:** Abu-Saifan, 2012:25).

1.9   THE DRIVING FORCE FOR SOCIAL ENTREPRENEURS

From a non-profit point of view, opportunities are not joined to produce riches for proprietors, but rather to bolster a social need, whilst remaining monetarily sustainable (Moss, Short, Payne & Lumpkin, 2011:810). Kirkwood and Walton (2010:204) state that the reason proposed for building a social attempt relies on overseeing key social issues and presents new views for wide-scale change. Rather than leave societal necessities to the organisation or business capacities, social business visionaries find what is not working and handle the issue by changing the structure, spreading the strategy, and initiating entire social requests to move in a different direction.

Santos (2012:336), agrees with Kirkwood and Walton (2010:208), on a fundamental level that, in social business endeavours, there is a routine of critical motivation, considering that the push to participate in entrepreneurial undertaking has targets that are less fixated on themselves, and more on others and the specific objective of the project.

Morris, Webb and Franklin (2011:951), conclude that social entrepreneurs create social importance owing to seeking after solutions for societal issues by means of development measures that include a combination of assets, the misuse of

opportunities that encourage social change, the fulfilment of social needs, and the improvement of social needs.

1.10   THE ROLE OF SOCIAL ENTREPRENEURSHIP IN ECONOMIC DEVELOPMENT

As indicated by Jonker, Saayman and De Klerk (2009:382), for a developing economy such as South Africa, initiatives and social improvements are effective for handling advancement and monetary concerns. The South African government has recognised that social business undertakings will play out an essential bit of future advancements and achievements for the country.

This can be found in different techniques and crucial developments that are used to engage business enterprise, figure capacity and system frameworks, and also speedier entrepreneurial deduction, starting at instructive level. Regardless, South Africa has a fascinating course of action of social conditions, which are inferable from the extent of its fiscal, historical past, bringing on profound social partitions that need creative social arrangements (SSCG Research, 2013:1).

SSCG Research (2013:1) further claims that the South African government has perceived the basic part that enterprise must perform in the South African economy, with high unemployment, huge social and class divisions and a particularly uneven society. The South African government comprehends that to change the financial scene of the country; it would need to give a concentrated assurance to create enterprises.

As indicated by Alter (2006:205) social business enterprise brings about job opportunities and job training to areas with high unemployment, for example, the long-term unemployed, the physically challenged, the needy, and "at risk youth and gender discriminated women." The Organisation for Economic Co-operation and Development (OECD) (2013:114) affirms that specific social undertakings should focus on the

rehabilitation of disadvantaged groups so as to create both social and fiscal significance for the whole community.

Nagler (2007:5) attests that one of the imperative qualities, which social business enterprise contribute, is social capital in spite of the fact that the term social capital is considered as the total of the actual or possible assets, which are connected with ownership for a strong system of pretty much settled connections of common partners and acknowledgments.

Social enterprise supports a more reasonable society, which is a goal for most financial improvement plans (Remenyi, 2004:141) supplementing the value approving actions of public organisations and NGOs. Along these lines, social endeavours address social issues and attempt to accomplish on-going reasonable effect through their social missions, instead of absolute profit increase (Alter, 2006:4).

As indicated by OECD (2000:50) social business creates and applies advancement importance to social and financial improvements, and improves new products and services. One can conclude that social enterprise conveys new reactions to neglected social needs that can be measured, as the arrangement of new items and administrations that relate to those are passed on by the general and private sectors, and is open to a bigger number of nationals.

McElnea (2005:1) argues that non-profit associations fill massive social service gaps in communities where public services are poor or absent and vast assets are exceedingly rare. Social endeavours look to add to financial improvement through the creation of employment and entrepreneurial projects; this notwithstanding the social services that they give, which support the economy by enhancing individual satisfaction for the local workforce (for example, medical services for poor people, substance abuse therapy for ex-criminals, and so on.).

1.11 DEFINING GRADUATE EMPLOYABILITY

1.11.1 Graduate

A few depictions have been advanced for the term graduate. These range from holders of higher degrees from an academic institution (Altbeker & Storme, 2013:4); people with advanced training who are directed by associations in their graduate enrolment programmes (Pauw, Bhorat, Goga, Ncube & Van der Westhuizen, 2006:12); to understudies who have graduated (Letseka, Cosser, Breier & Visser, 2010:112). Regardless, with reference to this study, a graduate is described as a degree holder without reference to the organisation where the degree was procured. The researcher is convinced that this is a compatible definition, considering that studies have exhibited the high likelihood of employment for people with academic degrees.

1.11.2 Employability

As indicated by Coetzee and Esterhuizen (2010:3) employability insinuates those proactive practices and limits that allow people to obtain or create work through perfect usage of both occupation-related and livelihood meta-capacities. While there are assortments in the course of action of employability, there is an extensive understanding of which qualities; traits, aptitudes and data constitute employability inside and out, and especially for graduates.

Altbeker and Storme (2013:4) contend that particular definitions are less essential than approved efforts for ways to encourage such transferable abilities that will empower graduates to discover suitable jobs. This in spite of the fact that Adecco (2012:40) characterises being employable as having what it takes in terms of character and confidence to acquire employment, do well in the job, and proceed to a much more fulfilling job later on.

Minten (2010:68) for example, portrays employability as the aptitude of accomplishing and completing work; the bent to act unreservedly in the workplace to prevail with strategy for a feasible occupation. Individual employability relates to comprehension, attitudes and abilities that an individual holds, and the path in which they utilise these belongings when they are exhibited to potential bosses in a particular circumstance, for example, the work advertised. This fits Barrie's (2006:215) translation of the imperative accreditations for employability, which incorporates work-coordinated learning modules and handy applications for understudies to pick up involvement in the workplace and to recognise certain abilities in a short time.

As indicated by Barrie (2006:216) there have been different appeals from the private and public sector to present more employable graduates. Work-integrated/based learning modules and practical applications give understudies an opportunity to improve their skills in the workplace. Yorke and Knight (2004:5) presume that employability is a game plan of accomplishments, understandings and individual qualities that make individuals attain work, and become successful in their chosen occupations.

The above portrayals give an understanding of the idea of employability; plainly employability is the level at which labourers have capacities that businesses see as outstanding. According to McQuaid and Lindsay (2005:209) these abilities are captured in Table 1.2.

Table 1.2: Necessary abilities for employability.

Individual Factors	Personal Circumstances	External Factors
Employability skills and attributes	**Household circumstances**	**Demand factors**
<u>Essential attributes</u> Basic social skills, honesty and integrity, basic personal presentation, reliability, willingness to work, understanding of actions and consequences, positive attitude to work, responsibility and self-discipline. <u>Personal competencies</u> Proactivity, diligence, self-motivation, judgment, initiative, assertiveness, confidence, act autonomously. <u>Basic transferable skills</u> Prose and document literacy, writing, numeracy, verbal presentation. <u>Key transferable skills</u> Reasoning, problem solving, adaptability, work-process management, team work, personal task and time management, functional mobility, basic Information Communication Technology (ICT) skills, basic interpersonal and communication skills, emotional and aesthetic customer service skills. <u>High level transferable skills</u> Team working, business thinking, commercial awareness, continuous learning, vision, job-specific skill, enterprise skills. <u>Qualifications</u> Formal academic and vocational qualifications, job-specific qualifications. <u>Work knowledge base</u> Work experience, general work skills and personal aptitudes, commonly valued transferable skills such as driving, occupational specific skills. <u>Labour market attachment</u> Current unemployment/ employment duration, number and length of spells of unemployment/ inactivity, balance of work history.	<u>Direct caring responsibilities</u> Caring for children, elderly relatives, etc. <u>Other family and caring responsibilities</u> Financial commitments to children or other family members outside the individual's household, emotional and time commitments to family members or others. <u>Other household circumstances</u> The ability to access safe, secure, affordable and appropriate housing.	<u>Labour market factors</u> Level of local and regional or other demand, nature and changes of local and regional demand(required skill levels, occupational structure of vacancies, sectors where demand is concentrated), location, centrality or remoteness of local labour markets in relation to centres of industry or employment, level of competition for jobs, actions of employers' competitors, changing customer preferences, etc. <u>Macroeconomic factors</u> Microeconomic stability, medium to long-term business confidence, level and nature of labour demand within the national economy. <u>Vacancy characteristics</u> Remuneration, conditions of work, working hours and prevalence of shift work, opportunities for progression, extent of part-time, temporary and casual work, and availability of "entry-level" positions. <u>Recruitment factors</u> Employers' formal recruitment and selection procedures, employers' general selection preferences (for example, for recent experience), employers' search channels (methods of searching for staff when recruiting), discrimination (for example, on the basis of age, gender, race, area of residence, disability, unemployment duration), form and extent of employers' use of informal networks, demanding only appropriate qualifications or credentials.

Source: McQuaid & Lindsay (2005:209).

1.11.3 Graduate employment in South Africa

The subject of graduate unemployment is a major concern to many governments around the world leading to the numerous studies that have been conducted to find ways of ameliorating the phenomenon. South Africa is however not immune to this problem. According to (CHEC, 2010:5) in South Africa the figures of unemployed youth, together with matriculants and advanced training level graduates continue to rise.

Graduate unemployment is a point of much concern in South Africa, a nation with an unemployment rate of roughly 25 percent. According to Stats SA, jobs extended by 100 000 between the first and second quarters of 2013. Despite this, the improvement in unemployment by 122 000 realised an addition of 0.4 percent of a rate point in the unemployment rate from 25, 2 percent to 25, 6 percent between the two quarters. Year-on-year work extended by 274 000, while unemployment rose by 254 000 (Stats SA 2013:10).

Education plays a vital part in the world of work, as graduates will probably be utilised in the formal sector. Stats SA additionally uncovers that, of the 4. 7 million individuals that were unemployed in the second quarter of 2013; one in each two had not completed matric. Having a tertiary qualification, especially a degree, improves one's chances of obtaining a position. The unemployment rate among graduates was 5.2 percent and that of people with other tertiary qualifications (testaments or confirmations) was 12.6 percent. Then again, the rate was 30.3 percent among those without matric (Stats SA, 2013:11).

As indicated by Moleke (2006:42) learners begin their studies with the belief that an academic qualification will increase their chances of obtaining a job. This belief is affected by vital changes in the work-related and industry structure and changes in the supply of advanced education graduates. Moleke (2006) further claims that these elements impact to a substantial degree the work capabilities of graduates. In any case, there are different elements, for example, race, sexual orientation, institution attended and field of study, which likewise impact the employability of graduates.

1.11.4 Potential causes of graduate unemployment

Pauw, Oosthuizen, and Van der Westhuizen (2006:35) consider that graduate unemployment is a component of a few elements, in particular, the following:

➢ **Types of qualification and fields of study -** Despite the fact that there is an impression of an oversupply of graduates, there are clear contrasts in the work prospects of graduates with various sorts of capabilities (degrees or certificates) or alumni from various fields of study;

➢ **Quality of training -** The nature of education in South Africa is a concern at all levels. Poor undergraduate study execution at a tertiary level can frequently be followed back to quality issues in primary and secondary education in SA. Managers are biased against hiring from historically Black institutions. (Pauw *et al.,* 2006) further claim that some employers do not approach historically Black institutions with employment initiatives, because of doubts about the nature of training at these institutions;

➢ **Continued discrimination -** Discrimination between racial varieties in unemployment rates is possibly a consequence of continued discrimination, which favours Whites, specifically, and to a lesser degree, Asians and Coloureds. There are signs that Africans are still hindered in the job market; and

➢ **Lack of soft aptitudes, work experience and work willingness -** Delicate abilities or social capacities, which consolidate general communication capacities, presentation capacities, budgetary administration aptitudes, time administration capacities or innovative intelligent abilities assume a vital part in the capacity of youngsters to adjust to the workplace. Numerous graduates need soft skills when they begin their professions.

In agreement with this, Moleke (2006:24) further expresses that a few fields of study (for example, engineering) bestow on certain occupations particular abilities that are plainly known in the job market, and thus give some signs that these graduates have few capacities to be beneficial at work. In more broad fields, graduates' qualifications demonstrate to managers that they are individuals who have character attributes that are fundamental for accomplishing work objectives.

In this way, graduates that have commerce qualifications can be relied upon to be more qualified in Business than graduates that have Humanities and Arts qualifications. Despite the fact that the latter qualifications suggest certain aptitudes with respect to the graduates, managers might be less sure about their abilities. Therefore, managers recognise capabilities and attributes, assumed or genuine, that they associate with implementation at work. This is the reason why Humanities and Arts graduates have lower employment prospects and tend to take more time to settle into employment (Moleke 2006: 1).

According to the National Film and Video Foundation (NFVF, 2005:12) graduates that have qualifications in Arts, including film, music and sociology, will probably encounter problems finding employment because of the absence of experience, which is one of the variables that has been recognised as a challenge to obtaining employment. Graduates express that an absence of opportunities for work is the problem in terms of experience.

Another contributing variable to a lack of experience is the environment of work inside the business; for instance, certain occupations in the film business do not require broad experience before you can be employed, while other occupations require experience, for example, directing. Subsequently, "the process towards being a key creative can be longer giving up on their career ambitions and taking the easy route that is not as lengthy and does not require extensive experience." (NFVF, 2009:12).

1.12. OVERVIEW OF THE WESTERN CAPE DEVELOPMENT

1.12.1 Graduate education

As demonstrated by the CHEC (2010:4) the Western Cape continues to accomplish the second highest number of individuals with advanced training; 14.1 percent of individuals who have been in the region for more than 20 years have a tertiary capability remarkably compared with only 11.8 percent across South Africa. The region represents 19 percent of the nation's graduates and the highest number of post graduates degrees in South Africa.

1.12.2 Employment

Stats SA (2013:5) indicates that general unemployment and unequal advantage portray the South African work environment, with the youth mostly being affected. While the Western Cape has the most insignificant level of unemployment, it is still disturbingly high at 25.4 percent. By all-inclusive standards, Coloureds form most of the Western Cape labour market at 53 percent, Africans 28 percent, and Whites 19 percent.

The Western Cape Government (2013:22) claims that, in recent years, the Western Cape economy has improved, but the number of occupations has remained steady to some degree. Jobs in low-skilled divisions have contracted, while work in higher capacity areas has developed. Unemployment of those with low training and capacity levels is foreseen to rise.

1.12.3 Graduate employment

A CHEC report found that pathways, especially for first time members into the work business area, are presently depicted as unpredictable. Notwithstanding, as demonstrated by the study, 8 percent of the graduated class from the Western Cape are unemployed after three years. Graduate unemployment is disconnected by race, institution of study, area of schooling and matric grades. Unemployment rates for graduates of the Cape Peninsula University of Technology (CPUT) and the University of the Western Cape (UWC) are higher than for graduates of the University of Cape Town (UCT) and Stellenbosch University (SU). Unemployment rates measured three years after graduation are higher for Africans by 23 percent than Whites, or Coloured graduates by 9 percent (CHEC, 2010: 11).

The Western Cape Government (2013: 24) reported that without jobs, various people rely on social grants, including old age, child support, child care, and blessing-in-help for cash. These awards give wage assistance to more than 14 million people in South Africa, and somewhat more than a million in the Western Cape.

According to the CHEC (2010:11) a longitudinal examination was undertaken of all undergraduates who graduated in 2010 from the four institutions in the Western Cape. Table 1.3 shows the total number of graduates by organization, capability (Pre-degree) [PD], undergraduate capability [UG] and post-graduate [PG]), race and gender.

Table 1.3: Total number of graduates by institution, qualification, race and gender

Institution: qualification type		CPUT		UCT		SU		UWC		TOTAL
		PD and UG	PG	PD and UG	PG	PD and UG	PG	PD and UG	PG	
African	F	1985	29	475	318	107	565	559	276	4314
	M	1355	48	361	307	102	480	334	277	3264
Coloured	F	1541	38	380	190	289	566	804	296	4104
	M	994	24	247	145	172	228	404	227	2441
Indian	F	49	2	106	101	19	39	82	60	458
	M	54	2	120	97	9	27	72	51	432
White	F	588	46	730	766	1399	1187	63	55	4834
	M	663	23	676	739	1266	925	37	43	4372
Other	F	n/a	n/a	97	123	n/a	n/a	21	23	264
	M	n/a	n/a	71	116	n/a	n/a	17	23	227
Total		7229	212	3263	2902	3363	4017	2393	1331	24710

(**Source:** CHEC, 2010:12).

Note: F-Female and M-Male

1.12.4 Developments in graduate unemployment

As indicated by Altbeker and Storme (2013:7) graduate unemployment, in general, was highest in 2001, when around 8 percent of university graduates were unemployed, as were over 18 percent of diplomates. Economic advancement somewhere around 2002 and 2007 lessened these rates of unemployment enormously, while unemployment for individuals who obtained tertiary qualifications has expanded following 2008.

Stats SA (2014:1) highlights that the South African economy has been confronting rising unemployment for a number of years. In 2011 the unemployment rate was 24.2 percent, and in 2013 it increased to 25.2 percent. Conversely, there are still substantial contrasts among unemployment rates for White and Black graduates. This is demonstrated in Figure 1.1 below, which displays that over the period 1995 to 2012, the predictable broad unemployment rate of Black graduates was much higher than that of White graduates, especially in the late 1990s and mid-2000s.

Figure 1.1: Broad unemployment rates for Black and White graduates
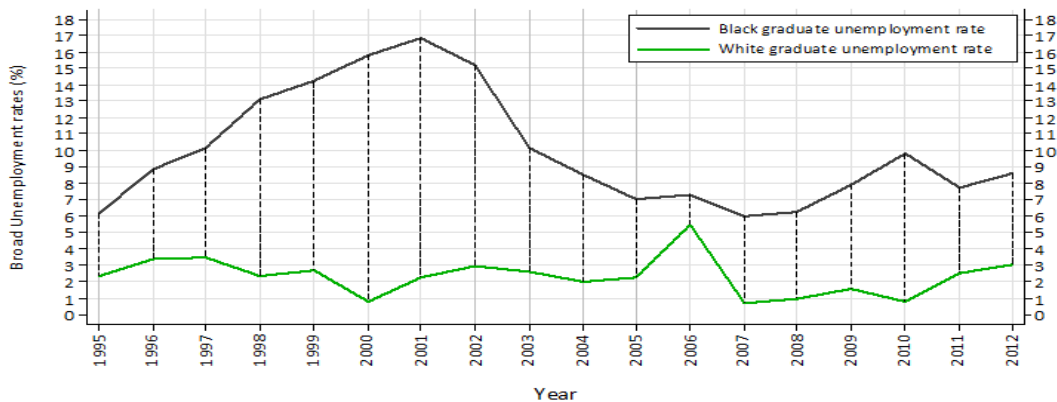
(**Source:** Van der Berg and Van Broekhuizen, 2012:5).

1.12.5 Graduates' employability through social enterprise

The question around the employability of graduates is not new; in truth, it has been the issue of extensively fluctuating scholarly examination for a long time (Atwood, 2010:3). According to Weddle (2010:1) most graduates need basic experience of the work output. Their readiness has not been adequately vital to the necessities of associations. For graduates to contend in the remarkably forceful universe of work, relationships in different activities have changed. Weddle (2010:1) claims that in the past organisations were set up to contract graduates who had modest aptitudes and to prepare them to achieve a job. Today, at any rate, they attempt to use graduates who have every one of

the aptitudes to do a task and the ability to use those capacities effectively in the workplace.

As indicated by Owens and Tibby (2014:3) graduates require the aptitudes, capacities and qualities to permit them to be active in this unstable worldwide financial environment. Consistently, organisations trust graduates to be inventive, flexible, and versatile, and to have an entrepreneurial mind-set. Undertaking training boosts employability by allowing undergraduates to build the qualities, characteristics and aptitudes that will empower them to make successful commitments to the economy and society, at large. Enterprise training is associated with employability and in light of current conditions, must be the focal point of employability frameworks.

Wilson (2012:2) describes enterprise training as the way to prepare graduates with an enhanced ability to convey views and the aptitudes to get them going. This produces graduates who have qualities, capacities and aptitudes that contribute to their employability and engage them to be entrepreneurial in a degree of settings, including work.

Helyer (2010:21) states that experiential learning links learning with movement; learning and performance cannot be isolated; and along these lines to utilise knowledge to its fullest potential, it must be actualised, accomplished and enhanced as a component of collaboration. A report by High Fliers Research (2015:1) recommends that undergraduates who essentially concentrate on their degree without investing energy in the working environment are unrealistic in their expectation that it will contribute to aptitudes that graduate employers require.

In any case, Cooper, Orrell and Bowden (2010:62) claim that it is insufficient for graduates to merely experience the working environment passively; they have to effectively take an interest, whilst keeping in mind the end goal to learn. Learning is the

result of graduates' hard work to comprehend and change what they experience with a specific end goal to make significance of it.

1.12.6 Graduate attributes

It is common to discover different clarifications for the reasons for graduate unemployment in South Africa. Some of these have been ascribed to unemployability, perhaps because of the capability acquired, university attended, as well as even work encountered. A few studies have, however, considered aptitudes and traits that encourage jobs. For example, Harvey and Green (1994:185) propose what managers have shown as the most required graduate aptitude groups in evaluated demand of businesses' inclination. These are shown in the table below.

Table 1.4: Graduate skills

1.	Willingness to learn
2.	Commitment
3.	Dependability/reliability
4.	Self-motivation
5.	Team work
6.	Communication skills – oral
7.	Co-operation
8.	Communication skills – written
9.	Drive/energy
10.	Self-management
11.	Motivation
12.	Problem-solving ability
13.	Analytic ability
14.	Flexibility
15.	Initiative
16.	Logical argument
17.	Adaptability (intellectual)
18.	Numeracy

(**Source:** Harvey & Green, 1994:185).

CIHE (2008:9) recognises seven critical necessities, which incorporate particular subject information, systematic exploration/specialised aptitudes, development, critical thinking abilities, innovation and capacity to support invention, high potential and future leadership potential. Qualities, containing managing change and risk, are characterised by (SHEEC, 2013:8) as an arrangement of desires, which is reliable through various projects of study to create graduates that are suited to the specific careers. This

suitability is no assurance of having the capacity to get to more advanced work than that of an undergrad, which shows better employability abilities during recruitment. Coetzee and Schreuder (2011:10) postulate that it is crucial for graduates to possess certain aptitudes, for example:

➢ **Task management and critical thinking** - Concentrating on accomplishing targets by utilising logical and theoretical thinking, gathering data to support critical thinking and basic leadership;

➢ **Working with others -** Making utilisation of reasonable and discerning contentions to induce others and to build positive relationships; and

➢ **Self-mindfulness -** Assuming liability for own improvement, getting knowledge, managing pressure and feelings.

1.13   THE PROBLEM STATEMENT

"The rising unemployment levels in South Africa have discouraged development in many ways. Worse even, is the high level of graduate unemployability. It is acknowledged that government has intervened through numerous means including its public private partnerships such as the sector education and training authorities (SETA's). It is also notable that social entrepreneurs can add value in terms of socio economic development of any nation. The roles of social entrepreneurs in this regard have been examined by a number of researchers in South Africa and beyond. Nevertheless, their particular roles with reference to graduate employability in South Africa have yet to be investigated".

1.14   RESEARCH QUESTION

Bryman (2012:9) asserts that an exploration question is a question that provides a clear statement of what it is that the researcher needs to know.

The main research question that this study sought answers to was:

➢ What can social entrepreneurs contribute to graduate employability?

1.15   RESEARCH SUB-QUESTIONS

The sub-questions are listed below:

➢ What value can social entrepreneurs add towards graduate employability?
➢ What are the interpretations of social entrepreneurs with reference to graduates' employability skills?
➢ What perceptions do social entrepreneurs have concerning the aptitudes, understanding and attributes, which can help graduates to become employable?

1.16   RESEARCH OBJECTIVE

The research study's objectives are listed below:

➢ To determine the contribution of social entrepreneurship towards graduate employability.
➢ To categorize the significant graduate skills identified by social entrepreneurs.
➢ To investigate the perceptions of social entrepreneurs relating to the abilities, understanding and characteristics, which can assist graduates to be employable.

1.17   SIGNIFICANCE OF THE STUDY

The study has added to the existing literature on social entrepreneurship and graduate employability. The study could be utilised to advance current platforms or to develop inventive strategies, giving graduates superior opportunity to be successful in the workplace. It is additionally trusted that this study will empower social business people to explicitly assess the conditions and those capacities that are crucial for graduates to be employable in the job market. This will help to understand how South African social

business visionaries can add to social advancements. Business enterprise does not only benefit entrepreneurs, but also their families, society and government (Fatoki & Chindoga, 2011:162). The study has generated knowledge and more information for future researchers and academics to use. The findings could help present and future social business visionaries to plan better inventive systems which can enhance graduate employability.

1.18 RESEARCH DESIGN AND METHODOLOGY

Flick (2011:252) defines research methodology as a logical and methodical strategy for gathering and examining data as means to achieve a sound solution.

This study examined the particular roles of social entrepreneurs regarding graduate employability. A quantitative methodology was utilised by means of structured questionnaires. Questionnaires present the advantage of sampling or obtaining information from a large population (Phellas, Bloch & Seale, 2012:184); in this manner, structured surveys can possibly obtain suitable data from respondents inside a brief timeframe, providing opportunity for an assortment of reactions (Flick, 2011:252).

Beyond these advantages, the researcher considered the quantitative methodology as being important for an investigation of this nature especially in light of the fact that quantitative procedures investigate individuals' emotions and methodologies, giving the analyst a comprehension of how the respondents convey different assessments. The quantitative approach additionally takes into account greater autonomy and exactness of results (Gratton & Jones, 2010:32).

As indicated by Fox and Bayat (2007:89) a survey is a list of questions which is ordered by the researcher on a particular examination, both written and oral, to obtain appropriate information or answers from respondents. Flick (2011:252) highlights that, through this strategy, participants are commonly given limited choices to answer

questions that are posed. Beyond these advantages, the researcher considered the quantitative methodology as being noteworthy for an investigation of this nature, since it is a methodology which investigates and understands participants' points of view, investigates the significance that they provide to phenomena, and discerns a procedure inside and out (Green, 2007:7).

1.18.1 Research design

According to Symington (2012:76) research design is the arrangement for the proposed research. Creswell (2009:3) portrays research design as strategies and procedures for an examination that spans the decisions from general suspicions to detailed techniques for information gathering and investigation. Denzin and Lincoln (2011:16) contend that there are types of enquiry inside qualitative, quantitative and mixed techniques that give particular course to methods in an examination outline.

This study used a quantitative examination methodology by making use of structured surveys. Creswell (2009:4) portrays quantitative investigation as a strategy, which tests objective theories by considering the relationship among factors. These factors can consequently be measured regularly on instruments, so that numbered information can be dissected by utilising statistical methodology.

Geographically, Cape Town was the site where this study was conducted. Cape Town was chosen in light of the fact that it has successful support systems such as organizations, for example, the Small Enterprise Development Agency (SEDA), and different foundations, for example, the National Youth Development Agency (NYDA). Each one of these establishments gives different support to entrepreneurs and organisations as means to empower them to develop and add to livelihood and income tax.

1.18.2 Data collection and analysis

1.18.2.1 Population

Collis and Hussey (2009:209) characterise a populace as a full arrangement of elements that may comprise people, associations, groups and occasions from which a sample can be attracted to rearrange results for the entire populace.

The exploration populace of this study was restricted to Cape Town's social business visionaries who are registered on the Western Cape Charity SA's information base; hence, the population in this study comprised 187 enlisted social entrepreneurs under the Western Cape Charity SA.

1.18.2.2 Sampling size

Flick (2011:253) defines a sample as a subset of people who are selected from a major populace. The advantage of utilising a sample is that it is more financially savvy, takes less time and is solid, as decisions about the populace limits are conceivable just when the sample information is gathered from the chosen sample.

The sample size consisted of the one hundred and eighty seven (187) social entrepreneurs who are listed on the database of Western Cape Charity SA in Cape Town. Collis and Hussey (2009:211) highlight that the more noteworthy the sample, the more the number of the population in the exploration is spoken to. The breakdown of the population is illustrated in Table 1.5 below:

Table 1.5: A breakdown of the population and their categories

Types of respondents	Categories	Sample size
Social entrepreneurs	Community development	36
	HIV/AIDS related organizations	13
	Animals	10
	Women and Children	28
	Healthcare	19
	Shelters and housing	14
	Youth development	25
	Arts	12
	Disability	10
	Training and development	20
Total		**187**

(Source: Charity SA, 2015).

Simple random sampling was utilised. According to Horton (2015:1) simple random sampling measures a subset of individuals over a greater populace to appraise a response from the entire gathering. Simple random sampling is a fair-minded way to deal with reactions from an extensive group. Since individuals who comprise the subset are picked randomly, every individual in the broad populace set has a similar probability of being picked. This makes, when in doubt, a balanced subset that passes on the best potential to address the greater populace, in general.

Black (1999:118) claims that using random sampling is illustrative of the off chance that all subjects take an interest; random sampling is considered by Hair, Bush and Ortinau (2003:345) as an examining system that guarantees that all example units in the particular populace will have the same, equivalent, known shot of being chosen. Fox and Bayat (2007: 55) agree with (Hair *et al.,* 2003) that random sampling is drawn from the populace, in a manner that every component of the populace will have the same chance of being chosen. Tashakkori and Teddlie (2003:278) recommend that it can be accomplished by basic procedures such as drawing names from a hat.

The contribution of respondents was voluntary in this study, and this was clearly specified in the questionnaire. The respondents were guaranteed that their identity and involvement would be treated with morality, confidentiality and privacy, while other research principled codes of good conduct were also applied.

1.19   DATA COLLECTION TECHNIQUES, TOOLS AND ANALYSIS

The study used the quantitative research method. According to Creswell (2012:19) quantitative research relies on statistical analysis of the data, which is typically in numeric form. Questionnaires were distributed by the researcher to respondents. Jupp (2006:253) describes a questionnaire as a set of carefully planned questions that is given in the same form to a group of people to gather information about particular topic(s) in which the researcher is concerned. Flick (2011:252) claims, however, that with this type of instrument participants are mostly given limited options to answer questions that are posed.

1.20   ETHICAL ISSUES OF THIS RESEARCH

According to Crommelin and Pline (2007:42) ethics is described as a set of good values. It differentiates between what is right and wrong, regulates honest obligation and responsibilities, and creates principles concerning the behaviour of an individual and a professional group. The researcher informed all respondents who participated in this study about safeguarding their privacy, thus the right to confidentiality, rights with regard to respect for human dignity, and the right to information. The researcher also informed the respondents that they have the right to stop participating in this research at any point in time.

The following were considered:
➢ Consent forms, which stated the general reason and any dangers or advantages of taking an interest;
➢ Potential dangers that could be included in any questioning (emotional pain and respect);
➢ Confidentiality of participants (privacy); and
➢ Feedback of results to participants.

1.21   DELIMITATION OF THE RESEARCH

According to Simon (2011:2) delimitations are those qualities that limit the scope and characterise the boundaries of the study. Delimiting elements incorporate the selection of targets, the examination questions, and factors of interest, hypothetical points of view embraced, and the populace that is researched.

➢ The sample population that was selected for this study was limited to social entrepreneurs who are registered on the Western Cape Charity SA database in Cape Town; for this reason the findings of the study cannot be extended to other geographical arears in South Africa, because the influence of social entrepreneurs and graduate employability development there may possibly differ from that of Cape Town. Hence, a future direction proposed by this study is to take account of investigating the roles of social entrepreneurship towards graduate employability in the rest of South Africa.

➢ The study focused on social entrepreneurs; therefore, commercial entrepreneurs were not part of this research.

➢ Every study is delimited in terms of geographical coverage. The study was conducted in Cape Town, South Africa.

1.22   STRUCTURE OF THE RESEARCH

This research was structured in the following manner:

➢ **Chapter One -** This chapter contained an introduction, background of the research, problem statement, research questions, research objectives, limitations of the study, significance of the study and a brief research methodology;

➢ **Chapter Two -** This chapter reviewed the background of the research environment, the concept of social entrepreneurship, its role, importance, characteristics, motivation and graduate employability;

➢ **Chapter Three -** This chapter presented the foundation of the exploration environment of graduate employability;

➢ **Chapter Four -** This chapter outlined the research methodology that the study utilised to gather and analyse data from respondents for the research;

➢ **Chapter Five -** This chapter discussed findings from the research study; and

➢ **Chapter Six -** The chapter concluded and presented recommendations from the study, which were based on the research findings.

1.23 SUMMARY

Considering evidence from literature that there are roles to be played by social entrepreneurs, this study has some benefits. The benefits can only surface if further, deeper studies are undertaken, which is the reason why an experimental examination was led to translate 'how' social business people can help to enhance graduate employability and consequently, diminish unemployment and essentially add to financial advancement within South Africa.

This chapter defined the key components of the study, namely an introduction and background of the problem, statement of the research problem, research questions, research objectives, limitation, research methodology, and the structure of the thesis. The next chapter deals with a review of the literature, relevant to the study.

CHAPTER 2

LITERATURE REVIEW: SOCIAL ENTREPRENEURSHIP

2.1   INTRODUCTION

Collis and Hussey (2009:91) clarify that a literature review is a method by which to study a specific subject, based on current knowledge that contains findings and theory, as well as more methodological contributions. It includes secondary data sources that are relevant to a particular research study. The work of Remenyi, Williams, Money and Swartz (2009:65) indicate that a literature review could be written off as new or old information. The role of a literature review is to contribute significant data to a certain subject that connects to the areas of concern under investigation.

In recent years, the term social entrepreneurship obtained major significance in academic studies because of its role in empowering communities and addressing social problems. It presents a creative formula by allocating services that are developed to resolve social problems (Nasruddin & Fahada Misaridin, 2014:149). The main aim of this section is to give a reasonable presentation of the key ideas and hypotheses, which were applicable to the theme of study.

The aim of the study was to investigate social business enterprise and to distinguish its commitment in terms of the economy. Incorporated in this section is a portion of the ideas that characterise social enterprise, its difficulties, achievement components, and the business enterprise movement inside the economy.

The chapter seeks to examine the theories of business enterprise and its significance. Most of these theories underline the origin of the term *entrepreneur* and entrepreneurship in South Africa. Hence, the background of this research was formed on numerous sources of material, including published and unpublished papers, books, journals, electronic articles, magazines and government publications.

2.2   REVIEW OF THE CAPE TOWN ECONOMY

Cape Town stands out amongst most urban areas in the world, and is known for Table Mountain and the fundamental engaging qualities of the Cape Peninsula and Winelands. According to the Integrated Development Plan report (2012:1) Cape Town is South Africa's second wealthiest city as far as Gross Domestic Product (GDP) per capita is concerned, after Johannesburg. As the territory is a monetary focus, it accomplishes 10.58 percent of South Africa's GDP, and is subject to 71.10 percent of the Western Cape's financial movement - most of the city's monetary action is driven by small, medium and micro enterprises (SMMES's).

The Western Cape Provincial Treasury report (2014:45) states that Cape Town is a mid-sized city, frequently described as South Africa's second wealthiest city after Johannesburg, and similar in terms of size and the scale and grouping of financial action. The city highlights an anticipated GDP of 38 billion US dollars and a GDP per capita of 16 000 US dollars, which implies that it is a middle income city contrasted with worldwide criteria. It represents around 11 percent of the financial action of the nation and a full 75 percent of all monetary action in the Western Cape.

Furthermore, Wesgro (2011:14) mentions that the framework of the city's economy has qualities that distinguish it from of the rest of the nation. Despite the fact that mining, as well as extracting remain essential divisions in different parts of the nation, Cape Town has emerged for the most part, from an administration driven economy. Fund, protection, land and business benefits now account for 37 percent of financial movement in the city, identified with 31 percent in the area and 20 percent broadly, followed by discount and retail exchange of 15 percent, and 11 percent for transport, storage and communication.

As indicated by the Western Cape Treasury's Provincial Economic Review report (2011:37) funding and business benefit segments in the city and the region are foreseen

to experience an advance throughout the following four years in the ranges of transport, storage and communication, retail and discount exchange, providing food and convenience, as well as development.

2.3 THE TERM "ENTREPRENEUR"

The term "entrepreneur" is a French coinage which has been in use since 1700 (Herrington, Kew & Kew, 2009:11). Reference to Dees (2001:1) reveals that being an entrepreneur means starting a new business; it refers to someone who encourages economic growth by discovering improved methods of doing things (including the fact that an entrepreneur also carries all the risks that accompany a new business venture).

Hamilton and Harper (1994:3) opine that the term has gained popularity by characterising entrepreneurs as experts who take risks; as non-fixed income recipients who pay known costs of production, but earn undefined incomes. Research by Burns (2007:307) proposes that to be a fruitful business person requires vitality and energy in the creation and execution of new thoughts, and, in addition, finding imaginative answers for issues. Business visionaries should have the crucial aptitudes, assets and vision to perceive an open door.

In a study which examined the qualities of business visionaries, Farrington, Venter, Neethling and Louw (2010:13) point to the fact that the characteristics of a business visionary can be progressed through training, accordingly advancing targets that create business people. The work of Rae (2007:22) demonstrates that classroom instruction alone might not be sufficient to convert an individual into a fruitful business visionary in a genuine business environment.

In light of the evaluation of collected works, the depiction of a business person is one that recognises, makes and follows up on circumstances or one that enhances and can be followed, to distinguish an example of conduct in business visionaries. A portion of

the practices that are recognised incorporate a solid critical thinking capacity, a powerful urge for accomplishment, adaptability, imagination and freedom (Rae 2007:27). As Kaplan and Warren (2010:11) point out, another example of conduct involves high resilience of hazard, initiative, capacity to manage uncertainty, capacity to execute, and information on how to fabricate and keep up the right connections.

According to Henning (2003:2) one finds that South Africa's high rate of unemployment is a great motivator to create work. Parker (2004:36) asserts that initiative plays a role in job creation, solidity, competitiveness, expanding abilities and guaranteeing financial development; business visionaries are modernisers who pass on new open doors that speed up monetary advancement.

Casson (2010:7) said that "an entrepreneur is an individual with great aspiration for success". Entrepreneurial exercises in South Africa keep on being tested in numerous regions, including the absence of support from monetary foundations (Fatoki & Van Aardt, 2011:1414).

2.4 ENTREPRENEURSHIP

Before defining a model for social entrepreneurship, it is important to first define the meaning of entrepreneurship, leading up to the environment of its social element. There are numerous views on the concept and models of entrepreneurship. The majority of researchers equate entrepreneurship to innovation and the development of new products, methods, services, or business models. Mellor, Coulton, Chick, Bifulco, Mellor and Fisher (2009:4) express a similar view that entrepreneurship is a contribution to a new objective or an original technique of doing things for the benefit of people, whilst creating revenue. Shane (2004:4) claims that entrepreneurship is the idea of identifying challenges and changing them into opportunities by providing solutions. According to Abu-Saifan (2012:23) entrepreneurship is a unique set of actions carried out by individuals who have a unique approach in order to maximise profit. However,

Stevenson and Jarillo (1990:23) contend that entrepreneurship is a practice by which a person chases opportunities.

The word entrepreneurship means different things to different people. Nieman and Nieuwenhuizen (2009:9) argue that enterprise is the development and enlargement of new business. In other words, it is the strategy for realising changes in the financial framework through the advancement of people who react to circumstances in the market. It is the strategy to achieve changes in the financial framework through the advancement of people who react to opportunities in the market.

As Timmons and Spinelli (2009:101) point out, "entrepreneurship is the way of intellectual reasoning and acting that is opportunity-obsessed, holistic in its approach and leadership-balanced for the purpose of value creation and capture." Global Entrepreneurship Monitor (GEM, 2011:80) accurately contends that business enterprise is any endeavour by people to begin another business, including any project for independent work.

As demonstrated by Glaeser and Kerr (2009:1) surges of exact proof further propose that business enterprise provides crucial improvements to local job development, which is further fuelled by various elements, including local development patterns and assorted arrangement systems. Notwithstanding its presence for quite a long time as a monetary upgrade preparation, business enterprise is viewed as something that allows for creativity (Melicher, 2009:7).

Entrepreneurship is critically considered by specialists around the globe as being a commitment to livelihood development and proficiency (Ulijn & Brown, 2004:6). As indicated by Herrington and Turton (2012:11) a business person moves monetary capital out of a range of low creation into a zone of higher effectiveness and more noteworthy return. There are an expected 400 million business visionaries in over 54

nations around the world who start new companies (GEM, 2011:8). Bosma and Levie (2010:11) describe the idea of business enterprise as:

➢ The general effect of enterprise on a formative venture is probably going to hint at dissimilarities in every stage regarding time span and real size;

➢ Entrepreneurship serves as a fundamental instrument in each period of financial improvement; and

➢ Policy creators have focused on the essential prerequisites of proficiency improvement advancement hardware, yet enterprise serves as the essential device of advancement.

Table 2.1 summarises detailed parts of the meanings of entrepreneurship, as identified by various first philosophers of entrepreneurship, as well as some of the most important descriptions of entrepreneurship.

Table 2.1: Certain descriptions by authors of entrepreneurship found in the literature.

Researchers	Explanation
Schumpeter(1934)	Enterprise is viewed as new arrangements of different things that are in presence yet should be done another way, for example, presentation of new gadgets; new generation forms make new markets and set up new pursuits.
Kirzner (1973)	Enterprise is the capacity to spot new business openings through acknowledgment and to seize openings, subsequently have a tendency to fix promoting variables for market balance.
Stevenson, Roberts & Grousbeck (1985)	Enterprise is in compatibility of business openings with less assets and capacities.
Low & MacMillan (1988)	Business enterprise includes the formation of new ventures.
Venkataraman (1997)	Inquire about in business enterprise test into comprehension chances to bring future merchandise and ventures into the market; to endeavour or make such open doors.
Morris (1998)	Business enterprise includes forms by people and groups to make potential values through particular bundles and asset contributions for abusing openings inside the earth. Results might be through wander creation, items, benefit markets and advances.
Sharma & Chrisman (1999)	Business enterprise includes authoritative creation, development or re-establishments that happen inside or outside of an on-going concern.
Busenitz (2003)	The investigation of enterprise is centered around different develops, for example, opportunity, people and groups and also the method of sorting out inside the setting of a more extensive business environment including openings and dangers to business visionaries (SMMEs?).
Yamada (2004)	Enterprise ought to concentrate on multi-dimensional builds, for example, the meaning of the hierarchical space, consider gaps that exist between various gatherings for agreement; through learning creation by method for informal organizations and information groups; business visionary acquires social money to set up the business area.
Sharma & Thandi (2004)	Business people are people or gatherings of people acting freely or as a major aspect of a corporate framework that makes new associations or impel restoration or advancement inside a current association.

(Source: Herrington *et al.,* 2009:12).

2.5 THE CAPABILITY OF ENTREPRENEURS TO CREATE EMPLOYMENT AND FACILITATE ECONOMIC DEVELOPMENT

Entrepreneurs are inventors of original businesses; they are mainly innovative entrepreneurs that remain committed to effective economic growth and will possibly create new employment. Kritikos (2014:1) claims that entrepreneurs have the following impact on economic development:

➤ Entrepreneurs enhance economic progress by presenting original knowledge, goods, and services;

➤ Better competition from business people urge current organisations to be more aggressive;

➤ Entrepreneurs offer new openings for work in the short and long term;

➤ Entrepreneurial development expands the productivity of associations and economies; and

➤ Entrepreneurs accelerate operational change by substituting customary, crippled organisations.

Audretsch (2002:13) shows that entrepreneurs regularly propose fresh ideas, improve goods and services, or process innovations and form new markets. Major entrepreneurial innovations include those from entrepreneurs such as Larry Page and Sergey Brin (Google), Bill Gates (Microsoft) and Steve Jobs (Apple). To begin, Valliere and Peterson (2009:460) highlight that critical innovations often give rise to economic development; entrepreneurs that bring innovations to the business present important value-generating input to its economic growth. It is quite clear that entrepreneurs increase competition in the economy through the launch of new companies.

In addition, entrepreneurs bring about progressive employment development by means of inspiring employment progress through creating new jobs when they enter the business market (Fritsch, 2008:251). Nevertheless, Carree and Thurik (2008:101) point

out that competition amongst new and existing businesses leads to survival of the fittest.

Jafta (2013:2) perceives that social entrepreneurial ventures have empowering prospects and that their significance is expected to grow; however, much work should be done to implement suggestion. According to Jafta (2013:2) a significant amount of investment into programmes with strong, assessable intentions should take place in order to produce enough information to be able to measure and evaluate results for the growth of social entrepreneurial projects.

2.6   ENTREPRENEURSHIP IN SOUTH AFRICA

South Africa confronts various monetary, political and social difficulties; of which unemployment is the most glaring (Stats SA, 2014:2). Herrington *et al*., (2009:12) demonstrate that youth unemployment is high and may force enterprises to help with enhancements. Trevor Manuel, previous Minister of Trade and Industry, clearly perceived these issues as priorities at the beginning of 1995, stating that unemployment is one of the critical issues confronting the new government; he claimed that small, medium enterprises is an essential variable to counter the difficulties of occupation creation, financial development and equity in South Africa.

As Nieman and Niewenhuizen (2009:13) suggest, a South Africa with better enterprise prospects, which also creates business exercises, can create jobs and hence advance lifestyles, in general. This will take numerous individuals off the streets, diminish criminal activities and test a large portion of social issues which should have a positive impact on the nation, at large.

GEM (2013:1) outlines that an imperative pattern is the low number of legitimate independent companies within the nation. The start-up rate in sub-Saharan Africa is high at 13 percent, yet South Africa comes in well beneath at 2.9 percent. Of incredible

concern, is the number of set ups of independent companies that are shutting down.The GEM says that the rate of discontinuance is rising, which implies that more settled organizations in South Africa are closing than opening. The main three reasons referred to for closing shop were: that the business was no longer gainful; the business visionary had issues getting accounts paid; and, in addition, individual personal reasons were provided.

Likewise, Gree and Thurnik (2003:345) assert that business enterprise has been seen as one of the devices that drives a country's economy. Notwithstanding the current hypothesis, Herrington, Maas and Bisset (2007:22) argue that enterprise is a noteworthy segment of the answer for issues that hinder South Africa's improvement. It is crucial for the development of the South African economy and its future socio-political security. Without the creation of new business, South Africa faces money-related stagnation.

The need to address the social and monetary ills has never been more predominant than it is at present. The aggregate unemployment rate in South Africa remains at more than 25 percent, and around 40 percent for employable youth under 34 years of age. Debatably, this is the main driver of issues, for example, the high crime rate and the nation's HIV/AIDS pandemic. The spate of administration conveyance dissents and work-related challenges could likewise be an indication of the degree of the social and grassroots financial difficulties that confront the country (Stats SA, 2013:14).

As indicated by Herrington *et al.,* (2009:59-60) in 2008, South Africa was placed 23rd out of 43 countries, with a Total Early-Stage Entrepreneurial Activity (TEA) below the ordinary rate of 10.6 percent of all countries. The TEA is a vital measure of business undertaking, which GEM uses. South Africa's TEA rate of 7.8 percent is basically lower than the typical for all efficiency-driven economies of developed countries, which have 11.4 percent and, moreover, the typical for all middle to low developed nations, where South Africa has 13.2 percent. A nation of South Africa's period of money-related

change would be required to have a TEA rate in the demand of 13 percent, while South Africa's TEA rate is 7.8 percent.

Going by the South African government's acknowledgment of the significance of business enterprise fuelled, by small and medium enterprises as the answer for the high unemployment, under-job and post-politically-sanctioned racial segregation monetary change as far back as 1994, one would consider the present level to be as disturbing as to draw impressive consideration (GEM, 2013:5).

Kelley, Bosma and Amorós (2011:12) perceive that development-driven economies appear to have more noteworthy potential for inventive entrepreneurial action, prompting the presentation of new mixes of items and markets. Regarding monetary improvement and occupation challenges, Fatoki and Chindoga (2011:87) recognize that unemployment in South Africa has altogether expanded as a consequence of financial subsidence.

Turker and Selcuk (2009:144) and, additionally, Fatoki and Chindoga (2011:87) are of the view that entrepreneurial exercises are an incubator for advancement and that they truly provide necessary work openings while expanding business opportunities. In any case, these opportunities cannot be accessed without entrepreneurial training and key consideration (Lazenby, 2014:22).

The Development Policy Research Unit (2006:15) states that inside the setting of rising unemployment rates in an aptitude obliged economy, the extending graduate unemployment is particularly stressing. While in supreme numbers graduate unemployment is not nearly substantial, it remains a vital zone of study. Despite the low numbers with respect to the quantity of the unemployed it has been the quickest developing instruction associated with the unemployed since 1995. Moreover, it is particular that independent company development is fundamental for monetary development and employment creation (Louw, Van Eeden, Bosch & Venter, 2003:6)

which should ease neediness; in making riches, private companies in South Africa contribute around 57 percent to the nation's GDP.

On a basic level, business enterprise has been extensively inspected in the past and still receives critical consideration from scholars around the globe. One reason why business is so essential is because it popularises open information and adds to work developments and skills (Ulijn & Brown, 2004:6). Business enterprise is a key consideration for the improvement of any nation, particularly a creating nation such as South Africa (Haasje, 2006:47).

According to Jonker, Saayman and De Klerk (2009: 382) for an emerging economy like South Africa, business undertakings and social development basically depend on improvements and financial consolidation. The South African government has agreed that it will have an essential impact on future advancements and achievements for the country. Since 1994 the administration has focused on creating businesses and subsequently jobs through its systems and has placed countless monetary support and arrangements into the advancement of SMMEs (Ahwireng-Obeng, 2005:15). Interestingly, an assessment of the curricula in schools and universities does seem to suggest that entrepreneurship education is gaining ground. While the gap between hypothesis and practical advancement remains wide, various activities have been established to invigorate entrepreneurial improvement, for example, the foundation of further preparation and instruction establishments as well as specialized schools. Therefore, South Africa presently has a developing entrepreneurial division. The segments are situated around the nation's modern centre points, namely, Cape Town, Johannesburg and Durban (Jonker *et al.*, 2009:382)

Muhanna (2007:52) claims that one of the significant answers for driving business enterprise in South Africa lies in the accessibility of good examples and advancements of interpersonal organizations. There exists a propensity for individuals who have business visionaries as loved ones to wind up those who are affected by affiliation. He

further states that this emphasizes the impact of qualities, social standards and convictions, which are adjusted to the level of business in South Africa. It is trusted that the legislature perceives the significance of business.

There are cases that it is advancing the idea through approaches and making financing accessible in plenitude, by going about as investors through government-subsidized offices, for instance, Small Enterprise Development Agency (SEDA) and the Industrial Development Corporation (IDC) (Nieman & Nieuwenhuizen, 2009:14). Yet, Herrington *et al.,* (2009:61) claim that there is a requirement for solid accentuation to outline the instructive framework to fuse enterprise preparation. Likewise, affecting the social and cultural standards and re-surveying administrative frameworks could incite business in South Africa.

Despite the challenges, business initiatives remain the genuine response for money-related issues, which challenge the country (Fury, 2010:7). As indicated by Herrington *et al.*, (2009:61) a South Africa with an expansion in all enterprises and developing business exercises would divulge more occupations and enhance the nature of general life; it might mitigate neediness, diminish criminal activities and handle huge numbers of the social issues.

Nieman and Niewuenhuizen (2009:17) argue that this will incite a cycle of activities that will deliver and, in addition, increase TEA by giving more open entries into in the business focus. It is along these lines fundamental lines that the organisation, associations and the private areas invent to support enterprise in South Africa to show their commitment to the country's overall market.

Moreover, GEM (2011:9) highlights that the endeavours that were established by the government and its associates regarding business ventures will divulge more results when the focus is moved from mere trade of wealth, in light of political or ethnic affiliation. The objective of the codes, such as BEE or BBBEE could yield more results

when attempts are focused on entrepreneurial activities, the smothering of natural issues and the administrative boundaries that make beginning or developing organizations troublesome for any gathering in the nation.

Hence, low entrepreneurial exercises are not really brought about by an absence of business visionaries, but rather by exercises that business people engage with, as indicated by Levie and Autio (2011:1395).

2.7   SOCIO-ECONOMIC FACTORS THAT INFLUENCE ENTREPRENEURSHIP

According to Khan (2011:89) business advancement has an intense effect on monetary improvements of a nation. Achievements of the business person relies on ecological variables, for example, social, financial, legitimate, political and mechanical elements, which impact their exercises, hence prompting effective enterprise. The financial elements are the significant key variables which affect the conduct and operation of the business.

A study which was conducted by Giacomin, Janssen, Guyot and Lohest (2011:12) has found that the financial qualities of the potential business person have an impact on the open door or need elements, which the entrepreneurial procedure tolerates.

Aswathappa (2009:7) found that the effect rehearsed by components, for instance, peoples' personalities and wealth, a portion of family, marriage, religion and training aspects, moral issues and social responsiveness of business and the social environment, are applicable to a specialty unit as far as the assortment of products that the association delivers, the sort of representatives the firm receives, and its commitment to society, all rely upon the social milieu in which it works.

As far back as 1971, Louis has suggests that the more educated a society becomes, the more independent and unrestricted it also becomes. However, Zvirbule and Vilka

(2012:44) state that the social indicators may support monetary advancement accomplishment and the significance of financial elements, for example, demographic examples, populace size and development rate, age composition, future, family measures, spatial scattering, word related status, job design, moral issues and social responsiveness of business, propensities for the general population, their dialect, convictions and qualities, traditions and conventions, taste and inclinations and education.

Zvirbule and Vila (2012) further state that in spite of the emphasis on entrepreneurship as more of a behavioural pattern than a role, there is by all accounts a prominent contrast in the quantity of business visionaries and the level of business among various classes of individuals. The GEM report for 2012 by Xavier, Kelley, Kew, Herrington and Vorderwülbecke (2012:23) demonstrates a disparity in entrepreneurial levels between various age groups, gender and geographic areas. The report demonstrates that there are more business people among those between the ages of 25 and 34 years, and that more than half of business people universally are between the ages of 25 and 44 years old; the 25 to 34 year seniority group is relied upon to display behavioural examples that have a higher hazard resilience than the more established group. The report likewise found that men have more entrepreneurial propensities than women, all inclusive.

Beyond the influence of environmental factors such as entry barriers and the regulatory burden from the government, this influences the advancement of business among countries (Levie and Autio, 2011:1399); the effect of culture and societal impacts on enterprise is critical. Every region, nation and even gatherings inside nations are described by certain social convictions, social standards and qualities.

Some of these components can energize or demoralize financial and entrepreneurial exercises among the residents in such places (Anokhin & Wincent, 2012:43). The GEM report (2012:14) recognised the fear of disappointment and the societal thought of business enterprise as a decent vocation decision; a portion of the social and societal

standards impact enterprise comprehensively in shifting degrees. Different variables that were distinguished by the report incorporate the relationship of enterprise with high status and the natives' capacity to spot openings, and also trust in the capacity to maintain a fruitful business (Xavier *et al.*, 2012:29).

2.8 SOCIAL ENTREPRENEURSHIP PHILOSOPHY

According to Abu-Saifan (2012:26) the term "social entrepreneurship" is gaining considerable ground and attracts an increasing volume of initiatives. It is often presented in the media, utilized by public officers and usually debated at length by researchers in discussion forums; these are the main reasons for the assistance that social entrepreneurs obtain from complex systems of organisations that support their work and acknowledge their contributions to the community.

In addition, Dees (2001:1) recommends that social business visionaries are required to develop new techniques for new eras. Likewise, the possibility of social business enterprise consolidates the enthusiasm of a social objective with a dream of efficient discipline, development and determination.

Together with Porter, Sachs and McArthur (2001:17) Dees (1998:6) suggests that social entrepreneurship is an environment in which entrepreneurs direct their special interest with the ideal aim of creating social significance. For this reason, they have no intention of amassing personal wealth. Table 2.2 demonstrates different attributes of social entrepreneurs.

Table 2.2: Different explanations and attributes of social entrepreneurship.

Author	Description	attributes
Leadbeater (1997)	Social entrepreneurs are entrepreneurial, innovative and change agents who are leaders, story tellers, opportunists, people managers and alliance builders. They identify a social problem and form and manage a business to make social change.	➢Manager ➢Leader
Bornstein (1998:34)	A social entrepreneur is an innovative thinker with an influential original idea who puts together unrealistic and reality analytical creativity, has a strong ethical basis and totally influenced by his or her vision for transformation.	➢Mission leader ➢Determined
Dees (1998:4)	Social entrepreneurs play the role of change agents in the social sector by : Implementing a mission to create and sustain social value. ➢ Identifying and pursuing new opportunities to serve the mission. ➢ Engaging in a process of continuous innovation, adaptation and learning. ➢ Acting confidently without being limited by available resources. ➢ Displaying a keen sense of responsibility to the communities served towards the created outcomes.	➢Change agent ➢Highly responsible ➢Committed ➢Socially alert
Thompson, Alvy & Less (2000:328)	Social entrepreneurs are individuals who recognise wherever there is an opportunity to fulfil unmet needs that the public welfare system cannot meet, and who gather together the necessary assets such as people, volunteers, money and premises and use these to make a change.	➢Emotionally charged ➢Social value creator
Zahra, Rawhouser, Bhawe, Hayton & Neubaum (2008:18)	Social entrepreneurship covers the activities and methods undertaken to learn, define and exploit opportunities in order to enhance social wealth by creating new projects or managing existing organizations in an innovative manner	➢Innovator ➢Initiative thinker ➢Opportunity alert
Brimckerhoff (2009)	A social entrepreneur is someone who takes reasonable risk on behalf of the people their organization serves	➢Opinion leader

(Source: Abu-Saifan, 2012:24).

After all (as demonstrated in Table 1) one finds that the critical aim of a social entrepreneur is to achieve social change and improve the well-being of society. To Dees (2001:1) "social entrepreneurship can include a social purpose business venture that is for profit community development banks, and hybrid organizations mixing not-for-profit and for-profit elements such as homeless shelters that start businesses to train and employ their residents."

Social entrepreneurship has a long and growing history. Loewenberg (2001:34) argues that social entrepreneurship has always been there, and yet has evaded such identification. In addition, Littlewood and Holt (2015:2) highlight that, presently, social enterprise is a global reaction to change what has happened and keeps on happening on a worldwide scale, for example, the collapse of authoritarian and communist regimes that brought about freedom for those who were affected. For example, mass country-to-urban relocation has resulted in people occupying territory that is rough and problematic; or, individuals who have been unwillingly changed and struggle with poverty (Bornstein & Davis, 2010:11).

Jafta (2013:1) claims that South Africa stands out amongst the most unequal societies in the world and experiences an absence of social capital; it requires activities to build social capital and union. Such an activity is the Cape Town Carnival, which has turned into a vehicle for social expression and, in the meantime, is utilized to seek formative objectives. By creating a space for the Cape Town people to meet their social needs, the Carnival fortifies institutional and familial capacities, assembles a comprehensive and arrangement-driven environment, and creates social union; the Cape Town Carnival can separate a portion of the social obstructions and progressive systems that exist (Jafta, 2013:1). It can attract loads of individuals required for the programme, and accordingly create jobs in the society.

Brinckerhoff (2000:12) outlines the idea of social enterprise regarding a pre-characterised operation: a non-benefit endeavour responsibility for assets. In any case,

Munoz (2009:3) proposes that through entrepreneurial strategies that are altered in advancements, social business enterprise is characterized as a dynamic procedure, embraced by people who are hands-on, and hazard-taking and mission-situated pioneers who rehash a socially-determined plan to another area in order to mastermind societal and strategy change.

According to Austin, Stevenson, and Wei-Skillern (2006:370) social entrepreneurship is usually labelled as a commercial activity with a fixed social purpose and has developed a significant economic phenomenon on a global scale. Conversely, Martin and Osberg (2007:32) mention that social enterprise is about effectively affecting the monetary framework, making new ventures, approving new plans of action, and designating assets to ignored societal issues. To summarize, Haugh (2007:744) describes social entrepreneurs as "entrepreneurs with a social mission".

2.9   KEY CHALLENGES OF SOCIAL ENTREPRENEURSHIP

According to Watters, Willington, Shutte and Kruh (2012:35) South Africa has no lawful structure to manage social endeavours. They fundamentally see social business people as a mix of social improvement and venture. Because of the absence of authoritative structures for differed social business people, they are required to enrol as non-profit associations which obstruct their procedures. This restrains the degree to which they can produce wages, while others fall back on enlisting concerning benefit associations, which thus would expel their capacity to have tax cuts.

Likewise, Dorado (2006:331) claims that the grouping of varied value conception confuses the procedure of opening and operating a social business and threatens association manageability. This complication postures specific difficulties to social business people, generally, for the most part with respect to financial and human resource deployment.

Turning to Zahra, Gedaljlovic, Neubaum and Shulman (2009:529) one finds that several studies have stressed the difficulties that social entrepreneurs experience in attracting financial capital. Even more, Sharir and Lerner (2006:12) confirm the belief that social ventures are hindered during their start-up stages by a lack of access to capital.

As a result, one such is that social undertakings intentionally find their exercises in regions where markets work inadequately, and where there is restricted potential to catch the esteem made (DiDomenico, Haugh & Tracey, 2010:690). The work of Peredo and McLean (2006:64) affirms that social business people who give, for instance, fundamental social needs such as houses or food, are serving clients who are frequently not able to pay for the items or services. This condition obviously raises issues about assets acquisition and represents extra difficulties on the money-related maintainability of the enterprise.

Nicholls (2009:761) perceives that institutionalized measures for the assessment of social business execution as far as social esteem creation is concerned, are absent. As a result, rates of profitability are hard to decide, which hinders securing private capital. As Weerawardena and Mort (2006:29) point out, there are confinements on benefit dispersion owing to authoritative documents under which social organisations work, for example, non-profit, co-agent and hybrid structures; these limitations constrain social business people's entrance to capital markets. Henceforth, social business visionaries are compelled in fund generation, making the administration of risk to support the association a vital operational movement.

With respect to human capital, Haugh (2007:172) mentions that one may recognise the particular capacities of the social business visionary and the preparation of capable and talented individual staff. Beginning with the aptitudes and capacities of the social business visionary, it is comprehensively trusted that social business people require much more fantastic systems and administration abilities than their business supplements.

Therefore, social business visionaries must adapt to more mind-boggling and shifted financial specialist affiliations when working with private, public and common society sectors (Nicholls, 2009:759). Austin *et al.*, (2006:11) stress the significance of solid systems administration capacities for social business people, which influences the assembly of assets from local governments, benefactors, accomplices and volunteers. In any case, Sharir and Lerner (2006:18) found that systems administration aptitudes are an essential condition for the achievement of a social enterprise. This condition holds for inner systems administration or administrative aptitudes, since social business visionaries' work with a wide assortment of representatives for the custom of the relationship.

Since social business visionaries cannot merely depend on external financial investors, Zahra *et al.,* (2009:523) communicate a comparative view that they are ordinarily described by their capacity to rouse, marshal and prepare the endeavours of business and non-business accomplices, contributors, volunteers and representatives. With respect to the assembly of human resources, as Austin *et al.*, (2006:12) observe, for social ventures to remunerate staff as intensely as in business markets, is a genuine test. This would hinder the advancement of skilled employees. In any case, it has additionally been prescribed that non-profit social endeavours can draw on assets that are not revenue-driven activities, for example, volunteers and resources received as gifts (Parker, Myers, Higgins, Oddsson, Price & Gould, 2009:13).

2.10   SUCCESS FACTORS FOR SOCIAL ENTREPRENEURSHIP

The opinion of Gierszewska and Romanowska (2007:169) opine that success elements have limited possible practices for any initiative, even if it is for revenue or to exempt revenue, big or minor, national or international. Success factors often originally perform as systematic tools for observing the character of the industry in which the enterprise operates.

Lynch (2003:102) expresses a similar view that a success factor is the grouping of significant particulars that are essential in order to achieve necessary business objectives. Obłój (2001:49) records variables, for example, client aftercare and administration, advertising and supply, funds, human resource administration, innovation and production. The exploration of a literature review on social enterprise and activities exhibits that the greater part of the studies concentrates on the portrayal of achievements that characterise the perseverance of the business (Wronka, 2013:599).

The reference to Wronka (2013: 599) reveals that in spite of the fact that the key goal of the business that operates in the private sector is to achieve a beneficial and financial return on account of social ventures, the fundamental intrigue is the additional esteem and social commitment that distinguish the accompanying success factors:

➢ Strong initiative;
➢ Motivation and responsibility of employees;
➢ Enabling legitimate/controlled environment;
➢ Attractiveness and clarity of innovative ideas;
➢ Management skills;
➢ Key identity qualities for bleeding edge benefit conveyance;
➢ Effective coordinated efforts within the public sector;
➢ Social capital/local group inclusions; and,
➢ Keeping and circulating precise monetary records.

Researchers likewise found that personal characteristics, for example, locus of control and uncertainty resistance, impacted business achievements directly and the business procedure indirectly (Entrialgo, Fernandez & Vazquez, 2000:138). Kiggundu (2002:240) draws attention to the fact that personal characteristics have a coordinate impact on the accomplishments of business visionaries. Despite the fact that investigations of personal attributes have assumed an essential part of adding to the accomplishment of business visionaries around the world, Rose, Kumar and Yen (2006:6) show that

personal qualities have been criticised, both on hypothetical and experimental grounds, in the investigation of enterprise.

Lussiers and Pfeifer (2001:229) declare that a business person with an advanced education level, industrial and managerial experience, and business acumen, has an expanded possibility of prevailing, more so than individuals without a tertiary qualification, minimal industrial and administrative experience, and with almost no business exposure.

2.11   INSPIRATION AND QUALITIES OF SOCIAL ENTREPRENEURSHIP

According to Thompson, Alvy and Lees (2000, as cited in Bacq & Janssen, 2011:382) social entrepreneurship is defined as showing a particular ability to detect opportunities. Bacq and Janssen (2011:383) opine that "a social entrepreneur is a visionary individual who is able to identify and exploit opportunities."

However, most of the literature on social entrepreneurs stresses the business attributes of such individuals. They are often compared to business entrepreneurs with a social mission (Dees, 1998:7). Catford (1998:96) states that social entrepreneurs refuse to let the shortage of assets be an obstacle towards achieving their social goals. In the same way, as Prabhu (1999:141) indicates, many social entrepreneurs share a strong desire to control the environment in which they operate; they have the same focus on vision and opportunity, and the same ability to influence and empower others to help them turn those visions into a reality.

To quote from Singh and Singh (2008:23) "in social entrepreneurs, however, these characteristics are coupled with a strong desire for social justice." Even so, Dees (1998:8) found that there are five abilities, which a social entrepreneur holds, namely:
➢   Implementing a task to produce and endure social value;
➢   Identifying and steadily pursuing new chances to serve that mission;

- ➢ Engaging in a procedure of steady advancement, adjustment and learning;
- ➢ Acting unquestionably without being constrained by assets currently in hand; and,
- ➢ Displaying a sharp awareness of others' expectations to the groups served and delivered results.

Furthermore, Dees (1998:8) contends that research on social entrepreneurship defines a set of activities that are unique. These activities must be stimulated and rewarded in those that have the capabilities and character for this kind of work. Even though Singh *et al.*, (2008:22) add that not everyone has the ability and capacity to commence risk-taking action for social and economic determinations; Thompson *et al.,*(2000:382) claim that these abilities and talents are locked in and need to be identified.

Turning to Cannon (2000:1898) one finds that there are three sorts of individuals who build up the desire to end up being a social entrepreneur. The first are people who have profited and are keen on giving some of it back to further social objectives. The second are "recuperating social specialists" who are disappointed with the current social care plot and are looking for a more operational technique. The third type refers to those who have gone to business colleges, or those who have social endeavours.

2.12   SUMMARY

This chapter examined the concept of social entrepreneurship and provided an overview of the existing literature on entrepreneurship and social entrepreneurship. The chapter engaged on defining the concept, and described qualities and the inspirations of social entrepreneurs, as well as some of the key problems that face social entrepreneurship, including the success factors of social entrepreneurs, socioeconomic issues that influence social entrepreneurs and the capability of entrepreneurs in creating employment. In closing, a general perspective was provided of the issue relating to the research environment.

The evidence seems to indicate that entrepreneurs can create job opportunities for themselves, as well as for others, and enhance the financial prosperity of the general society. In this manner, it could be presumed that entrepreneurial exercises may impact a nation's financial prowess by bringing new items, procedures and creation advancement to the market by expanding efficiency and competition.

Given this indication, it can be seen that the improvement to community will encourage development in the economy, where entrepreneurs will be able to function openly, advance their philosophies, and then secure the rewards. There is no doubt that entrepreneurs have an important role to play in the economy and in employment. They are capable of detecting opportunities and creating ways to take advantage of these prospects. However, there are several obstacles that entrepreneurs face, as discussed in this chapter.

The study's evidence seems to be strong that entrepreneurship can be a stimulant for the general economy if it is practical to make enduring opportunities for work, accordingly diminishing unemployment within communities and creating wealth, as well as instituting better living standards among disadvantaged communities.

The next chapter deals with graduate employment and links social entrepreneurship with graduate employability, as well as the government's role in supporting graduate employability in South Africa.

CHAPTER 3

LITERATURE REVIEW: GRADUATE EMPLOYABILITY

3.1   INTRODUCTION

This section offers a broader view of graduate employability. Specifically, the chapter looks at how social entrepreneurship might influence, assist, inspire and advance graduate employability, whilst considering the role of government in supporting graduate employability in South Africa.

According to Manyaka (2015:1) higher education institutions remain under pressure to advance and create strategies that can improve graduate employability. The shift from university to the workplace brings about a transitional development in a graduate's career and private life; hence, graduates must be suitably equipped with skills to be successful in the workplace. Manyaka further states that South Africa requires change agents that can improve methods and strategies, and bring about change within communities. Change agents are those who influence or change societies in order to develop solutions for community issues (Bornstein & Davis, 2010:10).

Unemployment is a social problem that is merciless in its effects on an economy: unemployment diminishes financial health, decreases output and strains social wealth. These all combine to present unemployment as the main priority in developing countries such as South Africa (Oluwajodu, Blaauw, Greyling & Kleynhans, 2015:1).

3.2   THE MODEL OF GRADUATE EMPLOYABILITY

While the concept of employability has been an engaging one in recent years. Symington (2012:18) asserts that the concept has been part of socio economic discourse since 1900. Taylor (1998:145) reveals that employability can be defined as the general abilities, skills and characteristics that companies seek. However, the British

Industry (1999:1) argues that employability means having the skills and potential, necessary to meet the needs of employers.

According to Jackson (2013:776) graduate employability remains versatile because it involves theoretical presentation, line of work administrative abilities, as well as knowledge of the working industry. It is, therefore, impossible to determine graduate employability by way of the graduate obtaining employment after graduation, as it cannot be proven whether the graduate has utilised the abilities, talents and information that was gained during the course of their studies.

Belt, Drake and Chapman (2010:2) indicate that being employable means having the competency to obtain, and maintain employment. Pool and Sewell (2007:278) support the opinion that employability is more than attaining a job. Conversely, Yorke and Knight (2004:6) state that getting a job is not enough achievement in employment, but employability shows the capability to perform in the workplace, and that cannot be confused with getting a job. Hillage and Pollard (1998:2) concur with Yorke and Knight (2006:3) that employability is not only the granting of the chance of employment to employees, but it is more about enhancing employment opportunities.

Conversely, Coetzee and Schreuder (2011:78) make it clear that employability points to the ability to grow along with the drive towards success in the execution of tasks that befit an employee. It is also about having the talent, ability and the desired attributes, which are required by employers. Holmes (2013:549) postulates that graduate employability can be defined as the combination of ability, personality and competence that can be acquired through determination, education and assistance.

Smith (2010:294) mentions that employability is a personal perception: there is a strong opposition amongst people, with each striving towards the composite that they have: the abilities, drive, flexibility, motivation and information in order for them to be employable; there is no assurance that everyone will be employable. According to Harvey and Knight

(as quoted in Beaven and Wright, 2006:17) "employability is about graduates being ready to secure work of a suitable level within a reasonable time of graduation and being equipped to keep the post, and develop within their chosen career".

Furthermore, being hired in this problematic cost-effective era is not a stress-free situation, looking back on past years. Businesses have transformed, skills and technology are more innovative, individual understanding expands through innovative expertise, and working environments remain adaptable (Quek, 2005:234). Graduate employability methods involve numerous role players. Respectively, these role players have beliefs, desires and aims amongst each other. Table 3.1 lists a number of elements, as perceived by each role player.

A study by Vidanapathirana (2001:134) shows that employability processes include participants such as bosses, graduates and institutions, together with government; this model demonstrates the stakeholder's position, namely graduates do not possess essential skills, understanding capabilities or a set of aptitudes. Universities are under pressure as they are judged for an inadequate supply of employable graduates, while government is required to solve the problem of graduate unemployability.

Vidanapathirana (2001) further states that employability involves elements, which relate to character, capabilities, attainments and "socio-economic backgrounds", as some of the employers make decisions based on the successful appointment of a candidate with the above elements. Attainment includes the learner's marks or academic record, achieved with high results, including an employable age. Capabilities consist of "communication skills, decision making, leadership and team work". Character embraces attitude, appearance and morals. Lastly, socio-economic background takes account of relationships and household position.

However, Kinash, Crane, Knight, Dowling, Mitchell, McLean and Schulz (2014:8) designed a model, which includes five role players that are involved in the process of

employability, to close the gap by determining the abilities, and specifications to come up with solutions on how to enhance these required abilities. Respectively, role players have beliefs, desires and aims amongst each other. Table 3.1 below presents the different elements.

Table 3.1: Role players in graduate employability.

Role-player	Desires & beliefs	Aim	Misalignments
Government	Improvement of labour force, economic worldwide financial management, citizens, as well as effective university market	Willingness of graduates and universities against projected labour force financial management	Sustaining cost among hiring force, universities, together with additional businesses, including public assistance
Graduates	Training, progress, courage, assurance and employment opportunities	Ability to prepare and work out objectives and get ready for employment, including the ambition towards having fun and networking	Careers and ambition contradict the constructive viewpoint of parents
Parents	They want guarantee concerning safety for their children; parents require assurance that sending their kids to universities is a lifetime investment	Respect considering originality, uniqueness, mission of their children in opposition to knowledge , realistic wise judgement about executing source of income	Private financing against government financing. Who is responsible for paying?
Employers	Constructive workers that are well suited in association with the business wish to be maintained, as well as considering personnel contribution versus production	Security, assurance plus regulated development contrary to change, growth, and courage mirrored in selection judgement	Universities being a "corporate trainer", private sector is innovator for future planning
Universities	Growing acknowledgement "of business model" through graduate employability results	Teaching, serving as admission to employment with a view to knowledge, experience, creativity, empowerment, having talents to meet the working industry needs and be equipped for the future.	Providing learners with anything that they want currently, or what they might need in future

(Source: Kinash *et al.*, 2014:8).

A model (see Table 3.1) by Pool and Sewell (2007:279) demonstrates crucial elements of employability by expounding on the fact that if there is a lack of any element during the process, this might cause harm in the development of employability. Respectively, all the elements are vital and there must be a relationship amongst these variables to

endorse employability. The model demonstrates ways in which the working industry, graduates and universities can strengthen graduate employability.

A brief explanation of each element, as presented in Figure 3.1, is interpreted in detail as follows:

Self-esteem, confidence and efficacy - Self-efficacy speaks of faith in a person's ability to perform effectively when approaching a problem (Bandura, 1995:2). "Self-confidence can be enhanced through manners and character. Those with self-confidence have the ability to demonstrate themselves through self-reliance".

According to Norman and Hyland (2003:263) self-confidence is seen as a trait, which personality theorists suggest becomes "relatively stable over time, while those who lack self-confidence would be unlikely to develop it through educational activity". Owens (1993:290) observes that individuals with self-esteem have a sense of worth and are genuine in their evaluation of themselves. He further states that an amplified self-esteem is the most important measure of employability. According to Steinem (as cited in Pool *et al.*, 2007:282): "It is important to have a belief in one's ability to succeed and to be able to project this belief to the outside world, but by achieving a high level of self-esteem, a graduate will also be realistic about their achievements and be committed to lifelong learning."

Career development learning - Pool *et al.,* (2007:281) reveal that if a graduate received training in career development learning, they are in good stead of obtaining a job that will be pleasing and fruitful. Law and Watts (1977:34) state that career development learning is about assisting, empowering and encouraging learners to discover their personality, "self-awareness" and what excites them, as this will assist them to discover what suitable prospects are offered in the labour market. According to Foster (2006:5) graduates need mentorship on how they can market themselves through assessments, interviews and gained knowledge of their studies. Watts

(2006:12) purports that universities are now implementing career development learning as part of the curriculum.

Experience: work and life - Managers claim that practical experience is the only method that can prepare graduates to put up with and rise within the working industry. A report by the Work Experience Group (2002:11) indicates that employers prefer graduates who can implement theory into practice as per the employer's needs. Graduates with practical experience can easily get a job, compared to those who do not have experience. This subject is discussed in detail in this chapter.

Degree subject knowledge, understanding and skills - According to Johnes (2006:445) this means that by gaining access to a university with the goal of learning a particular course on a full scale, and obtaining a degree, the chances of finding proper employment as a graduate who has knowledge in the field of study, are improved. Research by Graduate Prospects (2005:17) shows that having awareness, abilities and understanding is important, because businesses evaluate the capability of graduates by considering their academic performance.

Generic skills - Paadi (2014:131) reports that generic skills show a capacity to: regulate and make decisions, engage, motivate, show tolerance, resilience, determination, willingness and resilience. Orton (2011:356) makes it clear that in order for graduates to survive in the dynamic and unstable working industry, it is required that they possess generic skills. This subject is discussed in detail as the chapter progresses.

Emotional intelligence - Goleman (1998:317) opines that emotional intelligence is the ability to identify personal opinions   including the opinions of others by means of being able to control one's feelings in a proper manner. He further states that graduates require appropriate progressive emotional intelligence in order to succeed. Pool and Sewell (2007:281) argue that nowadays there is no assurance of job security; therefore,

emotional intelligence is required to maintain and sustain employability. Cooper (1997:33) states that those who possess strong emotional intelligence can influence and inspire others to become more successful, while such individuals are able to maintain and grow within the job. Tucker, Solka, Barone and McCarthy (2000:336) describe emotional intelligence as a concept that universities need to impart as part of the curriculum to groom graduates so that they can be prepared for the world of work.
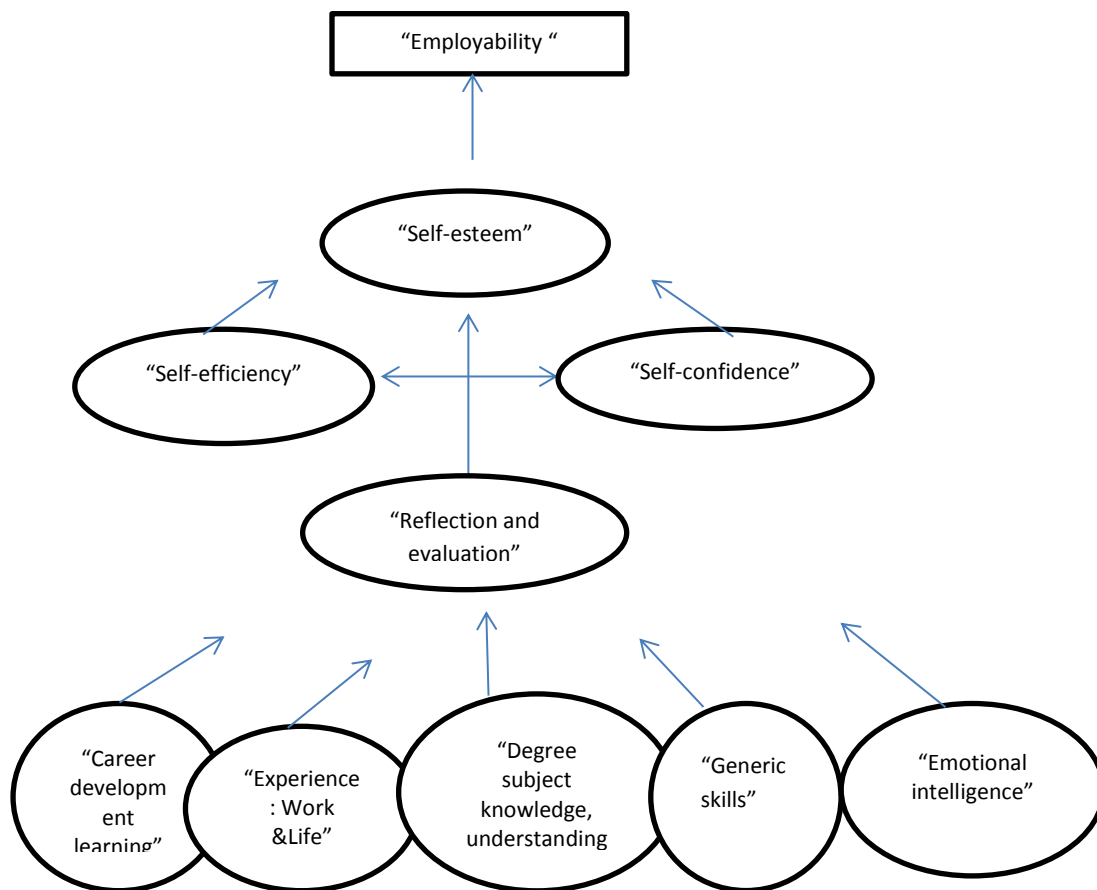
Figure 3.1: Pools Model of the Elements of employability. (**Source:** Pool & Sewell, 2007:279).

3.3   FACTORS THAT INFLUENCE GRADUATE EMPLOYABILITY

Weligamage and Munasinghe (2006:35) report that industry places more emphasis on the improvement of fundamental abilities and practical experience to enhance graduate employability. Weligamage and Munasinghe further state that education is important for

the growth of learners, shifting from university to the working place. A study by Smith, McKnight and Naylor (2000:384) shows that employability and graduate employment is considered a yardstick by which to evaluate the effectiveness of higher education institutions; this is important as the results determine the potential ability of a graduate.

A report by the Higher Education Academic Record (HEAR) claims that it is important for students to accumulate accomplishments in higher education institutions in order to boost their job applications when applying for employment in the future (GTI Media, 2014:16; Higher Education Academy, 2014:9). Conversely, Beetham, McGrill, Littlejohn, McBeth, Milligan, Smith and Lukic (2009:6) claim that graduates are required to partake in part-time jobs to broaden their chances of being employable, further than conservative occupation facilities that can consist of methods such as education, "programme design" and alliances using businesses.

3.4   EMPLOYABILITY METHODS

3.4.1 Student jobs and internships

Several studies suggest that graduates must not only focus on obtaining a qualification, but they must also do extra activities during the course of their studies to enable them to be employable (Rae, 2007:8). According to Garcia, Fernandez-Castro and Martinez-Zaragoza (2015:55) work experience and practical's are considered one of the approaches that offer graduates work opportunities; this development cultivate graduates to be capable of gaining skills that are in demand in the working industry. Stiwne and Jungert (2010:420) contend that experiential training opportunities assist graduates to have the means to manage the change of shifting from university to industry.

The main components of employability consist of numerous abilities: outwardly, businesses claim that having practical knowledge is influential during their hiring

process (apart from being qualified for the job) which indicates an individual's capability to perform in the workplace (CIHE, 2008:8; Baum, 2002:135).

According to Gault, Leach and Duey (2010:79) graduate programmes offer a chance for employers to take part in the learning, development and practical experience required by students. Wilton (2012:619) concurs with Gault *et al.*, (2010) that practical experience is very important because it assists graduates to be better equipped while it increases their chances of being employable. It does not only improve their chances of obtaining employment, but practical work also improves the skills and individual abilities that are demanded by businesses.

Harkison, Poulston and Kim (2011:389) argue that student jobs create opportunities for graduates to learn and develop themselves so that they can be ready for the labour market. However, Mulcahy (1999:166) says that many graduates do not have working experience because it is difficult to gain practical experience if you are not employed. For this reason, universities include practical learning as part of their modules to ensure that graduates gain the skills that are required by employers (Baum, 2002:345).

Research by Wilton (2012:619) suggests that in consideration of the strategy of job-seeking students, universities and businesses are responsible for ensuring that graduates get support, and that the value of internship programmes increases. Juricko (2013:8) reports that companies place emphasis on the value of working experience as well as the ability to display understanding of the theory that they receive at university. The job market requires graduates who have the talent, plus ability for problem solving and thereby add value to the business.

Branine (2011:22) found that in order for graduates to be successful in the workplace, they need to be dedicated employees. According to Smith, Barry, Williamson, Keefe and Anderson (2009:122) it is wise for learners to partake in internships while they are still at university to stand a better chance of being employed. Furthermore, studying and

working at the same time, more often than not, can lead to graduates obtaining permanent employment within the business.

Bailey, Fallows and Weller (1999:472) reveal that businesses priority is to employ someone who is able to perform according to the company's needs. Moreover, it appears that students that have practical knowledge adapt effortlessly, while they show exceptional competency concerning business practice. Conversely, Harvey (2005:32) claims that an employee with more working experience is likely to get paid more compensation, and businesses are eager to give more income, as long as the employee will add value and be influential in the business.

3.4.2 Social responsibility

According to Rothwell (2013:161) participating in community service openings, both globally and locally, is a life-changing skill. Watson (2011:374) recommends that social responsibility and practical work improves personal "leadership", as well as communication abilities, flexibility, bravery and identifying individual influence to other people. Therefore, it is clear that community involvement increases a set of individual abilities by means of training and development opportunities that can equip graduates to be employable.

Being involved in social responsibility work in society improves the employability of students (Parker *et al.,* 2009:8). According to Brown and Scase (1994:3) graduates that are involved in social responsibility programmes are capable of increasing their employability prospects through a variety of abilities such as social and organisational decision-making ability. Businesses give the impression that being engaged in social responsibility programmes offers essential added confidence in the employment of a candidate (Purcell & Hogarth, 1999:5).

Furthermore, social responsibility programmes may possibly advance job opportunities for graduates through the assistance of beneficial connections such as university employees, skilled citizens, public organizations and so on (CHERI, 2002:49).

Extra-curricular activities can also improve the later career prospects of students by helping them to build useful contacts such as other students, but also academic staff, civil organizations, professional societies and so on (CHERI, 2002:49).

3.4.3 Networking

According to Benson, Morgan and Filippaios (2014:522) making contacts and using social media has become a regular activity of students. Connecting on group networks offers an innovative means to assist career development. Students who are ready for industry can be able to advance their skills by means of social media to network, use technology to find work, and become employable. Rust and Froud (2011:31) claim that graduates could use social networks for career growth. Social media is the main accessible tool to find employment, for example, graduates can use Linkedin to find a job and connect with others (Parez, Silva, Harvey & Bosco, 2013: 954; Joyce, 2013:89)

Watanabe (2004:86) claims that making contacts enables effective shifts from university to the workplace by offering new prospects in the interest of graduates in order for them to connect with businesses. A new collaborative strategy was implemented in society between graduates and businesses to network and engage in endless training and development by means of sharing information with one another (Jing, Patel & Chalk, 2011:21). The indicated approach proposes that students with access to the labour market remain employable through learning and sharing information on social platforms to enrich their vocation progress (Rust & Froud, 2011:13).

Dassen (2010:4) states that being sociable may also improve employment opportunities; it is evident that networking with people is a great method that one can

use for the purpose of getting a job (Calvo-Armengol & Jackson, 2003:3). Amuedo-Dorantes and Mundra (2004:5) found that most people obtain employment by means of having contacts and making use of social platforms. Conversely, Yulia and Yuzhuo (20111:6) claim that people who are already working agree to a job proposal simply because they had a relationship or connection with someone inside the business.

3.4.4 Job guidance as well as training and development

According to Bridgstock (2009:33) career advice is one of the significant employability instruments that become a personal approach to form a viable job portfolio. Career guidance using higher education institutions, plays an important role in graduate development by offering different types of facilities in order to improve abilities, for instance, creating a curriculum vitae, job interview preparation, and involvement in social platforms (Kuijpers & Scheerens, 2006:306).

Bridgstock (2009:35) together with Harvey and Shahjahan (2013:9) discovered that there is a link between career guidance and graduate employment, as this improves employment opportunities if the graduates are well informed about what the working industry requires. The evidence seems to be strong that a huge responsibility is placed on higher education institutions to ensure that students understand what type of courses they enrol for and what the outcomes are of enrolment in the courses. It is advisable that students become well informed and well developed so that they can be prepared when entering the job market (Foster, 2006:3).

According to Foster (2006:5) once graduates have acquired their qualification from a higher education institution, it is necessary for them to get support, direction and assistance to help them to be able to market themselves to future businesses that might give them an opportunity for employment. Pennington, Mosley and Sinclair (2013:7) argue that job guidance and development is important. Graduates are advised to conduct research and planning so that they can grow and develop in the workplace. A

study by Longridge, Hooley and Staunton (2013:62) reveals that graduates must make use of social platforms to network, to be able to grow and shape their chosen profession.

3.4.5 Educational status and performance

According to Pampaloni (2010:21) educational status plays a huge role in different ways in influencing one's employability prospects. As an example, university rank and reputation and type of courses that are offered at the institution (Sauer & O'Donnell, 2006:197) have a big influence when a graduate applies for a job. There seems to be a limited amount of research studies that have explored the link between educational status and employment.

Chevalier and Conlon (2003:12) indicate that an institution such as Harvard University has the ability to enrich students' employability because of its status. McGuinness (2003:7) claims that researchers have identified that the range of courses offered at university such as MBA, have an impact on increasing graduate employability, and may encourage the employability of graduates. To sum up, individual academic performance has an impact on fresh students who exit university with no experience, as it can benefit them during the recruitment process to obtain trainee jobs.

3.4.6 Creating work evidence "portfolios"

Oliver and Whelan (2011:1029) draw attention to the fact that the approach of a portfolio is useful for graduates, as it demonstrates practiced abilities of what the student has achieved. Studies regarding portfolios define it as a way of development as well as proof of results and skills. Oliver and Whelan (2011:1029) further state that this method of creating a work evidence profile benefits graduates to identify and build confidence to create a good portfolio than can enable them to be employable.

In an article by Von Konsky and Oliver (2012:69) a number of students observed that better quality employment results were achieved through the advantage of using work evidence portfolios. Given this evidence, it can be seen that creating practical portfolios and achieved work can improve one's opportunities to become employed.

Mills, Baguley, Coleman and Meehan (2009:354) claim that keeping documents of your attainments and profile is a good method when presenting to employers. For example, it is beneficial to keep a record if you are in the field of teaching, construction and law (Faulkner, Aziz, Waye & Smith, 2013:685).

3.5   GENERAL IDEA OF GRADUATE UNEMPLOYMENT

Given the various investigations on unemployment in South Africa since 1994, limited commitment occurred concerning the challenge of youth employment: factors are the rate of graduate unemployment plus the potential concerns in the standpoint of broader employment encounters. Van der Berg and Broekhuizen (2012:8) point out that graduate unemployability remains one of the biggest challenges in South Africa. Other challenges that affect graduate unemployment in South Africa are: standard of teaching, university programmes that are accessible, higher education admission, higher education syllabi that are offered to students, limitations towards university entrance, and established strategies, among others.

Paadi (2014:129) perceives that most graduates turn out to be forsaken as a result of not being able to find employment. Additionally, a few are left with student loans that they still need to pay. He further states that a lot of graduates are struggling to find proper jobs in the labour market because of South Africa's unstable financial position. More than this, South Africa lacks skills in specific fields such as engineering.

A study by Teichler (2007:16) shows that the problem of graduate unemployment in South Africa requires special attention. Moreover, this issue probably has major policy

suggestions such as affirmative action guidelines, the higher institution's responsibilities towards graduate employment and a range of proper study programmes. Furthermore, Teichler (2007: 16) reports that the debate concerning graduate unemployment in South Africa, in conjunction with worldwide conferences, reveals that education is a tool that qualifies graduates to be capable of meeting the desired needs of employers.

3.6   GRADUATE EMPLOYABILITY AND COMPETENCY

There are many definitions of the word "competency", which is more likely referred to as general skills and characteristics (Barrie, 2006:216). The New Zealand Qualifications Authority (1997:5) characterises competency as "the capacity of people to apply information aptitudes, state of mind and values to guidelines of flawlessness." Notwithstanding, from a business viewpoint, competency can be seen to be the fundamental individual qualities of a person that encourage unrivalled execution in a given circumstance (Spencer & Spencer, 1993:11).

A person is seen as capable when she or he has acquired certain abilities and characteristics in line with the job to be carried out (Coll & Zegwaard, 2006:44). Characteristics are described as an important part of an individual (Weisz, 2000:14). Competency is the individual qualities that are connected by a person on a particular assignment or circumstance. Aptitude can be characterised as the capacity to perform an undertaking to a worthy level (Canter, 2000:26). Birkett (1993:31) claims that capability is constituted by the link between logical errand execution and individual qualities. Weisz (2000:14) remarks that numerous businesses understood the terms qualities, abilities and practices conversely to mean "non-discipline aptitudes" (Barrie, 2006:37).

According to Birkett (1993:78) personal skills contain mental activity and performance attributes. Mental attributes are procedural abilities, systematic and admirable capacity. Specialised aptitudes speak to the capacity to apply specialised information with some

ability. Spencer *et al.,* (1993:14) show that specialised abilities are the basis on which to perform a vocation with essential capability. Systematic and valuable aptitudes are confused with issues that distinguish proof and the improvement of arrangements, though, thankfully, aptitudes allude to the capacity to assess confused arrangements and to make unpredictable and imaginative judgements (Coll & Zegwaard, 2006:48).

Birkett (1993:24) interjects with a different view: performance attributes play a role based on a person's character, and includes building relationships, expertise and structural abilities. Performance skills contain individual talents that are in line with a person's reactions and responses to different occurrences that entail handling interactions with individuals. Coll and Zegwaard (2006:46) state that performance abilities are mostly successful naturally when a connected balance of natural aspects and people attributes are achieved.

Sleap and Reed (2006:114) describe how imperative job allocation is for the growth of suitable skills for a tertiary qualified student in Sport Science. During research, qualified professionals discovered that experiential learning is important to build self-esteem, self-belief and to have knowledge of how the work environment operates.

Fleming and Eames (2005:19) escalated almost the same outcomes, based on research of Sport and Recreation graduates. Findings revealed experiential learning knowledge allowed graduates to experience verbal and interpreted abilities, time consciousness, philosophical, intellectual, acute investigation, cooperation, innovative thinking, as well as exploration abilities.

Consultation reactions, based on the study from experiential learning learners, reaffirmed the imperative nature of improving people attributes and also stressed the importance of having governance attributes, increased self-assurance, as well as a collection of experiential and specialised attributes in the course of in-service training. Generally, not much has been done to alter the views of business owners regarding the

attributes and capabilities that are preferred for students to succeed in the working environment. Academics probe the capabilities that are applicable only to students in the fields of "business, science and technology" (Burchell, Hodges & Rainsbury, 2000:46).

A study by Brown, Hesketh and Williams (2003:110) asserts that employability is attaining a skill in order to become employed, keep a job and continuously become employed by different employers, if needed. Pop and Barkhuizen (2010:114) contend that the move from university to industry depends on various components such as accessible employment, condition of monetary value, and so on.

Nevertheless, Archer and Davison (2008:8) rightly point out that countless investigations discovered that graduate unemployability could be the consequence of inadequate provision of the required practical abilities, awareness, as well as talents that are desired in the working industry: communications skills, understanding interactive abilities and working in a group, individual qualities such as intelligence, ground-breaking skills, logic, flexibility, compliance, readiness for training and development.

Hawkridge (2005:45) highlights that the demand for better job alignment attributes is connected to a person's achievements; the indicated employment attributes are a need in an experienced-focused industry by means of a solid foundation of cost-effective attainment in the community, as well as teaching and training of employees. Deprived of employable attributes, the United States faces a challenge of failing its financially adequate benefits among alternative states. The demand concerning better employable skills is the main focus (Rateau & Kaufman, 2009:65).

3.7   HARD SKILLS VS SOFT ATTRIBUTES

Many examiners found that innovation is important in order for an individual to be employable (Reid & Anderson, 2012:54; Stiwne & Jungert, 2010:418). In close relation to behavioural attributes, innovative thinking capability is considered as imperative in all fields such as Engineering and Marketing (Stiwne & Anderson, 2010:419).

According to Halpern (1998:451) ground-breaking and creative thinking capability is regarded as the most important attribute and intellectual proficiency: multifaceted, demanding, judgement, analysis and synthesis are not applied in a mechanical manner.

"Obstacle resolution" is related to intellectual or common cognitive capabilities (Scherbaum, Goldstein, Yusko, Ryan & Hanges, 2012:130); it is a good estimate of employment presentation (Schmidt and Hunter, 2004:165). Obstacle resolution combines different capacities, which comprise analytical and discerning attributes (Reid & Anderson, 2012: 165), innovation (Kilgour & Koslow, 2009:299), supervisory attributes, as well as flexibility (Conrad & Newberry, 2012:114).

A study by Robles (2012:457) reveals that behavioural attributes are more or less the same as personality qualities that elevate individual interactions, commitment on duty, and job opportunity; the best part of people who have a combination of attributes is that these are not directed to a specific field. People who blend attributes always grow via implementation throughout a person's, day-to-day life and the work environment; and they grow quickly. Behavioural attributes are not simply quantifiable compared to teachable attributes; they are part of a person's character, not what a person has been taught, and teachable attributes, when attained, can be included on a resume such as schooling, job expertise, cognisance and level of knowledge. Teachable skills include job attributes such as using a computer, composing, calculations, studying, and being able to utilise computer programmes; general attributes at times are referred to as "meta-skills".

Jessy (2009:20) reveals that behavioural attributes turn into fundamental qualities for businesses to successfully deal with teams and employment in the corporate world, regardless of the area. Alongside expert capability and space learning, today's experts need to have delicate abilities with a specific end goal to succeed in this focused period.

Pop and Barkhuizen (2010:76) point out that the absence of delicate aptitudes, work environment status and common sense expertise is a portion of the difficulties, aligned with the necessary characteristics that are required by employers. Delicate abilities, specifically, are the primary motivation behind why numerous degree holders are unsuccessful in the enlistment stage. Delicate abilities incorporate: neighbourliness, solidarity, cohesiveness, comprehension of various social memorable contrasts, inspiration, observance of guidelines, methods and organization etiquette, portraying interest, critical thinking abilities, courteousness, compact dialect, strong relations with different identity sorts, amiability, great interpersonal relational abilities and comparable attributes.

Solid aptitudes are specialised mastery and information, which are required for work. Delicate abilities refer to personal abilities, which are otherwise called relationship building abilities, and individual properties that one has. The estimation of delicate abilities is indicated in the development group of examination and confirmation in the course of recent decades. Delicate aptitudes have become a crucial quality for supervisors to adequately deal with their employees and jobs in the corporate world, regardless of their role. Alongside expert capability and information, nowadays experts require delicate abilities with a specific end goal as means to succeed in this focused period.

Studies demonstrate that people with great people skills and self-control capacities have better professional achievements and contribute significantly more to the associations, instead of individuals with merely astounding technical aptitudes (Samta, Afreen & Syed, 2013:32).

Managers praise degree holders that have the desire and willingness to absorb, and the capacity of a degree holder to show these qualities in the beginning of the vocation gives preference over individuals who are not willing. Whether a degree holder is extremely canny and obtains good marks, yet during the event they do not show a considerable measure of the essential delicate or non-exclusive abilities, they can risk their odds of being employable. Equally, arrangements of aptitudes are crucial for achievement. The main strength and control abilities are acquired through training, while delicate abilities are alluded to as character abilities (Watts, 2008, as cited in John, 2009:19). Managers continuously search for applicants that are developed and generally well balanced, hence behavioural aptitudes are rated as the most important factors in the working environment (Robles, 2012:454).

3.8   GRADUATE QUALITIES

Oliver (2011:3) reports that graduate qualities are one of the employment approaches, which consist of work competence. According to Graduate Career Australia (GCA) , a number of these qualities are recorded by businesses in a study that was carried out in 2013, which include interactive, motivation, work experience, compliance, influence on others and cooperation abilities (GCA. 2014:27). There is no assurance that if the number of graduates increases every year, there will be work opportunities, because employment is influenced by the financial value of the country, discrimination and socio-economic issues (Carroll, 2011:88).

According to McKay and Devlin (2014:953) businesses need degree holders with pertinent business aptitudes, learning, as well as thoughtful abilities. However, the search for a well-rounded blend of abilities in various ranges and an impressive measure of work articulate the numerous non-specific or transferable abilities that businesses seek. Teaching methods for "employability" and recommends that

businesses should find accompanying non-specific aptitudes that have been developed in degree holders, such as:

➢ Originality;

➢ Compliance;

➢ Positive attitude;

➢ Independence;

➢ Team work;

➢ Capability to influence;

➢ Capability to perform under abnormal circumstances;

➢ Presentation skills, both oral and verbal;

➢ Mathematical ability;

➢ Consecutiveness;

➢ Problem solving; and

➢ Preparation, managing, consolidating skills, and the ability to use machinery.

Samta *et al.,* (2013:32) point out that graduates may be exceptionally clever and may even obtain their degree with flying colours. However, in the event that they do not show considerable attributes of the fundamental delicate or non-exclusive abilities, they can jeopardise opportunities for employment. Arrangements of abilities are vital for achievement; the main distinction is that hard aptitudes can be learnt, rather than delicate abilities that have been referred to as character aptitudes, and they are, to a specific degree, dependent on the identity of individuals.

A study by Pounder and Coleman (2002:122) reveals that aptitudes are separated into three classes which are outlined below:

➢ **Occupation abilities,** which are the aptitudes that are required for a particular employment. For instance, a repairman must have knowledge of how to settle defective brakes and a bookkeeper should have the capacity to draw up a monetary record.

- ➢ **Versatile aptitudes**, which are the abilities that develop a person to perform in different circumstances, whilst adapting to a new environment, excitement, genuineness, and coexisting well with individuals. Bosses generally search for specific qualities and aptitudes before employing any staff member. Aptitudes incorporate timeliness, efficiency, and readiness, capacity to coexist with kindred specialists, diligent work, and trustworthiness.
- ➢ **Transferable aptitudes**: these are close to home capacities, qualities or abilities that exchange or can be utilised, starting with one employment or circumstance, before moving on to the next.

For instance, personal relational abilities utilised as part of gathering information can be utilised to work viably in a group within a work environment; transferable aptitudes are essential. On the off chance that you need to get more noteworthy levels of responsibility and pay, having these transferable aptitudes are vital for meeting due dates, regulating others, tolerating obligation, open talking, taking care of issues, being well-organised, great preparation and enhancing deals. It is gainful to each occupation seeker in each calling to have an adjusted, flexible combination of the aptitudes, so as to succeed in the working industry (Coleman, 2000:12). Employability aptitudes are commonly viewed as imperative in created economies, group working, correspondence, self-administration, and examination (Jackson, 2013:271).

Employability skills are aptitudes that are straightforward applications to getting and looking after work (Harvey, 2000:2; McQuaid & Lindsay, 2005:20). They are aptitudes that are required for execution in a work circumstance and profession. Administration abilities are categorised into two classes of skill: self-management and vocation building. Vocation administration abilities and information are crucial for employability, since they have a vast impact on figuring out which, to what degree, in what way, when, and where discipline-particular aptitudes are found out, showed in applying for work, and utilised (Bridgstock, 2009:31).

3.9   GRADUATE PERCEPTIONS OF EMPLOYABILITY

Vidanapathirana (2001:5) examined employability and occupation desires of college students by using an example of 68 students to learn the degree of employability and desires that influence openings for work of educated youth. The research study affirmed the perspective that there is a misperception: the more an individual has been educated, the more prominent the probability that he or she might be unemployed.

A large portion of the undergraduates would likely choose a future occupation in the administration sector (Weligamage & Munasinghe, 2006:1) after their graduation, and employment desires fluctuate according to study programmes. Burden and McAvinia (1998:54) report of activities at the college of Surrey, known as the "abilities venture", with the primary target to distinguish and verbalise traits that are sought by managers and professional bodies, whilst raising the key aptitudes of new undergraduates to a worthy non-specific limit level, which is acceptable. The task intends to raise the key abilities of new undergraduates to a satisfactory level in the main semester of college training and, from there on, to improve the aptitudes of undergraduates in a particular environment to meet the prerequisites of employers and expert bodies. It was also important to assemble information from managers and expert bodies to pinpoint precisely what they expect of their graduates.

3.10   EMPLOYER PERCEPTION

The concerns around "graduate employability" identify with the issue of oversupply, as well as with a conceivable confusion between the requirements of employers and the capabilities created with institutions (Schuller, 1991:12; Harvey & Green 1994:3). A report on aptitudes, gaps and shortcomings by Abilities Dynamic (2006:24) shows that businesses think that graduates do not have the vital job components that would make them employable. However, the expanding emphasis on graduate employability implies that there is a requirement for colleges to comprehend and address industry issues. For

accomplishment in the work environment, graduates require aptitudes to adjust and develop with the progressions. Employers need graduates who are adaptable to changing environments (Harvey, 2005:16). Graduate eagerness and capacity to learn are the basics for their prosperity and general employability viability (Coll & Zegwaard, 2006:42).

According to Evers, Rush and Berdrow (1998:4) aptitude development enables individuals to learn, study, and utilise new information. In this manner, there is no compelling reason to coordinate the aptitudes of college graduates with the requirements of the business in the event that they are successful in the labour market. Hence, there is a critical need to distinguish the bosses' points of view of the abilities and characteristics of possibly employable graduates and their conclusion regarding the equivalence of graduates with expert capability holders.

In a study conducted by Weligamage (2006:12) employers described business-related knowledge as vital, and considered that "critical thinking and imaginative intuition aptitudes are not generally sufficient to perform undertakings required at work". Graduates are all the more scholastically situated, while lacking mindfulness on the most recent improvements and relevance aptitudes when contrasted with expert capability holders.

At the same time, as the meaning of "employability" is not steady, employers must unavoidably identify business needs from the enlisted person. A few studies have tended to this, with specific reference to fresh students (Pennington *et al.,* 2013:14). Pennington *et al.,* (2013:9) mention that scholarly execution is not the most imperative variable, as some managers place inspiration and interest, hierarchical fit, aptitudes and work experience higher up their list of alluring criteria.

Student qualities are more critical than having a degree (Harvey, 2000:105). For a few businesses, the degree that is considered is not as imperative as the students'

capability to handle complex data and impart it adequately, as graduate enrolment specialists need an assortment of other skills and personal and scholarly attributes, instead of mastered subject learning.

Businesses progressively need students who have self-speculation, which sets them apart by certainty, good faith, and a conviction that they can have any kind of effect. Managers need graduates who can adjust to the work environment society, who can utilise their capacities and aptitudes to advance the association, and who can partake in inventive cooperation, including basic speculation, as this is required for development to envision and drive change (Little, Moon, Pierce, Harvey & Marlow-Hayne, 2001:13).

Atkins (1999:267) recommends that businesses' needs fluctuate, depending on the area, size of business and kind of business-business sector introductions; businesses would prefer not to select graduates with aptitudes, all things considered. Reasonably employers need competency and adequacy. Hinchcliffe and Jolly (2011:564) call attention to the point that as the college segment has developed, it is perhaps unavoidable that the idea of what a graduate is, has widened. They continue by saying that the investigation of employer wishes does not help much with the endeavour to characterise employability aptitudes.

A report issued by the Australian Council for Educational Research (2000:10) stated that a business's discernment characterises employable aptitudes such as abilities that are required to pick up work, as well as to advance the business internally. Improving graduate employability abilities is considered as a critical errand inside the college group in any country. To recognize employer necessity, the vast majority of colleges globally routinely require an overview of business needs; employers regularly provide input on the aptitudes that they are searching for in new workers.

As indicated by Bennett, Dunne and Carré (2000:2) there is a typical dialect of aptitudes amongst colleges and businesses. Morley (2001:132) suggests that the idea of

employer capacity should be produced to offset the force relations set in the employability exposition of enlistment and maintenance. She infers that the training procedure should likewise include businesses, with the goal that they are more delicate towards issues of distinction, for example, race, class, sex, sexual introduction and incapacity. It is at exactly this point she recommends that employability traits will have comparative financial and expert qualities for various social and monetary gatherings.

3.11 PERCEPTIONS OF WHAT PREPARES GRADUATES TO BE EMPLOYABLE

Mason, Williams and Cranmer (2009: 19) argue that it is necessary for graduates to retain more than their university qualifications. They must equip themselves with general skills such as characteristics, technical skills, suitability, as well as interactive abilities. A study by Li and Zhang (2010:42) shows that businesses prefer graduates who are capable of carrying out their duties. Despite remarkable progress by universities, numerous graduates are not prepared to face the obstacles of the working industry. Presently, awareness and practical skills are the main factors for subsistence, as well as prosperity, because employers require skilled employees in order to advance economic benefit by means of expertise, original ideas, improved facilities and production (Baharun, Suleiman & Awang, 2011:8789).

Hernaut (2002:37) expresses a similar view that employers continuously require reliable and more dependable cultivated and capable graduates; institutions of higher learning need to create an alumnus that is talented and meets the desires of the labour market. Nevertheless, institutions are observed to be lacking in this role: there is a divide between the abilities and personalities that graduates possess and the employers' demands.

Consequently, it could be reasoned that it is critical for graduates to have specialised capacity, as required by various commercial ventures, with the goal to be gainfully employed. The business enterprise abilities of a graduate would be esteemed in any

association: either beneficial or non-beneficial. A case in point: a graduate could be portrayed as venturesome, which would indicate a capacity to be innovative, imaginative, versatile, and an eager learner. Indeed, these would be the majority of the aptitudes effectively recorded under the non-exclusive class. Entrepreneurial abilities, then again, might be an important expansion that some graduates will need to procure; however, not everyone needs to set up their own particular gainful business. As entrepreneurial aptitudes are not viewed as a vital component in the model, they have not been incorporated (Nicholson & Cushman, 2000:369)

3.12 SIGNIFICANT GRADUATE SKILLS THAT CAN ASSIST GRADUATES TO BE EMPLOYABLE

Despite the fact that businesses place more emphasis on abilities that employers' desire, these skills differ and are subject to various job responsibilities according to business needs. Raybould and Sheedy (2005:260) opine that graduate attributes are about particular individual capabilities to perform a task. According to Baharun *et al.*, (2011:8790) companies require their workers to possess various types of attributes and skills in order for them to be acknowledged as employees who are capable of doing their job. The indications are, therefore, that there is a need for extensive training and development, instead of employers demoting employees for not having the ability to perform their responsibilities.

Bhanugopan and Fish (2009:113) suggest that there are major dissimilarities among graduates, and organisational observations concerning the substantial attributes and practical skills that play a part in graduate employability in the working industry.

Paul and Sinha (2010:1465) perceive that a university qualification is not essential, as businesses are more interested in various types of skills that graduates can offer in the labour market. Furthermore, Paul and Sinha (2010) note that there is limited analysis achieved concerning the attributes and capabilities of graduates. As a result, higher

education institutions are under threat of having graduates that do not possess the desired attributes and talents. Hence, universities should consider the needs of employers relating to the attributes that they require, because several employers bear in mind the practical skills when hiring graduates.

3.13 HOW CAN UNIVERSITIES ENCOURAGE GRADUATE EMPLOYABILITY?

It is important that universities should ensure the employability of graduates is a first priority (Nabi & Bagley, 1999:185). The responsibility of higher education institutions is to keep abreast of changes at large, covering syllabi, training strategies, predictable academic results and building relationships with businesses (Rateau & Kaufman, 2009:15). While inspecting educational programmes, various sources highlighted the need to keep educational programmes current with the changing scene (Fields, Hoiberg & Othman, 2003:5; Garton & Robinson, 2006:552).

Harvey (2005:17) proposes that new showing techniques and procedures must be coordinated into classrooms. Instructors are attempting steps to improve and prepare their undergraduates better; while, civilisation and innovation are evolving quicker than numerous colleges, with graduates emerging who enter the workplace regularly deficient of important abilities (Rae, 2007:474). Colleges must assess and change their educational programmes consistently to address undergraduate issues (Garton & Robinson, 2006:553).

If new showing techniques or educational programmes are produced, there must be coordinated efforts between all partners in the instructive system, bringing about shared comprehension of the fancied undergraduate learning results. Viable instructive projects address the issues of members, and one approach to figure out whether the need is being met, is to "solicit the member and the supervisors of the members" (Kirkpatrick & Hoque, 2006:649).

Andelt, Barrett and Bosshamer (1997:47) argue that the assignment of creating attractive graduates requires an on-going affectability to the changing needs and views of planned businesses. It is unmistakably accepted by most policymakers that better working connections amongst universities and managers will definitely enhance learner employability. Winch and Clarke (2003: 240) claim that it is important for the drive for employability not to lead to a naïve view that employers necessarily know best. There is considerable literature about employers' narrow interests and understanding as part of the problem. Rather, what is needed is a dialogue, which is based on a thoughtful reading of the challenges of employability.

Winch and Clarke (2003) further note that it is vital that the drive to employability does not prompt a credulous perspective that businesses fundamentally know best. There is impressive writing about managers' limited advantages and understandings as being part of the issue. Or perhaps, what is required is an exchange, taking into account a keen perusal of the difficulties of employability.

For instance, Kruss (2004:673) contends for the South African advanced education segment; then McQuaid, Green and Danson (2005: 192) state that there is a requirement for enhanced correspondence between preparing suppliers and bosses to guarantee that the preparation that is given is significant for both businesses and workers. This is ostensibly an additional measure of the state of mind and practices of managers.

In case that learners, suppliers and bosses all have confidence in a high aptitude arrangement, which government encourages, then there is genuine potential for productive organizations for employability. In the event that this is not the case, there are genuine constraints to what suppliers can do to have an impact here.

3.14 HOW SOCIAL ENTREPRENEURSHIP CAN ENCOURAGE GRADUATE EMPLOYABILITY

According to Naude (2010:118) activities that place emphasis on expanding business enterprise and expanding vocation share an incredible arrangement, as businesses can be seen as an extraordinary type of employability. Business enterprise has frequently been referred to as a key component to enhance financial development in creating nations. There is likewise confirmation to propose that business people make occupation visionaries (Van Praag & Versloot, 2007:353).

A study conducted by Al-Yahya and Airey (2013:1) highlight that entrepreneurial exercises support the improvement of new endeavours. Thus, the foundation and development of SMEs prompt the production of employment opportunities. Graduates require technical skills, abilities and competencies, so that they can be successful in the working industry. Progressively, companies anticipate graduates to have an innovative mental attitude, and be inventive, compliant, resilient and adaptable.

Owens and Tibby (2014:3) postulate that "enterprise education" is one of the employability approaches that encourage employment by means of allowing graduates to improve desired qualities, talents, as well as abilities that can qualify each individual to become productive in the labour market and communities. Wilson (2012:9) draws attention to the fact that enterprise training is important for graduates because it prepares them with the capacity to think differently and to gain practical skills that can enhance their employability and get them to be business-minded.

3.15 SUMMARY

This chapter provided general perceptions of the issue which relates to the research environment. It unpacked graduate employability, and also articulated both positive and negative aspects of the concept. The section investigated the holistic package required

by industry (ability with desires) of school graduates, together with the present employability preparation of graduates, as well as past work involvement to improve student expertise. The role of the academic environment was mentioned in creating employability preparation.

It is evident that in order for graduates to be employable, they should acquire different types of skills, because without these technical skills it is difficult for potential employers to recruit graduates who do not have the required skills. Without a question, social entrepreneurs can contribute towards graduate employability, as they are able to recognise problems and propose solutions.

The following chapter discusses the research methodology.

CHAPTER 4

RESEARCH METHODOLOGY

4.1 INTRODUCTION

The previous chapter provided a theoretical background of graduate employability; employability methods; significant graduate skills identified by employers; and investigated how social entrepreneurs can encourage graduate employability.

This chapter provides information about the methods and procedures that were used to collect data, including the subjects from whom data was collected, how the data was analysed and how the results are presented. This chapter essentially details aspects of the research design that supported this study.

4.2 RESEARCH DESIGN

Cant, Gerber-Nel, Nel and Kotze (2008:406) characterise research design as a foundation for directing examination. Research design outlines what the researcher will do, from writing the theory and the operational results to the last investigation of information. Bryman and Bell (2007:28) also state that a research design is a particular examination system that the researcher embraces to tackle the exploration issue.

A descriptive research design was used in this study. This design enabled the researcher to gather quantitative data. A questionnaire survey instrument was used to collect data from respondents with the sole purpose of answering the principal question: "What is the role of social entrepreneurs in graduate employability in Cape Town, South Africa?".

4.2.1 Quantitative research approach

The best research approach for this study was considered to be a quantitative methodology. According to Gravetter and Forzano (2009:4) quantitative examination is

more about numerically measuring variables with the sole purpose of accomplishing scores. The obtained data was further submitted for factual investigation to understand the subject under investigation.

Maree (2007:2) describes quantitative exploration as a procedure that is efficient and objective in its methods for utilising numerical information from a chosen subgroup of the populace, to sum up the discoveries to the universe that is being contemplated. Moreover, the point of utilising quantitative examination was to ensure that this study was substantiated by method of numbers.

As mentioned before by Maree (2007:2) a questionnaire survey was utilized as a quantitative data gathering instrument. The survey had five Likert scales which are normally utilised in multi-dimensional attitude studies. For each statement given, respondents had to indicate whether they "strongly agree, agree, neutral, disagree or strongly disagree.

Welman and Kruger (2002:16) postulate that the use of Likert scales enables the researcher to gather peoples' perceptions and attitudes easily while substantial data can be gathered in a short period of time. The data obtained from the survey was later broken down using the Statistical Package for Social Sciences (SPSS) which is a software package that is mostly utilised for quantifiable examination.

4. 2.2   Advantages and disadvantages of a questionnaire

Table 4.1: Advantages and disadvantages of a questionnaire

Advantages	Disadvantages
➢ Low cost	➢ Restricted application
➢ Permits a bigger number of respondents	➢ Reaction rate might be low
➢ Anonymity	➢ Lack of chance to clear up issues
➢ Standardised questions make measures more exact	➢ Self-selected bias
➢ With a proper sample, studies may go for representation and give summed up results	➢ The reaction to the question might be affected by the reaction to other questions
➢ With a decent reaction rate, questionnaires can give a considerable measure of information generally rapidly	

(Source: Rhind, Davis & Jowett, 2014:112).

Despite the aforementioned disadvantages of questionnaires, questionnaires were considered to be a superior tool to gather data that would enable the researcher to answer this study's research questions. A questionnaire is a viable instrument to obtain relevant data from a large population, while it also allowed flexibility in collecting data. Additionally, questionnaires generally incorporate low costs and a versatile time and place for responses; in this way, the respondents can respond to them wherever and at whatever point (Rhind, Davis & Jowett, 2014:112.

4.3.   POPULATION

The population for this study was restricted to Cape Town's social entrepreneurs, which consisted of 187 population that were enlisted on the Western Cape Charity SA database over the period of the examination.

4.4   SAMPLE AND SAMPLING METHOD

A sample size of 160 social entrepreneurs was chosen to participate in this study. The researcher utilised a simple random sampling method to a selected group of 160 respondents from the sampling frame of 187 subjects. Once chosen, each social entrepreneurs was telephoned and subsequently contacted via email to obtain their

consent to participate in the study. They were informed of the advantages of conducting the study and other ethical issues that the researcher would observe during and after the study. Arrangements were also made to visit the individuals who were willing to participate in the study. Subsequent to asking for arrangements, follow-up calls and emails were made a week later to confirm the meeting date and time.

4.5   METHODS OF DATA COLLECTION

Questionnaires were physically distributed to respondents at their specific workplaces, while other respondents received the questionnaires via email. Respondents were allowed to complete the questionnaire at a convenient time and then had to inform the researcher to collect them upon completion, while other research participants scanned and emailed the completed questionnaire.

Among the 160 participants whose questionnaires were returned, only 92 questionnaires were usable. Some were not fully completed and were, therefore, discarded. As a result, the reaction rate was 57.5 percent, which was a reasonable response to further analyse and present the results.

4.6   QUESTIONNAIRE DESIGN

This section of the research methodology details the structure of the survey instrument that was used in this study. Zikmund (2003:369) supports the need to properly structure the questionnaire. The author further highlights that it ensures that the questions completely cover the research objectives, and also makes it easier for the respondent to complete.

The front page of the questionnaire had a cover page, which basically informed the participant of the importance of the study, the approximate time that it takes for the respondents to complete the survey, and ethical guidelines that the researcher would

observe. For example, it pointed out that the participants are allowed to discontinue the study at any time that they wanted, that the participation in the study is voluntary, and that the findings of the study were not to be linked to the participant, as well as other ethical considerations which are detailed in Section 4.9.

The questionnaire was divided into four sections, and the four segments had accompanying headings which are outlined below:

Section A: Demographic information

The aim of this section was to obtain an understanding of respondents' profiles. Demographic information that was sought included gender, education, race and age group.

Section B: Contributions towards graduate employability

The point of this section was to reveal the level of commitment of social business visionaries towards graduate employability; the researcher sought to comprehend if social business people embrace graduates into their organisations, and/or assist them to obtain employment.

Section C: Graduate skills

The point of this section was to ascertain the critical graduate abilities that social business people recognise: in this manner the researcher sought to understand the different aptitudes which can help graduates, to be employable.

Section D: Opinions about graduate employability

This section examined the assumptions of social business people identifying with the capacities of graduates; along these lines the researcher aims to understand various characteristics, which can assist graduates to be employable. In each section of the questionnaire, as outlined above, respondents had to answer the questions, following specific answering guidelines. For example, Section A required that respondents

demonstrate the applicable answer by placing a cross or tick in each block. Respondents were not permitted to place more than one cross or tick. Sections B−D had a five point Likert scale to quantify reactions from "strongly disagree" with an estimation of 1, to "strongly agree" with an estimation of 5.

The benefit of utilizing rating scales is that the respondents were more disposed to answer each of the questions on the survey which would allow for respondents to be evaluated properly (Rhind *et al.*, 2014:111).

4.7 VALIDITY OF QUESTIONS

According to Van der Riet and Durrheim (2006:90) validity in research implies that the conclusions that the researcher reaches are sound. Blumberg, Cooper and Schindler (2011:505) attest that validity is about whether the study really measures what it claims to measure. Gray (2009:155) contends that each study ought to guarantee that it is legitimate. Hence, the researcher should utilize an instrument that measures what is planned to quantify.

On account of this study, the instrument that was utilised was approved by the supervisors of this research, who verified that the exploration targets and the instrument were compatible. Beyond this, CPUT's Faculty of Business and Management Sciences Research Ethics Committee, vets every research instrument for scientific validity. To this end, the instrument was made available to the committee who subsequently approved the use of the instrument (see Appendix B). Furthermore, questions were arranged and steered to guarantee that they mirrored a high level of 'legitimacy'. The examination surveys were evaluated, keeping in mind the end goal, to ascertain whether the issue of the exploration and analyses were straightforwardly identified with the literature of this study. Accordingly, the survey tool was considered legitimate for gathering information, which was required for this examination.

4.8   DATA ANALYSIS

Once the data are gathered from the field, Vithal and Jansen (2010:27-28) suggest that there are three important stages that follow, which are: 1) confirmation of the information by checking if the surveys that were gathered were legitimately replied to; 2) gathering the information and amassing it in a Microsoft Excel spreadsheet for coding purposes and 3) using Statistical Package for the Social Sciences (SPSS) to create frequency tables and graphs that are necessary for data interpretation. Somekh and Lewin (2005:221) propose that tables can be utilised to present information in a straightforward arrangement, while diagrams and graphs can introduce information visually and frequently highlight patterns and issues that might be drawn in translations of information.

Results are displayed using tables and pie diagrams. Because this is a quantitative study, descriptive measurements were used to reach conclusions of the role of social entrepreneurs in graduate employability in Cape Town, South Africa.

4.9   ETHICAL CONSIDERATIONS

There are various ethical guidelines that researchers should consider when carrying out a study. These ethical issues or morals direct the act of a researcher when conducting a research study (Blumberg *et al*., 2011:115; Gray, 2009:69). In line with the Cape Peninsula University of Technology's ethical guidelines, the research adhered to the following good research practice:
➢ Informed consent, as a consent letter was sent and permission was obtained from various social entrepreneurs;
➢ Anonymity; and
➢ Voluntary participation.

The instrument of this exploration straightforwardly demonstrated that the interest was totally deliberate. Respondents were additionally guaranteed that they and their inputs would be treated with genuineness, and confidentiality. Besides, in light of the fact that this was an academic research that was attempted by a university student, research moral behaviour, as outlined by the Cape Peninsula University of Technology (CPUT) was observed. This included age limitation of 16-35 years, and anonymity. In the wake of having surveyed the examination instrument, the CPUT Research Ethics Committee endorsed the research and permitted the researcher to conduct the study.

4.10 SUMMARY

This chapter discussed the methodology, which was followed in this study, to investigate the role of social entrepreneurs in graduate employability in Cape Town. The examination populace for this study was constrained to Cape Town. Surveys were conveyed by the researcher to respondents who took part in the study. Of an aggregate of 160 surveys that were distributed to the respondents of the study, 92 surveys were returned.

Ethics and validity were likewise mentioned in this chapter, whereby the researcher used different instruments to guarantee that participants were not presented with any risk or hazard; furthermore, that the information that was gathered is substantial and dependable. SPSS was used for data analysis. Information was encoded and factually broken down in a joint effort with an enlisted CPUT analyst. The outcomes are presented in graphs and tables in the next chapter, Chapter Five.

CHAPTER 5

DATA ANALYSIS AND INTERPRETATION OF RESULTS

5.1   INTRODUCTION

The previous chapter described the methods and procedures that were utilized in this study. The aim of this chapter is to present and analyse the data that was gathered through the use of a questionnaire survey. The findings from this study helped the researcher to understand the phenomenon under examination, which further assisted to provide recommendations for areas that require further research.

The main purpose of this study was to determine the role of social entrepreneurs in graduate employability in Cape Town, South Africa. Therefore, the study sought to achieve the following objectives:

➢ To determine the contribution of social entrepreneurship towards graduate employability;

➢ To categorise the significant graduate skills identified by social entrepreneurs, and;

➢ To distil the perceptions of social entrepreneurs with respect to the abilities, understanding and characteristics that can assist graduates to gain employment.

As stated earlier, the aim of this section is to logically present the study's findings. The objective is that the reader will be able to draw the necessary significance and will then be able to connect with the subsequent sections.

5.2   ANALYSIS OF RESEARCH RESULTS

The questionnaire survey that was used to gather data comprised four sections. Section A concentrated on demographic information to obtain an overview of respondents' profiles. Section B focused on the contribution of social entrepreneurs towards graduate

employability, while Section C categorised the significant graduate skills identified by social entrepreneurs. Lastly, Section D investigated the assumptions of social entrepreneurs relating to the abilities of graduates. All the sections, A to D, helped the author to obtain data that was relevant enough to achieve the research objectives. The information that was gathered from the completed surveys was captured in the Statistical Package for the Social Sciences programme (SPSS) version 23 for coding and investigation, whereby answers were changed into numbers (Fowler, 1988:13; Pallant, 2010:6).

5.3   RESPONSE RATE

The sample size for this study was 160 participants (social entrepreneurs). Questionnaires were disseminated to respondents by email, post and face-to face. Among the 160 surveys that were distributed, only 92 surveys were returned realising a response rate of 57.5 percent. According to Fowler (1988) the reaction rate should be above 20% to provide valid measurements about a populace. The moderately high reaction rate that was accomplished through individual circulation and accumulation of the questionnaire and, additionally, consistent follow-up, minimized non-reaction bias.

5.4   SECTION A: DEMOGRAPHIC INFORMATION OF RESPONDENTS

This section provided respondents' demographic information, which relates to gender, ethnicity, age group and educational qualifications. The results of this section helped to link respondents' profiles with responses in other sections, for example, it helped the researcher to understand, which gender and race group the respondent is likely to give careful consideration to as far as graduate employability is concerned.

5.4.1 Gender of social entrepreneurs
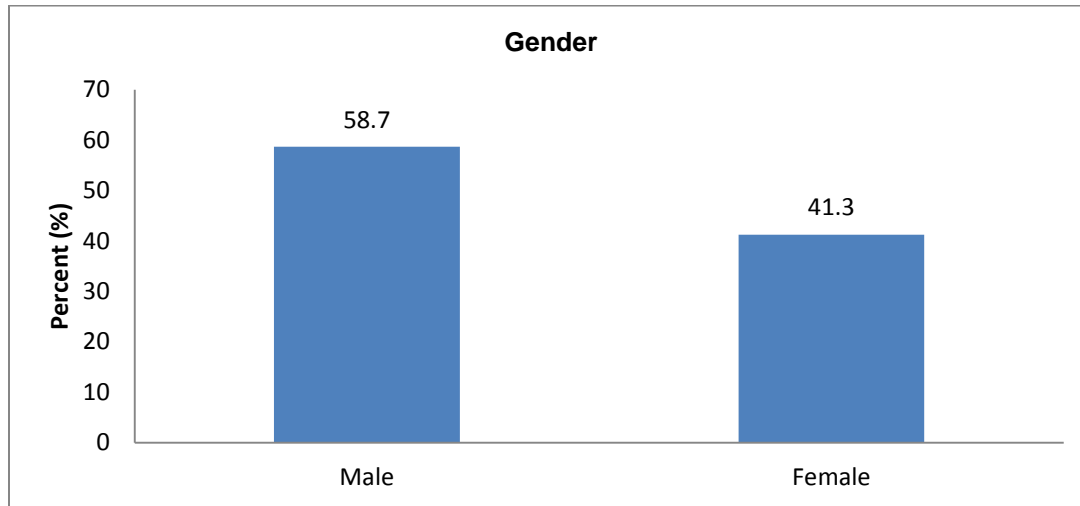
Figure 5.1: Gender of social entrepreneurs.

Figure 5.1 above depicts that a substantial number (58.7 percent) of the respondents were males, while females comprised 41.3 percent. This finding is synonymous with the study of Fatoki and Van Aardt (2011:163) which found that social-cultural limitations are likely to adversely influence the engagement of women in business enterprise. Aside from this, the study by Nieman and Nieuwenhuizen (2009:31) distinguished women entrepreneurship obstructions to be specific: individual challenges; sexual orientation inclination; negative persuasive socio-cultural attitudes; and adjusting business and family obligations.

5.4.2 Ethnicity of social entrepreneurs
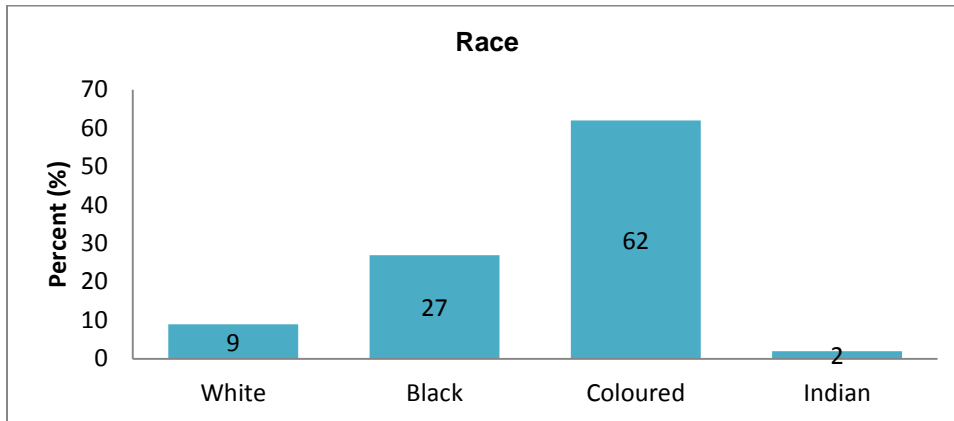
Figure 5.2: Ethnicity.

Generally, Cape Town has diverse racial demographics. Figure 5.2 above depicted how the respondents distinguished themselves in terms of ethnicity. As shown Figure 5.2, the vast majority of the respondents distinguished themselves as Coloured people (62.0 percent), followed by Blacks (27.2 percent). The rest were Whites (8.7 percent) and Indians (2.2 percent). Overall, this shows that the majority of participants were Coloured, and that social entrepreneurs originate from various ethnic backgrounds.

5.4.3 Age group of social entrepreneurs
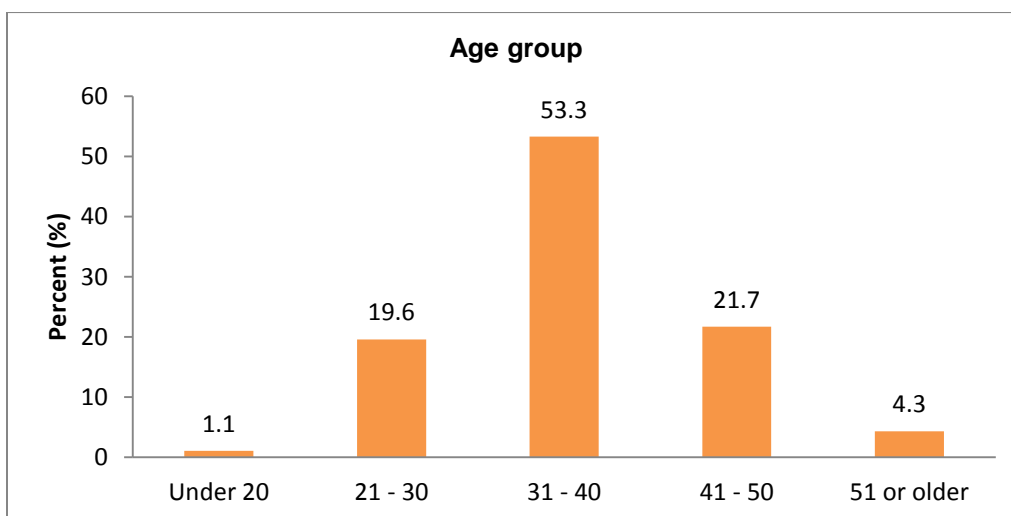
Figure 5.3: Age group of social entrepreneurs.

Figure 5.3 above shows that the dominant number of respondents (53.3 percent) were in the age classification of 31 to 40 years, followed by the 41 to 50 age group, at 21.7 percent. Third (19.6 percent) was the 21 to 30 age group, fourth (4.3 percent) was the 51 or older age group, and just 1.1 percent were under 20 years of age.

Taking everything into account, the 31 to 40 years group was the most involved in social development within their communities. These results could relate to Masutha and Rogerson's (2014:152) findings that the average age of entrepreneurs was 35 years and older. However, the main focus of the study was amongst social enterprise visionaries.

5.4.4 Qualifications of social entrepreneurs
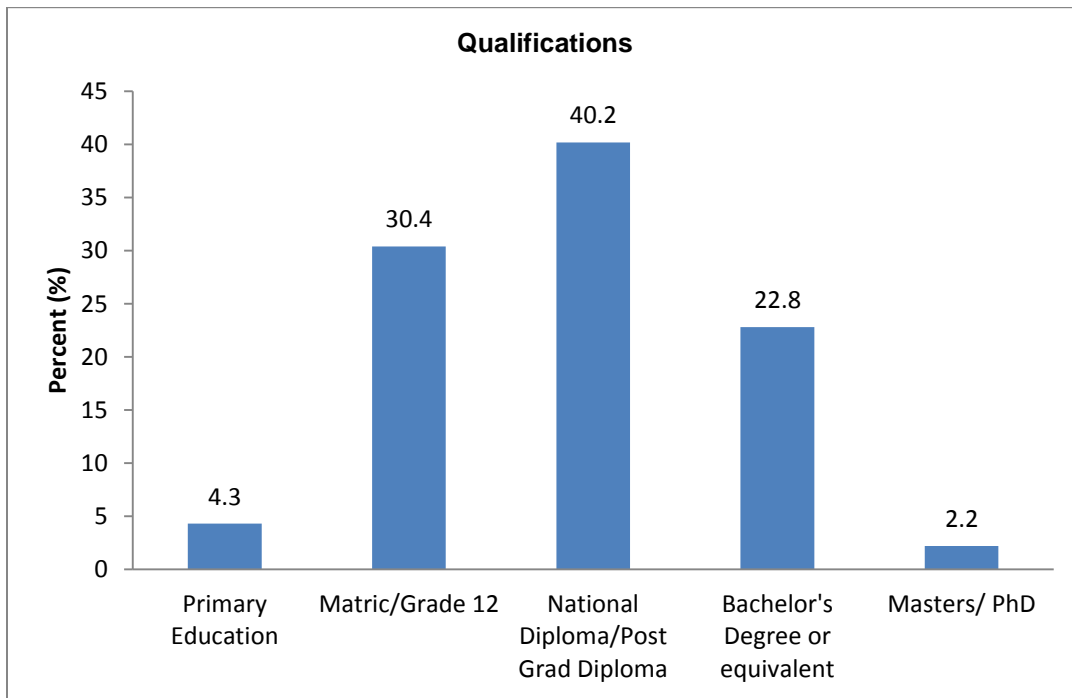
Figure 5.4: Qualifications of social entrepreneurs.

Figure 5.4 above shows that the outcomes with respect to respondents' level of education indicate that the vast majority of the respondents (65.2 percent) accomplished tertiary level education, trailed by 30.4 percent who had high school

education. A few (4.3 percent) of the respondents had primary school education. It should be noted that a majority of the respondents are well educated and can recognize social development issues in their area, whilst working towards the goal of solving those issues. This finding is similar to Stumbitz, McDowall and Gabriel's (2012:3) study, which observed that social entrepreneurs are educated to degree level or have proficient capabilities. Bosma, Schott, Terjesen and Kew (2015:22) also concur that from a worldwide point of view, social business visionaries tend to have high education levels.

5.5 SECTION B: CONTRIBUTION TOWARDS GRADUATE EMPLOYABILITY

The main objective of this section is to identify the commitment of social business visionaries towards graduate employability; enabling the researcher to comprehend if social business people assimilate graduates into their organisations.

5.5.1 Does the organisation employ graduates?
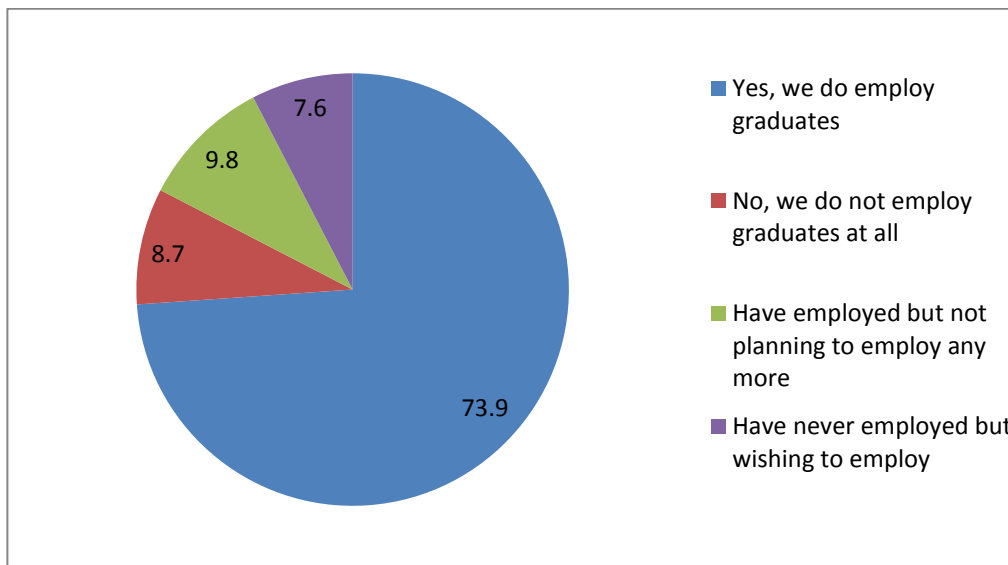
Figure 5.5: Does your organisation employ graduates?

Figure 5.5 above shows that the majority of the respondents (73.9 percent) of the organisations that participated in the study were involved effectively in employing

graduates; 9.8 percent claimed that they have employed graduates, but are not willing to employ anymore; 8.7 percent said that they do not employ graduates at all owing to various reasons; and a promising 7.6 percent who claimed that they are interested in employing graduates even though they have never employed one before. A majority of the organisations that took part in this study (73.9 percent) had employed graduates in previous years.

5.5.2 Challenges of employing graduates
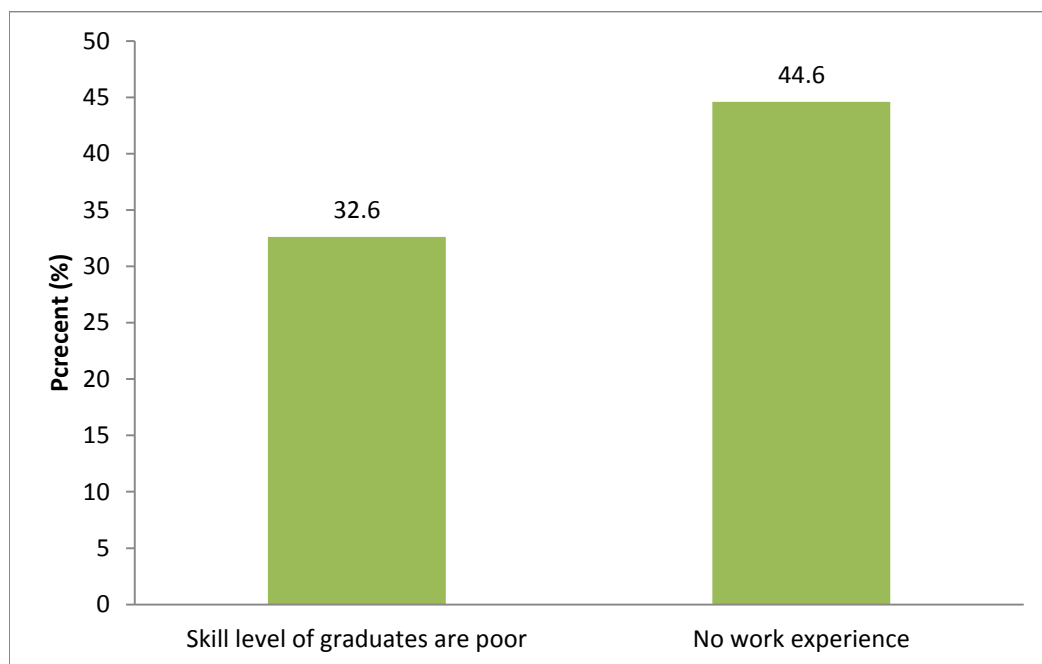
Figure 5.6: Why do you find it difficult to employ graduates?

The previous figure, Figure 5.5, considered whether social entrepreneurs employ graduates. Above, Figure 5.6 demonstrates the difficulties that social business visionaries experience when they want to employ graduates.

The majority of the respondents (44.6 percent) indicated that they find it difficult to employ graduates because they lack enough work experience, while 32.6 percent asserted that the skills levels of graduates are poor. This means that social

entrepreneurs find it hard to find graduates who have the right abilities to suit their organisations. This shows that, even though the majority of social entrepreneurs employ graduates, they have a challenge of dealing with graduates who are not fit enough to adapt to the working environment, and that graduates do not have abilities that match their desired skills levels.

5.5.3 Other challenges of employing graduates
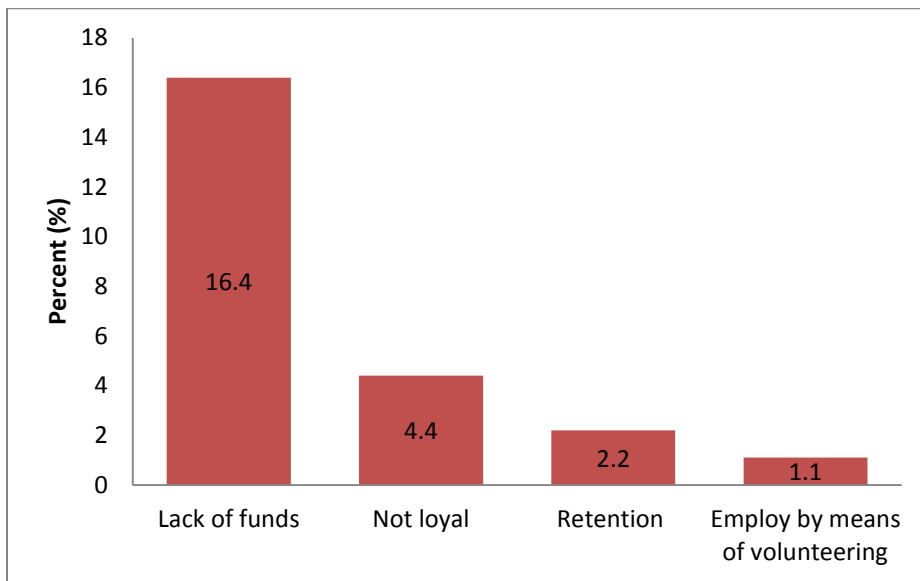
Figure 5.7: Other reasons why social entrepreneurs find it difficult to employ graduates.

Figure 5.7 above indicates that the majority of the organisations (16.4 percent) do not employ graduates owing to lack of funding from sponsors. A few participants (4.4 percent) claimed that graduates are not loyal, followed by 2.2 percent who claimed that they do not employ graduates owing to employee retention, and 1.1 percent said that they employ graduates by means of volunteering. It may be noted that since social entrepreneurship is not about profit making, some of the organisations have been unable to contribute to graduate employability owing to insufficient funds to do so. These findings are linked to a study by Bruni, Gherardi and Poggio (2004:260) who discovered that one of the barriers that entrepreneurs face is a lack of access to funds.

5.5.4 Is the performance of graduates satisfactory?
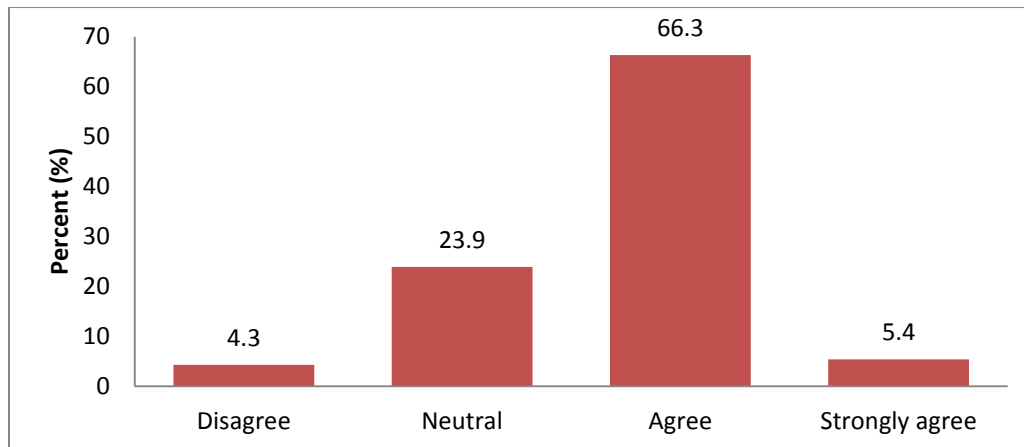
Figure 5.8: Is the organisation satisfied with the performance of graduates since their employment?

Figure 5.8 above reveals that the majority of the participants gave the impression of being satisfied with the performance of graduates that their organisation had employed, followed by undecided organisations (23.9 percent) that are not quite sure whether they are satisfied or not. A total of only 4.3 percent was not satisfied with graduates' performance in the work-place.

5.5.5 Can social entrepreneurs improve graduate employability?
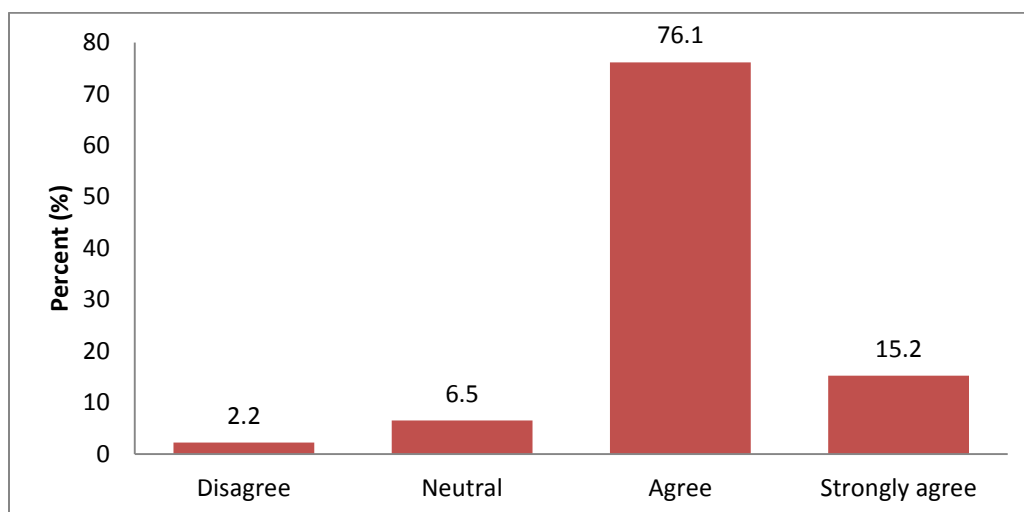
Figure 5.9: Social entrepreneurs should play a role in improving graduate employability.

Figure 5.9 shows that a total of 91.3 percent of the organisations concurred that social entrepreneurs have a role to play towards graduate employability, while 6.5 percent are not sure whether it is their role to be involved in graduate employability, and 2.2 percent disagreed, indicating that it was not necessary for social entrepreneurs to be involved in graduate employability.

5.6   SECTION C: GRADUATE SKILLS

The purpose of this section is to reveal the critical graduate aptitudes distinguished by social business people; hence the researcher sought to understand different abilities, which can help graduates to become employable.

5.6.1   The importance of the listed graduate skills
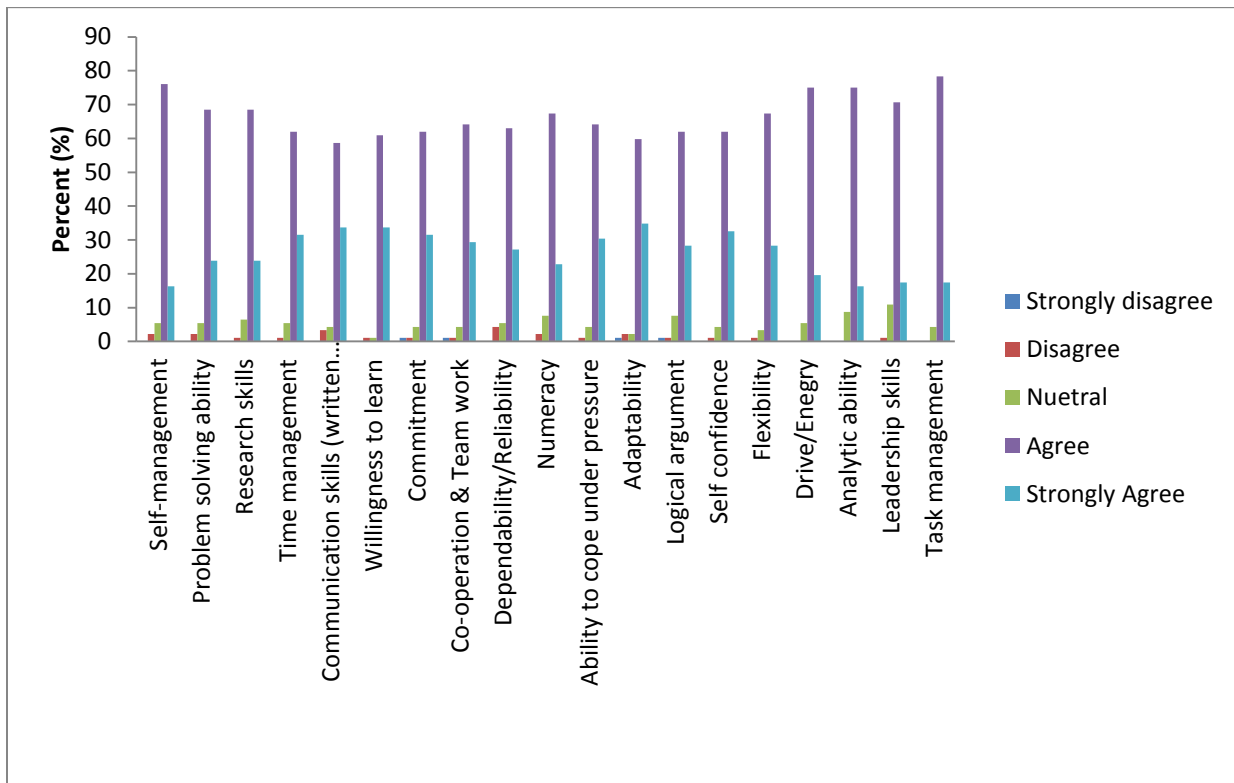
Figure 5.10: Graduate skills.

Figure 5.10 above reveals that the respondents considered that employability abilities were highly significant in their profession. All the aptitudes and capacities that were recorded in the study, for example, self-management or task management, were thought to be extremely or rather important in order for graduates to be employable. Altogether, somewhere around 80 percent of respondents positioned these aptitudes as being extremely, alternately rather, imperative.

Findings in Figure 5.10 reveal that a key part of the graduate portfolio was reflected mostly by means of self-management capacities. Such aptitudes demonstrate a level of growth and independence. Altogether 93.4 percent of the organisations stated that the capacity of graduates to have drive/energy was most essential; it further highlighted the importance of analytical ability and leadership skills. Organisations distinguished adaptability as one of the key elements of graduate work. Numerous graduates are relied upon to work cross-culturally, and also, in various groups, simultaneously.

The expertise and capacity of analytical ability and energy/drive had the most outstanding result of more than 90 percent, showing that respondents noted this as an employability ability of high significance as a means for graduates to excel in the work environment.

As can be seen from the outcomes, there seems, by all accounts, to be a huge scope of conclusion regarding the significance of all other fundamental abilities. This proposes that every single essential ability is of some significance, which, likewise, suggests that it is the individual inclination of the business.

In the following section, the findings are presented in relation to the themes that were recognised. Participants were requested to record to their opinions, regarding which skills they deemed important for graduates to be successful at work. These findings are introduced in Figure 5.11.

5.6.2 Essential graduate skills based on social entrepreneurs opinions
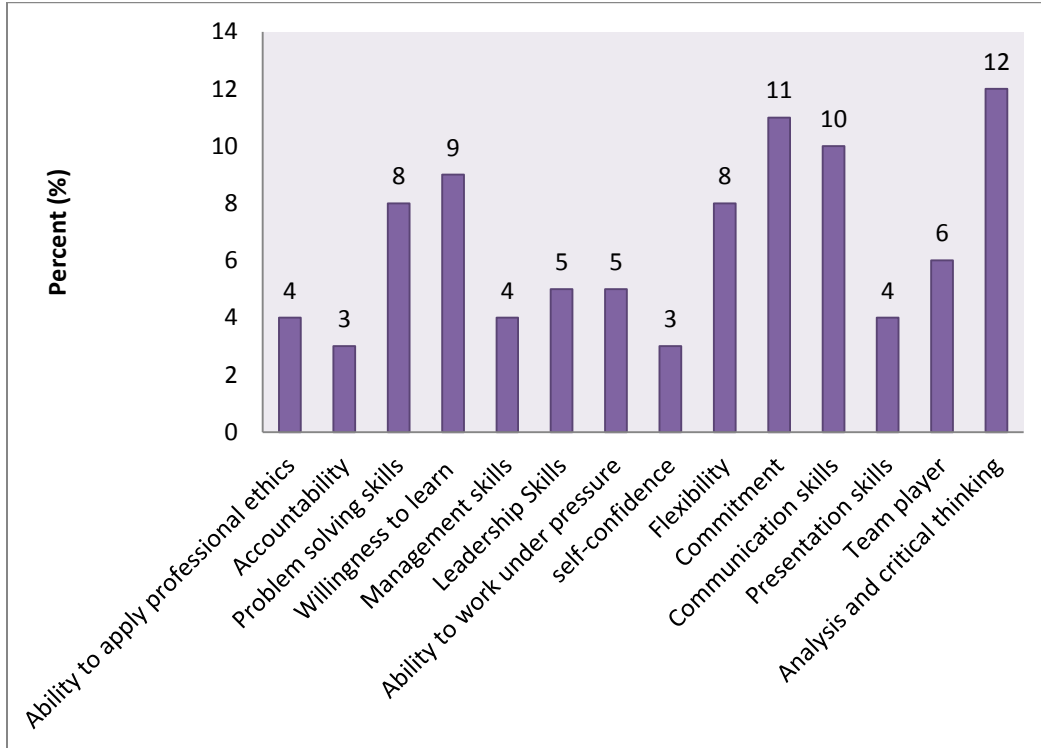
Figure 5.11: What attributes would you suggest a graduate must demonstrate effectively at work?

Figure 5.11 above demonstrates that skill preferences vary, in any case, with respect to their general significance for the employing decision. The dominant part of the respondents (12 percent) regarded analysis and critical thinking as being a critical skill for graduates to have. Commitment also appeared to be regarded as being essential. Communication skills were amongst the most vital choices of skill considered by the respondents, with self-confidence and accountability having the least preference.

It can be reasoned from the next figure, Figure 5.12, that the following aptitudes can be regarded as abilities which are imperative on the part of graduates.
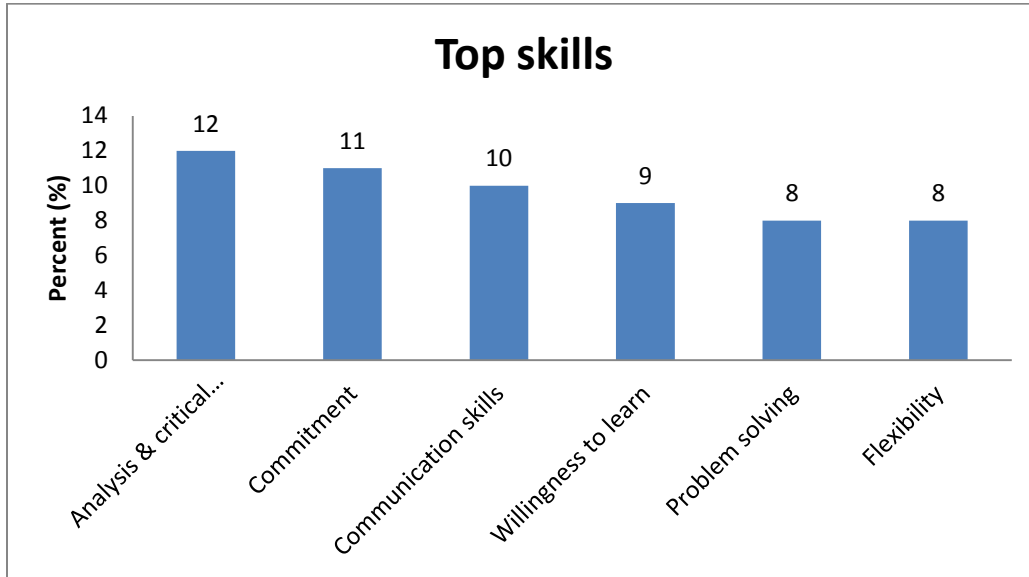
Figure 5.12: Top skills.

Figure 5.12 above indicates that the top six abilities that were most favoured by the respondents include: analysis and critical thinking; commitment; communication skills; willingness to learn; problem solving; and flexibility. The majority of the participants required graduates to have these aptitudes. These findings concur with Paadi (2014) who also found that businesses considered the specified abilities as being vital for graduates to possess to add to their employability and workplace success.

5.7 SECTION D: OPINIONS ABOUT GRADUATE EMPLOYABILITY

This section explores the presumptions of social business people regarding the capacities of graduates; here, the researcher sought to divulge the different attributes, which can help graduates become employable.
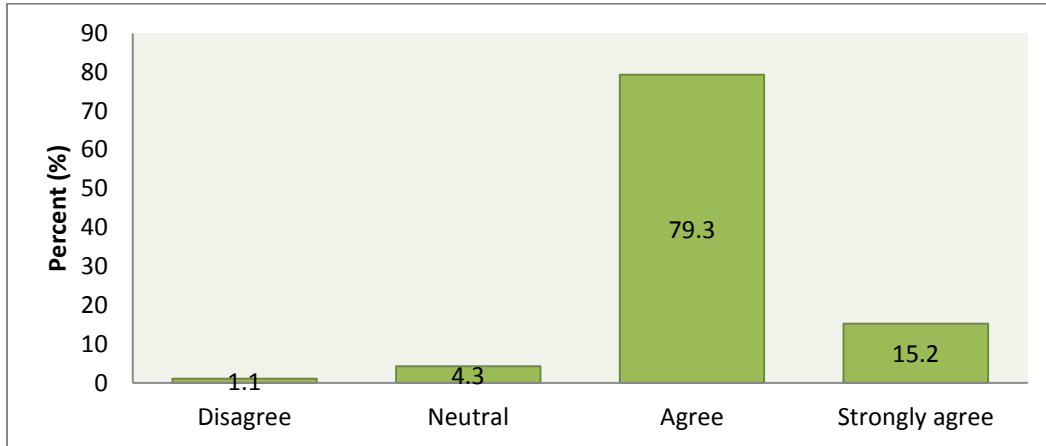
Figure 5.13: For a graduate to be employable, it is important to demonstrate a set of skills.

Figure 5.13 above shows that fourteen respondents (15.2 percent) strongly agreed with the statement that it is vital for graduates to exhibit a set of abilities in the work-place, while seventy three (79.3) percent of the respondents agreed with the statement. Only one respondent (1.1 percent) disagreed with the statement, while four respondents (4.3 percent) were not certain about the question.

Generally, 76.1 percent concurred by agreeing and 15.2 percent strongly agreeing with the statement that in order for graduates to be employable, they should demonstrate an array of abilities.
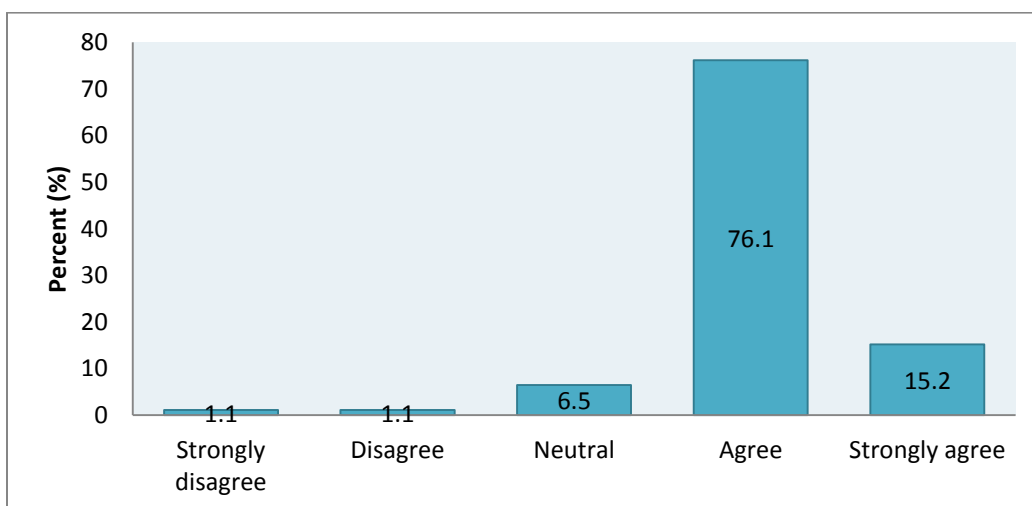
Figure 5.14: For a graduate to be employable, it is important to have a formal qualification.

Figure 5.14 above indicates that fourteen respondents (15.2 percent) strongly agreed with the statement that it is vital for graduates to have a formal qualification,, while seventy three (76.1) percent of the respondents agreed with the statement. Only one respondent (2.2 percent) strongly disagreed and disagreed with the statement, and four respondents (6.5 percent) were not certain about the question. Generally, 91.3 percent concurred by strongly agreeing and agreeing with the statement that in order for graduates to be employable, they should have a formal qualification.
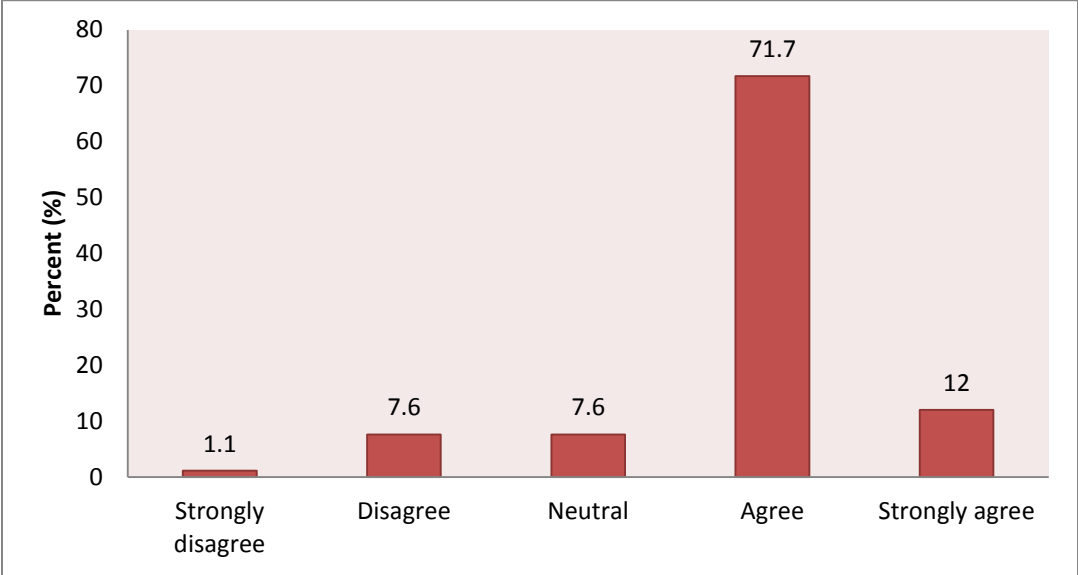
Figure 5.15: For a graduate to be employable, it is important to have work experience.

Figure 5.15 above shows that the dominant part of respondents (83.7 percent) concurred by agreeing and strongly agreeing that work experience is more profitable when entering the work market. As a graduate, it is essential to have practical knowledge. In the meantime, 8.7 percent contradicted the statement, as they perceived that being employable does not rely upon work experience, while 7.6 percent were undecided about the question.
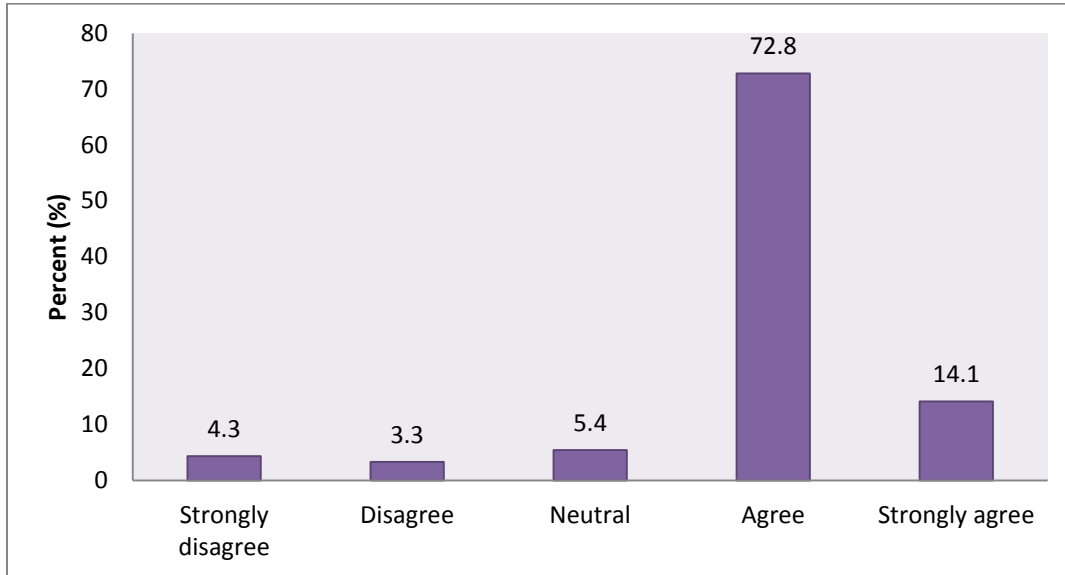
Figure 5.16: Holding a degree qualification no longer guarantees graduate employment.

Figure 5.16 above shows that, generally, 86.9 percent agreed or strongly agreed with the statement that the value of holding a degree is no longer enough to get a job; trusting that expanding advanced education enrolment would enhance the population's personal satisfaction, this is worrying. This was followed by 5.4 percent who could not decide whether they agreed or disagreed with the statement. With, generally, 7.6 percent of the participants disagreeing with this statement, they still believe that holding a qualification increases a graduate's chances of obtaining a job.
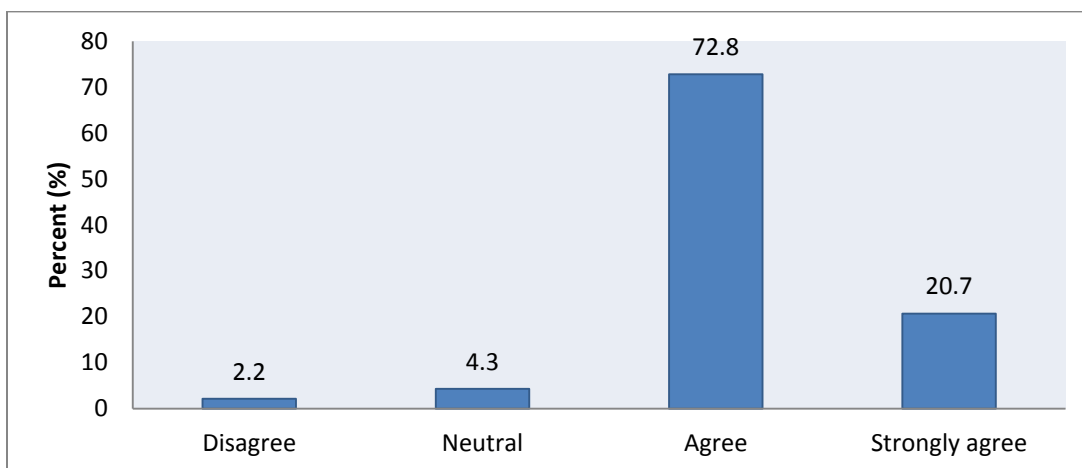
Figure 5.17: Social entrepreneurs should work with education providers to develop and offer internships or job placement programmes for graduates.

Figure 5.17 above shows that overall, 93.5 percent of the respondents agreed or strongly agreed considering participation with universities to be extremely vital for their organisation; this was trailed by 4.3 percent who could not answer the question, and 2.2 percent who disagree with the statement.
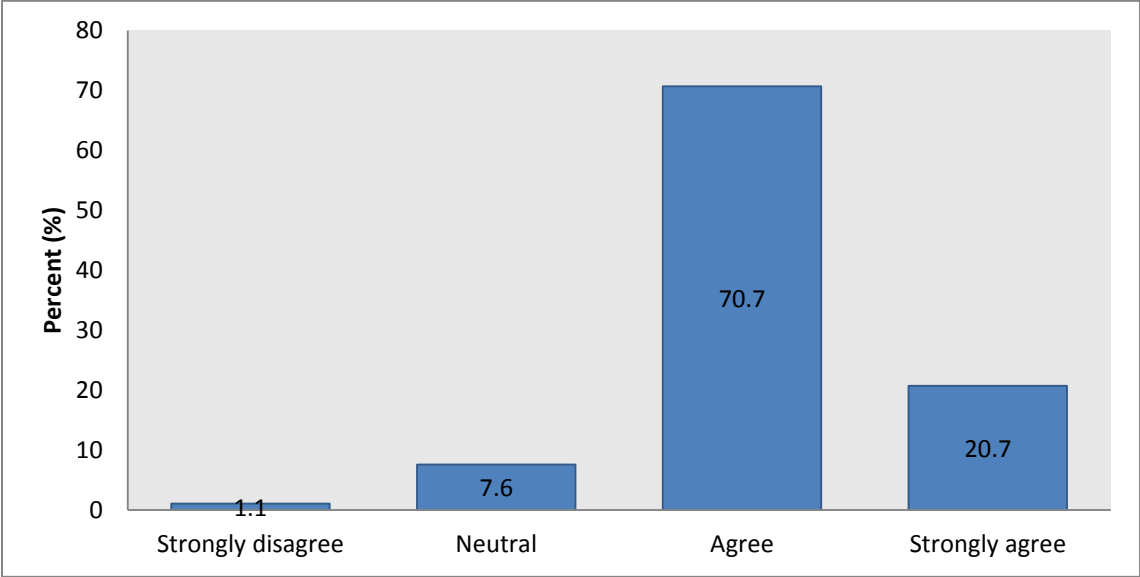
Figure 5.18: Social entrepreneurs should focus their recruitment on graduates who have relevant qualifications.

Figure 5.18 above demonstrates that, in general, 91.4 percent of the respondents concurred by agreeing and strongly agreeing that it is vital to select graduates who have relevant qualifications; followed by 7.6 percent who indicated a neutral response; and 1.1 percent who disagreed with the statement.
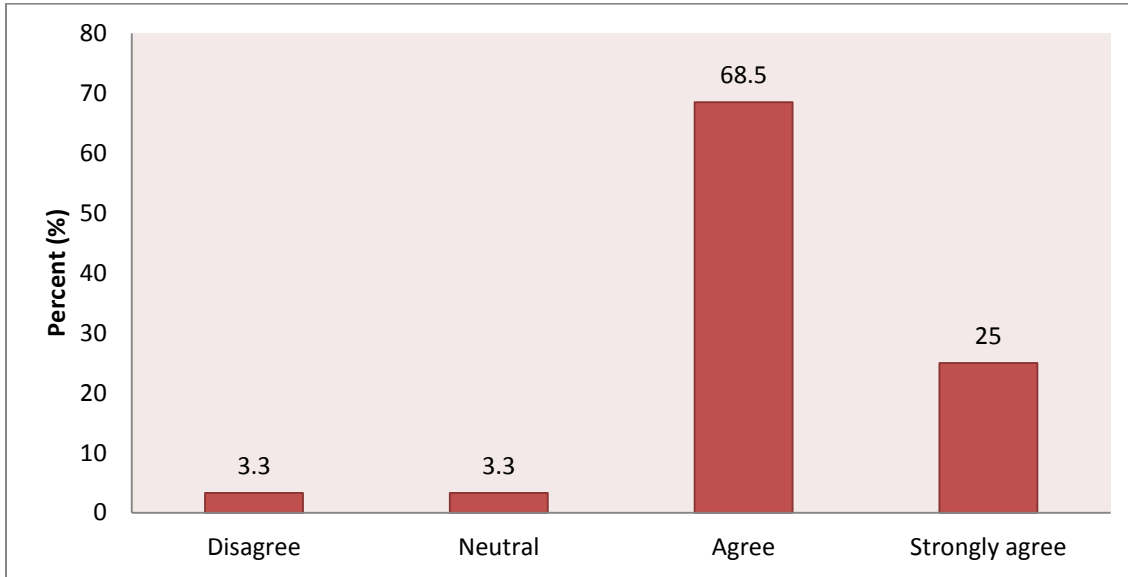
Figure 5.19: Graduates should participate in internships or job placement programmes.

As shown in Figure 5.19 above there is an indication that graduates need to partake in graduate programmes, and these organisations have established such programmes to give undergraduates significant experience and abilities.
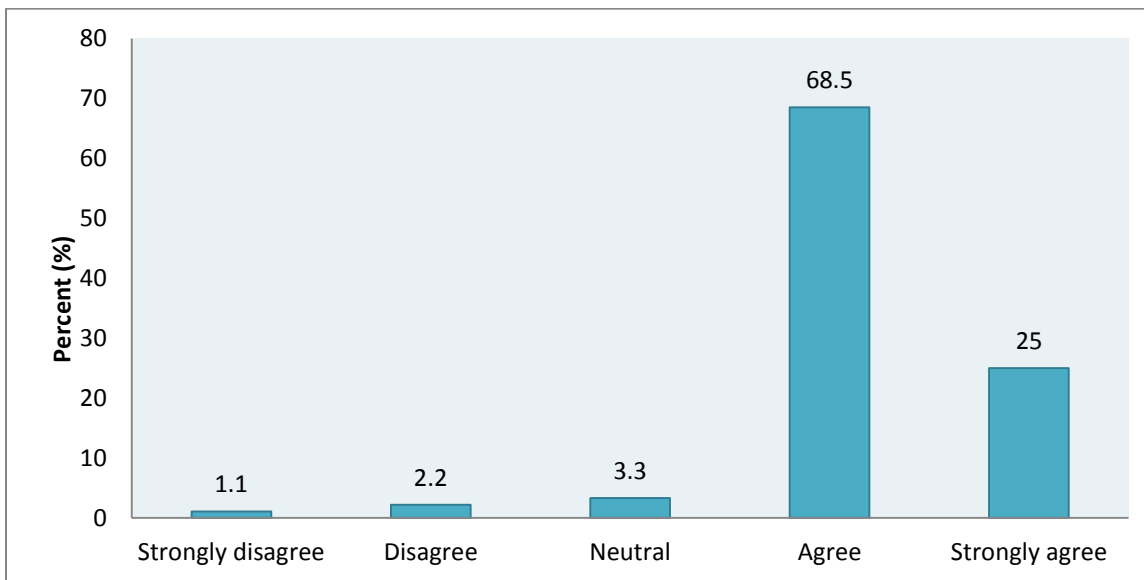
Figure 5.20: Social entrepreneurs should provide opportunities for graduates to improve their skills.

Figure 5.20 above depicts that the majority of the respondents (93.5 percent) stated that it is vital for social business visionaries to provide opportunities for graduates to

enhance their abilities. In the interim, 3.3 percent differed and another 3.3 percent were undecided.

This demonstrates that there is a better chance that social business visionaries can contribute towards graduate employability, as they perceived that they should be included in ensuring that graduates are equipped with essential aptitudes for the labour market.
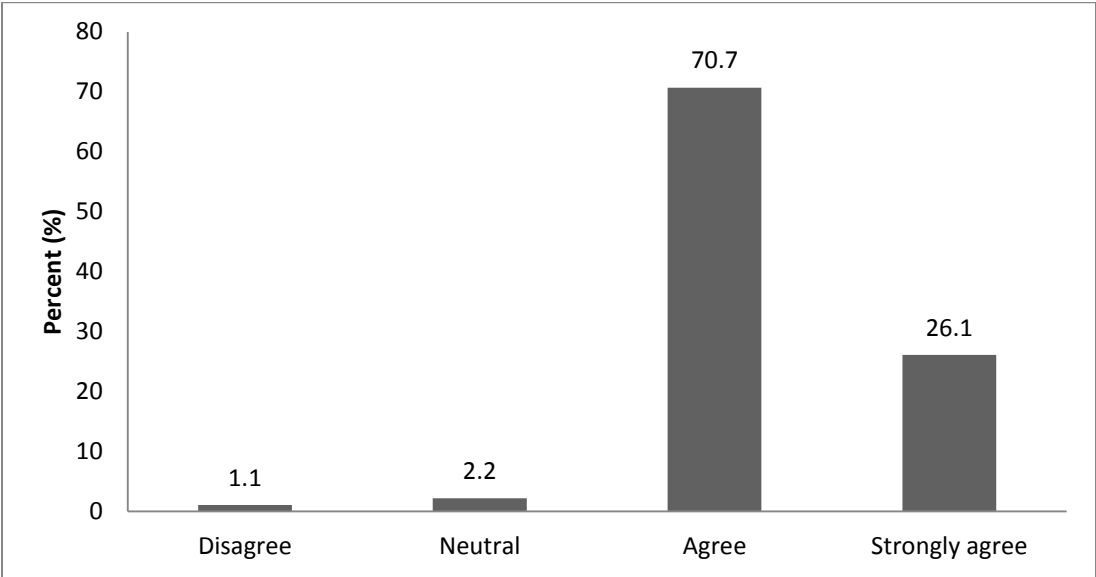
Figure 5.21: Social entrepreneurs should link with employers to develop and offer internship or job placement programmes for graduates.

Figure 5.21 above demonstrates that 96.8 percent of the respondents considered participation with businesses to be exceptionally or rather critical; trailed by 2.2 percent that are neutral towards the statement and 1.1 percent who disagreed.
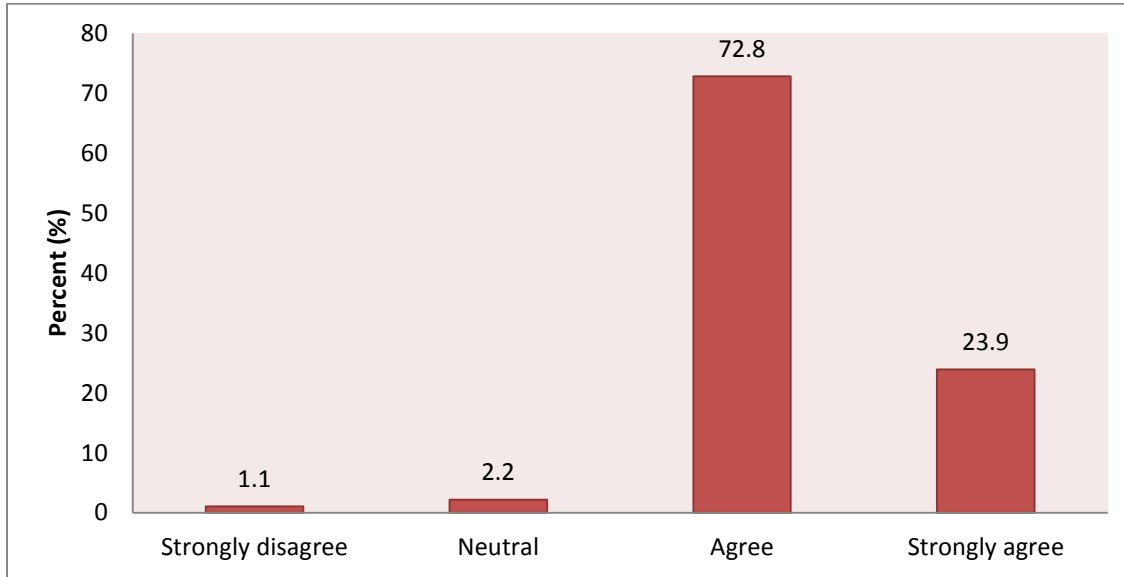
Figure 5.22: Graduates should work during their studies to gain work experience in order to improve their job-related skills.

Figure 5.22 above depicts that 96.7 percent of the respondents considered work experience to be important, as it can assist graduates to improve their job related skills; trailed by 2.2 percent who were nonpartisan towards the viewpoint, and 1.1 percent who disagreed that graduates who combine work and study are more likely to obtain a job after graduation.

5.8   SUMMARY

This chapter examined the data that were gathered by means of a questionnaire. It presented results, taking into account the exploration findings. The results were displayed and dissected utilising SPSS version 23. The outcomes were presented in tables, as well as bar and pie charts. The indication is that there is an overall agreement by social entrepreneurs that they do have a role to play, and what has emerged from this chapter, which has been indicated through figures, is that they can assist graduates by working with education providers to develop and offer job placements and work experience to improve graduate skills.

Social business people are effectively recruiting graduates; however, they are confronting a test of employing graduates who need work experience. The results show that they are capable of assisting graduates to gain skills. Some associations do not utilise graduates owing to a lack of funds, as a large portion of their work is done through volunteering purposes. It was demonstrated that social business people are fulfilled by the performance of graduates in spite of the fact that they need reasonable practical education. With the high unemployment rate of graduates, social business people concur that they have to be part of enhancing graduate employability.

Social business visionaries indicated that having significant abilities for the occupation is of high importance; they perceived that having an array of aptitudes can help graduates to become employable. It was demonstrated that joint efforts with universities and different businesses to create graduate employability can bring about positive results. The purpose of this chapter was to report the findings of the study. The next and final chapter discusses the likely roles of social entrepreneurs in full detail, taking into account the research study's findings.

CHAPTER 6

DISCUSSION OF RESULTS, RECOMMENDATION AND CONCLUSION

6.1   INTRODUCTION

This final chapter discusses the study's findings in relation to the objectives and key questions.

It was clear from the findings that there is a general understanding on the part of social business visionaries that they do have a role to play to improve graduate employability; for example, building relationships with education providers, offering job placements for graduates, and skills development programmes.

6.2   KEY RESEARCH OBJECTIVES

The essential goals of this study were:
➢ To determine the contribution of social entrepreneurs towards graduate employability;
➢ To categorise significant graduate skills that social entrepreneurs identified; and
➢ To gauge the perceptions of social entrepreneurs, relating to the abilities, understanding, and characteristics which can assist graduates to become employable.

The findings suggest that the objectives have been met. Regarding objective one, a majority of the participants agreed that they can contribute towards graduate employability. For instance, they were confident that they could, through relationships with education providers, offer job placements and other skills development programmes. With reference to the other objectives, it was also evident from the

respondents that critical thinking, analytical skills and several other skills were pertinent to graduate employability.

Each of these objectives is discussed in more detail below:

➤ **Objective one**

Social business visionaries are content with the performance of graduates in their organisations, in spite of the fact that they find it difficult to utilise graduates because of a lack of work experience and poor aptitudes. Another association uncovered is that financing is an obstruction, as they cannot always afford to employ graduates in their organisations. Regardless of the difficulties, it can be recognised that social entrepreneurs are successfully contributing towards graduate employability by offering work experience to improve their skills.

A study by Rahim and Lajin (2015:40) demonstrates that by working with social entrepreneurs, graduates could increase crucial interpersonal abilities that were accounted for as lacking by managers who attempted to employ new graduates. It additionally helped graduates by providing remarkable knowledge that could awe the businesses with their generosity and genuine problem-solving situations. Because of the crucial advantages of social business enterprise towards graduate employability, it was proposed that more exertion should be applied by education providers in advancing social entrepreneurship movements.

It can be presumed that social business visionaries are successfully contributing to graduate employability, as the greater part of them use graduates within their organisations.

➢ **Objective two**

Figure 5.10 displayed the significant skills that social entrepreneurs identified. These skills were categorised by listing the top skills, based on the findings. The findings can be seen in Figure 5.11 and 5.12. The top skills that social entrepreneurs identified as being significant for graduates in order to be employable are as follows:

➢ Analysis and critical thinking;
➢ Commitment;
➢ Communication skills;
➢ Willingness to learn;
➢ Problem-solving abilities; and
➢ Flexibility.

These discoveries are in tandem with a study by Singh *et al.,* (2008:13) who highlighted eleven abilities, which are required for graduates to secure formal employment. The abilities are the following:

➢ Communication skills;
➢ English language capability;
➢ Information, communication and innovation aptitudes;
➢ Interpersonal aptitudes;
➢ Teamwork;
➢ Leadership aptitudes;
➢ Problem-solving aptitudes;
➢ Adaptability aptitudes;
➢ Risk-taking aptitudes;
➢ Creativity aptitudes; and
➢ Time-management aptitudes.

Additionally, Singh *et al.,* (2008:13) revealed that the issue of graduate unemployability is not brought about by the employment accessibility, but rather more so by the absence of the graduates' abilities. Hence, it is suitable to anticipate that education providers prepare undergraduates with vital abilities and knowledge.

The findings also uncovered the view of social business visionaries by distinguishing which abilities and attributes can help graduates to become employable. Section C, Figures 5.1; 5.11 and 5.12 exhibited abilities, which were thought to be imperative for graduates to become employable. Having work experience and relevant qualifications also added to one's employability.

➢ **Objective three**

The study also sought to decipher the perceptions of social entrepreneurs (SEs) with respect to abilities that are necessary for graduate employability. Generally, the SEs perceived the skills and abilities captured from the responses and aligned to Objective 2 to be significant (See Figures 5.13; 5.14; 5.15; 5.19; and 5.22).

According to Hamid, Islam and Manaf (2013:1) graduates ought to equip themselves with applicable employability expertise as required by the businesses. Other than that, advanced education foundations must assess the adequacy of employability aptitude improvement approaches on graduates' employability abilities.

6.3 THE LIKELY ROLES THAT SOCIAL ENTREPRENEURS CAN PLAY TOWARDS GRADUATE EMPLOYABILITY

6.3.1 Building relationships with education providers

Figure 5.17 showed a solid, positive reaction rate of 93.5 percent from the respondents who agreed that involvement with higher education institutions is of great significance to enhance graduate employability. A report by the Gallup Organization (2010:19)

revealed that personal discussions, debates and workshops with educators would be a decent approach to use to coordinate with education providers.

According to Hogarth, Winterbotham, Hasluck, Carter, Daniel, Green and Morrison (2007:8) the most evident type of partnership with education providers is through the recruitment of graduates, for instance, by managing Higher Education Institution career services or attending career workshops. More noteworthy levels of engagement include circumstances in which businesses add to the learning procedure in instructive establishments with respect to:

➢ Financing;
➢ Work positions;
➢ Standard setting;
➢ Course outline;
➢ Evaluation;
➢ Commitment to educating, giving lectures or workshops; and
➢ Discharging staff for workforce improvement exercises.

A study by Lambert (2003:7) claimed that an organisation and an education provider's partnership is a commonly valuable relationship from which both business and academic institutions can procure rewards. Organisations that become involved with education providers can acquire a number of various business benefits. These advantages included access to:

➢ A supply of talented graduates and post-graduates for recruitment;
➢ Exceptionally skilful researchers and specialists; and
➢ The most recent research and front-line innovations.

Higher education institutions also stand to benefit by connections with managers and businesses. Numerous education providers clearly recognize this in their "mission statements". The advantages of business and academic institutions' collaboration include:

➢ An improved upgraded role in regional and national economic improvement;

- ➢ Access to research financing;
- ➢ Access to genuine issues and a chance to market philosophies; and
- ➢ Access to new services and resources (Hawkins & Winter, 1997:13).

However, Hogarth *et al.,* (2007:8) reveal that accountability to engagement at the top of associations seems key, if partnerships endeavour to be effective.

6.3.2 Provision of work experience opportunities

The findings which were depicted by Figure 5.15 indicate that a majority of the respondents agreed that work experience is more useful when entering the work market. Little *et al.,* (2001:2) define work experience as a particular, structured period of work by an understudy for a business, whether paid or unpaid, and the main motivation behind, which is instructive; in other words, for the student to acquire information, aptitudes and experience. The work experience might be related or irrelevant to the student's course modules.

According to Kinash *et al.*, (2014:13) more resources should be committed to work experience, internships and placements, with a specific end goal to sustainably affect graduate employability improvements. The Gallup Report (2010:20) indicates that graduate employers said that one of the most ideal approaches to coordinate with education providers, was their cooperation in graduate programmes. In the event that undergraduates do well in their internships, they can be utilised towards the end. That has begun to happen as graduates are being offered work towards the end of their internships. Social entrepreneurs can offer work experience opportunities such as internships, job shadowing, volunteering, and so on.

6.3.3 Skills development programmes

Figure 5.13 demonstrated that a majority of the respondents (94.5 percent) agreed that it is key for graduates to show a set of capacities in the work place. As Lowden, Hall,

Elliot and Lewin (2011:18) report, there is a wide comprehension of what qualities, attributes, abilities and learning constitute employability, both generally, and particularly, for graduates. Businesses anticipate that graduates will have specialised, and demonstrate capabilities from their degrees; however, they also require graduates to exhibit a scope of more extensive aptitudes and traits that incorporate group work, communication, management, critical thinking and administrative capacities.

Organisations that have an interest in an increased number of abilities have officially created associations with higher education institutions to guarantee that the higher education framework delivers the sort of specialised and generic aptitudes that they require, and to guarantee that they have admittance to a supply of appropriately skilful graduates. The ability to accomplish this kind of relationship is normally identified with a scale of activity; bigger organisations are able to cultivate these kinds of connections with education providers (Hogarth *et al.*, 2007:8).

Research has noted a few reactions and techniques to improve graduate employability, including presentation of new relevant courses and capabilities, upgraded educational programmes, enterprise modules, creative improvements in work experience and its accreditation (Knight & Yorke, 2003:4; Callanan & Benzing 2004:83; Moreland, 2005:1; Watts, 2006:3).

It is imperative that social business people can possibly enhance graduate employability through the previously mentioned procedures. This study meant to establish the potential roles of social business visionaries towards graduate employability. Establishing a working relationship with education providers, and offering work opportunities and skills development programmes, can enhance graduate employability.

6.4   RECOMMENDATIONS

In light of the findings and conclusion of this study, the researcher proposes the following for social entrepreneurs and graduates:

➢ Graduates need to assume some responsibility in sharpening their employability. It is insufficient to have scholarly information and a good academic record. Work candidates who stand out are the individuals who have illustrated their delicate aptitudes, especially those that are profoundly sought by employers. It is evident that the issues of graduate employability do not depend only on one body; it, however, includes the government, higher education institutions, businesses and graduates. Cooperating to create suitable methodologies and arrangements is the main path forward.

➢ Social entrepreneurs should work with universities to create and offer graduate programmes. In addition, they should centre their recruitment on graduates who have significant capabilities and qualifications, or organisations that are willing to offer graduate programmes can sign up their information and interest and universities can give points of interest of the positions that they require.

➢ Social entrepreneurs must create programmes that help graduates to become employable in the shift from university to the work environment, and should check graduates business needs, including the basic aptitudes and capacities that are required in the work environment, and reflect on them when designing graduate development programmes.

➢ Social entrepreneurs, together with education institutions and businesses should investigate methods to guarantee a superior fit between the categories of degree courses that are offered, and what is required by employers.

➢ Social entrepreneurs together with universities and businesses should be empowered by having a more dynamic part in education institution employability methodologies and engagements. Businesses can affect employability approaches, especially when they are included in course plans.

6.5   CONCLUSION

It is noticeable from the study's findings that graduate employability is not merely around a graduate securing a spot in the work-place, however, it is also about undergraduates having the capacity to apply what they have learnt and procured from university. The absolutely most sought after aptitudes in the work environment, according to the study's findings are analysis and critical thinking, commitment, communication skills, willingness to learn, problem-solving and flexibility.

While there are various attributes associated with employability, there is a wide understanding of what qualities, attributes, abilities and information constitute employability as a rule, specifically for graduates. Graduates are expected to have specialised and discipline capabilities because of their degrees, yet employers require graduates to show a scope of more extensive abilities and characteristics that incorporate critical thinking, commitment, communication skills, willingness to learn, problem-solving and flexibility. Most importantly, the literature highlighted the significance of graduate work programmes, part-time work and in-service training as means to open doors as successful methods to provide graduates with appropriate business aptitudes and information.

The literature on graduate employability, and the study's exploration, both uncovered that while there have been essential advancements as far as movement across universities to address graduate employability, the degree to which this occurs and the level to which it is used, over the division, is questionable. This is regardless of improvements in government strategy to urge universities and businesses to cooperate with one another to create development strategies that add to graduate employability.

While there are various cases of businesses and universities attempting to advance graduate employability in the literature and in the study's examination, there are still issues and obstructions amongst businesses and a significant number of those in

charge of higher education programmes, especially as far as contrasts in outlook, desires and needs.

6.6 DELIMITATIONS OF THE STUDY

As mentioned in Chapter One of the study, one of the limitations in the study is that it was conducted amongst social business visionaries who are enlisted in the Western Cape Charity SA database in Cape Town; hence' it is inadvisable to make generalisations around this study about the roles of social business visionaries towards graduate employability in other geographical regions in South Africa, as the impact of social business people and graduate employability improvement may perhaps differ from that of Cape Town. Thus, a future course of this study should assess researching the role of social enterprise towards graduate employability in the rest of South Africa.

6.7 RECOMMENDATIONS FOR FUTURE RESEARCH

The author proposes the following for further research:
- ➢ Factors, which affect the roles of social entrepreneurship towards graduate employability; and
- ➢ How social entrepreneurship roles can be enhanced within the graduate employment background.

The researcher recommends a more extensive study between or possibly among different provinces in South Africa. A significantly more refined strategy perhaps the utility of a mixed methods approach for examination may offer better understanding, in this regard.

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APPENDIX A: CONSENT LETTER TO RESPONDENTS

Cape Peninsula
University of Technology

93 Canterbury Street
Down Town Lodge
Cape Town
7925

Dear respondent

I am currently doing an M-Tech: Business Administration (Entrepreneurship) at the Cape Peninsula University of Technology. My research investigates the role of social entrepreneurship in graduate employability in Cape Town, South Africa.

The purpose of this survey is to obtain your views regarding the topic "the role of social entrepreneurship in graduate employability in Cape Town, South Africa". While it is completely voluntary to participate in this survey, I wish to indicate that your views are important and will contribute towards current platforms or grow innovative methods to provide graduates with a better chance to be successful in the working environment. All the information will be treated as **strictly confidential** and will only be used for academic purposes. Please feel free to contact the researcher in case of any questions. Researcher: Ms. Bulelwa Mandyoli; Telephone number: 021 929 7766; Cell number: 078 705 2043 email: bulelwamandyoli@gmail.com.

Thank you for your time and your contribution.

Yours faithfully

B. Mandyoli

Bulelwa Mandyoli

APPENDIX B: QUESTIONNAIRE

QUESTIONNAIRE CONDUCTED ON AN APPROACH TO INVESTIGATE THE ROLES OF SOCIAL ENTREPRENEURSHIP IN GRADUATE EMPLOYABILITY IN CAPE TOWN, SOUTH AFRICA.

Please answer the following questions as honestly as possible by giving each a rating in the grid below. **Please mark the appropriate block with "X"**

Section A: Demographic information

The aim of this section is to obtain an overview of respondents' profile. This is because it could help the researcher to understand which gender and racial group the respondent is likely to pay more attention to in terms of graduate employability. For example, a female social entrepreneur is more likely to promote females /women empowerment initiatives, even though this is not always the case.

Please answer all questions

1.Gender	
Male	
Female	

2. Race	
White	
Black	
Coloured	
Indian	
Other (specify)	

The purpose of this section is to understand, which age group/s of social entrepreneurs is **/**are interested in promoting graduate employability.

3. Age group	
Under 20	

21-30	
31-40	
41-50	
50 and older	

The purpose of this section is to understand whether a social entrepreneur with a higher qualification is more likely to invest in developing graduates through employment.

4. Qualifications	
Primary education	
Matric/ Grade 12	
National Diploma/ Post graduate diploma	
Bachelor's degree or equivalent	
Master's/ PhD	
Other (specify)	

Section B: Contribution towards graduate employability

The aim of this section is to determine the contribution of social entrepreneurs towards graduate employability; the researcher wants to understand if social entrepreneurs absorb graduates into their businesses.

Please mark the following options by making use of an (x):

5**.** Does your organisation employ graduates?

Yes, we do employ graduates.	
No, we do not employ graduates at all.	
Have employed, but not planning to employ any more.	
Have never employed, but wishing to employ.	

6. Why do you find it difficult to employ graduates?

Skill level of graduates is poor.	
No work experience.	

Other (specify)	

Please mark the following options by making use of an (x):

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	2	3	4	5

To what extent do you agree or disagree with the following statements listed below:

	1	2	3	4	5
7. The organisation has been satisfied with the performance of graduates since they were employed.					
8. Social entrepreneurs need to play a role in improving graduate employability.					

Section C: Graduate skills

The aim of this section is to categorize the significant graduate skills identified by social entrepreneurs; therefore, the researcher aims to understanding various skills, which can assist graduates to be employable.

Please mark the following options by making use of an (x):

9. Please indicate which skills/characteristics you consider to be most essential for graduates.

Skills	1	2	3	4	5
Self-management					
Problem-solving abilities					
Research skills					
Time management					
Communication skills - written and oral					
Willingness to learn					

Commitment						
Co-operation and teamwork						
Dependability / reliability						
Numeracy						
Ability to cope with pressure						
Adaptability						
Logical argument						
Self-confidence						
Flexibility						
Drive/energy						
Analytical abilities						
Leadership skills						
Task management						

10. What attributes would you prefer a graduate to demonstrate effectively at work?

……

……

……

……

……………………………………………...

Section D: Opinions of graduate employability

The aim of this section is to investigate the assumptions of social entrepreneurs relating to the abilities of graduates; therefore, the researcher aims to understanding various characteristics, which can assist graduates to be employable.

Please answer the following questions honestly by giving each a rating. Please refer to the grid below. **Please mark the following options by making use of an (x):**

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

11. For a graduate to be employable, it is important to demonstrate a set of skills.					
12. For a graduate to be employable, it is important to have a formal qualification.					
13. For a graduate to be employable, it is important to have work experience					
14. Holding a degree qualification no longer guarantees graduate employment.					
15. Social entrepreneurs should work with education providers to develop and offer internships or job placement programmes for graduates.					
16. Social entrepreneurs should focus their recruitment on graduates who have relevant qualifications.					
17. Graduates should participate in internships or job placement programmes.					
18. Social entrepreneurs should provide opportunities for graduates to improve their skills.					
19. Social entrepreneurs should link with employers to develop and offer internships or job placement programmes for graduates.					
20. Graduates should work during their studies to gain work experience in order to improve their job-related skills.					

APPENDIX C: LETTER OF PERMISSION

CONCERNED RESIDENCE
COREMO
MOVEMENT

41 E.Mjodo Street KTC, Gugulethu | Tel: 072 927 1924

7750 email: ablondzi@gmail.com

Reg: 052-513 NPO

Secretary: B Londzi, 0729271924, ablondzi@gmail.com

Co-ordinator:M.Tengwa, 083 594 3945mak.tengwa@gmail.com

27th August 2015

Concerned Residence Movement (Coremo) focuses on human rights issues and operates among the downtrodden. It is non political organization whose constituency is mainly those people who do not have access to basic facilities, illiterate, don't have an advantage of interpreting even the fundamental human rights as enshrined to the Bill of Rights be it in the South African context or the Universal declaration of human rights.
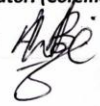
Ms. Bulelwa Mandyoli, an MTech: Business administration student at the Cape Peninsula University of Technology is undertaking a research project, with a topic (The role of social entrepreneurship in graduate employability in Cape Town, South Africa). As COREMO we endorse and support such an initiative. We are aware the research will be taking place and wish after the conclusion of the, if possible to be supplied with the final report of the research. We wish to do similar report in future and to use the report as a secondary data for the study to be conducted soon

Should Ms. Mandyoli wish to include some of our members in the sample to be surveyed, we would be glad to assist. Once again we reiterate the support for this initiative and will communicate with our members about the study.

We wish you a successful study as you roll out the project and will be looking forward to hearing from you.

Sincerely yours

M. Tengwa (Co-ordinator: (Coremo) PP

Secretary: (B. Londzi)

Cell: 0729271924

Email: ablondzi@gmail.com

APPENDIX D: LETTER OF PERMISSION

**Cape Peninsula
University of Technology**

CONSENT LETTER FOR PARTICIPATION IN RESEARCH:

The role of social entrepreneurship in graduate employability in Cape Town, South Africa.

The purpose of this survey is to obtain your views regarding the topic "the role of social entrepreneurship in graduate employability in Cape Town, South Africa".

I _Thulani Stemele_

Consent to participate as requested in the procedure for the research project on The role of social entrepreneurship in graduate employability in Cape Town, South Africa.

1. I have read the information provided to me as participant.

2. Details of procedures and any risks have been explained clearly and in depth to my satisfaction.

3.   I understand that:

➢ I may not directly benefit from taking part in this research.

➢ While the information gained in this study will be published as explained, I will not be identified, and individual information will remain confidential.

➢ Whether I participate or not, or withdraw after participating, will have no effect on my work within the organisation.

4.   I have had the opportunity to discuss taking part in this research with a family members, relatives or friends.

I certify that I have explained the study to the volunteer and consider that she/he understands what is involved and freely consents to participation.

Researcher's name _Bulelwa Beauty Mandyoli_

Researcher's signature _B. Mandyoli_ Date _28.08.2015_

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APPENDIX E: LETTER OF PERMISSION

BAPHUMELELE
WALDORF ASSOCIATION

Letter of Approval for student to Conduct Research

Date	: September 02, 2015

To Whom It May Concern

This letter serves as permission that **Bulelwa Beauty Mandyoli**, a student at Cape Peninsula University of Technology should conduct her research for her Masters: Business Administration (entrepreneurship) with Baphumelele.

Baphumelele wishes her all the best for her studies, the project and her future endeavors.

For any enquiries regarding this; please don't hesitate to contact us.

Yours Sincerely,

....
Bukhosi Mpalweni (HR M)

APPENDIX F: TABLES FROM SPSS

SECTION A: DEMOGRAPHIC INFORMATION

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	54	58.7	58.7	58.7
	Female	38	41.3	41.3	100.0
	Total	92	100.0	100.0	

Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	8	8.7	8.7	8.7
	Black	25	27.2	27.2	35.9
	Coloured	57	62.0	62.0	97.8
	Indian	2	2.2	2.2	100.0
	Total	92	100.0	100.0	

Age Group

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Under 20	1	1.1	1.1	1.1
	21 - 30	18	19.6	19.6	20.7
	31 - 40	49	53.3	53.3	73.9
	41 - 50	20	21.7	21.7	95.7
	51 or older	4	4.3	4.3	100.0
	Total	92	100.0	100.0	

Qualifications

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary Education	4	4.3	4.3	4.3
	Matric/Grade 12	28	30.4	30.4	34.8
	National Diploma/Post Grad Diploma	37	40.2	40.2	75.0
	Bachelor's Degree or equivalent	21	22.8	22.8	97.8
	Masters/ PhD	2	2.2	2.2	100.0
	Total	92	100.0	100.0	

SECTION B: CONTRIBUTION TOWARDS GRADUATE EMPLOYABILITY

SBQ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, we do employ graduates	68	73.9	73.9	73.9
	No, we do not employ graduates at all	8	8.7	8.7	82.6
	Have employed but not planning to employ any more	9	9.8	9.8	92.4
	Have never employed but wishing to employ	7	7.6	7.6	100.0
	Total	92	100.0	100.0	

SBQ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Skill levels of graduates are poor	30	32.6	42.3	42.3
	No work experience	41	44.6	57.7	100.0
	Total	71	77.2	100.0	
Missing	System	21	22.8		
Total		92	100.0		

SBQ6Other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		71	77.2	77.2	77.2
	Cannot afford to pay graduates	1	1.1	1.1	78.3
	Employ by means of volunteering	1	1.1	1.1	79.3
	Employee retention, not loyal	1	1.1	1.1	80.4
	Funding	1	1.1	1.1	81.5
	Lack of funds	2	2.2	2.2	83.7
	No funding	10	10.9	10.9	94.6
	No loyalty	1	1.1	1.1	95.7
	Not loyal	2	2.2	2.2	97.8
	Retention	1	1.1	1.1	98.9
	Retention	1	1.1	1.1	100.0
	Total	92	100.0	100.0	

SBQ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	4.3	4.3	4.3
	Neutral	22	23.9	23.9	28.3
	Agree	61	66.3	66.3	94.6
	Strongly agree	5	5.4	5.4	100.0
	Total	92	100.0	100.0	

SBQ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.2	2.2	2.2
	Neutral	6	6.5	6.5	8.7
	Agree	70	76.1	76.1	84.8
	Strongly agree	14	15.2	15.2	100.0
	Total	92	100.0	100.0	

SECTION C: GRADUATE SKILLS

SCQ9_1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.2	2.2	2.2
	Neutral	5	5.4	5.4	7.6
	Agree	70	76.1	76.1	83.7
	Strongly agree	15	16.3	16.3	100.0
	Total	92	100.0	100.0	

SCQ9_2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.2	2.2	2.2
	Neutral	5	5.4	5.4	7.6
	Agree	63	68.5	68.5	76.1
	Strongly agree	22	23.9	23.9	100.0
	Total	92	100.0	100.0	

SCQ9_3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	6	6.5	6.5	7.6
	Agree	63	68.5	68.5	76.1
	Strongly agree	22	23.9	23.9	100.0
	Total	92	100.0	100.0	

SCQ9_4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	5	5.4	5.4	6.5
	Agree	57	62.0	62.0	68.5
	Strongly agree	29	31.5	31.5	100.0
	Total	92	100.0	100.0	

SCQ9_5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.3	3.3	3.3
	Neutral	4	4.3	4.3	7.6
	Agree	54	58.7	58.7	66.3
	Strongly agree	31	33.7	33.7	100.0
	Total	92	100.0	100.0	

SCQ9_6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	1	1.1	1.1	2.2
	Agree	56	60.9	60.9	63.0
	Strongly agree	34	37.0	37.0	100.0
	Total	92	100.0	100.0	

SCQ9_7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	1	1.1	1.1	2.2
	Neutral	4	4.3	4.3	6.5
	Agree	57	62.0	62.0	68.5
	Strongly agree	29	31.5	31.5	100.0
	Total	92	100.0	100.0	

SCQ9_8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	1	1.1	1.1	2.2
	Neutral	4	4.3	4.3	6.5
	Agree	59	64.1	64.1	70.7
	Strongly agree	27	29.3	29.3	100.0
	Total	92	100.0	100.0	

SCQ9_9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	4.3	4.3	4.3
	Neutral	5	5.4	5.4	9.8
	Agree	58	63.0	63.0	72.8
	Strongly agree	25	27.2	27.2	100.0
	Total	92	100.0	100.0	

SCQ9_10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.2	2.2	2.2
	Neutral	7	7.6	7.6	9.8
	Agree	62	67.4	67.4	77.2
	Strongly agree	21	22.8	22.8	100.0
	Total	92	100.0	100.0	

SCQ9_11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	4	4.3	4.3	5.4
	Agree	59	64.1	64.1	69.6
	Strongly agree	28	30.4	30.4	100.0
	Total	92	100.0	100.0	

SCQ9_12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	2	2.2	2.2	3.3
	Neutral	2	2.2	2.2	5.4
	Agree	55	59.8	59.8	65.2
	Strongly agree	32	34.8	34.8	100.0
	Total	92	100.0	100.0	

SCQ9_13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	1	1.1	1.1	2.2
	Neutral	7	7.6	7.6	9.8
	Agree	57	62.0	62.0	71.7
	Strongly agree	26	28.3	28.3	100.0
	Total	92	100.0	100.0	

SCQ9_14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	4	4.3	4.3	5.4
	Agree	57	62.0	62.0	67.4
	Strongly agree	30	32.6	32.6	100.0
	Total	92	100.0	100.0	

SCQ9_15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	3	3.3	3.3	4.3
	Agree	62	67.4	67.4	71.7
	Strongly agree	26	28.3	28.3	100.0
	Total	92	100.0	100.0	

SCQ9_16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	5.4	5.4	5.4
	Agree	69	75.0	75.0	80.4
	Strongly agree	18	19.6	19.6	100.0
	Total	92	100.0	100.0	

SCQ9_17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	8	8.7	8.7	8.7
	Agree	69	75.0	75.0	83.7
	Strongly agree	15	16.3	16.3	100.0
	Total	92	100.0	100.0	

SCQ9_18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	10	10.9	10.9	12.0
	Agree	65	70.7	70.7	82.6
	Strongly agree	16	17.4	17.4	100.0
	Total	92	100.0	100.0	

SCQ9_19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	4.3	4.3	4.3
	Agree	72	78.3	78.3	82.6
	Strongly agree	16	17.4	17.4	100.0
	Total	92	100.0	100.0	

Valid	Ability to apply professional ethics, accountability and equity
	Ability to conduct investigations and solve problems
	Ability to learn fast
	Ability to market themselves and management skills
	Ability to perform and exceed expectation
	Ability to solve problems
	Ability to work on their own
	Ability to work under pressure
	Adaptability
	Adaptability and flexibility
	Adaptability and positive attitude
	Adaptability and willingness to learn
	Adaptability, self-confidence, commitment, team work, leadership skills, reliability, analytical and task management
	Clear vision, motivation and supportive capability
	Commitment
	Commitment and ability to cope under pressure
	Commitment and ability to perform under pressure
	Commitment and communication skills
	Communication skills
	Communication skills and flexibility
	Communication skills and self-management
	Creativity and innovative thinking
	Dedication, hard work and willingness to go extra mile
	Demonstrate a set of skills that will add value to the organisation
	Discipline, show initiative, willingness to learn, ambition and commitment
	Dependability
	Dependability and positive attitude
	Influence on others
	Inquisitive, willingness to learn and ambition
	Leadership skills
	Leadership skills and ability to influence
	Leadership skills and self-management
	Management skills and ability to influence others
	Management skills and ability to work well with people
	Multi-tasking
	Passionate and must focus on building their career than earning more salary
	Positive attitude
	Presentation skills
	Presentation skills and ability to market themselves
	Problem-solving and presentation skills
	Problem-solving skills
	Reliability and management skills
	Self-esteem and hard working
	Self-management
	Teamwork
	Teamwork
	Teamwork and ability to perform under pressure

	The company must provide proper training for graduates
	Understand different languages and ability to work with people with different culture
	willingness to learn
	Willingness to learn
	Willingness to learn, promotability, customer service and commitment
	Willingness to participate in work activities
	Willingness to start from the bottom
	Work effectively and a member and leader in teams
	Total

SECTION D: OPINIONS TOWARDS GRADUATE EMPLOOYABILITY

SDQ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	4	4.3	4.3	5.4
	Agree	73	79.3	79.3	84.8
	Strongly agree	14	15.2	15.2	100.0
	Total	92	100.0	100.0	

SDQ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	1	1.1	1.1	2.2
	Neutral	6	6.5	6.5	8.7
	Agree	70	76.1	76.1	84.8
	Strongly agree	14	15.2	15.2	100.0
	Total	92	100.0	100.0	

SDQ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	7	7.6	7.6	8.7
	Neutral	7	7.6	7.6	16.3
	Agree	66	71.7	71.7	88.0
	Strongly agree	11	12.0	12.0	100.0
	Total	92	100.0	100.0	

SDQ14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.3	4.3	4.3
	Disagree	3	3.3	3.3	7.6
	Neutral	5	5.4	5.4	13.0
	Agree	67	72.8	72.8	85.9
	Strongly agree	13	14.1	14.1	100.0
	Total	92	100.0	100.0	

SDQ15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.2	2.2	2.2
	Neutral	4	4.3	4.3	6.5
	Agree	67	72.8	72.8	79.3
	Strongly agree	19	20.7	20.7	100.0
	Total	92	100.0	100.0	

SDQ16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Neutral	7	7.6	7.6	8.7
	Agree	65	70.7	70.7	79.3
	Strongly agree	19	20.7	20.7	100.0
	Total	92	100.0	100.0	

SDQ17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	3.3	3.3	3.3
	Neutral	3	3.3	3.3	6.5
	Agree	63	68.5	68.5	75.0
	Strongly agree	23	25.0	25.0	100.0
	Total	92	100.0	100.0	

SDQ18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Disagree	2	2.2	2.2	3.3
	Neutral	3	3.3	3.3	6.5
	Agree	63	68.5	68.5	75.0
	Strongly agree	23	25.0	25.0	100.0
	Total	92	100.0	100.0	

SDQ19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.1	1.1	1.1
	Neutral	2	2.2	2.2	3.3
	Agree	65	70.7	70.7	73.9
	Strongly agree	24	26.1	26.1	100.0
	Total	92	100.0	100.0	

SDQ20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.1	1.1	1.1
	Neutral	2	2.2	2.2	3.3
	Agree	67	72.8	72.8	76.1
	Strongly agree	22	23.9	23.9	100.0
	Total	92	100.0	100.0	

APPENDIX G: GRAMMARIAN CERTIFICATE

GRAMMARIAN CERTIFICATE

SHAMILA SULAYMAN PROOF READING AND EDITING SERVICES

19 January 2017

Dear Sir / Madam

This confirms that I have proof read and edited the research study entitled: **"*The role of social entrepreneurship in graduate employability in Cape Town, South Africa*"** and that I have advised the candidate to make the required changes.

Thank you.

Yours faithfully

(Mrs) SHAMILA SULAYMAN

Communication Lecturer: CPUT

Professional Editor's Group

shamilasulayman@gmail.com

sulaymans@cput.ac.za

071-478-1020

APPENDIX H: TURNITIN REPORT

SEs and community development_final turnitin

ORIGINALITY REPORT

%10	%5	%3	%6
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Universitatea Danubius din Galati Student Paper	%2
2	www.westerncape.gov.za Internet Source	%1
3	www.nottingham.ac.uk Internet Source	<%1
4	timreview.ca Internet Source	<%1
5	www.ccsenet.org Internet Source	<%1
6	Submitted to University of KwaZulu-Natal Student Paper	<%1
7	Submitted to Assumption University Student Paper	<%1
8	www.researchgate.net Internet Source	<%1
9	Submitted to Cape Peninsula University of Technology	<%1

Student Paper

10	Malunga, Portia, Chux Gervase Iwu, and Victor Virimai Mugobo. "Social Entrepreneurs and Community Development. A Literature Analysis", Mediterranean Journal of Social Sciences, 2014. Publication	<%1
11	Submitted to University of Huddersfield Student Paper	<%1
12	dar.aucegypt.edu Internet Source	<%1
13	uir.unisa.ac.za Internet Source	<%1
14	www.chec.ac.za Internet Source	<%1
15	Submitted to Grenoble Ecole Management Student Paper	<%1
16	repository.up.ac.za Internet Source	<%1
17	Submitted to Segi University College Student Paper	<%1
18	Submitted to University of Winchester Student Paper	<%1
19	Submitted to University of Stellenbosch, South	<%1

Africa
Student Paper

20   Ronald W. McQuaid. "The concept of employability", Urban Studies, 2/1/2005
     Publication   <%1

21   Submitted to University of Johannsburg
     Student Paper   <%1

22   Submitted to University of Witwatersrand
     Student Paper   <%1

23   Submitted to University of South Africa
     Student Paper   <%1

24   Submitted to EDMC
     Student Paper   <%1

25   hefce.ac.uk
     Internet Source   <%1

26   libserv5.tut.ac.za:7780
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27   Submitted to Tshwane University of Technology
     Student Paper   <%1

28   k. pauw. "GRADUATE UNEMPLOYMENT IN THE FACE OF SKILLS SHORTAGES: A LABOUR MARKET PARADOX", The South African Journal of Economics, 3/2008
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38 Submitted to Higher Education Commission Pakistan
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39	upetd.up.ac.za Internet Source	<%1
40	www.uclan.ac.uk Internet Source	<%1
41	Submitted to University of the West Indies Student Paper	<%1
42	www.westerntransportationinstitute.org Internet Source	<%1
43	Submitted to Asia e University Student Paper	<%1
44	Submitted to Mancosa Student Paper	<%1
45	Submitted to London School of Marketing Student Paper	<%1
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47	208.179.127.87 Internet Source	<%1
48	Wetterer, Angelika, and Jürgen von Troschke. "Trends in Cigarette Consumption and the Sociodemographic Structure of the Smoking Population in Developed Industrial Countries", Smoker Motivation, 1986. Publication	<%1

| 49 | Submitted to Gulf College Oman
Student Paper | <%1 |

| 50 | www.africanentrepreneur.com
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| 51 | www.unibuc.ro
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Internet Source | <%1 |

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| 59 | bura.brunel.ac.uk
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61	Social Enterprise Journal, Volume 5, Issue 1 (2012-08-06) Publication	<%1
62	dk.cput.ac.za Internet Source	<%1
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      Creativity Invention Innovation and
      Entrepreneurship, 2013.
      Publication

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EXCLUDE   ON
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