

Examining the professional prospects of social entrepreneurship graduates from South African TVET institutions

Análisis de las perspectivas profesionales de los egresados de emprendimiento social en instituciones EFTP en Sudáfrica

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Nevondwe, N. & Ngwenya, C.T. (2026). Examining social entrepreneurship education students' graduates' prospects from TVET institutions in South Africa. *Journal of Management and Business Education*, 9(1), 149-164. <https://doi.org/10.35564/jmbe.2026.0008>

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Language: English

Received: 7 Sep 2025 / Accepted: 21 Apr 2026

Funding. The authors received no financial support for the research, authorship, and/or publication of this article.

Ethics Statement. The authors confirm that informed consent was obtained from all participants prior to data collection. Participation was voluntary, and respondents were assured of confidentiality and anonymity. The dataset does not contain any personal data or links to respondents' identities, ensuring total confidentiality and adherence to research ethics.

Declaration of conflicting interests. The authors declared no potential conflicts of interest for the research, authorship, and/or publication of this article.

CrediT author statement. The authors (Nditsheni Nevondwe and Charles Tony Ngwenya) were jointly responsible for all aspects of the work, including conceptualisation, methodology, investigation, writing, and final approval of the manuscript.

AI Statement. The authors express that no generative AI or AI-assisted technologies were utilised in the conceptualisation, writing, analysis, or interpretation of data in this article.

ABSTRACT

The study examines the significant role that vocational and technical colleges can facilitate in delivering social entrepreneurship education to students, aiming to accelerate the development of future entrepreneurs and foster constructive contributions to economic prosperity. The positivist quantitative methodology predicted and explained the perspective, contexts, and approaches, and a sample of 322 respondents participated in the study, which used IBM SPSS version 28 to run

multiple regression tests. The findings from the statistical analyses of R-squared, ANOVA, correlation, and coefficient tests analysed the existing gap in resources and capabilities in social entrepreneurship curricula and programs. The research emphasises the continued advocacy and lobbying of policymakers and authorities to embed social entrepreneurship education as a priority in their decision-making. While the findings further exposed the lacklustre confidence among students in the comprehensive efforts to improve and enhance the positive entrepreneurial mindset and culture, and the tangible contribution to the country's economic prosperity.

Keywords. Social entrepreneurship education, vocational and technical colleges, resources and capabilities.

RESUMEN

El estudio examina el papel significativo que pueden desempeñar los colegios de formación profesional y técnica en la impartición de educación en emprendimiento social a los estudiantes, con el objetivo de acelerar el desarrollo de futuros emprendedores y fomentar contribuciones constructivas al crecimiento económico. La investigación, basada en una metodología cuantitativa de enfoque positivista, permitió predecir y explicar perspectivas, contextos y enfoques. La muestra estuvo compuesta por 322 participantes, y se utilizó IBM SPSS versión 28 para realizar análisis de regresión múltiple. Los resultados obtenidos a partir de los análisis estadísticos —incluyendo R-cuadrado, ANOVA, correlación y pruebas de coeficientes— permitieron identificar la brecha existente en recursos y capacidades dentro de los currículos y programas de emprendimiento social. La investigación subraya la necesidad de continuar con la sensibilización y presión sobre responsables políticos y autoridades para que integren la educación en emprendimiento social como una prioridad en la toma de decisiones. Asimismo, los hallazgos evidencian una limitada confianza por parte de los estudiantes en los esfuerzos globales destinados a mejorar y fortalecer una mentalidad y cultura emprendedora positiva, así como en su contribución tangible a la prosperidad económica del país.

Palabras clave. Educación en emprendimiento social, formación profesional y técnica, recursos y capacidades.

INTRODUCTION

In the era of expedited economic resilience and the associated digital ubiquity in both developed and emerging markets, today's student is presented with a window of opportunity to acquire entrepreneurial and innovation capabilities to confront the ever-evolving digital maturity and the e-commerce reality. The Sustainable Development Goals of 2030, amongst other things, advocate for the quality of education (Goal Number 4) and industry, innovation, and infrastructure (Goal Number 9), reiterating the pivotal role these goals play in addressing socio-economic challenges from a global perspective. Legusov et al. (2025) posited a direct correlation between the contributions of TVET colleges and the aspirations of the SDGs in a study conducted across five regions: China's TVETs, Taiwan's TVETs, Chile's TVETs, and Community Colleges in the USA and Canada. This is further accentuated by the continent-wide Africa Vision 2063 pillars, which complement the SDGs' endeavors by promoting capacity development and earmarking integrated, sustainable and systematic inclusive growth and development ambitions in Africa. The technical and vocational pedagogy's bespoke-oriented educational programs could be integrated into the entrepreneurship curriculum to create job enablers for the future and thus reduce current social ills (Adebis, 2023). Cascading these global and continental game-changers are the South African growth prospects as articulated in its National Development Plan (NDP), which, amongst others,

include reducing unemployment, poverty, and inequalities, specifically amongst the youth generation, which has borne the heaviest brunt of this unpalatable malaise. The NDP Vision 2030 has also integrated the National Growth Path Plan (NGPP) and the Industrial Action Policy (IPAP) as strategic intervention policies to address the current plight of the youth and thereby expand the window of opportunity for a better life (Singh, 2024). The Triple Helix Collaboration among the corporate, public, and academic sectors remains the bedrock of any society's well-being. The Triple Helix (universities, companies, and the administration) could facilitate the establishment of special-purpose vehicles to accelerate the bridging of the social capital gap and the inclusive, equitable societal prosperity (Vivar-Simon et al., 2022). Therefore, the regional socio-economic development and competitiveness, it is the belief of the researchers that civic activism could also make a fundamental contribution in equipping the next generation, which is mainly the students, with the prerequisite skills to face the challenges of the new world order and inevitably contribute to the economic engine of growth and prosperity (Puangpronpitag, 2019). The role of the government in systematic investment in research and development (R&D), such as large-scale funding of academic research, which is fueled in digital and technology domains, that is cemented by bolstering entrepreneurial and innovative activation, incorporating access to resources, finance, opportunities, technology transfer has proven to be a diligent business model (Etzkowitz & Zhou, 2017 Nelson et al, 2018). The contemporary challenges and constraints from both the economic and environmental context have presented the policy-makers with the cognitive realization of taking life-changing scenarios such as climate change transition, digitalization maturity, and the overall good governance circumstance as front and Centre priorities in which social entrepreneurship curriculum could play a critical role in ameliorating the current dire state within the social capital strata. A study by Mack et al. (2019) indicated the degree of enthusiasm for the participating students for entrepreneurship education that is provided by the TVET colleges, which also showed a significant correlation that manifested these higher education centres with a pivotal and profound endeavour robust school of thought would encourage such TVET colleges and harness human capital upliftment. The literature has demonstrated that, in emerging economies, small, micro, and medium enterprises are an engine of economic stimulus and prosperity, fast-tracking economic and social upliftment through entrepreneurial prowess while reducing unemployment levels and boosting labour market absorption (Tambunan, 2019). Technical-Vocational institutions, as complementary structures to universities, could play a fundamental role in expediting the inculcation of both social entrepreneurship and a social innovation culture and mindset. I believe this is of utmost importance, given the contemporary impediments facing our societies, particularly our students. Policymakers, authorities, practitioners, and scholars argue for a new way of critical thinking, adopting a bottom-up approach to tackle the pivotal role of socially innovative entrepreneurship epistemological application as a constructive intervention in turning the current tide on socio-economic drivers and barriers (Shahid & Alarifi, 2021). Social entrepreneurship, unlike traditional entrepreneurship, is construed as a multidisciplinary field of pedagogy and research that incorporates capabilities, attributes, knowledge, skills, and competencies, harnessed through learning processes within a social value-provisioning framework (Edwards-Schachter et al., 2015). While the accurate origin of social entrepreneurship and associated social innovation should, in essence, commence during the early childhood of the students, it will be a momentous task and challenge to educate the educators that are at these infancy stages into co-opting these curricula as it would require massive capital spending and investment by the policy-makers and the decision-makers (Belitski, Caiazza, & Rodionova, 2020).

Hypothesis development based on the study objectives

- H1: The social entrepreneurship curriculum has a significant influence on promoting a social entrepreneurial mindset and culture.

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- H2: TVET colleges' contributions significantly influence the development of future social entrepreneurs' resources and capabilities.
 - H3: TVET colleges contribution significantly influence creation of future social entrepreneurs.
 - H4: Learners' capabilities and skills have a significant influence on social entrepreneurship education alignment.
 - H5: TVET colleges' promotion of social entrepreneurship significantly influences economic prosperity.
 - H6: The synergy of resources and capabilities significantly influences the embeddedness of social entrepreneurship education.

LITERATURE REVIEW

Social entrepreneurship lenses

While the research impetus for inroads into social entrepreneurship and social innovation has not gained widespread traction, especially in developing economies, it is sufficient to note that it has caught the attention of some scholars, igniting academic and pedagogical interest (Gupta et al., 2020). SE acts as a stimulus to the revitalisation of social value creation, and social entrepreneurs endeavour to maximise social value through the social enterprise as a vessel of that transformation within broader society (Barberá-Tomás et al., 2019). The ontological realm of the realisation that both the economic and social challenges and barriers that societies are confronted with have become more complex, as postulated by Yitshaki, Kropp & Honig (2022) within the context of altruism, philanthropy, and benevolence, while not diminishing the opportunity recognition component that also incentivises the traditional entrepreneurs. The researchers are under no illusion that sympathy and empathy, which are the main characteristics of compassion and hence social good that drives the social entrepreneurship culture and mindset, could be interpreted with subjectivity, but they do take cognisance of the need to embrace humanity that still exists in our society. The body of literature on social entrepreneurship as a field of pedagogy and research is a vehement proponent that advocates the causal link between individualized self-compassion and general or fundamental well-being (Phillips & Hine, 2021). While the misdemeanours, barriers and constraints that confront our communities, societies and eventually our students within the spaces of higher learning could be boxed into homogeneity, the gap in self-compassion is the very root of triggering the social entrepreneurship school of thought (Neff, 2023). The contributing disciplines to the field of social entrepreneurship, such as traditional entrepreneurship, the behavioural-oriented field of sociology, the oriented discipline of the field of economics, corporate social responsibility, business ethics, and the fundamentals of good governance, could be mentioned as having facilitated a pivotal role in the recognition, institutional and systematic (Neff, 2023). Al-Qudah et al. (2022), who examined social entrepreneurship and the broader challenges to economic prosperity and sustainability, attested that social entrepreneurship is indeed directly proportional and has symbiotic or mutual benefits for societal prosperity within the context of quality of life and the standard of living of its inhabitants. The development, design, structuring, and assessments to ascertain the quality and integrity of the social entrepreneurship program and curriculum integrate various disciplines, resources, tools, and capabilities that are embedded in both the internal and external context that affect higher learning institutions such as TVET colleges, which continue to play such a fundamental role as an accelerator of labour market absorption. The rationale behind social entrepreneurship (SE) should be described as a resolve to tackle both the economic and social challenges and ever-evolving difficulties through innovative solutions that ensure the sustainability of social good and social value creation, which could be described as the pillar within which the education program and curriculum could be encapsulated (Kumar, 2021). The approach to social entrepreneurship in curriculum design and development attains a profound pedagogical and academic status, inculcating happiness and

psychological satisfaction from a societal vantage point, in relation to social and economic prosperity. Hence, social entrepreneurship is a decisive intervention, both systematic and logical (Wang, 2022). Social entrepreneurship education integrates conventional pedagogical curriculum programs within a broader academic program and thus incorporates existential, action-oriented knowledge acquisition, reducing the gap between theoretical learning and practical insights and permeations, with further coherent, multiplier, collaborative impact and effect between academia, businesses, and society (Tatpuje, 2024).

Social Entrepreneurship Curriculum Delivery

The current learning environment, characterized by the incremental transition to blended and virtual learning scenarios, has presented a myriad of opportunities and challenges within the pedagogical community of practice to adjust. This digitally-oriented, flexible learning is a paradigm shift not only for academics and their leadership, but also for students, parents, and the broader community at large, necessitating the repurposing of the competencies and learning outcomes students need to assimilate (Andrade & Alden-Rivers, 2019). The academic environment leadership fraternity also has to take cognizance of the background and circumstances surrounding the socio-economic factors many of the students originating from do not necessarily have the amenities that are required for the delivery of quality-oriented learning outcomes and the associated meticulous competencies frameworks (MoEYS, 2020). The extant body of literature within the vocational and technical competencies provision recognises the essential role that TVET institutions play in generating economic capacity, reducing joblessness, and stimulating entrepreneurial attributes (Okolie et al., 2020a). Broadly speaking, there is an ongoing perception and misinformation that the TVET colleges are of an inferior standard to their university institution counterparts who seem to be enjoying an upper hand in terms of funding and allocation of resources such as infrastructure, modernization of programs and curriculum, digitalization inclusion and the competency requirements of their academic profiles (Kovalchuk et al., 2022). This assertion on the limitations and constraints confronting these academic institutions is also elaborated by Buthelezi (2018), who asserted that the role of the academic institution plays an essential role when policymakers and authorities design the entire value chain prototype that will deliver contemporary and agile learning dissemination. The aspirations of Corporate Social Responsibility (CSR) by the multi-national conglomerate could act as catalysts in the provision of funding support to the TVET colleges, as this will also have a symbiotic and mutual benefit for both these enterprises and the beneficiary colleges, who will, in turn, provide the technical skills and capabilities to these enterprises (Ramadhani & Rahayu, 2021). The collaborative efforts of TVET colleges to work closely and foster strategic partnerships with the corporate industry will also enable alignment of their curricula with the skills required upon completion of studies, which is of significant importance. The current skills and academic landscape are fertile ground for TVET colleges to explore and leverage in their efforts to provide a modern, digital-oriented curriculum and programs, which social entrepreneurship education could accelerate. A multi-sectoral, design-oriented approach that is yet bespoke to the curriculum and program delivery is critical for TVET colleges to flourish.

METHODOLOGY

The research undertook a quantitative-oriented approach that studied the hypothesis testing and its alignment to the positivist paradigm as the distinctive attribute of its research design, while it is embedded in an objectivist and realist positionality, which is amplified by this methodology, relying on alignment among variables and the configuration between the causality of these relationships and theory (Dieronitou, 2014; Saunders et al., 2019). Positivism emphasises the objectivity and impartiality of researchers, and its associated acknowledgement of the relationships among variables in research is also complemented by alignment in the checking and testing of

existing theories (Maksimovic & Evtimov, 2023). The epistemological orientation of the deductive approach in the quantitative study facilitates the explanation and prediction of the intentionality of research outcomes and the concomitant generalisation of the phenomenon, in line with the study objectives and the application of the literature (Creswell & Creswell, 2018). The population of the study from which a sample of about 322 respondents was targeted is located in the TVET colleges in the Eastern part of the sprawling City of Johannesburg, and guided by the sample size determination formula below:

$$\text{Formula: } n = Z^2 \cdot p \cdot (1-p) / E^2$$

Where: n = required sample size

- Z = Z-score (1.96 for 95% confidence)
- p = estimated proportion of the population (0.5 for maximum variability)
- E = margin of error (0.05)

By applying the formula above, the estimated sample size was 322 respondents. The sample from which the raw data are solicited serves to guide the research endeavour in achieving valid and reliable responses (Kutywayo et al., 2022). The sampling technique utilised in the study is a simple random sampling technique that targets students currently enrolled in TVET colleges within the chosen geographical population. This allowed the respondents an equitable and participatory opportunity, free from the researcher's favour or prejudice, as outlined in the inclusion criteria (Naidoo, 2020). Data collection was conducted using SPSS version 28 to mitigate errors and discrepancies. All hypotheses were developed at a significance level of 0.05, and p-values less than 0.05 were acknowledged as significant (Sekaran & Bougie, 2016). The study adopted descriptive statistics to analyse the empirical data from the respondents. The ethical adherence protocol was complied with throughout the interaction with the respondents, thus ensuring anonymity, confidentiality, and the overall consensual liberty to participate in the study.

RESULTS

Table 1. Demographic Profiling of Respondent Students

DESCRIPTION	SEGMENT	SEGMENT
GENDER	147 Male	175 Females
PRIMARY RESIDENT	Urban 238	Semi-Urban 26%
AGE	≥25 years: 160	≤25 years: 162
ACADEMIC ACHIEVEMENTS	High School: 80	Post High School: 220
ACADEMIC FUNDING	Government assisted: 274	Parental funding: 48
PRIOR SOCIAL ENTREPRENEURSHIP EXPOSURE	32 Yes	290 No

Source: Researchers' Compilation.

I. Gender

46% of the students enrolled in the social entrepreneurship modules are categorised as Males, while those categorised as Females were slightly higher at 54%, indicating a slight advantage for female inclusion.

II. Primary Resident

Of the primary residents, about 74% indicated that they reside within the urban dwelling that is endowed with a fairly satisfactory infrastructure, access to the internet and reliable transportation means, which is juxtaposed with 26% of the respondents indicating that they originate from semi-urban places of stay, which are slightly further away from the campus and hence pose an increase in transportation costs.

III. Age

There was an almost normal distribution of ages amongst the respondents, with males slightly edging their female counterparts by a negligible 2% overall.

IV. Academic Achievements

High School is equivalent to pre-tertiary education accomplishments. 25% of respondents hold a Matric Certificate, equivalent to a high school diploma. In comparison, 75% have a post-matriculation credential and have chosen social entrepreneurship to further their studies and expand their opportunities for upskilling in operating their enterprises.

V. Academic Funding

An overwhelming 85% of the students were subsidised through the higher education promotion to enrol in TVET colleges, and a paltry 15% indicated that they missed the application cut-off date; otherwise, they would also have qualified for government-assisted funding for their studies.

VI. Prior Social Entrepreneurship Exposure

A staggering 90% indicated they had not been exposed to the field of entrepreneurship, let alone the social entrepreneurship curriculum, but they showed some excitement about the opportunities it can create for their enterprise creation when they complete their overall qualification.

Descriptive Analysis

Table 2. The social entrepreneurship curriculum in promoting entrepreneurial mindset and culture

CATEGORY	FREQUENCY	PERCENTAGE	CUMULATIVE PERCENTAGE
STRONGLY AGREE	0	0	0
AGREE	32	9.94	9.94
NEUTRAL	16	4.97	14.91
DISAGREE	129	40.06	54.97
STRONGLY DISAGREE	145	45.03	100
TOTAL	322	100	

Source: Author's 2025 Field survey.

This variable indicated that the social entrepreneurship curriculum is suitable for TVET colleges efforts to equip students with an entrepreneurial mindset and culture. The majority of respondents, that is, 145 (45%), strongly disagree; 129 (40%) disagree; 16 (5%) remain neutral; and 32 (10%) agree with the critical role facilitated by the syllabi or programs in dispensing to students.

Table 3. TVET colleges have sufficient resources and capabilities in promoting entrepreneurial education

CATEGORY	FREQUENCY	PERCENTAGE	CUMULATIVE PERCENTAGE
STRONGLY AGREE	5	1.55	1.55
AGREE	20	6.21	7.76
NEUTRAL	0	0.00	7.76
DISAGREE	137	42.55	50.31
STRONGLY DISAGREE	160	49.69	100.00
TOTAL	322	100	

Source: 2025 Field survey.

This variable focuses on the nature of sufficient resources and capabilities to promote entrepreneurial education in TVET colleges. 160 (49.69%) or 137 (42.55%) of the respondents

strongly disagree or disagree, respectively, that there is sufficient allocation of resources and capabilities to promote entrepreneurial education. Meanwhile, the paltry figures of 20 (6.21%) agree, and 5 (1.55%) strongly agree, echoing the resource and capabilities scenario.

Table 4. TVET's contribution to the creation of future social entrepreneur graduates

CATEGORY	FREQUENCY	PERCENTAGE	CUMULATIVE PERCENTAGE
STRONGLY AGREE	5	1.55	1.55
AGREE	20	6.21	7.76
NEUTRAL	37	11.49	19.25
DISAGREE	140	43.48	62.73
STRONGLY DISAGREE	120	37.27	100.00
TOTAL	322	100	

Source: Author's 2025 Field survey.

This variable indicated that TVET colleges provide a plausible contribution to the creation of future social entrepreneur graduates, as a sizable number of the respondents signalled 120 (37.27%) showed *strongly disagree sentiments*, 140 (43.48%) *disagreed*, whereas 37 (11.49%) were steadfastly neutral. Those who agreed were 20 (6.21%), and those who strongly agreed were a paltry 5 (1.55%).

Table 5. Learners' capabilities and skills alignment in entrepreneurial education

CATEGORY	FREQUENCY	PERCENTAGE	CUMULATIVE PERCENTAGE
STRONGLY AGREE	16	4.97	4.97
AGREE	48	14.90	19.87
NEUTRAL	32	9.94	29.81
DISAGREE	102	31.68	61.49
STRONGLY DISAGREE	124	38.51	100.00
TOTAL	322	100	

Source: Author's 2025 Field survey.

This variable indicated that learners' capabilities and skills are aligned with the modern requirements of entrepreneurial education, as a majority of the respondents (124, 38.51%) strongly disagreed, 102 (31.68%) agreed, and 32 (9.94%) were steadfastly neutral. Those who agree were 48 (14.90%), and those who strongly agree were a meagre 16 (4.97%).

Table 6. TVET colleges' promotion of social entrepreneurs and its relation to economic prosperity

CATEGORY	FREQUENCY	PERCENTAGE	CUMULATIVE PERCENTAGE
STRONGLY AGREE	27	8.38	8.38
AGREE	38	11.80	20.18
NEUTRAL	12	3.73	23.91
DISAGREE	116	36.02	59.93
STRONGLY DISAGREE	129	40.06	100.00
TOTAL	322	100	

Source: Author's 2025 Field survey.

This variable indicated that TVET colleges are making a sufficient contribution to the promotion of social entrepreneurs in the economy, as a majority of the respondents, 129 (40.06%), strongly disagreed, 116 (36.02%) agreed, and 12 (3.73%) were adamantly neutral. Those strongly agreeing were at 27 (30%), and those citing agreement were at 38 (11.8%).

Table 7. The synergy of resources and capabilities embedding social entrepreneurship education

CATEGORY	FREQUENCY	PERCENTAGE	CUMULATIVE PERCENTAGE
STRONGLY AGREE	22	6.83	6.83
AGREE	40	12.42	19.25
NEUTRAL	0	0.00	19.25
DISAGREE	110	34.16	53.41
STRONGLY DISAGREE	150	46.58	105.51
TOTAL	322	100	

Source: Author's 2025 Field survey.

This variable narrating the synergy of resources and capabilities is making a meaningful contribution to anchoring social entrepreneurship education, as a majority of the respondents revealed that 150 (45.58%) strongly disagree, 110 (34.16%) agree, whereas 0 (0%) were unwaveringly neutral. Those who agreed were 40 (12.42%), and those who strongly agree were 22 (6.83%).

Table 8. Model Summary

MODEL	R	R SQUARE	ADJUSTED R-SQUARE	STD. ERROR OF THE ESTIMATE
1	.598 ^a	.357	.345	.393

a. Predictors: (Constant), the social entrepreneurship curriculum is suitable for vocational and technical endeavours, and it equips students with an entrepreneurial mindset and culture. Vocational and technical colleges have sufficient resources and capabilities to promote entrepreneurship education. The existing capabilities and skills are appropriately aligned with the modern requirements of entrepreneurial education. Vocational and technical colleges are making a significant contribution to the development of commercialising entrepreneurs. The synergy of resources and capabilities is making a meaningful contribution to anchoring social entrepreneurship education in vocational and technical colleges.

Source: Author's 2025 Field survey.

Table 9. Analysis of variance (ANOVA)

MODEL 1	SUM OF SQUARES	DF	MEAN SQUARE	F	SIG.
REGRESSION	21.819	5	4.364	28.244	.000 ^b
RESIDUAL	39.243	254	.154		
TOTAL	61.062	259			

a. Dependent Variable: The social entrepreneurship efficacy.

b. Predictors: (Constant) The social entrepreneurship curriculum is suitable for vocational and technical endeavours, and it equips students with a social entrepreneurial mindset and culture. TVET colleges have sufficient resources and capabilities to promote social entrepreneurship education. TVET makes a meaningful contribution to the creation of social entrepreneurs. Existing capabilities and skills are appropriately aligned with the modern requirements of social entrepreneurial education. TVET colleges are contributing sufficiently to the promotion of commercializing social entrepreneurs. The synergy of resources and capabilities is making a meaningful contribution to anchoring social entrepreneurship education in vocational and technical colleges.

Source: Author's 2025 Field survey.

Table 10. Correlation coefficients

MODEL		UNSTANDARDIZED COEFFICIENTS		STANDARDIZED COEFFICIENTS	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.012	.304		-.036	.873
	The social entrepreneurship curriculum is suitable for TVET endeavours, equipping students with an entrepreneurial mindset and culture	.216	.188	.048	1.137	.244
	TVET colleges have sufficient resources and capabilities to promote entrepreneurship education	.064	.056	.064	1.27	.124
	TVET makes a meaningful contribution to the creation of social entrepreneurs.	.053	.044	.052	1.426	.248
	Existing capabilities and skills are appropriately aligned with the modern requirements of entrepreneurial education.	.362	.036	.384	5.342	.000
	TVET colleges are contributing sufficiently to the promotion of social entrepreneurs to the economy.	.120	.461	.118	2.124	.042
	The synergy of resources and capabilities is making a meaningful contribution to anchoring social entrepreneurship education	.069	.054	.074	1.264	.123

a. Dependent Variable: The social entrepreneurship efficacy.
Source: 2025 Field survey.

R²-Squared

The R² of 0.357 in Table 9, explained how strongly the independent variable influences the dependent variable. The variations in the variables thus account for 21.819% of the variance in social entrepreneurship education. The adjusted R² of 0.345 supported it.

ANOVA

ANOVA, as depicted in Table 10, indicates that the social entrepreneurship education has a significant and negative effect on students' prospects, as evidenced by the F-statistic value of 28.244 and the P-value of 0.001, which is less than the 0.05 significance threshold.

Co-efficients

The regression model, as shown in Table 11, indicates that social entrepreneurship education prospects are significant at $p < 0.05$. Remarkably, the standardised beta coefficient construct values, and the corresponding P-values of .048, .064, .052, .384, .118, and .074 have been depicted. This show that capabilities and skills greatly affect Social Entrepreneurship education in the model, followed by TVET colleges' contribution, the synergy of resources and capabilities, sufficient resources and capabilities, TVET's contribution to the creation of social entrepreneurs, and then the curriculum is suitable for TVET colleges.

Table 11. Reliability of the Study

CRONBACH'S ALPHA	CRONBACH'S ALPHA BASED ON STANDARDIZED ITEMS	N OF ITEMS
.834	.823	6

Source: 2025 Field survey.

Hypotheses Scenario

- H1: The social entrepreneurship curriculum is significant in promoting an entrepreneurial mindset and culture. P-value of 0.244. Accept the hypothesis.
- H2: TVET colleges have sufficient resources and capabilities that are significant in promoting entrepreneurial education. P-value of 0.124. Accept the hypothesis.
- H3: TVET colleges contribution to the significant creation of future social entrepreneur graduates. P-value of 0.248. Accept the hypothesis.
- H4: Learners' capabilities and skills portray significant alignment in entrepreneurial education. P-value of 0.00 less than 0.05 – Reject the hypothesis.
- H5: TVET's promotion of social entrepreneurs depicts a significant relationship to economic prosperity. P-value of 0.42 >0.05. Accept the hypothesis.
- H6: The synergy of resources and capabilities indicates a significant influence in embedding social entrepreneurship education. P-value of 0.123. Accept the hypothesis.

DISCUSSION

A social education entrepreneurship curriculum, programs, and the associate mindset and culture attributes that fortify the inculcation of the entrepreneurial orientation and intentionality among students are a critical trait, action, and behaviour that need to be instilled while students are still in the knowledge acquisition phase of their studies. While many factors, such as students from lower strata of the social pyramid, display resilience and fortitude in their attempts to adopt an improvisational strategy and develop attitudinal competence for academic achievement, an emotionally supportive and conducive environment cannot be downplayed. Such systematic and logical interventions from educational facilities could integrate stakeholder networks, multinational corporations, special-interest civil organisations, and business community chambers for collaborative and holistic outcomes (Secundo et al., 2020). The critical nature of resources and associated capabilities could strengthen the students' readiness to confront the business world post-graduation phase and further enhance the seamless work-integrated learning or their small business start-ups that could accelerate the de-risking of the current headwinds classified as socio-economic ills such as poverty, inequalities per capita and joblessness (Zhakupov et al., 2023). It has been well narrated that there is a direct correlation between entrepreneurial activation and economic prosperity in both emerging and developed economies. Social entrepreneurship education could facilitate an expedited paradigm shift amongst students, as they gain a comprehensive, holistic experience and exposure to socially oriented challenges that require strategic interventions and solutions stemming from their socio-economic upbringings and environments (Okebiorun & Ige, 2024). While the invigoration of social entrepreneurship education is not the sole panacea in the provision of solutions that are confronting those that seem to enter both the labour absorption market and the entrepreneurial business landscape, the policy-makers and decision-makers should exert more emphasis on this ticking time bomb, thus diminishing post-qualification student despondency and loss of hope (Agbenyegah, 2022). Since the entrepreneurship education curriculum equips the students with an avalanche of skills and inventory to prepare for the real world, such as but not limited, the feasibility analysis, business

plan preparation and comprehension, disruptive business modelling, open-source innovation, competitor analysis and the technical or marketing skills, enterprise diagnostic tools, and the business evaluation or checklist benchmark skills for the business success (Gatta, et al., 2023). The postulations from the literature on the critical role of social entrepreneurship education for students' prosperity, the theoretical embeddedness of the research, and the convergence of hard and empirical data from the participants amplify the headwind and the associated configurational risk that could implode on the broader society. This challenge could manifest itself in the form of substance abuse, crime escalation and mental delusion on the part of the student who could be ravaged by uncertainty and a dark future (Halid et al., 2023). The sentiments of respondents about the role of social entrepreneurship education implementation in the society further re-ignite the opportunity for the country on its road to economic recovery, societal reconciliation and rebuilding and the restoration of hope and dignity amongst the vulnerable sector of our nation into burgeoning and prolific social entrepreneurs or to a certain extent corporate entrepreneurs.

CONCLUSION

The study's conclusion accentuates the fundamental gap that is illuminated throughout the literature, methodology, and findings, which explicate the existential gap and much-needed improvements and reforms in the inculcation of the pragmatic impact and the implications due to resource and capability constraints, as evidenced in the current state within the vocational and technical institutional landscape.

Managerial Implications

While the majority of participants echoed a sluggish TVET's contribution to the promotion of social entrepreneurs in the economy, this should flag a repurposing of the TVET business model delivery to address the real needs of graduates, such as metricating the post-graduate opportunity prosperity. The concerted effort by decision-makers should translate into tangible, visible outcomes, such as graduate entrepreneurs' ability to launch and commercialise a successful venture.

Implications for policymakers

The findings revealed that while resources and capabilities have been channelled to TVET colleges for future labour market absorption and equipping graduates with entrepreneurial orientation, unemployment continues to be pervasive, which might reverse the paradigm shift from the current implementation status quo. If need be, the existential regulatory framework for TVET college deliverables needs to be repurposed and reimagined to address the real-time mandatory need to reduce broader social ills in the country.

Implications for private sector partners

The scholastic contribution of the study is the illumination of the significance of monitoring and evaluation that impede the improvements and reforms within the social entrepreneurship education, which could also highlight the disconnect between the public authorities and the private sector in collaborating on a concerted effort within the broader capacity building and capacitation of future social entrepreneurs. Such resolve will make a fundamental and pivotal contribution to aligning and synergising the curriculum and programs of TVET education with the pressing, contemporary requirements of social value and public good for the broader society. While TVET colleges will continue to take a back seat in terms of policymakers' and authorities' prioritisation, the government continues to provide support to these pivotal institutions, as evidenced by the majority of students receiving government funding to pursue their studies. The study promotes the real-time prioritisation of resources, including technological and digital, financial, infrastructure, academic,

research, and capabilities, ranging from the recruitment of the best academic professionals to the modernisation of programs and curricula in the field of social entrepreneurship research.

RECOMMENDATIONS

The overarching recommendations to accelerate graduates' integration into the business world warrant plausible and cogent interventions from both the private and academic sectors in a collaborative, mutually beneficial attempt, which should be documented in the terms of reference and service level agreements by the decision-makers. The proper prioritisation of the emotional and psychological well-being of the graduate students is also of critical importance before the social ills consume them in an attempt to mitigate their frustrations and disillusionment in not obtaining the window of opportunities to display and put their academic knowledge into real and pragmatic practice for the benefit of the country of South Africa.

Limitations

In the execution and seamless completion of this research project in contributing to the scholarly endeavours, the following constraints and limitations are worth noting:

1. This research mainly focused on the technical and vocational training of higher learning students, due to time constraints and cost implications.
2. The research only focused on the social entrepreneurship education and could not spread into other management disciplines, such as conventional entrepreneurship and corporate entrepreneurship, as an inclusion criterion for the respondents.
3. The geographical area was limited to the Gauteng Province in South Africa for logistical feasibility purposes and due to the granted ethical protocol limitations.

Avenues for future research

Ontological efforts in monitoring and evaluation within the broader value chain of the delivery of technical and vocational pedagogical curricula should be integrated with the contemporary needs of external stakeholders, such as the private sector and other public-oriented services, regarding the needs, services, and opportunities for graduates. Other future studies might also revisit the silo mentality across various post-basic education offerings to better align with the needs of the modern economy. They could also include other educational sectors, such as learnerships and internships, as well as institutional provision.

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