



Spearheading sustainable youth entrepreneurship through financial literacy training - A case of one TVET institution in Zimbabwe

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Abstract

Financial literacy is essential for sustainable entrepreneurship of youths. The main objective of the study was to examine the effects of financial literacy on sustainable youth entrepreneurship at one TVET institution, establish socio-economic factors that influence sustainable youth entrepreneurship, to ascertain the relationship between financial literacy and sustainable youth entrepreneurship, and suggest strategies to enhance the levels of financial literacy of youths towards sustainable youth entrepreneurship. The study adopted a case study research design. The population consisted of 500 youths in the division, and a sample of 218 was used. Factor analysis was used for data analysis, and it was concluded that financial literacy had an effect on sustainable youth entrepreneurship at the TVET institution implying that as levels of financial literacy increased, so does the chances of increased sustainable youth entrepreneurship. It was also found out that economic variables do affect sustainable youth entrepreneurship, whilst some social factors also affect sustainable youth entrepreneurship. It was recommended that the institution should improve the financial literacy levels of their youths through training, short courses or seminars, and infusing financial literacy aspects in entrepreneurship skills development to ensure that their youths are equipped for sustainable youth entrepreneurship. Youths were advised to partake in financial literacy seminars which would be organized by the institution so as to broaden the need for youths to personally invest in training programs and also attend courses to improve their financial literacy.

Keywords: Financial literacy, sustainable youth entrepreneurship, financial skills, financial capability

Introduction

The lower levels of financial literacy are now a universal issue (Jaffar et al., 2024). Puelz & Puelz, (2022) established that lower levels of financial literacy exist in every society. The importance of financial literacy was

exacerbated by the global crisis of 2008 (Chaity et al., 2024). It was noted from the studies conducted that most youths lack financial literacy and also lack the requisite skills to make financial decisions expeditiously (Letamendia & Silva, 2017). High levels of financial illiteracy threatens the financial system and the economy at large, hence triggered much attention from researchers, financial institutions and governments (Song et al., 2022). The ability to manage personal finances has become a key issue in today's world (Lilian et al., 2024). Individuals ought to pursue both long-term and short-term investment decisions for sustainable youth entrepreneurship and for their children's future and education (Khawar & Sarwar, 2021). Several studies that have been conducted pointed to financial literacy as a key ingredient which contributes to good financial attitudes and timely sustainable youth entrepreneurship (Mulasi & Mathew, 2021).

Background

Financial literacy is the capability to make sound financial decisions on issues of financial management (Kadoya et al., 2020). Demertzis, (2018) views financial literacy as a gauge of the knowledge on key financial notions whilst Fanta & Mutsonziwa, (2021); and Njoka, (2021) defines it as the capacity to use economic information and develop sound financial decisions on wealth accumulation, pensions, and debt management. The researchers of financial literacy came to an agreement that a financial literate individual has the capacity to make sound financial decisions and take necessary actions in financially related issues (Hauff et al., 2020; Ketkaew et al., 2022; Mitchell & Lusardi, 2011). Financial literacy can be explained as the capacity to make sound financial decisions and proper financial management (Sajuyigbe et al., 2024). Financial knowledge ensures that individuals develop financial skills and understanding to undertake good financial decisions (Das & Mahapatra, 2023);. The knowledge of savings is useful for effective financial decisions which is pertinent to sustainable youth entrepreneurship (Mustafa et al., 2023). The concept of financial literacy has recently received much attention from researchers, financial intermediaries and government as the ability to use personal finances has increasingly become vital in today's world as individuals are advised to plan for sustainable entrepreneurship (Dare et al., 2023). Lusardi & Streeter, (2023) defines financial literacy as the usage of information, abilities, and services related to financial management and the capacity to make strategic decisions. Financial literacy increases the participation in financial markets hence enhance asset accumulation, consumption smoothing and easy access to several sources of financing (Aulia et al., 2023; Ratnawati et al., 2023). Financial literacy covers debt management and investment literacy and its impact on the use of financial services (Ghaffar & Sharif, 2016) In summary, financial literacy enables youths to use economic information in making effective financial decisions which becomes vital to youths in managing the ever-increasing complexity of financial services in the market (Roshan Singh, 2021). Financial literacy is key in this modern world where youths are accountable for good financial decisions (Sudakova, 2018). Similarly, Abyad, (2021); and Kamakia et al., (2017) reveals that it is a process where financial education learnt from formal and informal sources are used in youths' financial decision-making for the good financial results. Additionally, Dhlembeu et al., (2022) expresses that financial literacy contributes to increased savings and financial planning, realistic exhibition of financial knowledge, skills and bargaining power.

Problem statement

Youth entrepreneurship is increasingly recognized as a critical factor in fostering economic growth, especially in developing economies. Many young individuals are encouraged to venture into entrepreneurship as a means of addressing unemployment and contributing to national economic development. However, despite the potential for entrepreneurship to be a vehicle for economic empowerment, a significant number of youth-led businesses fail within the first few years of operation. One of the primary reasons for this high failure rate is poor financial decision-making and inadequate financial management skills (Kuratko, 2016). Research has shown that financial literacy plays a pivotal role in the ability of entrepreneurs to manage business operations effectively, make informed decisions, and sustain their ventures (Lusardi & Mitchell, 2014).

In many cases, young entrepreneurs lack the essential financial knowledge needed to manage their business finances, such as budgeting, cash flow management, financial forecasting, and understanding basic accounting principles. This lack of financial literacy hinders their ability to make sound financial decisions, leading to poor investment choices, inadequate capital allocation, and ultimately business failure (Dabija, 2018). Furthermore, without the capacity to manage risks or plan for long-term financial stability, many youth entrepreneurs face challenges that jeopardize the sustainability of their enterprises (Mankiw, 2015).

Given the critical role that financial literacy plays in the success of entrepreneurship, it is essential to assess how financial literacy influences the sustainability of youth entrepreneurship, particularly within the context of Technical and Vocational Education and Training (TVET) institutions. TVET institutions are in a unique position to equip young entrepreneurs with the necessary skills and knowledge to thrive in business. Therefore, this research seeks to examine the impact of financial literacy on sustainable youth entrepreneurship and identify strategies to enhance financial literacy among students at TVET institutions, ultimately fostering more resilient and successful youth businesses.

Research questions

The research questions that underpinned the study were as follows:

- i. To what extent does financial literacy influence the sustainability of youth entrepreneurship at the TVET institution?
- ii. Which socio-economic factors influence the sustainability of youth entrepreneurship at the TVET institution?
- iii. What is the nature of the relationship between financial literacy and sustainable youth entrepreneurship at the TVET institution?
- iv. What strategies can be implemented to enhance financial literacy levels among youth in order to promote sustainable entrepreneurship at the TVET institution?

Scope of the study

The study focused on financial literacy and sustainable youth entrepreneurship at the TVET institution, in Zimbabwe. The elements of the financial literacy factors such as financial education, financial capability, financial skills and investment decisions were looked at as they were deemed as the key elements of measuring the financial literacy levels of the youths together with other socio-economic factors. The study only focused on youths at the

TVET institution from January 2024 to December 2024 so as to gather relevant information for the study. The research was meant to help the top management at the institution to ensure effective sustainable youth entrepreneurship as it was influenced by financial literacy. The findings, conclusions and recommendations from the study would be useful to other institutions and the youths as well in enhancing their financial literacy levels towards effective sustainable youth entrepreneurship.

Literature review

Financial literacy

Financial literacy is the ability to use information and abilities in managing financial resources efficiently for a given period (Kamakia et al., 2017). Moreover, Ghaffar & Sharif, (2016) asserts that financial literacy covers the aptitude to use information and transform the financial behaviour and experiences of an individual. Sustainable entrepreneurship enhances youth to effectively plan and make good business decisions and effectively contribute to accelerated economic growth of economies (Ghaffar & Sharif, 2016). Financial literacy impacts the saving attitude and involvement of youth in sustainable entrepreneurship and further ads to economic growth of nations (Yahiaoui, 2023).

Financial education

Financial education is when financial consumers have an appreciation of financial services and be able to make sound financial decisions (Aulia et al., 2023). Financial education is important in youths' appreciation of financial opportunities, decisions and payoffs (Vieira, Matheis, & Rosenblum, 2023). It can change into wealth gathering and ensure appropriate managing of obligations as customers master the importance of funds and the demand and supply issues (Lusardi & Streeter, 2023).

Financial capability

Financial capability is explained as the opportunity to achieve valuable results from youths by exhibiting what an individual can do (Mathew et al., 2024). It may also refer to the process in which individuals use knowledge of financial concepts to access financial products and services (Das & Mahapatra, 2023). This perspective shows that capability entails both the individuals' internal capabilities and the exterior settings and other prospects existing for example access to products, services and institutions (Vieira, Matheis, & Maciel, 2023).

Financial Skills

Financial skills refer to the capability to utilise knowledge of financial services in financial decision making (Lone & Bhat, 2024) Financial skills enhance individuals to make good financial decisions and eliminate their chances of being misguided on financially related issues (Das & Mahapatra, 2023). An individual should exhibit knowledge to make good financial decisions in life (Mustafa et al., 2023). Hence, increasing the financial literacy skills is critically important for sound financial and investment decisions and youths should have skills to evaluate the complex financial instruments so as to make sound decisions and enhance the benefits derived from sound financial decisions and sustainable entrepreneurship (Vieira, Matheis, & Maciel, 2023).

Sustainable youth entrepreneurship

Sustainable youth entrepreneurship entails the process by which youths actively embark on effective saving behaviour, investments and management of funds predestined to help an entrepreneur run a business without jeopardizing the future generations' right to access financial resources (Mousavi & Rasaeimanesh, 2023; Sun & Curnutt, 2023). It helps to determine business proceeds and the activities and choices essential to attain business goals. It contains identification of the sources of revenue, compiling overheads, instigating a savings platform and dealing with assets and risk (Mathew et al., 2024).

Socio-economic factors that influence sustainable youth entrepreneurship

The socio-economic factors affect the ability of youths to engage in sustainable youth entrepreneurship. They interact in a complex way in shaping the business landscape in Zimbabwe, highlighting the need for targeted interventions, policy reforms, and sustainable development initiatives to enhance accelerated economic growth (RBZ, 2020; and Report on the 2021 Global Money Week Celebrations, 2021).

Inflation rates

Inflation is the general increase in prices of commodities at a given period and Zimbabwe's inflation rate soared to 676.39% in 2023, and the hyperinflation has been a recurrent issue in Zimbabwe, severely eroding the value of the local currency and diminishing purchasing power (Ncube, 2024). High levels of inflation negatively affects the sustenance of an entrepreneurial venture or start up as a hyper inflationary environment reduces the purchasing power of money which these youths would have mobilised thereby negatively affecting their businesses.

Income level

Income levels entails the diverse range of personal or household income within a population (Sorgente et al., 2024). Income levels are useful in analysing economic inequality, purchasing power, and the distribution of wealth in a society. Income level of the youths negatively affect sustainability of start ups and entrepreneurial ventures as low income level means low level of capital and high income level means high level of capital. The World Health Organisation defined income level on the basis of GNI per capita and posits that low income is any amount equivalent to \$1 045 or less, while middle income is any amount ranging from \$1 046 to \$12 745, and high income is any amount ranging from \$12 745 or more. Income levels have a profound impact on sustainable youth entrepreneurship as it influences various aspects of economic security and stability (Basics et al., 2024). According to a 2021 report by the World Bank, over 70% of Zimbabwe's population lives below the national poverty line, with extreme income inequality persisting (Zhongming et al., 2020).

Interest rates

Interest rate is the cost of borrowing from a financial institution (Jakit et al., 2023). The higher the cost of borrowing, the less capable youths can borrow as high interest rates discourages youths from borrowing (Sudakova, 2018). High-interest rates make borrowing costly, restricting individuals and businesses from obtaining loans, and this hinders investments in education, business expansion, and asset acquisition, ultimately affecting

the well-being of citizens (The Zimbabwe National Budget, 2024). Interest rates impact returns on savings and investments. High-interest rates promote saving but may discourage spending, slowing economic growth (Mulasi & Mathew, 2021). Conversely, low-interest rates encourage investment and consumption, fostering growth and sustainable youth entrepreneurship (African Development Bank Group, 2024). Interest rates influence inflation and currency value, since high-interest rates can control inflation, maintain currency value and citizens' purchasing power. However, excessively high-interest rates can lead to deflation, negatively affecting employment, wages, and economic growth (Vosloo et al., 2024).

Family size and family expenditure

The family size also impacts sustainable youth entrepreneurship in Zimbabwe as larger families often face higher expenses, including those related to healthcare, education, and daily living, thereby constraining the financial resources available for saving and investment, and ultimately affect the overall business operations (Karakara et al., 2022). The household financial constraint is predominantly significant in Zimbabwe; due to economic hardships that amplify the influence of family size on family expenditure and sustainable youth entrepreneurship (Stability, 2024). Family expenditure patterns also impact sustainable youth entrepreneurship as most Zimbabweans spend a significant portion of their income on basic necessities like food, transportation, and utilities (RBZ, 2020).

The knowledge gap

Few studies were conducted on sustainable youth entrepreneurship at TVET institutions. This research aims to address this gap by establishing the effects of financial literacy on sustainable youth entrepreneurship at one TVET institution in Harare, and provide relevant literature for future studies. Despite growing policy attention to youth entrepreneurship, empirical research on sustainable youth entrepreneurship within Zimbabwean TVET institutions remains limited, particularly in the African context. Existing studies tend to focus broadly on youth entrepreneurship or small business development, with insufficient attention to the role of financial literacy as a determinant of sustainability among TVET graduates. Moreover, much of the available literature overlooks institution-specific dynamics, such as curriculum design, access to financial training, and contextual economic constraints faced by TVET students. In Zimbabwe, and specifically in Harare, there is a notable absence of evidence-based studies examining how financial literacy competencies influence entrepreneurial sustainability outcomes. This study addresses this knowledge gap by generating context-specific empirical evidence from a TVET institution in Harare, thereby enriching the literature and informing future research and policy interventions.

Research methodology

The study was quantitative in nature and a positivism research paradigm was employed. A case study research design was used for the study. The population for the study was made up of all the youths at one TVET institution in Harare totalling five hundred first year students enrolled in one division. The population of study statistics was obtained from the official enrolment statistics at the institution. The Principal Component Analysis, factor analysis and the cross-tabulation analysis was used for data analysis. The case study was deemed appropriate as it helped in collecting in-depth data about financial literacy levels of youths in the division through the use of

questionnaires and interviews. The sample size for the research was two hundred and eighteen (218) which was determined by using the sample size calculator as illustrated in Figure 3.1 below

home / math / sample size calculator

Sample Size Calculator

Find Out The Sample Size
 This calculator computes the minimum number of necessary samples to meet the desired statistical constraints.

Result

Sample size: 218

This means 218 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value.

Confidence Level: 95%
 Margin of Error: 5%
 Population Proportion: 50% Use 50% if not sure
 Population Size: 500 Leave blank if unlimited population size.

Calculate Clear

Figure 3.1: Sample size, Source: Researcher’s calculations basing on www.calculator.net

The study used primary and secondary data sources to gather information relevant in exploring the effects of financial literacy on sustainable youth entrepreneurship. The study employed interview guides and questionnaires to gather primary data from the respondents as supported by Toyon, (2021) who asserts that primary sources of information directly involve the researcher to experience and interact with the real world. The researcher made use of published research papers, textbooks, journals and other sources to collect data about the impact of financial literacy on sustainable youth entrepreneurship from other previous. The research was anchored on primary data collected by the researcher from the field. The primary data was collected using structured self-administered questionnaires and interviews guides. 218 questionnaires were administered. The researcher relied on information collected from 198 respondents giving a questionnaire response rate of 90.8%. Data collected for the study was analysed using SPSS statistical package. The Principal Component Analysis, factor analysis and the cross-tabulation analysis was used for the analysis of data as discussed below.

Data analysis, presentation and discussion of results

The questionnaire response rate and reliability score: Questionnaires were administered in gathering data from the youths. A total number of 218 questionnaires were used and only 198 questionnaires were returned by the respondents giving an overall questionnaire response rate of 90.8% as illustrated in Table 4.1 below.

Table 4.1: The Questionnaire Response Rate

	Youths	Rate
Questionnaires sent	218	100%
Responses returned	198	90.8%
Responses not returned	20	9.2%

Source: Author computation using Primary Data (2025)

It was established from Table 4.1 that the overall questionnaire response rate was 90.8% out of the total

questionnaires sent and this was deemed a good response rate to enable analysis of the data in support Xu et al., (2023) who indicated that a favourable response rate in research should be above 75%, so the response rate of this study was favourable since it was 90.8%. The reliability score of the questionnaire determined by the cronbach alpha coefficient was 0.80 indicating that the questionnaires were sufficiently consistent and reliable.

The effects of financial literacy on sustainable youth entrepreneurship

The communalities as shown in Table 4.2 under the extraction column had values which were more than 0.3 implying that they were all significant in explaining the relationship between financial literacy and sustainable youth entrepreneurship at the TVET institution. The study found that factors such as age, gender, income levels, marital status, and field of study influenced sustainable youth entrepreneurship. This aligns with prior research showing that demographic factors like age, gender, income levels, and education level affect financial behaviour, particularly sustainable youth entrepreneurship (Aulia et al., 2023). The study found that financial literacy has an effect on sustainable youth entrepreneurship at the TVET institution, corroborating prior research on the relationship between financial literacy, sustainable youth entrepreneurship, and investment decision-making (Kangogo Jonathan & Ayuo, 2022; Lusardi & Streeter, 2023; Mathew et al., 2024; Noralhuda et al., 2023; Xu et al., 2023).

Table 4.2: Extraction Method: Principal Component Analysis

Communalities

	Initial	Extraction
What is your respondent number?	1.000	.547
What is your field of study?	1.000	.455
What is your age?	1.000	.636
What is your gender?	1.000	.375
What is your marital status?	1.000	.677
What is your financial literacy score?	1.000	.494
What social factors affect sustainable youth entrepreneurship?	1.000	.537
What economic factors affect sustainable youth entrepreneurship?	1.000	.691
Does financial behaviour affect sustainable youth entrepreneurship?	1.000	.916
Does financial capability affect sustainable youth entrepreneurship?	1.000	.650
Does financial skills affect sustainable youth entrepreneurship?	1.000	.916
Does financial literacy affect sustainable youth entrepreneurship?	1.000	.669
Financial behaviour affect sustainable youth entrepreneurship?	1.000	.673
Financial capability affect sustainable youth entrepreneurship?	1.000	.926
Financial skills affect sustainable youth entrepreneurship?	1.000	.923
Does interest rate affect sustainable youth entrepreneurship?	1.000	.889
Does exchange rate affect sustainable youth entrepreneurship?	1.000	.879
Does inflation rate affect sustainable youth entrepreneurship?	1.000	.892
Does income level affect sustainable youth entrepreneurship?	1.000	.811
Does level of education affect sustainable youth entrepreneurship?	1.000	.564
Does age affect sustainable youth entrepreneurship?	1.000	.884
Does type of gender affect sustainable youth entrepreneurship?	1.000	.894
Does marital status affect sustainable youth entrepreneurship?	1.000	.783

Source: Primary data (2025)

The socio-economic factors that affect sustainable youth entrepreneurship at the TVET institution.

According to Table 4.3 below, factors such as age, gender and level of education were found to be very important in explaining sustainable youth entrepreneurship for the cohort of respondents at the TVET institution as illustrated where the total variance explained indicated a total Eigen value of 5.192 for the first component and this explained 22.574% of variance whilst the second component had an Eigen value of 3.730 and explained 16.217% of variance and the last component number 7 had an Eigen value of 1.125 and explained 4.890% of the variance of the effects of financial literacy on sustainable youth entrepreneurship where the dependent variable is the sustainable youth entrepreneurship.

Table 4.3: Extraction Method: Principal Component Analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.192	22.574	22.574	5.192	22.574	22.574
2	3.730	16.217	38.791	3.730	16.217	38.791
3	2.270	9.871	48.663	2.270	9.871	48.663
4	1.722	7.488	56.150	1.722	7.488	56.150
5	1.426	6.199	62.349	1.426	6.199	62.349
6	1.215	5.284	67.633	1.215	5.284	67.633
7	1.125	4.890	72.523	1.125	4.890	72.523
8	.971	4.223	76.746			
9	.932	4.052	80.799			
10	.817	3.553	84.352			
11	.663	2.880	87.232			
12	.634	2.757	89.989			
13	.520	2.260	92.250			
14	.475	2.067	94.317			
15	.395	1.718	96.035			
16	.324	1.410	97.445			
17	.230	1.002	98.447			
18	.223	.968	99.415			
19	.046	.199	99.614			
20	.041	.179	99.793			
21	.040	.174	99.967			
22	.008	.033	100.000			
23	-3.182E-018	-1.383E-017	100.000			

Source: Primary data (2025)

The relationship of financial literacy to sustainable youth entrepreneurship at the TVET institution.

A component matrix should have relationships of less than 0.3 or 0.4 and such were considered as being insignificant. These associations were normally referred to as loadings; the associations could also be negative and in such cases, associations of between -0.4 or -0.3 and 0.0 were regarded as being insignificantly minor. Basing on the component matrix in table 4.4 below, all correlations which were above 0.3 were essential whilst all with a negative sign were trivially small in as far as establishing the relationship between financial literacy and sustainable youth entrepreneurship were concerned.

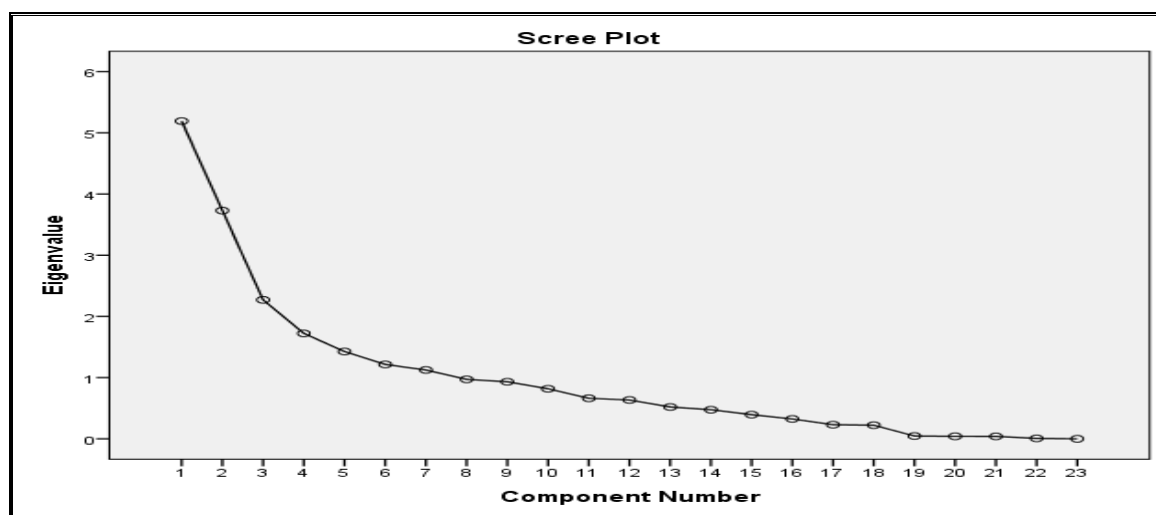
Table 4.4: Component matrix on the relationship between financial literacy and sustainable youth entrepreneurship

	Component Matrix ^a						
	Component						
	1	2	3	4	5	6	7
What is your respondent number?	-.087	-.074	-.125	.687	.080	-.178	.092
What is your field of study?	.232	-.052	.112	.193	.303	.506	.001
What is your age?	-.072	-.207	.125	-.232	.674	.223	.123
What is your gender?	-.143	.188	.362	-.056	.318	-.250	-.145
What is your marital status?	.185	.366	.007	-.045	-.376	.435	-.420
What is your financial literacy score?	-.285	.000	.094	.041	-.484	-.044	.408
What social factors affect sustainable youth entrepreneurship?	.071	-.241	-.040	-.479	.308	.385	-.004
What economic factors affect sustainable youth entrepreneurship?	.035	.406	.025	-.045	.361	-.306	.546
Does financial behaviour affect sustainable youth entrepreneurship?	-.019	-.587	.718	.079	.003	-.153	-.161
Does financial capability affect sustainable youth entrepreneurship?	-.014	-.433	.640	.059	-.134	.115	.135
Does financial skills affect sustainable youth entrepreneurship?	-.019	-.587	.718	.079	.003	-.153	-.161
Does financial literacy affect sustainable youth entrepreneurship?	-.021	-.069	.258	-.058	-.273	.423	.584
Financial behaviour affect sustainable youth entrepreneurship?	.776	-.047	.009	.254	.011	.055	.026
Financial capability affect sustainable youth entrepreneurship?	.901	-.128	-.021	.295	.053	.064	.055
Financial skills affect sustainable youth entrepreneurship?	.902	-.135	-.009	.289	.045	.062	.040
Does interest rate affect sustainable youth entrepreneurship?	.884	-.131	-.051	.283	.024	.058	.057
Does exchange rate affect sustainable youth entrepreneurship?	.811	.042	.057	-.420	-.095	-.168	.051
Does inflation rate affect sustainable youth entrepreneurship?	.809	.031	.075	-.431	-.119	-.164	.057
Does income level affect sustainable youth entrepreneurship?	.759	.030	.027	-.404	-.105	-.240	-.043
Does level of education affect sustainable youth entrepreneurship?	.282	.612	.000	.237	.195	-.060	-.109
Does age affect sustainable youth entrepreneurship?	.042	.828	.435	.057	.028	.056	-.015

Does type of gender affect sustainable youth entrepreneurship?	.038	.825	.457	.043	-.001	.034	-.017
Does marital status affect sustainable youth entrepreneurship?	-.009	.779	.409	-.001	-.029	.092	.015

Source: Primary data (2025)

Furthermore, in explaining the relationship between financial literacy and sustainable youth entrepreneurship, the first seven factors in the scree plot in **figure 4.1** below had variances (eigenvalues) that were greater than 1. The eigenvalues changed less markedly when more factors were used. Therefore, 8–23 factors seemed to clarify much of the variabilities of the data. The scree plot indicated that the first six variables accounted for much of the total variabilities in data. The remaining variables accounted for a very small amount of the variability and were likely to be insignificant.



Source: Primary data (2025)

Discussion of Results

The effects of financial literacy on sustainable youth entrepreneurship

The key research finding was that financial literacy had a positive impact on sustainable youth entrepreneurship at the TVET institution. This means that as the level of financial literacy among youths increased, so did the quality and extent of their sustainable youth entrepreneurship.

The socio-economic factors that affect sustainable youth entrepreneurship at the TVET institution

The study found that demographic factors such as age, gender, marital status, field of study, and level of education impacted sustainable youth entrepreneurship at the TVET institution. This aligns with prior research showing that demographic factors like age, gender, income, and education level affect financial behavior and sustainable youth entrepreneurship (Kangogo Jonathan & Ayuo, 2022; Lusardi & Streeter, 2023; Mathew et al., 2024; Noralhuda et al., 2023; Xu et al., 2023).

The relationship of financial literacy to sustainable youth entrepreneurship at the TVET institution

The key research findings established a positive relationship between financial literacy and sustainable

youth entrepreneurship at the TVET institution. This means that as financial literacy levels increased, so did the youths' engagement in sustainable youth entrepreneurship decisions. The relationship was characterized as positive, meaning that an increment in levels of financial literacy corresponded with an increment in sustainable youth entrepreneurship. Conversely, a decrease in financial literacy was associated with a decrease in sustainable youth entrepreneurship. A value of zero would have indicated no linear correlation between the variables. The survey responses also directly confirmed that a relationship exists between financial literacy and sustainable youth entrepreneurship, corroborating prior research that has found a substantive association between these factors (Mousavi & Rasaeimanesh, 2023; Sun & Curnutt, 2023).

Conclusion

Basing on the research questions of the study, it can be concluded that financial literacy plays a significant and positive role in promoting sustainable youth entrepreneurship at the TVET institution. The findings indicate that youth who possess higher levels of financial knowledge, skills, and competencies are better equipped to start, manage, and sustain entrepreneurial ventures. Financial literacy enhanced participants' ability to budget, manage cash flows, make informed investment decisions, access financial services, and mitigate business risks, all of which are critical for long-term business sustainability. Consequently, financially literate youth demonstrated greater confidence, resilience, and adaptability in their entrepreneurial activities. In addition, the study established that demographic factors such as age, gender, marital status, field of study, and level of education had a positive influence on sustainable youth entrepreneurship at the TVET institution. These factors shaped entrepreneurial attitudes, access to resources, and decision-making capacities. For instance, higher levels of education and training were associated with improved business planning and innovation skills, while age and field of study influenced experience, technical competence, and opportunity recognition. Gender and marital status also played important roles in shaping entrepreneurial motivation, responsibility, and commitment to business sustainability. Furthermore, the study confirmed a strong positive relationship between financial literacy and sustainable youth entrepreneurship, implying that as financial literacy levels increase, the likelihood of establishing and sustaining successful youth-owned enterprises also increases. This relationship highlights financial literacy as a critical enabler of sustainable entrepreneurship within TVET contexts. Overall, the findings underscore the importance of integrating comprehensive financial literacy programmes into TVET curricula and support structures to enhance sustainable youth entrepreneurship outcomes and contribute to youth employment creation and economic development.

Recommendations

The recommendations cover the strategies to enhance the levels of financial literacy of youths towards effective and sustainable youth entrepreneurship on three stakeholders namely the TVET institution management, youths, and the policy makers as follows;

The TVET institution:

The study found that the TVET institution's youths had low levels of financial literacy. This highlights the need for the institution's authorities to improve youths' financial literacy through training, short courses, or seminars. This would help ensure youths are well-prepared for sustainable youth entrepreneurship. The study noted that ESD as a module had low financial literacy aspects hence limiting youths' financial literacy levels. The

researcher advises that the TVET institution should not just focus on theoretical competencies in financial literacy trainings, but rather engage youths in practical through college youths' start-ups and entrepreneurial ventures.

Youths:

The study recommended that youths should actively participate in financial literacy workshops organized by the TVET institution, as seminars were found to be an effective mode of educating the youths to have a better mastery of financial issues. Findings showed that financially literate youths have better chances of engaging in sustainable youth entrepreneurship than those who were financially illiterate. This highlights the need for youths to take advantage of financial literacy training to improve their financial planning and decision making. While youths expect the TVET institution to provide financial literacy education, the study also advised the TVET institution to invite successful business role models and financial institutions to address real business financial management issues that affect the operations of a business and proffer practical experience on how to ensure success despite the difficult economic environment. This would help bridge the gap in youths' financial literacy and sustainable youth entrepreneurship.

Policymakers:

The study recommended that policymakers should integrate financial literacy training into the education system at all levels from elementary up to the tertiary level, regardless of program or subject area. This would empower youths to independently plan for start-ups and entrepreneurial ventures, rather than relying solely on theory. The conclusions also highlighted the importance of financial service providers and higher education institutions to educate youths on the time value of money concepts like compounding and discounting, as they are critical for effective financial decision-making. Additionally, the gender gap observed in financial literacy levels suggested the need for women's advocacy groups to incorporate financial literacy topics into their workshops in order to improve the levels of financial literacy of the female youths.

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