



Cape Peninsula
University of Technology

**The impact of Entrepreneurship Education on students' entrepreneurial abilities:
A case study of a selected University in the Western Cape**

by

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ABSTRACT

Tertiary education in South Africa seems to be training students to work hard, produce good results and find jobs in the best organisations, but not to start their own businesses. As such, taking initiative and being innovative seems to be the last task in the young graduate entrepreneurship students mind in South African. At this point, it is unknown why Entrepreneurship graduates do not start their own businesses after graduation. The study investigated the impact of Entrepreneurship Education on students' entrepreneurial abilities in a selected University in the Western Cape in order to generate valuable information in understanding their intention to entrepreneurial activities. Quantitative methods approach was used in this study. The aim of the research was to determine whether the Entrepreneurship students have a clear understanding of how to start and manage their own businesses after graduation. It was found that, regarding entrepreneurial intention, most students in the selected institutions plan to have a secure job first then later on open a business; so, students do not have intend to start their own business after they graduate from school. The research concluded that, the fact of students joining the world of job hunting after graduation and not exercising their competency and ability in entrepreneurial activities will continue to increase the number of student unemployment. It was recommended that entrepreneurship program in the South African education system must add support orientation means in supporting students; also increase the level of exposure to Entrepreneurship students.

KEYWORDS: Entrepreneurial intentions, entrepreneurial activity, public sector, private sector, higher education institutions, effectiveness, attitude, behaviour, comparative.

DEDICATED

To my ever-loving, understanding and supportive mother, Nophumzile Theodora Jibane, and sister, Notholakele Priscilla Jibane. Their efforts and sacrifices are behind everything achieved. They have been, and always will be my source of strength and inspiration.

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ACRONYMS AND ABBREVIATIONS

CPUT:	Cape Peninsula University of Technology
TSiBA:	Tertiary School in Business Administration.
NSFAS:	National Student Financial Aid Scheme
OBE:	Outcomes Based Education
SAIE:	South African Institute for Entrepreneurship
SME:	Small and medium enterprises

SOE:	State-owned enterprise
EU:	European Union
SEA:	Social Entrepreneurial Activity
EEA:	Employee Entrepreneurial Activity
TEA	Total Early Activity
NYDA:	National Youth Development Agency
SEDA:	Sustainable Energy Development Authority
NQF:	National Qualification Framework
SPSS:	The Statistical Package for the Social Sciences
EU:	European Union
GEM	Global Entrepreneurship Monitor
GUESS	Global University Entrepreneurial Spirit Students

CHAPTER ONE: INTRODUCTION

1.1. Introduction

This chapter provides an overview of the research project, and covers the background of the research problem, problem statement, purpose of the study, research objectives, main research question, the importance of the study, limitations, ethical consideration, the structure of the thesis, as well as summary.

1.2. Background of the research problem

South Africa is facing an enormous challenge, regarding unemployed graduates. The Entrepreneurship graduates in South Africa are reluctant to start their own businesses and have opted for “quicker” ways in which to enter the work environment, preferring to be employed by companies. Both local communities and governments anticipate that Entrepreneurship graduates will foster economic growth by starting their own businesses. However, this is not the case, and the pressure on government remains unworkable. The consequences of this problem are an increased number of unemployed graduates among Entrepreneurship graduates, with a ripple effect on the possibilities for the individual empowerment of local community members, and the economic growth of communities as a whole.

1.3. Problem Statement

Tertiary education in South Africa seems to be training students to work hard, produce good results and find jobs in the best organisations, but not to start their own businesses. As such, taking initiative and being innovative seems to be the last task in the young South African graduate’s mind. According to Mike Herrington, Jacqui Kew and Penny Kew (2014), 65% of young graduates in South Africa are unemployed. They say ‘the situation has been appropriately described as a ticking time bomb’ (Herrington et al, 2014:1). Considering such a situation, it is unknown why Entrepreneurship students do not start their own businesses after graduation.

The South African education system has been identified as one of the worst in the world an education system that fails to adequately prepare students for the realities

of the professional business world. This research sought to determine why many South African Entrepreneurship graduates do not start their own businesses.

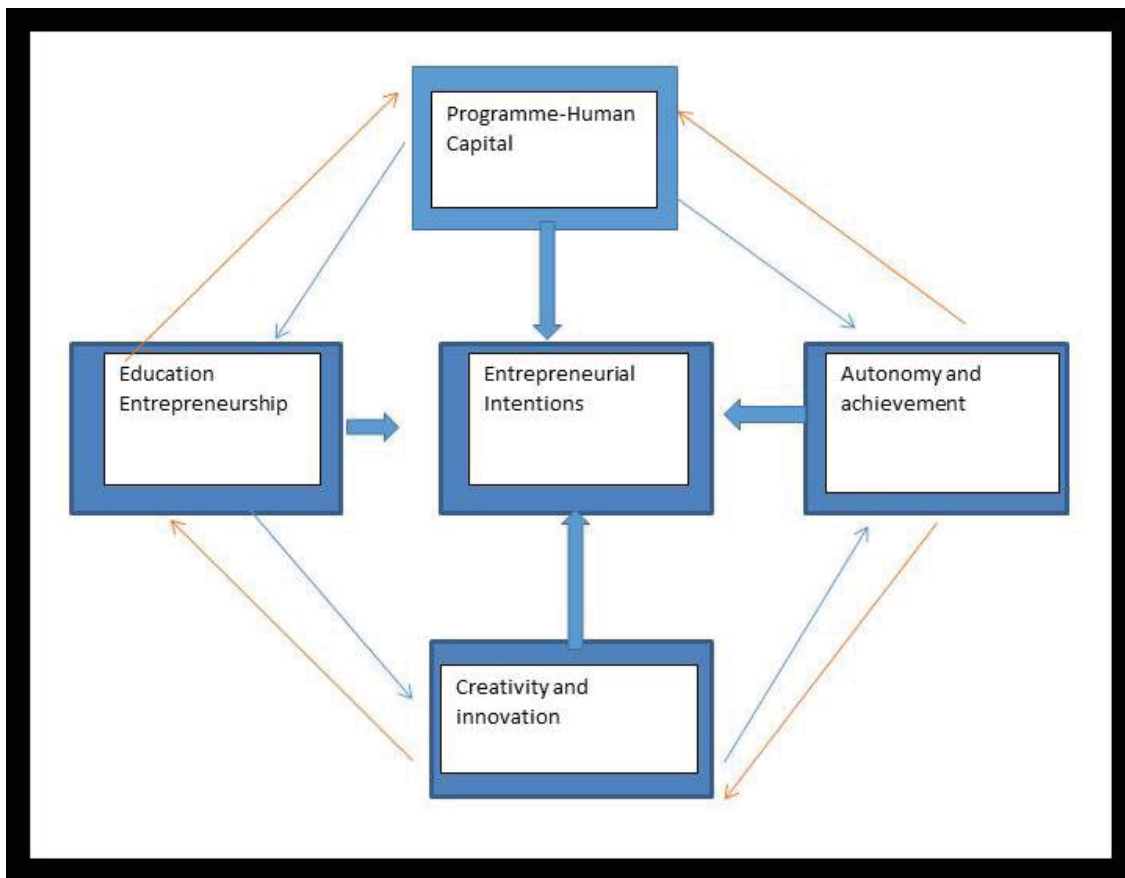


Figure 1: Problem conceptualisation

1.4. Aim of the Study

The overarching aim of this research was to describe the impact that Entrepreneurship programmes at tertiary institutions have on the entrepreneurial student's intention and abilities.

1.5. Research Objectives

The specific objectives of this research were the following:

- i. To determine the reason behind South African graduates' unemployment;
- ii. To determine the intentions of tertiary institutions' students regarding Entrepreneurship;
- iii. To analyse the impact of the institutions' Entrepreneurship curriculum.

1.6. Main research question

The main questions were as follow:

- i. What are the reasons behind South African graduates' unemployment?
- ii. What are the intentions of tertiary institutions' students regarding Entrepreneurship?
- iii. What is the impact of the institutions' Entrepreneurship curriculum on students?

1.7. The importance of the study

The study assisted in unpacking the role of Entrepreneurship studies in equipping graduates to start their own businesses. It also indicated the gap that needs to be addressed in Entrepreneurship studies curricula.

1.8. Delineation of the Research

- The research focused on two selected institutions, CPUT and TSiBA located in Cape Town, Western Cape, South Africa.
- Only final year Commerce (Entrepreneurship) students were selected to participate in the study.
- Research excluded all students not in connection with Entrepreneurship studies.
- All students were requested to respond by using only English.

1.9. Ethical consideration

For data collection, permission was obtained from the research ethics committee of Cape Peninsula University of Technology. Participants of this research were made aware of the project's purpose, the voluntary nature of participation, and the confidentiality of their identity. There was no physical expectation placed on any participants and no students were placed in potentially harmful situations. Physical distribution of questionnaires was done to ensure a reasonable response rate from the respondents. The research complied with the ethical code as prescribed by the Cape Peninsula University of Technology.

1.10. The structure of the thesis

This research project is divided into six chapters, structured as follows:

Chapter One

This first chapter introduced, and insight into the context of the research problem. It is comprised of the problem statement, purpose of the study, research objectives, main research question, the importance of the study, limitations, ethical consideration, the structure of the thesis, as well as summary.

Chapter Two

Chapter two presents an evaluation of the relevant literature, which forms the theoretical framework for this research project. The chapter provides an in-depth explanation of the literature relevant to Entrepreneurship as a subject. Literature was reviewed under the following headings: Entrepreneurial Education, Entrepreneurial Intentions, Autonomy and Achievement, Creativity and Innovation, as well as Human Capital. The chapter also covered the relevance and internationalisation of Entrepreneurship Education. A comprehensive review of the debate around issues of Entrepreneurship Education curricula was discussed.

Chapter Three

This chapter covers the research design supporting this project. It discusses the research methods, and the data collection process and techniques utilised. The decision to implement a quantitative approach, and use of a questionnaire as a data collection tool for this project, are also discussed here.

Chapter Four

The chapter presents and discusses the results of the quantitative data collected and analysed. The format of tables, graphs and charts is used for data presentation.

Chapter Five

This chapter presents and discusses the findings of this research – discussion followed by comparison to past research and diagram discussing the current research as well as comparison of previous research and current research.

Chapter Six

This last chapter presents summary of previous chapters, addressing the research question, limitations of the study, recommendations as well as conclusion.

1.11. Summary

This chapter discussed numerous sections of the research such as research background, statement of the research problem, research objectives and question, aim and importance of the research and delineation. The next chapter discusses recent and past research on Entrepreneurship Education on students' entrepreneurial abilities and intention.

CHAPTER TWO: REVIEW OF LITERATURE

2.1. Introduction

This chapter presents an overview and understanding of the significance of Entrepreneurship Education and developments therein. The literature was reviewed under the following headings: Entrepreneurship Education; Entrepreneurial Intentions; Autonomy and Achievement; Creativity and Innovation; Human Capital.

The study focused on some of the reasons for the level of entrepreneurial intention being so low. A survey conducted by Davey T, Plewa C, and Struwig M (2011), interrogated and compared the difference in intentions and attitudes towards Entrepreneurship amongst two culturally different groups of students.

Mmesi et al, (2015:81) stated that *'youth unemployment in South Africa has reached critical proportions measuring at 53.6% in 2013 and 2014, youth included 41.8% of the total national unemployment rate of 25.4%. Unemployment for high school graduates entering the job market escalated by 10%, from 28% to 38.4%'*. However, Herrington et al (2014), argue that these figures depend on the scaling method used. During the 80s South African universities had many graduates from various faculties, but realised that most of these graduates were unemployed, and that the challenge was unexpectedly high among Commerce graduates: *'The entrepreneurial activity index showed that South Africa lags behind the rest of Africa and other developing economies, and the major result is increased unemployment'* (Herrington et al, 2014:2). Herrington et al (2014) further states that *'when researchers were researching on the sixty percent (60%) of final year students in the department of Commerce, they announced that students are not planning to start up their businesses; they are job hunting in different organisations'* (Herrington et al, 2014:9). This indicates that the intention of entrepreneurial activity is an afterthought among commerce graduates.

The problem appears to be two-fold - combining a high drop-out rate, at tertiary level, together with institutions' failure to ensure the transfer of relevant skills. Thus a lack of entrepreneurial intention is compounded by skills incompatibility. This is caused by expensive school fees, the fact that there are too few bursaries

to help, and National Student Financial Aid Scheme (NSFAS) does not provide sufficient support for students from poor backgrounds. Furthermore, entry into the business world is financially very difficult for young people since the majority have no credit history or assets that they can use as collateral to secure loans from financial institutions¹. This research project used the reviewed literature to conceptualize the problem and deepen the hypothetical understanding of the research.

2.2. Entrepreneurship Education

Entrepreneurship Education refers to formal education offered by high schools, colleges and universities designed to develop an entrepreneurial mind-set and also to increase awareness of entrepreneurial opportunities, assist in developing abilities and competencies, provide know-how, information and encourage exchange regarding best-practice experience' (Schwartz and Pines, 2009: 221). There is an apparent discrepancy between the professional environment for which tertiary education is preparing students, and the preparation required by the contemporary economic climate. At this moment in time, Entrepreneurship Education is one of the disciplines that are critical to the South African economy. Lourenço, Jones and Jayawarna (2012) illustrated that, institutions that are offering Business as a module or discipline should develop leaders and management who can make informed decisions. These decisions should be ones that are, in fact, beneficial to individuals, businesses, societies, and the entire future economy.

'Entrepreneurship Education for sustainable development is a varied approach that can link two models of success stated Lourenço, Jones and Jayawarna (2012:841). Furthermore, the authors pointed the first methods in terms of an instrumental stakeholder perspective, and the second defined in terms of a normative stakeholder perspective. This is a method that is effective and provides for the profit-driven values of business. It is evident that an entrepreneurial approach is not the sole way, but one of various ways in which to promote sustainable development within the confines of conventional curricula. Martin,

McNally and Kay (2013) concur that formal Entrepreneurship Education is one sector of human capital, which could provide the necessary support to entrepreneurs in the accrual of knowledge. Volery, Muller, Oser, Naepflin, Key (2013) offer insight as to what is necessary for this to be achieved, the authors asserted that Entrepreneurship Education is necessary both in giving direction to the thinking of future entrepreneurs, and in offering the necessary skills and knowledge for the promotion of an entrepreneurial culture. They further stated that it is apparent that, within the conceptual framework of Entrepreneurship Education, the topics of entrepreneurial intentions, autonomy and achievement and innovation, as well as human capital, are inextricably bound to each other in determining the direction of this field.

According to Lourenço et al, (2012: 841), Entrepreneurship Education develops intention in students, which leads to autonomy and achievement, in turn, leading to business initiatives in the economy. The business initiative then leads to creativity and innovation. Finally, Entrepreneurship Education, autonomy and achievement and innovation create the human capital, needed to address the present economic challenge of unemployment, and provide 'a basis in areas such as business planning, strategies of market entry, acquisition of resources, and organising and managing a new venture. Davey, Hannon, and Penaluna (2016) point that, the critical role that sensitisation plays in attracting students to entrepreneurship is often not acknowledged or taken into account in countries dominated with negative attitude to entrepreneurship and risk-taking, as well as a deep fear of failure, that have negativity in social capital. In order to contribute to positive social capital, students require both the enthusiasm and relevant entrepreneurial skills.

These above academics further stated that, due to the high level of youth unemployment in South Africa, the government is obligated to direct its full focus on the work of job creation, in order to promote sustainability and impartial economic growth. Small, medium and micro enterprises signify a central vehicle for addressing the endeavours of job creation, economic growth and equity in the country (Sijde, McGowan, Velde, and Youngleson 2006). However, as indicated by Herrington et al (2014), although the past fifteen years has seen new policy

and institutional frameworks, the scope of this challenge is too great for the government to confront it alone. There seems to be a greater expansion than before in entrepreneurship (Nabi and Liñán 2011:325). Caniels and Bosch (2011:271) added that, 'The fact that knowledge-intensive starters receive special attention within this policy can be explained by the fact that the Netherlands wants to improve its results as a knowledge-producing country', Henceforth there should be more state-of-the-art from all institutions and faculties of applied sciences. According to Gem surveys, "the level of entrepreneurial activity differs among countries at a fairly constant rate", and the process of enabling and reinforcing the appropriate context for entrepreneurial activity is a gradual one, which requires consistency in policy intervention (Herrington et al, 2014:6).

2.3. The Intentions of entrepreneurs and entrepreneurship students

Herrington et al, 2014 mention that the intentions of both entrepreneurs and Entrepreneurship students is mutual, it is to be financially stable and successful, to create job opportunities, and also to improve the economy. Herrington et al (2014) added that, it is through this intervention that economies will be able to overcome the triple challenges of poverty, unemployment and inequality identified.

2.3.1. Entrepreneurship Intentions

The research was conducted at two institutions in Cape Town – CPUT and TSiBA. These were considered for the studies due to their apparently similar goals for the Entrepreneurship programme, as represented by their mission statements. CPUT established this programme with the ambition of 'enabling young graduates to contribute to economic growth and job creation, by equipping them with the necessary knowledge and skills for starting their own businesses, or managing existing businesses' stated (Bhorat, Cassim, and Tseng, 2016:312). TSiBA stated that the mission for that institute was to be an innovative learning community that produces entrepreneurial leaders who drive social change through the creation of employment opportunities. TSiBA's primary focus is on small business management. Marketing is a secondary focus for them.

So the Entrepreneurship programmes' intentions were designed by institutions with the common goal of imbuing young graduates with the skills necessary for

entering the job market and contributing to economic growth. The above statement discussing the design of a common goal is made with the expectation of more business initiatives to ease the pressure on government in various countries. The achievement of these Entrepreneurship programmes' intentions could mean a low unemployment rate for young graduates in the country. As indicated by Hansemark, "(A) n Entrepreneurship programme should be developed in a way that provides relevant knowledge and skills development for small first-time business owners' (Hansemark, 1998: 28). According to Herrington et al (2014), Entrepreneurship students are more adept than at, and efficient in, implementing business ideas than students in other disciplines. This academic added that it has been proven that entrepreneurial activity is an important instrument for economic growth, a major contributor to job creation and innovation.

Entrepreneurial activity is aptly described as the creation of team goals and unified action plans from the exchange of individual opinions, and the aim of the Entrepreneurship programme as that of "improv(ing) abilities, knowledge, skills, attitudes, and personal attributes necessary for the entrepreneurial activity" (Hansemark, 1998:31). The knowledge referred to includes the entrepreneur's understanding of the cultural context in which he/she is working. The attitudes required are interpreted by Hansemark as centring around particular psychological characteristics, such as "the need for achievement and locus of control" (Hansemark, 1998:31).

Herrington measure entrepreneurial intentions according to the categories of 'promising, new, and established business activity, and business discontinuation activity' (Herrington et al, 2014:1-14). This needs to be done more often, for an early realisation of the economic failures, which would allow more timeous redress, and limit negative repercussions. This may be defined in terms of the various stages of entrepreneurial endeavours – 'nascent', 'new business', 'established businesses', and 'discontinuation.

According to Pihie and Sani (2009:340), entrepreneurship can be measured in terms of two factors, the entrepreneurial intention (i.e. the number people that

plan to initiate a business) and the actual entrepreneurship (i.e. the number of individuals that have actually initiated a business). Pihie and Sani found that actual entrepreneurship is closely proportionate to entrepreneurial intention, the intention most often anticipating the venture by a year, and Volery, Muller, Oser, Naepflin and Rey (2013) go further, asserting that intentions are the best predictor of behaviour under conditions that are not highly controlled.

The researcher managed to read several studies to gain an insight into what other researchers have gained when looking at entrepreneurial intention. These academics indicated that among the Chileans, many newly graduated students intend starting their businesses, but are not practically minded (Echecopar, Bustamante and Bejares 2011). As a result, for a period of five years after their graduation, only 2% of the total numbers of Chilean graduates are entrepreneurs. When entrepreneurial students were asked about their intended professional path immediately following graduation, they showed an interest in first being employees, and becoming entrepreneurs at a later stage. This pattern of switching is even stronger for Chilean students – more than half of them (53.5%) expect to own a business after five years of graduation. While, on the other hand, Chilean university students seem to be more traditional, as only 34.4 % of them expect to become entrepreneurs five years after graduation.

In other words, students are more comfortable starting their own businesses after they have obtained experience and saved some funds. Chilean students believe that their career choice will be sufficiently informed five years after their graduation, and that, by waiting a few years, they can avoid future job dissatisfaction. There is a very high level of intention, among these students, of entering entrepreneurship as their chosen field. Even when challenges arise, the average entrepreneurial intention score for the short term is high, and their willingness to overcome such problems in the long term is even higher.

According to the research that has been done, Chilean Entrepreneurship students were most interested in the Retail and Hospitality (hotel/restaurant) industries, while the international students were interested in Information Technology (IT), Consulting and Health industries.

Universities could improve their understanding of Entrepreneurship motivations, intentions and perceived drawbacks of their learners. This master's research project information would assist them in providing courses that meet their student's needs. Global comparative studies of universities could be done. According to Davey, Hannon and Penaluna (2016) research on entrepreneurial perceptions and career intentions of international students, it was proven that students have a more positive attitude towards entrepreneurship programmes in the developing economies. A higher percentage of these students, than their industrialised European counterparts, see themselves as entrepreneurs in their future careers. Motivating factors for employment are similar across the samples. Role models, across various countries, are utilised based on the level of their experience as entrepreneurs. According to Nabi and Liñán, 'there is a lack of research in the field of Graduate Entrepreneurship in the developing world' (Nabi and Liñán, 2011:325). They believe that matters revolving around education, business initiative, as well as graduate entrepreneurial intentions' might be elucidated by additional research in developing countries.

Entrepreneurship seems to be experiencing a greater rate of expansion than ever before. Higher education, and more specifically Entrepreneurship Education, may be the basic means for assisting in the promotion of entrepreneurial activity. Education could, therefore, be an extremely powerful tool for increasing the rate of economic growth and development.

2.3.2. Effects of education on entrepreneurial intention

Hamidi, Wennberg, and Berglund, (2008) reported that Entrepreneurship programs play the biggest role in raising entrepreneurial intentions. It is likely that education provided to young people will remain focused on equipping students for the position of employees rather than that of entrepreneur, and their consideration of the opportunity to start their own businesses as a viable option will remain proportionally low. Yet, if employment and income are, as we know, critical for the establishment of a stable economy, then the promotion of entrepreneurship and the establishment of small to medium businesses is critical for development.

2.4. Entrepreneurial intentions: Autonomy and achievement concepts

This subsection discusses the necessity for Entrepreneurship students to be stronger and more motivated to achieve their intentions in this particular industry. Being motivated will allow their creativity and innovation to flow. Entrepreneurship Education will increase the possibility of a greater sense of autonomy and natural self-motivation among students, who were previously reliant on the motivation of their teachers, whom they perceived as autonomous. Learning can be improved when lecture rooms are designed to develop active and autonomous students.

2.4.1. Autonomy

Autonomy is described as the 'ability and will, to be self- directed in the creation of opportunities. An autonomous orientation implies that owners value their own decision-making and do not like to receive orders' (Herrington et al, 2014:10). According to Thierry, Oser, Naeplin and Rey, "(A)utonomy measures the desire for independence and freedom. (Individuals) with high needs for autonomy prefer self-directed work" (2013: 429), and these individuals choose to make decisions alone, without the help of supervisors. These people are less concerned about other people's opinions and rules. Entrepreneurs prefer to determine their own goal achievement.

2.4.2. Achievement

The overarching goal of entrepreneurs is to realise new business ventures. The degree of performance correlates with the degree of the need to achieve. Those with a high-performance level 'seek feedback, compare themselves with others, set themselves challenging goals and constantly try to improve their performance' (Herrington et al, 2014:13). The assertion that the need to achieve is a major factor in entrepreneurial success is also supported by Thierry et al, who state that, 'founders of businesses have a higher need for achievement, thus demonstrating the significance of need for achievement as a factor for business growth' (Thierry et al, 2013: 429).

2.5. Entrepreneurial intentions: Attitudes

Individuals have various attitudes – both positive and negative – when it comes to Entrepreneurship. As previously stated, the need to achieve is an extremely

important factor in entrepreneurial success. Its corollary is a fear of failing, which can, according to Herrington et al (2014), be purely embedded in the individual entrepreneur's psyche or caused by societal norms and regulations. 'A norm is an explicit statement or an implicit attitude about some social action, for example parents should treat their children with respect (Martin, 2015:482). So, because of a logical way of doing certain things in the society, individuals are not comfortable in initiating new ventures, and this fear of initiating means people are afraid of starting businesses that might end-up failing in the end of the day. This is one of the reasons entrepreneurs are not initiative. This research project will look at various attitudes of students in Commerce, doing Entrepreneurship as their discipline of study, and explore their attitudes towards entrepreneurship.

2.6. Entrepreneurial intentions: Creativity and innovation

In contrast to the emphasis which Herrington and Thierry place on the need for achievement, Caniëls and Bosch (2011) assert that creativity and innovation are at least a distinguishing feature, if not the most important factors for entrepreneurial intention and subsequent success. One of the aspects of this master's research project consequently entails assessing the capability of creativity in increasing entrepreneurial intentions.

Carland et al's work (2015) acts as a bridge from the emphasis on the need for achievement to the emphasis on, and assertion of creativity as the foundation or springboard for innovation. They observe that entrepreneurs, who possess not only the need for achievement, but also a stronger perception, are better equipped to make the shift from initial creative vision to innovative business initiative. Carland et al explicate that the fear of failure (previously noted as the corollary of need for achievement) is not manifested as a paralysing fear of risk in these entrepreneurs; such entrepreneurs are not dominated by the perception of their actions as risky.

Thus Carland et al explicate the importance of combining need for achievement with stronger (creative) perception. In this work there is the significant shift from taking need for achievement as the major, if not sole driving force, to understanding creative perception as an intrinsic factor of the necessary driving

force for innovation - to understanding that entrepreneurs must be able to effectively visualise the solution or necessary innovative intervention that does not yet exist. We then have theorists such as Kubukcua whose work is not a response to interrogations of the need for achievement, but is more overtly focussed on the connection between 'creativity' and 'innovation'. Kubukcua observes that '(t)here is a link between creativity and innovation; new markets, products, processes and technology' (Kubukcua, 2015:1321). Kubukcua further asserts that these two factors play a key role in entrepreneurial success – in both the creation and sustainability of new business initiatives, which involve the ability to implement competitive strategies to win the market, and the capacity and understanding to bear and take informed risks. 'Entrepreneurship is defined as a process of exploiting opportunities that exist in the environment, or that are created through *innovation* in an attempt to create value. It is a rapidly growing and constantly changing discipline. Hence it is necessary to develop the ability to design and manage innovative projects.' (Kubukcua, 2015:1321).

However, it must be emphasized that 'creativity' and 'innovation' are *two separate* factors governing two groups of disciplines. They are often conflated and treated as synonymous with each other by members within each group. As Kubukcua explicates, this is probably due to the phenomenon that researchers tend to be operating in one of these groups of disciplines, rather than across them. Consequently the terms are used interchangeably in their research, although the field of 'creativity' is closer to that of 'Behavioural Sciences' (e.g. Psychology and Education) while the field of 'innovation' encompasses areas related to Management (e.g. Economics, Public Administration and Political Science).² Using these terms, 'creativity' and 'innovation', interchangeably paradoxically may efface interrogations of the relationship between these two factors. Nevertheless, there is much literature which does interrogate the relationship between 'creativity' and 'innovation', and this literature, like the work of Carland et al, suggests that creativity is the starting point.

A recent analysis of Entrepreneurship programs, executed by Schmidt, Soper and Bernaciak (2013:31), suggests that creativity is considered the main object that entrepreneurs need, and that there is no innovation without creativity. This was reflected by the data showing that 82% of Program Directors and Chairpersons perceived creativity as being of central importance to the Entrepreneurship curriculum; the majority of the programs sampled offered stand-alone courses in creativity and innovation, and 80% of programs required some degree of training in creativity. Creativity has to be part of entrepreneurial systems or structures. It is a useful instrument in conceiving innovative initiatives to improve social and physical environments.

‘A relationship between creativity and innovation, that takes creativity as the starting point or initiating factor for innovation. All innovation starts with creative thoughts; the creativity of individuals and teams is the starting point for innovation’ Robert, Baron and Tang, (2011). In other words, the products of creativity, bringing new ideas, principles, or concepts serve as raw materials for innovation. Robert et al (2011) also make the crucial observation that although all innovation are the result of creative ideas, the corollary is not the case – not all creative ideas result in innovations. Robert also states that many ideas generated by creativity are not commercially feasible or cannot be developed by the persons who generate them. In order for creative ideas to result in actual innovations, entrepreneurs must be motivated to evaluate the practicality and suitability of these ideas, and focus on realising those that appear most advantageous.

Robert et al suggest that ‘such motivation will often be higher in dynamic than stable environments because dynamic environments by their very nature require rapid and effective innovations in products and services’ (Robert et al, 2011: 49). Vasily et al (2015) also draw attention to the importance of creative vision in Entrepreneurship, asserting that ‘the whole course of entrepreneurship development and formation can be divided into four stages. The first stage involves the entrepreneur – as any individual possessing a new vision of the future, coupled with the desire to take risks in order to earn income, simultaneously realising that the anticipated income is not guaranteed, and they must be prepared to risk the possibility of incurring losses. The second stage is

that of innovative determination - it is the main distinctive feature of Entrepreneurship. The third stage focuses on the necessary personal characteristics of an entrepreneur and on the role of entrepreneurship as regulatory, beginning in the economic system. 'Entrepreneurship are the main vehicle to move an economy forward from static equilibrium, based on the combinatorial capabilities of entrepreneurial individuals. Entrepreneurs' role is distinctly separated from the role of inventors' cited Braunerhjelm (2010:7).

'It is concluded that entrepreneurial endeavours will lead entrepreneurs to become creative by default'. Vasily et al (2015)

2.6.1. Creativity and innovation in entrepreneurship education

Entrepreneurship and innovation have long been connected with creativity and contemporary literature submits that creative people are more expected to participate in entrepreneurial behaviour" (Hamidi et al, 2008: 304). The data which Hamidi gathered through various statistical models proved that a high level of creativity significantly increases entrepreneurial intentions (Hamidi et al, 2008).

The informative tool or skill that appears to be most widely and frequently taught in Entrepreneurship programs is the ability to write a business plan. However, as previously discussed not all creative ideas result in innovations. There is a need to acquire the skills involved in the next step – that of implementation. The acquisition of skills must be gained through practice, and subjects involving practical tasks towards this end could be a crucial ingredient of future entrepreneurship programs. This would mean initiating real business while still a student; following all the necessary practical steps, such as giving a name to the business, opening a bank account, doing tax clearance then 'hustling' for ways to make it really practical. Entrepreneurs must be able to bring concepts for innovative services that can be carried to a marketplace, and identify how effectively these processes can be executed.

2.7. Development in entrepreneurial intentions

Remeikiene, Startiene, and Dumciuviene (2013) discuss how the human capital theory envisages that people who have higher levels of cognitive and analytical skills will accomplish better performance outcomes than those who hold lower

levels. The common methods of measuring human capital include the extent of work experience, the level of education, and family history in entrepreneurial activity. Volery et al (2013) highlight the fact that various studies have recognized that human capital is an important issue in Entrepreneurship. When recognizing opportunities for entrepreneurial endeavours, one's prevailing understanding base is essential to identifying opportunities, which in turn can be utilised as a base for interpreting and comprehending new motivations.

According to Galabova and McKie (2013) the worth of entrepreneurial resources is determined by individuals' ability and knowledge in accessing and managing these resources – human capital can unlock multiple approaches to accessing and managing the potential of technology, and its commercial and communal influence, thus increasing its worth as a resource. Volery et al (2013) concur that it is vital that human capital is used as a source of competitive advantage, whilst asserting that this entails much more than superficial changes to a control-focused organization. They assert that in the contemporary highly competitive climate, the importance of human capital is unquestionable, and that a competitive advantage requires combining knowledge – the exchange of ideas, knowledge and skills between colleagues means everything.

One of the top priorities for organisations to survive should be developing and finding the right talent that is recognised after several reviews. Yet, few businesses are organised to run in ways that recognise the significance of human capital stated (Volery et al, 2013). These academics added that it involves drawing and selecting suitable individuals, as well as organizing and managing them effectively in relation to the skills calculated as necessary for economic growth within the contemporary context. Lastly, it would have information systems that report correctly on the strategically important competencies and capabilities of the company and of each employee.

2.8. Entrepreneurship Support Programs

It has been observed that a lack of support in Entrepreneurial Education programmes could be the main reason that South African youth are not initiating business start-ups. Hansemark explains that part of the discrepancy between the

aim and outcome of these programmes, is that 'Entrepreneurship Education fails to explain what an Entrepreneurship Education really is'.(Hansemark, 1998:29). Training in entrepreneurship has been developed in many ways, but most seem to concentrate on entrepreneurial abilities, such as developing the business plan, instead of Entrepreneurship Education. The overarching and most relevant aim – that of increasing economic value - is neglected. Hansemark goes on to assert that institutions should raise the awareness, amongst students, that self-employment is a real career option or alternative, and encourages them to pursue entrepreneurial careers.

Praveen Parboteeah and Achim Walter (2011:175) explained that abandoning these programmes is a negative change-that the programmes improve the possibility of students 'success. These programmes assessed the degree to which institutions formally implemented and exposed students to activities that inform, support and equip students with the necessary knowledge and *practical skills* for entrepreneurial success. These programmes offered activities such as business plan promotion competitions, power point presentations in lectures, extra-curricular counselling, and material support such as start-up capital. Parboteeah et al (2011) argue that the more active and dynamic Entrepreneurship support programs are at training institutions, the more resilient the entrepreneurial intentions of the students will be.

2.9. Summary

The above Literature Review chapter reveals an increasing awareness of the need to promote entrepreneurship, and a drive to develop Entrepreneurship education programmes. Entrepreneurship Education could be an extremely powerful means to increase the rate of economic growth and development. It was found that Entrepreneurship support programs provide an indication of the extent to which institutions balance course activities in order to inform, qualify and support students, thereby fully preparing them for an entrepreneurial career. Due to millions of unemployed youth in South Africa, the government is required to dedicate a huge percentage of its attention to the task of job creation and ensuring sustainable and impartial economic development. Kabukcua (2015)

explains that creativity and innovation play a vital role in entrepreneurial sustainability, especially in arts industries such as fashion.

CHAPTER THREE: RESEARCH APPROACH

3.1. Introduction

This dissertation investigates and attempts to describe the entrepreneurial intentions of final year students in Entrepreneurship programmes from two institutions in Cape Town, namely CPUT and TSiBA. The main objective is to determine whether Entrepreneurship Education in these programmes is adequately formulated to groom students for a career option as entrepreneurs. It is understood that the success of the research is dependent on how the students on the Entrepreneurship programme in the above institutions responded to the questions. The Introduction discusses the methodology that was used to understand this research project's goal. It includes the strategy of research, research design, research approach methods, sample size, data collection approach, questionnaire methods, sample selection, procedures, and data analysis. Statistical Package for the Social Sciences (SPSS) software was used to analyse the quantitative data of this study

3.2. Research Methodology

Creswell (2014:3) has explained that a research approach is comprised of plans and procedures for research that span the phases from wide assumptions to detailed methods of data collection, evaluation and interpretation. This plan contains numerous decisions which need to be taken in the order that is the most rational. The entire decision addresses which approach should be applied to study a phenomenon. The determination and selection of a method is based on the nature of the research problem (Creswell, 2014:7). When designing a research project, there are several research methodologies that have to be considered. Nevertheless, as highlighted/emphasized by Creswell (2014:4), the most common are quantitative and qualitative. As indicated earlier, it is unknown why entrepreneurship students do not start their own businesses after graduation but instead join those who are looking for employment. The research assumed the epistemological stance of positivism, and therefore considered descriptive research. Furthermore, taking into consideration the objectives of the study as well as research questions, it was concluded that the study would benefit from

descriptive research. As Knupter and McClellan (1996:41) explicate, that 'descriptive research can either be quantitative or qualitative. It can encompass a collection of quantitative information that can be organised along a numerical variable form such as scores on a test'.

Descriptive statistics play an important role in educational research and hence it is important to understand the nature and function of such research. As further highlighted by Knupter and McClellan (1996:1196), the term, 'descriptive research', describes the type of research question, design and data analyses that will be applied to a given topic.

A quantitative approach was adopted in this study because quantification is a prerequisite for those who see content analysis as a scientific method. This approach understands reality as 'a sum of measurable points and its major purpose is to calculate and measure social events' (Cilliers, Davis and Bezuidenhout, 2014:438).

The study was concerned with proposing guidelines for defining the level of competency of Entrepreneurship Education, the degree and effectiveness of support instrumented in Entrepreneurship programmes and what entrepreneurship education intend to achieve.

3.3. Research Method

3.3.1. The Chosen method

'Quantitative researchers collect data in the form of numbers, and use statistical types of data analysis 'stated Blanche, Durrheim and Painter (2006). These authors further argue that quantitative methods begin with a series of encoded categories, usually personified in standardised quantitative measures, and utilise this data to make broad and generalizable comparisons. This Masters project therefore adopted a survey method in the form of a structured questionnaire. It has been used to determine whether Entrepreneurship Education enhances the self-confidence necessary for graduates to start their own businesses after completing their tertiary degree.

3.3.2. Population

Punch (2008: n d) stated that 'population' usually indicates a large target group about whom knowledge can be developed, but who cannot be studied directly. Therefore, only a sample from the population can be studied. The total student population which participated in the survey was about forty – twenty from CPUT, and twenty from TSiBA. The process of establishing the sample size of forty students took into cultural and gender diversity into consideration. Therefore, the distribution of the structured questionnaires, to forty research participants, was equitable.

3.3.3. Sampling and Sampling criteria

According to Sarantakos (2012: n d), sampling is the procedure followed to elect the units of the target population to be included in a study. Thus sampling provides a choice that describes the survey population, during the survey, with the intention to yield similar and equally valid results. Arguably, it is more cost-effective than (quantitative) focus group and since fewer participants (representatives of different sectors) are required, and this means that the number of resources and costs required are lowered.

The number of units in samples is relatively low, they allow for the collection of more detailed information and the results are more accurate.

- This questionnaire was only given to final year Commerce (/Entrepreneurship) students;
- It included both male and females,
- It focused on all races between the ages of 18-40.
- No educators were allowed to participate in the survey.

The sample size of forty students was comprised in the following way: Only final year commerce students, who were doing Entrepreneurship as a course or module, were allowed to complete the questionnaires; participation was voluntary and a random selection was made if the sample number required was not reached.

3.3.4. Selecting the sample

Levy and Lemeshow (2013) explicate that a sample survey is well defined as a study of individuals, or representatives, selected from large population inhabitants. These found quantities are then collected from all representatives included, to achieve summary statistics for example ratios. The sampling plan is the method utilised for selecting the sample from the specific population. The type of method was utilised because the researcher selected various higher institutions first, then there were two major institutions which were decided to be part of the survey. 40 students were used, 20 from CPUT and 20 from TSiBA. Rossi, Wright, and Anderson 2013, quoted that *'A sample survey has become a major role of empirical research in a wide variety of social science disciplines and their associated applied fields. It provides much of the data that monitor trends in societies, test out the theoretical understanding of social psychological'*. 'The estimation processes are the systems utilised for attaining approximations of population values from the sample data, and for estimating the reliability of these population estimates' (Levy and Lemeshow, 2013:1).

A report of the conducted research is intended for use as a means of interrogating the appropriateness of the Entrepreneurship programme intention at CPUT and TSiBA, in Cape Town. The central intention was to ascertain the level of endowment support mechanisms provided, as well as determining the degree to which the programme in fact prepared students for the reality of entrepreneurial careers. CPUT and TSiBA, as institutions of higher learning running diplomas and degrees, were considered as well-suited for the study. CPUT and TSiBA final year students were identified as the prospective participants best able to provide accurate evidence in their responses to the relevant research questions. Twenty students were randomly selected from each institution, to participate in the study.

3.4. The questionnaire

Belisario, Huckvale, Saje, Porcnik, Morrison and Car (2014) explain that data collection is one of the key determining factors of data quality, understood in terms of relevancy, accuracy, comprehensiveness. Also to be taken into account is the degree of standardised across studies and research centres, which in turn

will determine the degree of efficiency in data recording and processing, and suitability for statistical analyses. According to Levy and Lemeshow (2013), the design of a survey instrument, that is suitable for collecting effective and trustworthy data, is often that of a very complex tool. This tool requires particular attention and careful preliminary study, more especially if some of the variables to be measured have never been previously measured. Questionnaires were the chosen tool, preferred to verbal data collection in the form of interviews, for instance. A questionnaire tends to be more reliable because it guarantees anonymity and confidentiality, it helps to avoid fear and embarrassment, which may result from direct contact, it allows respondents to be free to answer in their own time and at their own pace and it enables the researcher to collect large quantities of data from a considerable number of people over a relatively short period of time quoted Levy and Lemeshow (2013). The use of a questionnaire was appropriate as the researcher managed to administer them to the expected number of participants. Questionnaires were administered in person (face-to-face) and were collected between July and August 2016, in both institutions' (CPUt's and TSiBA's) Department of Entrepreneurship.

This was done in order to understand the delivery of the Entrepreneurship programmes' intention(s), the Entrepreneurship student's intentions, and the level of support tools available, in order to determine if they are appropriately developed for Entrepreneurship skills. The questionnaire covered biographical information, entrepreneurial intentions, and sense of autonomy, Entrepreneurship Education, as well as creativity and innovation.

3.5. Procedures

The initial phase in the process of data collection involved comprising of a list of a few institutions in Cape Town that have Entrepreneurship departments, and choose two of them, thereafter, to manage distributing questionnaires to students in these departments. The Forty questionnaires were personally delivered to students; twenty in each institution - CPUt and TSiBA. There were no negative encounters, as meetings were organised with the relevant Heads of Department and Lecturers in advance.

3.6. Data collection

A questionnaire was given to each of the 40 student to fill in, and where there were difficulties, guidance was given. This included all students regardless of their nationality and perception of studying Entrepreneurship. It was made clear to the students that participation was voluntary, and that they were allowed to withdraw at any time for any reason. They were also informed that they were allowed to skip questions that they did not want to answer and that their data would be treated with full confidentiality and, if published, their anonymity would be maintained.

3.7. Data analysis

The study gathered quantitative data resulting from the use of questionnaires. Statistical Package for the Social Sciences (SPSS) was used to analyse the quantitative data. *'SPSS software is a computer-based tool that is utilised for analysing data and creating charts, graphs and the presentation of patterns'* (Muijs, 2010: n d). Correct data analysis and presentation was ensured by the involvement of an experienced statistician. Graphs, tables and pie charts were used to present data.

3.8. Expected findings

The intended findings are to determine whether or not students have the intention to start their own businesses or seek traditional employment, and what factors influence this intention. The findings could assist programme or curriculum developers in addressing any gaps in the programme, ultimately assisting in enhancing and promoting entrepreneurial intention amongst Commerce students.

3.9. Summary

The aim of this study was to determine the appropriateness of the entrepreneurship programme intention and support mechanisms, at CPUT and TSiBA. For this research question to be thoroughly addressed, the researcher utilised a descriptive research design, within the framework of a quantitative research approach.

The utilised approach assisted in ensuring the high number of returned questionnaires (100%). Tables, bar charts and content analyses were utilised to present and analyse data.

CHAPTER FOUR: DATA ANALYSES AND PRESENTATION

4.1. Introduction

The preceding chapter described the study different attribute such as research methodology, data collection and analysis method and population. The chapter concluded by mentioning certain ethics procedure used to maintain safety of participants. The following chapter is designed to illustrate the analysis of raw information collected from the participants and provide research result.

As a reminder, the objectives of this research were to determine the intentions of tertiary institutions' students regarding Entrepreneurship and analyse the impact of the institutions' Entrepreneurship curriculum on students. For the purpose of this research, as a quantitative based research, SPSS was the main tool used to analysed raw data gathered from the questionnaire handed to the twenty (20) students from each selected institution. The information attained from the analysis led to the following presentations and result.

Profile of respondents

The table below demonstrates the institutions used for the research purpose. There were forty (40) students who participated in this study. n=20 representing 50% were selected from CPUT and n=20 also representing 50% were selected from TSiBA. All students were studying commerce in the department of entrepreneurship. However, some were fully registered for Entrepreneurship degree and some were merely doing a module. See the table below

Table 1: Participants demographic

		Frequency	Percentage	Accumulative percentage
Valid	CPUT	20	50	50
	TSiBA	20	50	100
	Total	40	100	

4.2. Data analysis and research results

Gender of respondents

The figure below illustrates the respondents' demographic according to gender; Out of the forty (40) students who were randomly chosen, n=55 representing 55% were males and n=45 representing 45% were females.

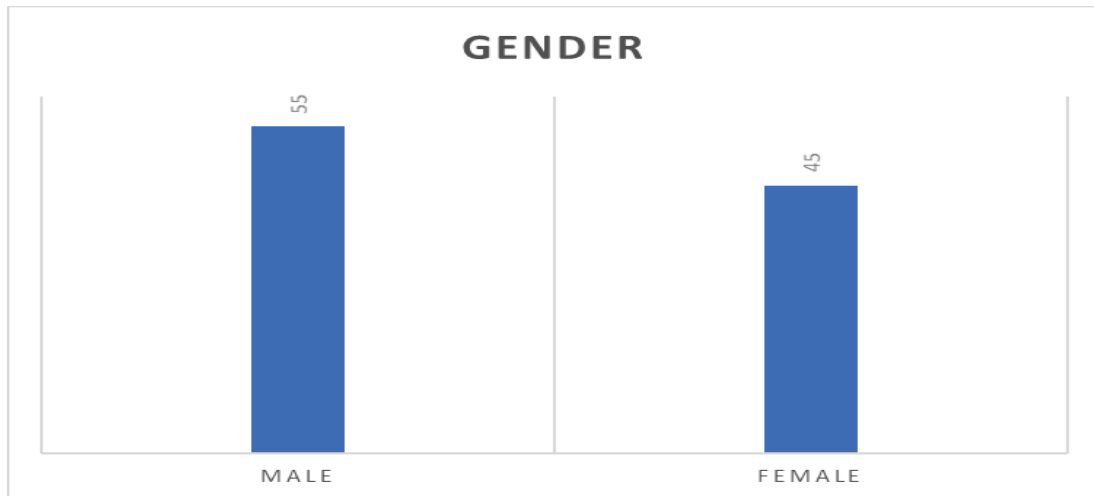


Figure 2: Participants gender

The racial diversity of attendants

The table below illustrates the respondents' demographic according to racial diversity. Of the respondents, the majority of n= 24 representing 60% racial diversity were categorised as “African”. The minority of n=13 representing 32.5% were “coloured” and only n=2 representing 5% were “white”. The result shows n=1 representing 2.5% as missing system.

Table 2: Racial diversity

		Frequency	Percentage	Accumulative percentage
Valid	African	24	60	60
	Coloured	13	32.5	92.5
	White	2	5	97.5
	Missing system	1	2.5	100
	Total	40	100	

Country of Origin

This table shows the country of origin for these participants. The research results show that, the majority of n=27 representing 67.5% were South Africans. The minority of n=3 representing 7.5% were respectively students from Angola and Democratic Republic of Congo (DRC). Only n=1 representing 2.5% were from Congo. n=6 representing 15 % did not answer the question.

Table 3: Participants country of origin

		Frequency	Percentage	Accumulative percentage
Valid	Angola	3	7.5	7.5
	Congo	1	2.5	10
	DRC	3	7.5	17.5
	South Africa	27	67.5	85
	Missing system	6	15	100
	Total	40	100	

Age distribution of respondents

The table below indicates the variety of age groups for students. Of the respondents, the majority of n=27 representing 67.5% were between the ages of 18 to 24 years. The result show minority on n=13 representing 32.5 % were between the ages of 25 to 31 years. Thus, the majority of the participants were in the youngest age bracket for tertiary education attendance.

Table 4: Participants age

		Frequency	Percentage	Accumulative percentage
Valid	18-24 years old	27	67.5	67.5
	25-31 years old	13	32.5	100
	Total	40	100	

Entrepreneurial Intentions

What are your plans after graduating?

The question was asked to students to describe their plans after they graduate from their program. The research results show that, the majority of n=33 representing 82.5% believed that they should go and work first, then open a business later. The result shows minimum of n=5 representing 12.5% mentioned that they would like to start their own businesses after graduating. n=2 representing 5% believed that they should 'find a good job' and remain in formal employment forever.

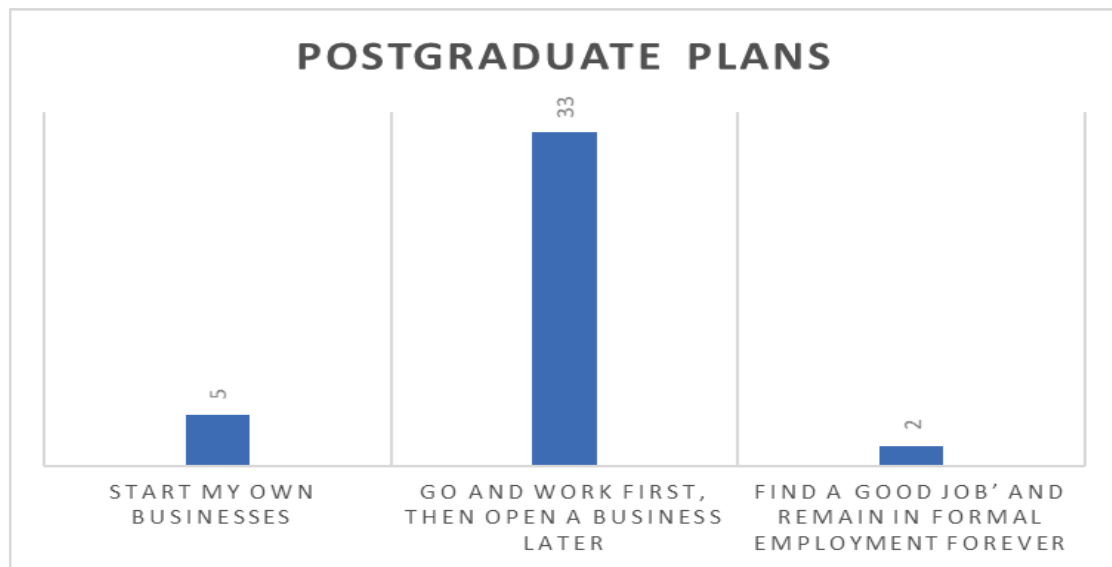


Figure 3: Postgraduate plan

Ready to be an entrepreneur

The question was asked to students to express whether they are ready or not to become entrepreneurs. Of the respondents, the majority of n=26 representing 65% agree that they are ready to become entrepreneurs. The minority of n=12 representing 30% were uncertain to become entrepreneurs and n=1 representing 2.5% said they disagree to being ready to become entrepreneurs and n=1 representing 2.5% data were missing.

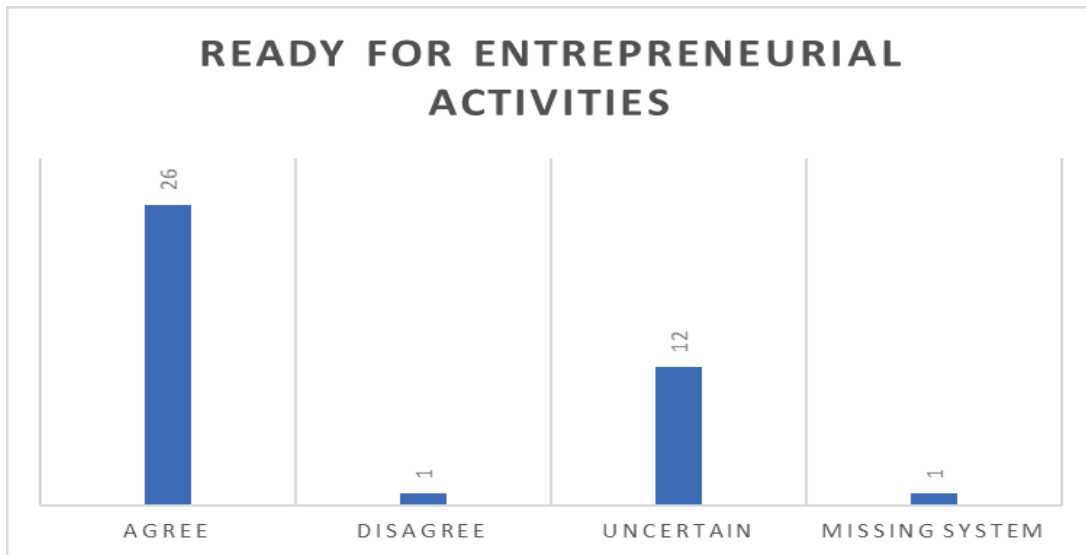


Figure 4: Readiness to entrepreneurial activities

I have the intention to start a firm one day

The research results show that, the majority of n=35 representing 87% of students agreed that they have intentions to start their own firms one day. The minimum of n=3 representing 8% said they disagree on whether they have intention to start a firm. n=2 representing 5% did not answer the question.

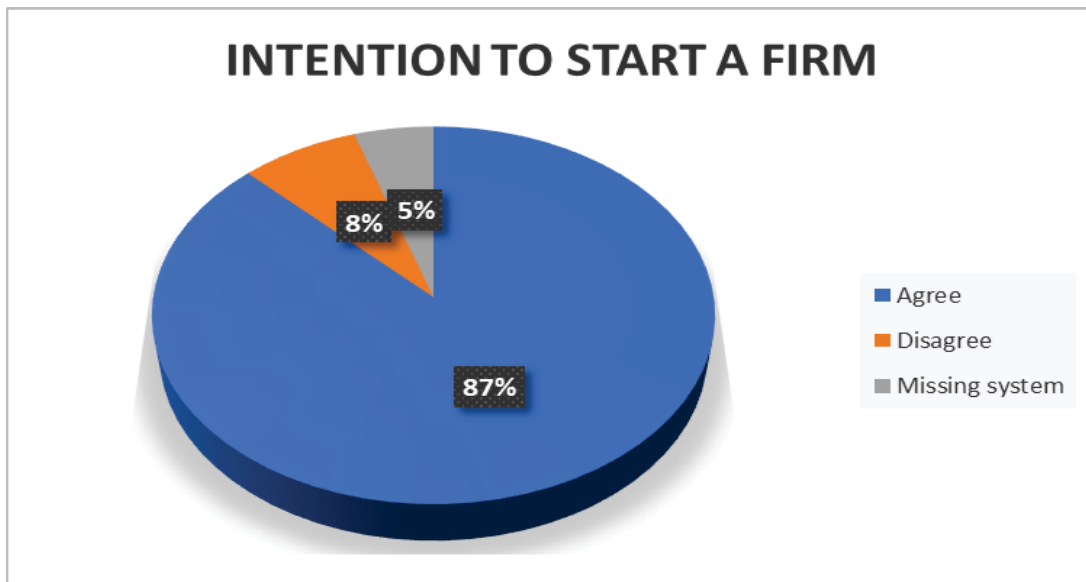


Figure 5: Intention to start a firm

Autonomy

As regards Autonomy, different questions were asked and students responded as follows:

I find it difficult to decide what I want to do.

The question was asked to students to describe if they find it difficult to decide on what they want to do. Of the respondents, the majority of n=24 representing 60% disagree that they find it difficult to decide what they want to do. The minimum of n=9 representing 22.5% agree that they find it difficult to decide on what they want to do. n=7 representing 17.5% did not answer the question.

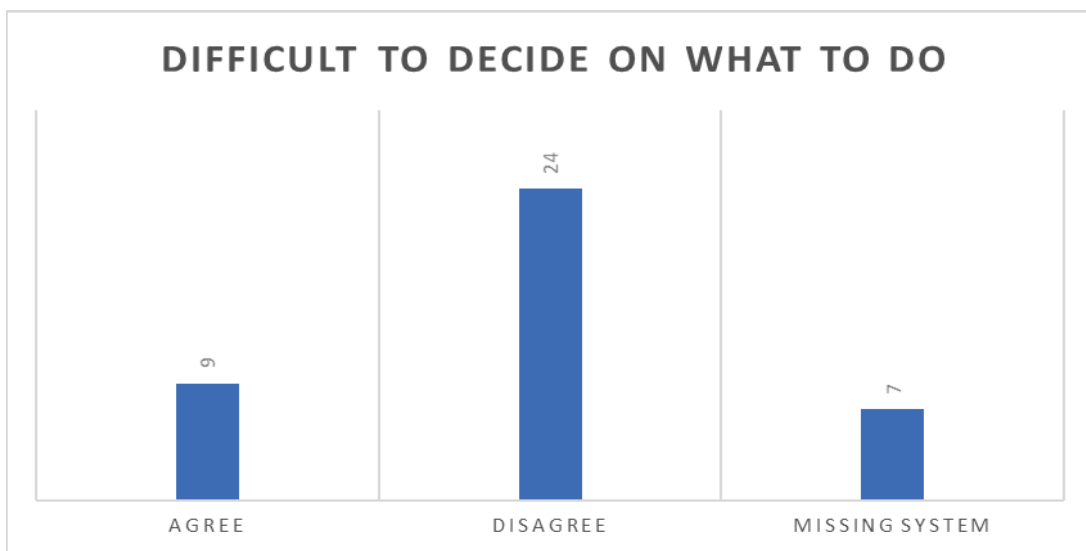


Figure 6: Difficulty to decide on what to do

I can easily begin with new undertakings on my own.

The question was asked to illustrate if students can easily initiate new undertakings on their own. The research result show that, the majority of n=39 representing 97% of students agree that they can easily begin with new undertakings on their own if there is availability of or support in financial support. n=1 representing 3% of students did not answer the question.

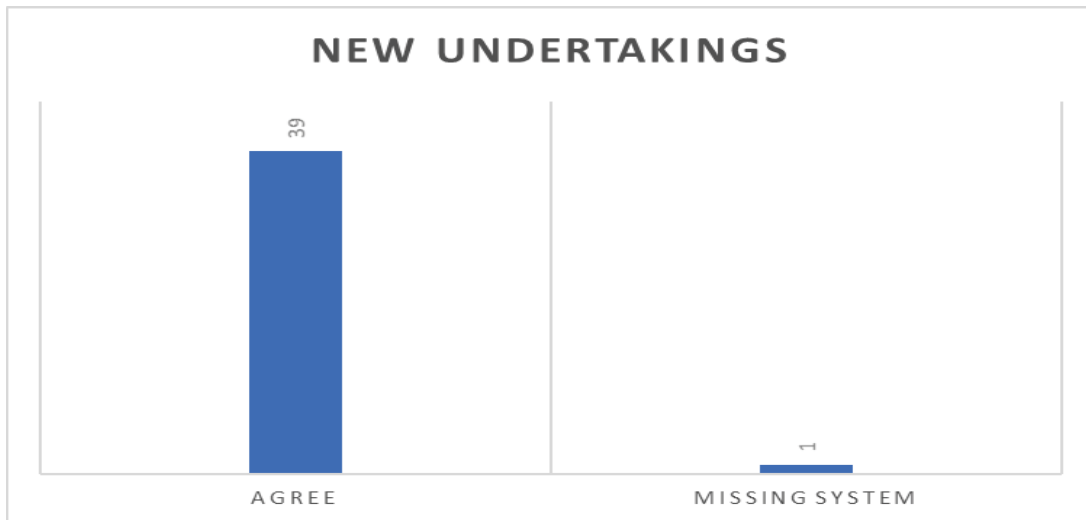


Figure 7: New undertakings

Creativity and Innovation

In the context of creativity and innovation, when the questions were asked, students responded in this way.

The programme supports the freedom to express ideas.

The research result show that, the majority of n=27 representing 67.5% agree that the programme support their freedom to express ideas. The minority of n=7 representing 17.5% disagreed that the program does not allow them to freely express their idea. n=6 representing 15% did not answer the question.

Table 5: Program support the freedom to express ideas

		Frequency	Percentage	Accumulative percentage
Valid	Agree	27	67.5	67.5
	Disagree	7	17.5	85
	Missing system	6	15	100
	Total	40	100	

The programme provides all the necessary resources to its students for solution implementation.

The question was asked to students to describe if the programmes provide all the necessary resources for solution implementation. Of the respondents, the results show that, the majority of n=32 representing 80% believed that their tertiary education institution provided them with all the necessary resources for solution implementation. The minimum of n=6 representing 15% disagreed that the program does not provide them with necessary resources for solution implementation. n=2 representing 5% data were missing.

Table 6: Program provide necessary resources

		Frequency	Percentage	Accumulative percentage
Valid	Agree	32	80	80
	Disagree	6	15	95
	Missing system	2	5	100
	Total	40	100	

Entrepreneurship Education

In the context of Entrepreneurship Education, different questions were asked, and students responded in this way:

The programme present practical exercises

The figure below illustrates whether or not the program present practical exercises for students. Of the respondents, the majority of n=27 representing 67.5% agreed that they are given practical experience in the programme. The minimum of n=7 representing 17.5% illustrated that they were uncertain of the program presenting practical exercises. n=2 representing 5% disagree to practical exercises and n=4 representing 10% did not answer.

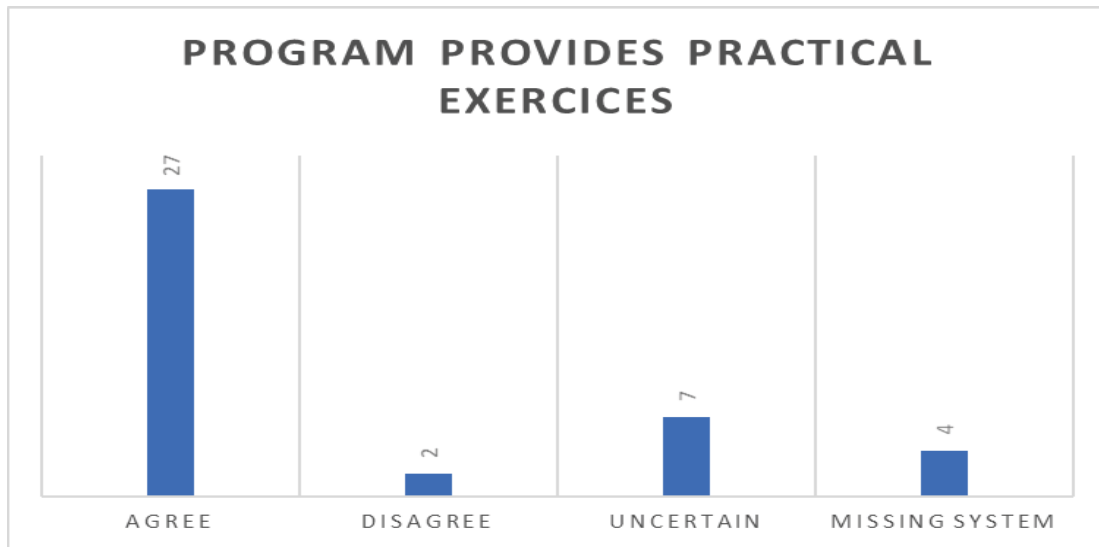


Figure 8: Program provide practical exercises

Greater understanding of the role of entrepreneurship in South Africa' socio-economic.

The research results show that, the majority of n=27 representing 67.5% agreed that they had a greater understanding of the role of entrepreneurship in South Africa socio-economic. The minority of n=9 representing 22.5% disagreed that they do not know the implication of entrepreneurship in South Africa socio-economic. n=4 representing 10% did not answer the question. See the table below

Table 7: Students understand the role of entrepreneurship in South Africa

		Frequency	Percentage	Accumulative percentage
Valid	Agree	27	67.5	67.5
	Disagree	9	22.5	90
	Missing system	4	10	100
	Total	40	100	

Factors limiting students from starting a business

The figure below shows factors that limit students from starting their own businesses. Of the respondents, the research result show that, the majority of n=27 representing 67.5% pointed that they start-up capital is the factor limiting them to start their own businesses. The minimum of n=6 representing 15% said they have no business ideas. n=4 representing 10% illustrated that they fear to fail.

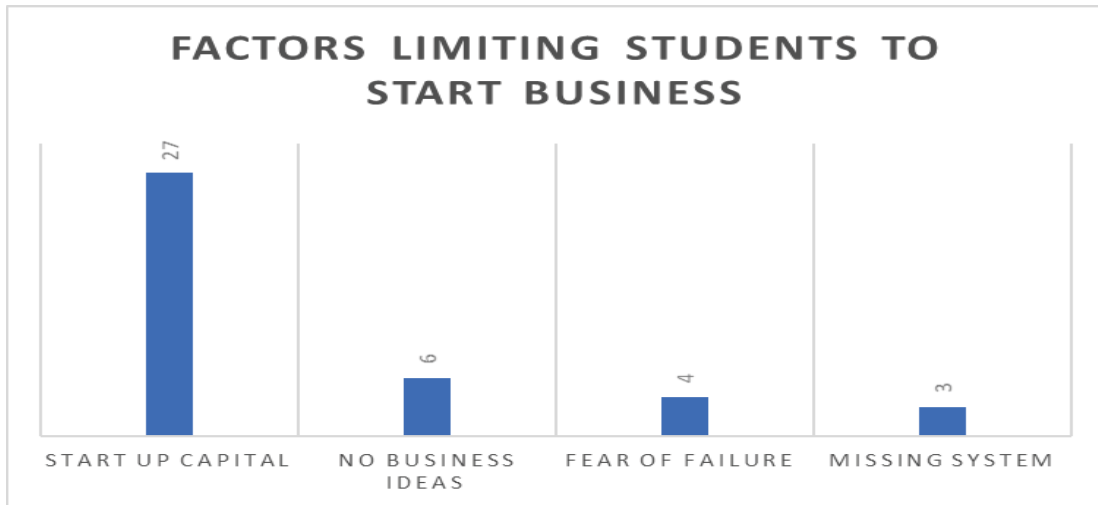


Figure 9: Factors limiting students to start business

Reason behind graduates' unemployment

The chart below depicts the reason behind graduates' unemployment. The results illustrated that the majority of n=19 representing (47%) students believed that, the reason behind their unemployment is based on them having no business experience. The least majority of n=14 representing (35%) admitted that it because there is no opportunity. The minimum of n=5 representing (13%) pointed it because they have no business idea; and n=2 (5%) mentioned that they are uncertain on what can be the raison.

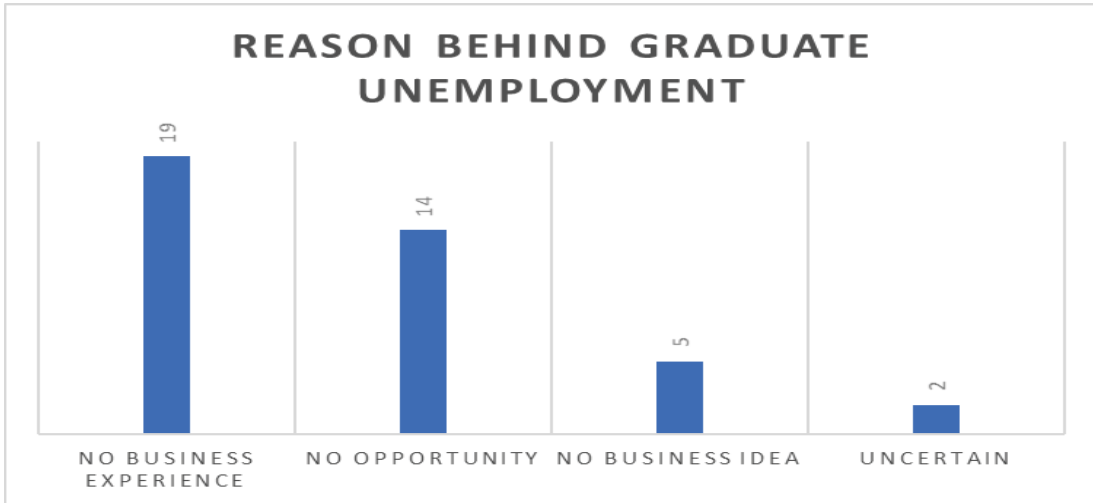


Figure 10: Reason behind graduate unemployment

CHAPTER FIVE: FINDINGS AND DISCUSSION

5.1. Introduction

This chapter presents and discusses the findings of this research. The first block of the chapter will focus on findings. The second block focus on discussion followed by comparison to past research and diagram.

5.2. Findings

As a reminder, the research was conducted at CPUT and TSIBA institution and among the respondents were students in the department of entrepreneurship. The research finds that most of the involved students were male studying entrepreneurship in the selected institution. The research finds that among the selected students, the dominated racial diversity was "African". Due to the racial diversity, it was evident that, most of the respondents were South African citizen. It was found that, most of the students in the two institutions were still young with the age between 18 to 24 years.

Regarding entrepreneurial intention, the research findings were as follow: The research finds that, most students in the selected institutions plan to have a secure job first then later on open a business; students do not intend to start their own business after they graduate from school. It was evident that students are not sceptical of being an entrepreneur, the research find that they are ready for being one. It was found that students at the selected institutions have the intention to someday start their own business.

Findings were as follow concerning the autonomy. It was found that students at the selected institutions do not find it difficult to decide on what they want to do. It is revealed that they know on which activity they might carry on with their entrepreneur intention. It was evident that, students find it easier to begin with new undertakings if they have proper support of financial resources.

From creativity and innovation, the research finds that, the designed program that students are involved on it do supports the freedom of expression where students are allow to express their ideas. It was evident that, the program designed for students at the selected institution does provide all the necessary resources to students for solution implementation.

Entrepreneurship Education findings were as follow: The research finds that, students at the selected institution are exposed or presented to practical experience in their entrepreneurship program. Regarding the importance of entrepreneurship in the country, it was found that, most students understand the implication and the role entrepreneurship play in South Africa on socio-economic problem. The research finds that start-up capital resources are factors that limit students from starting a business. It was found that, students at the selected institutions believe that the reason behind their unemployment come from the fact that they don't have business experience and that the opportunities are minimum and they lack certain business idea.

5.3. Discussion

The research finding pointed more male participants than female; one can argue that, entrepreneurship activities in the continent are most viewed as male activities, which justify the high enrolment of male gender in entrepreneurship department. South Africa is rainbow nation; however, the country is dominated by African racial diversity, it can be argued that, the high participation of African racial diversity comes from the country diversity.

The finding of this research points that students after graduated will prefer first to secure an employment rather than establishing any king of business. One can argue that, getting a certificate is representing as a guaranty for employment for most newly graduated students. Starting a business first seems difficult for student after they graduate due to the resources it required. Envisaging employment for them seems to be the direct option for these students to have a good life. It is evident that with time these students usually intend to have a business in the future.

When it comes to entrepreneurial willingness or activity nowadays, students usually know exactly what they want to do and to what activity they take direction. One can argue that entrepreneurship is regarded as a sector that guarantees a wealthy life; spotting activities nowadays are easier than before. Students today have a multitude space that might consider as legitimate business ideas. It is evident that, student today feel ready to become an entrepreneur and have intention of starting a business one day, it can be argued that the intention of student starting a business and be an entrepreneur is first motivated by the facility of having a wealthy life.

The findings points that in this program students who are involved, do supports their freedom to express their ideas; one can argue that, Since Entrepreneurship Education is, by definition, supposed to equip students with the knowledge and skills to actually be entrepreneurs and create enterprises, these institutions are considered as institute of technology or practical institute that are designed to support students, letting them to freely express their originality. From the findings, the program provides all the necessary resources to students for solution implementation. It can be argued that, the role of Higher Education Institutions, is to provide Entrepreneurship Education and relevant assessment methods, to impart and develop entrepreneurial skills, competencies and attitudes among students. To achieve their aims, these noted resources are therefore imperative and has to be well provided to students.

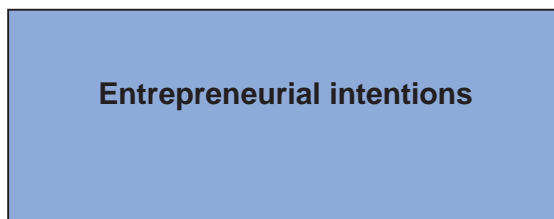
Given the data collected, it is evident that, there is a focus on practical entrepreneurial skills development in South African institutions. Students are trained to practically use their skill to implement what was studied. The finding points that students were aware of the role entrepreneurship might have on the country. It evident that, South Africa is faced by a number of socio-economic problems, it is then can be argued that entrepreneurship can alleviate the socio-economic their country is facing. It was revealed that start-up capital resources are factors that limit students from starting a business, one can argue that, financial resource are the most important resources in starting a business, these factors might be a big problem from students newly graduated, so it is evident that it is classified as a factor that block them in raising as entrepreneurs. Regarding

unemployment, one can argue that, newly graduate are usually theoretically trained, and the experience in starting a business usually fall short.

5.4. Comparison

Herrington et al (2014) find that, final year students in the department of Commerce, after graduating are not planning to start up their businesses; they are job hunting in different organisations. As it was found in the current research, students in the selected institute also are job hunter, they prefer to have secure job and are not willing to start any entrepreneur activities right away. As it was revealed in this research, students in the selected institutions do not doubt to become an entrepreneur one day as they do know what kind of activities they might start. The current research finding corelate with Eche copar, Bustamante and Bejares (2011) who found that many newly graduated students intend to start their businesses, but usually remain not practically minded.

Entrepreneurship program education were designed by institutions (CPUT and TSiBA) with the common goal of imbuing young graduates with the skills necessary for entering the job market and contributing to economic growth. These finding are parallel with Lourenço et al, (2012: 841) who pointed that entrepreneurship education, autonomy, achievement and innovation create the human capital, needed to address the present economic challenge of socio-economic.



According to Herrington et al (2014), Entrepreneurship students are more skilled in implementing business ideas than students in other disciplines. Furthermore, the author illustrated that, it is through this intervention that the country will be able to overcome socio-economic challenges. From the current research, despite students view on getting the job first right away after their graduation rather than

to start their own business, the research did find that students in the selected institution, students do have entrepreneurial intentions as they envisage to start their own business on later stage. This entrepreneurial intention is presented in a form of ready of being entrepreneurs and knows what activities to go for.



Education entrepreneurship

Muller, Oser, Naepflin, and Key (2013) illustrated that, Entrepreneurship Education is necessary both in giving direction for future entrepreneurs, and in offering the necessary skills and knowledge for the promotion of an entrepreneurial culture. The author correlated with the current research findings which illustrate that Entrepreneurship program education elaborated by institutions (CPUT and TSiBA) are designed to provide all the necessary resources to students for solution implementation which are imperative in contributing to economic growth. The institutions in the current research expose their student to practical experience in meeting their entrepreneurship program.



Creativity and innovation

Kubukcua (2015:1321) illustrated that, Entrepreneurship is a process of exploiting opportunities that exist in the environment, or that are created through innovation in an attempt to create value Creativity, these are part of entrepreneurial systems or structures. Creativity is considered the main object that entrepreneurs need, and that there is no innovation without creativity said (Bernaciak, 2013:31). It is a useful instrument in conceiving innovative initiatives to improve social and

physical environments; the current research finding revealed that, these instruments are attained in the selected institutions as students in an attempt to create value are allowed to express their ideas and giving those necessary resources for solution implementation.



Autonomy and achievement

Autonomy is described as the 'ability to be self- directed in the creation of opportunities, the overarching goal of entrepreneurs is to realise new business ventures (Thierry et al, 2013: 429). As Thierry, Oser, Naeplin and Rey, "(2013:429) pointed, autonomy measures the desire for independence and freedom. These past illustrations are revealed in the current research, were students have the ability to describe what they want to do. These abilities have pushed these students to not find it difficult to start a venture. Student finds it easier now to begin with new undertakings if they have proper support of financial resources.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Introduction

This chapter concludes and suggests certain recommendations based on the research findings. The chapter begin by illustrating the structure of the thesis chapters. The chapter will gradually expand by relating what was encountered as limitations and addressing the research questions. Then later the chapter will conclude and place forward recommendations and later provide possible further areas of study.

6.2. Summary of previous chapters

A brief overview was covered in different chapter for this study is highlighted. It is within the structure shown above that this research was conducted.

Chapter One

In this chapter, the problem statement was identified; the purpose, importance and research questions of the study were formulated; research objectives were addressed, this included limitations, as well as the structure of research.

Chapter Two

This chapter deals with the literature review by aligning Programme Human Capital, Education Entrepreneurship, Entrepreneurial Intentions, Autonomy and Achievement, Creativity and Innovation. The chapter proceeded with entrepreneurial attitudes, activity, and aspirations.

Chapter Three

This chapter presented the methodology utilised to collect and analyse data, comprised of quantitative research method as well as the research design. As quantitative approach research was chosen, so the primary method utilised was descriptive research design. Questionnaires were used as a tool, for collecting data from two different institutions (CPUT and TSiBA).

Chapter Four

This chapter focused on presenting and analysing data which was collected, using the quantitative research method. Tables and charts were used as the means for presenting results. The chapter begins with biographical information then entrepreneurial intention.

Chapter five

The findings from questionnaires were presented in this chapter and a discussion was made. The discussions in this chapter led into concluding the research.

Chapter Six

From these chapters above an effort was made to respond to the study questions that were enumerated earlier in Chapter One. The chapter will conclude and provide recommendations to the research

6.3. Addressing the Research Question

What are the reasons behind South African graduates' unemployment?

It is evident that behind South African graduates' unemployment rate is high. From entrepreneurship students perspective, the graduate unemployment is subject of students not having proper experience to start a legitimate business. Graduate students in entrepreneurship also present some lack in compelling good business idea which is associated with minimum support or opportunity.

What are the intentions of tertiary institutions' students regarding Entrepreneurship?

Students at entrepreneurship department are business minded and they are ready to become entrepreneurs. However, their intentions of being entrepreneur comes second after they have secured a proper employment. Their intention is defined in the fact that they know what business they might start, but it has to be at later stage as they don't intend to start their own business after they graduate from school; seeking for employment is what they are intended to do first.

What is the impact of the institutions' Entrepreneurship curriculum on students?

It is evident that the impact of the institutions' Entrepreneurship curriculum on students is innovative. The institutions' Entrepreneurship curriculum has impact on student's business idea as it is designed to support their freedom of expression. It does shape students to have idea in a business prospective through the implementation of necessary resources that students can use for their solution implementation.

6.4. Limitations of the study

The research had some boundaries. At first, the research was limited on investigating the study of Entrepreneurship intention among students and the entrepreneurship programmes at two institutions (CPUT and TSiBA). Secondly, the research focused on investigating only on final year commerce students in the Entrepreneurship department.

6.5. Recommendations

The discussion of the research results, and conclusion of this research project, has led to the following recommendations.

- The implementation of Entrepreneurship programmes in the South African education system must add support orientation means in supporting students; also increase the level of exposure to Entrepreneurship students.
- Entrepreneurship Education should have a standard financing department in order to finance legitimate idea.
- There should be centres for entrepreneurial and business plan competitions, to support and promote an entrepreneurial culture within South Africa as a whole.

6.6. Conclusion

Entrepreneurship is considered to be a program that focuses on shaping students to acquire business competency and ability to make it in practice. Despite the fact that entrepreneurship is designed to have these outcomes on students, students still perceive that, it is necessary for them to first being employee rather than use

their competency and ability acquire to start a business. The fact of students joining the world of job hunting after graduation and not exercising their competency and ability in entrepreneurial activities will continue to increase the number of student unemployment. It has to be recognised that, starting a business require important resources, this fact reinforce student intention 'vis a ves' to have a secure job first after they graduate.

It is undeniable that students in entrepreneurship department present knowledge of what to do; spotting a legitimate idea today seems easier than before, however this is resulted to be done in the future. Student motivation is directed to have a good life first, "means good life means secure job". It true that program students are involved do supports their freedom to express their ideas, however, what is consider to program provides all the necessary resources to students for solution implementation is developing theoretical aspect of students. There is a focus on practical entrepreneurial skills development in South African institutions and students are trained to practically use their skill to implement what was studied; despite what the curriculum is focusing on, the intention of entrepreneurial activities remains minimum among students. Most reason of not implementing their ability is usually under resources management and scarcity.

Further possible research

Further research is required for an evaluation of how Entrepreneurship programmes in South African institutions can best be supported. A deeper understanding of the entrepreneurial characteristics of students in Cape Town, and their educational and learning needs is required in order to reach an informed decision regarding what Entrepreneurship Education system could most effectively be used to address the issue of graduate intention and unemployment.

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