



**ENTREPRENEURIAL ASPIRATIONS OF POSTGRADUATE BUSINESS ADMINISTRATION
STUDENTS AT A UNIVERSITY OF TECHNOLOGY IN CAPE TOWN, SOUTH AFRICA**

by

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ABSTRACT

South Africa suffers from high rates of unemployment, a decline in entrepreneurial aspirations and slow economic growth. According to research, entrepreneurship is essential for promoting economic expansion and job creation. South African Business Administration (BA) students face a lot of challenges when going into entrepreneurship. Numerous variables have been identified by research as limiting entrepreneurial purpose, including a lack of business understanding, a lack of entrepreneurial education and a lack of funding.

The purpose of this research to explore students' entrepreneurial aspirations in Business Administration. This was conducted amongst a group of students using questionnaires with close-ended and open-ended questions pertaining to entrepreneurial aspirations.

This study aimed to answer the following questions:

- i) *What are the aspirations of Business Administration students at a university of technology to pursue a career in entrepreneurship?*
- ii) *What factors affect entrepreneurial aspirations of Business Administration students?*

The aim of the study is to explore the entrepreneurial aspirations of students studying Business Administration in a tertiary institution in Cape Town, South Africa.

The study used quantitative methods. The study also used deductive reasoning and a positivism paradigm.

The study adhered to strong ethics to ensure that integrity and moral principles were followed throughout as required by CPUT. Consent was obtained in writing from the research participants.

The research findings showed that despite a lack of infrastructure, it was possible to acquire knowledge through the department's website. The findings that impede BA graduates are entrepreneurial socio-economic factors relating to unemployed BA graduates, and the entrepreneurial aspirations of control and propensity to act on entrepreneurial behaviour.

Key words: entrepreneurial inspirations, South Africa, BA graduates

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ABBREVIATIONS AND ACRONYMS

| | |
|-------|---|
| BA | Business Administration |
| COVID | Coronavirus |
| CPUT | Cape Peninsula University of Technology |
| DBSA | Development Bank of Southern Africa |
| GDP | Gross Domestic Product |
| GEM | Global Entrepreneurship Monitor |
| GYDI | Global Youth Development Initiative |
| GYI | Global Youth Initiative |
| MYE | Malawi Youth Entrepreneurs |
| NYIF | Nigeria Youth Investment Fund |
| SMME | Small-, medium- and micro enterprise |
| SPSS | Statistical Package for The Social Sciences |
| UOO | Unit of observation |

DEFINITIONS

| | |
|-----------------------------------|---|
| Entrepreneurship | Entrepreneurship is the process of creating or extracting economic value. Accordingly, entrepreneurship is defined as “change, generally involving risk beyond what is normally encountered when starting a business and may include values other than monetary ones” (Lüdeke-Freund, 2020:665). |
| Entrepreneur | An entrepreneur is a person who creates and/or invests in one or more businesses, bearing most of the risks and reaping the majority of the rewards. Entrepreneurship refers to the process of starting a business, so an entrepreneur is frequently regarded as an innovator, a source of new ideas, goods, services, and business/or procedures (García-Jurado, Pérez-Barea and Nova, 2021:2754). |
| Entrepreneurial aspiration | An expectation that a new business will be launched or a declared intention to do so is referred to as an entrepreneurial aspiration (Cardella, Hernández-Sánchez, Monteiro & Sánchez-García, 2021:7532). |

1 Chapter 1: Introduction

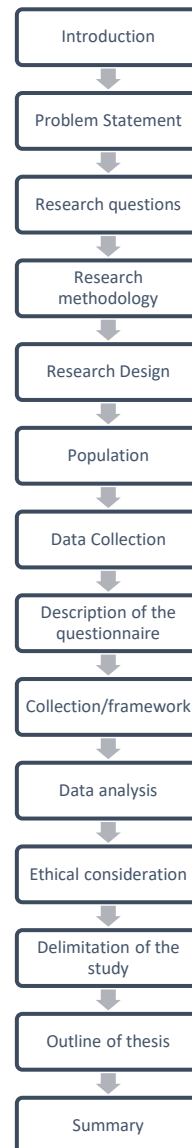


Figure 1.1: Layout of Chapter 1

1.1 Introduction

The importance of promoting an entrepreneurial spirit in South Africa cannot be overemphasised (Schmutte Costa, Hammer and Davidson., 2021). Universities annually generate large numbers of students who are ready to enter the job market. However, the number of unemployed students continues to rise year after year. According to Kigotho (2021), 45% of students from Africa are unemployed. South Africa has a high rate of unemployment which is damaging to the economy. Entrepreneurship has been shown to play a critical role in promoting economic development and generating jobs (Belfort, Martens & Freitas, 2020). Many factors

have been described as impeding entrepreneurial intention, including a lack of business awareness (Al-Abdallah & Ahmed, 2018), entrepreneurial education and access to capital (Smith & Beasley, 2015).

Most South Africans are discouraged from starting their own company because of economic factors (Urban and Richard, 2015:270). Consequently, economic variables have a negative impact on the students. The impact is mainly when they want to capitalise on opportunities, or their circumstances hinder them when planning to start their own business. The students in Business Administration (BA) typically have the requisite of business skills, networks and connections (Rabie, Cant & Wiid, 2016:1015). These students are supposed to have access to capital and should be more willing to follow the entrepreneurial route as they can more readily find jobs if the business fails (Davidson & Honig, 2016). However, it appears that other factors are impeding their emergence as entrepreneurs, which calls for further inquiry (Lévesque & Stephan, 2020:170).

In the 2016 Global Entrepreneurship Monitor (GEM) index, South Africa is classified as a productivity-driven economy (Lazear, 2018:200), an economy that concentrates development on creating efficient manufacturing, but is only ranked 44th out of 60 countries (Furlonger, 2016). South Africa had the lowest entrepreneurial aspirations among the other African countries (Furlonger, 2016). The factors affecting the entrepreneurial intention amongst the students studying Business Administration in Cape Town are currently unknown (Liang *et al.*, 2018:150). As a result, lawmakers and programme coordinators need to know the entrepreneurial aspirations of students studying Business Administration. Stakeholders also need to know the factors that influence the students' entrepreneurial aspirations to plan an efficient programme and promote entrepreneurial intention among students studying Business Administration. In the GEM report, South Africa regularly ranks low in terms of entrepreneurial intention. As a result, South Africa is failing to grow the type of entrepreneurial economy that is needed to build markets, create jobs, enhance productivity and revitalise communities (Luiz & Mariotti, 2021:55). Various projects attempt to provide aspiring entrepreneurs with the tools they might need to launch their own companies. Unfortunately, only around 25% of the students studying Business Administration in entrepreneurship go on to create their own businesses, with the rest working for corporations (Kipkoech, 2018:65). Where unemployment is high and entrepreneurial

intent is declining, a better understanding is needed of the factors that discourage students studying Business Administration from starting their own businesses.

As indicated in the problem statement, a gap is present in the body of knowledge regarding students studying Business Administration and their intent or lack thereof to enter the entrepreneurial space.

1.2 Problem statement

Students face unemployment challenges due to a lack of opportunity after graduating from tertiary institutions (Umarovna, 2021). Many students wanting to enter the labour force are unemployed. The increase in unemployment is despite efforts by government to alleviate poverty, create employment and promote economic growth by fostering an atmosphere to allow small businesses to prosper. Despite the opportunities that entrepreneurship offers, only a small number of students see entrepreneurship as a future (Putro *et al.*, 2022). Unemployment impacts the socio-economic environment of the students and has a negative effect on the quality of life of all citizens (Umarovna, 2021). Unemployment further impacts the graduated unemployed students, forcing them to turn to other opportunities to make a living. This could include crime, gangsterism, or simply doing nothing, staying at home. Little research has been conducted on the timing of future entrepreneurial activities, despite relationships between university enterprise courses and entrepreneurial activity having been addressed. Incorporating more entrepreneurial activities could help strike a compromise between the desire to capitalise on enthusiasm while it lasts and the requirement to acquire appropriate experience (Kwong & Thompson, 2016).

1.3 Aim and objectives of the study

1.3.1 Aim of study

The aim of the study is to explore the entrepreneurial aspirations of students studying Business Administration a tertiary institution in Cape Town, South Africa.

1.3.2 Objectives of the study

- i) To determine the entrepreneurial aspirations of Business Administration students; and

- ii) To determine the factors that affect the aspirations of Business Administration students to start business.

1.4 Research questions

Table 1.1 presents the research questions, objectives of the study and research methodology used to answer the questions.

Table 1.1: Research question, sub-research questions, objectives and methodologies used

| Main Question | What are the entrepreneurial aspirations of Business Administration students at a tertiary institution in Cape Town, South Africa? | | |
|---------------|---|---|----------------|
| | Question | Objective | Methodology |
| SRQ 1.1 | What are the aspirations of Business Administration students at a University of Technology, to follow a career in entrepreneurship? | To establish the aspirations of Business Administration students at a university of technology to follow a career in entrepreneurship | Questionnaires |
| SRQ 1.2 | What are the factors that affect the entrepreneurial aspirations of Business Administration students? | To determine the factors that affect entrepreneurial aspirations of Business Administration students | Questionnaires |

*SRQ-sub-research question

1.5 Research methodology

This section includes a high-level overview of the research methodology used for this research. The following are discussed: research methodology, research approach, research strategy, data collection, data analysis, ethical considerations, headline findings, conclusions, contribution, chapter layout and summary.

1.6 Research philosophy

1.6.1 Ontology

Ontology, according to Weicheng (2021:450), may be defined as the perception or viewpoint regarding existence of man, society and the world in general, on the one hand, and relationships among them on the other. In other words, ontology deals with the nature of the entities of the world and the assumptions of reality about them. Ontology is classified into two paradigms: the objectivist and subjectivist paradigms (Pandey & Pandey, 2021:50).

1.6.1.1 Objectivist

Objectivism has its roots in realism and essentialism (McKelvey, 2022:200). Realism believes in the existence of the real world, external to humans and independent of

human experience. This belief relies on the existence of reliable knowledge about the world, knowledge that we, as humans, strive to gain. What is epistemically important to this position is that it assumes that we all gain the same understanding.

1.6.1.2 Subjectivist

Subjectivism is "the conviction that understanding the world is a matter of opinion and that social reality can only be known through personal experience. It is predicated on the notion that subjective and objective social truths are equally valid. We rely on objective reality in some circumstances, but subjective reality may be more appropriate in others" (Creswell, 2022:32).

1.6.2 Epistemology

The method through which a researcher may establish or define reality is related to *epistemology*. According to Creswell (2022:41), the epistemological perspective can be determined by asking: What is the relationship between the researcher and the subject of the research? Positivism can be used to describe a study's epistemological approach if the researcher seeks recognition and makes an argument for it without considering personal opinions.

1.6.2.1 Positivist

The *positivist* viewpoint holds that truth or knowledge may be found by sound conceptualisation and accurate measurement. It is also sometimes referred to as logical positivism. According to organisational scientists, "if we keep experimenting with various organisational elements, we will eventually discover the greatest possible approach to operate a company" (Pandey & Pandey, 2021:60).

1.6.2.2 Interpretivism

Interpretivism research, interested in context and data collected and analysed, is subjective in nature as it acknowledges that there are many realities experienced by individuals or organisations. As a result, there will not be one right answer (Kivunja & Kuyini, 2017:30). In the world of business and management science, interpretivism philosophy considers the situation in each business to be unique, different from all other situations (Al-Ababneh, 2020:80).

The study used the positivist approach as the study intended to generalise with the sample that the study was investigating.

1.6.3 Research approach

Saunders (Saunders *et al.*, 2021:613) contends that in the field of science, different researchers may assign different meanings for the term *research approach* (Figure 1.2).

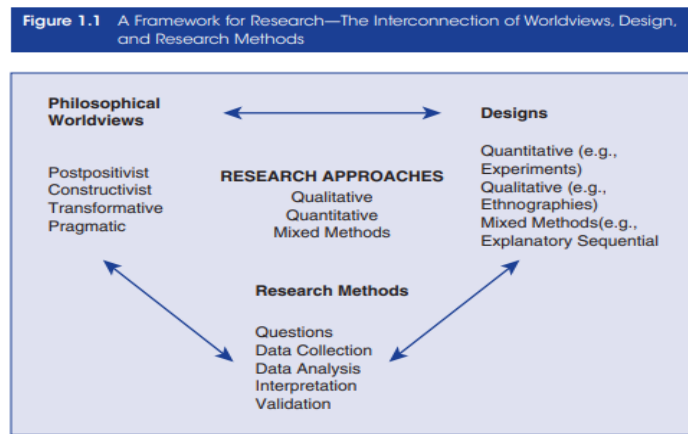


Figure 1.2: Framework for research approaches (Saunders *et al.*, 2021:613)

1.6.3.1 Deductive

Deductive reasoning is a form of logic where a conclusion is derived from the agreement of several premises that are often taken to be true. Top-down logic is another name for deductive reasoning. Making logical assumptions and basing a conclusion on them are the foundations of deductive (Håkansson & Adolfsson, 2022:300). A deductive approach was used for this study.

1.6.3.2 Inductive

Inductive research seeks to derive meanings from the data set gathered, spotting trends and establishing connections that can be used to develop a theory (Creswell, 2022). Inductive studies do not use theories or hypotheses, and the researcher is free to change the course of the investigation after it has started (Creswell, 2022:38).

The study did not develop any hypotheses to conduct the inductive study; thus, the study focused on the deductive. The researcher employed the deductive research method, where data were gathered and examined after being collected through questionnaires.

1.6.4 Research strategy

1.6.4.1 Introduction

A research design, according to Jensen and Laurie (2006), is a study plan that outlines the precise goals that must be met. Research design is an academic strategy intended to painstakingly offer an improved understanding that supports in problem solving, while also supplying fresh knowledge and aspects of the topic (Smith, 2003:54). Furthermore, a descriptive research design was used in this Dissertation.

1.7 Population

Research *population* represents the collection of individuals or businesses in an environment from which a sample will be chosen, which included businesses in the hospitality industry, restaurants, clothing (retail), and wholesale and retail (hardware). This study made use of the Barri (2019:595) rule of thumb which stated that a sample size of 30 to 500 fits perfectly into any study. This method has been productively applied in the study of Maduekwe and Kamala (2016:187). The researcher thus identified 370 business owners or managers who were ‘calling the shots’ so to speak in their respective companies. The research population of the study were all students who were registered in the department in which the study was conducted. The registered students in the department who were in the advanced diploma or master’s degree track served as the population frame.

1.8 Sampling

A *sample* is defined as “a small group of students who took part in a survey and whose results are applied to the full population” (Saunders *et al.*, 2009:630) The bigger the number of participants, the more accurate the result will be (Saunders *et al.*, 2009). In this case, the population and the sample were the same thing. The sample size was 51 students studying Business Administration at a Cape Town university of technology. The sample number consisted of the people who participated in the survey and who met the requirement of the survey to be counted for data analysis.

1.9 Data collection

1.9.1 Introduction

The questionnaire was constructed for this study considering students studying Business Administration. A consent letter was sent together with the questionnaire to

elicit permission from the participants of the study and to reassure them that any information about them would be classified and used strictly for educational purposes.

The questionnaire began by asking general questions about qualifications and Business Administration. It was further narrowed down to the business aspirations looking at the different functional sites of the study. Questions were drawn to obtain insight from the respondents on entrepreneurial aspirations of Business Administration which were then used for data purposes. Participants were asked about entrepreneurial aspirations, access to funding and information access. Additionally, questions about respondents' business profiles and attempts to be entrepreneurial were asked and also included in the questionnaire.

To encourage participation from the respondents, the questionnaire was developed primarily with a Likert scale closed ended question rating from one to five where one is strongly disagreed and five is strongly agree, ranging from strongly disagree, neutral to strongly agree, using numbers to indicate one's opinion. Two of the questions had an open-ended response and two were 'yes' or 'no' questions. The projected time of completion of the questionnaire was approximately 12 minutes.

1.9.2 Description of the questionnaire

The questionnaire in this study was segmented into three sections (see Appendix A), numbered 1 to 12. Section A was the biography section in which participants were asked age, race and level of qualification which helps to understand the thinking of the individual who is answering to the question. Section B was the Likert scale section which focused on meeting the objectives and the research questions of the study requirements. Section C was the open-ended section based on the opinions of the participants with regard to the objectives of the study.

1.10 Collection/fieldwork

The study's primary focus was Business Administration postgraduate students at Tertiary Institution in Cape town. Questionnaires were sent via email to all the participants to complete, which was quite frustrating as the questionnaires were disseminated during COVID-19 and respondents took time to complete the questionnaires only after weeks of sending out the email, with 51 completed questionnaires returned. Communicating with the respondents and following up made

the process go faster and more responses were returned. In total, the data collection lasted more than a month.

1.11 Data analysis

The data was analysed using IBM SPSS version 28. It assisted in detecting errors during the data collection process. It aided in the data capturing phase and granted access to inferential statistical and descriptive functions as these features were integrated into the IBM SPSS software to simplify statistical data analysis, making it easier to measure and then generate complex graphical representations.

1.12 Contribution

The contribution that the study made was to determine the entrepreneurial aspirations of the students in Business Administration. The other contribution concerned the factors mentioned in the results in Chapter 4 on the causes why these students do not opening their own businesses. These contributions can be used by tertiary institutions to address the gaps in their curriculum offered to MBA students.

1.13 Ethical considerations

All information and data collected in this research study, including information which can identify a participant, were treated as confidential and may only be disclosed with permission or as required by law. All participants had the option to volunteer and participate in the study and retained the option of withdrawing from it at any time without consequences. Participants had the option of declining to answer any questions. The researcher could withdraw any participant if undesirable circumstances arose which warranted doing so. Participants could direct any questions or concerns regarding this research study freely to the researcher.

1.14 Delimitation of study

The study's scope is restricted to investigating variables that influence students majoring in Business Administration at a South African university of technology in Cape Town, South Africa. Important factors in the research study include implementing actions to lessen the impact of students in Cape Town (Khan *et al.*, 2016). Only one business school was included in the sample.

1.15 Outline of Dissertation

Chapter 1. Introduction: This chapter includes the overview, organisation of chapters, study background, study aims and objectives, study questions and research problem. This chapter also discussed the research aim, objectives, problem statement, study background and the research questions.

Chapter 2. Literature review: This chapter discusses entrepreneurship, ideological imperatives and risk associated analysis.

Chapter 3. Methodology: This chapter discusses the philosophy, approach, strategy, data collection data analysis and ethics.

Chapter 4. Data analysis and results: Findings and analyses of findings are presented in this chapter.

Chapter 5. Discussion: The findings and themes developed are discussed in this chapter.

Chapter 6. Conclusion, recommendations, future research and reflection. The study is concluded in this chapter, with recommendations offered and suggestions for future research.

1.16 Summary

The introduction, which was the chapter mentioned in the preceding section, explained the purpose of the study. The primary goal of the study, which was to explore the entrepreneurial aspirations of students studying Business Administration at a tertiary school in Cape Town, South Africa, was outlined in the chapter's essential components. A problem statement posed the difficulties with business students' lack of an entrepreneurial spirit in comparison to other students. The research methodology, research design, research philosophy and study delimitation were discussed, where the researcher identified the target group and explained why he chose to concentrate on that population. The chapter outlined the classification of the study and the ethical considerations because research cannot be carried out without mentioning and adhering to ethical considerations. The next chapter focuses on the literature review of the study, examining what scholars have determined about entrepreneurial aspirations.

2 Chapter 2: Literature review

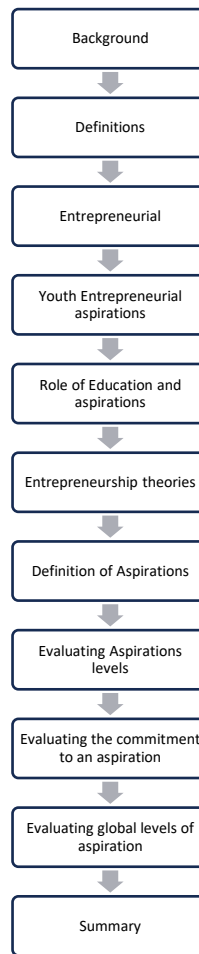


Figure 2.1: Layout of Chapter 2

2.1 Introduction

This chapter calls attention to previous literature on entrepreneurial aspirations and relevant background studies. It further engages with relevant literature on entrepreneurial unemployment and entrepreneurial purposes. The literature review, addressing the research questions for this study, was taken from sources that were credited to have been peer reviewed by academic scholars from sources such as the CPUT Database, ScienceDirect, Google Scholar, EBSCOhost, Academic Complete, Dissertations and Theses and Emerald. The problem statement, the research questions, and the title all served as sources for keywords that were utilised to comb through the literature. An iterative technique was used to identify more important terms from the literature.

The literature review is structured as follows: i) background; ii) definitions; iii) entrepreneurial development; iv) youth entrepreneurial aspirations; v) role of education and aspirations; vii) power of entrepreneurship theories; viii) definitions of aspirations; ix) evaluating aspirations levels; x) evaluating the commitment to an aspiration; xi) evaluating global levels of aspirations; and xii) summary.

2.2 Background

Over the past 10 years, there has been a rise in research and policy studies on African youth. One study, for example, concentrated attention on young people in rural areas who see agriculture as a "blanket" of prospects and a likely future source of income. This viewpoint was refuted by Abraham and Ceccato (2022:260) who argue that government ignores rural development for long-term growth and that rural youths are the most marginalised in the world.

According to Anoke *et al.* (2021:105), it is impossible to overstate the importance of entrepreneurship education for the creation of jobs and economic growth. The broad range of topics, including entrepreneurship empowerment, entrepreneurship empowerment programmes, poverty reduction policies, social intervention programmes, programmes for acquiring technical and vocational skills, and capacity building for entrepreneurship can all be used interchangeably (Guanah & Okowa-Nwaebi, 2022:70). Tri *et al.* (2021:12), suggest that through business seminars and empowerment training programmes, the government, corporate entities, and institutions of higher learning have continued to inform, educate and train the public. Eliminating and lowering young unemployment rates, social injustices and financial crises both domestically and internationally play a crucial role. Nicotra *et al.* (2021:1005) suggest providing knowledge, skills and ideas, it appears that business and educational institutions are involved in entrepreneurship education. (Maina 2021:13) offers managerial guidance to aspiring or current business owners (graduates and non-graduates) on how to launch a new firm and secure funding.

The African youth face social, political and economic difficulties that might impede economic development (Arthur-Holmes, Busia, Vazquez-Brust and Yakovleva,, 2022:127). To boost economic growth and improve the livelihoods of youth, alternative solutions are needed to counteract youth rising unemployment and poverty rates. There are few or no opportunities for rural children in South Africa to actively engage

with and contribute to the national economy. This serves as a bleak example of the plight of these youth (Shava, 2022:125).

The term *adventurer* was frequently used to denote the same meaning as entrepreneurship, particularly in the United Kingdom. Entrepreneurship research dates back to the late 17th and early 18th centuries, to the work of Irish French economist Richard Cantillon, which was foundational to classical economics. Cantillon coined the term in his *Essai sur la Nature du Commerce en Général*, or Essay on the Nature of Trade in General, a book considered by William Stanley Jevons to be the "cradle of political economy" (Mmbaga, Mathias, Williams & Cardon, 2020:10604).

The function, if not the name, of the entrepreneur is likely as old as barter and exchange institutions. But it was not until economic markets became an intrusive part of society that the concept took on critical importance. Many economists have recognised the entrepreneur's critical role in a market economy. Nonetheless, despite his central importance in economic activity, the entrepreneur has been a shadowy and elusive figure in economic theory history (Berger, Von Briel, Davidsson & Kuckertz, 2021:440). To advance entrepreneurship research, humans must be able to answer two simple but critical questions: (1) Who is the business owner? (2) What does he do that distinguishes him? Unfortunately, the answers to these questions are not simple. The line between entrepreneurial and non-entrepreneurial behaviour is frequently blurred in modern economies. And the concept's history is not well understood or appreciated. As a result, there may be nearly as many definitions of entrepreneurship as scholars studying the subject. In his monumental *History of Economic Analysis* (1954), Joseph Schumpeter traced the subject's history at length (Nicolaou, Phan & Stephan, 2021:10).

2.3 Definitions

Entrepreneurship is the process of creating or extracting economic value. According to this definition, entrepreneurship involves "change, generally involving risk beyond what is normally encountered when starting a business and may include values other than monetary ones" (Lüdeke-Freund, 2020:665).

An entrepreneur is a person who creates and/or invests in one or more businesses, bearing most of the risks and reaping the majority of the rewards. Entrepreneurship refers to the process of starting a business. The entrepreneur is frequently regarded

as an innovator, a source of new ideas, goods, services and business/or procedures (García-Jurado *et al.*, 2021:2754).

Entrepreneurial aspiration is an expectation that a new business will be launched or a declared intention to do so is referred to as an entrepreneurial aspiration (Cardella *et al.*, 2021:7532).

2.4 Power of entrepreneurship

In Kenya, where the Youth Enterprise Development Fund and Uwezo Fund have been established to aid young entrepreneurs, government-stimulated entrepreneurial growth is noticeable (Njuki, 2021). According to Kenyan entrepreneur Eric Kinoti, who is listed as one of Forbes' 40 most promising African entrepreneurs under 40, this is desperately needed because many financial institutions in that country require young people to provide collateral while very few investors are willing to invest in young people's ideas (Orthofer, 2020). Africa's millennial entrepreneurs are growing larger enterprises than their more experienced peers, despite the well-known financial gap that young entrepreneurs frequently encounter. The entrepreneur under 35 is also more likely to be motivated by purpose more than profit—the desire to advance society. Additionally, 47% of millennial business owners are women (Wach, Stephan & Gorgievski, 2021:1098).

2.5 Unemployment and entrepreneurial inclusion

All individuals should have the chance to launch and manage their own firm, regardless of their personal traits and history, according to inclusive entrepreneurship rules. Policies that encourage inclusive entrepreneurship often focus on populations that are underrepresented in, or suffer larger obstacles to, starting an enterprise. Removing these obstacles anticipates that these groups will start more businesses. It can raise the standard of start-ups, making them more inventive and sustainable (Furdui, Lupu-Dima & Edelhauser, 2021:40).

When someone actively seeks a job but is unable to do so, this is referred to as being *unemployed* (Cieslik, Barford & Vira, 2021:15). One important indicator of the state of the economy is unemployment. Cyclical, structural and frictional unemployment are the three basic categories (Rao, 2021:1038). Although they frequently overlap and cannot be quantified precisely in practice, these offer a helpful framework for considering unemployment (Etemad, 2021:321). There are several causes of

unemployment. These include downturns in the economy, advances in technology, job outsourcing and willingly changing jobs. The three primary types of unemployment cited by modern economics are frictional, structural, and cyclical, as noted above. Transitions in employment that are voluntary within an economy lead to frictional unemployment (Matli & Ngoepe, 2021:8). As workers switch occupations, frictional unemployment inevitably happens, even in an expanding, stable economy. Due to fundamental and long-lasting changes in the economic system, structural unemployment might result in irreversible disruptions (Priambodo, 2021:30). Many workers may become marginalised by these changes, which may include shifts in technology, a lack of necessary skills, and the relocation of jobs to another country. Cyclical unemployment refers to job losses that take place when business cycles change (Gódány, Machová, Mura & Zsigmond, 2021).

2.6 Entrepreneurial development

Business model innovation is the creation of a new type of company that competes not only on the value proposition of its offerings but also by aligning its profit formula, resources and processes. It can strengthen its value proposition, capture new market segments and annoy rivals (Francke & Alexander, 2019:7). Baden-Fuller and Haefliger (2013:422) argue that although the paradigm of the business model is inherently separate from technology, business models are integrally tied with technological advancement. There are theories of strategic management (Delgado, Porter & Stern, 2010:505) wherein the author repeatedly emphasises the significance of a firm staying competitive. Porter (2001) warns that if a company considers its business model independently of its strategy, it may undermine the company's key competitive advantages. The author further argues that a company must keep innovating since it is continuously exposed to new rivals and alternative goods. Therefore, it is wise for business owners to think about the numerous ideas surrounding business models and the benefits of innovation.

2.7 The youth

The section discusses youth aspirations in more detail.

2.7.1 The youth entrepreneurial aspirations

In Africa, youth unemployment is still a major issue, and the continent's expanding population makes the situation more difficult (La Rue *et al.*, 2021:890). Youth unemployment estimates are already as high as 60% across Africa, and COVID-19 has unsurprisingly made matters worse (Yun, Zhao, Jung & Yigitcanlar, 2020).

Millions of South Africans are affected by the national epidemic of youth unemployment. Cities, towns, townships and regions are all impacted differently by this; therefore, determining what should be done is essential to finding regional answers within a much more forgiving national framework (Miles & Morrison, 2020). National and provincial policies in South Africa's high-growth metro areas – including Johannesburg, Cape Town, Tshwane, Ekurhuleni and eThekweni – should place a high priority on economic growth and the creation of more job opportunities, particularly for young people who can easily access the formal sector (Sataalkina & Steiner, 2020).

Ahmad, Shah and Abbass (2020) contend that by creating a business-friendly climate in their towns or cities as well as in the surrounding areas, municipalities could promote the formation of new businesses and draw in new investments. But this has utterly failed. For the workforce available, not the society people wish they had, South Africa needs millions of new jobs (Geza *et al.*, 2022:5041). Faster, more labour-intensive growth would change South African society and its prospects by boosting employment (essential for social and economic inclusion), lessening poverty, enhancing tax revenue, and enabling the fulfilment of the Constitution's promises (Banks, 2021:214).

2.7.2 Youth entrepreneurial development

2.7.2.1 Global youth development initiative

Across nations and continents, the Global Youth Initiative (GYI) links young activists and change makers. The most pressing concerns are poverty, terrorism, intolerance, and violence against women (Fergusson & Yeates, 2021:56). The GYI empowers youth to apply community-specific solutions to these problems along with partners in business, philanthropy and politics (Turpin & Shier, 2020).

Dabić *et al.* (2021:1) argue that resources are “frequently thrown away in large-scale development undertakings”. Because the resources are implemented without much involvement from the very individuals they are seeking to benefit, they attempt to solve problems without addressing core causes (Chan, 2021:515). The following generation

is left with even fewer resources and less motivation to continue when the funding for these projects runs out.

Al-Mamary and Alshallaqi (2022:31) explain that by encouraging young people to consider their own surroundings, they can “apply their own ethics to everyday chances for good change”. The youth can develop solutions that will have an immediate and significant impact. The GYI seeks to break this cycle at the local level (King & Mangan, 2023:15).

Young people can motivate others to find innovative solutions to problems that are desperately needed, by crowdfunding grassroots projects in underdeveloped regions of the world. This can be done by relying on new media to connect with youth who are at risk of being radicalised by extremist groups and using viral messaging to give voice to marginalised women and children (Li *et al.*, 2020). The GYI is the platform that will enable cross-cultural and religious partnerships, promote communication between young people and policymakers, and ultimately motivate a new generation to pursue careers in compassionate service to humanity. Students and other young people from different cultures are matched with mentors from other cultures through the Global Youth Development Initiative (GYDI). Mentorship programmes are made available in many secondary and post-secondary institutions to help students finish their studies, develop their confidence, and make the move to higher education or the workforce. People from various cultures can now establish beneficial mentoring ties because of modern technology (Pinkow & Iversen, 2020). The existence, acceptance and promotion of various cultural traditions is referred to as *multiculturalism* (Alalawi, 2020). Diverse multicultural philosophies and policies exist, ranging from those that advocate treating all cultures in a society equally to those that encourage the preservation of cultural variety. Maintaining the diversity of various cultures is encouraged by multiculturalism. Through the GYDI, mentors from other cultures will be paired with students and other young people from various countries.

2.7.2.2 African youth development

Youth development in Africa has the youngest population in the world with more than 400 million young people between the ages of 15 to 35 years (Magagula & Tsvakirai, 2020:234). Such a youthful population calls for an increase of investment in economic and social development factors to improve the development index of African

nations. It is well known that Africa is a third-world continent with enormous economic potential (Liao, Nguyen, Chi, & Nguyen, 2022). The nations with the highest rates of GDP growth are listed as Nigeria, Egypt, South Africa, Algeria and Morocco (Wang, Chase & Burkhard, 2021:511). For many developing nations, development continues to be a major obstacle due to ongoing challenges including a lack of money and socio-economic infrastructure that would otherwise encourage change (Montes & Goertzel, 2019:356). These challenges offer a chance to reaffirm the value of entrepreneurship growth, especially for young people. Numerous studies have shown that entrepreneurship is essential for promoting long-term economic expansion. The largest and fastest-growing population segment of the Africa, currently standing at 15 to 24 years old, is expected to grow by 42% by 2030.

2.7.2.3 South African youth development (including DBSA initiatives)

Investment in infrastructure in South Africa is becoming more difficult. Because of this, the Development Bank of Southern Africa's (DBSA) main goal is to encourage inclusive and sustainable socio-economic construction, growth and regional integration through the development of infrastructure (Chauke *et al.*, 2021:81). For this reason, Eichhorst, Marx, Rinne and Brunner (2022:188) suggest methods to include young people in developing creative fixes for infrastructure issues that will significantly affect their future. By creating market access and economic value chains, the hubs seek to encourage the development of new hubs of economic activity and growth inside underserved communities to draw in, generate and preserve economic value within the communities themselves.

To address the negative socio-economic repercussions of the pandemic, which have resulted in a surge in layoffs and many start-ups going out of business, African governments must take a variety of steps. One of these methods is to facilitate financing for start-ups (Paunov & Planes-Satorra, 2020). African governments should consider assisting young company owners by offering easily accessible incentives to help them realise their ideas and grow their enterprises.

The Nigeria Youth Investment Fund (NYIF)-NIRSAL Microfinance Bank was recently formed in Nigeria by the Federal Government through the Ministry of Youth and Sports to help SMMEs with financial loans and to nurture entrepreneurs.

To find and connect with stakeholders who can advise young entrepreneurs in expanding their enterprises, governments should provide networking opportunities and events. To provide a long-term solution for food importation and scarcity, the government should also be deliberate about investing in young people's skill acquisition as well as enhancing their financial capacity, technical skills and business decision-making, particularly in areas of agribusiness (Bardy, Drew & Kennedy, 2021:267).

2.7.2.4 Youth entrepreneurial development benefits

For young people seeking for a job and a new challenge, entrepreneurship is a good option (Cao & Shi, 2021). One of the main advantages of being a young entrepreneur is gaining practical and crucial skills that are applicable to both work and life. These abilities include teamwork, networking, problem solving, critical thinking, creativity and communication (Cao & Shi, 2021). Youth entrepreneurship offers job opportunities to young people whether they have prior work experience or not (Voinea *et al.*, 2019). It has a significant impact on economic growth by increasing job opportunities, innovation and competition. It also offers social benefits by boosting local and occasionally underserved communities, bringing about social and economic change and accelerating sustainable growth. According to Ghezzi (2020), another element of SE is that young individuals who launch new businesses are often viewed as role models by their peers, an inspiration to others, and an example of how to successfully implement good ideas. The following five reasons offer motivation as to why to become an entrepreneur (Gregurec *et al.*, 2021; Tang *et al.*, 2021).

2.7.2.5 Expanding your network

Being an entrepreneur offers the chance to engage with new people and diverse situations every day. Networking with a broad group of driven individuals is possible. Being an entrepreneur improves communication skills while creating a network of contacts (Gregurec, Tomičić Furjan & Tomičić-Pupek, 2021).

2.7.2.6 Risk-taking

Given that entrepreneurial endeavours frequently include significant levels of uncertainty, risk-taking is one of their key determinants. A person's propensities to take risks is referred to as their risk-taking motive. Since they start their own businesses rather than looking for conventional employment, entrepreneurs are seen

as risk-takers by motive. The ability to take calculated risks is viewed as crucial for social businesses (Tu *et al.*, 2021: 6386).

Early entrepreneurial endeavours help to develop independence and self-reliance. Entrepreneurs are their own bosses and have complete control over their schedule and businesses. By participating in the various roles at a start-up and gaining experience in them, entrepreneurs may broaden the needed skill sets. A further benefit is self-directed learning (Radovic–Marković *et al.*, 2021).

2.7.2.7 Making a difference

Because their business could offer the community a solution to a particular issue, such as developing an environmentally-friendly product, entrepreneurs often contribute back to society (Gregurec *et al.*, 2021). In this way, the entrepreneur can make a small or big difference in the community.

2.7.2.8 Accessible and available support

Numerous organisations help entrepreneurs and their start-ups by offering cash or a mentoring programme that can help the young businessperson develop new transferable skills (Tang *et al.*, 2021). In the time of pandemic crisis, when many people have lost their jobs and the risk of being shut out of the labour market is growing among young people, employment challenges have worsened. Learning opportunities have not been available to everyone, and the economy remains uncertain. Entrepreneurship may offer a practical solution for societies as well as a practical means of providing young people with a more secure future.

2.7.3 Entrepreneurial aspirations of youths in Africa

An entrepreneurial aspiration is a declared intention to launch a new business or an expectation that one will do so. The goal of the study is to identify essential traits of these budding businesspeople and determine whether they have an impact on eventual transitions into self-employment (Mukonza, 2020:50).

2.7.4 The role of industry

Industrial developments historically led to periods of economic growth (Sargani *et al.*, 2021). New technologies make jobs easier, faster and better, which can lead to an increase in business output and an increase in profits. Industrialisation in the workforce has many benefits that are more far-reaching as well. A region's unemployment and

poverty rates may decline as industry advances. More jobs are created by industrial improvements in both large and small firms, increasing opportunities for people who might otherwise be without a work.

2.7.5 The role of the curriculum

Curriculum has become an established component of almost all education programmes. Why has that been the case? A curriculum embodies the intentions of education; it is the programme of education. A curriculum carries the beliefs, values, attitudes, skills and knowledge and all that education is about. One would wonder how especially formal education could even take place without a curriculum (Kioumourtzoglou, 2022:55).

2.8 Entrepreneurial theories

The significance of theory in entrepreneurship cannot be overemphasised. Similarly, the absence of “properly documented and applicable theory in entrepreneurship is not acceptable” (Anderson & Starnawska, 2008:226).

Various theories have been put forward by researchers to explain the discipline of entrepreneurship (Fernandez, 2021). For example, some researchers deal with entrepreneurship from the economic viewpoints and others from psychological viewpoints, and others still from the viewpoint of management (Khurana, 2021:1145). These indicate that entrepreneurship concepts, theories and definitions are derived from a variety of disciplines such as psychology, management, economics and sociology (Bula, 2012).

2.8.1 Informal entrepreneurship

Within the literature on “informal entrepreneurship”, there are four significant schools of theorisation. First, there is an overwhelming tendency to view “informal manifestations of entrepreneurship as purely negative, juxtaposed to the business activity within the formal sector being seen as representing progress and modernisation” (Kayed & Hassan, 2010:379).

The neo-liberal perspective views participation in informal entrepreneurship as a matter of choice rather than necessity. Faced with cumbersome, bureaucratic institutional constraints, individuals follow a rational economic strategy and

spontaneously engage in informal entrepreneurship to avoid wasting time and cost registering their businesses formally (Williams, 2013:268).

This perspective de-centres the role of formal market activities and instead showcases the diversity of entrepreneurial practices, beyond those solely explained by rational economic motivations. The work of Gibson-Graham (2006:76) is particularly important as it offers a more holistic explanation of manifestations of informal entrepreneurship and underscores the importance of embeddedness in local contexts that facilitates such engagement. Of relevance to this study, such a perspective allows an appreciation that informal entrepreneurship can be conducted for reasons other than solely economic gain and includes assistance for relatives, friends and neighbours within a community.

Whilst context can “facilitate and constrain the entrepreneurial actions of individuals” (Zahra & Wright, 2011:70), there remains a lack of understanding about the significance of “context” in entrepreneurship research. Johns (2006:395) argues that context is a multi-faceted construct with “situational opportunities and constraints that affect the occurrence and meaning of organisational behaviour”, and its many faces encompass the social, economic, institutional, spatial, and temporal-historical environments that influence entrepreneurial behaviours” (Welter & Gartner, 2016:60).

The “embeddedness” perspective, developed by Polanyi (1944) and later refined by Granovetter (2018: 35), argues that economic actions such as entrepreneurship are influenced not only by the atomised decisions of individuals but also by the given contexts in which such individuals operate. However, the understanding of nature, form, and depth of entrepreneurs’ embeddedness in contexts is highly subjective and open to debate. Consequently, it provides the opportunity for scholars to distinguish between *who* is embedded in *what* (Hess, 2004:175).

Extant literature on entrepreneurial practices in the informal economy in developing economies such as several sub-Saharan African (SSA) is scarce but growing (Eijdenberg, 2016; Eijdenberg *et al.*, 2018). Within this nascent literature, there is a reliance on utilising western dichotomy of necessity-opportunity (Gurtoo & Williams, 2009) to explain the prevalence of informal entrepreneurship. However, to extend this literature, this paper widens the scope of understandings of informal entrepreneurship, beyond narrow depictions solely based on “economic” motivations by examining the

hitherto under-researched group of Malawi Youth Entrepreneurs (MYEs). The various contexts are now explored in turn.

2.8.2 Social entrepreneurship

Social entrepreneurship and philanthropic studies are a new area of study, and most studies have tended to focus on issues of definition with designs that rely on anecdotal evidence (Iversen *et al.*, 2018). The term *social entrepreneur* or *social entrepreneurship* remain a poorly defined constructs (Zahra, 2009) and seem to have varying meanings depending on the context within which they are used. Notwithstanding such definitional controversies, researchers have adopted a behavioural approach when analysing social entrepreneurship by focusing attention on the individual founder (Lafuente, Vaillant, Vendrell-Herrero & Gomes, 2019).

Sociological theory is one of the most common theories in entrepreneurship, focusing primarily on the social context of the entrepreneurs. The individual gets conditioned due to the relationship between the social environment and the individual as reciprocal (Simpeh *et al.*, 2011:20).

Social entrepreneurship “encompasses those activities and processes that discover and exploit opportunities in order to enhance social wealth by creating new ventures, or by managing existing organisations in an innovative manner” (Zahra *et al.*, 2009: 248-260). Social entrepreneurs, by definition, attack social problems caused by shortcomings in existing markets and social welfare systems (Nicholls, 2021).

2.8.3 Entrepreneurial aspirations

Researchers have taken various approaches to explain what motivates individuals to start their own businesses. Some researchers believe innate personality traits are the primary motivators, while others believe external/situational factors (push-pull) are more important (Goel & Karri, 2021:101). Personality traits, such as the need to achieve, a tolerance for ambiguity, a desire to innovate, a propensity for risk-taking and a preference for locus of control, have all been shown to influence entrepreneurial activity (Collins *et al.*, 2004). This study, however, concentrates on the situational and environmental motivations for creating a business since these can be more easily influenced by policymakers. These ‘push-pull’ factors often determine whether an individual will take the initiative to launch a new business venture.

According to Basriani, Susanti, Zainal and Sofyan (2021:32) individuals can be “pushed” into starting a business by external negative conditions such as unemployment and retrenchment, a low paying job with little upward mobility or a desire to escape supervision. At the same time “pull” factors, such as the desire to be one’s own boss, increase wealth, change lifestyle or use one’s experience and knowledge, can attract an individual to entrepreneurship (Burke *et al.*, 2002).

González-Tejero, Ulrich and Carrilero, (2022); Coffman and Sunny (2021) and Malebana (2021:8) provide insight into entrepreneurial motivation in developed nations. Robichaud *et al.* (2001) surveyed North American entrepreneurs to determine how motivation relates to business success. According to their studies, motivation items could be grouped into four factors:

- i) extrinsic rewards;
- ii) independence/autonomy;
- iii) intrinsic rewards; and
- iv) family security.

Extrinsic motives are the economic reasons that entrepreneurs work, while intrinsic motives are related to self-fulfilment and growth. Fauzi, Martin and Ravesangar (2021:98), concentrating on the relationship between motivation and business success, did not indicate which factors were the strongest among entrepreneurs. After performing a factor analysis on the motivations of small business owners in Western Australia, the 17 motivation items were grouped into four factors: personal development motivations, financial motivations, “push” motivations and flexible lifestyle motivations. In general, they found that “pull” motivations are more important motivators than the “push” motivations.

Cross-country studies of developed countries have found that motivations differ across countries. According to Dana, Tajpour, Salamzadeh, Hosseini and Zolfaghari (2021:105), entrepreneurs in the United State (US) and Australia are highly motivated by the need for independence. In contrast, Italian and Chinese entrepreneurs are strongly motivated by communitarianism. Portuguese and Chinese entrepreneurs establish businesses to fulfil a need for approval. Further, Norwegian businesspersons are more likely to start a firm to “develop an idea for a product” and “continue learning”. With respect to entrepreneurial motivation in developing countries, they examined the

motives of Vietnamese entrepreneurs. A survey concluded that challenges and achievements are significantly more important motivators than necessity and security.

A study of motivation by Ephrem, Nguetzet, Charmant, Murimbika, Awotide, Tahirou, Lydie and Manyong (2021) discovered some regional differences in Vietnam. Entrepreneurs in Ho Chi Minh City, for example, are more motivated to start a business for personal satisfaction and growth, while entrepreneurs in Hanoi are motivated by “push” factors related to job creation. Hanoi suffers from a weaker economy and higher jobless rate than Ho Chi Minh City, which may lead to greater security needs there. In Romania, income needs are significantly stronger motivators than self-satisfaction and personal needs. In contrast, entrepreneurs in a more developed region of India are most strongly motivated by the desire for independence/autonomy, i.e., to be their own boss. The second strongest motivator is to increase their income.

Kusa, Duda and Suder (2021:241) studied in Africa, finding that Uganda’s entrepreneurs indicate that “making a living” or “making money” is the most important motivator for their business ownership. The survey also shows that a majority of entrepreneurs (61%) prefer business ownership to working for a corporation because of autonomy, freedom and independence. They found that increasing income is the most important motivation for entrepreneurs in Ghana and Kenya. According to a study, Ghanaian entrepreneur often invest in a business because they have few other savings or investment options.

Cultural factors and gender may also affect the motivations of entrepreneurs. Studies by Billingsley, Lipsey, Burnette and Pollack (2021:12) in Turkey and Morocco found that business activity in Moslem countries is heavily dominated by males. Thus, the fact that entrepreneurs in Turkey were most motivated by the desire to increase income may be the result of the sample being dominated by males, the fact that most of the respondents were Moslem, and the existence of weak economic conditions in Turkey. In contrast, entrepreneurs in another Moslem country, Morocco, were more motivated by the desire to exploit a business opportunity and achieve personal freedom.

To date, few studies compare the motivations of men and women in establishing their own businesses. One study found that gender interacts with country differences and, consequently, there were no consistent gender differences in motives across New

Zealand, Norway and Britain. Another study found that the desire to be one's own boss is a significant motivator for both male and female entrepreneurs in Britain. A study of 69 men and women in Northern Ireland found that while both genders cite autonomy, achievement and job dissatisfaction as motives for starting a business, women are less likely to indicate income as a motivator. Women are more likely to mention career dissatisfaction and child rearing as reasons for starting their own business. Orlando, Tortora, Riso, Di Gregorio and Del Giudice (2022) studied female entrepreneurs, finding that women leave management positions to start their own businesses primarily for the challenge and personal growth opportunities. Overall, the literature indicates significant differences in the motivations of entrepreneurs by country, gender and possibly even religion. These differences point the way toward a new strategy for motivating entrepreneurs.

2.9 Aspirational theory

In quality-of-life research, the aspiration (level) hypothesis focuses on the effects of a divergence between desired objectives and the present condition on an individual's wellbeing. The theory considers the reality that people are both unable and unwilling to reach absolute conclusions. Instead, people continuously make comparisons to their surroundings, the past or their plans, which lead to the development of ambitions. Then, outcomes are assessed based on how closely they adhere to these goals (Collicutt, 2022:6).

Four research strands have been pursued in aspirations. A single line has attempted to quantify individual variations in generalised ambition—in the motivation or inclination to succeed. Another study looked for connections between degrees of ambition and internalised, personal values. A third line has attempted to assess the impact of the cognitive dissonance brought on by status inconsistency on achievement (the discrepancy between self-image and objective status). And a fourth has attempted to take into consideration variations in aspirations or aims among individuals.

An individual's personal values and assessments of the relative chances of accomplishing distinct, valued ends make up this field (psychological environment), directly proportional to the individual's value assigned to the objective and his or her appraisal of the likelihood of achieving the goal, according to field theory. The aspiration will be stronger if a higher value is attributed to the potential objective or if

the possibility of obtaining it is seen as higher. The aspiration will be weaker the lower the value or perceived likelihood of obtaining the goal. Field theory is a member of a group of hypotheses that have been variously labelled rational-choice, utilitarian, voluntarist or action theories (Čermáková, Bejček, Vorlíček & Mitwallyová, 2021:109).

These assume that people make effective decisions to increase their levels of satisfaction and decrease their levels of unhappiness. The individual selects the options they believe are most likely to lead to desired outcomes and away from undesirable ones after perceiving a matrix of opportunities and limitations. Individuals may adopt different actions even when pursuing the same goals because they may interpret the matrix of opportunities and restrictions differently. As a result, we can only comprehend a person's activities when we are aware of both the goals pursued and how they view the matrix of available options and restrictions. In contrast, when we see acts that don't make sense, we have usually misread either the goals pursued or the person's understanding of their chances and limitations (Della-Latta & Burkett, 2021:169).

2.9.1 A definition of aspirations

Aspirations have two distinctive aspects. First, they are future-oriented. They can only be satisfied at some future time. This distinguishes them from immediate gratifications. Secondly, aspirations are motivators. They are goals individuals are willing to invest time, effort or money in to attain. This distinguishes them from idle daydreams and wishes. The frame of reference advanced in this paper incorporates these aspects in its definition of an aspiration (Tate, Ellram & Bals, 2022:7).

2.9.2 Aspirations as investment

Science depends on the effective application of metaphor. In the suggested definition, aspirations and investments are metaphorically equated because of their ambiguous meanings. It highlights the proactive nature of ambitions. People must take action and put in money, time or effort to achieve their objectives. This highlights the resources that aspirations demand (Bulgarelli, 2021). To invest in their ambitions, people need time, energy, or resources that aren't being used right away. This highlights the logical underpinning of aspirations. People must divide their resources between present needs and future ambitions before selecting an investing strategy to achieve their goals. This highlights the dangers connected to aspiring. Investment returns are not

always what investors hope for. As a result, aspirations are never without danger because they commit resources to unknowable future goals. Thus, the investment metaphor directs attention to the dynamic processes by which individuals assess opportunities, constraints and risks and choose goals and strategies for attaining the goals. This makes the new definition congruent with the field theoretical perspective which has guided previous research and theory (Bulgarelli, 2021).

2.9.3 Evaluating aspiration levels

According to Balaji, Niranjana, Dalvi and Karthik (2021), prior research has been unable to produce a standard scale or metric for comparing ambition levels because it has derived its measurements of aspiration from the specific aims examined. Prior research has ranked career objectives based on the typical salaries of various professions. The same objectives have been ranked by others using the social status associated with professions. Several studies have contrasted various lifestyle goals. Because levels of ambition are measured in utterly separate ways, it is impossible to combine the findings of research of educational aspirations with those of studies of vocational aspirations. As a result, findings have been produced that cannot be included into a more comprehensive picture of ambitions. The concept of ambition put forth in this work overcomes their limitation by focusing on investments in goals and encourages the integration of research on a variety of goal types. Investments can be used in two obvious ways to measure a person's ambition or level of aspiration. The first step is to determine the exact height of the investments needed to achieve each person's ambitions. The second is to gauge how high the necessary investments are in relation to one another (Balaji *et al.*, 2021).

The amount of money necessary to fulfil a desire can be used to determine its absolute height. The higher (more ambitious) the ambition, the larger the required expenditure. Greater time, effort and financial commitments are necessary to become a doctor than to become a practical nurse. As a result, the former is (without a doubt) a higher desire than the latter. The comparative height of an aspiration can be measured by the share of an individual's resources required to achieve it. The fewer resources an individual has, the more ambitious a given goal is. Graduating from college is a (comparatively) higher ambition for the single mother than it is for the married woman (Bulgarelli, 2021:99).

The latter distinction is intended to consider the field theoretical tenet that ambitions are shaped by "perceived" opportunities and limits rather than "objective" circumstances. A person is therefore likely to assess their desire to attend college differently from someone who does not consider the potential of obtaining a loan (a communal resource). One area of research that may be beneficial is the area where the observer's view of the resources available versus the ego's perspective of those resources differs (opportunities and constraints). The timetable calls for evaluating the resources separately for each specific desire to account for those resources that can only be used for those aspirations. A scholarship which can be used to attend business school, but not art school, is an example of such a resource.

2.9.4 Evaluating the commitment to an aspiration

According to Bulgarelli (2021:99) intensity and duration are the two main components of someone's dedication to an aim. Intensity pertains to the number of resources a person is prepared to devote to an aim can be used to gauge an individual's level of intensity. The two notions outlined above—the absolute and comparative height of aspirations—are based on impartial evaluations of the amount of effort people will need to put in (either minimum or typically) to achieve the aim. However, intensity is determined by the amount of time and energy that the person feels is worth investing in the endeavour, not by what is necessary to achieve the goal.

The intensity of the aspiration increases with the number of resources an individual is willing to commit to the objective (Poberezhskaya and Bychkova, 2022:894-915). The people with the strongest aspirations to perfect a sport are those who are willing to invest a greater percentage of their time in practice and drill. Length is the amount of time (whether in calendar, event, or life cycle intervals) that passes between the initial investment made in a desire and the achievement or abandonment of the goal is a measure of an aspiration's duration. If two people both aspire of holding elective office but one of them succeeds after losing numerous elections while the other gives up after losing one, the former's aspiration has been longer-lasting (Nelson, Segall & Durham, 2021:460).

2.9.5 Evaluating global levels of aspirations

A quantitative measurement of a person's overall or global degree of aspiration that reflects the entirety of his or her aspirations would be useful because people typically

have multiple goals at once, such as a new car, new home, and a better career. In fact, this is made possible by the three investment dimensions (time, effort, and money) that are shared by all aspirations. The investigator can create three different measurements of the subject's overall aspiration levels by adding up the time, effort, and money that must be expended for each aim. Where this is desirable, the three distinct measures can be combined into a single global construct using discriminant and factor analytic approaches (Balaji *et al.*, 2021).

2.10 Summary

This chapter of the study reviewed the study's literature, making references to the pertinent sources to support analysis of student aspirations for entrepreneurship in the selected department. The study's headings were created based on the research to help the researcher decide what to cover. The first heading covered the history, including how the term *entrepreneur* emerged and how the entrepreneurial aspiration originated, while the second covered the definition of the keywords *entrepreneurship*, *aspiration entrepreneurial* and *entrepreneur*. The study continued by talking about youth aspirations and what is happening regarding youth both locally and globally. *Aspiration* in terms of who entrepreneurs are, and their theories, was the next consideration in the study. The study was then directed by the literature in terms of the research methodology and the effects that methodology would have on the study.

3 CHAPTER 3: Research methodology

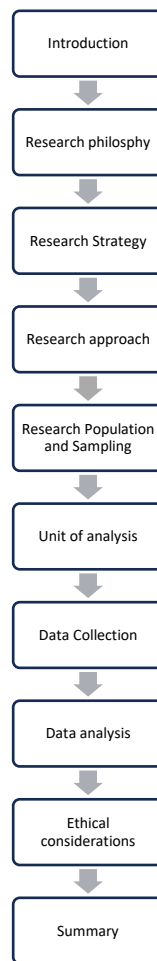


Figure 3.1: Layout of Chapter 3

3.1 Introduction

Chapter 2 called to attention the literature of the phenomenon under study. This chapter, Chapter 3, describes the methodology utilised for this study. It shows the method applied to achieve the aim of the study. The chapter begins by explaining research i) philosophy, ii) approach, iii) strategy, iv) population, v) sampling, vi) data collection procedures, vii) data analysis and viii) ethical consideration that were used to answer the following research questions:

- i) To determine the entrepreneurial aspirations of Business Administration students; and
- ii) To determine the factors that affect the aspirations of Business Administration students to start business.

According to Jensen and Laurie (2016:4), a research design is the scheme of a study detailing specific objectives to be achieved, while research methodology is the strategy implemented to carry out the study to accomplish the research plan (Jansen & Laurie, 2016:11). Whilst there are different research methodologies used in social science, the researcher adopted a quantitative research design. A survey method was used, including a questionnaire. Hence, this chapter provides the motivation for selecting the survey questionnaire method for collection of data. The sampling method implemented in this study, as well as the description of the questionnaire, are also discussed. The chapter further explains the descriptive statistics from the data.

Figure 3.1 represents the layout of the chapter. The research methodology is discussed as follows: i) research philosophy, ii) research strategy, iii) unit of analysis, iv) data collection, v) data analysis, vi) ethics and a vii) summary.

3.2 Research philosophy

3.2.1 Introduction

Research philosophy “is a term that relates to the development of knowledge in a particular field” (Saunders *et al.*, 2009:159). Such a philosophy integrates many realities, observable/objective data and subjective meanings, setting the stage for implementing research with both qualitative and quantitative components to effectively address the research issue (Thomas, 2013). According to Al-Ababneh (2020:81), “a research philosophy is concerned with the nature of science that relates to the ontology, epistemology and methodology of research. The two former terms, ontology, and epistemology, influence the way in which the research methodology is formulated”. Spencer, Pryce and Walsh (2014) outline three philosophical research methods, including ontology, epistemology and axiology. A researcher must understand the philosophical underpinnings of the research problem, have a general understanding of the problem's nature and the methodology to be employed, and ultimately be able to illustrate the philosophical approach addressing the problem. The research onion of Saunders *et al.* (2019) was used as a methodological framework for the study (Figure 3.2).

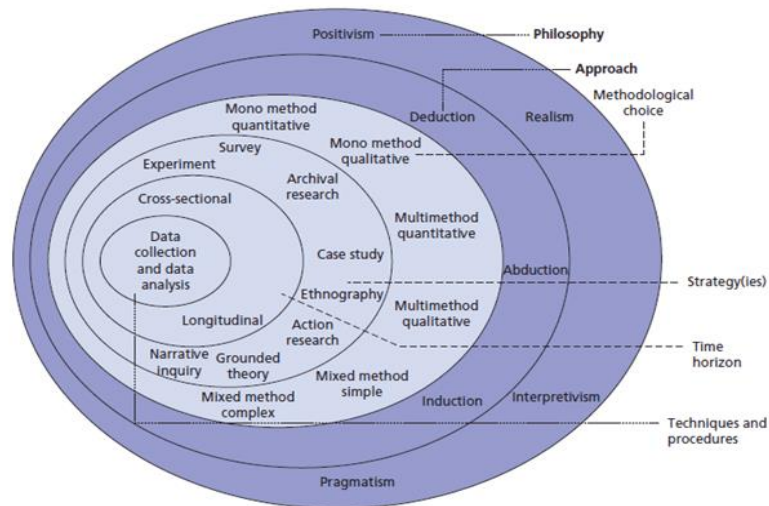


Figure 3.2: Research onion (Saunders et al., 2019:130)

3.2.2 Ontology

Ontology is defined as “a theory of the nature of social entities” (Lawson, 2016:56). Ontological presumptions influence how one perceives and investigates the study objects (Saunders et al., 2019). According to Moon and Blackman (2014:1167), the definition of *ontology* is that “reality is predicated on either subjectivism or objectivism, depending on the research methodology”. Ontology, according to Manus et al. (2017:233) refers to “our beliefs about the nature of reality.” Ontology is “the study of the nature of the world, including its components, functions, and interactions” (Willig & Rogers, 2017:156). As a result, ontology is a set of beliefs about how social reality works, particularly what can be learned about it and how to do so (Leavy, 2020). Ontology is presented as objectivism and subjectivism.

3.2.2.1 Objectivism

The concepts of the social world's objectivity and the notion of influence in social processes are connected to *objectivism* (Janghorban, Roudsari & Taghipour, 2014:24152). Social entities, in the view of objectivists, exist independently of social actors (Al-Saadi, 2014). Objectivism "enables the researcher to accurately know the world as it exists in its own" (Koopman, 2015:45). Moreover, "objectivism embraces the assumptions of the scientific sciences, claiming that the social reality that we examine is external to us and others" (Saunders et al., 2019:137). The research used an objectivist approach as it aligns with the quantitative nature of the study.

3.2.2.2 Subjectivism

Subjectivism is a label used to denote the philosophical tenet that "our own mental activity is the only unquestionable fact of our experience" (Code, 2015:199). The success of this position is historically attributed to Descartes (Pippin, 2017:90). Subjectivism has historically been condemned by Christian theologians, who oppose it by the objective authority of the church, the Christian dogma, and the revealed truth of the Bible (Kierkegaard, 2019). According to Perla and Parry (2011:25), epistemology is a subfield of philosophy that focuses on the nature of knowledge. Burrell and Morgan (2017:60) paradigm it asks questions like "How do we know?" Subjectivists defend the interpretive side of truth in the, which means that they seek to understand or explain.

3.2.3 Epistemology

The epistemological branch of the philosophy of inquiry examines the foundations of scientific knowledge and truths. This branch helps to describe how knowledge is born, what forms it takes, and how it influences the world, as stated by Kivunja and Kuyini (2017). By establishing logical justifications, epistemology helps to contextualise the subject under study. A researcher can gain knowledge from sources such as "intuition, authority, logic, and empirical knowledge" through this research paradigm (Kivunja & Kuyini, 2017:37). Epistemology has many different paradigms. For this research however, only two, positivism and interpretivism, are discussed.

3.2.3.1 Positivist

Positivism "is used as a conceptual framework in scientific and quantitative research. Since positivists prefer to test empirical hypotheses, quantitative research always adopts this methodology" (Coleman, 2019:1218). By using empirical methods to investigate the facts, positivism is valued in pure science. In quantitative research, the methodology is based on a probabilistic model established by a previous study (Ayeni, Saman & Kasimu, 2019:25). Positivism means that the results of one study can be used for another study of the same nature, even if carried out in a different context and under different circumstances. Scientific variables such as "volume, velocity, density, force, and weight" fit this description (Al-Ababneh, 2020:75). Due to the number of replies required and the researcher's ability to deliver the questionnaires to Business Administration students via email, this paradigm was chosen.

3.2.3.2 Interpretivist

According to Burrell and Morgan's (2017:65) worldview, interpretivism helps to better understand why and how things work. Interpretivism allows the researcher to respond to possible changes. According to Bannister-Tyrrell and Meiqari (2020:31), an interpretive approach is mainly used in a qualitative study. According to interpretivism, human behaviour has many layers and cannot be predicted by predetermined probability models (Hiller, 2016). The primary aim is "the in-depth descriptions and understanding of the actions and events with the focus being on understanding social action in terms of its specific context" (Babbie & Mouton, 2009:270). An interpretivist approach was not selected for this research because the researcher has a large sample that did not allow the participants to go into detail about their knowledge and their experiences.

3.2.4 Axiology

Axiology refers to the ethical issues that need to be considered when planning a research proposal. It considers the philosophical approach to making decisions of value or the right decisions (Kivunja & Kuyini, 2017:31).

3.2.5 Research approach

3.2.5.1 Introduction

The paradigm that is most frequently connected with what we like to refer to as *scientific study* is the quantitative paradigm. The quantitative paradigm refers to a perspective on the world and its inhabitants that emphasises the ability to measure and "prove" phenomena. In this sense, the term *quantitative* refers to a worldview that can be quantified, where study findings can be measured, counted, or represented using numbers and statistics. According to Marrin (2020:356), positivist knowledge can and must be generated objectively, free from the influence of the participants' or researchers' personal beliefs. When knowledge is properly developed, it is truth, which is certain, consistent with reality and correct. Absolute isolation between the research participant and the researcher is necessary for the development of truth in the proper manner. Positivists use objectivity and dualism to accomplish this distinction. In other words, positivist thought maintains that participants and researchers can be distinguished (dualism). Furthermore, the two entities are kept apart by adhering to stringent rules to lessen study bias (objectivity).

3.2.5.2 Deductive

In deductive reasoning, a conclusion is drawn from the agreement of multiple premises that are frequently assumed to be true. Top-down reasoning is another name for deductive reasoning. Deductive reasoning is built on making logical assumptions and drawing conclusions from them. This approach involves developing theories first, then acquiring data. If the premises are true, then the conclusion must also be true when utilising this method of reasoning (Ritchie & Lewis, 2003).

Deductive reasoning, and hence deductive research, begins with the general and moves toward the specific, from a general concept to a specific idea. Quantitative research is seen as knowledge-driven in this sense. This research followed a deductive approach to theory building.

3.3 Research strategy

3.3.1 Introduction

Research strategy is one of the components of research methodology. According to Saunders *et al.* (2009), *research strategy* refers to a plan of how research will be conducted. It also provides the overall direction, including the process by which the research will be conducted. There are different types of research strategies. Saunders *et al.* (2009) state that these strategies must be selected based on the research questions, research objectives, extent of existing knowledge on the research area, amount of time and resources available as well as philosophical underpinnings of the research. According to Rahman (2020:79), "quantitative approaches involve the process of gathering, evaluating, interpreting, and writing the results of a study," and this study adhered to this paradigm. Because of the low cost, the time and effort they save researchers, and the general convenience, a survey with a questionnaire as a strategy was chosen.

3.3.2 Survey

Survey research is defined as the "collection of data from a sample of individuals through their responses to questions" (Saunders et al., 2009:72). A variety of strategies can be used for participant recruiting, data collecting and instrumentation in this type of study. Quantitative research methods (such as using numerical ratings on survey items) and qualitative research methods (such as using open-ended questions) can both be used in survey research (i.e., mixed-methods). Because they are

commonly used to describe and analyse human behaviour, surveys are widely used in social and psychological research (Welman, Kruger & Mitchell, 2005:55).

3.3.3 Questionnaire

The study used the survey to collect data by means of using a self-developed questionnaire (Appendix B) which enabled the collection of data from many people (Nardi, 2018). A questionnaire, as opposed to an interview, allows respondents more latitude to complete the survey at their own pace. Researchers who employ closed-ended questionnaires can swiftly and impartially analyse the data they collect using a variety of statistical software tools. According to Hammer and Wildavsky (2018), open-ended questions encourage respondents to express their ideas and opinions on a subject, whereas closed-ended questions take the form of multiple-choice selections and ask participants to tick the box next to each response that best describes them. Additionally, the questionnaire aids in preventing pointless or unclear questions and is straightforward to analyse, comprehend and react to by the Business Administration students. With the questionnaire, there was an introduction which gave succinct explanations of the study's objectives and the important ideas in the survey instrument. The researcher emphasised the survey's main purpose and guaranteed confidentiality (Leggett, 2017).

3.3.4 Interviews

Interviews are qualitative research techniques for data collection which allows the researcher to gather information directly from the participants. Interviews are important in revealing perspectives, experiences, values, and various other features of the population under study. They are typically used in conjunction with other research methodologies like surveys and focus groups. Every interview has a specific objective (Linneberg & Korsgaard, 2019). There are various interview formats. There are two types of interviews: formal and informal. The approach to be used during the interview is determined by the research questions. Business interviews, employment interviews, TV interviews, in-depth research interviews, and so forth may be conducted (Swain & Spire, 2020). The researcher did not use interviews as part of the data collection as the study is not qualitative by nature.

3.4 Research population and sampling

3.4.1 Population

Research *population* represents the collection of individuals or businesses in an environment from which a sample is chosen. In the context of this study, the research population was the Business Administration students at CPUT. This study made use of the Barri, (2019:595) rule of thumb who stated that a sample size of 30 to 500 fits perfectly into any study. This method has been productively applied in for example the study of Maduekwe and Kamala (2016). While the researcher identified 100 students in the Business Administration faculty who represented the study's population, only 51 completed the questionnaires. It was assumed that the participants would be knowledgeable enough to answer the research questions.

3.4.2 Sampling technique

For the purposes of data collection, Khan (2014:230) defines *sampling* as “the act of selecting a subset of a population or a set of items or documents from a larger whole”. Sampling's purpose is “to guarantee that a representative sample of the population is used for analysis” (Robinson, 2014:30). Khan (2014:298) defines *sampling* as “the process of picking a subset of a population or a set of things or documents from a larger whole for the purposes of data collecting”. The goal of sampling is to ensure that statistical analyses are conducted on samples that are truly representative of the entire population.

Purposive sampling is a method for selecting a subset of a population based on how well they fit the criteria set forth by the study's aims (Palinkas *et al.*, 2015). This study used a purposive sampling technique to identify 100 Business Administration students at selected tertiary institution. The sample consisted of only those students who are registered in the Business Administration department and who are at the level of advanced diploma or master's degree (De Vos, Delport, Fouche & Strydom, 2011:30).

3.4.2.1 Sampling method

The students who were available during class times were chosen using a non-probability sampling method (Saunders *et al.*, 2009). Only participants in the study who were pursuing an advanced diploma and master's degree students were considered for inclusion. A total of 100 questionnaires were distributed. However, only

51 of these were returned. This is considered appropriate for statistical analysis and inferences when there are more than 50 responses (Smith, 2003:60).

3.4.3 Unit of analysis

The person or thing that the business researcher collected data from is the study's unit of analysis. It provides a response to the questions of "what" and "who" are being researched in business. The entire unit is being studied. The investigation's target population comprises persons, groups of individuals, organisations of individuals, nations, technology and objects (Kumar, 2018:78). The unit of analysis was to establish the aspirations of Business Administration students at a university of technology to follow a career in entrepreneurship.

3.4.4 Unit of observation

The advanced diploma and master's students (51) who were registered for Business Administration at Cape Peninsula University of Technology made up the unit of observation (UoO).

3.5 Data collection

Data collection refers to "the procedure of collecting the information relevant to the research from the users, also referred to as the participants" (Litman, Robinson & Abberbock, 2017:438). Data were gathered for the study using a quantitative methodology. A survey was used to collect the data.

3.5.1 Questionnaire

According to Plósz, Climent, Griffin, Chiva, Mukherjee, Penkarski-Rodon, Clarke, & Valverde-Pérez, (2020:116129) an "inventory or battery is a list of statements, whereas a questionnaire is a list of questions sent out in a desired sequence". Open-ended (semi-structured) questionnaires allow participants to use their own words to respond to a question, while closed-ended (structured) questionnaires require respondents to check one of the response options listed in the questionnaire (Williams & Cutler, 2020). This is supported by (Nykel et al., 2019:5486) who claims that questionnaires have the following benefits: i) researchers can readily analyse the data they obtain using questionnaires; ii) they save money and time; and iii) they are anonymous. The questionnaire was created primarily with closed-ended questions

that included a "yes" or "no" choice to encourage involvement from the respondents. The estimated time needed to complete the questionnaire was 12 minutes.

3.5.2 Fieldwork

The researcher visited the students during class and explained the topic and requested the students complete a questionnaire. A total of 100 questionnaires were distributed. The students took their time answering the questionnaire at first. This frustrated the researcher, who eventually turned to emailing the participants to serve as a reminder for them to complete the survey. Participant responsiveness and desire to participate in the study were boosted by this strategy. The method was also beneficial because it improved response time and was economical. In other cases, when the students missed the deadline, a follow-up email was sent. A few participants declined to complete the survey despite having given their agreement to be a part of the study, despite numerous emails and follow-up calls from the researcher. Data gathering lasted 2 months and 3 weeks in total.

3.6 Data analysis

Data analysis is the “process of analysing the data collected and transforming the data into useful information for the purpose of conducting research” (Fleck & Weisberg, 2013:436). The analysis began with disseminating 100 questionnaires to students to complete via Google forms, with Google forms capturing the data. There were 51 responses, and since each one was fully complete, they were all analysed. Each question from Google forms had its responses filtered and turned into excel files according to its coding. Comparing the answers given by respondents in various questionnaires within the target group is the method used with open-ended questions. The researcher compared the text and searched for variations between various textual parts (Welman, Kruger & Mitchell, 2009:212). The graphs presented in Chapter 4 were generated using an excel spreadsheet and the SPSS application. The assertions that are displayed there form the foundation for the analysis.

3.7 Ethical considerations

The ethical and right way to conduct research is governed by research ethics (Osuchukwu & Danjuma, 2022:31). Navalta *et al.* (2019) assert that ethical considerations are crucial to the research process. The researcher contacted the Business Administration students, described the aim and objectives of the research,

and asked for their permission to gather data, guaranteeing that the study was conducted ethically. The Business Administration students complied with the researcher's request and consented to participate in the study in exchange.

The ethical committee at the Faculty of Business and Management Sciences accepted the conduct for this research as appropriate. The participants in this study gave their permission for the researcher to continue with the investigation. The participants were also informed that the information they provided would only be used for academic purposes. Finally, over the course of the data collection with the participants, no confidential information or conversations were involved.

3.8 Summary

The research methodology, approach, strategy and procedures for data collection and analysis were described in detail in Chapter 3. The philosophical methods used by the researcher assisted in determining – using ontology, epistemology and methodology — the entrepreneurial aspirations of Business Administration students.

Research philosophy (RP): This research was based on objectivism ontology and positivism epistemology.

Research approach (RA): This study followed a deductive quantitative research approach.

Research strategy: A survey was chosen as the research strategy, using questionnaires to establish the aspirations of Business Administration students' perspectives.

The unit of analysis (UoA): This was to establish the aspirations of Business Administration students at a university of technology to follow a career in entrepreneurship.

The unit of observation (UoO): The advanced diploma and master's degree students (100) who were registered for Business Administration at Cape Peninsula University of Technology made up the unit of observation (UoO).

Sampling: This study used a purposive sampling technique to identify 100 Business Administration students at CPUT. Purposive sampling is a method for selecting a subset of a population based on how well they fit the criteria set forth by the study's aims (Palinkas *et al.*, 2015).

Data collection: The study used a quantitative methodology to gather data. Data were collected by means of questionnaires (Appendix A).

Data analysis: Surveys were completed, recorded, and analysed. Responses were coded, compiled, categorised, and subjected to an IBM SPSS analysis.

This chapter discussed the research methodology of the study: the paradigm of the research, research design, research methodologies, population, sampling, data collection method and instrument, and ethical considerations. A total of 100 questionnaires were sent to Business Administration students, of which 51 was completed and returned.

The subsequent chapter, Chapter 4, focuses on the data analysis on the data that was collected.

4 CHAPTER 4: Data analysis and findings

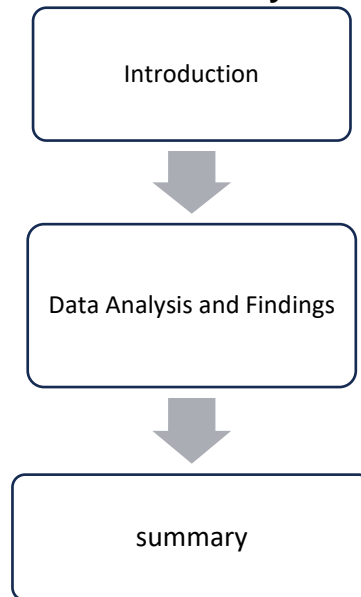


Figure 4.1: Layout of Chapter 4

4.1 Introduction

The previous chapter was narrating how the data was collected, which research methodology and design were used, as well as the data collection tool, and then it explained how data were collected, including the sample method and the sample that was investigated. In this chapter (Figure 4.1) the study presents data findings and data analysis of information that was collected via the survey from the target population of the study. The study collected responses from a sample of 51 participants. The chapter analyses the information that came from the questionnaire as sent to the participants in accordance with the three sections: Section A: Biography; Section B: Closed-ended question; Section C: open-ended questions.

4.2 Data analysis

4.2.1 Introduction

Following the data gathering, this portion of the study involved graphing and charting the results of the data collected. A questionnaire was used as a data gathering method in this study. Three components made up the questionnaire: open-ended questions for C; a Likert scale for B; and a biography for A were used to collect the data, which were then analysed and presented in the sections below.

4.2.2 Section A: Biography

The study in this section was looking at the biographical data of the participants.

4.2.2.1 Gender of participants

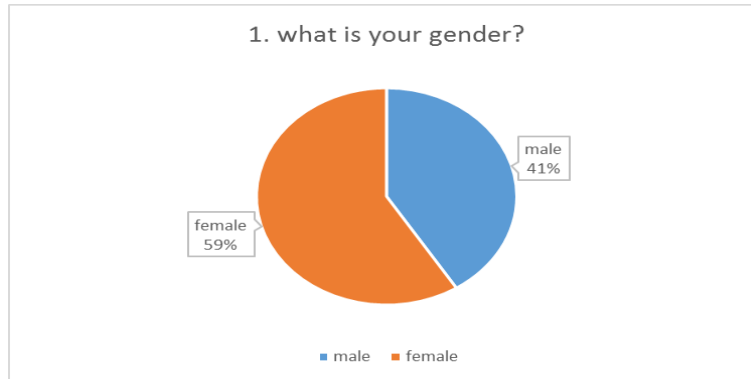


Figure 4.2: Gender of the participants

The results showed that 41% of the participants were males and 59% females. Therefore, the data proves that there were more females than male who participated in the study (Figure 4.2).

4.2.2.2 Age distribution

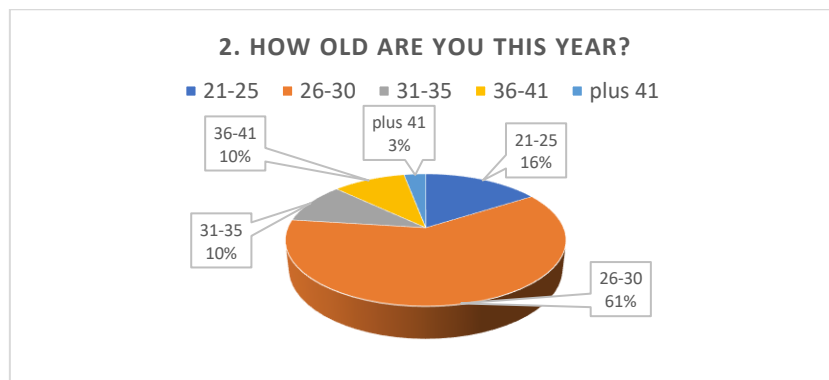


Figure 4.3: Age distribution of the participants

The results showed (Figure 4.3) that the participants age distribution was as follows: 16% from 21 to 25 years; 61% between the age of 26 to 30 years; 10% from 31 to 35 years; 10% from 36 to 41 years and only 3% over 41 years of age. These categories were established because the participants did not want their actual ages to be made

public. The next data show the average age of students pursuing an advanced degree, and the number of students who are still enrolled in school.

4.2.2.3 Qualifications of participants

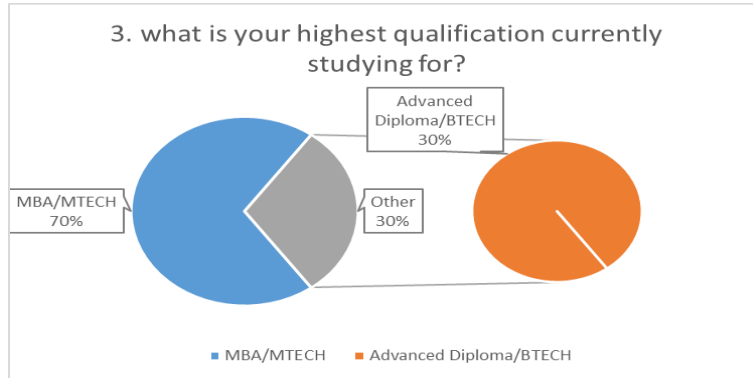


Figure 4.4: Qualifications of the participants

The data showed that the participants were mainly those with a master's degree as only 30% of the participants held an advanced diploma/BTEch (Figure 4.4).

4.2.2.4 Race distribution of participants

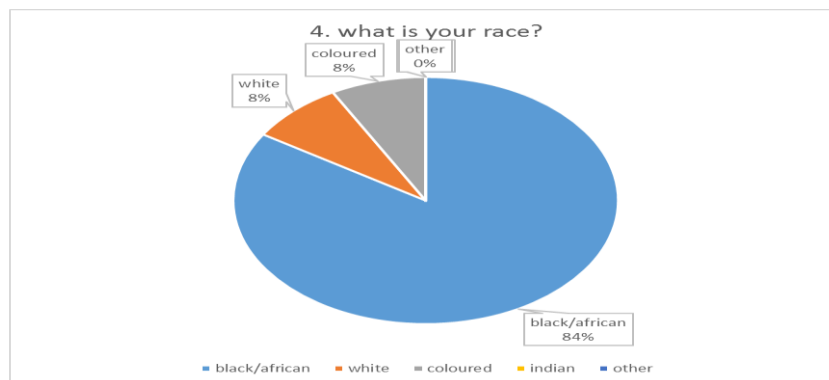


Figure 4.5: Race distribution of the participants

The race distribution (Figure 4.5) was as follows: 84% Black, 8% Coloured and 8% white.

4.2.2.5 Marital status of participants

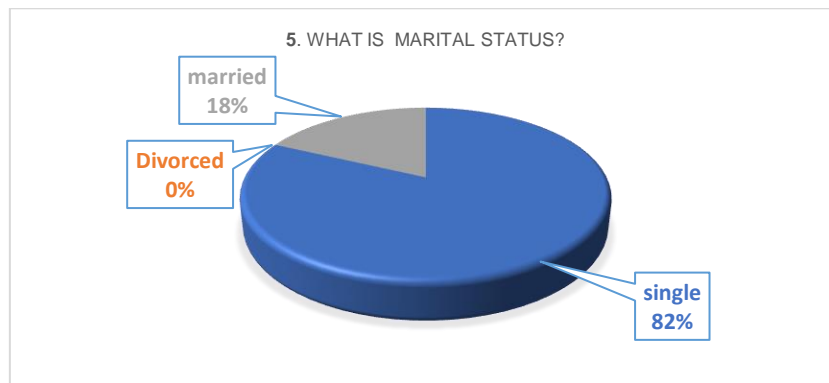


Figure 4.6: Marital status of the participants

The pie chart (Figure 4.6) presented above revealed the marital status of the study; 18% of the participants are married and 82% are single.

4.2.2.6 Owning a business

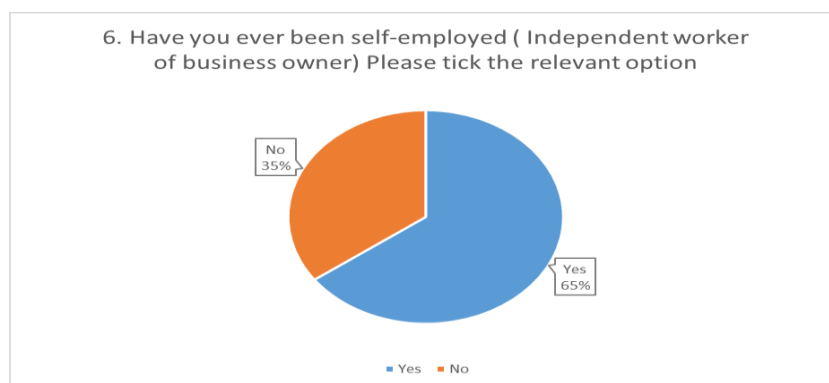


Figure 4.7: Previous employment status

More than half (65%) of the participants have at least owned a business once, with 35% not owning a business (Figure 4.7).

4.2.2.7 Duration of owning own business

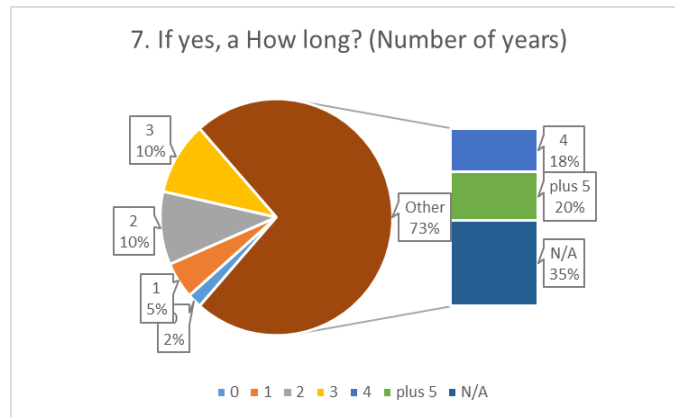


Figure 4.8: Duration of owning own business by participants

One fifth (20%) owned their businesses for more than five years; 18% owned their business for up to four years; 10% for three years; 10% for two years; and 5% for one year (Figure 4.8).

4.2.3 Section B: Likert scale [close-ended questions]

4.2.3.1 Access to funding

The participants were asked about access to funding. Figure 4.9 shows the results of the answers the participants gave.

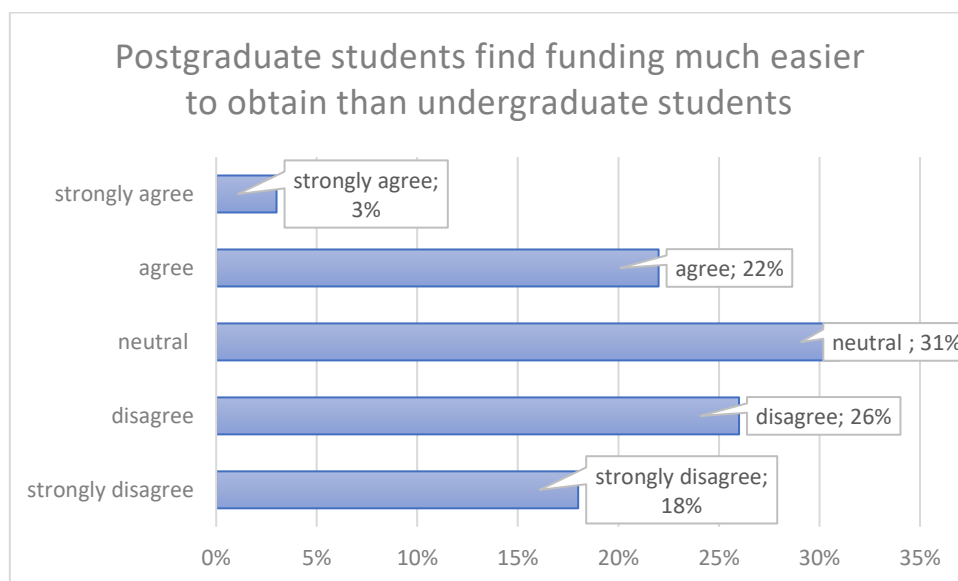


Figure 4.9: Access to funding for the participants

The question explored the ease of access to funding for the participants: 18% of participants strongly disagree with the statement that postgraduates have easier access to funding; whilst 26% disagreed; 31% were neutral; 22% of the participants agreed with the statement. Altogether, 25% of the participants are of the opinion that postgraduates do have easier access to funding.

4.2.3.2 The role that Business Administration plays in finding funding

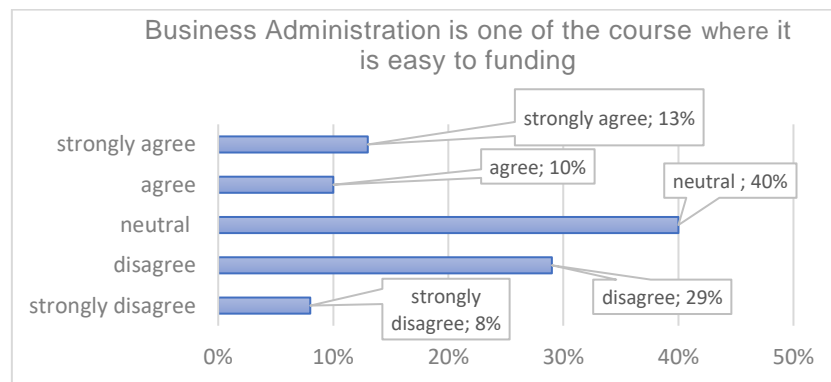


Figure 4.10: Role of Business Administration plays in finding funding

Altogether, 37% of the participants are of the opinion that the course in Business Administration does not assist in finding funding; 40% of the participants were neutral on this question; 23% of the participants agreed and strongly agreed that it is easy to look for funding with a Business Administration degree.

4.2.3.3 Information access to funding

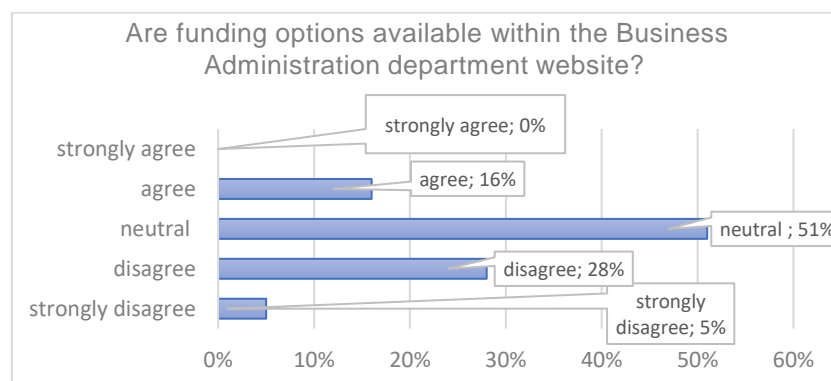


Figure 4.11: Information availability within the Business Administration department

Participant's responses were as follows: 16% agreed; 51% were neutral; and 33% disagreed and strongly disagreed.

i) Funding and start-ups

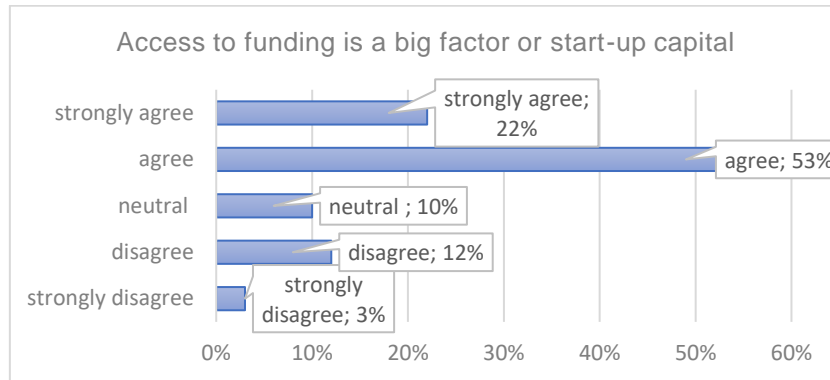


Figure 4.12: Role of funding in start-ups

This statement focused on funding being a significant part of start-up capital for businesses. Participants indicated that 3% strongly disagreed; 12% disagreed; 22% strongly agreed; 10% were neutral; and 53% agreed with the statement.

4.2.3.4 Access to Information

i) Access to information: The challenge

In Figure 4.13 the biggest challenge for emerging entrepreneurs' access to information.

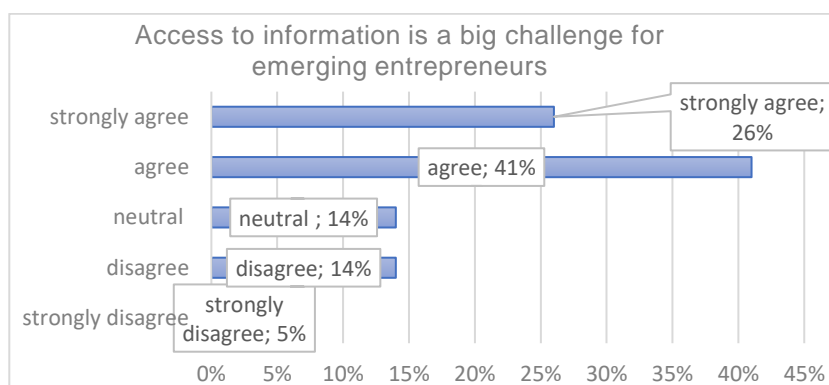


Figure 4.13: Access to information challenge

Only 19% participants disagreed with to the statement that information access is not a challenge for entrepreneurs; 14% of the participants were neutral; and 67% agreed with the statement that access to information is a challenge.

ii) Access to information: Postgraduates

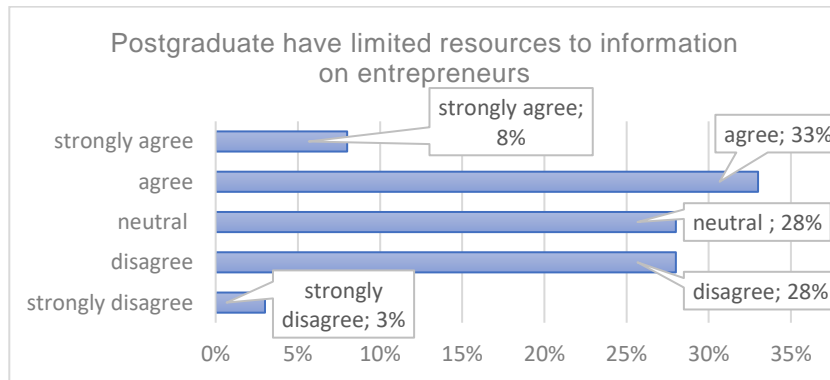


Figure 4.14: Postgraduate access to information

About one third (31%) of the participants were of the opinion that postgraduates have limited resources to information; 28% were neutral; and 41% of the participants agreed that postgraduate have limited resource to entrepreneurial information.

iii) Access to information: Entrepreneurial background

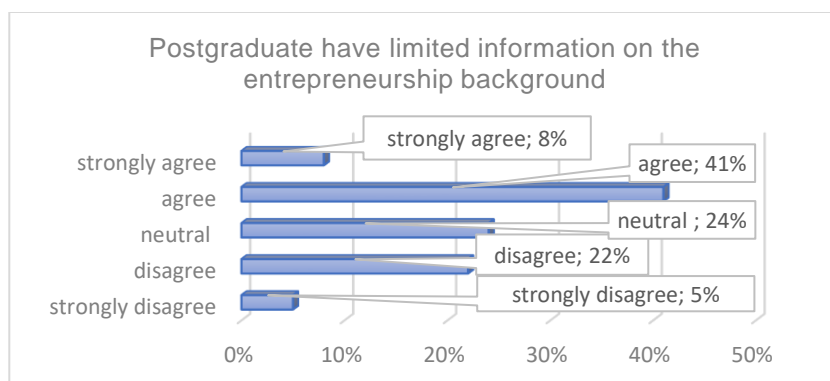


Figure 4.15: Information on the background of entrepreneurship by postgraduates

Just under half (49%) of the participants are of the opinion that postgraduate students have limited access to information on the background of entrepreneurship; but 37% of the participants were or disagreed with the statement and neutral 24%.

4.2.4 Challenges for postgraduate students when aspiring to entrepreneurship

4.2.4.1 Poor infrastructure

Poor infrastructure was mentioned as a significant challenge for postgraduate students (Figure 4:16).

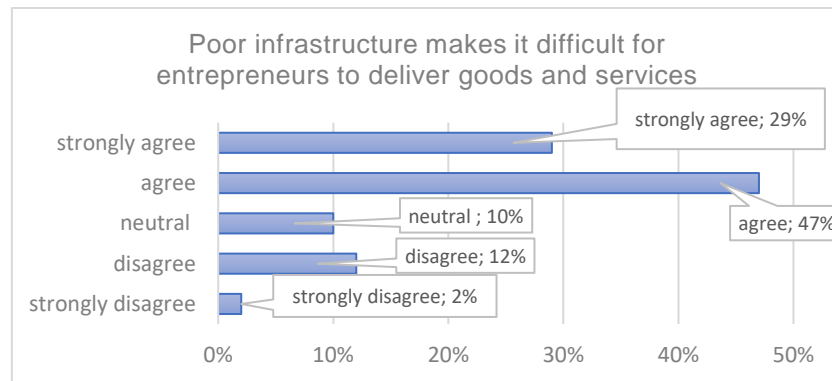


Figure 4.16: Infrastructure challenges

Three-fourths (76%) of the participants agreed strongly or agreed that infrastructure is a challenge when considering an entrepreneurial adventure; 2% strongly disagreed; and 12% disagree with the statement.

4.2.4.2 Internet

Internet connectivity is perceived as a major challenge for postgraduate students when considering an entrepreneurial career (Figure 4.17)

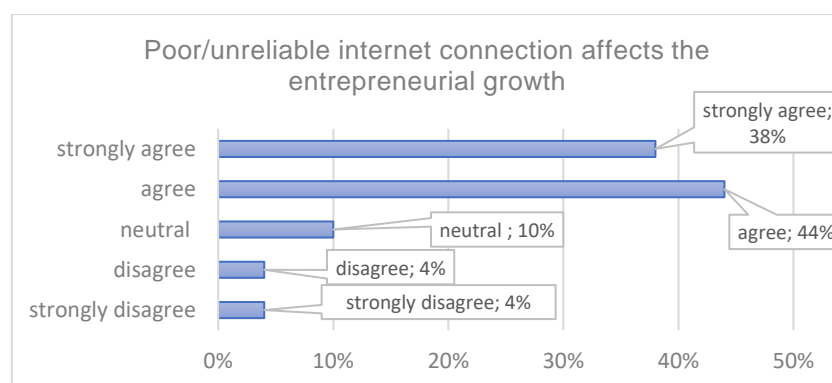


Figure 4.17: Internet connectivity

Poor and unreliable internet connection affects the growth of entrepreneurs: 10% of participants were neutral to the statement; 8% strongly disagreed and disagreed;

whilst a cumulative 82% of the participants agreed that the internet connection effects entrepreneurial growth.

4.2.4.3 Limited empowerment programmes

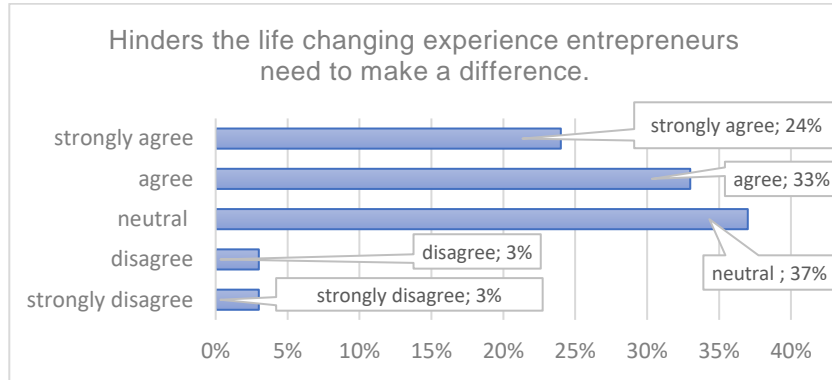


Figure 4.18: Limited empowerment programmes

The study shows that the participants who strongly disagreed were 3% and who disagreed were 3% with the statement; there were 37% of neutral participants; 33% agreed with the statement; 24% strongly agreed. Overall, the majority (67%) agreed and strongly agreed.

4.2.4.4 Mentorship

Mentorship is seen as an important part of fostering the aspirations of postgraduate students (Figure 4.19).

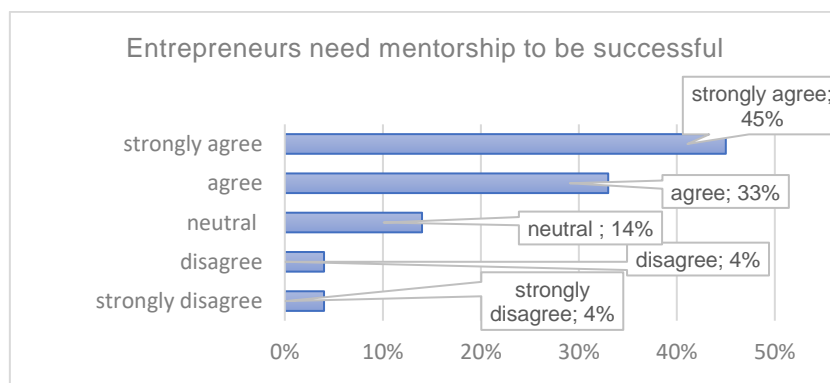


Figure 4.19: Mentorship and entrepreneurship

The significant majority of participants (78%) agreed and strongly agreed that one needs mentorship to be successful; 8% disagreed; and 8% of the participants were neutral to the statement.

4.2.4.5 Mentorship and the way forward

The participants were asked if mentorship can assist other entrepreneurs in success (Figure 4.20).

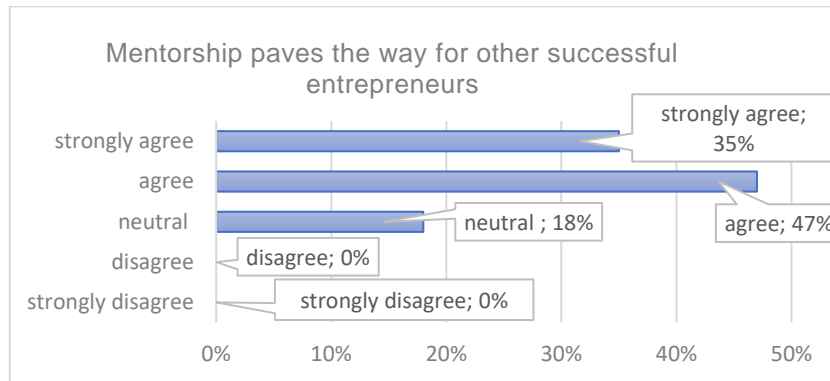


Figure 4.20: Importance of mentorship

82% of the participants agreed with the statement whilst 18% were neutral.

4.2.4.6 Other factors that hinder Business Administration graduates to start a business

i) Starting a business and viability

The participants were asked their opinion of how easy it is to start a business and keep it viable (Figure 4.21).

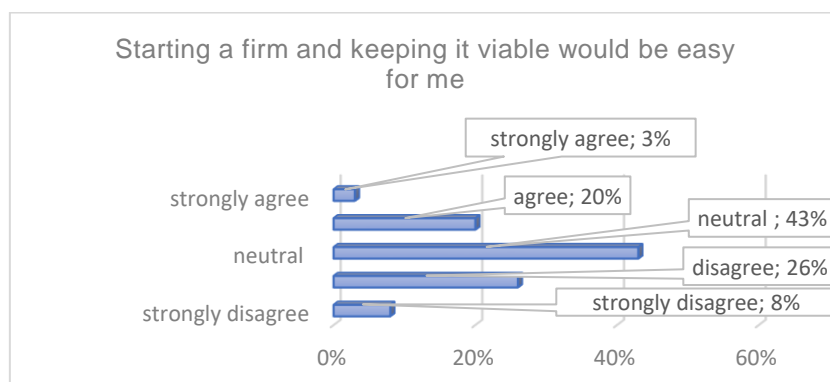


Figure 4.21: Ease of starting a business and keeping it viable.

Just over a third (34%) of the participants stated that it was easy to start and keep a business viable; but 23% of the participants were thought it difficult and 43% were neutral to the statement.

ii) Failing and self-esteem

The participants have a fear of failing and having low self-esteem (Figure 4.22).

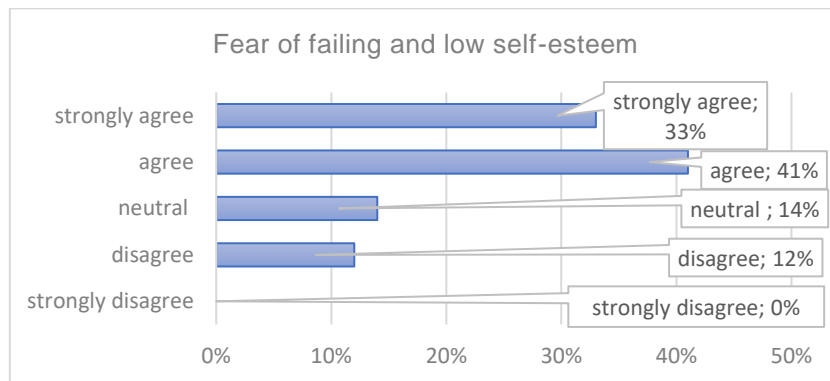


Figure 4.22: Participants' responses to fear of failing and self-esteem

Most participants (74%) agreed and strongly agreed that the fear of failing and low self-esteem are factors that prevent them from becoming entrepreneurs. The disagree group were only 12% and neutral were 14%

iii) Suppliers and service providers

Access to suppliers and service providers are also factors to consider when starting a business, according to the participants (Figure 2.23).

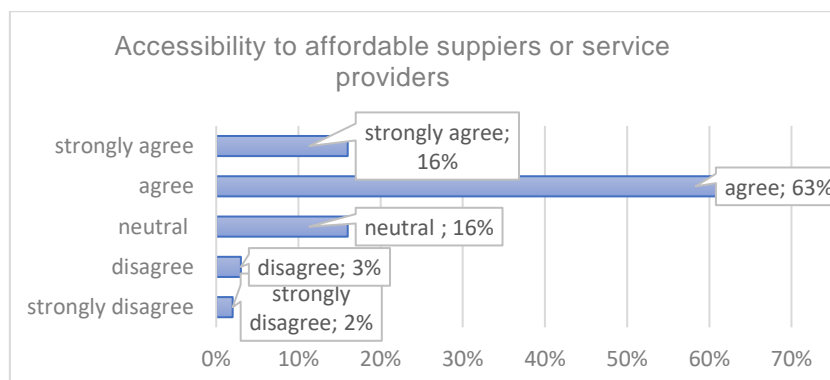


Figure 4.23: Access to suppliers and service providers

Many participants (69%) agreed and strongly agreed that accessibility to suppliers or services providers is important; 5% disagreed and strongly disagreed with the statement; and 16% of the participants were neutral on the suppliers and service providers.

iv) The availability of supporting service

Most of the participants stated that supporting services are available to them (Figure 4.24)

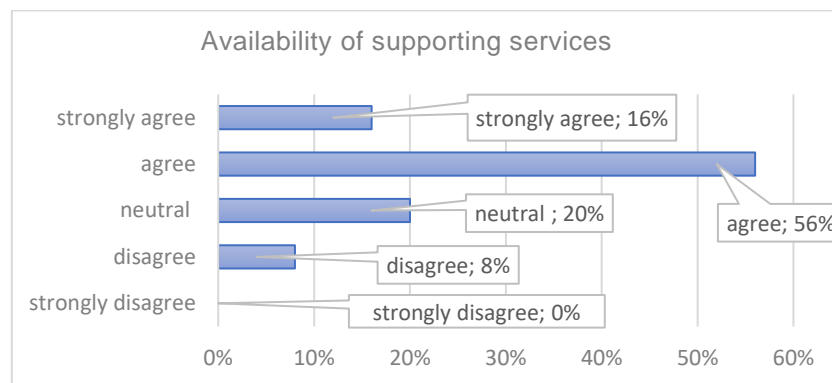


Figure 4.24: Availability of supporting services

The study shows that support services are available most of the time: 72% of the participants agreed and strongly agreed; 8% disagreed; and 20% were neutral about this statement.

v) Desire for social status

As part of the aspirations of the students, 75% cumulative of agree group indicated that social status plays an role in the desire to start an entrepreneurial business (Figure 4.25).

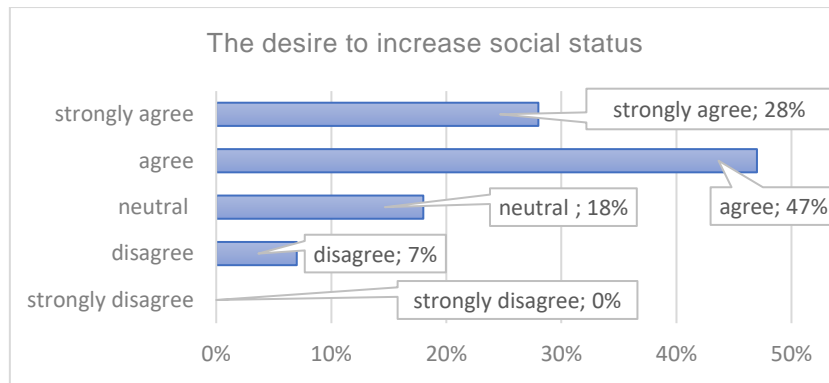


Figure 4.25: Increase in social status

The results show that a cumulative 75% of the participants agree with statement; 18% were neutral; and 7% disagreed with the statement.

vi) Ideological beliefs and values

Psychological factors that hinder entrepreneurial aspirations of Business Administration (Figure 26) were examined.

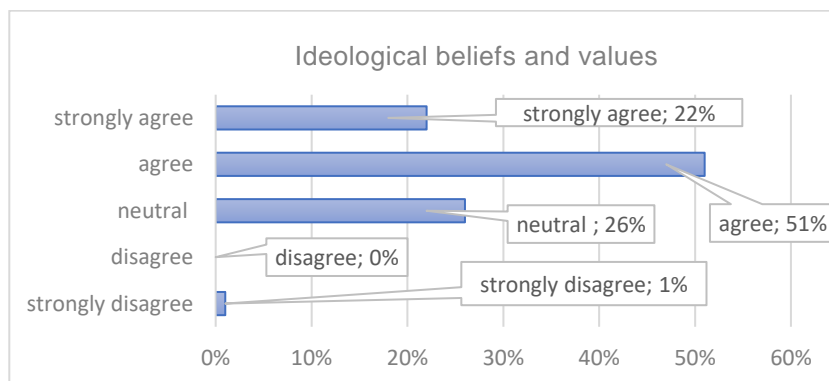


Figure 4.26: Ideological beliefs and values

The study investigated ideological beliefs and values as key to entrepreneurial aspirations: 1% strongly disagreed; 0% disagrees; 26% were neutral; and 73% either strongly agreed or agreed with the statement.

vii) Peer pressure

Psychological factors that hinder entrepreneurial aspirations of Business Administration students (Figure 4.27) were examined.

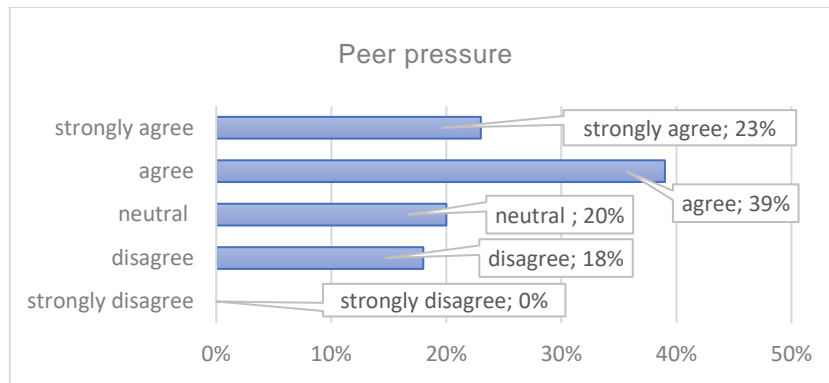


Figure 4.27: Peer pressure

The study presents a figure above which shows results of peer pressure on student aspirations: 0% strongly disagreed; 18% disagreed; 20% were neutral; 23% strongly agreed; and 39% agreed with this point.

4.2.4.7 Perceived entrepreneurial feasibility

i) Creating process of new a business

Most of the participants agreed or strongly agreed that they have control over the creation of a new business (Figure 4.28).

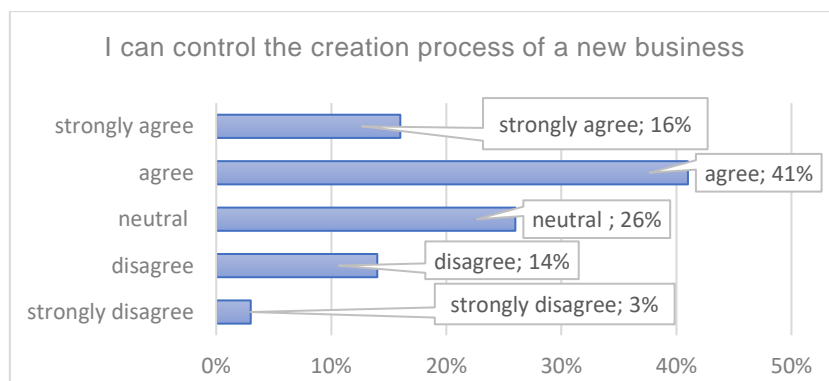


Figure 4.28: Control over creating process of a new business

The study showed 41% agreed and 16% of the participants strongly agreed that they have control over the creation of a new business. Only 14% disagreed and 3% strongly disagreed, with the remaining 26% of the participants neutral on the statement.

ii) Perceived chances on success with new business

Many participants think that students can be successful when starting their own business. However, there is also some doubt about their chances of success (Figure 4.29).

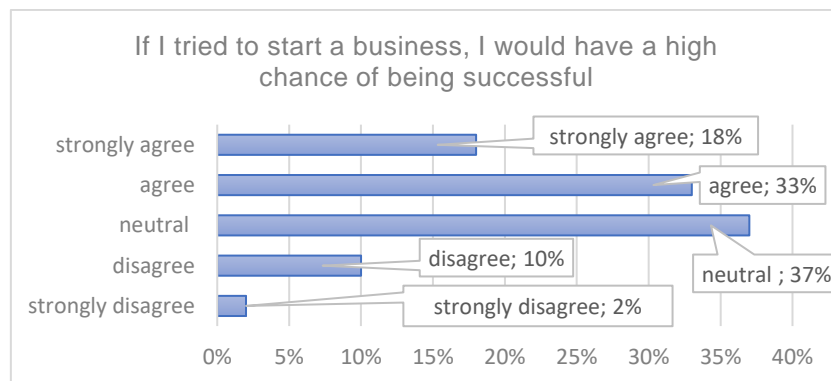


Figure 4.29: Participants’ perceptions on their chances of success when starting their own business

Just more than half (51%) of the participants believe they have a high chance of success when starting their own business; 37% of the participants were neutral; while only 10% disagreed and 2% strongly disagreed about thinking they could be successful.

iii) Practical knowledge needed to start own business by students

The participants were uncertain about their knowledge to start their own business, as evident in Figure 4.30.

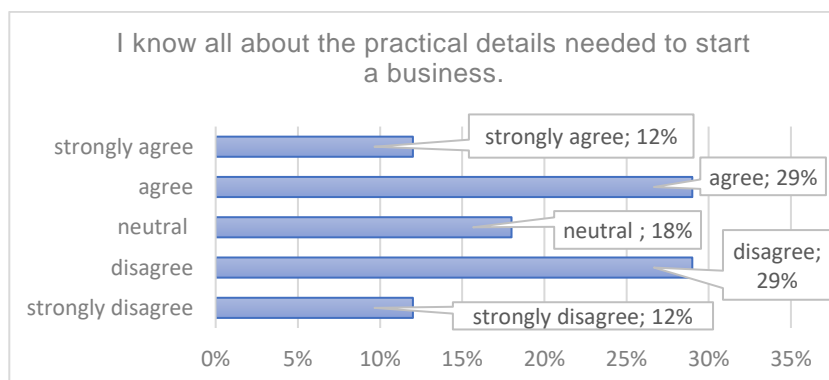


Figure 4.30: Knowledge needed to start an own business

Under half (41%) of the participants agreed and disagreed respectively with the statement; and 18% were neutral.

iv) Participant's abilities to be an entrepreneur

Participants believe they do have the needed abilities to be an entrepreneur (Figure 4.31).

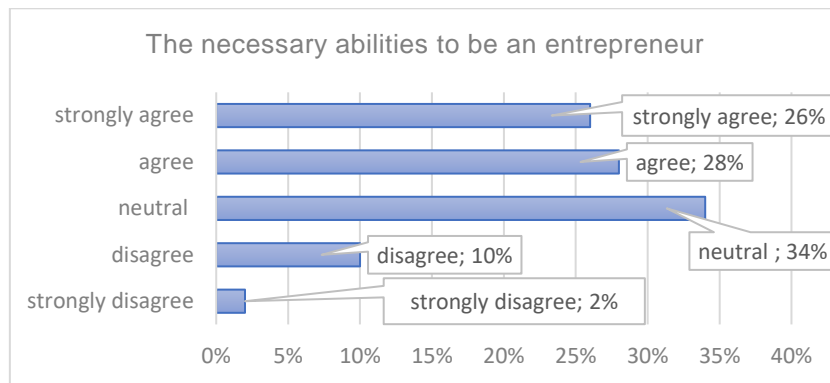


Figure 4.31: Necessary abilities to be an entrepreneur

Slightly over half (54%) of the participants were of the opinion that they do have the necessary abilities to be an entrepreneur; 34%, however, were uncertain and remained neutral. Only 12% were convinced that they do not have the abilities to be an entrepreneur.

4.2.4.8 General questions on entrepreneurship

i) The lack of knowledge about the entrepreneurial environmental

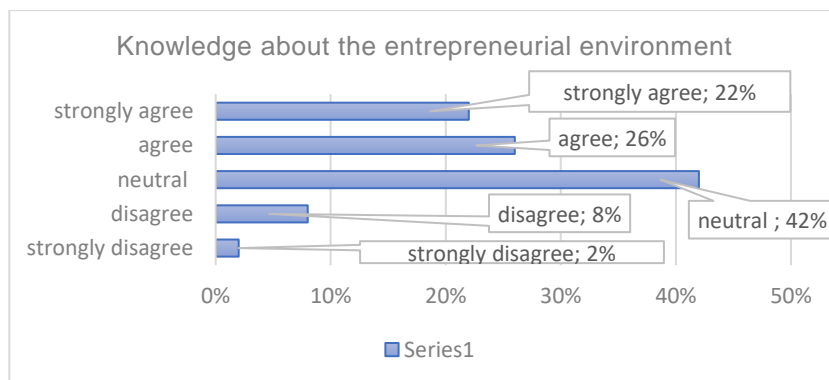


Figure 4.32: Knowledge about entrepreneurial environment

With this statement, the study was evaluating the knowledge about the entrepreneurial environment. Results showed that 42% of the participants were neutral (Figure 4.32); 10% were on the disagreement side (8% disagreed and 2% strongly disagreed). But almost half (48%) were one the side of agreement (26% agreed and 22% strongly agreed).

ii) Recognition of entrepreneurial role models

Many participants believed that while starting their own enterprises, mentors would be more recognised as role models. Some individuals, however, were uncertain about this. (Figure 4.33).

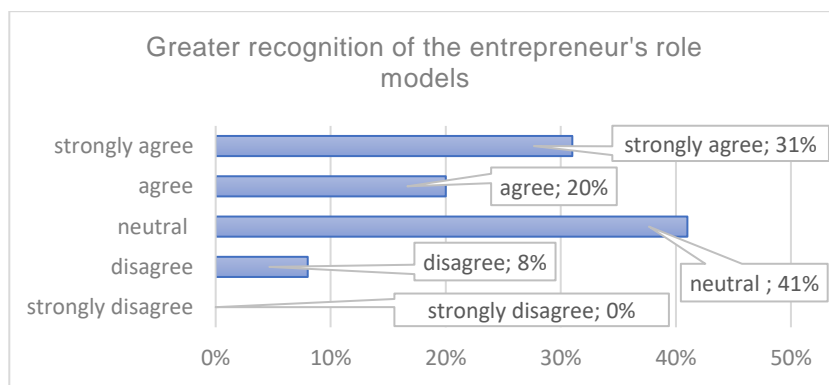


Figure 4.33: Greater recognition for mentors as role model

Just over half (52%) of the participants believed mentors would get more recognition. However, 41% were neutral, with 8% disagreeing with the statement.

iii) Preference for being an entrepreneur

Half of the participants responded that they have a preference towards being an entrepreneur. However, many of the participants were uncertain if that is their career choice (Figure 4.34).

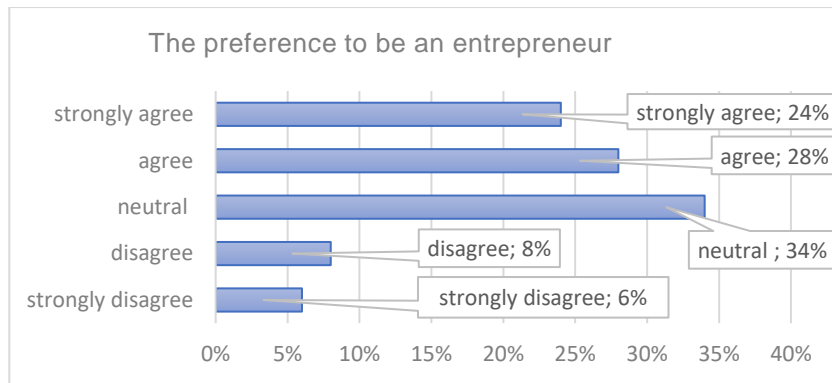


Figure 4.34: Preference towards entrepreneurship

Data showed that 52% of the participants agreed or strongly agreed that they have a preference towards entrepreneurship; 34% were uncertain and 14% disagreed with the statement.

iv) The ability to recognise entrepreneurial opportunity

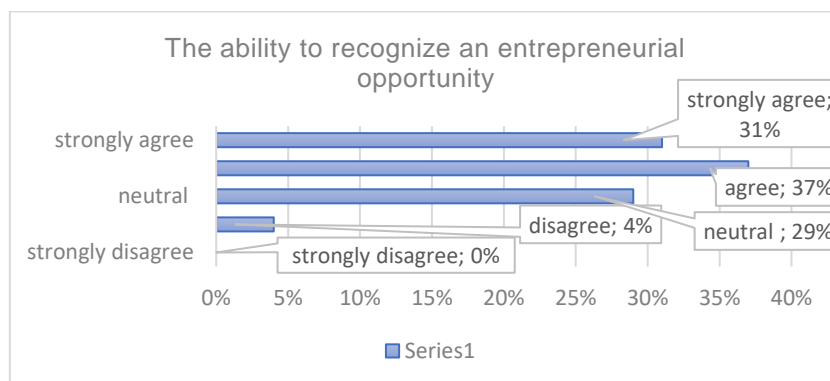


Figure 4.35: Ability to recognise entrepreneurial opportunity

The chart (Figure 4.35) presented above shows that in terms of recognising entrepreneurial opportunity, none strongly disagreed; 4% disagreed; 29% were neutral; 36% agreed; and 31% strongly agreed, showing that 67% have their eye set on entrepreneurial opportunities.

i) Innovative and creativity

Entrepreneurship education considered the extent to which entrepreneurship models helped participants develop creativity and innovation (Figure 4.36)

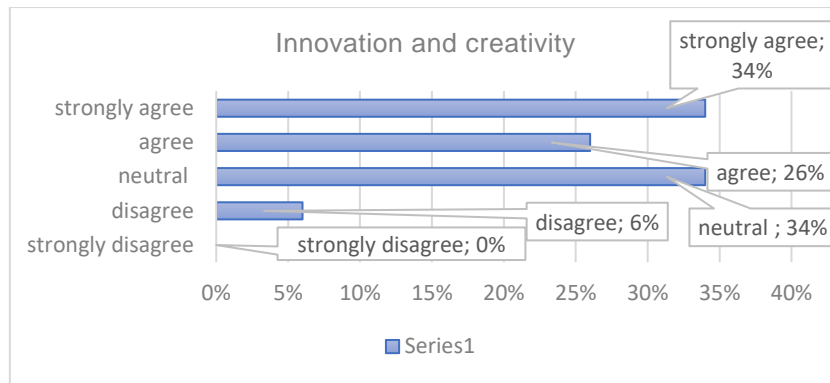


Figure 4.36: Innovation and creativity

The innovation and creativity explored by the study showed that 34% of the participants were neutral; 6% disagreed and none strongly disagreed. Most of the participants (60%) agreed on innovation and creative (26% agreed and 34% was strongly agreed).

ii) Problem solving

Entrepreneurship education explored the extent to which entrepreneurship modules participants have taken helped them develop problem solving skills (Figure 4.37)

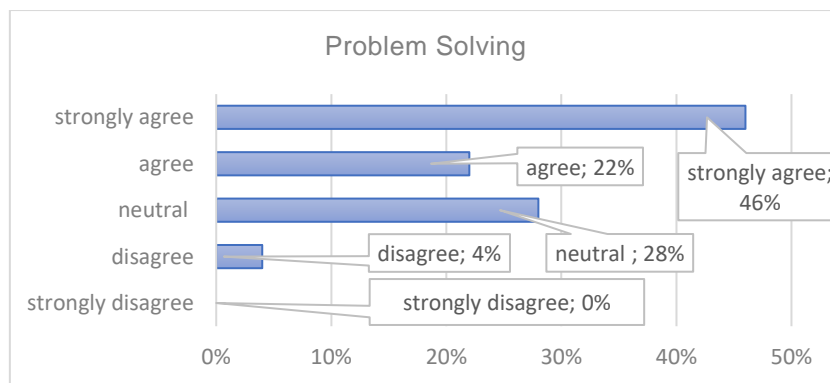


Figure 4.37: Problem solving

The study investigated the entrepreneurial mindset of the selected department in the university. The problem-solving question results show that 68% of the participants were in agreement (a combined of 22% agreed and 46% strongly agreed), believing that they have learned problem solving skills; 28% were neutral; and 4% disagreed that they had acquired problem solving skills.

4.2.4.9 Aspiration to become an entrepreneur

The majority of participants indicated that they have aspirations to become entrepreneurs. Other participants were or neutral or did not have an interest in becoming an entrepreneur (Figure 4.38).

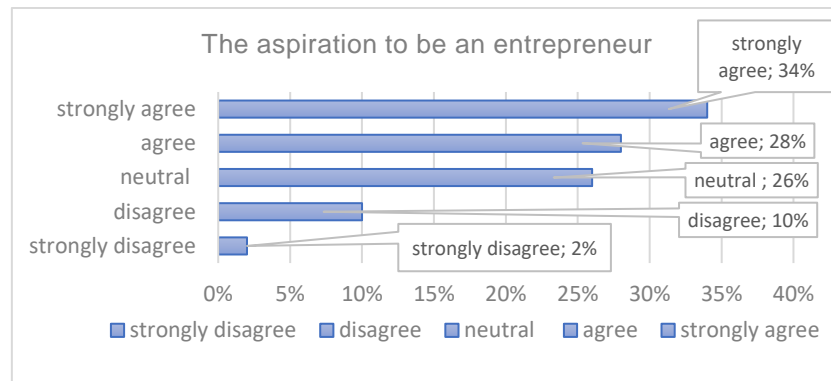


Figure 4.38: Aspirations of students to become entrepreneurs

Most participants (62%) do aspire to become entrepreneurs; 26% of the participants were neutral; with 12% not aspiring to become entrepreneurs.

4.2.5 Section C: open-ended question

Participants were asked to make a list of three [3] factors they believe are commonly overlooked while starting an entrepreneurial career (Table 4.1)

Table 4.1: Factors commonly overlooked while starting an entrepreneurial career

| Responses | Participant no |
|--|----------------|
| The amount of capital needed to start. The quiet time (a time when the business won't make any profit) How many unforeseen/natural disasters and viruses may affect your business regardless of where they may be in the world | 3 |
| Funding connections / Lack of education | 4 |
| Finance/Funding / Skills / Creativity | 6 |
| Research / read / market | 2 |
| Perseverance / hardworking / open to learning new things | 3 |
| Space / finance / logistics | 7 |
| Capital / sustainability / production | 2 |

| | |
|--|----|
| Logo / businesses license / taxes | 2 |
| Capital / support / marketing | 3 |
| Finance / knowledge / investors / time | 5 |
| N/A | 1 |
| Finance / knowledge / ethics | 3 |
| Start up and operating costs | 10 |

Participants were asked to list three [3] things that they believe are typically done when attempting to start a business (Table 4.2)

Table 4.2: Things that are typically done when attempting to start a business

| Responses | Participant no |
|---|----------------|
| Drawing up a business plan / Saving up for capital / Research | 11 |
| Researching / Piloting your business | 5 |
| Taking risk / have capital / market your business | 5 |
| Speaking to individuals who are already in the field / getting a business license | 6 |
| Research / budget / marketing | 4 |
| Business plan / SWOT analysis | 2 |
| Overspending on marketing / not pricing the product or services right / no control of funds / lack of connections | 3 |
| Do research about the type of business you want to start / Look for funding / Register the business | 4 |
| Research / Capital / Connections | 1 |
| Location / target market / business plan | 3 |
| Finance application / business plan / research the market | 2 |
| N/a | 2 |
| Seek funding | 1 |
| Loan money from the bank / find a premises if required for company / tools required to perform | 1 |
| Register the business / retrieve or effectively apply for finances / intensive research | 1 |

4.3 Summary

In this part, the researcher summarised the chapter. Data were gathered for the study using the specified sample of participants. The chapter concentrated on utilising SPSS software to analyse the acquired data using graphs, tables, line, pie and bar graphs. The chapter was divided into three sections: A for a biography, which examined the respondents' confidential information; B, which employed closed-ended questions to assess the respondents' understanding of the study's research topics; C, open-ended questions for the participants to share more fully. All the completed questionnaires were analysed to provide a better understanding of the responses of 51 participants, all of whom came from the chosen department. All responses were examined before being entered into an excel spreadsheet and then imported into IBM SPSS, where bar graphs and pie charts were generated. The chapter provided analysis of each graph and participant comments regarding aspirations in the entrepreneurial field and the factors preventing young entrepreneurs from starting their own enterprises.

5 CHAPTER 5: Discussion

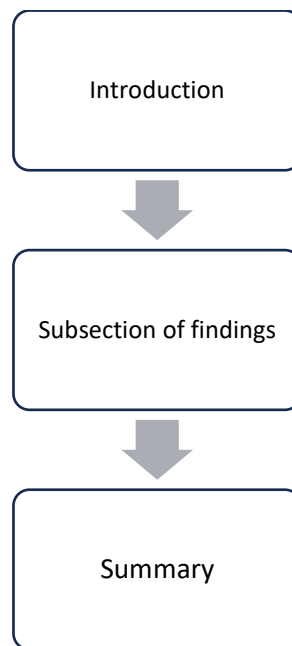


Figure 5.1: Layout of Chapter 5

5.1 Introduction

In the previous chapter, the study focused on a discussion of the collected and analysed data, offering conclusions based on what the numbers showed according to the findings of the research that was conducted. The study in the previous chapter focused on the quantitative point of view wherein case the chapter explored the questions on the questionnaire to discuss the findings of the study. The next section discusses the findings of the closed-ended questions.

5.2 Discussion

To be able to ask the research questions to the participating students in the study, the themes that the study addresses, as in the subheadings, emerged as the outcomes of the research.

5.2.1 Access to funding

The results show that as much as the participants had aspirations along the path of being an entrepreneurial, there are some things that need to be done first, in particular, obtaining funds to initiate a business. The results show that most of the participants believe that there is a major problem in starting business when there is no funding, so

the participants expressed that if there were more information available and information was more readily accessible, with fewer documents required to be submitted to acquire the funding, then it would likely be every student's dream to be a successful entrepreneur. The paragraph below shows what funding can do.

According to Cumming, Meoli and Vismara (2021:533-552), funding could be cash, tools, real estate or even a structure. Raising money makes the process of buying assets easier. Raising money is essential because it makes provisions for the working capital needed for the day-to-day operation of the business, which speeds up the job. Providing resources to finance a need, a programme, or a project is the act of funding. While usually in monetary form, this can also refer to an organisation or company's time or effort. Lack of financing, which refers to a situation in which one market segment (customers, small businesses, traders) does not have adequate access to capital at reasonable rates to either finance their core business activities or expand their business, represents a significant barrier to market growth. The money needed to launch and maintain a firm is referred to as funding. The inability to obtain money will limit your company's capacity to invest in the resources and assets required for growth. Lack of funds could make it more difficult to finance daily operations. All of these continuing expenses include rent, wages and insurance.

5.2.2 Access to information

The outcome from the survey that was distributed to Business Administration students from a selected university was that there is no information provided to them to generate interest. An entrepreneurial desire, from the respondents' point of view, is difficult as there is insufficient information to fulfil their dreams. Information is essential to assist those who are in need.

According to Block, Groh, Hornuf, Vanacker and Vismara (2021:865-882), the significance of information lies in its ability to provide data in a way that management can understand, which enables a firm to make wise decisions. However, effective business information systems are a vital resource for all firms. They enable a manager to keep an eye on profitability, manage products and inventory, meet customer demands, enhance financial management, and deliver crucial and timely information to banks, partners, investors and other essential stakeholders. Accurate information

helps decision-making, increases productivity, and gives the organisation that has more knowledge than the competition a competitive edge.

5.2.3 Poor infrastructure

From the data collected, the research found that the entrepreneurs believe that to work well as a businessperson, infrastructure needs to be conducive to do business. Thus, one of the main reasons the respondents are not into business is because of the poor infrastructure in which they find themselves.

According to Welter, Baker and Wirsching (2019:319-330), infrastructure is a crucial element that links companies to their customers and individuals to their jobs. Businesses will encounter bottlenecks without significant funding invested in the creation, upkeep, and repair of infrastructure, and some will not last over time. A theory is proposed that suggests infrastructure enhances start up activity because it can improve connection and linkages that make it easier to see entrepreneurial opportunities and for entrepreneurs to take advantage of these opportunities, The chain of production is disturbed when infrastructure is not functioning properly. This interference slows down development, which results in an economic deficit and lower-than-average living standards.

5.2.4 Limited empowerment programmes

According to Joshi, Schaaf and Zayed (2022:12), fostering power in people for use in their own lives, their communities and in their society is a process as people act on issues they define as important. The Connecticut People Empowering People programme uses this definition to connect research, theory and practice. Students participating in the Entrepreneurship and Empowerment in South Africa (EESA) programme assist historically underprivileged business owners in the townships around the stunning city of Cape Town, South Africa. No matter what their major, upper level undergraduate and graduate students are eligible for this exceptional programme. Strong work ethic, emotional maturity, inventive problem-solving skills, and a passion to change the world are essential qualifications for EESA. American and South African students collaborate in consulting teams for six weeks to help small firms become viable, under the guidance of three faculty members. The enterprises range from modest construction firms and community newspapers to catering and arts and crafts industries.

5.2.5 Limited mentorship

The participants felt that there is not much mentorship in terms of motivating young entrepreneurs to open businesses; no one is warning them of the pros and cons of entrepreneurship. This is what emerged from the survey.

Janosov, Musciotto, Battiston, and Iñiguez (2020:5) define a *mentor* as “someone who gives you advice on how to develop your abilities, make wiser choices, and obtain fresh viewpoints on your life and profession”. A mentor will use their experience to help now and in the future with professional or personal life as a mentee. The goal of mentoring is to develop by drawing on the wisdom and experience of someone who has acquired expertise and wisdom.

5.2.6 Psychological factors that hinder entrepreneurial aspirations of Business Administration students

The findings show that psychological factors are important for a potential entrepreneur to consider – having a good mentality meaning being a good entrepreneur.

The physical, economic and social environment of the behaviour of entrepreneurs engaged in industrial operations, which result in alterations and revisions in the behaviour of employees, are known as physiological factors in entrepreneurship (Picone, De Massis, Tang & Piccolo, 2021:22).

5.3 Aspirations of students

The outcome of this study revealed that the students in the Business Administration department have no aspirations in entrepreneurship. The reason for that it is because of the mentioned subheading in Chapter 5 are ones that hinder them into starting businesses. As the definition of entrepreneur is “the ability of one to take risk” so they are not risk averse.

5.4 Chapter summary

The chapter used a subsection of the Likert scale questionnaire to outline the discussion of the findings while covering topics such as access to funding. The participants believe that every student's desire to start or join a successful enterprise would come true if information was more readily available and funds easier to access. Access to information: due to their lack of knowledge about what it takes to thrive in the business world, students are having trouble realising their aspirations. They

receive no information that would enable them to develop an interest in opening a business. Poor infrastructure: the research discovered from the collected data that the entrepreneurs believe that to operate successfully as a businessperson, infrastructure needs to be business-friendly. Consequently, inadequate infrastructure is a major factor in why these young postgraduate students are not in business.

6 CHAPTER 6: Conclusion, recommendation and further research

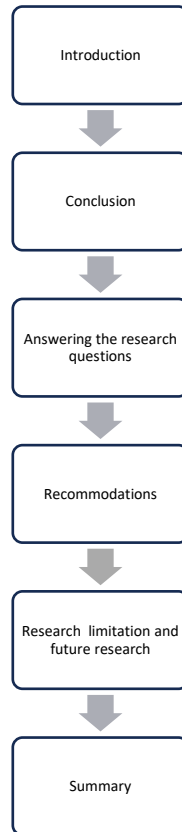


Figure 6.1: Layout of Chapter 6

6.1 Introduction

In this chapter, the study will be concluded, recommendations made and suggestions offered for future study related to this topic. The previous chapter elaborated on the survey that was collected from the sample population of student participants. Now the study will be wrapping up from Chapter 1 to Chapter 5 with an overview of the research and findings and outcomes. Recommendations emerging from the study are based on results. Also, limitations will be noted followed by a brief reflection.

6.2 Conclusion

The study in Chapter 1 laid the foundation of what is the study all about, presenting a brief background of the topic. It then explained the significance of the study and the

rationale of the research. The research methodology was considered, with an explanation of the choice of methodology and research design.

The study in Chapter 2 presented a literature review by other scholars in support of the study, considering aspirations of young entrepreneurs and relevant information from other African countries to serve as an example for the study.

The researcher in Chapter 3 focused on methodology, evaluating the methods the study applied to collect data from an appropriate population sample and size. The study discussed in detail all the tools that were used to collect the data.

In conclusion, in regard to the collected data from the survey distributed to a sample, the goals were fully met. The study has proven that respondents in the department were struggling to get access into funding when it comes to entrepreneurship. The department does not provide adequate bursaries or funding to start businesses to its students. Access to funding, it was agreed, could not even be found even on the website. Similarly, the availability of the funding that the private sector occasionally provides also does not accommodate the department. The collected data proved that the respondents were not aware whether the website of the sampled institution had bursaries to support students. All participants agreed that access to funding is a substantial hurdle to acquire the necessary start-up capital to validate the starting of a business.

Access to information can impede people from getting what they want because they would continue making the excuse that it was available. The discussion about access to information has proven that in spite of problems accessing helpful information, the bigger problem for emerging entrepreneurs into industry is the inadequate funding aggravated by a lack of information. The postgraduates admitted that they were restricted in terms of emerging as entrepreneurs as there is a lack of funding and also limited information on becoming an entrepreneurial.

Poor infrastructure was believed to be one factor that hinders the respondents; they struggle to deliver goods and services because the infrastructure that they were working with was not in good condition. Poor and unreliable internet connection was also agreed as a reason for the decay of growth of entrepreneurs into the business industry.

The respondents agreed that if there were enough empowerment programmes to build up and support entrepreneurs then there would be more entrepreneurs in the university department and in the world. At the moment, there are insufficient empowerment programmes for budding entrepreneurs offered within the university department.

The study confirms that entrepreneurs need mentors to be successful entrepreneurs in the industry. It was believed that for successful entrepreneurial growth, mentors are needed to offer business guidance. The research confirms that mentorship provides an avenue for entrepreneurial success in starting a business.

The psychological factors that affect Business Administration students were listed in five various statements. According to the respondents, personal self-realisation and desire to meet social status, and ideological beliefs and values were agreed upon as other factor affecting BA students' psychology. The fear of failing and low self-esteem were agreed as effects as well as peer pressure to do something simply to meet the status quo.

The perception of entrepreneurial feasibility was one of the main closed-ended questions in section B asked to check the awareness about entrepreneurial growth. Participant responses under this heading showed that while the BA students have a shared knowledge about what is happening in business, funding and mentoring are blocking them from success.

6.3 Answering the research question

6.3.1 What are the aspirations of Business Administration students at a university of technology to follow a career in entrepreneurship?

The Table 6.1 shows the aspiration of Business Administration students to follow a career path in entrepreneurship. This study examined the major factors that BA students believe could shift them from business aspiration into business entrepreneurship. The goal of this study is to pinpoint the essential traits of these budding entrepreneurs and determine whether they have an impact on their future decision to be self-employed. The other intention was to decrease the unemployment rate of youth graduates in the selected university of technology by ensuring that they can start a business and transform their lives through successful entrepreneurship.

6.3.2 What factors affect the entrepreneurial aspirations of Business Administration students?

Table 6.1: Factors affecting entrepreneurial aspirations

| |
|---|
| Access to funding |
| Access to information |
| Poor infrastructure |
| Limited empowerment programmes |
| Limited mentorship |
| Psychological factors that hinder entrepreneurial aspirations |
| Perceived entrepreneurial feasibility |
| General questions on entrepreneurs |

As these were the factors mentioned, they served as headings in the questionnaire and in this Dissertation as negatively affecting entrepreneurial aspirations as agreed by participants.

6.4 Recommendations

From the findings of the research, this study recommends that there be access to funding from within the department to support students in terms of study of their BA course and for opening a business.

The study suggests there be more information available through the internet and through the department website and platforms where students can find information with regard to departmental knowledge sharing. It is imperative to ensure that BA students are made aware of the funding available for entrepreneurial adventures.

The study recommends that young entrepreneurs, as they are risk takers, make use of the infrastructure available even if not in pristine condition. The young entrepreneur could improve the infrastructure over time as the business grows.

The study recommends that there be more empowerment programmes to support the target population, motivating BA students to pursue an entrepreneurial path in life. This can be accelerated with mentors involved in empowerment programmes to motivate young entrepreneurs and guide them to business success.

The final recommendation is that the selected department invite more successful businesspeople to mentor the participants – young BA students – to ensure the future entrepreneurs are well groomed and well informed to conquer the world of entrepreneurship.

6.5 Research limitation and future research

One limitation of this study was that the research only focused on one selected department. While the university has many departments, the research focus was only on this particular department.

Another limitation was that in the department studied, the research focused only on advanced diploma and master's students.

Future research could expand to the sample size to accommodate more departments and more level of student study within the department for a larger reach in terms of population size and demographics.

Likewise, the research only focuses on one institution and not all the other universities located in Western Cape. Future research could explore other universities with similar Business Administration department to evaluate the entrepreneurial aspirations of their Business students.

Finally, future research could examine more areas and avenues related to entrepreneurial thinking and entrepreneurial choices and actions.

6.6 Summary

This chapter of the research covered the study's findings, its research question, its recommendations, as well as its outlook for further study. The aim of the study was to explore the entrepreneurial aspirations of students studying Business Administration at a tertiary institution in Cape Town, South Africa. The study discovered that different issues, as discussed in Chapters 4 and 5, were preventing Business Administration students from pursuing their entrepreneurial interests. The study was conducted to address and answer the research question and from the findings, offered suggestions for further research.

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APPENDICES

APPENDIX A: Permission letter



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11 March 2022

Permission to conduct a survey in the Faculty of Business and Management Sciences

I grant Nwabisa Mqekelana student number (214091384) permission to collect data within the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology (CPUT).

Nwabisa Mqekelana is registered for Business Administration at the GCM. The study is titled "Entrepreneurial aspirations of postgraduate Business Administration students at a University of Technology." The supervisor is Dr A De La Harpe.

This consent in no way commits any individual to participate in the research, and it is expected that the student will receive explicit consent from participants. I reserve the right to withdraw this permission at any point in the future.

In addition, the company's name may or may not be used as indicated below.
(Tick as appropriate):

| | Thesis | Conference paper | Journal article | Research poster |
|-----|--------------------------|--------------------------|--------------------------|--------------------------|
| Yes | | | | |
| No | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Yours sincerely

R Rampersad

Prof R Rampersad
Assistant Dean, Research and Innovation Unit

APPENDIX B: Questionnaire

QUESTIONNAIRE

Entrepreneurial aspirations of postgraduate Business Administration students at a University of Technology, in Cape Town.

Dear Respondent,

This is an academic exercise; no information will be given to any authority, and please do not put any marking that might identify you or the organisation. Indicate your answers by ticking in the appropriate boxes below.

SECTION A: BIOGRAPHY

What is your gender?

Male

Female

What is your age?

21-25

26-30

31-35

36-41

41+

What is the qualification you are currently enrolled for?

Advanced diploma/
BTECH

MBA/MTECH

PHD

What is your race?

Black/African white

coloured

Indian

Other

If other, please specify.....

What is your marital status?

Single

Divorced

Married

Have you ever been self-employed (Independent worker or business owner) Please tick the relevant option

Yes No

If yes, a How long? (Number of years)

0 1 2 3 4 Plus 5 N/A

SECTION B: LIKERT SCALE

the following questions are immeasurable, and a Likert scale is used, please indicate your opinion using by ticking the most appropriate using the scale the scale below:

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

| | | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|--|-------------------|----------|---------|-------|----------------|
| | Access to funding | | | | | |
| 1 | Postgraduate students find funding much easy than undergraduate | 1 | 2 | 3 | 4 | 5 |
| 2 | Business Administration is one of the courses where it is easy to fund | 1 | 2 | 3 | 4 | 5 |
| 3 | The funding in the department is on the website of the course | 1 | 2 | 3 | 4 | 5 |
| 4 | Access to funding is a big factor or start-up capital | 1 | 2 | 3 | 4 | 5 |
| | Access to Information | | | | | |
| 5 | Access to information is a big challenge for emerging | 1 | 2 | 3 | 4 | 5 |
| 6 | Postgraduate have limited resources to information on entrepreneurs | 1 | 2 | 3 | 4 | 5 |
| 7 | Postgraduate have limited information on the entrepreneurship | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|--|---|---|---|---|---|
| | Poor Infrastructure | | | | | |
| 8 | Poor infrastructure makes it difficult for entrepreneurs to deliver goods and services | 1 | 2 | 3 | 4 | 5 |
| 9 | Poor/unreliable internet connection affects the entrepreneurial | 1 | 2 | 3 | 4 | 5 |
| | Limited Empowerment Programmes | | | | | |
| 10 | Hinders the life changing experience entrepreneurs need to make a difference. | 1 | 2 | 3 | 4 | 5 |
| | Limited mentorship | | | | | |
| 11 | Entrepreneurs need mentorship to be successful | 1 | 2 | 3 | 4 | 5 |
| 12 | Mentorship paves the way for other successful entrepreneurs | 1 | 2 | 3 | 4 | 5 |
| | Environment factors that hinder Business Administration graduates to start a business | | | | | |
| 13 | Starting a firm and keeping it viable would be easy for me. | 1 | 2 | 3 | 4 | 5 |
| 14 | Fear of falling and low self-esteem | 1 | 2 | 3 | 4 | 5 |
| 15 | Accessibility to affordable suppliers or service providers | 1 | 2 | 3 | 4 | 5 |
| 16 | Availability of supporting services | 1 | 2 | 3 | 4 | 5 |
| | Psychological factors that hinder entrepreneurial aspiration of Business Administration students | | | | | |
| 17 | the personal self-realisation | 1 | 2 | 3 | 4 | 5 |
| 18 | The desire to increase social status | 1 | 2 | 3 | 4 | 5 |
| 19 | Ideological beliefs and values | 1 | 2 | 3 | 4 | 5 |
| 20 | Peer pressure | 1 | 2 | 3 | 4 | 5 |
| 21 | Fear of failing and low self-esteem | 1 | 2 | 3 | 4 | 5 |
| | Perceived entrepreneurial feasibility | | | | | |
| 22 | I can control the creation process of a new business | 1 | 2 | 3 | 4 | 5 |
| 23 | Starting a firm and keeping it viable would be easy for me. | 1 | 2 | 3 | 4 | 5 |

| | | | | | | |
|----|---|---|---|---|---|---|
| 24 | If I tried to start a business, I would have a high chance of being | 1 | 2 | 3 | 4 | 5 |
| 25 | I know all about the practical details needed to start a business. | 1 | 2 | 3 | 4 | 5 |
| | General Questions on Entrepreneurs | | | | | |
| 26 | Knowledge about the entrepreneurial environment | 1 | 2 | 3 | 4 | 5 |
| 27 | Greater recognition of the entrepreneur's role models | 1 | 2 | 3 | 4 | 5 |
| 28 | The preference to be an entrepreneur | 1 | 2 | 3 | 4 | 5 |
| 29 | The necessary abilities to be an entrepreneur | 1 | 2 | 3 | 4 | 5 |
| 30 | The aspiration to be an entrepreneur | 1 | 2 | 3 | 4 | 5 |
| 31 | The ability to recognise an entrepreneurial opportunity | 1 | 2 | 3 | 4 | 5 |
| 32 | Innovativeness and creativity | 1 | 2 | 3 | 4 | 5 |
| 33 | Problem solving | 1 | 2 | 3 | 4 | 5 |

Section C: OPEN-ENDED QUESTIONS

Make a list of three [3] factors you believe are commonly overlooked while starting an entrepreneurial career?

.....

.....

.....

.....

List three [3] things that you believe are typically done when attempting to start a business?

.....

.....

.....

.....

APPENDIX C: Ethics Certificate



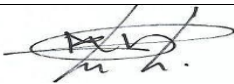
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| | |
|--|--|
| Office of the Chairperson Research Ethics Committee | FACULTY: BUSINESS AND MANAGEMENT SCIENCES |
|--|--|

The Faculty's Research Ethics Committee (FREC) on **22 February 2022**, ethics **APPROVAL** was granted to **Nwabisa Mqekelana (214091384)** for a research activity for **MTech Business Administration** at the Cape Peninsula University of Technology.

| | |
|-------------------|---|
| Title of project: | Entrepreneurial aspirations of postgraduate Business Administration students at a University of Technology, in Cape Town Researcher (s): Dr Andre de la Harpe |
|-------------------|---|

Decision: APPROVED

| | |
|---|-----------------------------------|
|  <hr/> Signed: Chairperson: Research Ethics Committee | <hr/> 18 March 2022 <hr/> Date |
|---|-----------------------------------|

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the CPUT Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study requires that the researcher stops the study and immediately informs the chairperson of the relevant Faculty Ethics Committee.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines, and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, notably compliance with the Bill of Rights as provided for in the Constitution of the Republic of South Africa, 1996 (the Constitution) and where applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003 and/or other legislations that is relevant.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after two (2) years for Masters and Doctorate research project from the date of issue of the Ethics Certificate. Submission of a completed research ethics progress report (REC 6) will constitute an application for renewal of Ethics Research Committee approval.

Clearance Certificate No | 2022_FBMSREC 008

APPENDIX D: Editor's Certificate



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ChickPeaEnglish@gmail.com
ChickPea Proofreading & Editing

49A York Close, Parklands, 7441
Western Cape, South Africa

Certificate of Authenticity

CERTIFICATE: COA121222ADLH: Nwabisa

16 December 2022

To Whom It May Concern

This is to certify that “**ENTREPRENEURIAL ASPIRATIONS OF POSTGRADUATE BUSINESS ADMINISTRATION STUDENTS AT A UNIVERSITY OF TECHNOLOGY IN CAPE TOWN, SOUTH AFRICA**” by Nwabisa Mqekelana, for the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology (CPUT), under the supervision of Dr. André de la Harpe, has been professionally edited by Dr. Laura Budler Kleinhans of ChickPea Proofreading and Editing Services for Students and Professionals.

| Job Number | Document Title |
|------------|---|
| 121222ADLH | ENTREPRENEURIAL ASPIRATIONS OF POSTGRADUATE BUSINESS ADMINISTRATION STUDENTS AT A UNIVERSITY OF TECHNOLOGY IN CAPE TOWN, SOUTH AFRICA |

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