



**ENTREPRENEURIAL KNOWLEDGE, SKILLS AND ATTRIBUTES OF  
HOSPITALITY STUDENTS IN A HIGHER EDUCATION INSTITUTION**

**by**

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## DECLARATION

I, Ndileka Bala, student number 204128544, declare that the contents of this dissertation represent my own unaided work and that the dissertation has not previously been submitted for academic examination towards any qualification. Furthermore, it represents my own opinions and not necessarily those of the Cape Peninsula University of Technology.

Signed: *Ndileka Bala*

Date: 28 November 2022

## ABSTRACT

The rising unemployment rate is one of many challenges facing South Africa, especially among the youth. Government and business leaders are faced with the task of curbing this epidemic, as it is increasingly affecting the status of the country in terms of slow economic growth and a high crime rate. Entrepreneurship has been identified as an important aspect of many countries' economic models to enhance economic activity and create employment for the growing population worldwide. Across the globe, many universities are tasked with increasing the entrepreneurship content in their courses to create more young entrepreneurs and curb the rising unemployment statistics. Entrepreneurship education and exposure thereof have a positive effect on student's intention to become entrepreneurial savvy. Entrepreneurship courses that promote knowledge, skills and a particular set of attributes have a positive impact on the overall entrepreneurial intention of university students; hence, this study is guided by the Social Cognitive Theory and Bandura's Agentic theory, which depicts that career goals and choices are self-efficacy related and motivation by self-belief of an individual's talent and abilities can control their goals. Entrepreneurship education has become a global phenomenon, with the intention to improve societies and the economy. There are various studies done in Asia, America, Europe and central to North Africa regarding entrepreneurship in general and entrepreneurship education, but the literature lacks data, especially from a South African context. This quantitative study sought to investigate the entrepreneurial knowledge, skills and attributes that agile hospitality students require to succeed in the tourism and hospitality industry, especially as entrepreneurs.

The study used a quantitative research approach following a positivist paradigm. The study employed a descriptive cross-sectional research design, incorporating a quantitative survey using an online questionnaire. First, the researcher conducted documentary reviews in the form of Hospitality Management learning guides to familiarise and identify the entrepreneurship outcomes, teaching methods and modalities. The studies, along with the literature review, helped the researcher develop an understanding of the module and develop a list of entrepreneurial questions included in the questionnaire.

The study focused on hospitality management students as a sample at an institution of Higher Learning offering Hospitality Management. The questionnaire was distributed to a total of 400 students, and the response was 228, thus giving a response rate of 57%. The data gathered was analysed using Statistical Package for Social Sciences version 28. Descriptive and inferential statistics were then presented, followed by a confirmatory factor analysis and regression model.

The study sample showed that there were more female than male students (73%). Together, the average age of the respondents was between 21 and 25 years (62%). The results from the questionnaire showed that out of the three years of study, first-year students dominated by 46% above second and third-year students. With regards to ethnicity, there was a vast difference between the groups, where African participants were a majority of 82%. The participants needed to notify whether the choice of hospitality management was their first, second or third choice; just over half of the respondents indicated it as their first choice (58%). The factor analysis showed seven factors that need to be taken as those that influence entrepreneurial knowledge, skills and attributes. Information regarding their knowledge, skills and attributes was questioned from the data collected. Information such as business aspirations mainly indicated the students' intention to start a business was because they believe in themselves (60.09%), they know they are hard workers (55.26%), passion is what drives them (51.75%), and above all the students advocate determining their own future (64.91%). The students felt that entrepreneurship education in the hospitality management course has developed a need for achievement in them (49.12%), time management ability (48.25%) and problem-solving ability (47.81%). Data was collected to understand how entrepreneurial teaching methods have enhanced the students' capabilities in the course, and students regarded mentorship by entrepreneurs and industry interaction as a significant aspect (40.79%). Teaching techniques enhancing the students' entrepreneurial capabilities indicated that students would prefer to interact more frequently with small business development agencies (39.91%), interact with successful entrepreneurs (38.60%) and felt that adding the entrepreneurship component to more than one subject would be beneficial in stimulating the mind towards a future in entrepreneurship (38.16%). The participants have shown an understanding concerning their entrepreneurship mindset based on their learning, for example, knowing that running a business takes a lot of hard work and sacrifice (77.63%), also the confidence in their abilities like being able to assess strengths and weaknesses of a business (51.32%), students are confident in understanding the mindset of consumers (50.88%) and can see themselves starting a business (67.98%).

The main results revealed that entrepreneurship education influences self-efficacy, attitude towards becoming an entrepreneur and entrepreneurial confidence coupled with an entrepreneurial mindset. The responses also showed that more students would rather have a course incorporating more practice and influence from outside stakeholders, like mentors and entrepreneurs with profitable businesses. Generally, higher education institutions should develop courses incorporating entrepreneurial capabilities, fostering knowledge, skills, and attributes that would encourage students to become entrepreneurial.

Keywords: entrepreneurship, entrepreneurship education, hospitality students, knowledge, skills, attributes, teaching methods and modalities

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## **DEDICATION**

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## CLARIFICATION OF BASIC TERMS

The following are key terms applied in this study:

**Attributes**—Defined as a term the university community agrees upon with regards to qualities, understanding and skills students ought to develop all through their duration with the institution (Barrie, 2006:217).

**Knowledge**—To understand information about a subject, through experience or study, known by either one person or people generally (Cambridge Dictionary, 2022).

**Skills**—The learned ability to bring out a pre-determined result with maximum certainty, in most cases with a minimum outlay of time or energy or both (Zhang, 2019:271).

**Competency**—This can be referred to as the outputs or results of training, therefore known as competent performance. Also refers to the inputs, or underlying attributes, required of a person to achieve competent performance (Hoffmann, 1999:277; Wong, 2020:97).

**Entrepreneurship**—Creating new opportunities and executing those opportunities in an uncertain and unknown environment (Neck & Greene, 2011:55). Innovation and development of new products, techniques, services, or business model for the betterment of mankind and making a profit at the same time (Ayankoya, 2016:3).

**Entrepreneurship education**—(OECD, 2008, as cited in Tomczyk & Vacek, 2016:15) describes entrepreneurship education as undertakings aimed at fostering entrepreneurial attitudes, skills and mind-sets and also covering an array of aspects such as idea generation, start-up, growth and innovation. A pedagogical programme or process of education for entrepreneurial attitudes and skills (Ndou, Mele & Del Vecchio, 2019:2).

**Higher education**—The focus on post-school education and training holistically, for example universities (DHET, 2020).

**Pedagogy**—The method and practice of teaching. (Tseseditorial, 2018) describes pedagogy as the way teachers deliver the curriculum content to the class.

**Students**—A person who is studying at a school, college or university, to enter a particular profession (Oxford English Dictionary, 2012)

## **ACRONYMS AND ABBREVIATIONS**

CATHSSETA Cultural, Arts, Tourism, Hospitality and Sport Sector Education Training Authority

CPUT Cape Peninsula University of Technology

DHET Department of Higher education and Training

EDHE Entrepreneurship Development in Higher Education

GDP Gross Domestic Product

LMI Labour Market Intelligence

NDP National Development Plan

NDT National Department of Tourism

NECT National Entrepreneurship Context Index

NSF National Skills Fund

PWC Price Waterhouse Coopers

SCCT Social Cognitive Career Theory

SDG Sustainable Development Goals

SMME Small Medium and Micro Enterprise

UCT University of Cape Town

USAf Universities South Africa

# CHAPTER 1

## INTRODUCTION AND BACKGROUND TO THE STUDY

### 1.1 Introduction

The South African Department of Higher Education and Training (DHET) in conjunction with the National Skills Fund (NSF), University of Cape Town (UCT), Labour Market Intelligence (LMI), and the Development Policy Research Unit (DPRU), released a widespread report detailing over 300 high-demand jobs in South Africa. The list includes trades and professions that have either a steady growth or are facing losses in the labour market and those that seem to be high in demand in the future (DHET, 2020). These professions include a small business manager, a winemaker, a chef—otherwise known as a professional cook, sales personnel, marketing manager, hotel manager and data manager. This list has a focus on high-demand professions at a national level to support post-matric training programmes and universities that have substantial progressive objectives for South Africa. Public and private employers are also targeted and encouraged to incorporate this list when creating their development and training programmes. According to the Department of Higher Education (DHET, 2020), occupations identified were in high demand if:

- An occupation has shown somewhat strong signs of employment increase in the past, in the present, and possibly in the future.
- An occupation has been recognised as being in shortage (meaning that the necessity for a skill/occupation is greater than the supply of satisfactorily skilled individuals).
- An occupation is found as novel and is expected to rise soon due to innovation and technological advancements or is brought about by government strategic significance.

It is evident that this list of occupations present a growing opportunity for South African youth and encourages one to embark on an entrepreneurial approach to further create job opportunities and economic growth.

Being an entrepreneur and embarking on a journey of entrepreneurship are two different concepts that are often interpreted in distinct ways. There is a particular interest in entrepreneurs, for example, their behaviour, attributes and skills that enable them to become entrepreneurial. Entrepreneurship on the other hand, is a process, involving specific outcomes related to economic activities (Simon, 2012:11016). This means, therefore, that human beings have a set of natural attributes, skills and behaviour that can

be developed through learning, hence the concept of entrepreneurship education. It was previously observed by Simon (2012:11017) that most South Africans are not educated to become entrepreneurs but seek to enter the labour market as employees. However, the Global Entrepreneurship Monitor of South Africa report (GEMSA, 2016/2017:18), contended that societal attitudes concerning entrepreneurship have improved as they are above efficiency-driven economies. Unfortunately, entrepreneurial perceptions and competencies have fallen below average, thus showing a disjuncture in skills and attitudes (DHET, 2019:16). The youth's inability to engage in economic activities and find employment implies that young people are probably not receiving the essential skills and work experience to steer the economy forward (DHET, 2019:16). Government and business entities are confronted with a challenge of inculcating a culture and spirit of entrepreneurship and self-employment, not only by making funding accessible but by developing skills and competencies in youth and potential entrepreneurs in general.

## **1.2 Background**

Tourism and hospitality play a major role in any economy and are significant contributors to the gross domestic product (GDP) of a country (StatsSA, 2019). To meet the needs of tourists, the sector requires a set of services, such as accommodation, transport, food, entertainment and leisure and other services depending on other needs of the tourist. The provision of these services aims to meet and satisfy the expectations and needs of tourists outside of their natural habitat, therefore forming the essence of the tourism industry and hospitality businesses in particular.

As alluded to by some researchers, tourism and hospitality industry is one of the fundamental and beneficial industries of the South African economy (StatsSA, 2019). Reports showed that the industry made a significant 6.9% towards the real South African GDP (StatsSA, 2019), having reached a high of 8.09% and 8.11% in the last 9 years being 2013 and 2014 respectively. The Culture, Arts, Tourism, Hospitality and Sport Sector Education and Training Authority (CATHSSETA, 2018/2019:38) recognises several sectors within its scope that present occupational shortages and skills gaps. In the hospitality sector, for example, chief amongst other reasons identified as hindering the filling of vacancies include a lack of suitable, experienced and qualified candidates for occupations such as Tourist Information Officer, Chef, Winemaker, Hotel Manager and Event Manager.



Education in tourism and hospitality plays a major role by making sure students are prepared and gain the necessary professional and practical skills the industry requires. The industry creates a large number of jobs due to its high growth rate and being a key player in economic contribution, therefore the relation to tourism and hospitality education and employment needs more attention (Saner et al., 2016:1-2). A study by Riley et al. (2002) more than 10 years ago about tourism employment says that tourism education has to balance three essentials: advanced knowledge development, individual development and relevant and practical skills for industry. Thus, the increase in demand for well-qualified labourers, with an array of skills, and the advantage of courses being practically dominated can serve as a proper liaison between academia and industry to produce professional students.

Globally developed nations and developing nations witnessed entrepreneurship gain much prominence, therefore creating a great necessity for entrepreneurship education (Mason, 2011:13). Entrepreneurship is seen as a catalyst for economic improvement for many nations around the world, through the emphasis on education to eradicate poverty (Mason, 2011:14). Seelig (2005, as cited by Mason, 2011:16) conducted a study amongst four major regions, the United States of America, Europe, Asia and Latin America, based on a conclusion regarding entrepreneurship education: 1) Culture, political stance, economics positioning and historical perspectives make entrepreneurship different around the world; 2) University entrepreneurship education in most regions is seen as an instrument to stimulate economic growth; 3) Where there is a shorter history of entrepreneurship in a particular region, universities are challenged with building support or legitimacy, sourcing experienced educators and gathering the much-needed resources; 4) Experimentation and enablers such as incubators are required in many regions, as entrepreneurship education is new; 5). To foster and improve the quality of entrepreneurship education, a network of entrepreneurship educators globally needs to gather and share best practices. Ultimately from a global perspective, it is believed entrepreneurship promotes economic growth and is critical in sustaining the economy, and maintain competitiveness.

The African continent is regarded as one of the youngest continents on the globe. There are over 200 million young people on the continent, which is expected to double by the year 2045. The continent's working age is between 15 and 24, thus constituting 40% of the working population (Brand South Africa, 2022). It is however noted that the term 'youth' varies in different countries, for example, Nigeria defines it as 18–35, Malawi is 14–25, Botswana is 12–29 and South Africa 15–35. The age group of South African students in

universities ranges between 18 and 29 years, which is almost similar to the national youth category (StatsSA, 2022). Despite these differences, International Labour Organization still realizes the worsening youth unemployment crisis faced around the world and Africa (Global Employment Trends for youth, 2022:31). Unemployment is even rife among graduate youth that theoretically are perceived to have more skills sought by employers (Msigwa & Kipsha 2013:67). This obviously could be detrimental to any country's economic advancement and personal development of the youth generally. The government of Sierra Leone in the context of transformation and poverty reduction, introduced youth-friendly initiatives centered on creating an ecosystem conducive to youth employment, entrepreneurship and empowerment. Developmental initiatives such as entrepreneurship education programmes throughout the country were introduced (Mbeteh & Pellegrini, 2018:90). In Zimbabwe, a country with poor economic growth and low income introduced a intensive drive by the government through the Ministry of Higher and Tertiary Education to re-orientate the country's higher education system to equip students with entrepreneurial skills and attitude as a means to curb youth unemployment (Ndofirepi, 2020:2). This intervention was anchored by integrating entrepreneurship education in various programmes offered at higher education institutions (HEIs), degree and non-degree granting. To further inculcate this entrepreneurial culture, the Zimbabwean government designated six state universities in 2018 to establish innovation hubs, business incubators, and science parks to put the effort into nurturing student entrepreneurs and innovators, especially in line with the country's modernisation and industrialisation vision (Ndofirepi, 2020:2). Mbeteh and Pellegrini (2018:91) extrapolate the views and research done by various scholars (Abimbola & Agbola 2011, Cho & Honorati 2013, Wit & de Kok 2014,) claiming entrepreneurship education programmes have increased the level of employment amongst youth in Tunisia, Uganda, Malawi and Sierra Leone, thereby solidifying the notion that entrepreneurship and entrepreneurship education has a positive impact on a country's economical stance.

The South African National Department of Tourism acknowledges, globally and nationally that entrepreneurship is regarded as a crucial factor in tourism development (NDT, 2022:18). In Koh and Hatten's (2002:21-48) view "tourism and hospitality entrepreneurs exist because of the societal environment, landforms, flora & fauna, historical artifacts, and cultural heritage enclaves, these become tourism resources which can be renovated and transformed into tourist attractions and destinations". Entrepreneurship ventures or business plays a pivotal role in economic growth; invariably, quality entrepreneurship advances to job creation in tourism and, in turn will encourage economic growth (Nako et al., 2011:1-14).

In South Africa, Small, Medium and Micro Enterprises (SMMEs) are interpreted by the government as a major priority in terms of job creation, making it a means to an end in reducing the unacceptably high levels of unemployment (Nicolaidis, 2011:173). Hence the encouragement for startup efforts in South Africa. Chimucheka (2014:405) points out the need to elevate entrepreneurial awareness and generate a solid foundation in entrepreneurship skills like business, administration, and financial skills. The need to educate and train young persons on the turf of entrepreneurship is crucial, thus showing the importance of entrepreneurship education to develop an entrepreneurial culture.

### **1.3 Statement of the research problem**

Generally, education is touted as one of the utmost meaningful traditions to get people out of poverty. Educational programmes and policies play an extremely important role in one's social and individual progress, which are developed for the community through socio-economic and cultural aspects. Therefore, education cannot be packaged only as an institution but as a process taking place in society (Türkkahraman, 2012:38). The phenomenon of entrepreneurship education can be noted as far back as the 1940s, when the emergence of Silicon Valley in the United States occurred (Qian & Lai, 2012:7). Henry et al. (2005:100-101) identifies that there is attention and sustained interest in entrepreneurship education, which can be attributed to three factors—firstly on a global level in terms of trade barriers, an advancement of telecommunications, transportation, and technology, which creates more opportunities, as well as uncertainty. Secondly, societal aspects such as privatization, environmental concerns, deregulation, and new forms of governance have presented society with more uncertainty. Thirdly, at an individual level where there is a possibility of a greater variety of employment options, but more responsibility and stress are added.

Since 1994 the South African education curriculum has undergone considerable changes with the aim to adjust previous inequalities and align it with the developmental needs of the country. Amongst the reasons encouraging these changes was to curb unemployment, by promoting entrepreneurship education and exposing the youth to possibilities of self-employment and sustainability (du Toit & Kempen, 2018:2). Although the principal intention of education is to sustain an individual and create societal improvements (Türkkahraman, 2012; Masuo & Cheang, 2017), the unemployment rate amongst youth between the ages of 15–34 in South Africa still persist at approximately 46.3% while university graduates' unemployment rate is 9.3% (StatsSA, 2021).

South African HEIs are under enormous pressure to equip graduates with the vital skills, knowledge and attributes that would empower them to be exceedingly entrepreneurial. The amplified interest in entrepreneurship has consequently shaped a range of beliefs as to how it can lessen unemployment and support in reaching economic prosperity. The distressing youth unemployment statistics further make one question what the role of education and skills development is (Türkkahraman, 2012:38). Allowing society to evolve from a poverty-stricken setting to a positive condition with respect to economy, employment, social and political issues linger as a challenge in South Africa (Türkkahraman, 2012:39).

Therefore, for South Africa to create economic progress and community development, an awakening of capabilities should be developed at the youth level. South African graduates need to be encouraged to embark on business creation because some do not believe they have the necessary skills and abilities to start successful businesses (DHET, 2019). The DHET acknowledges this shortcoming, where DHET annually hosts the Entrepreneurship Development in Higher Education (EDHE) Lekgotla in collaboration with Universities of South Africa (USAf). The purpose of the Lekgotla is to foster collaboration, sharing of best practices, and showcasing the latest trends and developments associated with entrepreneurship in Higher Education (EDHE, 2019).

It is with this background that this study intends to examine the entrepreneurial knowledge, skills, and attributes that hospitality students require from Higher Education Institutions and address the entrepreneurial skill-shortage of hospitality students, with the hope to contribute towards the entrepreneurial hospitality sector and the South African economy. Several studies abroad have been conducted regarding entrepreneurship education in general and in hospitality for example Mason (2011), Qian & Lai (2012), Li et al., (2003). In the context of South Africa, outdated and limited research has been produced (Davies, 2001:32-39; Chimucheka, 2014:403; Simon, 2012:11018), therefore the researcher identified a gap concerning the level of knowledge, skills and attributes required by students in HEIs regarding entrepreneurship education in the hospitality curriculum.

#### **1.4 Aim and objectives of the research**

The focal aim of this study was to identify entrepreneurial knowledge, skills and attributes that agile hospitality management students require to succeed as entrepreneurs.

The specific objectives of this study were:

- To determine which entrepreneurial knowledge, skills and attributes can be used to foster entrepreneurial competencies and business acumen among hospitality management students.
- To determine which entrepreneurial teaching methods and modalities have a positive impact on hospitality students' acquisition of entrepreneurial competencies and attributes.
- To develop and recommend a competency-based entrepreneurship education framework, that could be applied in the Hospitality curriculum for South African HEIs.

#### **1.5 Research questions**

A question that is explorable is one that provides a statement that is clear of what the researcher desires to know (Bryman, 2012:9). Therefore.

The main research question that this study seeks to answer is, how can the development of an entrepreneurial education framework contribute to Hospitality management students' entrepreneurial knowledge, skills, and attributes to improve their entrepreneurial competencies and acumen in South Africa?

The secondary research questions are:

- a) Which entrepreneurial knowledge, skills and attributes can be used to foster entrepreneurial competencies among hospitality students?
- b) What entrepreneurial teaching methods and modalities are there that can be used to effect hospitality students' acquisition of entrepreneurial competencies and attributes?
- c) How can a competency-based entrepreneurial framework be developed to influence hospitality management students

#### **1.6 Significance of the research**

Since the introduction of tourism subjects in schools in the early 2000s, the amount of hospitality and tourism management student enrolment has risen in South African HEIs,

where enrolment reports from various institutions reported an increase in applications (Cape Peninsula University of Technology, 2019; University of Johannesburg, 2019; University of Mpumalanga, 2019). However, the challenges as far as entrepreneurship education is concerned in South Africa have been acknowledged (Global Entrepreneurship Monitor, 2015/2016:106). Identification of factors such as the lack of entrepreneurial foundations, and inappropriate learning methodologies and modalities motivated the researcher to conduct this study.

The National Skills Development Plan 2030 acknowledges the necessity for supporting entrepreneurship as it will be a driving force in eradicating unemployment. SMMEs provide more than 30% to South Africa's GDP, and with employment, SMMEs take up about 70% to 80% of the employed populace. The National Development Plan (NDP) has set a target of 5% for GDP and 6% for a reduction in unemployment by 2030 (DHET, 2019:15), thereby expecting to create over 11 million jobs, the majority from the contribution of small and expanding businesses, which is crucial for South Africa's economic growth.

Simon (2012:11018) acknowledges entrepreneurship as a fledgling and developing field in South Africa, with an increase in demand for knowledge, therefore there is still a need for further research at the university level and even secondary school level in designing of programmes and courses. This of course will assist in creating potential entrepreneurs and empower lecturers to help meet the increase in demand for appropriate entrepreneurship education. Without understanding the core sets of entrepreneurial knowledge, skills, capabilities, and attributes required, it will not be possible to define the realm of entrepreneurial education. Although substantial effort has been dedicated to identifying characteristics, traits, values, and cognitive styles connected with entrepreneurial achievement (Morris et al., 2013:363), research focusing on hospitality skills and capabilities that support graduate business creation has not received sufficient attention in the South African literature. This study filled this gap by increasing the understanding of the degree of entrepreneurship education in HEIs specifically offering hospitality studies, by identifying core competencies through the literature and empirical research study.

This study has added to the present literature on entrepreneurship education and teaching modalities, also it generated more understanding and information for future studies by researchers and academics to use. The quantitative methodology used in the study by means of an online questionnaire allowed the researcher easier access to the students.

The online Google Form link was sent to the study sample via WhatsApp, as it was more convenient for the researcher to reach all students at the same time, and it granted easy access to the questionnaire for the students. The research finding could assist in the future planning of entrepreneurship content in hospitality studies for HEIs.

### **1.7 Research design and methodology**

Flick (2011:252) identifies research methodology as a methodical plan used to gather and examine data to reach a sound answer.

This study explored entrepreneurial knowledge, skills and attributes required by hospitality students in HEIs. The study was guided by the principles of Social Cognitive Career Theory (SCCT), which suggests career goals or choices are related to self-efficacy, beliefs, and outcome prospects; and Bandura's Agentic Theory of human development which trusts that motivation by self-belief about an individual's talents and abilities can control his or her own goals, actions and destiny (Rideout & Gray, 2013:331).

The study employed a descriptive cross-sectional research design. A cross-sectional research design can be used for population-based surveys, and the collection of data usually takes place at one point in time (Setia, 2016:261). Setia (2016:261) further substantiates that the usage of cross-sectional design is efficient because of the significantly smaller amount of time used to collect data; one can look at numerous characteristics at once and is economically cost-effective. Hence the researcher deemed it appropriate for this study.

This research design incorporated a quantitative survey using an online questionnaire. First, the researcher conducted documentary reviews in the form of Hospitality Management learning guides to identify the module's entrepreneurship outcomes, teaching methods and modalities. The reviews along with the literature review helped the researcher develop an understanding of the module and develop a list of entrepreneurial questions included in the questionnaire. Well-established survey scales were also adapted from previous literature (Lazenby & Machaba, 2011:80; Ringo Ho et al., 2018:10; Course Hero, n.d.) and adjusted to suit the South African context and the sample of this study.

South Africa is home to several universities with various tourism and hospitality courses, providing a unique environmental context to conduct this study, for example, Walter Sisulu University, Cape Peninsula University of Technology and Tshwane University of Technology. However, for this study, hospitality students from one public HEI were invited to take part in the quantitative research.

## **1.8 Study population**

### **1.8.1 Population**

A population is a full arrangement of elements comprising person, associations, groups, and occasions where a sample can be involved to rearrange results for the total populace (Collis & Hussey, 2009:209). The population of this study was limited to a HEI in Cape Town offering a Hospitality Management course with three streams, of a Diploma in Hospitality and Hotel Management, Diploma in Hospitality and Food and Beverage Management and a Diploma in Hospitality and Professional Cookery. The population comprised of first, second and third-year students registered for the course.

### **1.8.2 Sampling method**

For this study, convenience sampling was deemed appropriate. Purposive or convenience samples are a representation of the population relevant to the study and considered the most convenient nonprobability sampling (Welman et al., 2005:69). The Non-probability sampling method is used in this research because it was seen as less complicated and the researcher considered it appropriate as it is time-saving and more economical (Walliman, 2011:97). A convenience sampling approach was used to identify first, second and third-year registered students from one HEI.

## **1.9 Data collection**

A survey instrument in the form of a structured questionnaire was distributed to Hospitality Management students in the selected institution. The questionnaire included recognised measures adapted from the literature (Lazenby & Machaba 2011:80; Ringo Ho et al., 2018:10; Course Hero, n.d) and a few questions developed from the analysis emanating from reviewing the hospitality study guides. The goal of the questionnaire was to amass research information from many respondents. It is suitable for bulk data, which ensures consistency and reliability (Netswera, 2013:6-7). Prior to fieldwork, a pilot study was conducted amongst a smaller sample of hospitality students to pre-test the questionnaire.

An institution offering Hospitality Management was approached to participate in the study. Permission was obtained from the institution to distribute questionnaires to collect data from their students. The researcher was the only one involved in distributing the questionnaires and collecting data. The final questionnaire, a Google form, with a brief letter explaining the purpose of the study and consent agreeing to be part of the study, was sent by the researcher to the students as a link via WhatsApp, as it is the most



common and easily accessible online platform. This method of distribution and data collection ensured the researcher reached all students.

### **1.10 Data analysis**

To analyse the collected data, the Statistical Package for Social Sciences (SPSS) version 28 was used. Descriptive statistics enabled the data to be presented in a more meaningful way by describing and summarising patterns that occur from the data (Laerd Statistics, 2020). Factor analysis was also employed to identify the underlying factors or components.

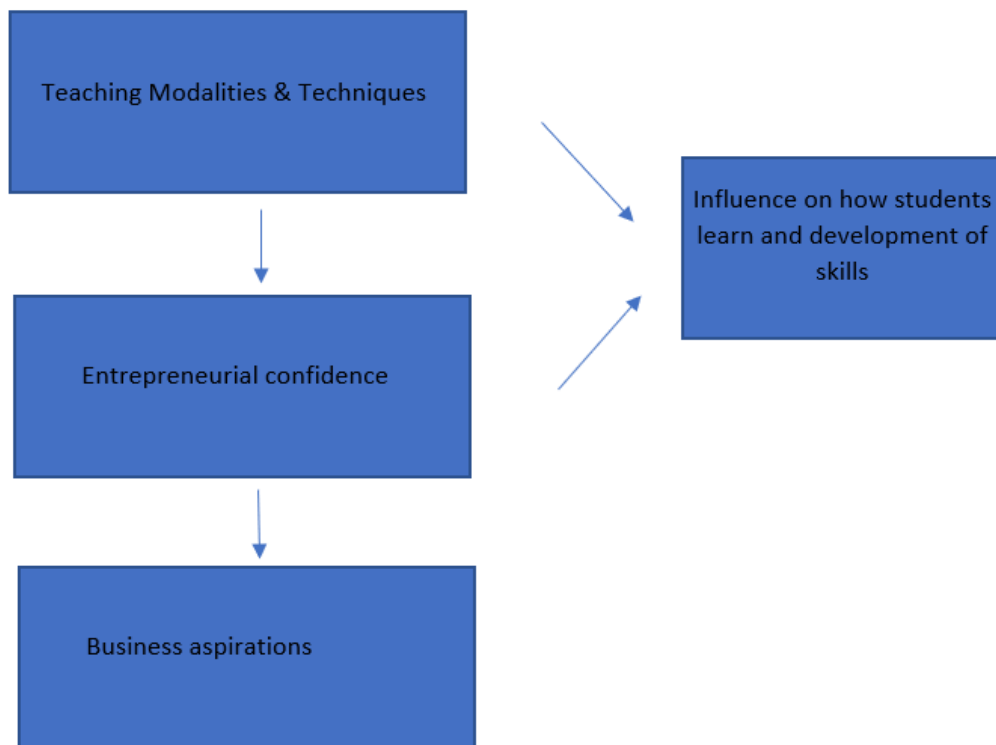
### **1.11 Ethical issues of the research**

Direction can be provided by professional codes, laws, regulations, and ethics committees as to how research is accomplished, yet a lot lies with the researcher's value system and moral code (Fouka & Mantzorou. 2011:12). The researcher conducted the research after permission was granted by the Faculty of Business and Management Sciences' Ethics Committee of the Cape Peninsula University of Technology, ethical clearance certificate number 2020FOBREC828 (see Appendix B).

After obtaining ethical approval from the institution, the researcher approached the head of the department (HOD) of the selected institution requesting their participation in the study and also explaining the nature and drive of the research in writing. Total anonymity was guaranteed; no names, references to the institution and department or anything that could identify the institution would appear in any publication emanating from the study. The information supplied will be kept confidential and will not be divulged to any third party unless otherwise required by the laws of South Africa.

### **1.12 Conceptual framework**

The framework in Figure 1.1 below illustrates the expected connection between the variables of this study. The framework proposes teaching techniques and entrepreneurial confidence can both influence how the students learn and develop skills, this has an influence on business aspiration.



**Figure 1.1: Conceptual framework of the study**

### **1.13 Outline of the dissertation**

This dissertation is organised into five chapters:

Chapter 1: This chapter set the introduction for the thesis. The background is outlined, and the research problem is stated. Research questions and objectives are discussed and the reason why there is a need to do the research is explained. Also, a general overview is given of the methodology, data collection and analysis adopted in this study.

Chapter 2: In this chapter, an interdisciplinary approach to entrepreneurship and entrepreneurial education, meaning, and origin from a literature point of view are discussed. Concepts such as entrepreneurial knowledge, skills and attributes are extensively explored, and the theories underpinning the study are classified.

Chapter 3: Chapter 3 is dedicated to the research methodology implemented for the study and the method used to collect and analyse data for the research. The chapter starts by discussing the research paradigm and approach, being a quantitative research design. The demarcation of the study, sample method, questionnaire design and population are described. Furthermore, data collection, presentation and analysis are discussed and ethical considerations regarding the study are considered.

Chapter 4: Research results are presented in Chapter 4, providing major conceptual and factual findings of the study collected through the questionnaire. The results are presented in categories (measurement scales) for improved understanding and interpretation, through graphs and tables using frequencies and percentages.

Chapter 5: Chapter 5 concludes the study by discussing the results presented in Chapter 4. Recommendations are suggested. The shortcomings of the study and future research directions are stated.

#### **1.14 Chapter summary**

This chapter described the background and key aspects of the study, regarding entrepreneurship and entrepreneurship education, particularly in hospitality studies. The research question, aim and problem statement was stated, emphasising the value of the study. The research methods used and the shortcomings of the study were discussed. The chapter concluded by addressing a conceptual framework of the study and outlining each chapter, giving structure to the thesis.

The following chapter reviews literature that is pertinent to the study.

## CHAPTER 2

### LITERATURE REVIEW

*“The key to success in establishing a culture of entrepreneurship in South Africa is education” (Gouws, 2002:41)*

#### 2.1 Introduction

There is wide-ranging realisation and acknowledgement that promoting an entrepreneurship mindset amongst young people could lead to job creation and prosperity (Ball, 2005:1). Generally, entrepreneurship is advocated as a method of discovering new opportunities with the fundamental purpose of generating new wealth for an individual and the country (Ball, 2005:1). The commonly accepted definition of entrepreneurship is a procedure in which individuals or a group exploit a commercial prospect; this can be done by bringing in a new invention to the market or by enhancing an existing service or product (Centre for American Entrepreneurship, 2022). This is particularly important for hospitality management students. A study conducted by Acs et al. (2008:222) mentions various entrepreneurial methods, those of traditional innovation and the opportunity-driven ones that focus on developing a perceived business opportunity:

- a) The first is understood to have the promise of creating employment, spillovers and structural economic shifts.
- b) The second one is improbable to magnify but is a significant source of income, especially in developing economies.

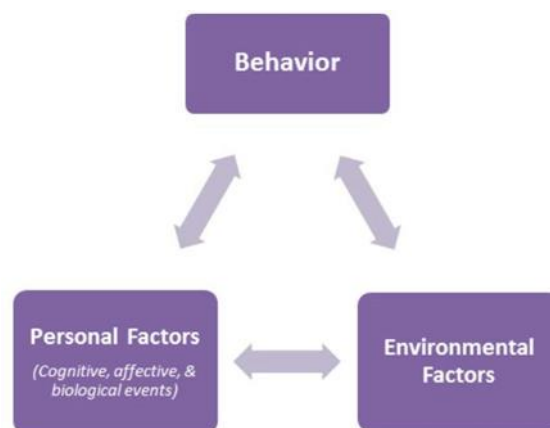
As previously mentioned in Chapter 1, this study is guided by two principles of how people actively shape and are shaped by their environment. These principles within the existing theories of people’s development, therefore, need to be promoted to help guide entrepreneurship teaching methods and strategies for hospitality management students who want to start a business. For example, the principles of Social Cognitive Career Theory (SCCT), proposes that career goals or choices are related to self-efficacy, beliefs, and outcome potentials whereas Bandura’s Agentic Theory of Human Development trusts that motivation by self-belief about an individual’s talents and abilities can control his or her own goals, actions, and destiny (Rideout & Gray, 2013:331). Both, theories, that is, the Social Cognitive Theory and Bandura’s Agentic Theory are further discussed to guide entrepreneurship teaching methods and strategies with the aim to equip hospitality management students who want to become entrepreneurs.

## 2.2 The development of Bandura's Social Cognitive Theory and Agentic Theory

Albert Bandura is the ancestor of cognitive theory. Born on December 4th, 1925, in Canada, his studies started as a biological science major but soon found interest in psychology (Nabavi, 2012:3). Bandura has many accolades to his name, for example, a degree in psychology from the University of British Columbia and a Ph.D. in Clinical Psychology from the University of Iowa. He has been president of the American Psychological Association and elected as an outstanding lifetime contributor to the Association.

### 2.2.1 Social Cognitive Theory

The Social Cognitive Theory was established by Albert Bandura, centered on the concept that learning is influenced by cognitive, behavioural, and environmental factors (Compeau et al., 2014:2). Bandura's idea was that learning can occur by observation of other people's behaviour. Based on previous studies (Shuell, 1986; Weinstein & Mayer, 1986; Driscoll, 1994, as cited by Nabavi, 2012:4) learning can be defined as "a persisting change in human performance or performance potential as a result of the learner's interaction with the environment", "the relatively permanent change in a person's knowledge or behavior due to experience" and "an enduring change in behaviour, or the capacity to behave in a given fashion, which results from practice or other forms of experience". Social Cognitive Theory has inspired many areas of investigation, such as health sciences, education, social policy and psychotherapy. It is for this reason that these theories are important to promote and encourage the development of hospitality management teaching methods and students who would want to embark on an entrepreneurial journey.



**Figure 2.1: Internal principle of SCCT**

Source: Compeau et al. (2014:2)

Compeau et al. (2014:2) elaborate that there are four aspects Bandura associates with the process of observational learning, these are attention, retention, reproduction, and motivation. Attention is where people observe and selectively extract information from modelled activities. Retention is the process of restructuring and transforming information, and then storing it in memory. Reproduction is when one performs the actual behaviour that was observed, and lastly, motivation which forces the student to the prior aspects of attention, retention, and reproduction. Nabavi (2012:4), Compeau et al. (2014:3), Stajkovic and Sergent (2019:2) go further to say that key concepts that Social Cognitive Theory recognise as important to learning are:

### **Human Agency**

Human agency is referred to as the ability to shape one's life. Intentional decisions are made by learners to capitalise on their studying and enact behaviour.

### **Self-regulation**

Self-regulation is described as having self-generated thoughts, feelings and actions that are conceived and intermittently adjusted to the fulfilment of personal ambitions.

### **Self-efficacy**

The central role of self-regulation is self-efficacy. It is a person's certainty in his or her ability to succeed in a unique situation. These beliefs are built on the unique emotion that they possess the requisite cognitive abilities, motivation, and resources to achieve the task.

Social Cognitive Theory's essential component is self-efficacy, which affects the student's motivation and learning (Nabavi 2012:15; Compeau et al., 2014:4; Stajkovic & Sergent, 2019:2-3). As the objective of this study is to identify and determine which entrepreneurial knowledge, skills and attributes can be used to foster entrepreneurial behaviour among hospitality students, results from the questionnaire distributed to students confirmed that these essential components spoken of by Bandura are indeed valuable. Understanding the Social Cognitive Theory and how these skills can be developed is important for hospitality students in higher education to become entrepreneurial.

### **2.2.2 Bandura's Agentic Theory**

To be agentic, one intentionally makes things happen through their actions (Bandura, 2001:1). Bandura's Agentic Theory of human development supports that the principles of one's immediate environment can self-direct one's life. Agentic capabilities, competencies, self-regulatory skills and enabling beliefs in self-efficacy will empower an individual to recognise and pursue a vast range of prospects and cultivate success in their desired futures, over their counterparts with less developed agentic resources (Rideout & Grey, 2013:331). This is an important building block in the development of entrepreneurship education in hospitality studies and for hospitality management students. Part of the fundamental features of agency is enabling an individual to play a part in their self-development, adaptation, and self-renewal with evolving times (Bandura, 2001:2). The core characteristics of the Agentic Theory are intentionality, forethought, self-reactiveness, and self-reflectiveness. These are discussed below.

#### **Intentionality**

Being intentional is an act of agency. One can choose to act or behave in an accommodative manner or by exercising self-influence to behave in another manner. Bandura (2001:6) further notes that the key element of personal agency is having the ability to initiate actions for any given purpose. Thus, intentionality is a symbol of the future plan of action to be performed.

#### **Forethought**

Forethought is a way of thinking or planning in advance, one considers the necessary things or future expectations. Once one exercises the concept of forethought, they encourage themselves and guide their actions, meaning they are able to direction, coherence and meaning to their lives. Bandura (2001:7) goes on to say that "being represented cognitively in the present, foreseeable future events are converted into current motivators and regulators of behaviour", therefore, one is not ruled by an idle future state.

#### **Self-reactiveness**

Self-reactiveness is a form of self-regulation. Through reactivity, one regulates motivation, affect and action; they guide their performance by personal standards, and one takes direct corrective action (Bandura, 2001:8).

## **Self-reflectiveness**

Self-reflectiveness enables a person to assess their motivations and values and the meaning of their personal life's pursuit. In this activity, one is able to judge their foretelling and functioning thinking, against the outcomes of their actions (Bandura, 2001:10).

The Social Cognitive Theory and Bandura's Agentic Theory have both demonstrated the major role efficacy plays in humans, and that human foundations are based on efficacy beliefs (Bandura, 2001:10; Stajkovic & Sergent, 2019:2). As a people the activities we do and environments one chooses to go into for example the courses students choose and the HEI chosen, are of great influence and shape self-efficacy, which in turn affects the direction of personal development. It is safe to say when people choose and shape their environments, it can ultimately have a hand in what they become. These two theories are important because they address the objective of this study of finding out what knowledge, skills and attributes are required to develop entrepreneurial hospitality management students. Entrepreneurship and education are discussed next.

### **2.3 Overview of entrepreneurship**

The earliest reference to entrepreneurship comes from the economics field and the nature of sources of profit. Thus, it was associated with all activities that created residual profits over the rate of return for labour, land, and capital (Gedeon, 2010:18; Simon, 2012:11016). Earlier studies by McClelland (1961, as cited by Gedeon, 2010:23) noted that the definition of entrepreneurship from economic theories shifted, as it was acknowledged that there was no agreement on the definition (Gedeon, 2010:17). The focus was transferred to personal characteristics and cultural values. Since then, an entrepreneur has been defined as a role or someone who engages in any aspect of business or economic enterprise, thus behaving in an entrepreneurial way or like an entrepreneur (Gedeon, 2010:23; Ayankoya, 2016:3).

So, what is entrepreneurship? Mehdi (2006:3) expresses entrepreneurship as an approach to management, "a pursuit of opportunity without regard to resources currently controlled". Furthermore, it is said that entrepreneurship is a multi-dimensional idea that comprises owning a small business, being innovative, acting as a leader, or starting up a new company (Diandra & Azmy, 2020:236; Alam Ikhtiar, 2021:1). Gedeon (2010:30) is of the view that one can do things on their own, within a company or with a team, and without the luxury of resources in the beginning but establishing new values in the realm of social values, business, government, or academia.



Entrepreneurship is considered around the globe by specialists as being a pledge to livelihood advancement and proficiency; thus a businessperson is able to move monetary capital out of a low creation range into a zone of advanced effectiveness and further noteworthy return (Herrington & Turton, 2012:11).

## 2.4 Advantages and disadvantages of entrepreneurship

Generally, entrepreneurship is regarded as the ability to breed and apply new ideas to start a business. The ability to judge is required and manage the possible risks for earning a reward or success. Entrepreneurship can be tricky and exhilarating as it requires tireless attempts and innovative tactics to be applied to make business ideas fruitful and profitable (Mehdi, 2006:3; Pearce & Elkington, 2020:53-54; Aplus Topper, 2022). It requires leadership abilities to build an efficacious team toward the fulfillment of the vision. An entrepreneur must hold the open-minded and creative capabilities to gather information and implement innovative ideas to take benefit of new opportunities and remain competitive (Akhmetshin et al., 2018:4-5; Pearce & Elkington, 2020:53-54; Aplus Topper, 2022). Table 2.1 below depicts the advantages and disadvantages of entrepreneurship.

**Table 2.1: Advantages and disadvantages of entrepreneurship**

<b>Advantages</b>	<b>Disadvantages</b>
Autonomy—Individuals enjoy more freedom and are self-driven	Uncertain income - income flow is uncertain nor guaranteed
Motivating—decisions are made in motivation of success	Devotion of more time—more time is devoted to the business
Flexibility—flexibility in time and routine can improve mental and physical wellbeing.	Risk of failure challenges may occur, and strategies may not work thus resulting in losses.
Career orientation—the desired passion is incorporated in the work, values and beliefs	Creating new customers—building a new customer base can be challenging.
Develop skills—mindset and professional abilities are developed	Financial instability - added outflow of cash as an investment as compared to the gain from business can be expected.
Economic development—improved efforts and opportunities financially	Greater competition—competition regarding knowledge, experience, and customer support is a challenge
Meeting people—connecting with new people and exposure	Lack of investors or partners—some investors want to know the financial history, which can be a challenge with startups. Entrepreneurs therefore, start their journey in debt and take time to recover.
New experiences—challenges and experiences that are unexpected, therefore useful in gaining new lessons, problem-solving abilities and decision-making abilities	More responsibility - entrepreneurs look after many aspects related to business. For example, funds, legal issues, workforce, sales,

	customer support, and many other things to keep the company operating systematically.
Building your own team - freedom of choosing a team to work with, partners and clients	
Getting full reward—enjoying the success of a business	

Source: [www.futureofworking.com](http://www.futureofworking.com) (2022)

## 2.5 Global Entrepreneurship Context

Credit can be given to augmented globalization, integration of people and cultures and increased technological innovation for the high rise in entrepreneurship globally, from established countries to emerging economies (World Bank, 2022). With regards to the ever-changing global economy, entrepreneurs have more opportunities to interact globally, whether the intended market is local but their competition could be elsewhere in the world (Lee & Cortes, 2022:2). The extreme interconnected global economy and increased changes in technological innovations, which were previously dominated by developed countries, has given a significant rise in entrepreneurs globally and leveled the competition field much further (Lee & Cortes, 2022:2). The World Bank (2022) concurs that entrepreneurial pursuits thrive in the digital or information technology sector and has become a catalyst for economic and social improvement in many improving countries. The International Bank for Reconstruction and Development and the International Development Association, jointly referred to as the World Bank Group, have a mandate to assist countries around the globe to progress and reach their developmental goals where inequality is concerned. One of the aspects used to curb these inequalities is the incorporation of entrepreneurship. In different countries, the World Bank has put in place strategies such as enabling the market of Uzbekistan by creating business incubation and financing women in entrepreneurship. Also, they have worked with many countries to empower women for sustainable growth and resilience, by developing outcomes such as women's entrepreneurship, girls' education and skills for future jobs (World Bank, 2022). In India, a study by Kumar-Gautam (2015:28-29) refers to the challenges India faces of poverty and unemployment, and the government launched the "Skills India" programme which primarily focuses on fostering entrepreneurial skills in youth. This programme will produce skilled manpower in turn, grow the Indian economy.

## 2.6 Entrepreneurship in South Africa

It is well-known that a South Africa with improved enterprise prospects, business formation, and job creation, will inevitably put food on the table for many South Africans and maybe curb criminal activities (Evbomwan & Mrwebi, 2017:30). South Africa is faced with various difficulties of which crime, political difficulties, social injustices, and unemployment are the most blatant (StatsSA, 2019). Thus, it is vital to develop enterprises to improve the South African economy and future socio-political security. Unemployed youth (under 34 years of age) in South Africa is currently at more than 40%, and graduates are just over 8%. This informs the urgency to address the monetary ills and socio-difficulties faced by the country (StatsSA, 2019).

According to the South African Reserve Bank (2019/2020) and International Monetary Fund (2019/2020), the GDP growth forecast for 2019 was 0.4% or lower and predicted at below 1% for 2020. This sluggish growth translated to restricted job creation and unfortunately could intensify the existing rift triggered by unemployment and financial inequality. Therefore, the lack of economic progress will cement inequality and an inclusive society will be out of reach. Bowmaker-Falconer and Herrington (2020:v) report that the Economic Policy Division of the National Treasury (2019) published a paper on long-term economic transformation, inclusive growth and competitiveness in efforts to address the current economic situation, among which unemployment is a crisis and entrepreneurship matters are addressed. With the growing unemployment rate, South Africa faces larger unemployment challenges than other BRICS countries, for example, the unemployment rate for Brazil is 11%, Russia is 4.6%, India 7.2% and China 3.6% (National Treasury, 2019). This means structural improvements in the economy, backed by investments in systematic changes in the education system, need to be the focus (Bowmaker-Falconer & Herrington, 2020:v). On the other hand, SMMEs are the biggest drivers of job creation, contributing to identity, social cohesion in communities and sustainable growth. However, South Africa still has a long way to go in mounting entrepreneurship as a driver of economic improvement and many challenges are faced by businesses, especially SMMEs.

The National Entrepreneurship Context Index (NECI) represents the average quality ecosystem of a given country in comparison to other countries. The index notes South Africa ranked 49th out of 54 economies in 2019. Further statistics show entrepreneurial activities increased in the ages of 45–54 years from 7.5% in 2017 to 14.3% in 2019, total early-stage entrepreneurial activity rates among the younger age categories (18–24) are lower in South Africa than in the African region. Also, compared to other races, South

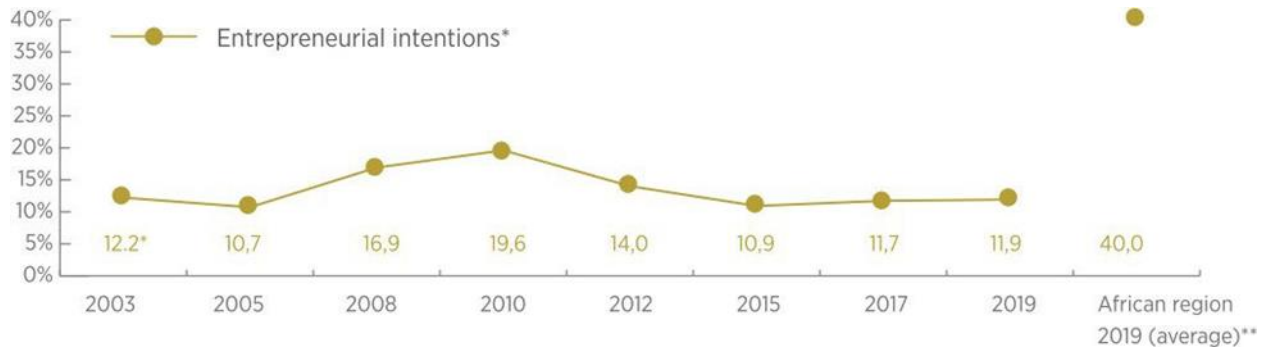
Africa's white population saw the highest growth in entrepreneurship activity between 2017 and 2019. The distribution of entrepreneurs across industry sectors is also recognised, where the wholesale and retail sector embodies 46.1% of total early-stage entrepreneurial activity, health, government and social services account for 16.2% and manufacturing 13.1% (Global Entrepreneurship Monitor, 2019/2022; Bowmaker-Falconer & Herrington, 2020:8).

It is clear there is important to define and reflect on the present landscape of entrepreneurship in South Africa. The shape of the entrepreneurial ecosystem and national entrepreneurship culture is influenced by social attitudes and perceptions. Societies attitude, positive or negative will to a certain extent have an influence on entrepreneurial ambitions and the extent to which it is supported (Global Entrepreneurship Monitor, 2019/2022). Nomnga's (2021:1063) study in the Eastern Cape, South Africa found that limited education and lack of skills hinder, especially women, entrepreneurial tendencies and aspirations of starting an SMME, especially in the rural areas. Therefore, noting the government's obligation to support women as part of enhancing socio-economic development. This is supported by the views of the Social Cognitive Theory and Bandura's Agentic Theory, that your attitude, capabilities, and surroundings influence entrepreneurial motivation. Below are tables that illustrate perceived entrepreneurial competencies and perceptions from the adult population but unfortunately would not start a business due to fear of failure (Figure 2.2), and entrepreneurial intentions of the South African adult population between 2003 and 2019 (Figure 2.3) (Bowmaker-Falconer & Herrington, 2020:11).



**Figure 2.2: Entrepreneurial perceptions and competencies in South Africa**

Source: Global Entrepreneurship Monitor South Africa (2019/2020)



**Figure 2.3: Entrepreneurial Intentions in South Africa**

Source: Global Entrepreneurship Monitor South Africa (2019/2020)

## 2.7 Benefits of entrepreneurship

Entrepreneurship is a skill that brings various benefits to society and a country. Many countries have achieved growth and development due to the benefits of entrepreneurship (Luke et al., 2007:321-322; Van Praag & Versloot, 2008:74). The most common indicators of economic growth that stem from entrepreneurship are employment, productivity and growth (Van Praag & Versloot, 2008:74). Luke et al. (2007:321-322) and Van Praag & Versloot (2008:74) agree that a robust amount of employment contributes to individual wellness and economic growth for any society. Innovation and new business contribute to employment and in turn create a foundation for innovation in the future, thus building knowledge and demand for skills. The growth of entrepreneurship contribution is measured according to a country's GDP, or a combination of variables used to calculate GDP percentage. Meaning the total market or monetary value of all finished goods and services produced within a country's borders. Chirani et al. (2013:74) concur that there are many benefits of entrepreneurship for any society and economy, such as encouraging investments, stimulating a sense of competition, factors of change and innovation, job creation, there is an improved quality of life through entrepreneurship and it causes a proper distribution of income among communities. Entrepreneurship forms long-term results, and given the benefits, it is the determining factor in the success and access to economic goals (Chirani et al., 2013:75). In comparison as far back as Praag and Versloot (2008:74), the economic benefit and contribution of entrepreneurship are acknowledged. With regards to employment, there is a long-term and indirect positive effect, due to increased competition and entrepreneurs have a higher contribution to the generation of employment. Praag and Versloot (2008:104) also observed a constructive relationship between entrepreneurial activity and technological change. Entrepreneurs create more commercialization of innovations, thus being of value to societies. Productivity and growth

are measured by their contribution to GDP. Relatively, therefore entrepreneurs are found to lag in terms of productivity but quickly catch up due to a high growth rate (Praag & Versloot, 2008:124).

## **2.8 The role of entrepreneurship in society and the economy**

Shane and Venkataraman (2000:219) describe entrepreneurship as a practice concerning the detection, evaluation, and exploitation of opportunities to introduce services, new products, fresh markets, and a different way of organising. In addition, Toma et al. (2014:438) expand on Naudé's (2008) point of view by stating that examples of economic development can be job creation, improvement of the quality of life, and also a process influencing growth, thus enhancing the economic wellbeing of society. The bottom line is that economic development equates to sustainable improvements in society's material well-being and this can be measured according to the GDP per capita, the growth thereof, productivity and employment. Throughout the world, government officials have seen and recognised entrepreneurship as “a key mechanism for enhancing economic development” and also “a viable solution as it provides a non-controversial way to increase the proverbial pie, creating jobs and enhancing per capita income growth” (Shane, 2005:1). Hence, it is an essential mechanism where inefficiencies in the economy are recognised and alleviated.

Entrepreneurship has been a major source of job creation and contributed timeously to economic growth and national prosperity. The inventiveness of start-ups combined with innovation are relevant factors linking entrepreneurship to economic growth. The link between the two can be attributed to industrial evolution, where several factors are emphasized, stating how entrepreneurship encourages growth (Burns, 2011:516).

The three reasons are:

- a) It encourages competition by expanding the number of enterprises. Whilst this encourages growth in itself, it is a cumulative phenomenon because competition is more conducive to knowledge externalities—new ideas—than is a local monopoly. And so, entrepreneurship encourages entrepreneurship.
- b) It facilitates the “knowledge spillovers”, the spread of knowledge from its points of origin to other persons or organisations. Knowledge spillovers are an essential mechanism underlying endogenous growth and start-ups. In other words, entrepreneurs spot opportunities and innovate.

- c) It generates diversity and assortment among enterprises in any location. Each enterprise is in some way different or unique, and this impacts economic growth.

The stimulation of entrepreneurship performs an ever-increasing role in the development of businesses. Newly established businesses can contribute to strengthening the local labour market because these modern workplaces are often positioned where the entrepreneurs are residing; this is especially true for family businesses. Affirming there is a positive correlation between entrepreneurship and economic growth. Sustainable development based on innovation requires an increasing number of start-ups, which are likely to provide additional and good-quality jobs.

## **2.9 Sustainable development goals and entrepreneurship**

All United Nations member states in 2015 agreed to a 2030 agenda for sustainable development. The document contains 17 Sustainable Development Goals (SDGs) which are an immediate call of action by developed and developing countries in a global partnership (United Nations, 2022). The United Nations recognises that to end poverty in all forms across the globe, strategies like improvement of health and education, reduction in inequality, and spur in economic growth need to be put in place. Out of the 17 goals presented by the United Nations, many speak to entrepreneurship and entrepreneurship education as one of the strategies that could be used for sustainability and to curb these inequalities. Below are the SDGs identified by the researcher (United Nations, 2022):

- **No poverty**

Unfortunately, the number of people living in extreme poverty in 2022 is between 657–676 million across the globe. Entrepreneurship can be a driving force in eradicating poverty, as people can sustain themselves and their families through business. Whether small or big, a business will bring an income. A study done in Malaysia noted that the income levels generated by a small business can alleviate poverty on a short and long-term basis (Setiawan & Dhewanto, 2021:427).

- **Zero hunger**

To end world hunger, achieve food security improve nutrition and promote sustainable agriculture, one needs to understand the severity and reality of hunger across the world. One in 10 people suffer from hunger worldwide, and one out of three lack regular access to adequate food. Entrepreneurial education plays an enormous role in creating a mindset of the role of entrepreneurs and benefits in a family structure or society to achieve food security. South African Food Gardens is an organisation aimed at using food gardens for every home as a supplement for food security. Households are encouraged to plant as much fruit and vegetables in the gardens to encourage food security, especially for low-income households in aid of creating sustainability (SAfoodgardens, 2022).

- **Good health and wellbeing**

Ensuring good health and wellbeing is crucial to sustaining any country and its economy. Promoting a healthier lifestyle and increasing life expectancy at all ages will inevitably positively affect a country. A study by Wiklund et al. (2019:586) concludes a long and lonely but successful journey toward entrepreneurship can bring much joy, meaning and satisfaction. Wellbeing and short- and long-term health are related to outcomes of entrepreneurship.

- **Quality Education**

The goal is to make certain inclusive and equitable quality education and to promote lifetime learning opportunities for all. Quality education needs to be tackled from the primary level through to the tertiary level. The acquisition of knowledge and skills through entrepreneurship education serves as a drive for the creation of new ventures. Therefore, education programmes are crucial for the development of entrepreneurial talent (Antonicic et al., 2004:198). Deciding to become an entrepreneur can depend on the satisfaction or quality perceptions of education received, thus education quality is extremely crucial for all levels of education (Antonicic et al., 2004:198; Li et al., 2020:8).

- **Gender equality**

The accomplishment of gender equality and empowerment of women and girls would create a more holistic society and communities. In 2019 women accounted for more than 39% of the total employment globally. Data from the researcher's online questionnaire distributed to hospitality students revealed that the majority of the respondents were female (Chapter 4). These students will inevitably be absorbed into the hospitality labour market. A study by Dashper (2020:6) for the hospitality industry reports that women in leadership have experienced inequalities; they struggle to negotiate their identities as credible leaders and women. Women in the workplace suffer from many biased



judgements and evaluations in the workplace as a result of the deeply ingrained gender stereotypes that 'leader' and 'woman' do not fit together. Dashper (2020:6) also highlights the absence of mentoring and support for women, especially post-childbirth. Organisations believe employees are willing to commit to work and high levels of flexibility above all else as a norm, unfortunately, this cannot be a reality for mothers. Thus, a re-evaluation of what being a hard worker means needs to be considered to capitalize and retain women in leadership positions or on entrepreneurial journeys. These are the kind of small changes that could be made to address persistent gender inequalities. A study done by Nomnga (2021:1063) in the Eastern Cape, South Africa coincides with the above inequalities and also brings some other challenges women face that hinder their entrepreneurial journey and successful growth to limited access to start-up finance, lack of business knowledge and fear of change. These challenges clearly signify the importance of entrepreneurship education in building confidence and an entrepreneurial mindset.

- **Affordable and clean energy**

Ensuring access to affordable, reliable, sustainable and modern energy for all will ensure equal living. Factors such as electrification have seen a slow but progressive decline. In 2010 the number of people without electricity was 1.2 billion and in 2020, 733 million. Many businesses and households are seeking reliable, sustainable and modern ways of accessing energy. Currently, reliance on fossil fuels is unsustainable and harming the environment, which is why it is extremely important to change the way we produce and consume energy (United Nations, 2022). Spur Corporation (2022) acknowledges the effect of harmful energy on the environment. Hence they have strategised an Environmental Sustainability Programme for all Spur Steak Ranches. The policy will ensure energy reduction and saving, water conservation, waste reduction and community projects. This is a significant milestone for the hospitality industry, as it creates awareness for other businesses and through their community development programmes, the Spur Steak Ranches will mentor emerging entrepreneurs and businesses on sustainable energy.

- **Decent work and economic growth**

Fulltime and productive employment and decent work for all people needs to be promoted and sustained, to ensure inclusive and sustainable growth. The global unemployment rate sat at 5.4% in 2019, coupled with a global GDP per capita of below 2.1% in 2019. Some of the reasons hampering global economic recovery are rising inflation, supply chain disruptions, policy uncertainties and labour market challenges. The contribution to GDP is important for any economy. Setiawan & Dhewanto (2021:427) points out that in Indonesia

small and medium enterprises play a significant role in the economic wellbeing, the GDP contribution of these enterprises was 61.07% from a total of 64.2 million small and medium enterprises, also absorbing 97% of the total labour market. This is significant for entrepreneurship in general, and fostering a culture of entrepreneurship will provide decent work and economic growth for any country or community.

- **Industry, innovation, and infrastructure**

The target is to develop resilient infrastructure, promote inclusive and sustainable industrialisation, and encourage innovation. Small-scale industries and businesses lack access to financial support for startup or recovery, only one in three small manufacturers benefit from a loan or line of credit. The South African Small Business Development department is mandated to promote and develop SMMEs and cooperatives to ensure an enabling legislative and policy environment to support growth and sustainability. The department has two agencies, the Small Enterprise Development Agency (SEDA), which is responsible for promoting entrepreneurship and development of small enterprises, by providing customised non-financial business support services, and the Small Enterprise Financial Agency (SEFA), aimed at providing financial products and services to qualifying SMMEs and cooperatives (Department of Small Business Development, 2022). Industries like entrepreneurship require support to become sustainable and without agencies like SEDA and SEFA entrepreneurs will not be able to start or continue in business.

- **Sustainable cities and communities**

One of the ultimate goals is to make cities and human settlements inclusive, safe, resilient and sustainable. Leaving no one behind requires an intensified focus on aspects such as poverty, slum dwelling, waste management, air pollution and access to transportation. Across the globe, there are more than 1 billion slum dwellers, as cities grow municipal solid waste amounts, 99% of the world's urban population breaths polluted air and in sub-Saharan Africa, less than one out of three people have convenient access to public transportation. Again, through entrepreneurship, many of these challenges can be addressed. As the population increases, to accommodate everyone, modern, sustainable cities need to be built (United Nations, 2022).

## **2.10 The significance of entrepreneurship for the hospitality sector**

Ball (2005:5) accepts an entrepreneurial approach is as appropriate and important in hospitality as in other sectors. It is a sector where development, management and innovation are increasingly changing and therefore entrepreneurship could be a driver of that change, and importantly, employment creation. Entrepreneurship is an important

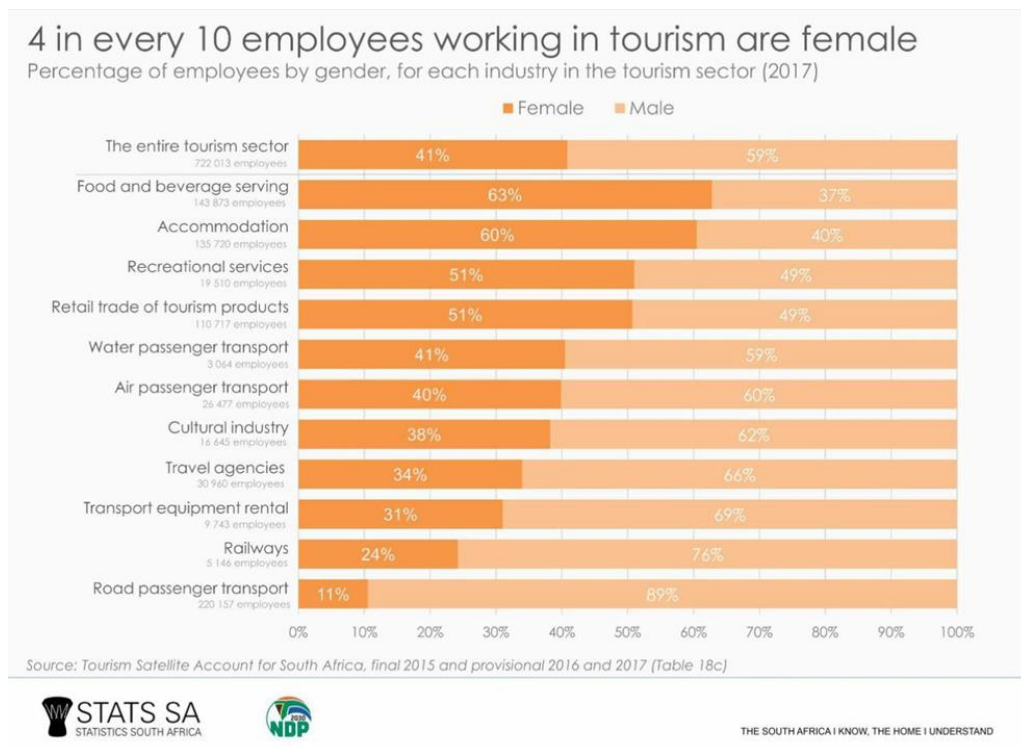
force behind any industry's success, as Ball (2005:5) notes it is a major contributor to national economies and growth in terms of quantity and quality. The hospitality, leisure, sports and tourism sector employs a vast quantity of people throughout the globe; in food service outlets, guest houses, health & fitness clubs, hotels and visitor attractions; which are mostly small independently-owned businesses with outlets having opened by taking advantage of low barriers to entry. The hospitality industry's growth and diversity with an increase in consumer expectations have placed a great demand on service providers, thus graduates with entrepreneurial capabilities, interpersonal skills, good technical and business skills are continuously looked for by employers and the business market. According to PWC Hospitality Outlook (2015-2019), South Africa's hospitality industry has the potential to grow between 2019 and 2024, particularly in sectors in the Cape Town region. Projections according to Price Waterhouse Coopers (PWC) the overall occupancy rate across all sectors in South Africa continued to increase in 2019, having risen to an estimated 58.3% from 54.4% in 2014. The Tourism and Hospitality industry is a complex sector, with diverse activity, and a component of economic and social life that offers multiple opportunities for small business development, but also can be capital-intensive and highly competitive. Ciocina, et al. (2016:264) acknowledge the hospitality sector's connection with entrepreneurship, taking into account the economic development of tourist areas, and aims to create new sustainable businesses by increasing the capacity and willingness of enterprises to develop, organise a business and to manage risk and profit. This sector alone made a contribution of 6.9% towards the real South African GDP in the 2018/2019 period (StatsSA, 2019). Tourism and tourism activities such as hospitality and their associated tourism expenditure directly contributed R209 Billion to the national economy in 2019, the sector also accounts for one in every 21 employed South African work in the tourism and hospitality sector, translating to 773,533 people in the formal sector by 2019 (StatsSA:2019). Below is a breakdown of the individuals employed in the sector, and the ratio of employment in terms of gender and race. Signifying the impact and disproportions of certain aspects of Tourism and Hospitality in South Africa, especially according to race and gender. The results of this study presented in Chapter 4 recognises these disproportions, as a significant difference in gender and race was reported. This could assist in future studies, where research regarding roles, race and gender can be addressed in the Hospitality Industry. An entrepreneurship study conducted in Ghana, regarding the prediction of students' responses toward Hospitality and Tourism education results, showed a significant difference in the demographics of the respondents. Female respondents were three times greater than male respondents, thus signifying higher enrollment of females and the majority of respondents were in their mid-20s (Ayeh et al., 2022:7). Like this current research, the same trends can be noticed in Chapter 4.



**Figure 2.4: Breakdown of employment in the tourism sector**

Source: Statistics South Africa (2019)

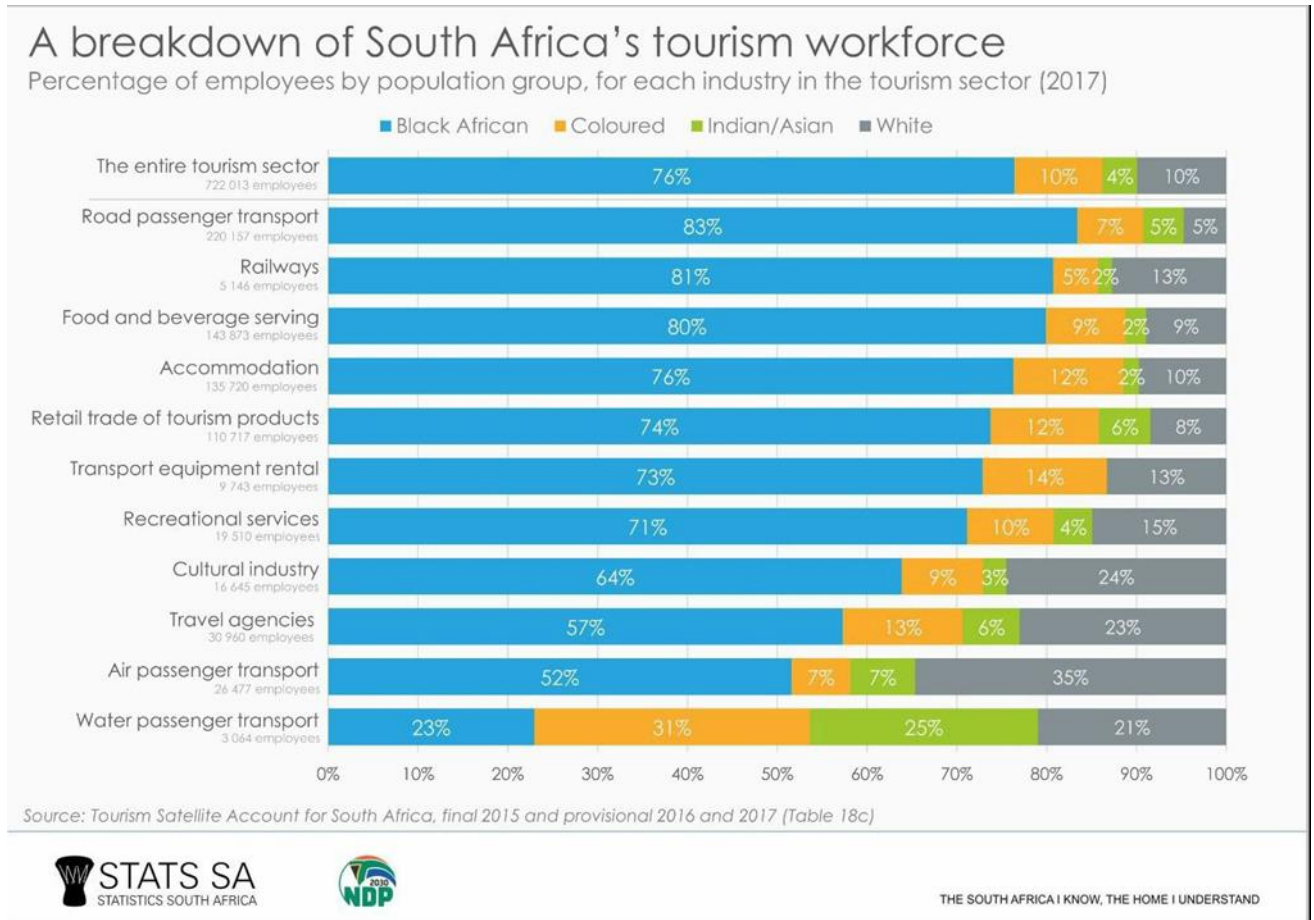
Figure 2.4 above is a breakdown of where people are directly employed in the tourism sector. The different sections have a substantial amount of employees, thus signifying the tourism and hospitality industry as a major benefit for South Africa and the economy.



**Figure 2.5: Breakdown of gender employees in the tourism sector**

Source: Statistics South Africa (2019)

Figure 2.5 details the breakdown of gender employees within each industry in the tourism sector. One can note that in each industry there is a vast difference in gender employees, where food and beverage serving and accommodation have the highest of female employees.



**Figure 2.6: Breakdown of population group (race) in the tourism sector**

Source: Statistics South Africa (2019)

Figure 2.6 is a breakdown of the population group within each industry of the tourism sector. Black African have the largest representation of employment in all industries, with 76% then followed by coloured (10%), white (10%) and Indian/Asian at 4%.

Tourism remains a vital wheel in the South African economy, providing a livelihood for thousands of people and businesses. Therefore, encouraging entrepreneurial education could further give attention to helping students develop creativity and critical thinking skills, engage in more profound self-discovery experiences and understand various industries

like the tourism and hospitality sector more fully to prepare them for entrepreneurial roles (Deale, 2016:31).

## **2.11 Entrepreneurship education**

Entrepreneurship education, according to Li et al. (2003:497) has an important role to play in the future success and growth of the SMME sector, the study found that China introduced a pilot scheme at various universities by encouraging entrepreneurship education to depart from the traditional focus on the acquisition of professional skills but focus on building entrepreneurship competences (Li et al., 2003:501). This aligns with the views of Olsen and Mykletun (2012:9-29), who state that to empower and inspire graduates to own a business, entrepreneurship education is part of the road map, which helps in the development of key competencies and skills to start and operate a business.

Later studies reveal that in China, the role entrepreneurship education plays are vital in determining university students' perceptions and intentions to indulge in entrepreneurial activity (Kiyani, 2017:277). These studies seem to suggest that the positive variations in student perceptions about entrepreneurship education bring positive spinoffs for education and the economy of China. Kiyani (2017:270) observed that entrepreneurship education prepares students to be mindful of how they can get things accomplished in the external environment rather than, concentrating on the intrinsic barriers and difficulties of being an entrepreneur. Perhaps, this is why Türkkahraman (2012:38) states that education and educational institutions must produce a sufficient number of graduates, which have specific purposes in their community, in terms of wealth creation and community development.

Chimucheka (2014:403) indicates that both government and private businesses are vigorously attempting to address the challenges of unemployment, low economic growth, and bleak total entrepreneurial activity in South Africa. The development of skills and capacities of SMME owners and managers is particularly crucial. Thus, improving entrepreneurship education to grow and sustain SMME operators will help solve the country's economic challenges. Gurol and Astan (2006, cited by Chimucheka, 2014:404) state that the promotion of entrepreneurship education in educational institutions is rampant and this comes as an appeal from the private sector, education sector and non-governmental organisations. This coincides with the needs of the South African economy where people need to be educated and trained to be equipped with entrepreneurial values and skills and competencies. Consequently, encouraging job creation rather than job seekers. Unfortunately, at present the state of the South African economy is of great

concern, problems arising like crime, corruption, mismanagement, and unemployment causes anxiety not only to government or private sector but mostly to the younger generation (Chimucheka 2014:404). South African youth need to learn and comprehend from a timely age to be knowledgeable consumers, develop the proper attitude towards work and develop the skills required to identify viable business opportunities and eventually start their own business undertakings.

Universities have many goals and objectives; the primary is to create (through research) and disseminate (through education) knowledge. Therefore, entrepreneurship education involves developing skills, behaviours, and attributes to be applied individually or as a collective to support with business creation, also to cope and enjoy change and innovation (Amadi-Echendu et al., 2016:23). Matlay (2011:24) identifies that there is an increase in entrepreneurship education offered in faculties that are not directly related to business. This could assist in establishing a more entrepreneurial mindset in students, which can aid in readjusting their expectations of the job market. To become more entrepreneurial, universities need to initiate and introduce entrepreneurship education in all qualifications, facilitate on-the-job training for students, create incubation centres, and enable industry and government involvement (Amadi-Echendu et al., 2016:31).

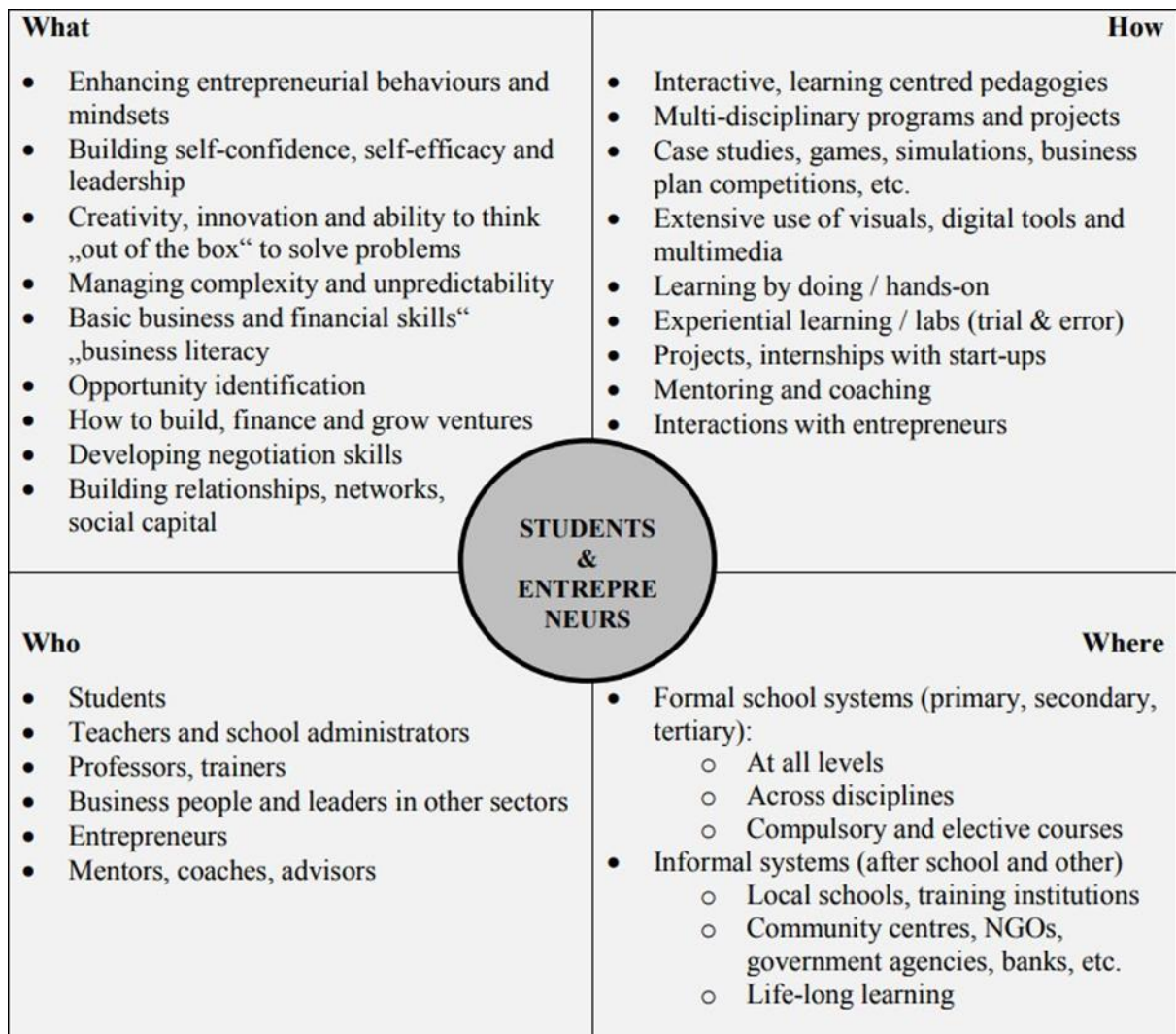
Entrepreneurial mindsets and skills can be best encouraged through learning by doing and experiencing entrepreneurship in practice, using concrete projects and activities. This is evident in the results of the survey questionnaire results (Chapter 4). At the university level, entrepreneurship education should have a strong focus on generating business ideas, technology-based activities, and innovation (Egerova et al., 2016:14). Encouraging entrepreneurship has several long-term benefits, it leads personal development, it strengthens the ability to innovate and adapt, and hence the ability to make efficient use of resources, and it adds to necessary diversity in business life. Basically, entrepreneurship education creates entrepreneurial culture. It actively assists potential entrepreneurs to identify and create opportunities, also build competency and self-confidence in any business they undertake (Kumar Gautam, 2015:24).

Entrepreneurship education includes the development both of personal qualities and attitudes and formal knowledge and skills. As was noted in the Social Cognitive theory and Bandura's Agentic Theory, personal qualities and attitudes raise the probability of a person seeing opportunities and doing something about them. Work on entrepreneurship in education must primarily emphasise the improvement of personal qualities and attitudes. In that way, a basis is laid for the later utilisation of knowledge and skills in active value creation. Knowledge and skills concerning what must be done to establish a new



enterprise, and how to be successful in developing an idea into a practical, goal-oriented enterprise.

Outlined in Figure 2.7 below are some key area terms of what, how, where and who to teach entrepreneurship, to maximize the learning of the participants.



**Figure 2.7: Students & entrepreneurs - who, where, what and how to teach**

Source: Volkmann et al. (2009:11)

According to the European Commission (2006, cited by Egerova et al., 2016:15), Entrepreneurship education encompasses developing particular personal qualities that are relevant to entrepreneurship, such as creativity, the spirit of initiative, risk-taking and responsibility. In addition, problem-solving, thus the ability to see challenges as opportunities, acquire problem-solving skills, methods, and tools, develop competencies in planning, decision-making, communication and the willingness to assume responsibility.



Also, cooperation and networking develop social competencies such as the ability to cooperate, network, learning to assume new roles, and self-confidence and motivation to develop confidence, learn to think critically and independently and learn autonomously. This aligns with the research results of this study, which represent the student's strong intention of entrepreneurship in the future, their shaky views on current teaching methods regarding entrepreneurship education and robust self-efficacy.

## **2.12 Importance of entrepreneurial knowledge and skills development for hospitality management students**

This study supports the importance of the development of knowledge and skills for hospitality management students who want to venture into business. Economically the sector has the potential to grow worldwide. Therefore, when students enter this sector, they need diverse skills to be able to face the ongoing challenges of this highly demanding and competitive industry. Unfortunately, there still seems to be a considerable gap between institutions of higher learning offering hospitality studies and the needs expressed by industry, companies are requiring individuals who have more soft skills like problem-solving abilities and communication skills rather than hard ones. Thus, according to Dredge et al. (2015, as cited by Daniel et al., 2017:2), "students entering the tourism sector, with its high levels of volatility and rapid globalization, are going to need different skills and understanding to achieve meaningful and successful professional lives". The focus is on the pedagogy of teaching including a balance in vocational skills and liberal thinking, to promote deep learning (Daniel et al., 2017:2).

Daniel et al. (2017:2) mentions that education for entrepreneurship approach for hospitality studies attentions on content and cognitive entrepreneurial skills, and the education through entrepreneurship on non-cognitive and has a more pedagogical approach. However, regardless of the two, entrepreneurial pedagogy should be learner-centered, process-based, experiential and socially established. This correlates with the results of the survey conducted, where learners are choosing various practice-based teaching methodologies like industry interaction, facilitation of mentorship programmes, and business games that would assist them in being entrepreneurial. Because of the limitation above on literature, one still needs to add a lot here about previous findings on entrepreneurship knowledge, skills and attributes and competencies. The Ndou et al. (2019:9) European study found that entrepreneurship education is still in its initial stages and provides students with the limited content that mainly focuses on learning about and for entrepreneurship, to instill awareness about enterprise, entrepreneurship, and entrepreneurial activities.

### **2.13 Summary**

This chapter presented a detailed literature review. The chapter introduced two theories that guided this study, Social Cognitive Theory and Bandura's Agentic Theory. An overview of entrepreneurship in a global and African context was discussed and the hospitality industry and its relation to society and the economy is recognized. Sustainability goals' relativeness to entrepreneurship are considered. Also, the skills and attributes needed to succeed as an entrepreneur in the hospitality industry and entrepreneurship education within the hospitality curriculum are provided. The next chapter discusses the methodology employed in this research.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter explains the research design used to conduct the study. It describes the research paradigm underpinning the study followed by the research approach, which outlines the method and instrument used to collect the data. The study's geographical area, as well as sampling, is also discussed.

#### **3.2 Research paradigm**

According to Kivunja and Kuyini (2017:26), a research paradigm defines the researcher's philosophical direction. It can simply be defined as the lens through which the researcher studies the methodological aspect of their research project to determine the research method used and how data will be collected (Kivunja & Kuyini, 2017:26). Therefore, several philosophical paradigms exist from which researchers can choose, including positivism, interpretivism/constructivism, post-positivism, and pragmatism. In expanding these paradigms, positivist researchers follow a position of realism, and rely on experimentation and their epistemology is that of objectivism (Rehman & Alharthi 2016:53). Interpretivists, on the other hand, are subjective, they focus on understanding the phenomena in their context through qualitative data, and through the eyes of the phenomena instead of the researcher (Rehman & Alharthi 2016:56). Post-positivists are realists, critical realists that believe in the reality that is known to be imperfect (Ravenek & Rudman, 2013:439), whereas pragmatists see the world differently, as they argue for pluralism. It therefore can be deduced from these explanations that researchers differ in how they view the world hence, the significance of a paradigm is key to the success of a research process and guiding the choice of methodology and methods that are used (Kivunja & Kuyini, 2017:26).

In view of the four paradigms explained above, this study is underpinned by positivism as the researcher's philosophical lens through which to undertake this current study. This guiding research paradigm enabled the researcher of this study to approach the study in an objective manner thereby understanding the relationships between variables, and the research sample by collecting data for analysis and then addressing the research problem. Various studies (Ravenek & Rudman, 2013; Rehman & Alharthi, 2016) recognize positivism to be aligned with analysing data in a deductive manner, by first proposing a hypothesis, then either confirming or rejecting it depending on the results of the statistical

analysis. As underpinned by the positivist paradigm, the approach from which this research is conducted is explained next.

### **3.3 Research approach**

The research approach is a framework for conducting this study and is based on a set of values, beliefs and assumptions which guided the researcher in planning and conducting the study (Welman et al., 2005:7). Research approach can be split into three categories, and they are qualitative, quantitative, and mixed methods. This study used a quantitative research method to collect data, thus allowing the researcher an objective understanding of the research issue being investigated (Welman et al., 2005:7). Harb et al. (2022:16) identify quantitative research as a formal, objective, and systematic process. It tries to understand the facts of the investigation from an outsider's perspective. For this reason, a researcher as is in the case of the current study can use a survey for either explanatory, descriptive, or causal research (Burns & Grove, 2017:77).

### **3.4 Research design**

Islamia (2017:68) explains research design as a proposed plan, for structure, strategy and investigation put together to obtain the needed information. For this study, a descriptive research design was used, by collecting quantitative data from a sample of hospitality management students. The researcher chose a descriptive research design because it helped identify and gain an understanding of the characteristics of a particular research issue (Islamia, 2017:75). A descriptive survey was formulated by reviewing extant literature and learner guides from various institutions of higher learning offering hospitality management. The literature and learner guides yielded some insight about Hospitality Management courses, thus leading to the assistance in the development of a list of questions that were included in the survey. Selecting a descriptive survey for this study provides a precise portrayal of the individuals through certain characteristics, for example, their behaviour, opinions, knowledge, beliefs, and abilities, thereby enabling the researcher to meet the objectives of the study, namely, to investigate entrepreneurial knowledge, skills, and attributes that hospitality students require to succeed. The descriptive research design involved the following steps:

- 1) Discrimination of the objective, by selecting the main purpose of the research. The main aim of this research was to determine what entrepreneurial knowledge, skills and attributes are required by hospitality students to succeed as entrepreneurs.

- 2) Determining data collection instruments, which is necessary for any type of research. These could include questionnaires, observations and or interviews and in this study, it was questionnaires.
- 3) Sampling selection entails the population from which a researcher selects a sample to respond to the questionnaire. In the current study, it was hospitality management students selected from a HEI.
- 4) Data collection, an active step-by-step collection of data in relation to the study. The data for this study was collected using the Google Forms platform. The Google Forms link was sent to the students via Whatsapp, as it was the most convenient form of communication.
- 5) Analysis and conclusion, which state that upon collection of the data the researcher analyses and discuss the results to draw conclusions. One can do this in the form of graphs, tables or codes. For this research, SPSS version 28 was used to analyse the data and conclusions were drawn to provide future direction.

### **3.5 Demarcation of the study**

The context of this study is HEIs offering hospitality management courses. As a result, the study was conducted in one of the universities in Cape Town, Western Cape, South Africa. Cape Town is known as the mother city and is the most admired international tourist destination in South Africa, and Africa as a whole. It is home to many tourist attractions and places of hospitality, like Table Mountain, Kirstenbosch National Botanical gardens, and the V&A Waterfront. The area of the research includes the picturesque Atlantic seaboard and surrounding areas of interest, where there is a vast and varied amount of business in general and specifically in tourism and hospitality. This demarcation provided an ideal context to conduct this study. Figure 3.1 depicts some of the attractive areas of the Cape Peninsula where some universities and entrepreneurship business ventures are found.



**Figure 3.1: Map of Cape Peninsula**

Source: Microsoft Bing (2022)

### **3.6 Study population**

The population for this study was limited to one South African university. The university is based in the Cape Peninsula and offers Hospitality Management courses, thus providing a unique environmental context in which to conduct this study. As such, students who were registered for a Hospitality Management course comprising of three streams, a Diploma in Hospitality and Hotel Management, Hospitality and Food and Beverage Management and Hospitality and Professional Cookery formed the study sample.

### **3.7 Sample and sampling method**

Sampling is the assortment of a subset of individuals from a population to represent the characteristics of the whole population (Walliman, 2011:97). There are two types of sampling techniques—probability and non-probability. Probability sampling has random, cluster, and stratified sampling methods whereas non-probability has convenience and purposive sampling methods (Waliliman, 2011:96). Non-probability sampling was considered to be appropriate by the researcher. The method of sampling within the non-probability approach that was deemed fitting for this study was convenience sampling, as it is less complicated, time-efficient and more economical (Walliman, 2011:97). For example, diploma students doing Hospitality Management, Food and Beverage and Professional Cookery from 1<sup>st</sup> – to 3<sup>rd</sup> year were selected conveniently. Samples obtained in this manner are chosen based on the goal intended and are representative of the population relevant to the study; also, it is considered the most convenient non-probability sampling (Welman et al., 2005:69; Acharya et al., 2013:332). A total of 400 registered students were targeted.

### **3.8 Data collection tools**

This section explains the formulation and structure of the survey questionnaire instrument that was used in the study. By definition, “a questionnaire is a written document providing respondents with a sequence of questions or statements in which they are to respond either by writing their answers or choosing from an already existing answer or given answer” (Yakub, 2014:4). In other words, it is a tool with a set of questions aimed at gathering information or data from people. Questionnaires were more suitable for bulk data, which ensured consistency and reliability (Netswera, 2013:6-7). The goal of the questionnaire was to gather research information from many respondents. It was noted earlier that the researcher reviewed extensive literature in formulating this study’s research problem. Reviewing the literature and the learner guides available at institutions offering hospitality management courses helped the researcher understand aspects of entrepreneurship content and teaching modalities in hospitality education and to formulate the survey questionnaire. The questionnaire consisted of 7 sections, ranging from section A to G as can be seen in Table 3.1. Section A being a collection of demographic data.

**Table 3.1: Questionnaire survey section development**

<b>Author/s</b>	<b>Likert Scale Questions</b>
Section B	<b>Hospitality student's entrepreneurship cognition/ self-perception</b>
This section explored students' views after completing hospitality lectures and asked the usefulness of the entrepreneurship curriculum and teaching and learning of the course	
Lazenby & Machaba: 2011	6. I would like to start a business because I have a passion for what I do
	7. I would like to start a business because I believe in myself
	8. I would like to start a business because I am a hard worker
	9. I would like to start a business because I determine my future
	10. I would like to start a business because I trust my instincts
	11. I would like to start a business because I know the right people for help
	12. I would like to start a business because I am a self-made business person
	13. I would like to start a business because I am not afraid to take risks
	14. I would like to start a business because I have always dreamt of starting a business
	15. I would like to start a business because I will not want to work for a boss/someone
	16. I would like to start a business because I know the future of Small to medium-sized enterprises is great
Bala: 2020	17. I would like to start a business because I want to get rich
Section C	<b>Hospitality student's entrepreneurship cognition/ self- perception on teaching methods</b>
The aim of this section was to understand how satisfied students were with the present entrepreneurship education system (teaching method) in the course, to either develop qualities such as self-esteem, flexibility, innovative ideas, initiative taking for students.	
Course Hero, n.d.	18. Entrepreneurship Education system (teaching methods) develops creative and innovative qualities for students
	19. Entrepreneurship Education system (teaching methods) develops flexibility for students
	20. Entrepreneurship Education system (teaching methods) develops self-esteem for students
	21. Entrepreneurship Education system (teaching methods) develops an initiative taking ability and encouragement for students
	22. Entrepreneurship Education system (teaching methods) develops knowledge for commercial and legal aspects of a business for students
	23. Entrepreneurship Education system (teaching methods) develops a need for achievement for students
	24. Entrepreneurship Education system (teaching methods) develops a problem solving ability for students



	25. Entrepreneurship Education system (teaching methods) develops a time management ability for students
	26. Entrepreneurship Education system (teaching methods) develops a strong willpower for students
	27. Entrepreneurship Education system (teaching methods) develops a risk taking ability for students
<b>Section D</b>	
<b>Teaching methodologies and techniques/ mindset</b>	
The point of this section was for the students to rate how the entrepreneurship teaching techniques/methods supposedly have enhanced the development of entrepreneurial capabilities in the course	
Course Hero, n.d.	28. Group assignments and projects have enhanced the development of entrepreneurial capabilities in your course?
	29. Business games have enhanced the development of entrepreneurial capabilities in your course?
	30. Case studies have enhanced the development of entrepreneurial capabilities in your course?
	31. Industry academia interaction has enhanced the development of entrepreneurial capabilities in your course?
	33. Role-play has enhanced the development of entrepreneurial capabilities in your course?
Bala:2020	32. Mentorship by entrepreneurs has enhanced the development of entrepreneurial capabilities in your course?
	34. Blackboard has enhanced the development of entrepreneurial capabilities in your course?
<b>Section E</b>	
<b>Teaching methodologies and techniques/ mindset</b>	
The focus for this section was on the likelihood that techniques such as entrepreneurship development programmes, interaction with entrepreneurs, collaborations, project work, and specialisation would enhance the students' entrepreneurial capabilities	
Course Hero, n.d.	35. Arrangement of entrepreneurship development programme
	36. Arranging regular interaction with successful entrepreneurs
	37. Regular interactions and collaboration with small business development agencies
	38. Give more project work/ assignments on entrepreneurship
	39. Provide specialisation subjects in entrepreneurship capability development
	40. Include more syllabus on entrepreneurship skills development (i.e. adding entrepreneurship in more than one subject)
<b>Section F</b>	
<b>Entrepreneurship Mindset</b>	
The student's mindset on entrepreneurship is explored in this section. Where the researcher tried to understand if students know and understand that starting and running a business is likely to be hard work, it could be risky, or one would encounter many problems and need to solve those problems.	

Ringo Ho, Uy, Kang, Chan: 2018	41. I understand that starting and running a business is about taking and managing risk
	42. I understand that starting and running a business is understanding that to run a profitable business requires hard work and sacrifice
	43. I understand that starting and running a business is understanding that it involves facing many problems and having to tackle them.
<b>Section G</b>	<b>Entrepreneurship education application</b>
The aim of this section was based on the learning and entrepreneurial knowledge obtained by the students in the studies. Students had to rate their entrepreneurship	
abilities or skillsets confidence in either being able to start a business from scratch, develop a product using needs identification, marketing a product or even identifying their potential customer through market research.	
Ringo Ho, Uy, Kang, Chan: 2018	44. I am able to see myself starting a business in future
	45. I am confident of developing a product using needs identification
	46. I understand the mindset of consumers for my business
	47. I understand how to market my product
	48. I am able to communicate my business idea to other people (e.g. mentors, customers, potential funders)
	49. I am capable of conducting market research by myself
	50. I understand the financial consideration to start and run a business
	51. I am capable of preparing a budget for my business
52. I am able to assess the strengths and weaknesses of a business	

These measurement scales were adapted from the literature (Lazenby & Machaba, 2011:80; Ringo Ho et al., 2018:10) and a few questions developed by the researcher from the analysis emanating from learner guides which includes socio-demographic factors.

In all sections, the questionnaire was developed in such a way that the respondents can answer by ticking an appropriate box in each section. A four-point Likert scale was used ranging from a satisfactory scale, likelihood scale, importance scale and confidence scale (see Appendix C). The advantage of using a four point Likert scale type of questions is that respondents are forced on an opinion and no safe or neutral answer exists, thus respondents are required to give a specific response (Rhind et al., 2014:111).

### **3.9 Validity and reliability**

Creswell (2007:34) refers to validity as the degree to which accuracy is assessed by the researcher. For content validity, the questionnaire was developed from existing literature and some questions emanated from the review of the learner guides by the researcher. The scales from which the questions were developed also had high Cronbach Alphas ranging from 0.850 to 0.940. Additionally, the final questionnaire instrument went through vetting within the institution where the researcher is completing this research study.

#### **3.9.1 Reliability**

Creswell (2007:34) points out that reliability is dependent on the extent to which tests, experiments, or measuring procedure produces results that are the same, repeatedly. Therefore, it is important that the measurement instrument produces measured results, only if the unit measured has not been altered (Cooper & Schindler, 2003:235). Babbie and Mouton (2001:122) added that there are various ways to ensure validity, for example, by getting information from people who have proven their reliability in previous research, thus the researcher used existing literature (Lazenby & Machaba: 2011; Course Hero, n.d & Ringo Ho, Uy, Kang, Chan: 2018) to develop the current survey instrument. To ensure the reliability of the questions prior to fieldwork, a pilot study was conducted among Advanced Diploma in Hospitality Management students and Teaching Assistants in one Institution of Higher Learning, to pre-test the questionnaire. In this way, the validity of the data collection technique and information extracted from the questions was confirmed. The questionnaire was sent to the respondents via a Google Forms link in an email. The conveniently selected respondents were chosen because of their advanced stage in their studies and having recently completed the three-year Diploma, thus having a certain amount of experience regarding the courses. The respondents completed the survey, and no formal recommendations were brought forward. To test internal reliability, Cronbach's Alpha was used, meaning measuring the strength of items in measuring the construct. Cronbach's Alpha test was used to identify if the Likert scale questionnaire was reliable. It is the most widely used measures of reliability across social and organizational sciences, where it is referred to as a measure of "internal consistency" reliability (Bonett & Wright: 2015). The Coefficient for Cronbach's Alpha normally ranges between 0 and 1, the closer the coefficient is to 1.0 the greater the internal consistency of the items in the scale. Bonett and Wright (2015) also suggest that 0.8 is reasonable for internal consistency. Cronbach's Alpha reliability analysis was calculated to test the internal reliability of the survey. Each section from B to G showed reliability, the value of Cronbach's Alpha compared to the coefficients of the extracted factors in each section is good, as it is above 0.7, thus

displaying acceptability as an indication of reliability (Mhlanga, 2018:8). Therefore, there was no need to delete items as they displayed homogeneity. For each section, Cronbach's Alpha is noted at the bottom of the table. Table 3.2 below depicts Cronbach's Alpha and its internal consistency range.

**Table 3.2: Cronbach's Alpha parameters**

<b>Cronbach's alpha</b>	<b>Internal consistency</b>
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: [www.statisticshowto.com](http://www.statisticshowto.com), 2022

### **3.10 Data collection**

Ethical clearance was obtained from the Faculty of Business and Management Sciences' Faculty Research Ethics Committee (FREC) of the Cape Peninsula University of Technology (2020FOBREC828). After obtaining ethical clearance, the researcher sent a letter to a Hotel School's Head of Department (HOD) of the selected HEI seeking permission to collect data for the research study.

Once permission was granted by the HOD, data collection commenced. The questionnaire link was distributed to Hospitality Management students in one institution to a sample of 400 students registered for the Hospitality Management module where the entrepreneurship component is incorporated. The Google Forms survey link was distributed via WhatsApp to the three streams of courses and three levels of study, as it was the most convenient form of communication for the researcher and the students. Sari et al. (2020:232) support the latter, online surveys or web-based surveys as they are able to reach more respondents and from different populations, also they spend less on costs. Moreover, WhatsApp ensured more reach and response than email where students were concerned. This method of distribution and data collection ensured all students could complete the survey at a convenient time.

The distribution of the survey was done in stages. In March 2022 it was sent to the third-year Hospitality Management students. Their timetable is limited to the first half of the year thereafter they are away on work-integrated learning. The researcher wanted to ensure a positive number of responses, hence distributing the survey while the students were on campus. The link was then sent to first-year students in May 2022. The researcher wanted to make sure students are settled into tertiary life before requesting participation in the

study. The second-year students were last to receive the survey link, in July 2022. The second-year timetable only commences in the second semester, July to December, as they are away on work-integrated learning in the first semester. Thereafter, the researcher continuously sent reminders to students to ensure an optimal response, until August 2022.

The researcher was the only one involved in distributing the Google Form link to the respondents and the collection of data. The link was sent to a cohort of 400 students registered in Hospitality studies and 228 responses were received. The survey succinctly stated the ethical considerations of the study, and that all responses would be used purely for the purpose of the research. It was also assured that no student would be adversely affected by their responses, as anonymity is guaranteed.

### **3.11 Data analysis**

SPSS version 28 was employed to analyse the data and the responses were captured on an Excel spreadsheet and uploaded on Statistical Package for Social Sciences (SPSS), and data was analysed by the researcher under the guidance of a statistician. Descriptive statistics enables data to be presented in a more meaningful way, by describing and summarising such that patterns occur from the data (Laerd Statistics, 2020). Factor analysis is a method for investigating whether several variables of interest are related, where underlying factors are measured by a larger number of observed variables (SPSS tutorials, 2020). Discriptive and factor analysis results are displayed using graphs and tables in chapter 4.

### **3.12 Ethical considerations**

Direction can be provided by professional codes, laws, regulations, and ethics committees as to how research is completed, yet a lot lays with the researcher's value structure and moral code (Fouka & Mantzorou. 2011:12).

The research was conducted after permission had been granted by the Faculty of Business and Management Sciences' Faculty Research Ethics Committee (FREC) of the Cape Peninsula University of Technology (2020FOBREC828). Upon obtaining approval from the participating study institution to conduct research, a cover letter explaining the purpose of the study was sent to the students and attached to the questionnaire: Ethical adherence in this research study was ensured by the following practices:

- Participation or nonparticipation in the study will not adversely affect the respondents' studies.

- Under no circumstances will other students or their lecturers have access to the information and all collected data will be stored safely in a file that is password protected.
- Informing respondents that they could retract from the study at any time.
- By participating, a respondent agrees to have his/her responses used only for this research.
- Total anonymity is guaranteed; no names, references to them and their institution, or anything that could identify them would appear in any publication forthcoming from the study.
- The final Masters dissertation will be made available for academic purposes, and the researcher may write articles and present research outcomes at conferences.

### **3.13 Chapter summary**

This chapter considered the design and methodology of the study. The population, sample and data collection methods used to complete the study were discussed. An online survey was conducted by the researcher in one HEI in Cape Town, where respondents registered for a Diploma in Hospitality Management were requested to participate in the study. Validity and ethics prior to the data collection are also discussed, substantiating the research questions formulated and elucidating the confidentiality of the respondents.

## CHAPTER 4

### DATA ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.1 Introduction

This chapter describes the results followed by the interpretation and a discussion. The first section will describe the results as it relates to the socio-demographic characteristics of the study sample. Descriptive results and interpretation follow, displaying the measure of the reliability of the survey questions. The last section describes the factor analysis results showing the variables that have communality and are meaningful to the study.

#### 4.2 Demographics

This section provides the respondents' demographic information, relating to gender, age, ethnicity, year of study and whether the course was their first, second or third choice of study. The researcher chose these specific questions to get an understanding and insight into the respondents. In accordance with the survey questionnaire, the first characteristic of the respondents was the year level of study.

##### 4.2.1 Year of study

The year of study of the respondents is shown below. First-year students account for the majority of the respondents at 46%, the second years 26% and the third years are 28%.

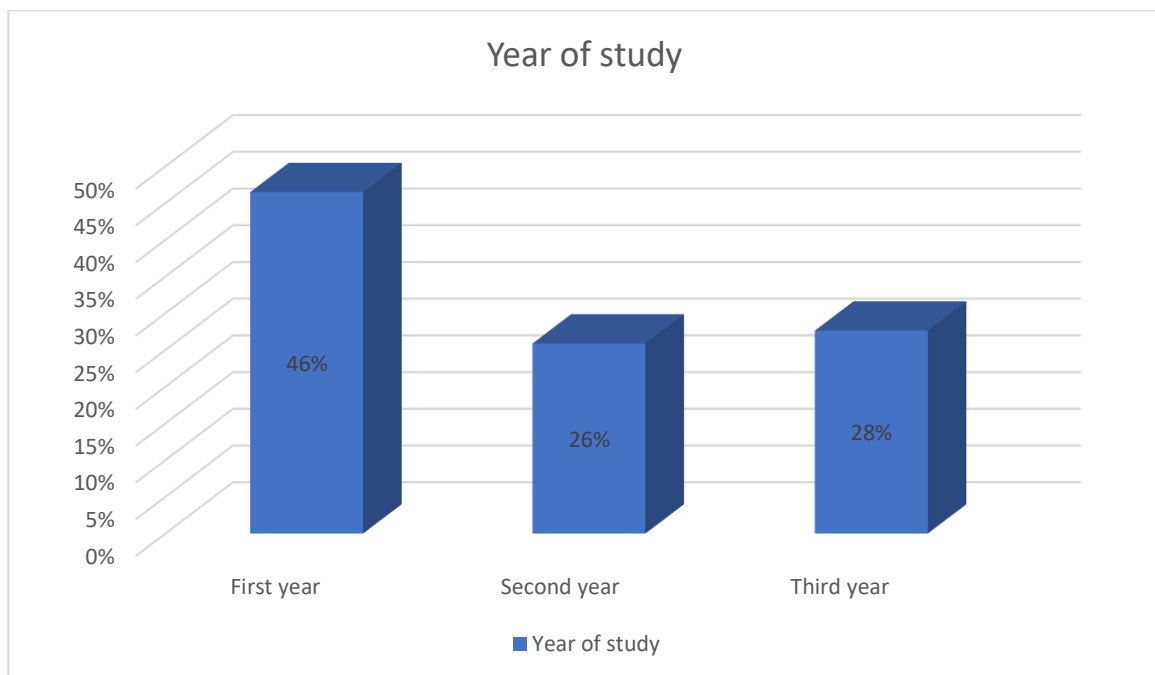


Figure 4.1: Year of study



### 4.2.2 Gender

The respondents who participated in the study were predominantly females at 73%, with significantly fewer males at 25%, while 1% preferred not to say or reveal their gender.

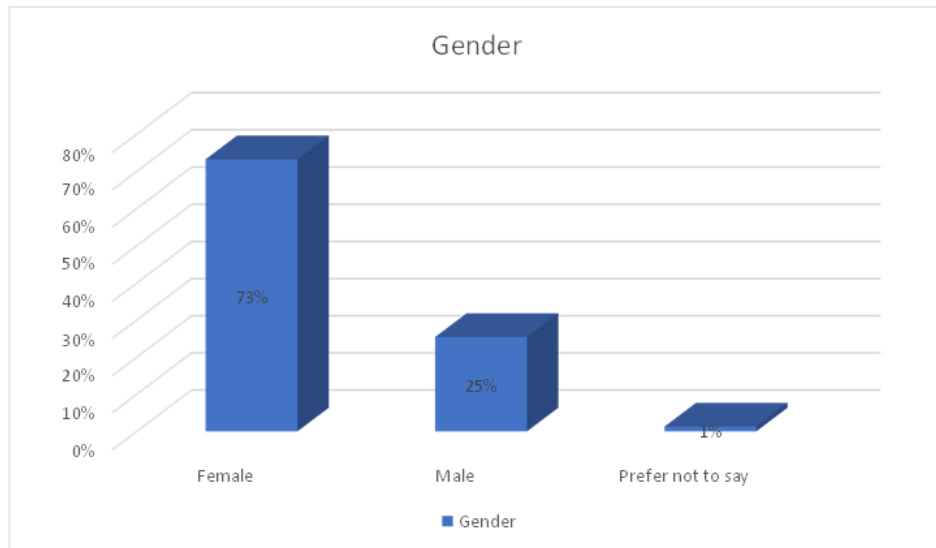


Figure 4.2: Gender of the respondents

### 4.2.3 Age

The highest age group of the respondents was 62% for ages 21–25, followed by 31% for those 20 years and younger, 6% for the age group 26–30 years, and 1% for those 31 years of age and older.

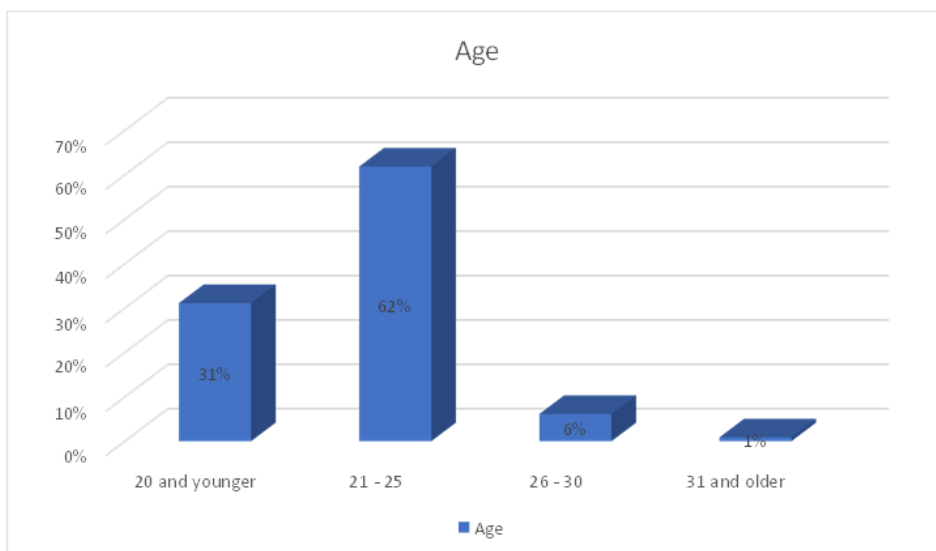
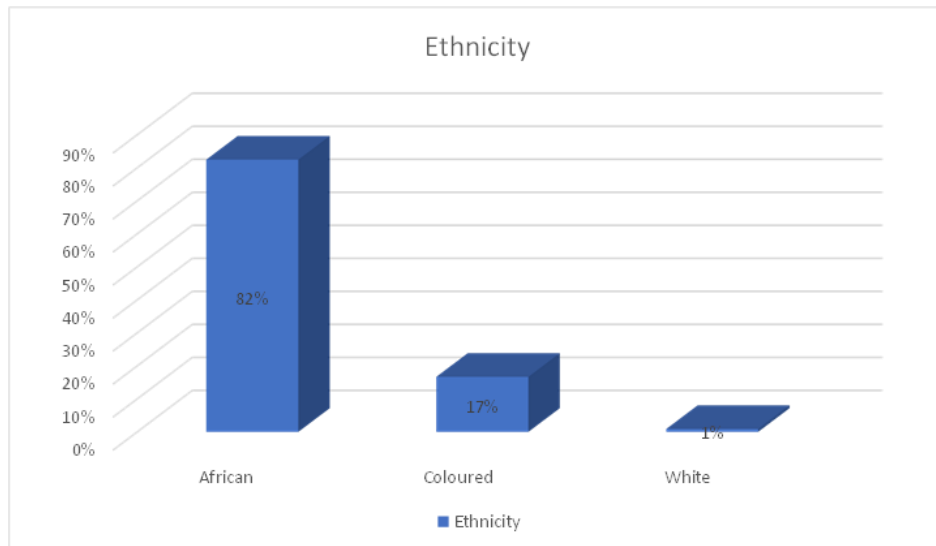


Figure 4.3: Age of the respondents

#### 4.2.4 Ethnicity

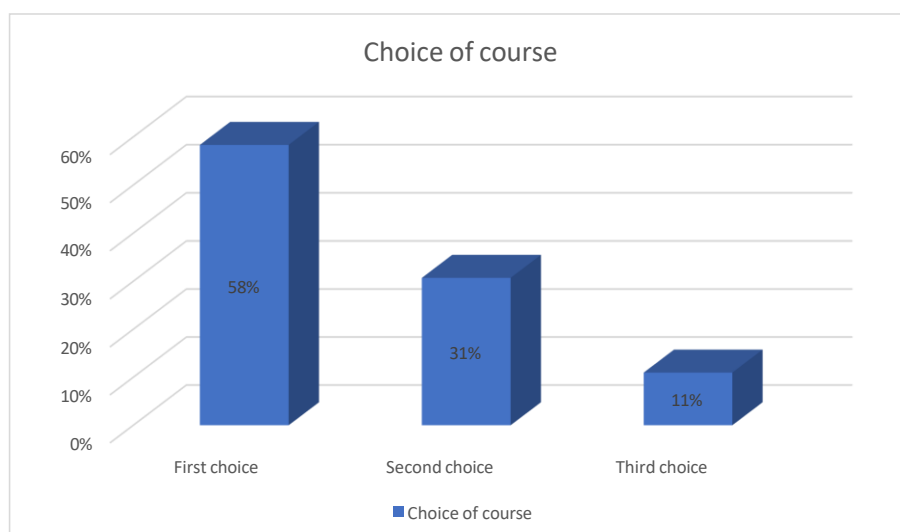
Figure 4.4 below shows the different ethnic groups of the respondents. The majority are African (82%), Coloured (17%), and the smallest ethnic group was White (1%).



**Figure 4.4: Ethnicity of the respondents**

#### 4.2.5 Choice of course

Respondents had to choose whether their course was their first, second or third choice. Figure 4.5 below shows that first choice was 58%, second choice at 31% and third choice was 11%.



**Figure 4.5: Respondents' choice of the course**

### 4.3 Descriptive results and interpretation

#### 4.3.1 Business aspiration

Respondents were asked why they would like to start a business. The results presented in Table 4.1 indicate that believing in themselves, being hard workers and determining their futures presented mean scores above 3.5, meaning that students showed high self-efficacy. Of the lowest are means representing knowing the right people for help and being a self-made businessperson at 2.74 and 2.95 respectively. This indicates that respondents are not sure of who to go to for assistance when wanting to start a business. Subsequently, they are confident in their business aspirations and self-belief.

**Table 4.1: Measurement scale no 1**

<b>SECTION B–Business Aspirations</b>	<u>Mean</u>	<u>Std deviation</u>	<u>N</u>	<u>Cronbach's Alpha if Item Deleted</u>
S1.1 I have a passion for what I do	3.44	.658	228	.843
S1.2 I believe in myself	3.53	.660	228	.837
S1.3 I am a hard worker	3.50	.619	228	.843
S1.4 I determine my future	3.58	.642	228	.842
S1.5 I trust my instincts	3.36	.697	228	.838
S1.6 I know the right people for help	2.74	.924	228	.859
S1.7 I am a self-made business person	2.95	.889	228	.838
S1.8 I am not afraid to take risks	3.31	.748	228	.846
S1.9 I have always dreamt of starting a business	3.34	.853	228	.844
S1.10 I will not want to work for a boss/someone	3.29	.888	228	.850
S1.11 I know the future of Small to medium-sized enterprise is great	3.11	.742	228	.842
S1.12 I want to get rich	3.20	.886	228	.851
Reliability statistics, Cronbach's Alpha = .865, Number of items 12				

### 4.3.2 Entrepreneurship education development

Teaching methods and student development was questioned. The mean scores for all the responses varied between 3.26 to 3.39. Key developments like flexibility, self-esteem, risk taking ability and innovative and creative qualities have a lower outcome and therefore it is assumed from the data that entrepreneurship education system teaching methods have not yet fully managed to expand on these qualities. The rest of the responses are slightly higher, where qualities such as time management, problem-solving ability, achievement, legal and commercial knowledge and being able to take initiative show that students are more confident in these areas.

**Table 4.2: Measurement scale no 2**

<b><u>SECTION C - Entrepreneurship education development</u></b>	<u>Mean</u>	<u>Std deviation</u>	<u>N</u>	<u>Cronbach's Alpha if Item Deleted</u>
S2.1 creative and innovative qualities for students	3.32	.714	228	.915
S2.2 flexibility for students	3.26	.709	228	.915
S2.3 self-esteem for students	3.30	.751	228	.920
S2.4 an initiative taking ability and encouragement for students	3.36	.679	228	.912
S2.5 a knowledge for commercial and legal aspects of a business for students	3.38	.675	228	.920
S2.6 a need for achievement for students	3.39	.665	228	.915
S2.7 a problem-solving ability for students	3.35	.708	228	.915
S2.8 a time management ability for students	3.36	.716	228	.915
S2.9 a strong willpower for students	3.32	.695	228	.913
S2.10 a risk-taking ability for students	3.29	.728	228	.916
Reliability statistics, Cronbach's Alpha = .924, Number of items 10				

### 4.3.3 Teaching methods enhancement of entrepreneurial capabilities

Teaching methodologies were questioned. The respondents had to choose which of these methods developed entrepreneurial capabilities in their course. Of all responses, the lowest is business games with a mean score of 2.89, suggesting no focus on this method. The two highest responses to industry interaction and mentorship signify the role outside stakeholders have on entrepreneurial capabilities in students and real-life interaction improves entrepreneurship capabilities

**Table 4.3: Measurement scale no 3**

<b><u>SECTION D - Teaching methods enhancements of entrepreneurial capabilities</u></b>	<u>Mean</u>	<u>Std deviation</u>	<u>N</u>	<u>Cronbach's Alpha if Item Deleted</u>
S3.1 Group assignments and projects	3.00	.810	228	.818
S3.2 Business games	2.89	.835	228	.806
S3.3 Case studies	3.16	.734	228	.814
S3.4 Industry academia interaction	3.29	.718	228	.808
S3.5 Mentorship by entrepreneurs	3.20	.808	228	.799
S3.6 Role-play	3.12	.825	228	.797
S3.7 Blackboard	3.23	.829	228	.822
Reliability statistics, Cronbach's Alpha = .833, Number of items 7				

#### 4.3.4 Teaching techniques enhancements of entrepreneurial capabilities

Demonstration of teaching techniques and mindset that could be applied in entrepreneurship education. Respondents had to choose which technique would enhance their entrepreneurial capability. Seemingly outside stakeholder interaction fared high with a mean score of 3.23. Again, students believe this kind of interaction would assist them more in being entrepreneurial. Development programmes, assignments and project work are lower with a mean of 3.10 and 3.14.

**Table 4.4: Measurement scale no 4**

<b><u>SECTION E - Teaching techniques enhancements of entrepreneurial capabilities</u></b>	<u>Mean</u>	<u>Std deviation</u>	<u>N</u>	<u>Cronbach's Alpha if Item Deleted</u>
S4.1 Arrangement of entrepreneurship development programme	3.10	.747	228	.813
S4.2 Arranging regular interaction with successful entrepreneurs	3.17	.814	228	.816
S4.3 Regular interactions and collaboration with small business development agencies	3.23	.774	228	.809
S4.4 Give more project work/ assignments on entrepreneurship	3.14	.813	228	.835
S4.5 Provide specialisation subjects in entrepreneurship capability development	3.22	.748	228	.820
S4.6 Include more syllabus on entrepreneurship skills development (i.e., adding entrepreneurship in more than one subject)	3.23	.734	228	.830
Reliability statistics, Cronbach's Alpha = .847, Number of items 6				

#### 4.3.5 Entrepreneurship mindset

The mindset of the respondents regarding their understanding of starting and running a business was the focus. It is evident that students are aware of the risk and managing the risk of running a business (3.65), that hard work and sacrifice are part of running a profitable business (3.75) and that one will encounter many problems along the way but understands that one needs to face them head on (3.74).

**Table 4.5: Measurement scale no 5**

<b><u>SECTION F - Entrepreneurship mindset</u></b>	<u>Mean</u>	<u>Std deviatio n</u>	<u>N</u>	<u>Cronbach's Alpha if Item Deleted</u>
S5.1 about taking and managing risk	3.65	.600	228	.788
S5.2 understanding that to run a profitable business requires hard work and sacrifice	3.75	.500	228	.724
S5.3 understanding that it involves facing many problems and having to tackle them.	3.74	.515	228	.769
Reliability statistics, Cronbach's Alpha = .830, Number of items 3				

#### 4.3.6 Entrepreneurial confidence

The table below is set to understand the entrepreneurship education application, based on their learning and current knowledge. The respondents had to rate their confidence in certain entrepreneurship abilities and skills. The marketing aspect shows lower means scores, students are not well equipped, confident or capable of marketing their own product (3.28) or being able to communicate their ideas to the market and potential investors (3.22) and conducting market research (3.18). Students are aware of the financial aspects and considerations of running a business (3.33). Again, with the marketing aspect, respondents are informed of the internal aspects of business such as product development (3.37), consumer mindset (3.40) and assessing the strengths and weaknesses of a business (3.42) yet projecting this knowledge to outside stakeholders to benefit themselves and their business is low.

**Table 4.6: Measurement scale no 6**

<b><u>SECTION G–Entrepreneurial confidence</u></b>	<u>Mean</u>	<u>Std deviation</u>	<u>N</u>	<u>Cronbach's Alpha if Item Deleted</u>
S6.1 I am able to see myself starting a business in future	3.59	.667	228	.889
S6.2 I am confident of developing a product using needs identification	3.37	.688	228	.886
S6.3 I understand the mindset of consumers for my business	3.40	.698	228	.883
S6.4 I understand how to market my product	3.28	.750	228	.885
S6.5 I am able to communicate my business idea to other people (e.g. mentors, customers, potential funders)	3.22	.779	228	.888
S6.6 I am capable of conducting market research by myself	3.18	.794	228	.884
S6.7 I understand the financial consideration to start and run a business	3.33	.769	228	.885
S6.8 I am capable of preparing a budget for my business	3.20	.782	228	.882
S6.9 I am able to assess the strengths and weaknesses of a business	3.42	.668	228	.886
Reliability statistics, Cronbach's Alpha = .897, Number of items 9				

#### **4.4 Factor analysis results and discussion**

Yong and Pearce (2013:80) refer to factor analysis as a way of reducing dimensionality, by measuring and observing variables and reducing them to fewer latent variables that share communality and are unobservable. Therefore, factor analysis is useful as it places variables into categories that are meaningful. In layman's terms, it can be understood as a way of summarising data so that relationships and patterns can be easily interpreted and understood (Yong & Pearce, 2013:79).

##### **4.4.1 KMO and Bartlett's test**

To ensure sampling adequacy, the Kaiser- Meyer-Olkin measure of sampling adequacy and Bartlett's test of sphericity were applied. Purohit and Maneskar (2016:4) identify the KMO test as a way to examine the strength of the partial correlation between variables. To be considered ideal the KMO value should be closer to 1.0, anything below 0.6 is mediocre. Bartlett's test of Sphericity is applied to test the null hypothesis that the correlation matrix is an identity matrix, A considerable statistical test is usually less than

0.05, and shows that the correlation matrix is indeed not an identity matrix. From the results the KMO value is .895, this reveals that the degree of information among the variables has a strong partial correlation presence. Hence the researcher was able to continue with factor analysis.

**Table 4.7: KMO and Bartlett's test**

KMO measure of sampling adequacy	.891
Bartlett's Test of Sphericity Approx. Chi square	3346,244
Bartlett's test of sphericity (df)	406
Significance	.000

#### **4.4.2 Principal component analysis**

Principal component analysis is conducted as a method of extraction to form uncorrelated linear combinations of the observed variables. The principal component analysis main idea is to reduce the dimensionality of data sets, that consist of a high number of interrelated variables, also by retaining as many as possible present variations in the data sets (Lopez de Val & Alonso Perez de Agreda, 1993:61). The key goals to PCA are to:

- To extract the most important information, form the data table
- Compressing the size of the data set
- Simplifying the description of the data
- Analysing the structure of the observations and variables
- Reducing the number of dimensions, by compressing the data

For this study, seven components were extracted, after six iterations using the rotation coverage method. Below is the scree plot used in the study to determine and confirm the number of factors to retain.

#### **4.4.3 Scree plot**

A scree plot is a graph of eigenvalues. On the plot one can find a sharp decline in the size of the eigenvalue, meaning any other factor added would contribute little information to what has already been extracted (Ledesma et al., 2015:1). Figure 4.6 below shows the



number of factors before the curve flattens, therefore representing the significant number of factors extracted for factor analysis. Seven factors were extracted for this study.

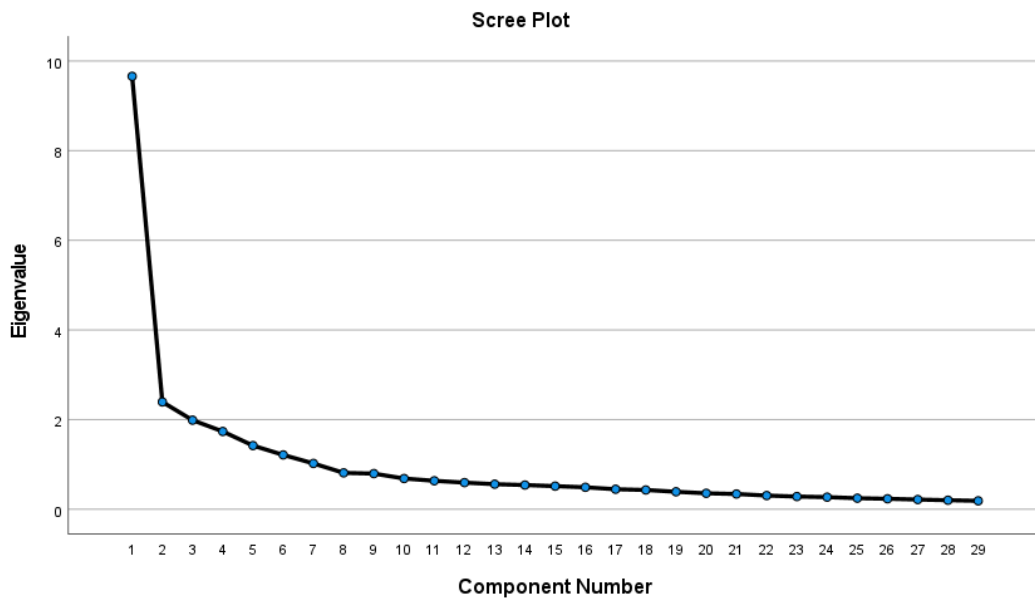


Figure 4.6: Scree Plot

#### 4.4.4 Factors analyses

Table 4.8: Factor and reliability analysis results of entrepreneurial knowledge, skills and attributes of hospitality students in higher education institutions

ITEMS	FACTORS							COMMUNALITIES
	F1	F2	F3	F4	F5	F6	F7	
V26	.866							.704
V19	.845							.681
V20	.811							.591
V25	.790							.627
V27	.734							.659
V23	.650							.610
V18	.648							.649
V47		.852						.640
V50		.838						.668
V49		.801						.627
V51		.791						.630
V52		.751						.628
V46		.628						.639
V45		.776						.517
V7			.840					.719

V6			.837					.644
V13			.733					.565
V8			.660					.584
V9			.492					.528
V42				.903				.789
V41				.835				.723
V43				.832				.725
V36					.922			.817
V37					.905			.795
V35					.699			.667
V17						.872		.734
V15						.812		.692
V33							.848	.820
V32							.800	.766
Eigenvalue	9.660	2.395	1.989	1.736	1.422	1.214	1.023	19.439
% of variance	33.309	8.260	6.858	5.988	4.903	4.185	3.528	67.031
Cronbach Alpha	.865	.924	.833	.847	.830	.897		
No. Items	7	7	5	3	3	2	2	

To test reliability and internal consistency, Cronbach's Alpha was tested for each factor. Cronbach's Alpha coefficients of the factors extracted ranged between 0.830 to 0.924. As Bonett and Wright (2014, suggest, coefficients closer to 1.0 have good internal reliability. Therefore, the values presented above suggest good internal consistency of factors. The correlation between extracted factors and their individual item showed reasonability, most of the loadings were greater than 0.50. 29 items of communalities ranged from 0.517 to 0.820 which indicates large amounts of variance were extracted by the factor solution.

**Factor 1:**

Teaching methods accounted for 33.309% of the variance, an Eigenvalue of 9.660 and an Alpha coefficient of 0.865. The following are some of what attributed to this factor: having strong willpower, having a need for achievement, flexibility in students, being able to take risks, having self-esteem, being able to manage time and having innovative qualities. The Social Cognitive theory suggests that self-efficacy, beliefs and outcome expectations are what drive career choices and goals. This aligns with the results and confirms that for students venture into entrepreneurship they need to believe and have confidence in themselves. Some of the other attributes included in this factor are, creation and innovative

qualities for students, time management for students, creating strong willpower for students, instilling self-esteem and flexibility in students, also creating a need for achievement for students. Again the two theories that guided the study, the Social Cognitive theory and Bandura's Agentic theory, contribute majorly to this factor. As mentioned above, Social Cognitive theory relates to self-efficacy, and Bandura's Agentic theory supports that the environment and self-regulatory skills are what enable belief for one to pursue opportunities and cultivate success. It can be noted from the attributes that development in entrepreneurship education systems can foster an entrepreneurial student.

**Factor 2:**

Entrepreneurial confidence reported seven attributes. The variance is 4.185% and an Eigenvalue of 1.214, also the Alpha coefficient accounted for is 0.897. In this factor attributes such as one having the confidence to develop a product through needs identification, understanding the mindset of consumers, understanding how to market their product and perform market analysis, financial considerations and budgeting, and performing a swot analysis of their business. These attributes can be sectioned as marketing and finance, which are crucial to the success of any business. Figure 2.7 in Chapter 2 outlines a few key terms as to what, how, who and where to teach entrepreneurship. Marketing and finance are incorporated as key aspects to teach and incorporate in entrepreneurship education.

**Factor 3:**

Students' entrepreneurial cognition and self-perception reported five attributes. Students believing in themselves, having a passion for what they do, they are not afraid to take risks, they believe they are hard workers and determine their futures. A 6.858% variance and an Eigenvalue of 1.989 with an Alpha coefficient of 0.833.

**Factor 4:**

Entrepreneurial mindset reported three attributes. The variance is 5.988% and an Eigenvalue of 1.736, also the Alpha coefficient accounted for 0.847. In this factor is attributes about students being able to take and manage risk, understanding the responsibility and hard work of running a business, also being able to face any problems encountered and handling them. Chimucheka (2014:404) and Bandura (2001:2) believe that building adaptation, self-development and self-renewal enables an individual to not be afraid to attempt at something. By acquiring these attributes, one is able to see a situation or problem and have a positive mindset about it instead of being negative.

**Factor 5:**

The entrepreneurship mindset identified three attributes. The variance percentage and Eigenvalue were 4.903% and 1.422 respectively, the Alpha coefficient was 0.830. interaction with successful entrepreneurs, collaboration with small business development agencies, entrepreneurship development programmes and inclusion of additional entrepreneurship skills development content in the syllabus. Amadi-Echendu et al. (2016:31) and Chimucheka (2014:404) point out that entrepreneurship education is rampant and needed in educational institutions to develop skills and capacity, also interaction with outside stakeholders can have an immense benefit for students who would like to take the entrepreneurial route. Therefore the studies and the attributes relate well.

**Factor 6:**

Students' cognition and self-perception contributed to two attributes. Students do not see themselves working for someone else or working for a boss, also they want to get rich, hence wanting to pursue entrepreneurship. Students' cognition and self-perception accounted for 33.309% of the variance, an Eigenvalue of 9.660 and an Alpha coefficient of 0.865.

**Factor 7:**

The two attributes included in this factor are role play for students in their course and mentorship by entrepreneurs (Amadi-Echendu et al., 2016:23). Matlay (2011:24) supports the latter by stating that universities need to initiate and introduce various activities and teaching techniques such as on the job training and the creation of incubation centres to establish a more entrepreneurial mindset in students.

**4.5 Regression model**

In statistics, a regression model is used to analyse the relationship between an independent variable and a dependent variable, where the dependent is usually the outcome cared for (Mooi, 2014:194). The three benefits of using a regression model are that it can:

1. Direct if independent variables have a significant relationship with a dependent variable.
2. Signify the relative strength of various independent variables' effects on a dependent variable.
3. Make predictions.

Table 4.9 below depicts the coefficients, with the dependent variable being Business Aspirations.

$$Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5$$

$$Y = 12.883 + 0.079X_1 + 0.081X_2 + 0.335X_3 + 0.050X_4 + 0.623X_5$$

Where  $Y$  = Business aspirations

$X_1$  = Entrepreneurship education development

$X_2$  = Entrepreneurial capabilities enhancement in the course

$X_3$  = Teaching techniques

$X_4$  = Entrepreneurship mindset

$X_5$  = Entrepreneurial confidence

Only teaching techniques and entrepreneurial confidence explained a statistically significant value on the influence of business intentions ( $p=0.002$ ) and ( $p=0.001$ ) respectively.

**Table 4.9: Regression model results**

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
Constant	12.833	2.612		4.933	.001
Entrepreneurship education development	.079	.078	.074	1.008	.315
Entrepreneurial capabilities enhancement in course	.081	.111	.055	.736	.462
Teaching techniques enhancement	.335	.109	.202	3.067	.002
Entrepreneurship mindset	.050	.234	.012	.214	.830
Entrepreneurial confidence	.623	.078	.528	7.969	.001

The results show that there was a statistically non-significant effect of the predictors below, indications were that none of them were significant predictors. Hence, they were overlooked in the hypothetical framework.

$X_1$  = Entrepreneurship education development ( $p=0.315$ )

$X_2$  = Entrepreneurial capabilities in course ( $p=0.462$ )

$X_4$  = Entrepreneurship mindset ( $p=0.830$ )

#### 4.5.1 The Path Model

The model below (Figure 4.7) depicts the teaching techniques and entrepreneurial confidence that confirm entrepreneurial business aspirations. Teaching techniques with a  $p=0.002$  value and entrepreneurial confidence with a  $p=0.001$  value showed statistically significant value on the influence of business intentions.

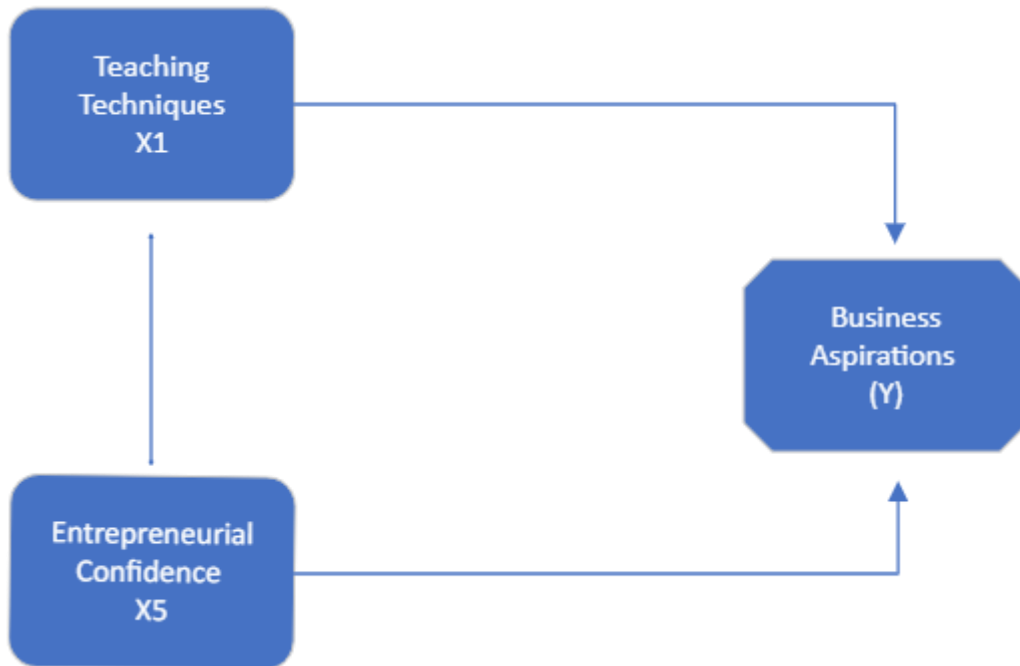


Figure 4.7: The Path Model

#### 4.6 Conclusion

The objectives of this study were to identify and determine which entrepreneurial knowledge, skills and attributes can be used to foster entrepreneurial behaviour among hospitality students and to determine which entrepreneurial teaching methods and modalities can have a positive effect on hospitality students' acquisition of entrepreneurial competencies and attributes.

The study clearly indicates that key competencies such as flexibility, self-esteem, risk-taking ability and innovative and creative qualities have a lower outcome, so the assumption is that entrepreneurship education system teaching methods have not yet fully managed to develop these qualities. Also, what is key that the study has found is the need

to deliver entrepreneurship content more frequently and in more than one subject. Students are hungry for information, but information that is beneficial for them. This addresses the teaching methods, where students require interaction with outside stakeholders, businesspeople, and entrepreneurs to study their practices, behaviour and approaches, to foster an entrepreneurial mindset and attitude.

Chapter 4 examined the data that was captured using a questionnaire that was distributed to students studying hospitality management in a HEI. SPSS version 28 was used to interpret the data and tables and bar charts were used to present the outcomes. What emerged from this chapter is that current entrepreneurship content and teaching methods are not entirely favourable for hospitality management students. Students are looking for a more interactive way of being taught, relatable entrepreneurship content and industry interaction.

The following chapter concludes the study with a discussion and recommendations for future research.

## **CHAPTER 5**

### **DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This final chapter discusses the study's results in relation to the key objectives and research questions. The demographics are first discussed, giving a richer understanding of the populace. The objectives are discussed in detail and thereafter the recommendations on how to foster entrepreneurial capabilities and better hospitality teaching methods to awaken entrepreneurial intentions in students. Lastly, the limitations of the study are outlined.

#### **5.2 Discussion**

The main research problem of the study is what entrepreneurial knowledge, skills and attributes are needed by hospitality students to succeed. Therefore, the conclusions as regards the objective of this study are discussed. The chapter begins by discussing the results concerning socio-demographic factors

##### **5.2.1 Socio-demographic factors**

###### **5.2.1.1 Year of study**

The results from the study indicate that the majority of respondents (46%) were first-year students. In most cases, the number of first-year students in an institution of higher learning is always high, compared to second and third year which can be extremely low. Low student retention for years two and three can be attributed to many factors such as failure in year 1 and course dropout. Cullinan and Flannery (2017:115-116) support the results of the study, where it was found that attrition of students slowly starts in the first year of study. Reasons could be disinterest in the course, examination failure and transition difficulties.

###### **5.2.1.2 Gender**

Of the 228 respondents, 73% were females, meaning at graduation and post-graduation levels more female students than males seek employment (Figure 2.5). This is supported by the literature, where a breakdown of the gender roles is categorised in each subsector of the tourism industry (StatsSA, 2019). Females dominate the Food and Beverage and Accommodation industries by 63% and 60% respectively, and also the recreational and retail spaces by 51% each. Thus, concluding the sector from an educational phase is dominated by females.



### **5.2.1.3 Age**

Students between the ages of 21–25 were the most representative of the sample (62%). This could be attributed to the number of school leavers who embark on higher education enrollment between these ages, or non-maturity to relate to questionnaires of the 20 and younger group that only answered half as much. StatsSA (2019) corroborates that between the ages of 20 and 30 are the most dominant in HEIs.

### **5.2.1.4 Ethnicity**

According to StatsSA (2019), black people contribute to more than half of the tourism workforce, followed by coloured, Indian/Asian and then white (see Figure 2.6). Black people are predominantly in the road passenger transport industry, food and beverage service, accommodation, retail and railway industry. Hence the high response rate of 82% by black students in the questionnaire. Ultimately these students will be absorbed into the tourism sector upon completing their studies.

### **5.2.1.5 Choice of course**

The student's choice of study as either first, second or third choice was dominated by first choice (58%). Many factors can contribute to a learner selecting their choice of study. A study by Pitan and Adedeji (2014:451) titled *Students' choice of courses: Determining factors, sources of information, and relationship with the labour market demands in Nigeria*, found that in most cases, a high percentage of first choice of the course is contributed to personal interest, popularity and prestige of the course, high in demand in the labour market, future career and ease of admission.

## **5.3 Discussions of the conclusions of the study objectives and aim**

### **5.3.1 Conclusions on objective 1**

Objective 1 intended to determine which entrepreneurial knowledge, skills and attributes can be used to foster entrepreneurial competencies and business acumen among hospitality management students. The objective was met because results showed that key competencies such as knowledge, skills and attributes are important components needed to foster entrepreneurial behaviour in hospitality management students, through self-esteem, risk-taking, being innovative, creativity and flexibility. Students agree to a certain extent that they have the attributes and have acquired some of the necessary skills through the entrepreneurship education received.

For this study, the results show that there is a limit in students' knowledge, skills and attributes regarding entrepreneurship in the hospitality curriculum. Students fared a high response regarding business aspirations like wanting to start a business because they have self-belief (60.09%), students understand that they determine their own future (64.91) and believe they are hard workers (55.26%), meaning they see themselves starting a business one day. Unfortunately, in their view, the entrepreneurship content is not taught in a manner that fosters attributes such as flexibility (40.79%), risk-taking ability (44.30%), being innovative (46.93%) and having creative ability.

The students did not fare well in their confidence in applying their current knowledge of entrepreneurship education. Marketing as a major factor in any business creation and sustainability is an aspect where students are not confident in themselves and what they have been taught. Areas such as marketing a product (44.74%), communicating business ideas (42.11%) and developing a product using needs identification (48.25%) were low. They are aware of the theoretical aspects such as understanding the consumer mindset (50.48%) and assessing the strengths and weaknesses of a business (51.32%) but are not confident in exploiting the theory to outside stakeholders, for example, potential investors and consumers. A study by Wardana et al. (2022:3) that focused on the impact of entrepreneurship education on students' entrepreneurial mindset in Malang of East Java in Indonesia presented results that also confirmed that entrepreneurship education positively affects entrepreneurial self-efficacy. The results of the exploratory factor analysis studied variable such as entrepreneurial self-efficacy, entrepreneurship education, entrepreneurial attitude and entrepreneurial mindset, which presented a Cronbach's Alpha score between 0.599 and 0.975, confirming reliability. The study further discusses how prepared entrepreneurship education has proven to increase a student's ability to identify business opportunities, think creatively, learn to commercialize new ideas and modify products to enhance their market and marketing opportunities. This shows that a more focused and strategically prepared approach to entrepreneurship education could enhance students' confidence in applying their knowledge.

The discussion around entrepreneurial knowledge, skills and attributes that students need to become entrepreneurs is based on the notion of capabilities and self-efficacy. The competencies affect the willingness and ability to perform entrepreneurial jobs of new value creation. With most competencies, there seems to be a thin line between difference or similarity. Competencies such as innovativeness, self-efficacy, passion, perseverance, self-insight, marketing skills, resource skills, opportunity skills and interpersonal skills are easy to teach and evaluate whereas some require one to learn while doing and are difficult

to evaluate (Lackeus, 2015:12). Chimucheka (2014:405) and Lackeus (2015:12) are both of the view that the current education policy places more emphasis on high stakes standardised testing, large scale assessments and institutional ranking, which has shifted the focus of cultivating competencies in students, thus being a limiting factor for entrepreneurship in South African opportunities or new ventures.

### **5.3.2 Conclusions on objective 2**

Objective 2 intended to determine which entrepreneurial teaching methods and modalities have a positive impact on hospitality students' acquisition of entrepreneurial competencies and attributes. The objective was met because students disclosed that real life interaction with business people, entrepreneurs and mentorship programmes would be more beneficial in generating an entrepreneurial mindset. In the responses, teaching methods such as industry interaction and mentorship fared very highly among the students.

From the results of the questionnaire, this study can confirm that the type of teaching methods and modalities can have a positive effect on hospitality students' acquisition of entrepreneurial competencies and attributes. The study found many students did not agree that the theoretical aspects of entrepreneurship education like assignments (27.63%), business games (25.44%) or development programmes (29.39%) have a positive effect on developing an entrepreneurial mindset or ambition. However, students are aware that running a business takes a lot of hard work (77.63%), they understand the risks of running a business (71.49%), they comprehend the amount of sacrifice it takes to run a profitable business and the problems and challenges one could face throughout the process (76.75%). This, therefore, means that the negative aspects of entrepreneurship have been formally discussed with the students and are noted. Students' responses were moderately high regarding industry interaction and mentorship (40.79%). This means that real-life interaction with businesses and entrepreneurs will positively impact students, their perception of entrepreneurship and their intent. Wardana et al. (2022:5) support the results of this study, that entrepreneurial education and teaching methods influence entrepreneurial mindset. Entrepreneurship education showed a *P* value of 0.005, therefore, signifying the importance and influence thereof. Cope (2005, as cited by Lackeus, 2015:26) also concurs that entrepreneurship intention can only be acquired through learning by doing and direct observation.

Objective 2 sought to find which teaching methods and modalities can have a positive effect on hospitality students' acquisition of entrepreneurial competencies and attributes. Education is known to be an activity directed at achieving certain aims by transmitting

knowledge or fostering skills and character traits. In HEIs, students in their period of study seek knowledge and skills for a particular course in which they are enrolled. In essence, education refers to a process and a product of the process. Mei et al. (2020:7) refer to entrepreneurship education as a “range of educational courses aimed at improving entrepreneurial attitudes and skills”. Government entities and policies have been the main trigger for entrepreneurship education. HEIs include entrepreneurship courses or the concept of entrepreneurship in some subjects to be consistent with the government’s mandate to enable students to gain skills not only for successful corporate work but for self-employment too (Roxas et al., 2008:63).

### **5.3.3 Conclusions on objective 3**

Objective 3 proposed to develop and recommend a competency-based entrepreneurship education framework that could be applied in the Hospitality curriculum for South African HEIs. The objective was met; teaching techniques and entrepreneurial confidence were identified as significant in fostering business intentions with students.

The hypothetical framework is based on the regression model results in Chapter 4, where teaching techniques and entrepreneurial confidence positively affect business aspirations. The hospitality curriculum should enhance the teaching techniques by incorporating interaction with outside stakeholders to give a more practical approach to entrepreneurship education and development. Also, entrepreneurial confidence needs to be fostered which will promote an entrepreneurial mindset for the students. This competency-based entrepreneurship education framework coincides with the views and research of Roxas et al (2008:67) indicating entrepreneurial knowledge has a direct influence the desirability of entrepreneurship and intention thereof. As does Minai et al (2018:6) proposing that entrepreneurial education has a pivotal link with firm performance through entrepreneurial competences, teachings and confidence.

### **5.3.4 Conclusions on aim**

The focal aim of this study was to identify entrepreneurial knowledge, skills and attributes that agile hospitality management students require to succeed as entrepreneurs. As mentioned before, the study was guided by the principles of Social Cognitive Career Theory (SCCT), suggesting career goals or choices are related to self-efficacy, beliefs, and outcome prospects; and Bandura’s Agentic Theory of human development which trusts that motivation by self-belief about an individual’s talents and abilities can control his or her own goals, actions and destiny (Rideout & Gray, 2013:331).

The focal aim of the study was achieved. Self efficacy, belief and motivation are contributing factors to ones actions and destiny. Therefore having entrepreneurial knowledge, the skills and these attributes mentioned by the Social Cognitive Career Theory and Bandura's Agentic Theory are indeed theories that can contribute to students choice in entrepreneurial activities.

#### **5.4 Limitations**

As stated in Chapter 1, the study is not without limitations. The limitations could be the basis and guideline for future research studies. This study was limited to one Cape Town HEI offering a hospitality course, with three different streams. This limited spatial focus undercuts the generalizability of the results. For future studies, a broader spectrum can be reached, for example, more HEIs offering a hospitality curriculum could be approached and the research could be extended country-wide. Also, the study used a quantitative methodological approach to extract data. In future research, a mixed method approach should be considered to gain more insight from both lecturers and students and enhance the reliability and validity of the research (Cohen et al., 2011:31).

The researcher acknowledges there could have been limited online responses as it was not a one-on-one collection of the surveys. Also, students may have had ready access to the internet for Google Forms, thereby affecting the response rate.

There was a relatively high response rate from first-year students, who at the time had only been in the course for a couple of months and therefore possibly do not have in-depth insight yet on the Hospitality Management course and entrepreneurship content.

Another challenge faced by the researcher is the lack of up-to-date literature, specifically on entrepreneurship education for hospitality management in higher education in South Africa, Cape Town in Particular. Also there is limited up to date literature on entrepreneurial knowledge, skills and attributes specifically regarding the hospitality sector in South Africa. Numerous studies found by the researcher are of international nature, thus causing a gap in the body of knowledge.

## **5.5 Recommendations**

Hospitality management courses educate students for employment in the diverse hospitality industry. To produce a considerable number of entrepreneurs, institutions of higher learning need to consider which particular set of skills, knowledge and attributes are required for students to become entrepreneurial. The essence of introducing entrepreneurial educational programs is to equip students with the necessary skills and mindsets required for successful entrepreneurship from their early years and also to inculcate in students across all levels of education, the self-confidence and assurance required for launching a business (Adewuyi & Aj, 2021:4).

Considering the results of the study, the researcher proposes the following recommendations:

Universities need to adjust the Hospitality entrepreneurship curriculum by incorporating practitioners and established entrepreneurs for advisory purposes and mentoring to create a more practically centered approach to the course or subject. As mentioned, a more practical approach with structure could be considered rather than theories in the classroom. The study found that students do not gain entrepreneurial knowledge to its full potential with theory classes only. Universities need to focus on entrepreneurial competencies in hospitality courses or subjects. The study has noted that self-efficacy, risk-taking, being creative and being innovative are essential in fostering entrepreneurial mindsets. This can be accomplished through educational activities and initiatives by government filtered to educational HEIs and schools, to provide students with specialised knowledge to recognize real opportunities, identify and be able to solve real problems, manage businesses, think strategically and create innovative networks. Tourism and hospitality are multi-faceted, involving many stakeholders such as education institutions, business practitioners, government and non-government organizations. It is essential for all these societies to communicate and collaborate by providing awareness, knowledge, skills and attributes for entrepreneurship. As the finding of this study has noted, experiencing entrepreneurship is more beneficial, by interacting with outside businesspeople and entrepreneurs.

## **5.6 Contribution to the body of knowledge**

The study focused on entrepreneurship education for hospitality management students in Cape Town, South Africa, and research on entrepreneurship education in Hospitality studies in South Africa is minimal or outdated. Therefore, this study will be adding to the global body of knowledge of entrepreneurship education in hospitality specifically in the Cape Town region.

A number of sources of literature found by the researcher intensively concentrated on factors such as entrepreneurship in general, entrepreneurship education, entrepreneurial intention and the likes thereof, on an international basis. Studies on the demographics reported by the researcher are not common, gender is the most likely to be reported on within any particular study. Although the vast differences in the demographics of this research cause a gap in the body of knowledge, these major differences in demographics could be researched and addressed at a later stage.

## **5.7 Conclusion**

Many young people are enrolled in HEIs offering hospitality curricula such as UJ, CPUT, WSU, and NW (Faculty Office, 2019). These enrollments ultimately produce Hospitality management graduates. Graduates will fall into a job market that is saturated and where unemployment is rife. The reason for researching the entrepreneurial competencies for hospitality students is for them to acquire the knowledge, skills and attributes during their course of study. Glackin and Phelan (2020:93) acknowledge that with the amount of theory contact time received, students might not fully master these attributes during their years of study and also educators do not have the time to waste teaching the wrong content, or use ineffective pedagogy, given the limited time available.

This study set to understand the entrepreneurial knowledge, skills and attributes of hospitality students in HEIs. The objectives are what knowledge, skills and attributes can be used to foster entrepreneurial intentions, also which teaching modalities can have a positive effect on hospitality students' acquisition of entrepreneurial competencies and attributes. As mentioned in Chapter 2, the theories of Social Cognitive learning and Bandura's Agenting theory support the notion that attributes and competencies are required for hospitality students to become entrepreneurial. Attributes such as being innovative, taking risks, self-efficacy, flexibility, self-esteem and creativity can assist in entrepreneurship education. Secondly, the current teaching methods do not fully assist in engaging students in an entrepreneurial mindset. Students would prefer more interaction with outside stakeholders and entrepreneurs for a more practical approach. Chirani et al.

(2013:75) support this conclusion that entrepreneurial intentions are characterized by self-reliance, self-motivation and confidence, they are risk-takers, they aspire to success and permanent progress.

The responsibility rests on the government and society to initiate change. Changes and recommendations must be filtered down to schools and HEIs to adjust the curricula to address the need for entrepreneurship in South Africa. Emphasis must be put on the effects of unemployment as a society and as a country. This study's results and conclusions contribute to the theory. The kind of entrepreneurship education described in this study for hospitality students can be an intervention required by HEIs in South Africa, to influence education and the student's mindset. The bottom line is that self-efficacy and a more practical based teaching method correlate with the development of entrepreneurial intention.



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## APPENDICES

### APPENDIX A: SUMMARY OF RESPONSES (% COUNTS)

<b>SECTION B - I would like to start a business because ...</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Grand Total</b>
I have a passion for what I do	51.75%	42.54%	3.95%	1.75%	100.00%
I believe in myself	60.09%	35.09%	2.63%	2.19%	100.00%
I am a hard worker	55.26%	40.79%	2.63%	1.32%	100.00%
I determine my future	64.91%	29.39%	4.39%	1.32%	100.00%
I trust my instincts	46.93%	42.98%	8.77%	1.32%	100.00%
I know the right people for help	23.68%	35.96%	31.14%	9.21%	100.00%
I am a self-made business person	29.82%	42.11%	21.05%	7.02%	100.00%
I am not afraid to take risks	44.74%	45.18%	6.58%	3.51%	100.00%
I have always dreamt of starting a business	54.82%	28.95%	11.84%	4.39%	100.00%
I will not want to work for a boss/someone	53.51%	26.32%	15.79%	4.39%	100.00%
I know the future of Small to medium-sized enterprise is great	31.58%	50.44%	15.79%	2.19%	100.00%
I want to get rich	46.49%	31.14%	17.98%	4.39%	100.00%
<b>SECTION C - Entrepreneurship education system (teaching methods) develops ...</b>	<b>Extremely satisfying</b>	<b>Very satisfying</b>	<b>Slightly satisfying</b>	<b>Not at all satisfying</b>	<b>Grand Total</b>
creative and innovative qualities for students	45.61%	41.67%	11.84%	0.88%	100.00%
flexibility for students	40.79%	45.61%	12.72%	0.88%	100.00%
self-esteem for students	44.74%	43.86%	8.33%	3.07%	100.00%
an initiative taking ability and encouragement for students	46.93%	42.54%	10.09%	0.44%	100.00%
a knowledge for commercial and legal aspects of a business for students	46.93%	45.61%	5.70%	1.75%	100.00%
a need for achievement for students	49.12%	41.67%	8.77%	0.44%	100.00%
a problem solving ability for students	47.81%	40.35%	10.96%	0.88%	100.00%
a time management ability for students	48.25%	40.35%	10.09%	1.32%	100.00%
a strong willpower for students	44.30%	44.30%	10.53%	0.88%	100.00%
a risk taking ability for students	44.30%	40.35%	14.91%	0.44%	100.00%
<b>SECTION D - Teaching methodologies and techniques/ mindset: Rate how the following teaching techniques/methods have enhanced the development of entrepreneurial capabilities in your course?</b>	<b>Always</b>	<b>Often</b>	<b>Rarely</b>	<b>Never</b>	<b>Grand Total</b>
Group assignments and projects	27.63%	49.12%	18.42%	4.82%	100.00%
Business games	25.44%	42.54%	27.63%	4.39%	100.00%
Case studies	33.33%	51.75%	12.28%	2.63%	100.00%
Industry academia interaction	40.79%	50.88%	4.82%	3.51%	100.00%
Mentorship by entrepreneurs	40.79%	41.67%	14.04%	3.51%	100.00%
Role-play	36.84%	42.54%	16.67%	3.95%	100.00%
Blackboard	44.30%	38.16%	13.60%	3.95%	100.00%

<b>SECTION E - Teaching methodologies and techniques/ mindset: What is the likelihood that the following would enhance your entrepreneurial capabilities</b>	<b>Extremely likely</b>	<b>Very likely</b>	<b>Very unlikely</b>	<b>Not at all likely</b>	<b>Grand Total</b>
Arrangement of entrepreneurship development programme	29.39%	55.26%	11.40%	3.95%	100.00%
Arranging regular interaction with successful entrepreneurs	38.60%	44.30%	12.72%	4.39%	100.00%
Regular interactions and collaboration with small business development agencies	39.91%	46.93%	9.21%	3.95%	100.00%
Give more project work/ assignments on entrepreneurship	36.40%	46.49%	12.28%	4.82%	100.00%
Provide specialisation subjects in entrepreneurship capability development	37.72%	50.00%	8.77%	3.51%	100.00%
Include more syllabus on entrepreneurship skills development (i.e. adding entrepreneurship in more than one subject)	38.16%	49.12%	10.09%	2.63%	100.00%
<b>SECTION F - Entrepreneurship Mindset: I understand that starting and running a business is...</b>	<b>Extremely important</b>	<b>Important</b>	<b>Very important</b>	<b>Not at all important</b>	<b>Grand Total</b>
about taking and managing risk	71.49%	5.26%	22.81%	0.44%	100.00%
understanding that to run a profitable business requires hard work and sacrifice	77.63%	1.75%	20.18%	0.44%	100.00%
understanding that it involves facing many problems and having to tackle them.	76.75%	2.19%	20.61%	0.44%	100.00%
<b>SECTION G - Entrepreneurship education application: Based on your learning and current knowledge, please rate how confident you are in the following entrepreneurship abilities/skillsets.</b>	<b>Extremely confident</b>	<b>Fairly confident</b>	<b>A little confident</b>	<b>Not at all confident</b>	<b>Grand Total</b>
I am able to see myself starting a business in future	67.98%	24.56%	6.14%	1.32%	100.00%
I am confident of developing a product using needs identification	48.25%	41.67%	9.21%	0.88%	100.00%
I understand the mindset of consumers for my business	50.88%	39.47%	8.33%	1.32%	100.00%
I understand how to market my product	44.74%	39.04%	15.35%	0.88%	100.00%
I am able to communicate my business idea to other people (e.g. mentors, customers, potential funders)	42.11%	39.91%	16.23%	1.75%	100.00%
I am capable of conducting market research by myself	39.91%	39.47%	18.86%	1.75%	100.00%
I understand the financial consideration to start and run a business	49.12%	36.84%	11.84%	2.19%	100.00%
I am capable of preparing a budget for my business	39.91%	42.98%	14.47%	2.63%	100.00%
I am able to assess the strengths and weaknesses of a business	51.32%	39.47%	8.77%	0.44%	100.00%

## APPENDIX B: CPUT ETHICAL CLEARANCE



P.O. Box 1906 • Bellville 7535 South Africa • Tel: +27 21 4603291 • Email: fbmsethics@cput.ac.za Symphony Road Bellville 7535


Office of the Chairperson Research Ethics Committee	<b>FACULTY: BUSINESS AND MANAGEMENT SCIENCES</b>
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The Faculty's Research Ethics Committee (FREC) on **20 October 2020**, ethics **Approval** was granted to **Ndileka Bala (204128544)** for a research activity **M Tech: Tourism and Hospitality Management** at Cape Peninsula University of Technology.

Title of dissertation/thesis/project:	<b>Entrepreneurial knowledge, skills and attributes of Professional Cookery students in Higher Education Institutions</b>  Lead Supervisor (s): Dr TMolose / Dr T Nyathela
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Comments:

**Decision: APPROVED**

	<b>10 November 2020</b>
Signed: Chairperson: Research Ethics Committee	Date

Clearance Certificate No | 2020FOBREC828

## APPENDIX C: HOD PERMISSION LETTER

Mrs. Rianne Voigt 48 Beach road Mouille Point Cape Town

8005

Dear Mrs. Rianne Voigt

APPROVED 30 SEPTEMBER 2020

Request for permission to research at the Cape Town Hotel School

My name is Ndileka Bala. I am a Masters student at the Cape Peninsula University of Technology, Western Cape. The research study I wish to conduct titled "Entrepreneurial knowledge, skills and attributes of Professional Cookery students in Higher Education Institutions" seeks to gather data about the perceptions of professional cookery students on entrepreneurship education and entrepreneurship intensions. My research project will be conducted under the supervision of Dr Thembisile Molose (Cape Peninsula University of Technology) and Dr Tshinakaho Nyathela.

The main aim of the study is to identify entrepreneurial knowledge, skills and attributes that graduates require to succeed in an environment that is confronted by rising high unemployment and characterised by accelerated high levels of poverty. The objectives of the study are to; explore entrepreneurship education literature to identify entrepreneurial knowledge, skills and competencies that may foster entrepreneurial behaviour among Hospitality students. Secondly, to recommend a competency-based entrepreneurship education framework that could be applied in the South African HEIs context.

I am hereby seeking permission to approach Diploma in Hospitality students.

The research is intended to take place between October 2020 and December 2020.

I would appreciate it if you would grant me permission to carry out the above research.

Should you require any further information, please do not hesitate to contact me on the details below.

Kind regards, Ndileka Bala balan@cput.ac.za

ndilekabala@gmail.com

083 965 9260

## APPENDIX D: LIKERT SCALE QUESTIONNAIRE

A survey of hospitality entrepreneurship education: Hospitality Students in Higher Education

My name is Ndileka Bala. I am a master's student at the Cape Peninsula University of Technology, Western Cape. The research study I wish to conduct titled "Entrepreneurial knowledge, skills and attributes of Hospitality students in Higher Education Institutions" seeks to gather data about the perceptions of hospitality students' perception on entrepreneurship education and entrepreneurship intentions. I am requesting your participation in my study by completing the attached survey, anonymously. The questionnaire will take approximately 10-12 minutes to complete, and participation is voluntary.

### SECTION A: BACKGROUND INFORMATION

This section of the questionnaire asks about your background and biographic information. Although we are aware of the sensitivity of the questions in this section, the information will allow us to group respondents. We assure you that your responses will remain anonymous.

#### 1. Are you a:

First year student	1
Second year student	2
Third year student	3

#### 2. Gender....

Male	1
Female	2

Prefer not to say	3
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**3. Age ...**

20 years and younger	1
21 years to 25	2
26 years to 30	3
31 years and older	5

**4. Ethnicity**

African	1
Coloured	2
White	3
Indian	4
Asian	5

**5. Programme of study. Please indicate whether your course was a...**

First choice	1
Second choice	2
Third Choice	3

**SECTION B: I WOULD LIKE TO START A BUSINESS BECAUSE...**

This section explores your views after completing entrepreneurship lectures and asks how usefulness of the entrepreneurship curriculum and teaching and learning of your course. Please indicate your answer using the following 4-point scale ,rate the statements on a scale of 1 (strongly disagree) to 5 (strongly agree).

Source: Measurement items were adapted from [Lazenby & Machaba \(2011:80\)](#)

	Measurement statements	Strongly disagree	Disagree	Agree	Strongly agree
	I would like to start a business because I .....				
7.	.... have a passion for what I do	1	2	3	4
8.	.... believe in myself	1	2	3	4
9.	.... am a hard worker	1	2	3	4
10.	.... determine my future	1	2	3	4
11.	.... trust my instincts	1	2	3	4
12.	.... know the right people for help	1	2	3	4
13.	.... am a self-made business person	1	2	3	4
14.	.... am not afraid to take risks	1	2	3	4
15.	.... have always dreamt of starting a business	1	2	3	4
16.	.... will not want to work for a boss/someone	1	2	3	4
17.	.... known the future of SMEs is great	1	2	3	4
18.	....want to get rich	1	2	3	4



SECTION C: ENTREPRENEURSHIP EDUCATION SYSTEM (TEACHING METHODS) DEVELOPS...

How satisfied are you with the present entrepreneurship education system (teaching method) in developing the following qualities for the students?

Please rate the statements on a scale of 1 (not at all satisfying), 3 (very satisfying) to (extremely satisfying).

		Not at all Satisfying	Slightly Satisfying	Very Satisfying	Extremely Satisfying
19	Creativity and innovativeness	1	2	3	4
20	Flexibility	1	2	3	4
21	Self-esteem	1	2	3	4
22	Initiative taking ability/encouragement	1	2	3	4
23	Knowledge for commercial and legal aspects of a business	1	2	3	4
24	Need for achievement	1	2	3	4
25	Problem solving ability	1	2	3	4
26	Time management ability	1	2	3	4
27	Strong willpower	1	2	3	4

28	Risk taking ability	1	2	3	4
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**SECTION D: TEACHING METHODOLOGIES AND TECHNIQUES/MINDSET**

Using a scale of 1 (*Never*), 3 (*often*) to 5 (*Always*) rate how the following teaching techniques/methods have enhanced the development of entrepreneurial capabilities in your course?

		Never	Rarely	often	Always
29	Group assignments and projects	1	2	3	4
30	Business games	1	2	3	4
31	Case studies	1	2	3	3
32	Industry academia interaction	1	2	3	4
33	Mentorship by entrepreneurs	1	2	3	4
34	Role play	1	2	3	4
35	Blackboard	1	2	3	4

**SECTION E: TEACHING METHODOLOGIES AND TECHNIQUES/ MINDSET**

What is the likelihood that the following would enhance your entrepreneurial capabilities?

	Extremely likely	Very Likely	Very unlikely	Not at all likely

36	Arrangement of entrepreneurship development programme	1	2	3	4
37	Arranging regular interaction with successful entrepreneurs	1	2	3	4
38	Regular interactions and collaboration with small business development agencies	1	2	3	4
39	Give more project work/ assignments on entrepreneurship	1	2	3	4
40	Provide specialisation subjects in entrepreneurship capability development	1	2	3	4
41	Include more syllabus on entrepreneurship skills development (i.e. adding entrepreneurship in more than one subject	1	2	3	4

#### SECTION F: ENTREPRENEURSHIP MINDSET

		Not at all important	Important	Very important	Extremely important
	<i>Entrepreneurship Mindset</i>				
	<i>I understand that starting and running a business is...</i>				
42	... about taking and managing risk	1	2	3	4
43	.... to earn money, but I have to be guided by moral principles.	1	2	3	4
44	.... Understanding that to run a profitable business requires hard work and sacrifice.	1	2	3	4

45	.... understanding that it involves facing many problems and having to tackle them.	1	2	3	4
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## SECTION G: ENTREPRENEURSHIP EDUCATION APPLICATION

Based on your learning and current knowledge, please rate how confident you are in the following entrepreneurship abilities/skill sets on a 4-point scale ranging from 1 (*not at all confident*), 3 (*fairly confident*) to 5 (*extremely confident*).

		Not at all confident	A little confident	Fairly confident	Extremely confident
46	I am able to see myself starting a business in future	1	2	3	4
47	I am confident of developing a product using needs identification	1	2	3	4
48	I understand the mindset of consumers for my business	1	2	3	4
49	I understand how to market my product	1	2	3	4
50	I am able to communicate my business idea to other people (e.g. mentors, customers, potential funders)	1	2	3	4
51	I am capable of conducting a market research by myself	1	2	3	4
52	I understand the financial consideration to start and run a business	1	2	3	4

53	I am capable of preparing a budget for my business	1	2	3	4
54	I am able to assess the strengths and weaknesses of a business	1	2	3	4

Thank you for your time and valuable input

## APPENDIX E: LETTER FROM THE EDITOR

22 Krag Street  
Napier  
7270  
Overberg  
Western Cape

01 December 2022

### LANGUAGE & TECHNICAL EDITING

Cheryl M. Thomson

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### ENTREPRENEURIAL KNOWLEDGE, SKILLS AND ATTRIBUTES OF HOSPITALITY STUDENTS IN HIGHER EDUCATION INSTITUTIONS

**Supervisor: Dr T. Molose**

**Co-supervisor: Dr T. Nyathela-Sunday**

This is to confirm that I, Cheryl Thomson, executed the language and technical edit of the above-titled Masters dissertation of **Ndileka Bala, student number 204128544**, at the CAPE PENINSULA UNIVERSITY OF TECHNOLOGY in preparation for submission of this dissertation for assessment.

Yours faithfully



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