

**Entrepreneurial tendencies amongst students at a university in  
the Cape Metropolis, South Africa**

**by**

**Elda Tsungayi Mushavi**

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Project Management in the Faculty of Business and Management  
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**Supervisor: Dr L E Jowah**

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## **ABSTRACT**

It is imperative for policymakers, educators, and entrepreneurs to comprehend the factors influencing individuals' decisions regarding the initiation of their own businesses. Understanding these determinants is crucial due to the significant role entrepreneurship plays in driving economic growth. The aim of this study was to investigate the factors influencing the entrepreneurial aspirations of university students in the Cape Metropolitan Area and explore how the decision to start a business within a specific cultural context impacts one's social norms and personal values.

To gather data for this research, a questionnaire survey will be distributed to a selected group of participants. The data collection process will involve the completion of this questionnaire, with a sample size of one hundred respondents deemed optimal. Ideally, respondents will be individuals currently enrolled in a higher education program with a basic understanding of entrepreneurship concepts.

A key finding of this study was the widespread interest among individuals in starting a business, despite many lacking the knowledge or resources to do so. Some individuals attribute their inability to launch a business to a lack of capital, while others lack the motivation or confidence to pursue potentially lucrative projects. Consequently, they choose employment over entrepreneurial endeavors.

Based on the research findings, there is a compelling argument for the implementation of entrepreneurial education programs aimed at fostering qualities such as risk-taking, innovation, and resourcefulness among students. These programs would serve to underscore the importance of providing students with the necessary skills and knowledge to succeed in entrepreneurship.

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And finally, I would like to express my gratitude to my family for their unwavering support and for always being there for me when I require an additional confidence boost when I do. I appreciate it.

## **DEDICATION**

This is in memory of my late parents, Berlin and Noline Mushavi, as well as my late grandparents, Cuthbert and Eldah Mushavi.

Not forgetting my grandfather Elisha and grandmother Phylis Murwira, who live in Gokwe, Zimbabwe.

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# **CHAPTER 1**

## **RESEARCH PROPOSAL**

### **1.1 Introduction**

Entrepreneurship can be understood as the development of economic value or its appropriation (Gaddefors & Anderson, 2017:69). When seen in this light; we can argue that entrepreneurship is an unusual activity that entails much more risk than the typical process of beginning a new firm does.

Individuals, including students, have been driven to examine their entrepreneurial skill sets due to the changes that have occurred in the South African economy over the last couple of years. For this study, we will look at entrepreneurship from a student's perspective and develop a framework that will assist in promoting the desire for entrepreneurship amongst students in tertiary institutions in South Africa.

Unemployment levels in South Africa have been on the rise in the past couple of years. According to Stats SA, people aged 15 to 24 had an unemployment rate of 40.3%, 25 to 34, 15.5%, and those aged 35 to 64, 5.46%. (Stats SA, 2021). As a result, more people have opted to do what is now termed as "side hustles". These "side hustles" are mainly small businesses that individuals start while pursuing school or work. These small businesses have shown a need to develop and create frameworks promoting these businesses and business ideas.

Not only do elementary and secondary schools instruct students in fundamental skills such as reading, writing, and mathematics, but they also play an important role in forming entrepreneurial attitudes and abilities among the general community. Unfortunately, although in recent years there has been an increase in the number of young people who can receive a formal education as a result of improvements in access to education, the curricula and didactical methods that are used in schools are frequently out of date and place a greater emphasis on the memorisation of information rather than the development of real-world competencies. (Fox & Kaul, 2017:1). Though most tertiary institutions provide entrepreneurship modules, they are mostly theoretical and do not provide an actual breakdown of what the students must do to have successful start-ups.

### **1.2 Problem Statement**

It is now widely accepted that entrepreneurial activity is an essential factor in the promotion of innovative ideas and increased levels of productivity, as well as the

production of new job opportunities and the expansion of a nation's economy. How students approach entrepreneurship will play a part in their entrepreneurial trends, but the impact of student entrepreneurial feelings extends to job-seeking for conventional employment. Bell (2016:2) demonstrates that student entrepreneurial attitudes are related to employability.

Given the current state of the economy, educational institutions have a crucial role in highlighting the importance of entrepreneurial aspirations. This will result in a rise in the number of people who establish their own businesses, often known as entrepreneurs. Entrepreneurs are the driving force behind economic expansion and employment creation for the labour force.

The research aims to get the perception of entrepreneurship from students. The study is the make sure that the student in institutions of higher learning are made to realise that exploring their entrepreneurial talents may be the key to economic development

### **1.3 Rationale and Significance of the Study**

**Rationale:** The underlying principle of this study is to create an awareness of the prepositions of students towards entrepreneurship.

**Significance:** This is particularly important so that institutions can create more details programs that will encourage students to want to take an interest in entrepreneurial ventures. We need to create a framework for assisting the students in that regard.

### **1.4 Aim and Objectives of the Study**

#### **1.4.1 Aim**

According to Vocabulary.com (2022), the word aim is defined as the goal intended to be attained. The goal of this research is to collect the perspective of entrepreneurship from students. The research aims to ensure that students at institutions of higher learning are taught to recognise that developing their entrepreneurial potential may be the key to economic progress. This study intends to ensure that the students in institutions of higher learning have.

#### **1.4.2 Objectives**

1. Investigate the entrepreneurial attitudes among university students in South Africa within an institution in the Cape Metropolis.

2. Analyse the influence of various circumstances on students' orientation towards initiating business ventures.
3. Examine the accessibility of support services in the entrepreneurial process.
4. Design a framework for the efficient implementation of a project aimed at fostering entrepreneurship.

#### **1.4.3 Research Questions/Hypotheses**

1. What is the general aspiration of the university student after graduation?
2. What situations militate against the entrepreneurship aspirations of the students?
3. What support systems are accessible for entrepreneurship amongst students?
4. What framework can be constructed to enable motivation for entrepreneurship?

#### **1.5 Hypotheses**

Mourougan & Sethuraman (2017:34) define a hypothesis as a provisional explanation that attempts to account for a given collection of facts and that may be tested by doing more research.

Considering that definition, this study hypothesises that students who are more aware of the need to divert from traditional employment can explore entrepreneurial options.

Education and training in commercial operations are essential components of the entrepreneurial process. In addition, to become an entrepreneur, one must have a creative mindset, initiative, a willingness to take risks, and efficient management skills.

#### **1.6 Underpinning Conceptual and Theoretical Framework**

A conceptual framework is a representation, either textual or graphical, of an intended connection between the variables in a study. (Regoniel, 2015)

Theoretical Framework may be considered the "road map" or guidance for a research project. (Adom, et al., 2018:438)

- Education about entrepreneurship – training students in entrepreneurship as a career is extremely different from educating students to behave entrepreneurially. Therefore, the ramifications of these two types of education for the education system are also very different. (Arasti, et al., 2012:4)

- Experiences with entrepreneurship – Sørensen and Fassiotta (2011: 1,324)) suggest that the workplace matters in the entrepreneurial process since it is a learning environment. Existing organisations are important because they affect (directly or indirectly) the skills and knowledge individuals bring to the entrepreneurial process, influencing the chance that those people will become and thrive as entrepreneurs.
- Attitude towards money – Money attitude is the approach to money that one takes while dealing with money or money-related difficulties. A money mindset is a lifelong learning journey. The difference in one's perspective on money reflects one's attitude toward money. (Manchanda, 2015:19)

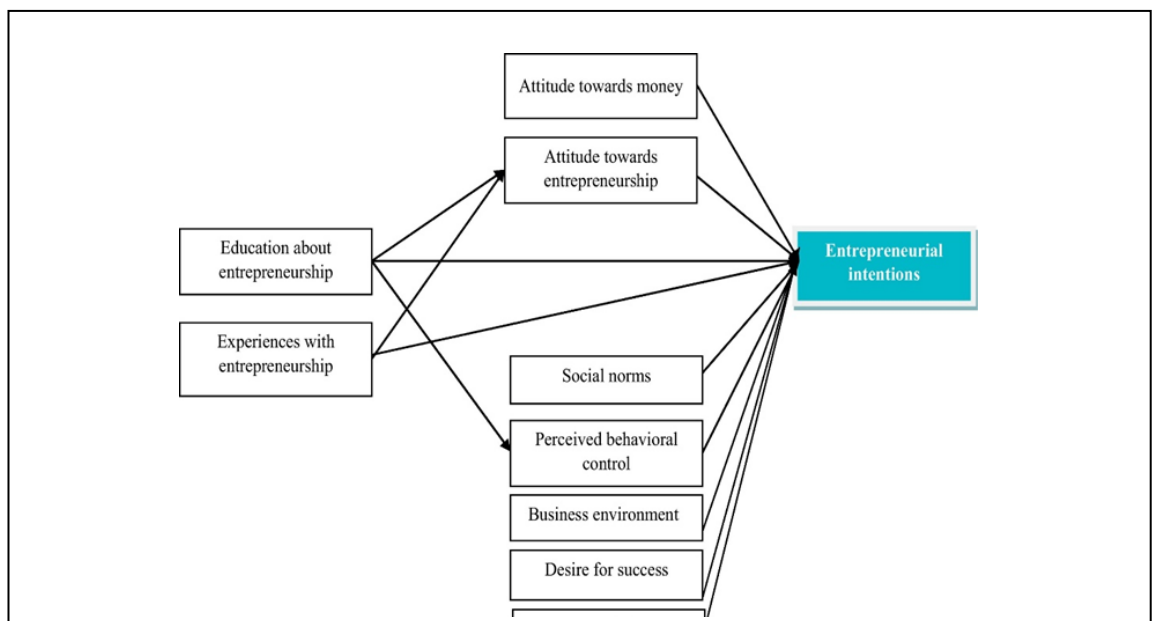


FIGURE 1.1: RESEARCH FRAMEWORK

The diagram above is extrapolated from Nguyen et al., 2019 is the basis of the framework of this research.

- Attitude towards entrepreneurship – Lechuga et al. (2020) describe the degree to which a person has a negative or good capacity to become an entrepreneur as an entrepreneurial attitude.
- Social norms – According to Emami and Khajeheian (2018), social norms may be an essential motivator of human behaviour.



- Perceived behavioural control – The term "perceived behavioural control" refers to an individual's opinion of how simple or challenging it is to initiate and carry out launching and managing a business. (Dinc & Budic, 2016:27)
- Business environment – Abdullahi & Zainol (2016) explain how entrepreneurs are formed by the many aspects of the socio-cultural business environment, and they always absorb and put into practice what their environment has taught them
- Desire for success – According to Gerba (2012), a strong desire for success refers to the extent to which a person prioritises certain laudable objectives to achieve success.
- Creativity – Shi et al. (2020) state that highly creative people can keep a good attitude and high level of self-confidence when engaging in business endeavours. Many academics integrate creativity with studying entrepreneurs' intentions to launch their own companies because creativity is tied to a person's unique characteristics and capabilities.
- Entrepreneurial intentions – According to Nabi & Liñán (2013), entrepreneurial intentions are broadly characterised as an individual's conscious understanding and belief that they aim to build a start-up business in the future.

## 1.7 Literature Review

A grasp of entrepreneurial principles gained from the Business Dictionary can be understood as the aptitude and motivation to conceive, organise, and manage a business initiative together with whatever risks it may include generating a profit from the endeavour is referred to as entrepreneurial spirit. Creating new firms is perhaps the most typical manifestation of entrepreneurial activity.

In economics, profit may be made by combining entrepreneurial spirit, physical labour, access to natural resources, and financial resources. An entrepreneurial spirit is marked by invention and a willingness to take risks, and it is a crucial component of a nation's capacity to compete in the ever-shifting and more competitive global economy. (Business dictionary, 2018).

Entrepreneurship is also described as creating and appropriating value in an environment fraught with uncertainty and driven by entrepreneurs. (Mishra & Zachary, 2015:251)

If we are to narrow it down, entrepreneurship might be seen as the process of conceptualising, launching, and operating a brand-new enterprise. These businesses can be small, and others may have the capacity to grow and develop into more reputable and established enterprises if there is a willingness to take risks to achieve profit. Entrepreneurs are the people who have come up with creative concepts that lead to the creation of start-ups.

Even if there are several failed start-up firms, it is not for want of effort on the part of the entrepreneurs. Instead, lack of financial support, miscalculated business choices, government regulations, unfavourable economic circumstances, a decline in market demand, or a combination of all of those elements are some of the reasons why new enterprises have been forced to shut their doors.

The term entrepreneur is used in the business world to refer to an individual or organisation that can develop new goods and services based on innovative commercial ideas or developments. In this context, entrepreneurship refers to the actions carried out by pre-existing and newly founded companies. Decker et al. (2015) mention that the academic discipline of entrepreneurship incorporating various concepts, including management, economics, sociology, and economic history, have been researched.

The definition of entrepreneurship here may be split into three parts. The first two parts are concerned with the generation and development of ideas. The focus on ideas stems from recognising that ideas are crucial in entrepreneurship. (Jarvis, 2016:). Jarvis (2016:) says entrepreneurs have new, different, and unique ideas or things that can change or transform values. Therefore, they can participate in business opportunities no matter how big or small their business is.

Joseph Schumpeter and several prominent Austrian philosophers, notably Carl Menger, Ludwig von Mises, and Friedrich Hayek, contributed significantly to our knowledge of entrepreneurship in the 1930s. They brought about the assumption that entrepreneurship leads to economic growth is an interpretation of the residual in original growth theory, and it is therefore hotly debated in academic economics.

### **1.7.1 Significance of student entrepreneurship**

Student entrepreneurship makes a significant contribution to the economy's growth and expansion (Israr & Mazhar, 2018:1339; Choudhury & Easwaran, 2019:2). Student entrepreneurs create jobs not just for themselves but also for several other individuals (Bizri et al., 2012:82). Munyanyi (2013:4) contend that, apart from the issue of job creation, student entrepreneurship increases student income.

Increased income from entrepreneurial activities changes the students' quality of life. According to Sandhu et al. (2010:429), student entrepreneurship is characterised by creativity, a vital need in developing the economy of developing countries. Moreover, not only may student entrepreneurs contribute to employment, but student entrepreneurship can also contribute to technological advances.

#### **1.7.1.1 Entrepreneurial education**

Participation in entrepreneurship education is associated with a preference for entrepreneurship as a profession. This is why many universities have programmes that educate students in entrepreneurship. Universities allow students to gain knowledge relevant to entrepreneurship, which is frequently lacking in student entrepreneurs (Sandhu et al., 2011:431).

Relationship between small business owners and entrepreneurs as derived from Open Library|Pressbooks (Smith et al., 2019)

Entrepreneurs are unique:

- Establish new businesses that are at the forefront of innovation
- Strive to introduce new items
- Take their existing firm to new heights
- Small business owners have the following characteristics
- Putting together businesses with features that already exist
- Drive to maintain the functionality of effective goods
- Keep the focus on the model of the small company.
- The similarities for both the entrepreneur and small business owner are:
- Creating companies for the general public
- Drive for profit
- Effective business modelling

The diagram below shows a summary of the differences between entrepreneurs and small business owners.

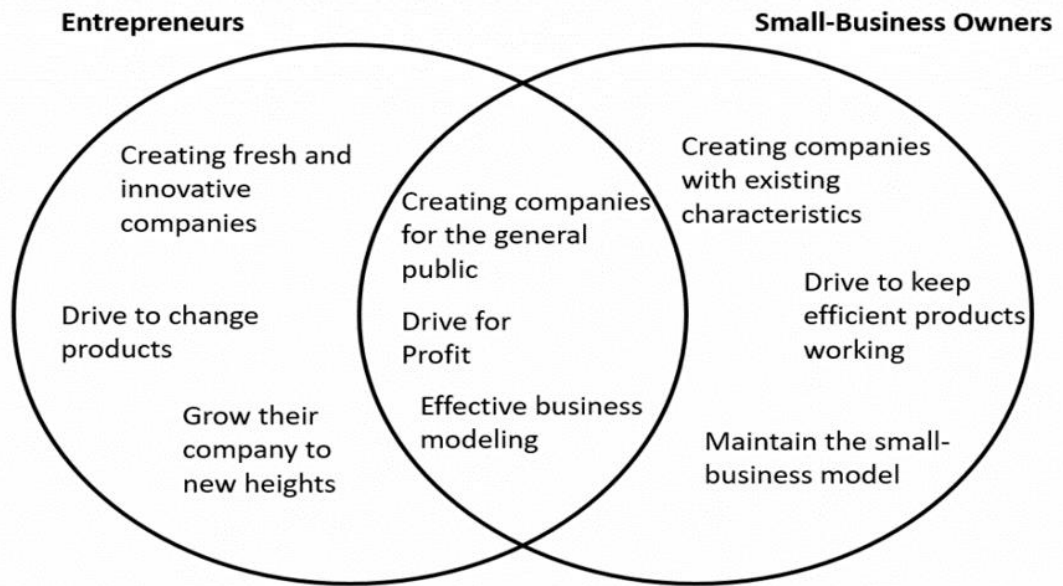


FIGURE 1.2: DIFFERENCE BETWEEN BUSINESS OWNERS AND ENTREPRENEURS

Source: Open Library/Pressbooks (Smith et al., 2019)

### 1.8 Definition of KEY concepts

- Entrepreneurs - Fortunato & Alter (2015) describe entrepreneurs as entities that are typically seen as economic development engines, change and innovation catalysts, and important contributors to their local economy
- According to Jarvis (2016), entrepreneurship may be defined as an activity that includes creating new ideas and promoting existing ones.
- Factors for entrepreneurship – these are the attributes that influence the creation of an innovative business venture
- Impediments (obstacles) to entrepreneurship

### 1.9 Paradigm/Philosophy

Positivism relies on natural scientists' philosophical attitude of dealing with observed societal facts to produce generalisations. Positivism emphasises what is provided, focusing on pure data and facts without human prejudice. (Scotland, 2012:10);

Constructivism is when there are several realities, and it interprets the meaning of an action (Proofed., 2022).

Pragmatism reality is constantly understood and renegotiated against new and unpredictable events. This research philosophy relies on the research topic. Pragmatists employ qualitative and quantitative approaches to blend positivist and constructivist concepts in the same study topic. They think the best research methodologies address the query. (Proofed., 2022)

### **1.10 Research Approach**

This research will use quantitative and qualitative methods. Qualitative research relies on natural scientists' philosophical attitude of dealing with observed societal facts to produce generalisations. Positivism emphasises what is provided, focusing on pure data and facts without human prejudice. Qualitative research focuses on the events that take place and the effects of those events from the perspectives of the people involved. (Teherani, et al., 2015:669)

Quantitative and qualitative will be used so that the research may be well balanced.

### **1.11 Research Design/Strategy**

Research design is the framework of study methodologies and approaches selected by a researcher. The design enables researchers to zero down on appropriate research methodologies for the topic and set up their investigations for success. (QuestionPro, 2022)

This study will use a descriptive research design. In a descriptive design, the only objective of the researcher is to describe the scenario or case under investigation. (Erickson, 2017:51-77)

The advantage of the descriptive research design is that it will enable the research to use qualitative and quantitative methods simultaneously.

### **1.12 Demarcation/Delimitation of the study**

The understanding of the delimitation for this study is the limitations of the study. Although the study is based on the entrepreneurship inclinations of students, the main constraint would be on time for the data collection. To tackle this issue, research assistants will be trained to assist with data collection from students in the various student residences. There is also an issue with COVID-19 – some students may ask for a digital questionnaire. This means that a digital and hard copy of the questionnaire will need to be available for participants.

### **1.13 Research Methods/Processes**

*Population* - This study will be done on students at an institution of higher learning in the Cape metro area

*Sample method/technique and sample size* - The subject of this study are students at Cape Peninsula University of Technology

The random sampling method will be used to provide an unbiased opinion for the research.

A previously published table will be used for this study to calculate the appropriate sample size. The sample size for a certain set of criteria may be found in tables that have been published. For example, sample sizes are required for certain combinations of precision, degree of confidence, and variability. (Singh & Masuku, 2014:11). I will administer a questionnaire to at least 100 students in the Business and Management Sciences faculty.

#### **1.13.1 Data collection instruments**

A questionnaire will comprise multiple-choice, dichotomous, and scaling questions for data collection. The questionnaire will be taken to a statistician for evaluation.

##### ***1.13.1.1 Data collection/fieldwork***

There will be five research assistances that will be trained to administer the questionnaire and to do the fieldwork.

##### ***1.13.1.2 Data coding and analysis***

Data is collected, and the questionnaires are edited, cleaned, coded, and captured.

### **1.14 Ethical consideration**

Participation is voluntary, and information is kept confidential. Participants may withdraw from the research at any stage without being interrogated. Participants may skip questions they do not feel comfortable answering, and they will not be required to provide an explanation

### **1.15 Outline of the dissertation**

**Chapter classification:**

**1st Chapter** – Introduction: this will be an overview of the topic being researched.

**2nd Chapter** – Reviews of relevant literature: the topic will be narrowed down, and information from similar research will be taken and divided into subtopics for this research.

**3rd Chapter** – Describe the theoretical and philosophical underpinnings of the paradigm, which will state the purpose of the research.

**4th Chapter** – Describes the research approach that was used for the study.

**5th Chapter** – The findings, its interpretation plus the analysis of quantitative data, as well as the specifics and recommended model are presented in chapter 5. It further examines the findings of the research in terms of both its qualitative and quantitative findings, including the creation of the questionnaire, as well as the outcomes and analysis of the study's quantitative findings.

**6th Chapter** – Provide the summary of findings, conclusion and recommendations: in addition to a summary, findings, and suggestions for each of the preceding chapters, this section also includes an analysis of the study purpose, goals, and hypothesis.

## **1.16 Limitations of the Research**

The research limitations may include the following:

1. Some assumptions may be made based on previous studies
2. There may be measurement errors
3. Due to the time limit, there could be important aspects that may be overlooked

## **1.17 Chapter summary**

The literature review explores the concept of entrepreneurial spirit, defined as the capability and willingness to initiate, organize, and manage a business venture while assuming its associated risks for profit.

Entrepreneurship typically manifests through the creation of new firms and combines entrepreneurial spirit with labour, natural resources, and financial resources to generate profit.

Entrepreneurs, who innovate and create start-ups, often face failures due to various challenges such as lack of financial support, poor business decisions, regulatory hurdles, economic conditions, and market demand declines.

Student entrepreneurship significantly contributes to economic growth by creating jobs and increasing student income, thereby improving their quality of life.



## **CHAPTER 2      CHARACTERISTICS OF ENTREPRENEURS**

### **2.1 Personal Characteristics of Entrepreneurs**

In addition to the external elements that influence the entrepreneurial climate, the existence of prospective entrepreneurs, persons with particular personality traits, is required for the establishment of new enterprises and inventive activity (Capello and Lenzi, 2016:880).

Entrepreneurial characteristics that can be developed are:

1. Creativity
2. Passion
3. Motivation
4. Product or service knowledge
5. Ability to network
6. Self-confidence
7. Optimism
8. Vision
9. Goal mindset
10. Risk-taking
11. Persuasiveness
12. Decision-making
13. Tenacity
14. Money management
15. Adaptability

#### **2.1.1 Creativity**

Creativity in entrepreneurship is a competitive strength, a key competency of entrepreneurs and an essential entrepreneurial attribute (Amiri and Marimaei, 2012:153). Stammerjohan, DeNardin, Winkel and Stammerjohan state that this creativity is found not so much in product development but incrementally in the reactive, conservative, short-term and focused day-to-day business decisions within the organisation. According to Middleton and Donnellon A (2014:182), becoming an entrepreneur starts with an idea. Entrepreneurs need to see opportunities, find innovative ways to do things and bring solutions to the public.

To improve creativity and develop habits that support the creative system, think about what makes one feel creative, such as music, meeting people, reading or some other activity (Glăveanu, 2012:83). Dedicate a specific part of your day to finding inspiration for new solutions. Start by doing what inspires you during this part of the day, then let the thoughts flow. One can make a list of ideas and select some to pursue (Leenders and Dolfsma, 2016:126)

### **2.1.2 Passion**

Mueller, Syed, and Wolfe (2016:18066) say that passion drives entrepreneurs. They usually love what they do, which helps them invest their time in their projects.

To become a more passionate entrepreneur, focus on the meaning of their work. Remember that entrepreneurs contribute to finding solutions that will help many people (Drnovsek Cardon and Patel, 2016:200). Knowing that commitment makes an impact may give the drive needed to continue when doubt settles in or when the business gets difficult. Passion keeps one focused on the objective, Cardon and Kirk (2015:1030).

### **2.1.3 Motivation**

Heckhausen and Heckhausen (2018:1) say motivation is the will to accomplish certain things. Entrepreneurs are driven to make their businesses a success and push themselves. (Piperopoulos and Dimov, 2015:980)

Geller (2016:90) suggests that you can start by setting small goals to increase motivation. Small goals can help one reach larger ones and encourage one to aim higher. Recognise the work already accomplished and celebrate the results, even minor ones. Also, keep a positive mindset. Turn away from negativity and daily obstacles to focus on what you want to achieve and the positive aspects of your life (Csikszentmihalyi, 2015:207).

### **2.1.4 Product or service knowledge**

Belz and Binder (2017:1-17) Entrepreneurs know what they have to offer and to whom they can sell it. Clearly define the category of products or services that will be sold and how they provide value to consumers. (Kazanjian, Drazin and Glynn,2017: 173-199) encourage entrepreneurs to study their target clients to ensure they meet the client's needs. This will allow improvement in the offerings continuously so one can stay on top of industry trends.

### **2.1.5 Ability to network**

Connecting with people and recognising partnership opportunities is crucial to successful entrepreneurship (Zahra and Nambisan, 2012:225). Meeting new people might facilitate the business's access to resources or knowledge. It allows one to learn from the success of others, promote services or goods and meet new clients (Jagongo and Kinyua, 2013).

### **2.1.6 Self-confidence**

Entrepreneurs believe they can achieve their goals. They are ready to invest in the necessary work because they are confident they can create something better than what already exists.

### **2.1.7 Optimism**

Traditionally, optimism means expecting the best possible outcome from any given scenario (Forgeard and Seligman, 2012:107-120).

Pinchot and Soltanifar (2021: 233-262), in their analysis, suggest that entrepreneurs are visionaries with a plan: They constantly look on the bright side of things and keep moving forward. Optimism fosters creativity, which assists business leaders in coming up with fresh ideas for their products or services and boosts their chances of success (Novitasari, Siswanto, Purwanto, and Fahmi, 2020:3).

### **2.1.8 Vision**

Antonakis and Autio, 2014: 221-240 entrepreneurs are motivated to work harder and further their goals by having a vision of the broader picture they want to achieve. In addition, a company's vision determines its culture and identity. Therefore, it not only keeps business owners motivated but also enables them to inspire and engage people in the organisation's success.



FIGURE 2.1: VISION

Source: Marchal (2018)

### 2.1.9 Goal mindset

Entrepreneurs focus on their goals. Entrepreneurs know what they want to accomplish, establish goals, and strive toward those targets (Macho-Stadler, Pérez-Castrillo and Quérou, 2021: 102378). Nambisan and Baron (2013:1075) state that the ability of entrepreneurs to overcome potential obstacles and gain the trust of those they work with depends on their determination and mindset.

### 2.1.10 Risk-taking

Entrepreneurs must be willing to take risks (Karabulut, 2016:14). Entrepreneurs have to prepare for the unforeseeable future in order to be able to make decisions that are lucrative for both themselves and their companies (Huang & Pearce, 2015:638)

### 2.1.11 Persuasiveness

Entrepreneurs know their business and how to talk about it to people. They need to persuade others to believe in their idea.

To improve persuasive skills, learn about the audience and adapt to their personalities. For example, one can share a story to reach them on an emotional level and show

passion. If people can relate to their story, it creates a connection that can grow into loyalty, which is essential for the business's success. Another tip is to share one's accomplishments and rely on facts supporting arguments and convincing people.

### 2.1.12 Decision-making

Entrepreneurs sometimes need to act quickly and make quick decisions for their businesses to succeed (Frese and Gielnik, 2014:417). However, to get better at making decisions, they can learn more about the problems they are trying to solve to understand them better (Romiszowski, 1981).

Below is a summary of the decision-making processes:

Criterion for comparison	Rational decision-making process	Intuitive decision-making process
Location of the decision-making problem	<ul style="list-style-type: none"> <li>Finding problems in existing irregularities</li> </ul>	<ul style="list-style-type: none"> <li>Finding problems in the future, not the present</li> </ul>
Method of problem solving	<ul style="list-style-type: none"> <li>Finding solutions to the problem by identifying the causes of irregularities</li> <li>The solution is found by dividing it into parts, followed by an analysis involving rational thinking</li> </ul>	<ul style="list-style-type: none"> <li>Generating unconventional ideas</li> <li>The solution is found by considering the whole problem, followed by an analysis made from the perspective of facts and feelings</li> </ul>
Evaluation of alternative variants of the decision	<ul style="list-style-type: none"> <li>Careful estimation of the costs and benefits associated with each alternative solution to the problem</li> </ul>	<ul style="list-style-type: none"> <li>Emotional rejection of alternative decisions that are considered inappropriate</li> </ul>
Approach to risk and uncertainty	<ul style="list-style-type: none"> <li>Maximum reduction of risk and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>Acceptance of risk and uncertainty</li> </ul>
Source of information	<ul style="list-style-type: none"> <li>Reliance on external information</li> </ul>	<ul style="list-style-type: none"> <li>Using both external information as well as hunches and feelings (emotions)</li> </ul>
Using information processing procedures	<ul style="list-style-type: none"> <li>Stressing the importance of the correct information processing procedures</li> </ul>	<ul style="list-style-type: none"> <li>Frequent ignoring of existing procedures</li> </ul>
Documentation of the decision-making process	<ul style="list-style-type: none"> <li>Careful documentation of the entire decision-making process</li> </ul>	<ul style="list-style-type: none"> <li>Lack of documentation in the decision-making process</li> </ul>
Involvement of the decision-maker in the decision-making process	<ul style="list-style-type: none"> <li>Avoiding subjective and emotional judgments</li> </ul>	<ul style="list-style-type: none"> <li>Personal commitment of the decision-maker</li> </ul>
Logical thinking	<ul style="list-style-type: none"> <li>Dominance of the deductive thinking style</li> </ul>	<ul style="list-style-type: none"> <li>Dominance of the inductive thinking style</li> </ul>
Awareness in action	<ul style="list-style-type: none"> <li>Rational decisions are acts of choice preceded exclusively by a conscious search for a solution to the problem</li> </ul>	<ul style="list-style-type: none"> <li>Intuitive decisions are acts of choice preceded not simply by a conscious search for a solution to the problem</li> </ul>
Possibility of presenting the decision-making process along with the decision (communicative potential)	<ul style="list-style-type: none"> <li>Rational thinking and decision-making can be expressed by means of words, numbers or symbols</li> </ul>	<ul style="list-style-type: none"> <li>Intuitive thinking and decision-making cannot be expressed by means of words, numbers or symbols (one can try to convey it using metaphors or images, but this leads</li> </ul>

FIGURE 2.2: DECISION MAKING

Source: Mielcarek (2015)

### **2.1.13 Tenacity**

Van Scotter and Garg's (2019:149) entrepreneurs overcome challenges, are resilient, and endure in pursuing their objectives and aspirations. Even though passion and willingness to take risks are important in getting entrepreneurs to take that first step toward building their brand, they are not enough to keep the organisation going when things get hard. (McCoy, 2020).

### **2.1.14 Money management**

Entrepreneurs need to understand the current state of their business finances clearly. Even if they bring on an expert like an accountant, they are still responsible for making decisions and must be aware of their circumstances to operate the firm (Houston, 2021) properly.

### **2.1.15 Adaptability**

Entrepreneurs frequently find themselves in the position of handling many responsibilities simultaneously. Therefore, they must be flexible in their thinking and schedule to continue growing despite difficult circumstances.(Haynie, Shepherd and Patzelt 2012:237)

## **2.2 The seven distinct aspects of effective entrepreneurship**

### **2.2.1 Entrepreneurship education**

Educating students in entrepreneurship gives them the information, skills, and drive required to establish successful entrepreneurial endeavours in various sectors (Daniel, 2016:218).

Education in various forms of entrepreneurship can be found at all levels of schooling, ranging from elementary and secondary schools up to graduate programs in universities (Fiore et al., 2019:28)

According to Aide'Ojeifo (2012:78-82), education in management emphasises the most effective way to function within extant hierarchies. However, education in entrepreneurship emphasises the development of abilities or traits that make it possible to make the most of possibilities. Both strategies are interested in generating a return on capital, whether through enhanced services, decreased expenses, or improved client and customer response in non-profit organisations or government agencies (Krisnaresanti, Julialevi, Naufalin and Dinanti 2020:70).

According to Katz (2014), various degree programs offered by universities teach students business administration and entrepreneurship in a method analogous to other business fields. Tierney and Lanford (2016:1-40) The higher education system in the United Kingdom makes a distinction between creative and innovative aspects of student participation. They consider creative and imaginative elements a prerequisite for establishing new businesses. In this context, the enterprise is described as the ability to produce various ideas and possibilities that have the potential to become a reality.

### **2.2.2 Creating charity organisations**

Another form of entrepreneurship involves self-supporting charitable organisations (or portions of existing charities). This is usually called social entrepreneurship or social venturing.

Creating charity organisations (or sections of already existing charities) with the intention of them being able to support themselves financially is a different kind of entrepreneurship. In common parlance, this activity is referred to as social entrepreneurship or social venturing. However, even in the public sector, there has been a shift toward entrepreneurialism, emphasising innovation and improving the customer experience. (Saebi, Foss and Linder 2019:70-95)

In addition, Garner (2014) wrote the topic of the concept of entrepreneurship is being taught in schools as a means of cultivating transferable skills, such as the ability to take calculated risks and think creatively in order to solve complex problems, which are beneficial both in terms of an individual's professional and personal life.

### **2.2.3 Entrepreneurial Intention**

Entrepreneurial intention is the state of being prepared to launch a new enterprise, with risk-taking tendency, perceived control, and perspectives toward self-employment as predictors of this readiness (Phuong and Hieu, 2015:48).

Researchers interested in psychology have turned their attention to entrepreneurship to understand the motivations that drive people to start new firms (Gorgievski and Stephan, 2016:443). In addition, academics attempt to link the psychology of entrepreneurs with the circumstances they confront. Nonetheless, entrepreneurs have a significant interest in entrepreneurship since it blends their psychology with entrepreneurial actions (Shepherd, 2015:493). Many authors have provided numerous explanations of entrepreneurial goals in numerous pieces, such as in 2016, Ajzen and Sheikh (2016:320) described Intention refers to "[the] signs of how hard individuals wish to try, how much

effort they want to exert, [and] to execute acts." Another author Alferaih (2017:197), stated that entrepreneurial intention is the objective of a person who wants to begin a new venture.

#### **2.2.4 Training and development**

Training is a useful instrument for both planning and controlling, and it can be used to do both. Individuals have a better chance of performing well in their tasks if they develop the skills that are promoted through it (Towler et al., 2014:831)

Kumar and Siddika (2017:82) further mention in their study that training reduces costs associated with supervision, resource waste, and industrial accidents. Employees are one of an organisation's most valuable assets. As job markets continue to evolve and business environments become competitive, businesses realise the importance of employee training and development.

Individuals within a group can have their productivity as a whole within an organisation raised through the stages of training and development. Providing employees with information and instructional programs on improving the tasks they are currently responsible for boosts their knowledge and skill levels. (Darwin, 2017:57).

Bhatia (2017:134-137) lists some of the advantages of training and development. These are:

- Improving workers' skills and knowledge.
- Boosting output.
- Improving career prospects.
- Motivating staff to work harder.
- Increasing adaptability to new technology and processes.
- Helping staff follow industry trends.

Modern enterprises must adapt to survive. Maintaining industry developments, norms, and regulations requires constant employee training. Knowledge and industry trends will help to beat the competition. Improves employee morale and job satisfaction Organisations benefit greatly from training and development. When employees see that their employer is assisting them in expanding their knowledge and expertise, they become more motivated, increasing job satisfaction, productivity, and morale.



Maintaining and developing employee skills, self-improvement and advancement is always possible. Training seminars help people grow their skills, and organisations keep their competence.

Evolving industries, trends, technology, and business settings provide a competitive advantage. As a result, businesses require training and development to compete. Training and development programs help employees adapt to industry changes, giving companies a competitive edge.

Training and development aim to improve the overall performance of companies, individuals and groups that comprise organisations (Noe et al., 2014:250). According to Sung and Choi (2014:393-412), training is associated with immediate changes in organisational effectiveness through organised instruction, whereas development is associated with advancing longer-term organisational and personnel goals. Despite having different definitions, training and development are often used interchangeably. Training and development were once part of adult education and applied psychology, but in the last two decades, they have become part of human resources, talent management, organisation development, instructional design, human factors, and knowledge management (Jehanzeb & Bashir, 2013:244).

### **2.2.5 Innovation in entrepreneurship**

Another strategy is encouraging innovation or developing new goods, services, or markets within already established businesses' intrapreneurship (Rajapathirana & Hui, 2018:44-55). In his book of the same name, author Gifford Pinchot popularised the concept of intrapreneurship. In his book of the same name, author Gifford Pinchot popularised the concept of intrapreneurship. Newer research indicates that clustering is now a driving factor. Clustering occurs when a group of employees leaves the parent company to find a new company but continues to do business with the parent. Silicon Valley is one such cluster, grown very large.

### **2.2.6 Public sector entrepreneurship**

Finally, public sector entrepreneurship has come into being in governments, with an increased focus on innovation and customer service. (Saebi, et al., 2019:70-95)

### **2.2.7 Cultivating transferable skills**

In addition, Garner 2014 wrote that the concept of entrepreneurship is being taught in schools as a means of cultivating transferable skills, such as the ability to take calculated

risks and think creatively in order to solve complex problems, which are beneficial both in terms of one's professional and personal life.

### **2.3 Chapter summary**

As a subject of study, entrepreneurship includes a variety of schools of thought. It has been the subject of research in various academic fields, including business, finance, social science, and macroeconomics (Lindgren & Packendorff, 2009:26). Some believe entrepreneurs are solely responsible for their successes. Consequently, these academics tend to focus on entrepreneurs' activities and the characteristics that entrepreneurs typically exhibit (Bjørnskov & Foss, 2016:296). The functionalist approach to business is sometimes used to describe these (Dorado & Ventresca, 2013:75). Others move away from the individualistic view to focus on the process of being an entrepreneur and the interaction between agency and context. This method is sometimes called the process-based or contextual turn/approach to entrepreneurship (Claire, Lefebvre, and Rondeau, 2020: 281-312).

Being an entrepreneur is referred to as entrepreneurship or "the owner or manager of a firm that strives to create profits by risk and initiative" (Schor, 2016:10).

## **CHAPTER 3**

### **IMPORTANCE OF ENTREPRENEURSHIP**

#### **3.1 Preamble**

Solesvik, Westhead, Matlay and Parsyak (2013:749) state that entrepreneurship may be viewed as a national asset; entrepreneurs drive assets for any nation. They continue by saying that it is a dynamic process that may lead to value creation, better well-being, and wealth growth.

Entrepreneurship plays a significant role in societal change; thus, maximising this biggest asset's cultivation, motivation, and compensation makes sense. (Siegel and Wright, 2015:585)

In entrepreneurship, seemingly unutilised resources, labour, and capital are utilised most efficiently. Entrepreneurs take on risks in the hopes of making a profit, or in the case of social entrepreneurship, of solving a problem facing communities (Hamby, Pierce. and Brinberg, 2017:358). So, the significance of entrepreneurs and the role of entrepreneurship go beyond the business world. The importance of entrepreneurship is so broad that it is quite tough to explain all the aspects of it in a short blog post (Kraus, Palmer, Kailer, Kallinger, and Spitzer, 2018:363). However, Sautet (2013:390) shed some insight on the significance and function of entrepreneurship in societal and economic growth.

#### **3.2 Importance of Entrepreneurship**

##### **3.2.1 Entrepreneurship Accelerates Economic Growth**

Entrepreneurs are crucial to market economies because they may drive the nation's economic expansion.

They promote new employment by developing new goods and services, accelerating economic growth. Therefore, public policy that promotes entrepreneurship should be seen as crucial for economic progress.

Entrepreneurship generates a significant amount of new employment and possibilities. Entrepreneurship generates a significant number of entry-level positions, which are crucial for converting unskilled workers into skilled ones. Additionally, it trains and sends skilled personnel to big enterprises. The expansion of entrepreneurship is primarily

responsible for the rise in a nation's overall employment rate. Thus, entrepreneurship plays a major role in creating new employment prospects.

Entrepreneurial endeavours increase productivity by introducing innovation to every facet of a company, making the most use of already available resources. Entrepreneurs introduce new and better goods, services, and technology to create new markets. As a result, they increase the national revenue and create new wealth that provides greater national benefits to the people and the government.

### **3.2.2 Entrepreneurship Promotes Innovation**

Entrepreneurs provide fresh innovation that opens the door to new businesses, markets, products, and technologies through the proper research and development procedures. In addition, entrepreneurs can play a part in finding solutions to issues that have not been addressed by current products and technology. Therefore, entrepreneurship can enhance people's lives by creating new goods and services or adding innovation to already-existing goods and services.

### **3.2.3 Entrepreneurship Can Promote Social Changes**

Entrepreneurs disrupt or alter societal traditions and cultures and lessen reliance on antiquated practices, institutions, and technology. In essence, entrepreneurs are the ones that pioneer the introduction of novel systems and technology, which ultimately result in societal transformations. These adjustments are linked to a better way of life, charitable thinking, stronger morale, and better financial judgment. Social changes progressively influence both national and international developments. Thus, the value of social entrepreneurship must be recognised.

### **3.2.4 Entrepreneurship Promotes Research and Industrial Development**

Entrepreneurs encourage research and development, generating innovative company concepts and using creative thinking. As a result, they nurture their concepts, give them a new life, and transform them into prosperous commercial ventures.

Entrepreneurs are a unique breed of people because they always seek fresh concepts and refine old ones. However, their influence goes beyond their own businesses and endeavours since when an entrepreneur creates a new good or service; other people frequently copy them.

Through the united efforts of entrepreneurs, innovation and industry are advanced. They may encourage one another, exchange inspiration and ideas, and collaborate on

planning to launch new industries. Others are also given access due to the shift in the industrial environment. As a result, entrepreneurship serves several purposes for the economy.

### **3.2.5 Entrepreneurship Develops and Improves Existing Enterprises**

We often think of entrepreneurs as inventing new products and ideas, but they also impact existing businesses. Since entrepreneurs think differently, they can develop innovative ways to expand and develop existing enterprises. For example, they are modernising production processes, implementing new technology in the overall distribution and marketing processes, and helping the existing enterprises to utilise available resources in more efficient ways.

To sum up, supporting and promoting entrepreneurship can have a positive impact on the country's economy and even existing businesses. In addition, social entrepreneurship increases the likelihood of finding innovative solutions to social challenges faced by communities worldwide.

### **3.2.6 Entrepreneurship and the economy**

When an economy is doing well, there is less incentive to encourage new, entrepreneurial firms. When people and firms are making money, why take a risk on something new and untested? Entrepreneurs often challenge incumbent firms, and while this might seem undesirable, unchallenged, established firms tend to become complacent and content to take their profits without investing in research and development to improve their business. These stagnating firms are the first to suffer when imports arrive—withering rapidly, unable to respond to the competition. Thus, challenging incumbents to do better during good economic times is a benefit of entrepreneurship.

Entrepreneurs are equally, if not more, important when the economy is doing badly. For example, when unemployment is high, and the economy is contracting or stagnating, dynamic entrepreneurship could help turn the economy around. New firms can boost demand by developing novel products or increasing competition, creating new job opportunities and reducing unemployment.

Entrepreneurship is considered crucial to a dynamic economy. Entrepreneurs create employment opportunities not only for themselves but for others as well. Moreover, entrepreneurial activities may influence a country's economic performance by bringing

new products, methods, and production processes to the market and boosting productivity and competition more broadly.

Realising these advantages requires institutions that contribute to an environment friendly to entrepreneurs. In particular, it is important to protect intellectual and other property rights, streamline and enforce commercial laws, improve the business climate, reduce regulatory burdens, and create a culture of second chances for entrepreneurs who fail. More specifically, the following policy measures should be considered:

Government policies and legislation on property rights are important in shaping a country's innovativeness. Protecting material property rights ensures that any wealth creation stays with the entrepreneur, while protecting intellectual property rights fosters entrepreneurship and innovation.

Bureaucratic obstacles constrain innovation-driven activities in many economies. Entrepreneurial opportunities will be greater in deregulated economies with freely operating markets and efficient licensing because entrepreneurs can operate flexibly, and their entrepreneurial activities can respond to changes in the market. It is also important that laws and regulations be enforced fairly and evenly.

Administrative burdens for start-ups must be low, including the time needed to register a business, the number of bureaucratic steps, and the number of regulations, fees, and reporting requirements. As a benchmark, leading business-friendly countries enable companies to register for business within one day without needing regular renewal. This can be achieved by setting up a state-of-the-art online e-administration for all standard businesses.

Conflicting legislation creates uncertainty, and uncertainty discourages business activity. Codification means bringing all amendments to a given law, adopted at different times, into a single legal code. Swift and comprehensive codification of the legislation eliminates contradictions. It should also include reducing and unifying administrative procedures relating to a particular activity.

In many countries, a single failed business effort brands a person for life as a loser. The opposite experience in the US, where entrepreneurs are more readily given a second chance, even following a bankruptcy, shows that destigmatising failure is crucial to developing a rich entrepreneurial culture. Creating such a culture also reduces the fear of failure, which is still the most important impediment to entrepreneurship.

The negative effects of layoffs in firms that cannot compete can be eased by improving search options for new jobs and supporting vocational training for workers who lost their jobs.

Start-up subsidies should be considered to foster entrepreneurial activities. These can reduce the risk of early business failure.

If regulatory burdens are reduced, and corruption is eliminated, countries will encourage and retain their own entrepreneurs and attract innovators from other countries. Thus, the policy can influence the volume of entrepreneurial activity most effectively by adjusting the regulatory environment in favour of entrepreneurship.

### **3.3 Barriers to effective entrepreneurship**

Entrepreneurship requires a thorough thought process, radical thinking, market know-how, and a strategic plan that is clear and crisp. Also, the vision and mission must be divided as per the short- and long-term goals and objectives. However, there are various Barriers to Entrepreneurship that each entrepreneur taking the risk has to face and get through.

#### **3.3.1 Finances**

Entrepreneurs often develop innovative ideas that might lead to a profitable new company venture. However, no matter how amazing the concept is, it will always want reliable money and capital from investors to start the process and take the first step towards an entrepreneurial adventure.

One of the largest obstacles to entrepreneurship might be finding reliable financial backing. Many banks, individual investors, angel investors, and organisations find it difficult to trust start-up ideas due to the danger of failing and losing their money.

#### **3.3.2 Fear of not being a success**

People experience the fear of failure, which can become more intense if connected to the risks and stakes in the commercial and entrepreneurial worlds. Fears about whether an idea is good, if it will make money, whether it will attract investors, and other similar anxieties serve as barriers to entrepreneurship.

#### **3.3.3 No strategic plan in place**

Lack of adequate planning and strategy is one of the most prevalent obstacles to entrepreneurship. Running a full-fledged firm or being an entrepreneur involves an

extensive skill set, a desire for excellence, a strategic vision, a commitment to achieving goals, market research, and much more.

In order to develop a successful business or brand in the marketplace, it is necessary to consider the target market, finances, and human resources and formulate a good strategic plan.

#### **3.3.4 Human resource issues**

Entrepreneurs cannot manage and operate a firm on their own. To establish a niche in the market, they need human resource assistance.

For the effectiveness of company operations and high production levels, employees with the necessary knowledge, competence, and experience are required.

First, it is challenging to recruit individuals that share the same vision and wavelength as the company. In addition, paying a substantial annual or even monthly retainer fee is a challenge for start-ups because of their limited financial resources and the need to cover overhead and expenditures.

Moreover, it is challenging to manage human resources because everyone works with a unique attitude and viewpoint. Consequently, human resources and workers might be a barrier to entrepreneurship.

#### **3.3.5 Stringent rules and regulations of the market**

Quite a few laws and restrictions implemented by government authorities make it difficult for entrepreneurs to join a new industry.

In addition, several rules and regulations must be followed, such as taxation, environmental restrictions, licensing, and property rights, that operate as barriers to entrepreneurship.

Some nations have a large number of corrupt authorities who impede the ability of new entrepreneurs and start-up companies to enter or develop their firms in a new market. Moreover, it becomes even more challenging if the brand intends to develop its commercial activities in one of the foreign countries.

#### **3.3.6 Fewer opportunities**

Even if there is a large talent pool on the market comprised of ambitious entrepreneurs brimming with ideas, the number of possibilities provided to them is decreasing.



Nepotism and corruption serve as barriers to entrepreneurship, limiting the number of critical and profitable options.

### **3.3.7 Lack of capacity**

Even when possibilities are provided to budding entrepreneurs, some lack the capacity to seize the opportunity. The causes include, among others, lack of understanding, lack of education, lack of willingness, lack of strategic expertise, and cultural obstacles, yet, motivation and passion are often absent.

To begin a new company endeavour among all the risks and market-related challenges takes great effort, enthusiasm, and the ability to handle everything.

### **3.3.8 Less market experience**

According to business experts, establishing a firm should never be rushed. Instead, it is essential to get sufficient work experience by working in the desired industrial area or sector and according to one's degree of education. In addition, it helps to hone the necessary skills and establish a professional trajectory.

Once a person is willing to take risks and has a proportionate amount of market exposure, he is prepared to embark on an entrepreneurial venture.

### **3.3.9 Lack of risk-taking capacity**

Lack of risk-taking capacity is the psychological approach and viewpoint towards the business, and it is one of the most significant barriers that prevent individuals from becoming entrepreneurs.

Aspiring business owners have to have a methodical and systematic approach to dealing with the many aspects of their company, and they should embrace risks rather than try to avoid them.

### **3.3.10 Corrupt business situations**

As a result of the fact that the business climate and atmosphere are not particularly encouraging of young people's attempts to start their own businesses and are often corrupt, this is one of the most significant barriers to entrepreneurship.

Bribery, pervasive corruption, unfavourable government relations with other nations, inconsistent laws, strict compliances, and the enforcement of unhealthy and negative rules in their approach all impede the growth of enterprises in the country.

### **3.3.11 Inadequate training**

The lack of adequate education, development, training, business skills, and technical know-how all are barriers to entrepreneurship.

### **3.3.12 Lack of practical knowledge**

It is not enough to have a solid educational foundation to pursue a career in business because this field also demands practical expertise to remain relevant across the many market cycles. Furthermore, many business owners have little to no experience.

## **3.4 Drivers of entrepreneurship**

Success in a small business can take many paths. However, it is clear that certain entrepreneurial drivers that are present in most successful businesses. We have read about personality traits, but there is more to small business success than having the passion and confidence to win. Common processes influence success, so recognising and trying even one of these drivers might fight off failure. Remember, if things are always done the same way, the results will always be the same. Entrepreneurs should try some of the important drivers of successful entrepreneurs and see how their businesses can benefit.

### ***3.4.1.1 Raise the Bar***

Entrepreneurs no longer work for a boss, so their own expectations need to be met. They should set high enough expectations so that their business will continue to grow over time. While there is a confidence boost in accomplishing certain goals, it is a false sense of accomplishment if they are not challenging themselves enough. A business will grow if the entrepreneur must grow.

### ***3.4.1.2 Dream Big***

If a person can dream it, they can achieve it. No entrepreneur ever became a millionaire by limiting their dreams. After all, dreams are free, aren't they? There is nothing wrong with making big plans, even if it is unclear how they will be accomplished immediately. As they say, aim for the moon, there is nothing wrong with hitting a star if you miss!

### **3.4.1.3 Take Responsibility**

That means taking responsibility for accomplishing business goals and for any mistakes that have been made. Although entrepreneurs have to shoulder the blame if they do not reach their goals, taking the necessary steps toward their objectives is important. Moreover, acknowledge mistakes and learn from them.

### **3.4.1.4 Develop Action Habits**

Things do not get done in business by talking about them; be a person of action. If something or someone needs to be followed up, do so promptly. Keep lists of projects that need to be worked on and set deadlines for completing the project. Make a habit of taking action promptly.

### **3.4.1.5 Visualise Success**

This goes with dreaming big: create a vision board of where the company should be in five years; this process goes a long way to making it a reality. Will the company still have one person running the business in one place, or will there be more employees in a few years in a few locations? How many clients will the company be serving? Seeing this picture can help one plan for it. Put the vision board on the wall as a reminder of why one works so hard.

### **3.4.1.6 Associate with Winners**

While associating with successful people, one gains inspiration. When the opportunity presents itself, network with people who can share valuable information to influence the business positively.

### **3.4.1.7 Give Back**

Entrepreneurs do not think only about their own financial success; they consider the inclusion of community members as employees, thus giving back to the community. Entrepreneurs can influence young people in schools and universities by actively working to develop new small business programs in local schools, such as community gardens or mentoring students.

### **3.4.1.8 Embrace Change**

Change is a part of entrepreneurship. Technology is changing how we market and run our businesses daily, and industries are changing too. To remain relevant in the business space, be current regarding industry trends.

### **3.4.1.9 Have Faith**

Appreciate the hard times as much as the good times that are part of starting a business. It is about having faith that they will soon get better, even if things seem to be falling apart. Trouble is temporary. Not dwelling on negative thoughts helps one to think more clearly.

### **3.4.1.10 Love the Process**

Running a business is a process. First, one must figure out what knowledge about running a business is lacking. There will be tedious times that will test the patience and others where everything runs smoothly. Enjoy the process and know that everything is an opportunity to learn.

## **3.5 Chapter summary**

Frequently, entrepreneurs begin their careers by founding a modest business. Small businesses play an important role in economic activity in large and sophisticated nations. Therefore, entrepreneurship and economic growth are interrelated in several ways. Any lack of development for small businesses has the ability to slow down an economy; hence economic growth is partially dependent on entrepreneurs. Meanwhile, new business owners rely on a growing and stable economy to create sales and offer jobs.

Local and national governments allocate large amounts of money to support the growth of small enterprises in an area. Government agencies provide loans and, on occasion, grants to qualified businesses and, in certain cases, specific minority groups, which may include women. This results from government officials' heightened knowledge of the relationship between entrepreneurship and economic growth.

Some organisations provide micro-loans to help extremely impoverished individuals launch tiny businesses to help them escape poverty.

A government may be required to prepare the environment for a new enterprise by establishing a commercially friendly community. This may be accomplished by building infrastructure in addition to any financial incentives or motives that may be supplied. In doing so, policymakers facilitate entrepreneurialism and economic growth. Then, when the conditions are favourable, new business owners can begin recruiting people, conducting trade, and contributing to the growth of the local or national economy.

Government agencies provide loans and occasionally subsidies to entrepreneurs that qualify, as well as certain minority groups and women.

Government agencies provide loans and occasionally subsidies to entrepreneurs that qualify, as well as certain minority groups and women.

Additionally, private firms become involved in fostering entrepreneurship and economic growth. Large investment banks have lending sections that cater to entrepreneurs' funding requirements. In addition to providing funding, lending institutions may also offer training or support to new company owners to boost their likelihood of success. The function of venture capitalists is to offer emerging enterprises stock in exchange for a portion of their future revenues. Due to private finance, entrepreneurs can create new technologies and contribute to productivity, which can help regional, national, and international economies.

Financing the building of new retail space may create a community conducive to commerce and, by extension, economic growth.

Developing nations are not only in need of entrepreneurship and economic growth but also developed nations. In nations of the third world where poverty has engulfed populations, providing small sums of capital can assist entrepreneurs in launching new firms. This method, which is known as microlending, has substantial repercussions. Facilitating new businesses in impoverished regions of the world enables entrepreneurs to explore new prospects and improves access to products and services for those living in poverty. Consequently, entrepreneurship stimulates economic growth and improves living conditions throughout the region.

## **CHAPTER 4**

### **RESEARCH METHODOLOGY**

#### **4.1 Introduction**

This Chapter details the empirical component of the study in addressing the research objectives. It explains the data collection processes as they attend to the objectives of the study, which were: (1) to identify the attitude of entrepreneurship amongst students from a selected university in South Africa, (2) to identify the impact of situations on student orientation towards business start-ups and (3) to establish the availability of support services in the process of entrepreneurship as well as (4) to develop a model for the effective execution of a project to promote entrepreneurship. The literature reviewed explored the theoretical dimension in addressing the abovementioned objectives. The significance of entrepreneurial behaviour was emphasised, and it was seen that the entrepreneurial disposition of university students was a desired attribute, given economic challenges in many countries.

There is strong evidence from the literature that the entrepreneurial disposition of university students appears low, and with low labour market absorption embarking on entrepreneurship becomes vital. This chapter will outline the method of collecting and analysing empirical data and how this addresses the objectives of the study. The chapter commences by outlining the research philosophy and matching the philosophy to the study. The Chapter also explains the research approach, design, data collection procedure, and the study's ethics.

#### **4.2 Research Philosophy**

It is acknowledged in Leshem and Trafford (2008:94) that all researchers adhere to certain philosophical or paradigmatic orientations, which shape the way they conceptualise a research problem and how they believe knowledge of the phenomena can be obtained. In this study, the research philosophy describes how the entrepreneurial tendency of students from the selected University can be known. Hence, the research philosophy is often considered the first major question to ask about research or approach. In concurring with the argument, that the research philosophy is the cardinal dimension of scientific enquiry, Clarke (2005) informs that a research philosophy is also known as the research paradigm or model that specifies the way concepts and phenomena of interest can be viewed. In further outlining the role of research philosophies in scientific enquiry, Creswell (2003) posits that there are two

types of research models, quantitative and qualitative. The quantitative model is numeric, objective or positivistic as well as empirical and is based on objective numbers, quantifying phenomena of interest. In contrast, the qualitative model is the opposite, based on subjective, non-numeric and unquantified data. Regarding these arguments, the procedure followed in establishing the study's methodology is provided in Figure 5.

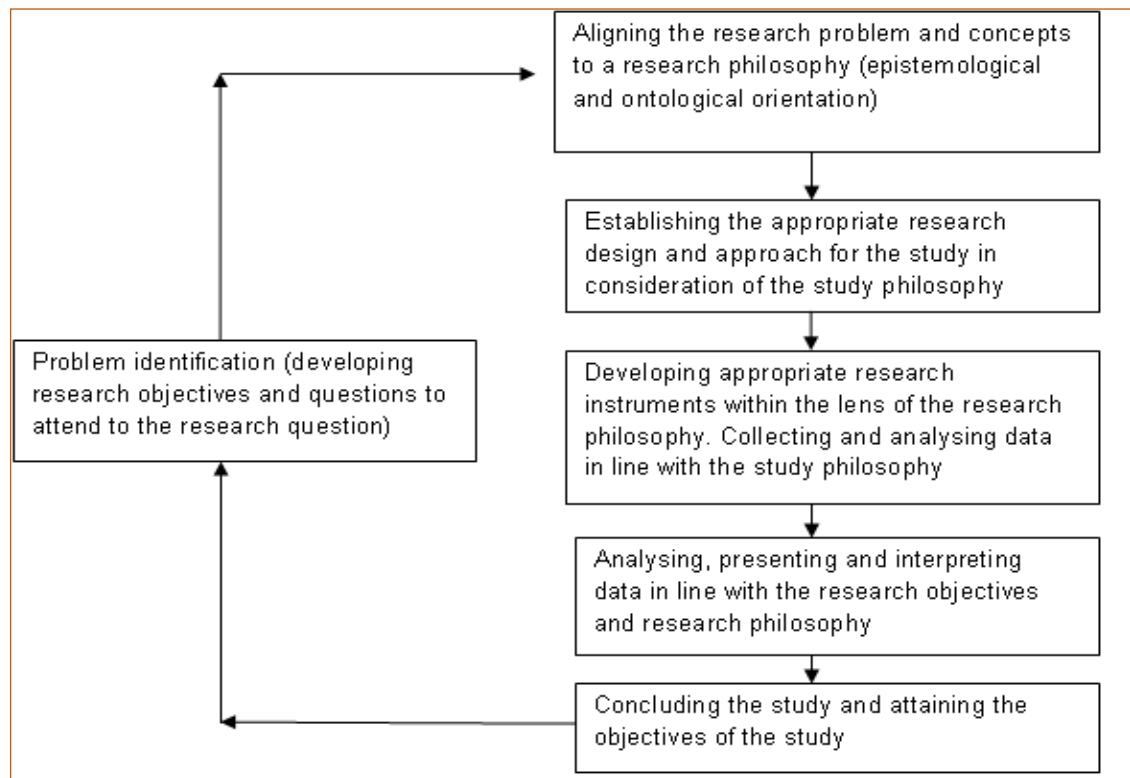


FIGURE 4.1: THE RESEARCH PROCEDURE

Source: Author's construction

Research recognises three major research philosophies aligned to certain research approaches: positivism, constructivism (interpretivism) and pragmatism. It is recognised that the scientific revolution of the eighteenth century was epitomised by positivist researchers who accepted the existence of an objective reality independent of the researcher. There was more reliance on quantitative data and numerical data.

Positivism relies on natural scientists' philosophical attitude of dealing with observed societal facts to produce generalisations. Positivism emphasises what is provided, focusing on pure data and facts without human prejudice. (Scotland, 2012:10). With the growth in research activity, counter views of reality and how knowledge of it can be found

emerged in constructivism or interpretivism, a philosophical view that considers reality as a construction of the people who experience it. Constructivism is when there are several realities. Constructivists interpret the meaning of an action (Proofed., 2022); as such, constructivism arose as the opposite of positivism and accepted that reality is subjective and constructed or interpreted by people who experience it. Further developments in scientific enquiry led to the growth and development of procedures involving qualitative and quantitative data. These pragmatic methods, which combined qualitative and quantitative data mixed in one study, formed the basis of pragmatism

Pragmatism reality is constantly understood and renegotiated against new and unpredictable events. This research philosophy relies on the research topic. Pragmatists employ qualitative and quantitative approaches to blend positivist and constructivist concepts in the same study topic. They think the best research methodologies address the query (Proofed, 2022).

#### **4.3 Research approach**

Research approaches are strategies of data collection which are linked to the research philosophies and that the researcher adopts. This research was based on quantitative and qualitative methods. The study adopted the pragmatic view of reality, which tends to triangulate both quantitative and qualitative data. Qualitative research relies on natural scientists' philosophical attitude of dealing with observed societal facts to produce generalisations. Positivism emphasises what is provided, focusing on pure data and facts without human prejudice. Qualitative research focuses on the events that take place and the effects of those events from the perspectives of the people involved. (Teherani, et al., 2015:669). The study will adhere to both quantitative and qualitative methods so that the research may be well-balanced.

#### **4.4 Research design**

A research design is a framework of a researcher's study methodology and approach. The design enables researchers to zero down on appropriate research methodologies for the topic and set up their investigations for success. (QuestionPro, 2022).

The research design is considered a road map or a blueprint for undertaking scientific enquiries. It is the specific way for conducting an entire research project and: (1) it is guided by the research objectives, (2) precedes the data collection process, and (3) its purpose is to carefully and thoroughly plan the research activities to achieve the objectives and answer the questions posed in the problem statement of a study. The sample size often distinguishes many research designs in relation to the population and



how the sampling procedure is done. Some research designs make it possible to generalise the results of a study to apply to an entire population, while others have low generalisation power. In selecting a research design, some researchers favour multiple methods for one method's weaknesses to overcome the other method possibly; this is the reason for selecting two research methods: exploratory and causal.

Exploratory research designs can be very helpful in cases where formulating a problem has been done for the following reasons: to understand the problem more precisely, develop a well-structured problem statement, establish the necessity for more research, gather information about practical problems, or carry out research on particular speculative statements that would create a better understanding of the problem. Exploratory research is appropriate for any problem in which information may be gained. In contrast, descriptive designs relate to describing certain phenomena that need deeper appreciation. This study followed the descriptive research design, which was based on the need to describe the entrepreneurial tendencies of students at a selected university.

This study adopted a descriptive case study research design to respond to the research objectives developed to address the problem of poor entrepreneurship intention in South Africa. In a descriptive design, the only objective of the researcher is to describe the scenario or case under investigation. (Erickson, 2017:51-77). The advantage of the descriptive research design is that it will enable the research to use qualitative and quantitative methods simultaneously.

#### **4.5 Population and Sampling**

Samples are selected from populations, and "population" refers to the whole group whose views are represented. The present study considered university students of entrepreneurship. The target population were university students studying towards completion of their exit qualification [diploma till postgraduate] in any of the departments in the Faculty of Business and Management Sciences. Christensen, Johnson and Turner (2015) state that a study's population is any research interest group.

A sample is representative of the population to be studied. Creswell (2018) provided that sampling is one of the major elements of research methodology concerned with selecting participants for data collection for analysis and interpretation in answer to research objectives. Samples are relatively small in numbers as they are selected from a larger population. The sampling process begins by defining the population, the group that forms the subject of study in a particular survey. In survey research, samples are used to estimate what the population of interest is like or what it thinks or does. In theory, it would

be possible to measure or question all members of the population of interest as in a census, but this would prove difficult in practice. Their practical advantages account for the fact that samples are a normal method of collecting data rather than censuses in which everyone must be included. The smaller the population, the more manageable and controllable it is. However, larger samples are considered more representative and preferable in some situations.

## **4.6 Data collection procedure**

### **4.6.1 Questionnaire design**

A questionnaire with both open-ended and close-ended questions was used as the main data collection instrument. A questionnaire is a method of obtaining specific information about a defined problem so that after analysis and interpretation, the data results in a better appreciation of the problem. As Christensen et al.(2015) provided, a questionnaire may be administered via personal interview, telephone, or mail. A questionnaire form which has to be completed by an interviewer is often referred to as a schedule. The type of questionnaire depends on the survey method, which will depend on the nature of the problem investigated, the kind of population sampled, and the sample size Christensen et al.(2015).

The questionnaire was designed based on the research objectives established during the study. The questionnaire's sequencing, phrasing and layout are crucial and could influence the difference between a successful study and a complete failure. There are two types of questions in a questionnaire; open-ended questions, also known as "free answer" or "free response", call for a response of more than a few words. Closed questions require strictly limited responses. The respondent is offered a choice of alternative replies from which he is expected to select an answer corresponding to his personal views on a particular subject. These types of questions include questions such as the simple alternative question, multiple-choice questions, and mail questions are all examples of possible ways to ask questions and gather important information Chrisnall (Christensen et al., 2015)

### **4.6.2 Fieldwork**

There are many data collection methods, including interviews, observations and surveys from which researchers select. Most researchers acknowledge that the appropriateness of the data collection method depends on the nature of the study, which is related to the nature of the research questions and objectives. The research problem, objectives and questions are key determinants of a suitable data collection method.

The survey data collection process was adopted to collect large volumes of data which could describe the phenomena under study. A Survey design involves issuing a fairly large number of questionnaires to respondents and then assessing their responses. Creswell and Creswell (2018) held the opinion that Survey designs help researchers answer three types of questions, namely: (a) descriptive questions, (b) questions about the relationships between variables as well as (c) questions about predictive relationships between variables over time.

Given the nature of the proposed research questions, which are mainly descriptive and seek to solicit explanatory information on the phenomena under investigation, the survey research design was deemed appropriate for this study. The data collection process that was followed in the study is as in Figure 4.2.

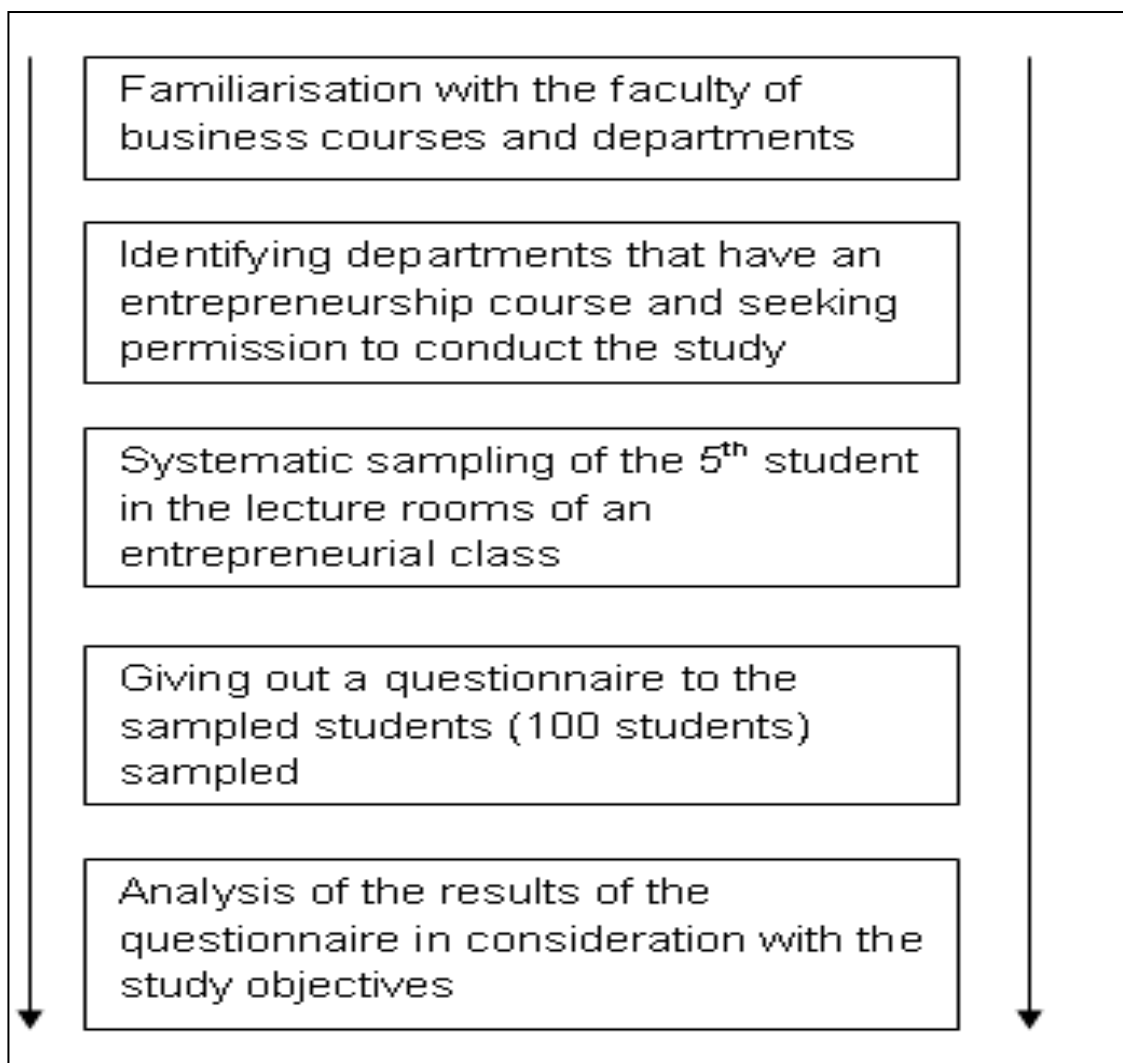


FIGURE 4.2: DATA COLLECTION PROCESS

Source: Author's explanation

The study was based on a questionnaire with both Likert-type questions and open-ended questions. The open-ended questions were meant to ensure that more detail and information regarding the findings could be established. A questionnaire is a self-report data collection instrument filled out by research participants (Christensen et al., 2015). A five-point Likert questionnaire was used in the study, and all items in the questionnaire were about the objectives of the study and were meant to ensure validity and reliability were maintained.

Christensen et al. (2015) argue that sampling means drawing elements from a population to obtain a sample. Sampling theory generally acknowledges that a sample must represent the population and be carefully selected. The researcher can follow many sampling procedures, generally grouped into probability and non-probability sampling methods. Probability sampling methods are random, and the members of the sample are selected by chance, whereas non-probability sampling involves using certain non-random or subjective criteria for selecting the sample members. This study adopted a systematic sampling procedure, a form of probability sampling whereby a certain pattern in the respondents is identified, and data is collected following a certain pattern.

To ensure that the validity and reliability in the study of data a case database and a protocol are necessary for this. The databases hold all the information that the researcher gathered for each instance, and the protocol sets the guidelines that are adhered to in the field. Certain procedures such as coding the responses, or using analytical methods of data analysis, might be utilised in the protocol to improve the dependability of the study case. The researcher should also think about the structure, the technology that will be used, and the format in which the data will be collected.

#### **4.6.3 Method of data analysis**

The study adopted an analysis of frequencies to establish the relative number of respondents predisposed to act in a certain way. The analysis was effectively carried out using the Statistical Package for Social Sciences (SPSS) to generate frequency diagrams for suitable analysis and conclusions. Relevant non-parametric statistics was the main non-parametric statistic that will be used to analyse the association among questionnaire items to establish item-to-item association and correlation.

#### **4.7 Ethical Considerations**

The study adhered to basic ethical considerations that include ensuring the anonymity of respondents to ensure that no prejudice or harm will arise for them being participants in this study. Therefore, the data collected were used exclusively for the study's

objectives and only for which respondents had agreed. Data was not used for any other use other than for purposes of the study, and no other person was allowed to access the data.

## CHAPTER 5 DATA ANALYSIS

### 5.1 Introduction

This chapter presents and analyses the data collected regarding the entrepreneurial tendency of students from a selected university. The chapter begins with sample statistics to describe the respondents who participated in this study. After the sample statistics, descriptive statistics were provided to describe the key variables of the study, which formed the items of the questionnaire provided. Correlation analysis was also performed with respect to the items, and the inter-item correlations' sizes were provided together with the strength of the correlations.

### 5.2 Sample Statistics

This section describes the sample of participants, providing key biographical details.

#### 5.2.1 Age

Figure 5.1 provides the Age distribution of the respondents. It is shown that the majority (47,25%) were between 31 and 35 years, while the least was the age group 18-25 at 7,70%.

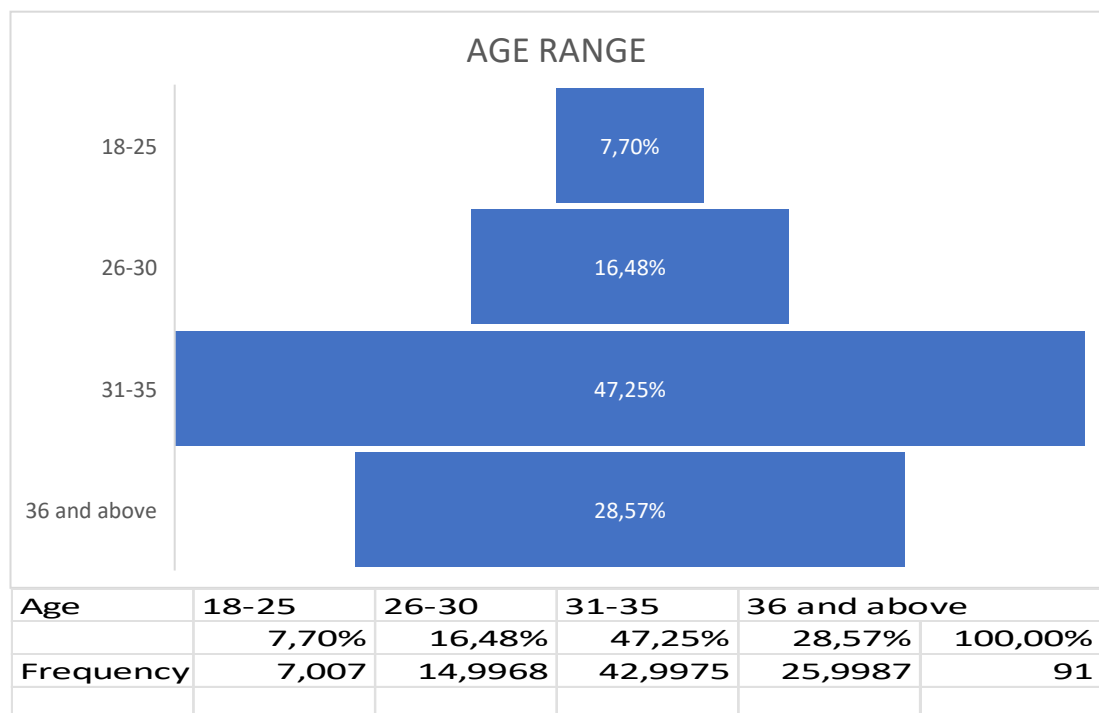


FIGURE 5.1: AGE OF RESPONDENTS

As shown in Figure 5.1, the 18-25 age group had the least respondents (7,7%), showing that the participants were middle-aged people within their active years and contributed significantly to economic development through participation in the labour market. This age group also tend to have a greater number of entrepreneurs

### 5.2.2 Education

In terms of education, the majority (32%) had a Master of Technology degree or held other qualifications which were not one of the options provided in the study. Eight per cent (8%) of the respondents were holders of a diploma presented in Figure 5.2. The respondents were, therefore, educated people who can be expected to contribute to the study meaningfully

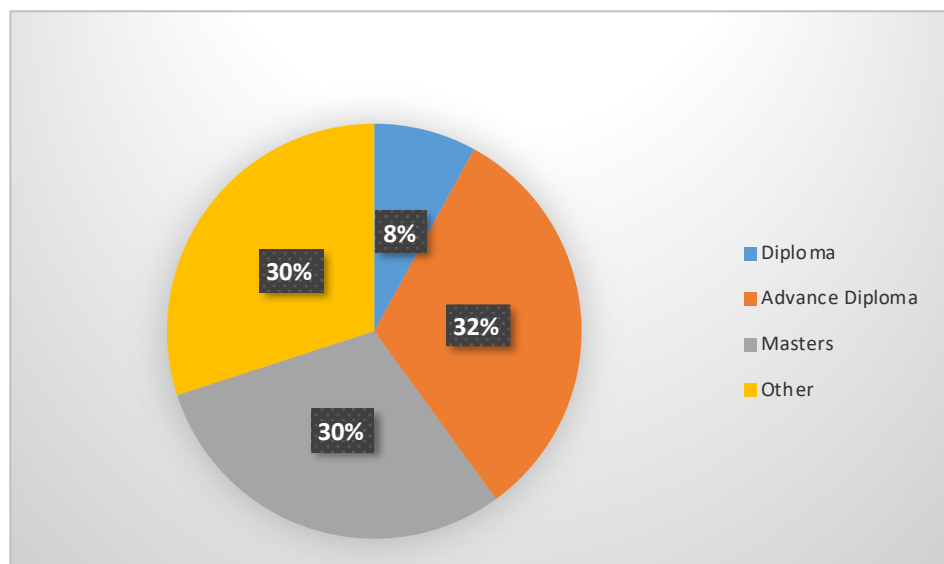
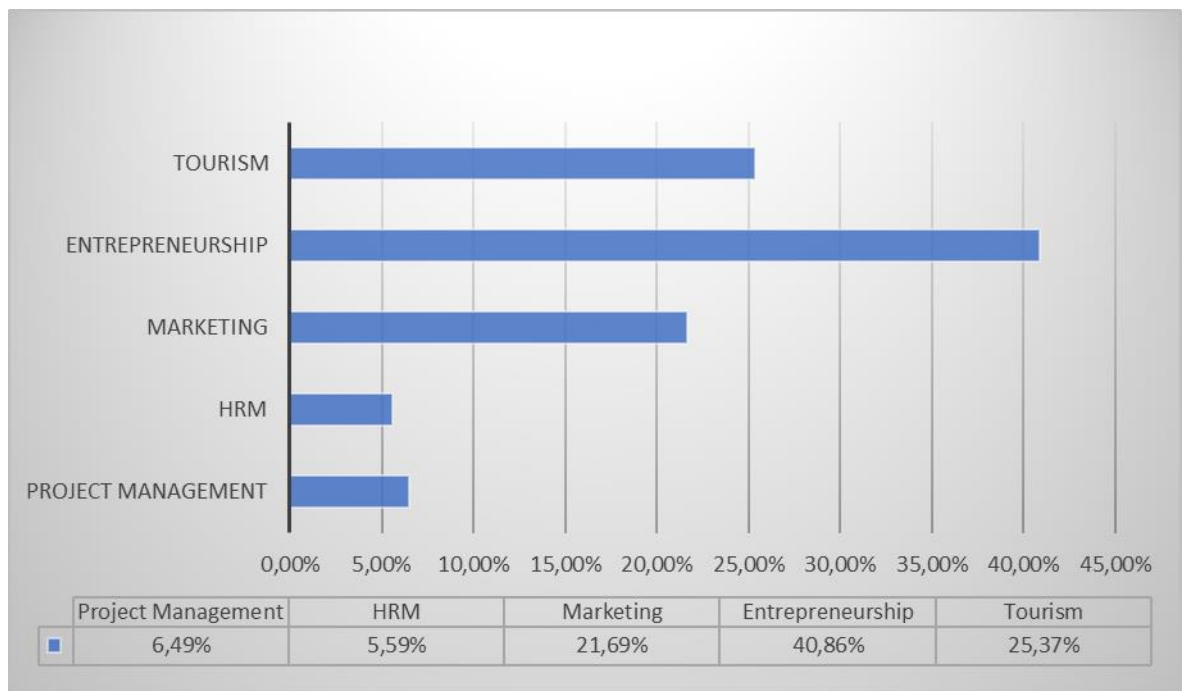


FIGURE 5.2: LEVEL OF EDUCATION

### 5.2.3 Area field of specialisation

The respondents specialised in various fields, including project management, HRM, entrepreneurship, and tourism. As presented in Figure 5.3, the majority (41%) were from the field of entrepreneurship, while the least number of respondents were from Project Management (5%) and HRM (6%). The indication that the majority were from entrepreneurship meant they could provide well-informed perceptions concerning this study.



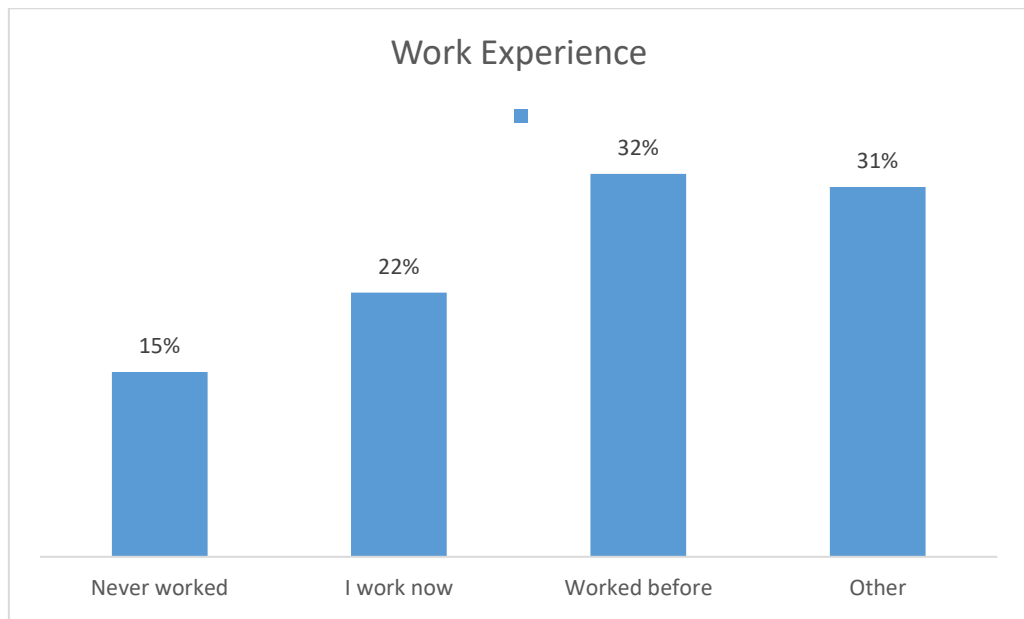
Area of field of specialization	Project Management	HRM	Marketing	Entrepreneurship	Tourism	Total
	6,49%	5,59%	21,69%	40,86%	25,37%	100,00%
Frequency	5	5	20	37	24	91,00

FIGURE 5.3: AREAS OF SPECIALISATION OF RESPONDENTS

### 5.2.4 Work experience

The respondents responded, as in Figure 5.4, regarding their work experience. It can be seen that the majority (32%) of the respondents had some work experience, while 16% indicated that they had never worked before, and 22% were working at the time when the study was conducted. The fact that most of the respondents had some work experience increased the reliability of their responses.



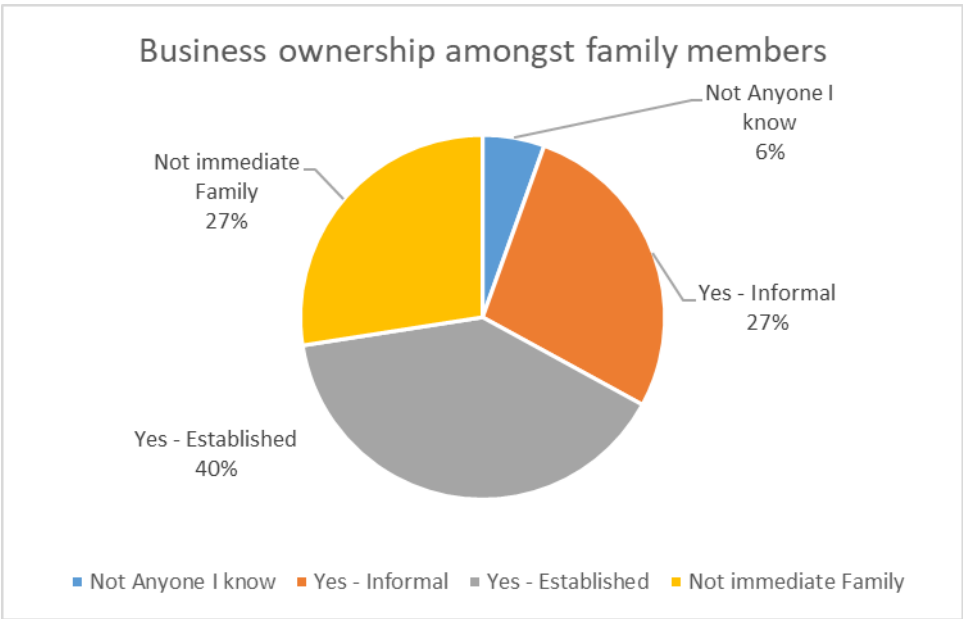


Work Experience	Never worked	I work now	Worked before	Other	Total
	15%	22%	32%	31%	100%
	14	20	29	28	91

FIGURE 5.4: WORK EXPERIENCE OF RESPONDENTS

### 5.2.5 Business ownership among family members

The study also considered whether the respondents were from families that owned some enterprises, as this is an important factor that affects the attitude and desire to be engaged in entrepreneurship. The results are presented in Figure 5.5. It can be seen that the majority (40%) of the respondents were from families that had someone who owned an enterprise, while 27% of them owned some informal ventures. Only 5% were from families with no one owning an enterprise.

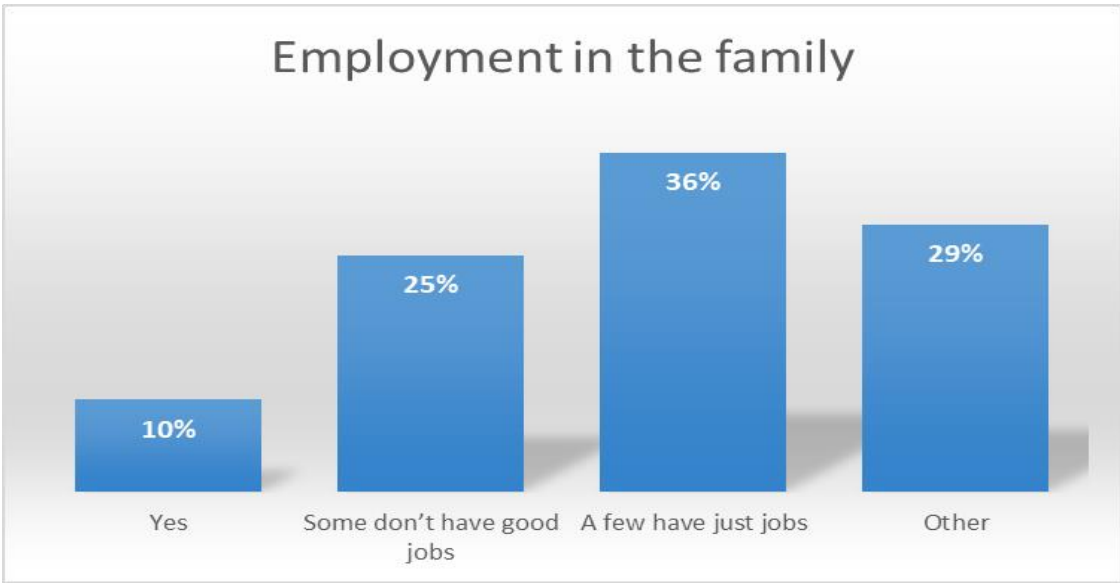


Business ownership amongst family members	Not Anyone I know	Yes - Informal	Yes - Established	Not immediate Family	Total
	5%	27%	40%	27%	1
	5	25	36	25	91

FIGURE 5.5: BUSINESS OWNERSHIP AMONG FAMILY MEMBERS

**5.2.6 Employment in the family**

Information about the employment of family members is presented in Figure 5.6, where 37% of the respondents implied that a few of their family members were employed, and only 9% of the respondents mentioned that their family members had good jobs. Twenty-seven of them pointed out that some of their family members had good jobs

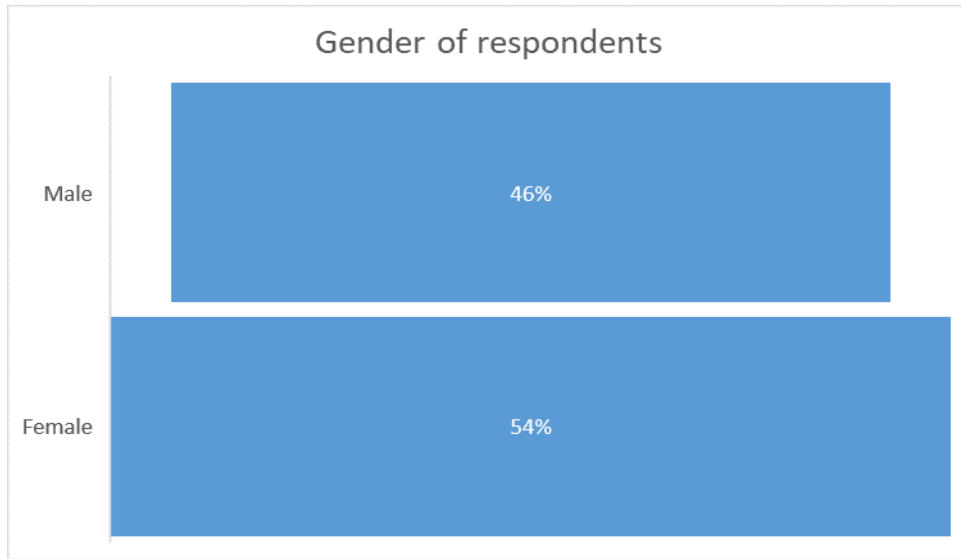


Employment in the family	Yes	Some don't have good jobs	A few have just jobs	Other	Total
	10%	25%	36%	29%	100%
	9	23	33	26	91

FIGURE 5.6: EMPLOYMENT IN FAMILY

### 5.2.7 Gender

The gender distribution of the respondents, as presented in Figure 5.7, shows that the majority (54%) were females, while 46% were males. However, the difference between the numbers of males and females was small, making the study's results suitable for reflecting balanced views of the genders.



Gender	Male	Female	Total
	46%	54%	100%
	42	49	91

FIGURE 5.7: RESPONDENTS' AGE

### 5.3 Descriptive statistics for the variables

The Likert-type data collected using the questionnaire was measured on the scale level to provide the degree of the agreeableness of the respondents to the questionnaire items. The items were grouped based on the construct of an entrepreneurial tendency that they related to, namely: (1) determination, (2) aptitude and resilience, (3) planning and execution, (4) Uncertainties, (5) Confidence in the future, (6) people skills and creativity, personality, and education. These constructs are related to entrepreneurial tendency, and high agreeableness to the items demonstrated strength to the item being considered. The analysis was done such that: 1 = strongly disagree, 2 = disagree, 3 = neutral/ ambivalent, 4 = agree, and 5 = strongly agree. This shows that high scores were taken to indicate a better entrepreneurial tendency.

### 5.3.1 Determination

1. I have clearly defined action programmes for my day every day

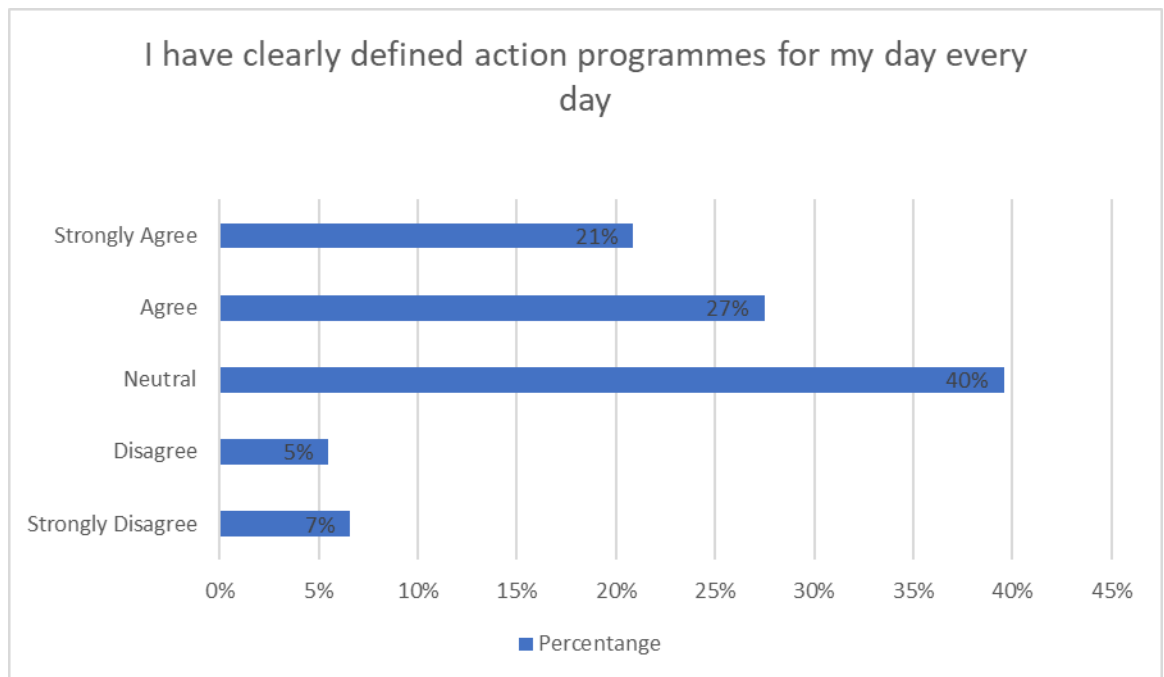


FIGURE 5.8: CLEARLY DEFINED DAILY PROGRAMME

2. I get angry with myself when I don't manage to achieve my goals

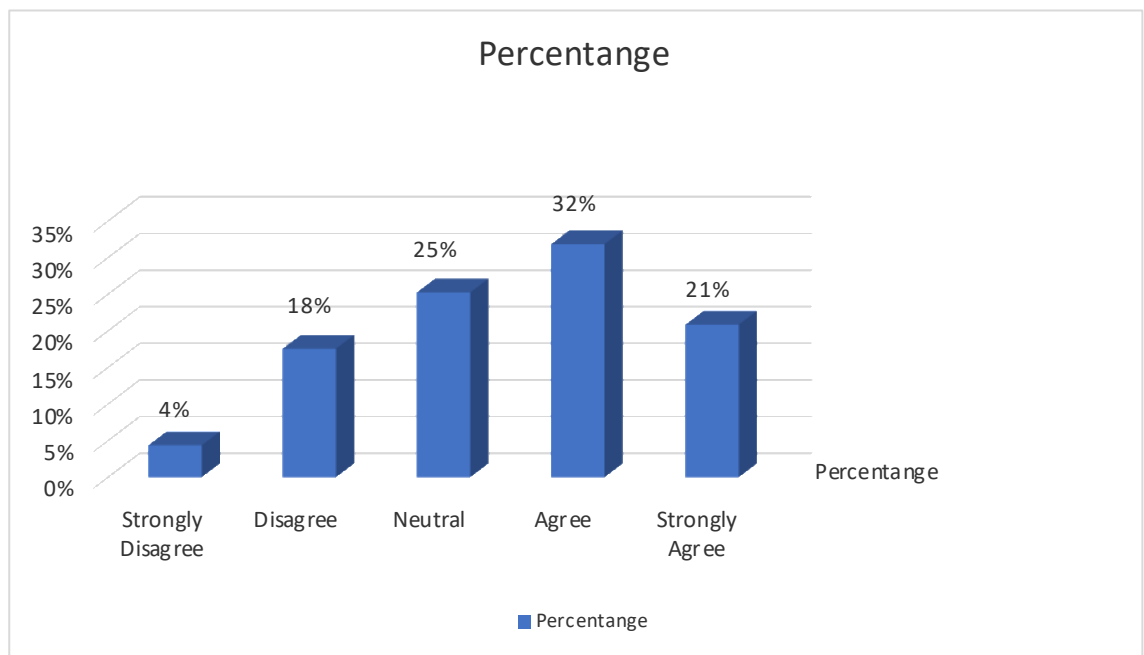


FIGURE 5.9: ANGER AT NOT ACHIEVING GOALS

3. I am not that heavy on myself when I don't achieve my goals for the day.

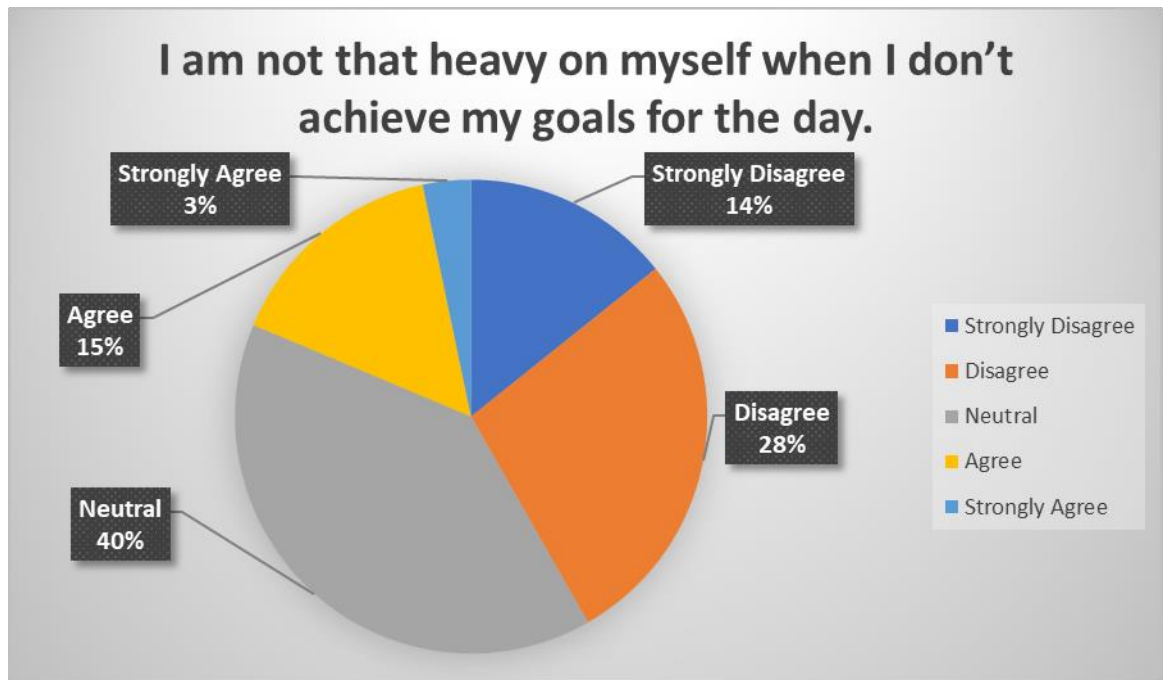


FIGURE 5.10: NOT HARD ON SELF FOR NOT ACHIEVING GOALS

4. One should learn to accept that you do not always get what you like

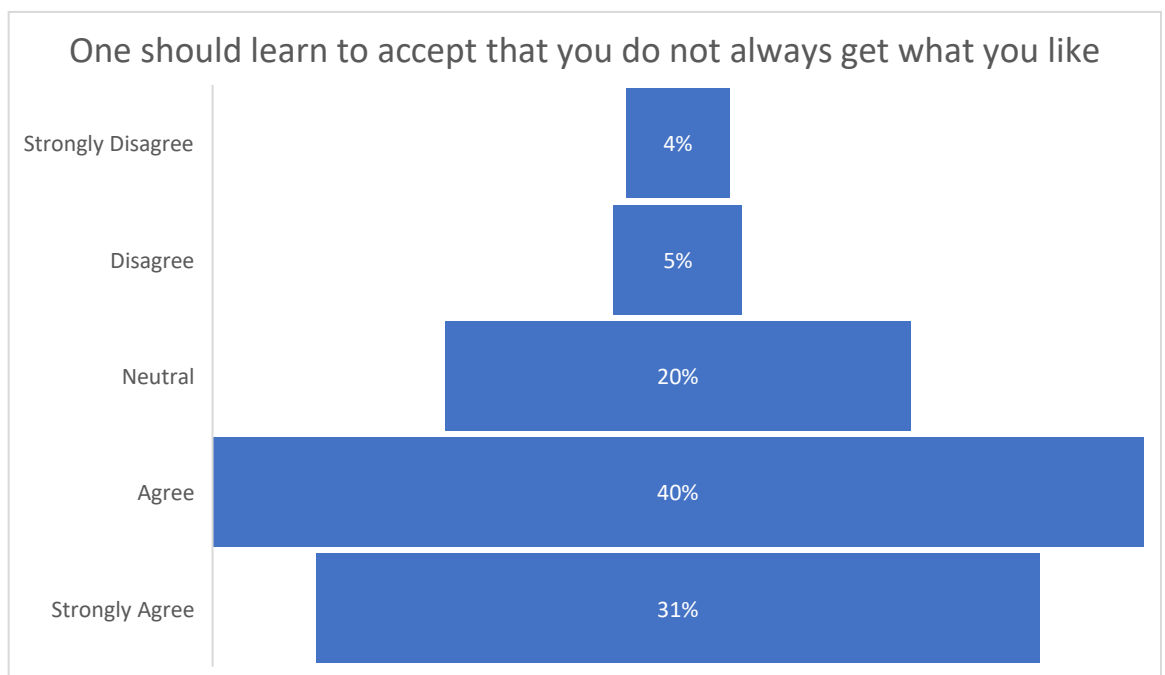


FIGURE 5.11: DO NOT ALWAYS GET WHAT YOU LIKE

5. Life has its own arithmetic, allowing things to happen spontaneously

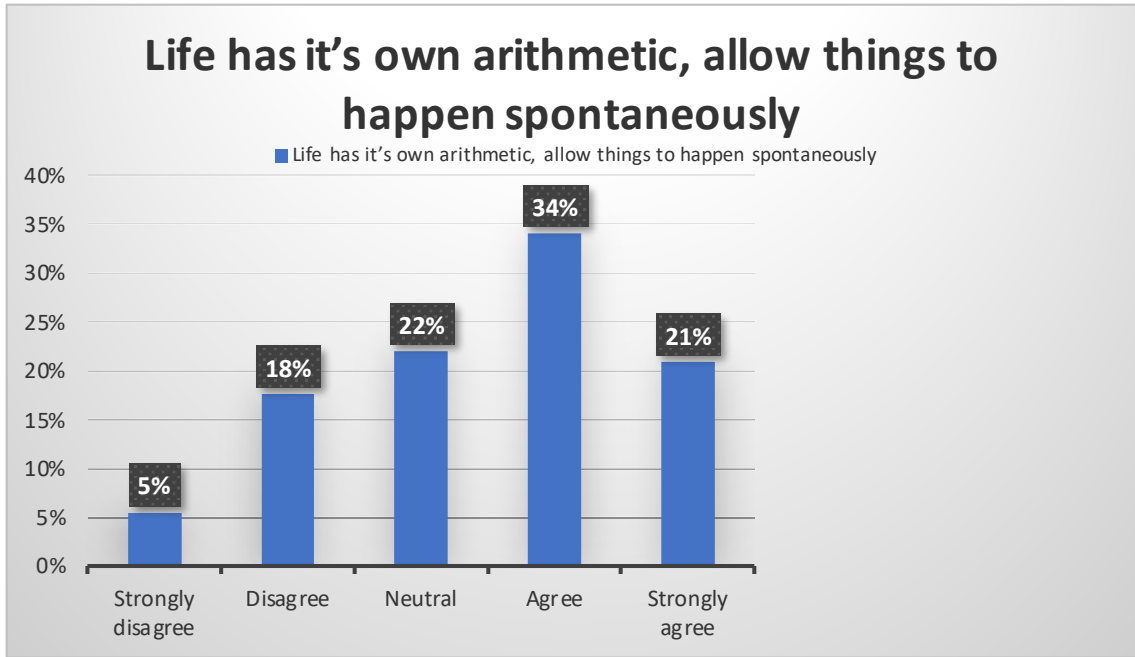


FIGURE 5.12: LIFE HAPPENS SPONTANEOUSLY

6. The reality of life is luck comes from sweat; the more you sweat, the luckier

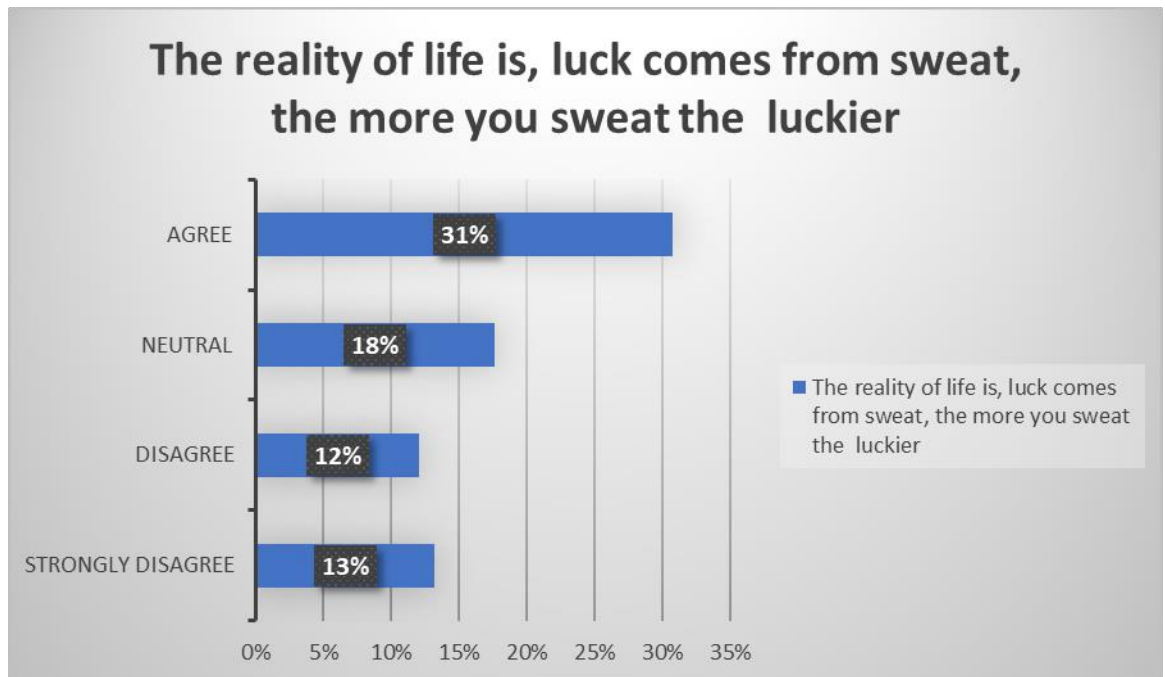


FIGURE 5.13: LIFE COMES FROM SWEAT

### **5.3.2 Measures of central tendency**

The first item that was considered was 'determination.' High determination would indicate a favourable entrepreneurial tendency as it shows that the respondents were more determined to achieve. This was taken to be a strong factor in propelling achievement. The responses were loaded on SPSS, and the descriptive statistics for items related to determination were presented in Table 5.1.



TABLE 5.1: DESCRIPTIVE STATISTICS FOR THE DETERMINATION TO ACHIEVE ENTREPRENEURIAL GOALS

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
I have clearly defined action programmes for my day every day	91	1	5	3.48	1.079	.418	.253
I get angry with myself when I don't manage to achieve my goals.	91	1	5	3.47	1.139	-.323	.253
I am not that heavy on myself when I don't achieve my goals for the day.	91	1	5	2.66	1.013	.077	.253
One should learn to accept that you do not always get what you like	91	1	5	3.87	1.056	-.945	.253
Life has its own arithmetic, allowing things to happen spontaneously	90	1	5	3.47	1.173	-.388	.254
The reality of life is luck comes from sweat; the more you sweat, the luckier	91	1	5	3.45	1.352	-.541	.253
Valid N (listwise)	90						

Given that the five-point Likert scale was used, a mean less than 2.5 would mean low agreeableness to the items and, therefore, low entrepreneurial tendency, while a mean of 2.5 to 3.4 would mean average score and neutrality on agreeableness to the items

considered. Lastly, a means greater than or equal to 3.5 would indicate a high determination to engage in entrepreneurship. The item "one should learn to accept that you do not always get what you like" (Mean=3,87, SD=0.253) had the highest score. Most respondents were neutral (I have clearly defined action programmes for my day every day: mean =3.48, SD = 2.53; I get angry with myself when I don't achieve my goals.: mean =3.47, SD =0.253, Life has its own arithmetic, allow things to happen spontaneously: mean =3.47, SSD = 0.254 and the reality of life is luck comes from sweat, the more you sweat, the luckier: mean = 3.45, SD = 0.253). This shows that the majority of the respondents were neutral on their determination to engage in entrepreneurship. Only the statement: I am not that heavy on myself when I don't achieve my goals for the day (mean=2.67, SD= 0.253) indicated a low determination to engage in entrepreneurship. The implication emerging from this analysis is that determination to engage in entrepreneurship was more associated with learning to accept that you do not always get what you like. This implies that determination was more associated with accepting that success in entrepreneurship is not by luck.

### **5.3.3 Inter-item correlation**

Inter-item correlation was also conducted to establish items related to each other regarding entrepreneurial tendency. Table 5.2 provides the findings on the inter-item correlation.

TABLE 5.2: INTER-ITEM CORRELATIONS FOR THE DETERMINATION TO ACHIEVE ENTREPRENEURIAL GOALS

		I have clearly defined action programmes for my day every day	I get angry with myself when I don't manage to achieve my goals.	I am not that heavy on myself when I don't achieve my goals for the day.	One should learn to accept that you do not always get what you like	Life has its own arithmetic, allowing things to happen spontaneously	The reality of life is luck comes from sweat; the more you sweat, the luckier
I have clearly defined action programmes for my day every day	Pearson Correlation	1	-.070	.152	.002	.033	.085
	Sig. (2-tailed)		.507	.149	.986	.759	.422
	N	91	91	91	91	91	91
I get angry with myself when I don't manage to achieve my goals.	Pearson Correlation	-.070	1	-.389**	-.114	.026	.041
	Sig. (2-tailed)	.507		.000	.282	.804	.702
	N	91	91	91	91	91	91
I am not that heavy on myself when I don't achieve my goals for the day.	Pearson Correlation	.152	-.389**	1	.227*	.050	-.016
	Sig. (2-tailed)	.149	.000		.030	.639	.877
	N	91	91	91	91	91	91

One should learn to accept that you do not always get what you like	Pearson Correlation	-.002	-.114	.227*	1	.266*	.120
	Sig. (2-tailed)	.986	.282	.030		.011	.258
	N	91	91	91	91	91	91
Life has it's own arithmetic, allowing things to happen spontaneously	Pearson Correlation	.033	.026	.050	.266*	1	.198
	Sig. (2-tailed)	.759	.804	.639	.011		.060
	N	91	91	91	91	91	91
The reality of life is luck comes from sweat; the more you sweat, the luckier	Pearson Correlation	.085	.041	-.016	.120	.198	1
	Sig. (2-tailed)	.422	.702	.877	.258	.060	
	N	91	91	91	91	91	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 2 shows that having a clearly defined action programme for the day every day was significantly and positively correlated with being heavy on oneself when goals are not achieved for the day ( $r=0.152$ ), the view that life has it's own arithmetic, allowing things to happen spontaneously ( $r=0.033$ ) as well as the perspective that reality of life is - luck comes from sweat, the more you sweat, the luckier ( $r=0.085$ ). A higher positive correlation was found in respect of being down on oneself when goals for the day are not achieved. This shows that respondents held the perspective that having clearly defined action programmes for the day was related to being hard on oneself when goals are not achieved. A negative correlation was found with regard to the views: I get angry

with myself when I don't manage to achieve my goals ( $r=-0.70$ ) and the view that one should learn to accept that one cannot always get what one likes ( $r=-0.02$ ). Earlier in this analysis, the item "one should learn to accept that you do not always get what you like" (Mean=3,87, SD=0.253) had the highest mean score in the analysis of means that was done. It was important to establish the items which correlated highly with this item. As seen in Table 5.2, this item was highly correlated with the view that life has its own arithmetic, allows things to happen spontaneously ( $r=2.66$ ), and the perspective that the reality of life is that luck comes from sweat, the more you sweat, the luckier ( $r=0.120$ ). The conclusion was that determination was a factor for the entrepreneurial tendency that is more about accepting that you do not always get what you like, and this was found to be significantly related to the view that life has its own arithmetic, allowing things to happen spontaneously

#### 5.3.4 Aptitude and resilience

7. I get discouraged each time my plans fail to work; once bitten, twice shy

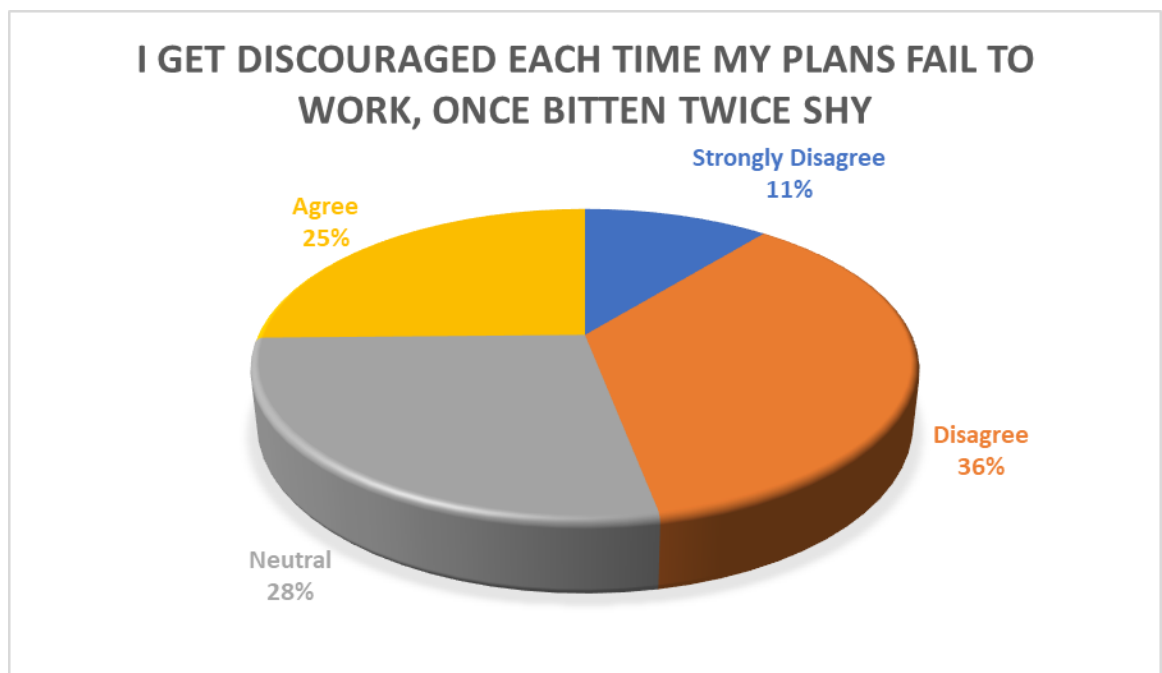


FIGURE 5.14: GET DISCOURAGED WHEN PLANS FAIL

8. Failure to me is an event and not a determinant of my life's destiny.

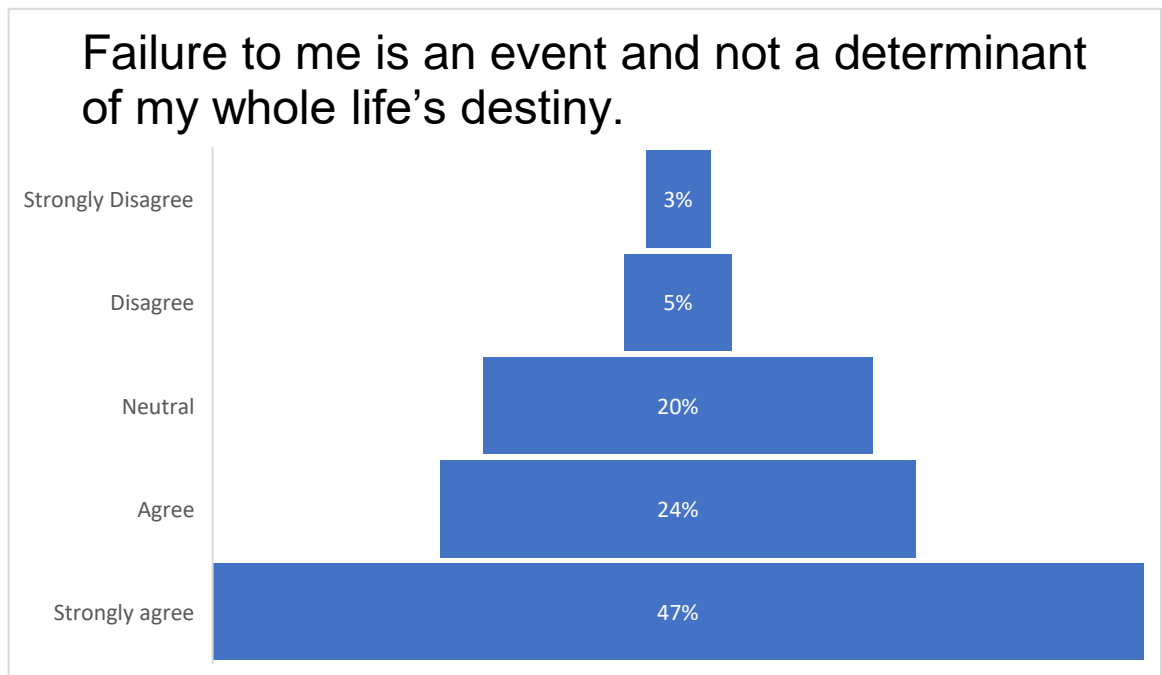


FIGURE 5.15: FAILURE IS AN EVENT

9. I have failed many times and still tried the same thing over and over again.

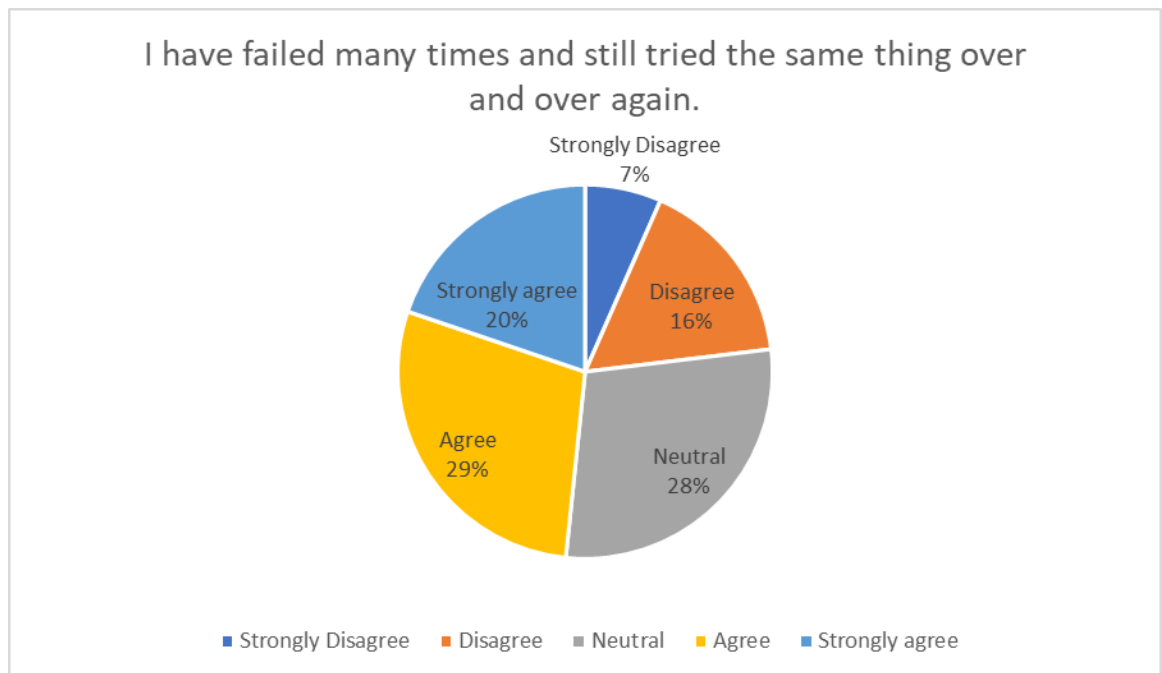


FIGURE 5.16: FAILED MANY TIMES AND RETRIED SAME THING

10. Failure is a recipe for success because it tells me what not to do again.

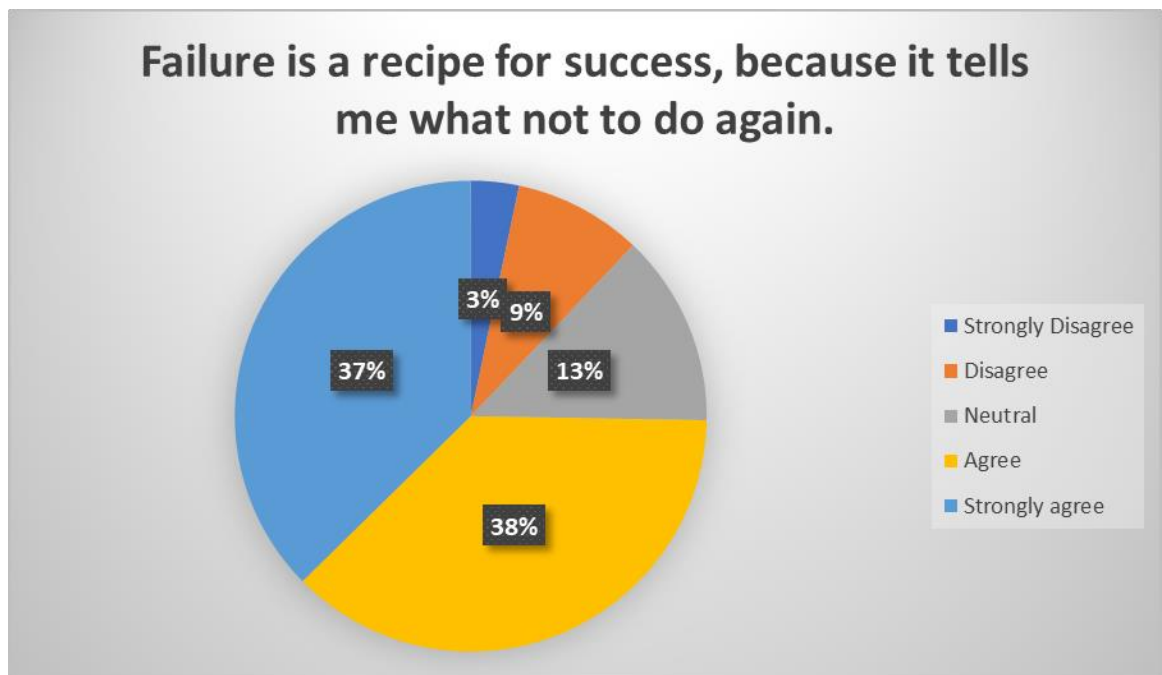


FIGURE 5.17: FAILURE IS A RECIPE FOR SUCCESS

11. I avoid doing things that I know I failed at before; I try something different

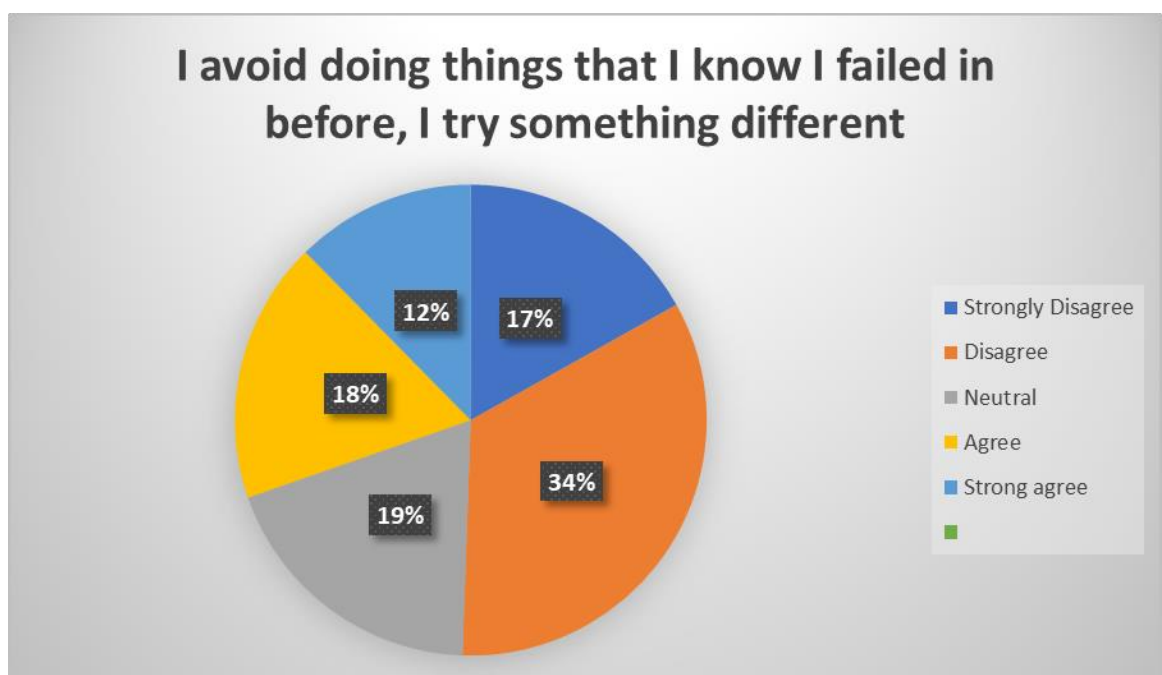


FIGURE 5.18: AVOID REPEATING THINGS THAT FAILED

12. I don't aim for anything higher, am happy with the normal life everyone lives

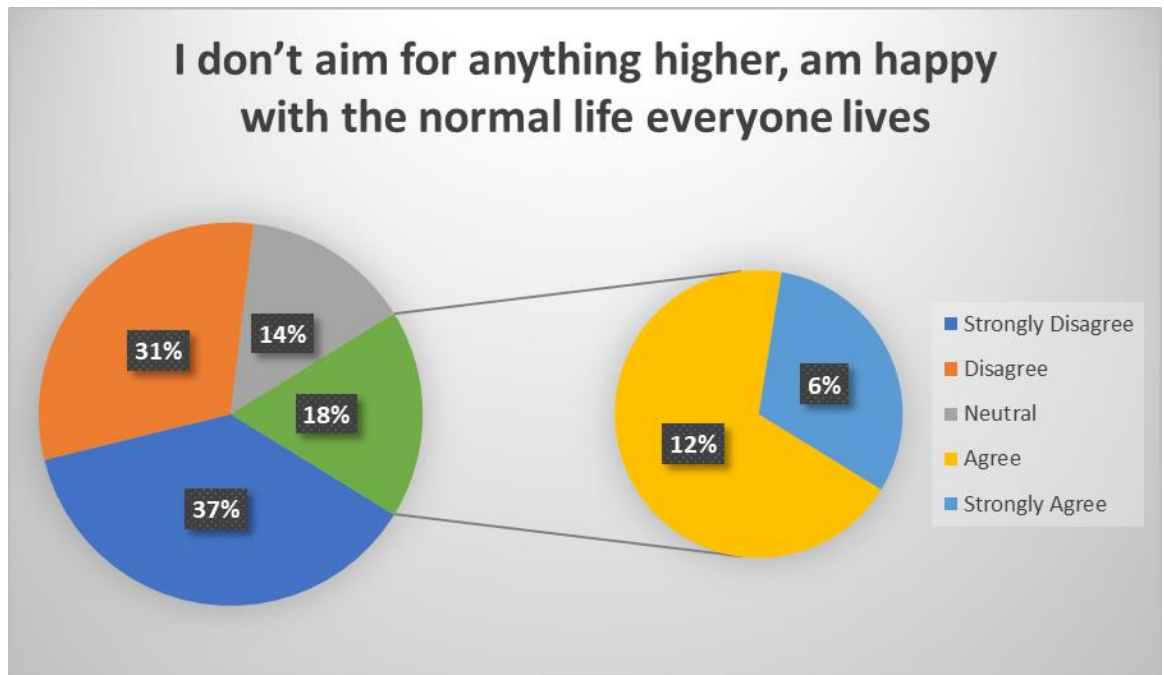


FIGURE 5.19: I DO NOT AIM FOR ANYTHING HIGHER

Items related to the entrepreneurial trait of aptitude and resilience are provided in Table 5.3.



TABLE 5.3: DESCRIPTIVE STATISTICS FOR APTITUDE AND RESILIENCE TO ACHIEVE ENTREPRENEURIAL GOALS

Descriptive Statistics							
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
I get discouraged each time my plans fail to work, once bitten twice shy	91	1	5	2.86	1.121	.191	.253
Failure to me is an event and not a determinant of my life's destiny.	91	1	5	4.07	1.093	-1.019	.253
I have failed many times and still tried the same thing over and over again.	91	1	5	3.38	1.172	-.288	.253
Failure is a recipe for success because it tells me what not to do again.	91	1	5	3.97	1.080	-1.017	.253
I avoid doing things that I know I failed at before; I try something different	91	1	5	2.73	1.283	.371	.253
I don't aim for anything higher, am happy with the normal life everyone lives	91	1	5	2.18	1.216	.828	.253
Valid N (listwise)	91						

From table 5.3, it can be seen that higher mean scores were obtained for the view that failure to me is an event and not a determinant of my whole life's destiny (mean=4.07, SD = 0.253), failure is a recipe for success, because it tells me what not to do again (mean = 3.97, SD=0.253) and I have failed many times and still tried the same thing over

and over again (mean = 3.38, SD= 0.253). It can be argued that these three perspectives were critical in shaping the aptitude and resilience of the respondents. Respondents had low agreeableness to the assertion that "I get discouraged each time my plans fail to work, once bitten twice shy" (mean=2.86, SD=0.253), "I avoid doing things that I know I failed in before, I try something different" (mean = 2.73, SD=0.253) and I don't aim for anything higher, am happy with the normal life everyone lives (mean=0.218, SD=0.253). The items related to aptitude and resilience were considered in terms of how they correlate with other items, and this is shown in the correlation matrix provided in Table 5.4.

TABLE 5.4: INTER-ITEM CORRELATIONS FOR THE APTITUDE AND RESILIENCE TO ACHIEVE ENTREPRENEURIAL GOALS CORRELATIONS

		I get discouraged each time my plans fail to work, once bitten twice shy	Failure to me is an event and not a determinant of my life's destiny.	I have failed many times and still tried the same thing over and over again.	Failure is a recipe for success because it tells me what not to do again.	I avoid doing things that I know I failed at before; I try something different	I don't aim for anything higher, am happy with the normal life everyone lives
I get discouraged each time my plans fail to work, once bitten twice shy	Pearson Correlation	1	-.101	.127	-.068	.034	.108
	Sig. (2-tailed)		.341	.231	.521	.748	.307
	N	91	91	91	91	91	91
Failure to me is an event and not a determinant of my life's destiny.	Pearson Correlation	-.101	1	.223*	.378**	.045	-.201
	Sig. (2-tailed)	.341		.034	.000	.674	.056
	N	91	91	91	91	91	91
I have failed many times and still tried the same thing over and over again.	Pearson Correlation	.127	.223*	1	.221*	-.099	.163
	Sig. (2-tailed)	.231	.034		.035	.351	.124
	N	91	91	91	91	91	91
Failure is a recipe for success because it tells me what not to do again.	Pearson Correlation	-.068	.378**	.221*	1	.234*	-.148
	Sig. (2-tailed)	.521	.000	.035		.026	.162
	N	91	91	91	91	91	91

I avoid doing things that I know I failed at before; I try something different	Pearson Correlation	.034	.045	-.099	.234*	1	-.047
	Sig. (2-tailed)	.748	.674	.351	.026		.658
	N	91	91	91	91	91	91
I don't aim for anything higher, am happy with the normal life everyone lives	Pearson Correlation	.108	-.201	.163	-.148	-.047	1
	Sig. (2-tailed)	.307	.056	.124	.162	.658	
	N	91	91	91	91	91	91

The three items that had a greater mean score (the view that failure to me is an event and not a determinant of my whole life's destiny (mean=4.07, SD = 0.253), failure is a recipe for success because it tells me what not to do again (mean = 3.97, SD=0.253) and I have failed many times and still tried the same thing over and over again (mean = 3.38, SD= 0.253)) were further considered to establish their correlation with other items as in Table 5. The view that "failure to me is an event and not a determinant of my whole life's destiny was found to be significantly correlated with the perception that "I have failed many times and still tried the same thing over and over again" was more correlated with "Failure to me is an event and not a determinant of my whole life's destiny" (r=0.223). These results demonstrate that aptitude and resilience were shaped by the views that the respondents held on failure. The respondents' perspectives on failure significantly correlated and dominated their views on aptitude and resilience.

### 5.3.5 Planning and execution

13. Always when I want to do something, I search for relevant information

Option	Percentage	Frequency
Strongly Disagree	4%	4
Disagree	8%	7
Neutral	13%	12
Agree	43%	39
Strongly Agree	32%	29
Total		

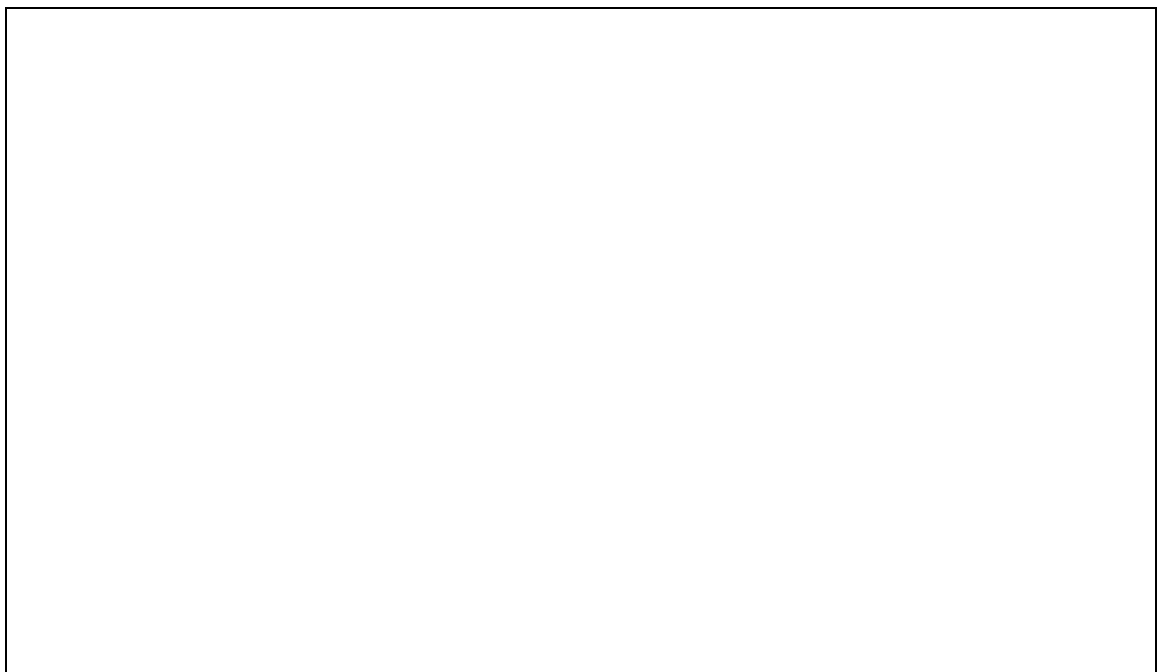


FIGURE 5.20: WHEN I DO SOMETHING I SEARCH FOR RELEVANT INFORMATION

14. I don't look for information when I identify an opportunity to be exploited

Option	Percentage	Frequency
Strongly Disagree	8%	15
Disagree	9%	30
Neutral	31%	27
Agree	38%	14
Strongly Agree	14%	5

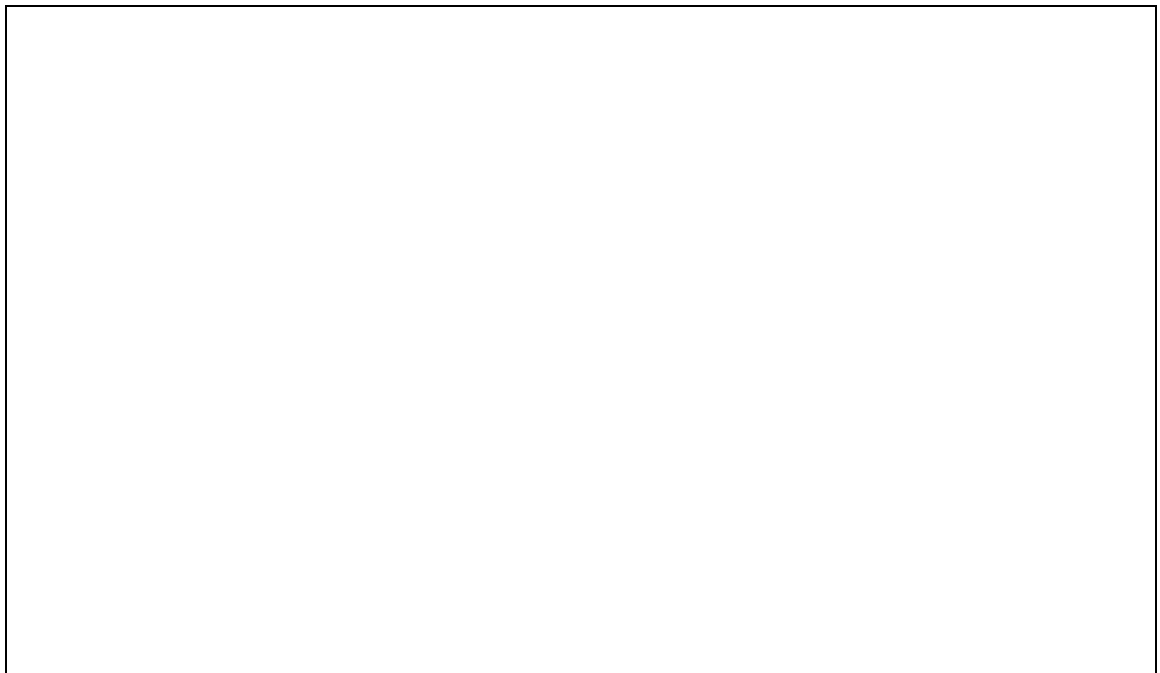


FIGURE 5.21: I DON'T LOOK FOR INFORMATION WHEN I IDENTIFY AN OPPORTUNITY TO BE EXPLOITED

15. Risks are good for me because they show how to be proactive always

Option	Percentage	Frequency
Strongly Disagree	8%	7
Disagree	9%	8
Neutral	31%	28
Agree	38%	35
Strongly Agree	14%	13

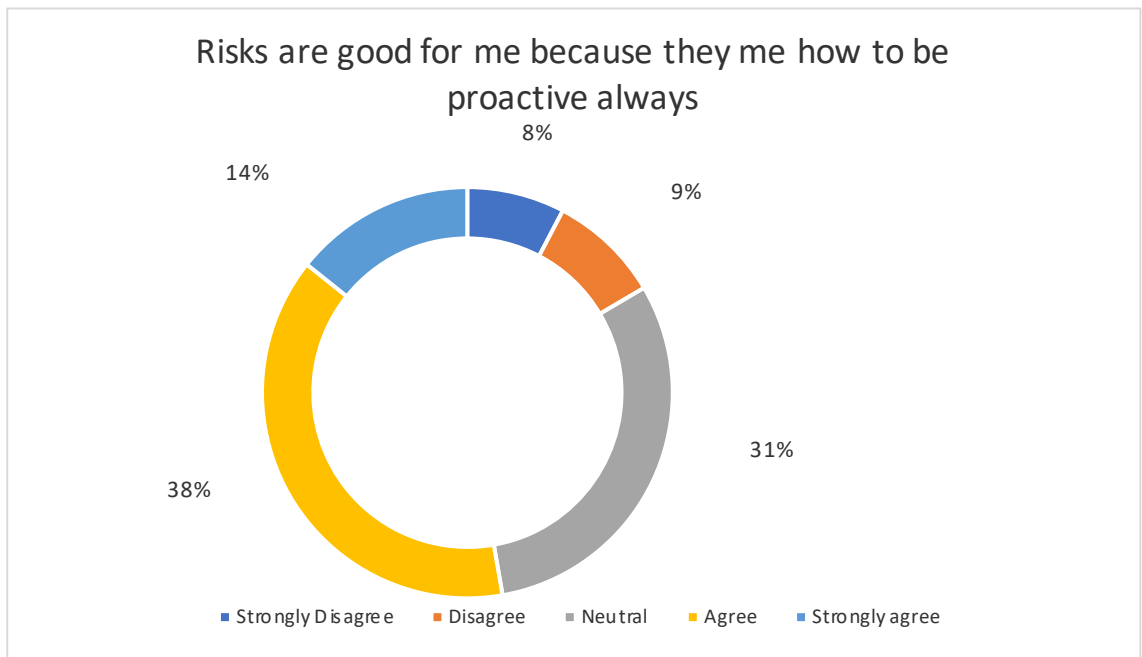


FIGURE 5.22: RISKS ARE GOOD FOR ME

16. I like taking part and getting my hands dirty. I hate watching others do things

Option	Percentage	Frequency
Strongly Disagree	5%	5
Disagree	8%	7
Neutral	33%	30
Agree	38%	35
Strongly Agree	15%	14

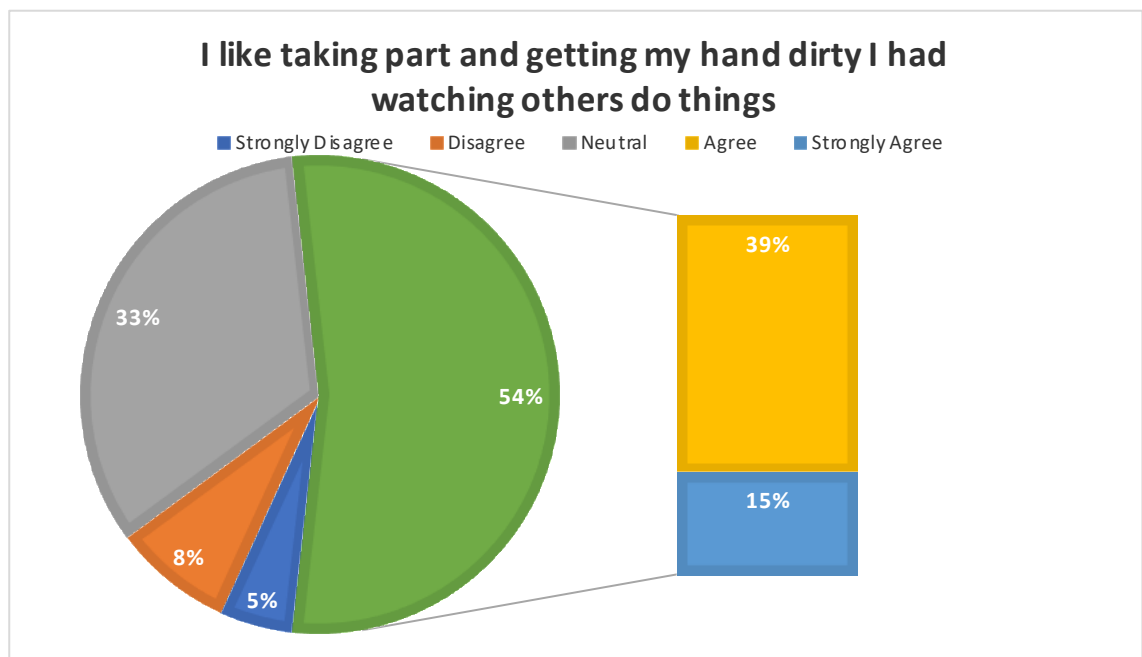


FIGURE 5.23: I LIKE TAKING PART AND GETTING MY HANDS DIRTY



17. I avoid risky undertakings since I don't want headaches after failing

Option	Percentage	Frequency
Strongly Disagree	11%	10
Disagree	33%	30
Neutral	21%	19
Agree	21%	19
Strongly Agree	14%	13

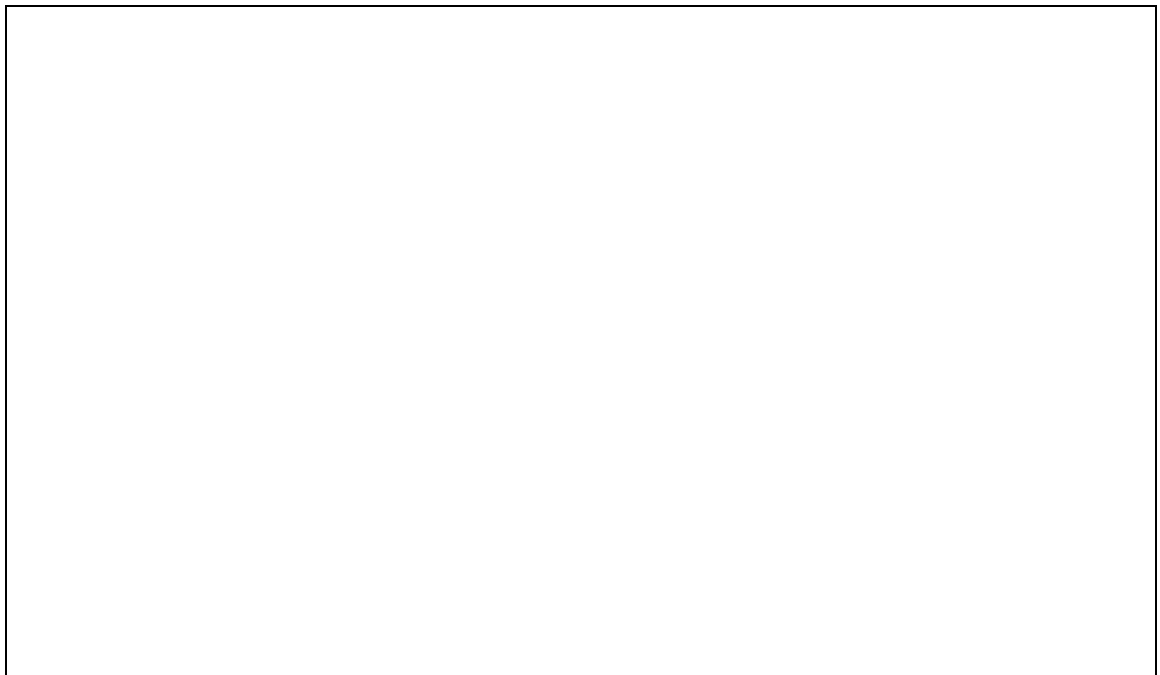


FIGURE 5.24: I AVOID RISKY UNDERTAKINGS

18. I get satisfied in doing things myself because that motivates me for more.

Option	Percentage	Frequency
Strongly Disagree	2%	2
Disagree	5%	5
Neutral	9%	8
Agree	34%	31
Strongly Agree	49%	45

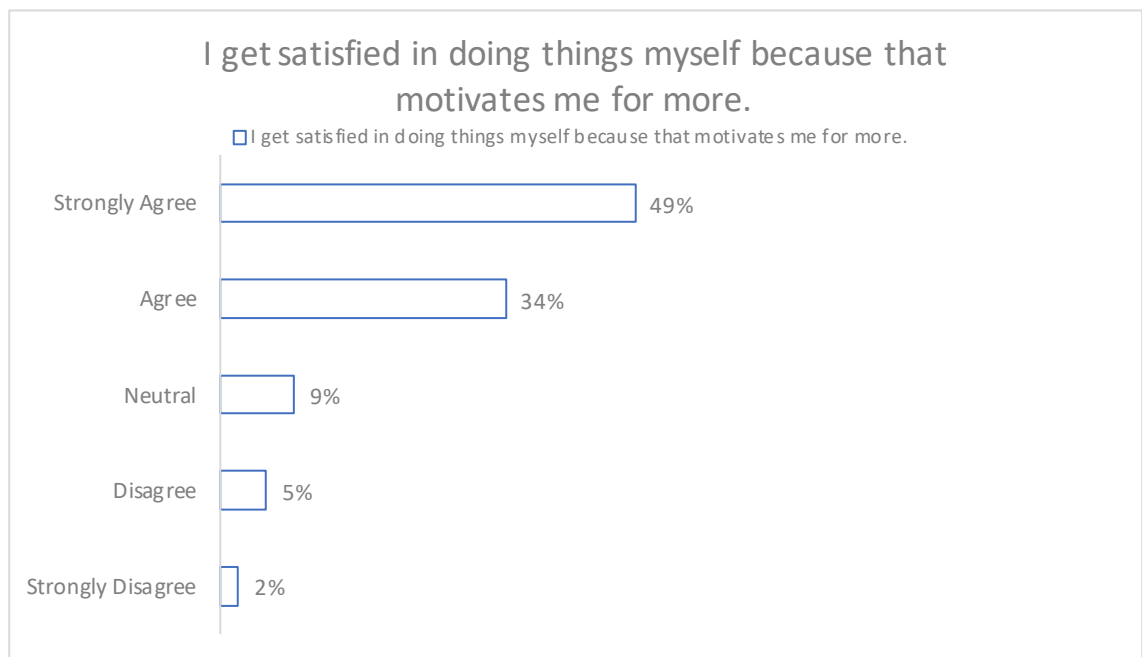


FIGURE 5.25: I GET SATISFIED IN DOING THINGS MYSELF BECAUSE THAT MOTIVATES ME FOR MORE

As provided by Simpeh (2011), human capital theories of entrepreneurship emphasise the essence of planning and managerial skills on the part of the entrepreneur. Similarly, the study assessed the agreeableness of the respondents, demonstrating planning and execution capabilities. Descriptive statistics on the items assessing planning and execution capabilities are presented in Table 5.6.

TABLE 5.6: ASSESSING PLANNING AND EXECUTION CAPABILITIES

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Always when I want to do something, I search for relevant information	91	1	5	3.90	1.076	-1.059	.253
I don't look for information when I identify an opportunity to be exploited	91	1	44	3.03	4.473	8.712	.253
Risks are good for me because they help me how to be proactive always	91	1	5	3.43	1.087	-.609	.253
I like taking part and getting my hands dirty. I do not like watching others do things	91	1	5	3.51	1.026	-.583	.253
I avoid risky undertakings since I don't want headaches after failing	91	1	5	2.95	1.250	.210	.253
I get satisfied in doing things myself because that motivates me for more.	91	1	5	4.23	.978	-1.428	.253
Valid N (listwise)	91						

There was generally high agreement on four of the items: Always when I want to do something, I search for relevant information (mean=3.90), Risks are good for me because they taught me how to be proactive always (3.43), I like taking part and getting

my hand dirty rather than watching others do things (mean=3.51), Risks are good for me because they me how to be proactive always (mean=3.43) and I get satisfied in doing things myself because that motivates me for more (mean=4.23). In addition, average mean scores were observed regarding the statements: I don't look for information when I identify an opportunity to be exploited (mean=3.03), while a low mean was found for the statement: I avoid risky undertakings since I don't want headaches after failing (mean=2.95). Generally, these results indicate greater agreement in attaching greater value to planning and execution as important elements of human capital in entrepreneurship. The item correlation for the data is provided in the table below.

TABLE 5.7: CORRELATION MATRIX FOR PLANNING AND EXECUTION ITEMS

		Always when I want to do something, I search for relevant information	I don't look for information when I identify an opportunity to be exploited	Risks are good for me because they show me how to be proactive always	I like taking part and getting my hands dirty. I do not like watching others do things	I avoid risky undertakings since I don't want headaches after failing	I get satisfied in doing things myself because that motivates me for more.
Always when I want to do something, I search for relevant information	Pearson Correlation	1	-.454**	.056	.257*	-.103	.413**
	Sig. (2-tailed)		.000	.600	.014	.330	.000
	N	91	91	91	91	91	91
I don't look for information when I identify an opportunity to be exploited	Pearson Correlation	-.454**	1	-.030	-.043	.295**	-.287**
	Sig. (2-tailed)	.000		.780	.686	.005	.006
	N	91	91	91	91	91	91
Risks are good for me because they show me how to be proactive always	Pearson Correlation	.056	-.030	1	.112	-.113	-.063
	Sig. (2-tailed)	.600	.780		.289	.285	.555
	N	91	91	91	91	91	91

I like taking part and getting my hand dirty. I had watching others do things	Pearson Correlation	.257*	-.043	.112	1	.013	.071
	Sig. (2-tailed)	.014	.686	.289		.901	.506
	N	91	91	91	91	91	91
I avoid risky undertakings since I don't want headaches after failing	Pearson Correlation	-.103	.295**	-.113	.013	1	-.035
	Sig. (2-tailed)	.330	.005	.285	.901		.742
	N	91	91	91	91	91	91
I get satisfied in doing things myself because that motivates me for more.	Pearson Correlation	.413**	-.287**	-.063	.071	-.035	1
	Sig. (2-tailed)	.000	.006	.555	.506	.742	
	N	91	91	91	91	91	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

As can be seen from the correlation matrix, the tendency to always search for relevant information when one wants to do something was well correlated with "I get satisfied in doing things myself because that motivates me for more" ( $r=0.413$ ). This shows that planning and execution are correlated to satisfaction and motivation when one does something alone. On the other hand, the statement "I don't look for information when I identify an opportunity to be exploited" had a better correlation ( $r=0.295$ ) with the statement "I avoid risky undertakings since I don't want headaches after failing". Many

observable correlations also indicated that planning and execution were associated with negative and positive relationships.

### 5.3.6 Uncertainties

Uncertainty is an important concept in entrepreneurial thrust. It considers that some individuals tend to avoid uncertainty while others take it.

19. By nature, I like doing things that others avoid doing; I don't know why

Option	Percentage	Frequency
Strongly Disagree	1.1%	1
Disagree	12.1%	11
Neutral	35.2%	32
Agree	27.5%	25
Strongly Agree	24.2%	22

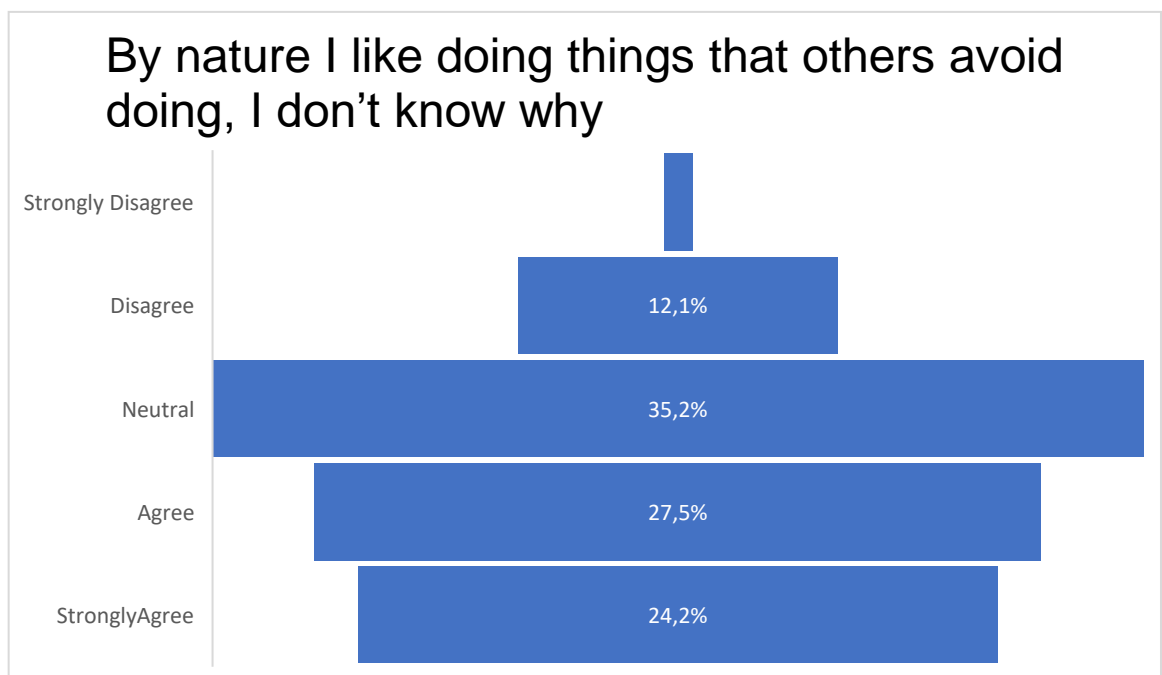


FIGURE 5.26: I LIKE DOING THINGS OTHERS AVOID DOING

20. I am always calm when things go wrong since it's not the end of the world

Option	Percentage	Frequency
Strongly Disagree	2%	8
Disagree	5%	10
Neutral	9%	24
Agree	34%	32
Strongly Agree	49%	17

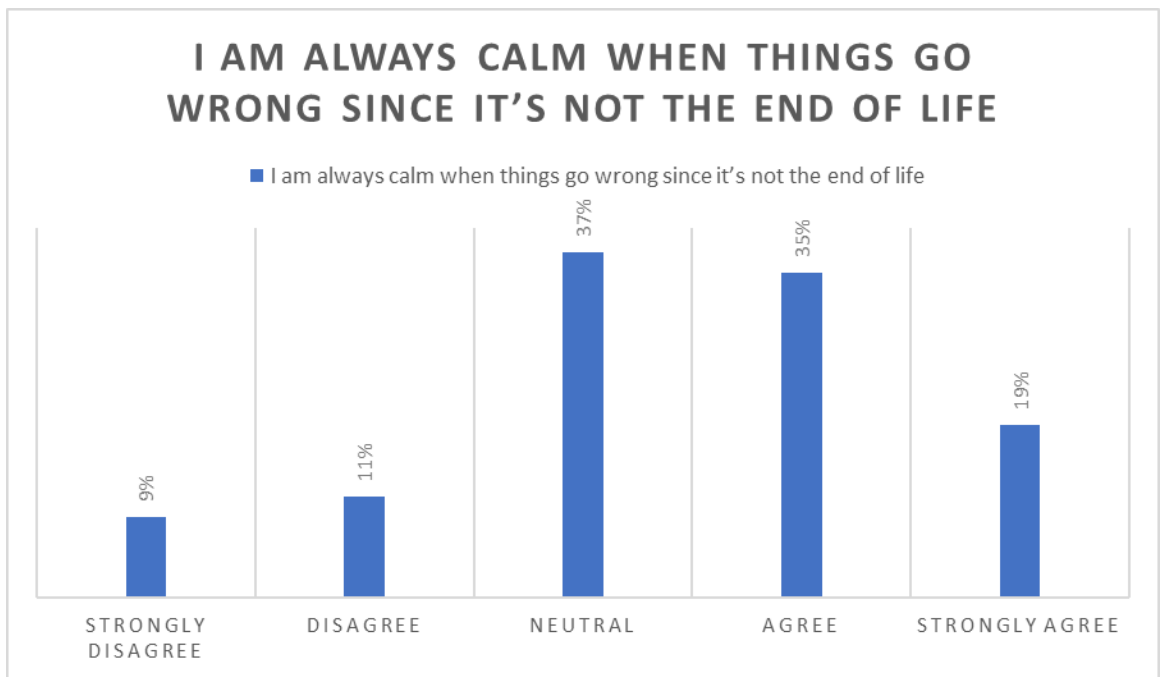


FIGURE 5.27: I AM ALWAYS CALM WHEN THINGS GO WRONG



21. I always love exploration and adventure into uncertainties all my life

Option	Percentage	Frequency
Strongly Disagree	2%	8
Disagree	10%	10
Neutral	41%	24
Agree	32%	32
Strongly Agree	15%	17

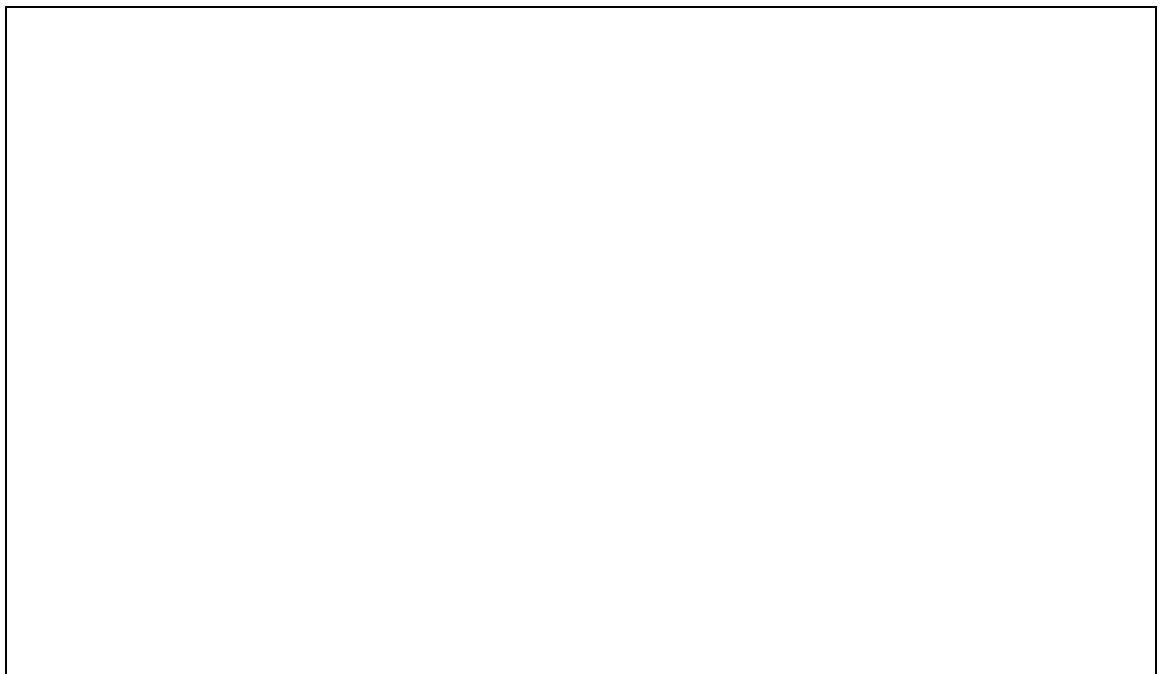


FIGURE 5.28: I ALWAYS LOVE EXPLORATION AND ADVENTURE INTO UNCERTAINTIES

22. I don't fear the unknown but always want to know the unknown myself

Option	Percentage	Frequency
Strongly Disagree	1%	1
Disagree	13%	12
Neutral	25%	23
Agree	36%	33
Strongly Agree	23%	21

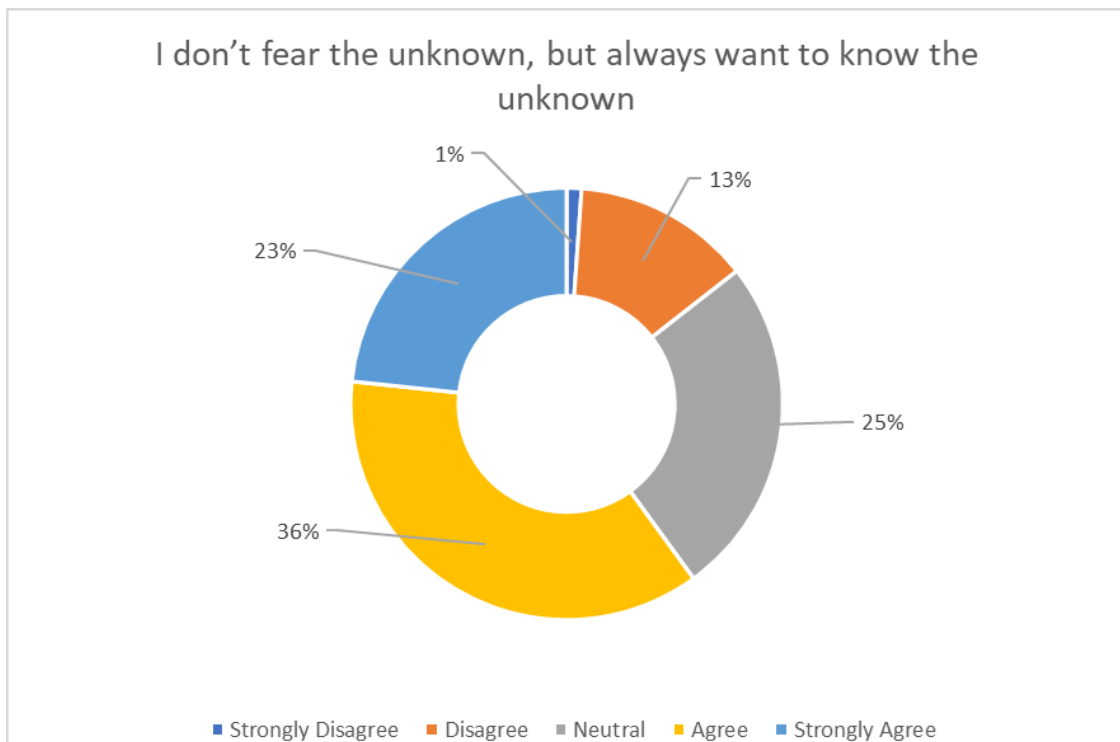


FIGURE 5.29: I DON'T FEAR THE UNKNOWN, BUT ALWAYS WANT TO KNOW THE UNKNOWN

23. I don't tread on dangerous ground without first thinking out how to escape

Option	Percentage	Frequency
Strongly Disagree	0%	0
Disagree	3%	3
Neutral	25%	23
Agree	46%	42
Strongly Agree	24%	22

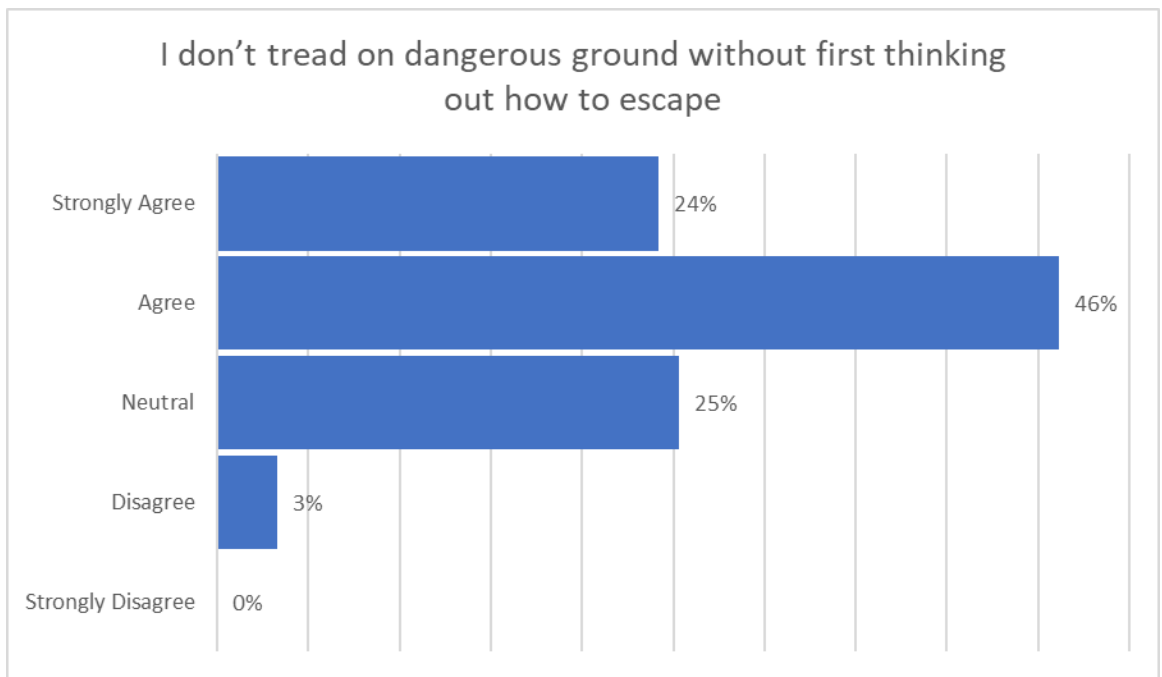


FIGURE 5.30: I DON'T TREAD ON DANGEROUS GROUND WITHOUT FIRST THINKING OUT HOW TO ESCAPE

24. Success is a result of effort, not luck one picks along the way in life

Option	Percentage	Frequency
Strongly Disagree	2%	2
Disagree	2%	2
Neutral	11%	10
Agree	26%	24
Strongly Agree	57%	52

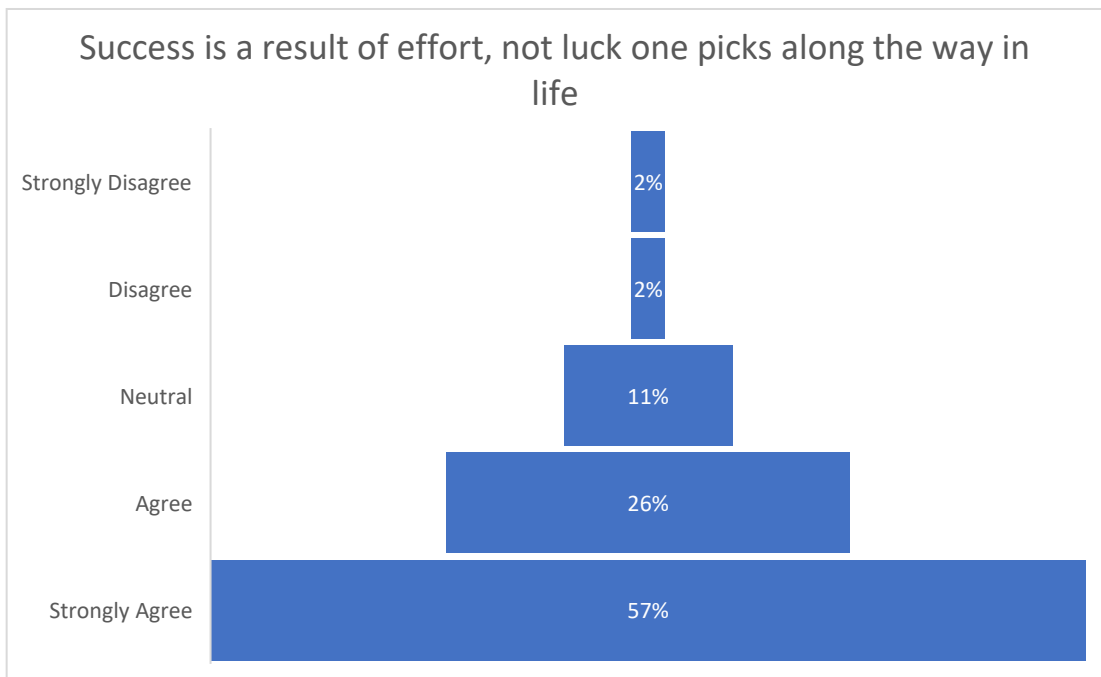


FIGURE 5.31: SUCCESS IS A RESULT OF EFFORT, NOT LUCK ONE PICKS ALONG THE WAY IN LIFE

The respondents agreed with all the statements on uncertainty. However, the highest mean was in respect of the statement: Success is a result of effort, not luck one picks along the way in life (mean =4.36).

TABLE 5.8: DESCRIPTIVE STATISTICS ON UNCERTAINTY

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
By nature, I like doing things that others avoid doing; I don't know why	91	1	5	3.62	1.019	-.128	.253
I am always calm when things go wrong since it's not the end of life	91	1	5	3.44	1.176	-.544	.253
I always love exploration and adventure into uncertainties all my life	91	1	5	3.48	.947	-.152	.253
I don't fear the unknown but always want to know the unknown myself	91	1	5	3.68	1.010	-.379	.253
I don't tread on dangerous ground without first thinking out how to escape	91	2	5	3.91	.798	-.242	.253
Success is a result of effort, not luck one picks along the way in life	91	1	5	4.36	.925	-1.652	.253
Valid N (listwise)	91						

All the means of items on uncertainty, as shown in table 5.10, have high levels of agreeableness, demonstrating the need for the strong position that uncertainty significantly affects entrepreneurship.

TABLE 5.9: CORRELATIONS ON STATEMENTS ON UNCERTAINTIES

		By nature, I like doing things that others avoid doing; I don't know why	I am always calm when things go wrong since it's not the end of life	I always love exploration and adventure into uncertainties all my life	I don't fear the unknown but always want to know the unknown myself	I don't tread on dangerous ground without first thinking out how to escape	Success is a result of effort, not luck one picks along the way in life
By nature, I like doing things that others avoid doing; I don't know why	Pearson Correlation	1	.096	.218 <sup>*</sup>	.031	-.083	-.133
	Sig. (2-tailed)		.364	.038	.773	.434	.208
	N	91	91	91	91	91	91
I am always calm when things go wrong since it's not the end of life	Pearson Correlation	.096	1	.416 <sup>**</sup>	.232 <sup>*</sup>	.160	.240 <sup>*</sup>
	Sig. (2-tailed)	.364		.000	.027	.130	.022
	N	91	91	91	91	91	91
I always love exploration and adventure into uncertainties all my life	Pearson Correlation	.218 <sup>*</sup>	.416 <sup>**</sup>	1	.279 <sup>**</sup>	.130	.153
	Sig. (2-tailed)	.038	.000		.007	.218	.148
	N	91	91	91	91	91	91

I don't fear the unknown but always want to know the unknown myself	Pearson Correlation	.031	.232 <sup>*</sup>	.279 <sup>**</sup>	1	.089	.137
	Sig. (2-tailed)	.773	.027	.007		.402	.195
	N	91	91	91	91	91	91
I don't tread on dangerous ground without first thinking out how to escape	Pearson Correlation	-.083	.160	.130	.089	1	.134
	Sig. (2-tailed)	.434	.130	.218	.402		.205
	N	91	91	91	91	91	91
Success is a result of effort, not luck one picks along the way in life	Pearson Correlation	-.133	.240 <sup>*</sup>	.153	.137	.134	1
	Sig. (2-tailed)	.208	.022	.148	.195	.205	
	N	91	91	91	91	91	91

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### 5.3.7 Confidence in the future

25. You cannot change the future; you can influence future happenings

Option	Percentage	Frequency
Strongly Disagree	5%	5
Disagree	10%	9
Neutral	16%	15
Agree	30%	27
Strongly Agree	38%	35

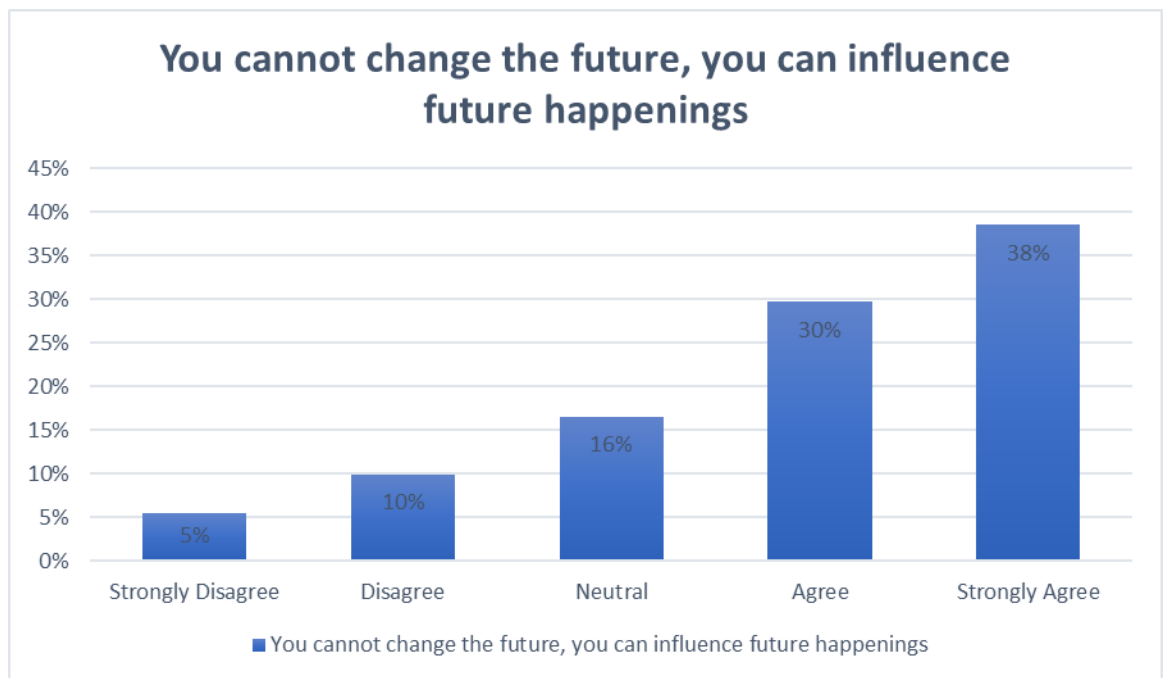


FIGURE 5.32: YOU CANNOT CHANGE THE FUTURE; YOU CAN INFLUENCE FUTURE HAPPENINGS



26. Clever people do what they know works, not waste time on unknown

Option	Percentage	Frequency
Strongly Disagree	8%	8
Disagree	19%	10
Neutral	26%	24
Agree	23%	32
Strongly Agree	24%	17

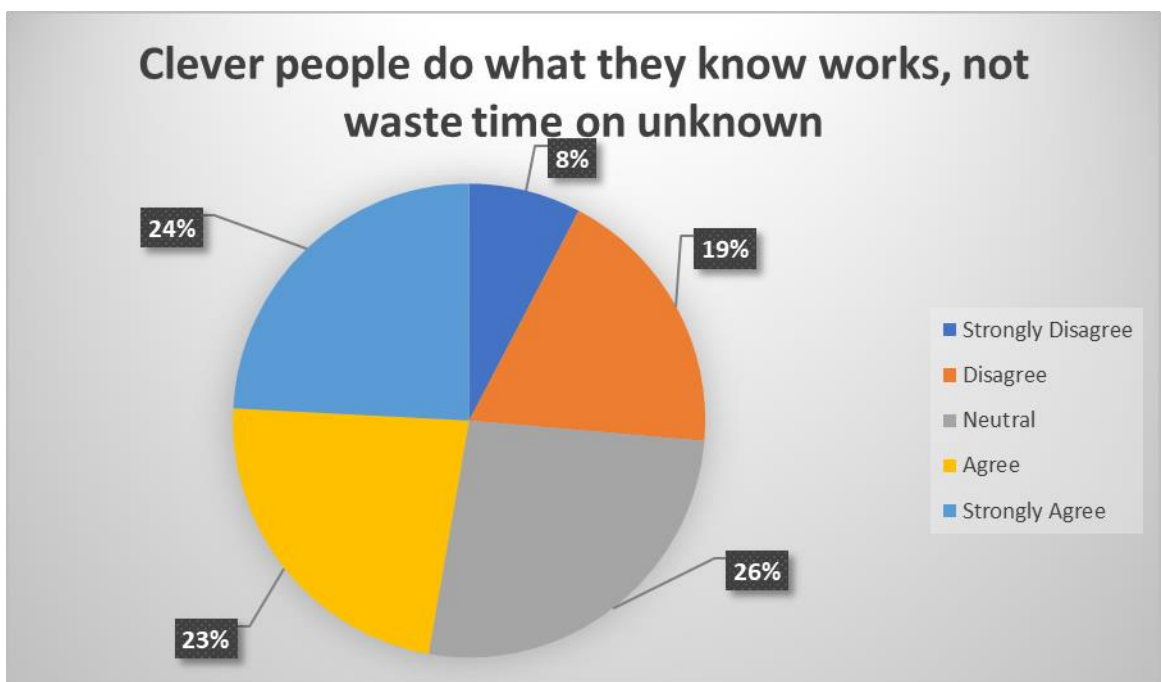


FIGURE 5.33: DO WHAT YOU KNOW WORKS

27. Clever people listen and believe stories that tell them about incidents

Option	Percentage	Frequency
Strongly Disagree	8%	7
Disagree	20%	18
Neutral	25%	23
Agree	24%	22
Strongly Agree	23%	21

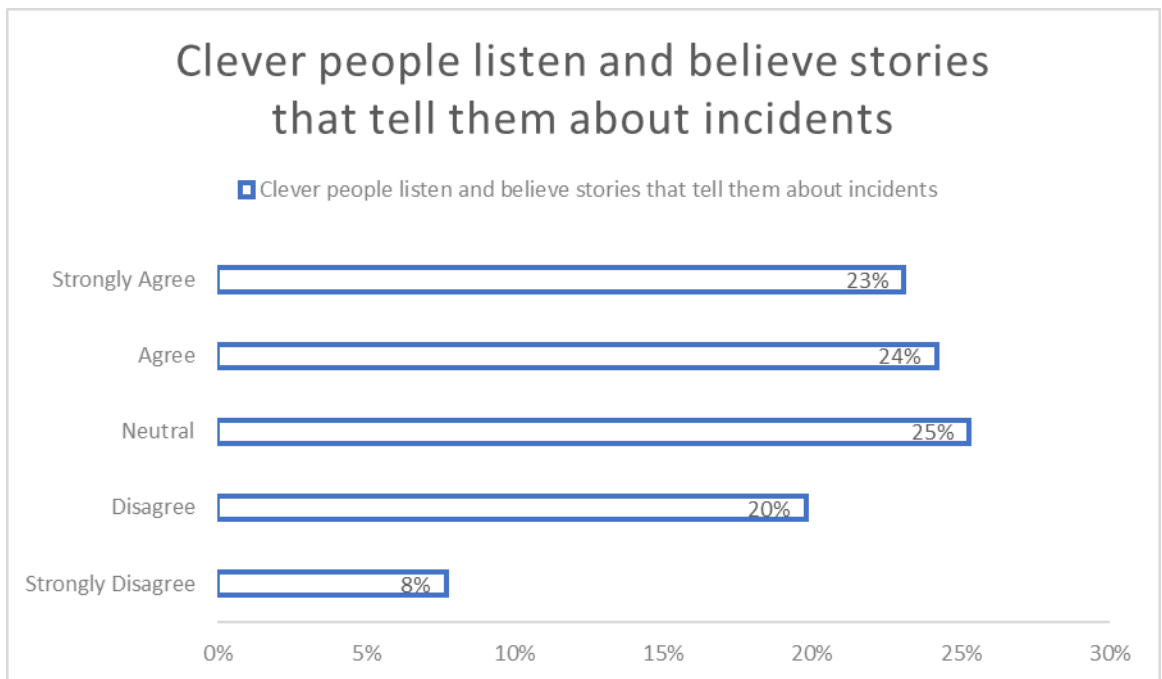


FIGURE 5.34: CLEVER PEOPLE LISTEN AND BELIEVE STORIES

28. We shape our future through the self-determination of whom we want to be

Option	Percentage	Frequency
Strongly Disagree	1%	1
Disagree	2%	2
Neutral	16%	15
Agree	41%	37
Strongly Agree	40%	36

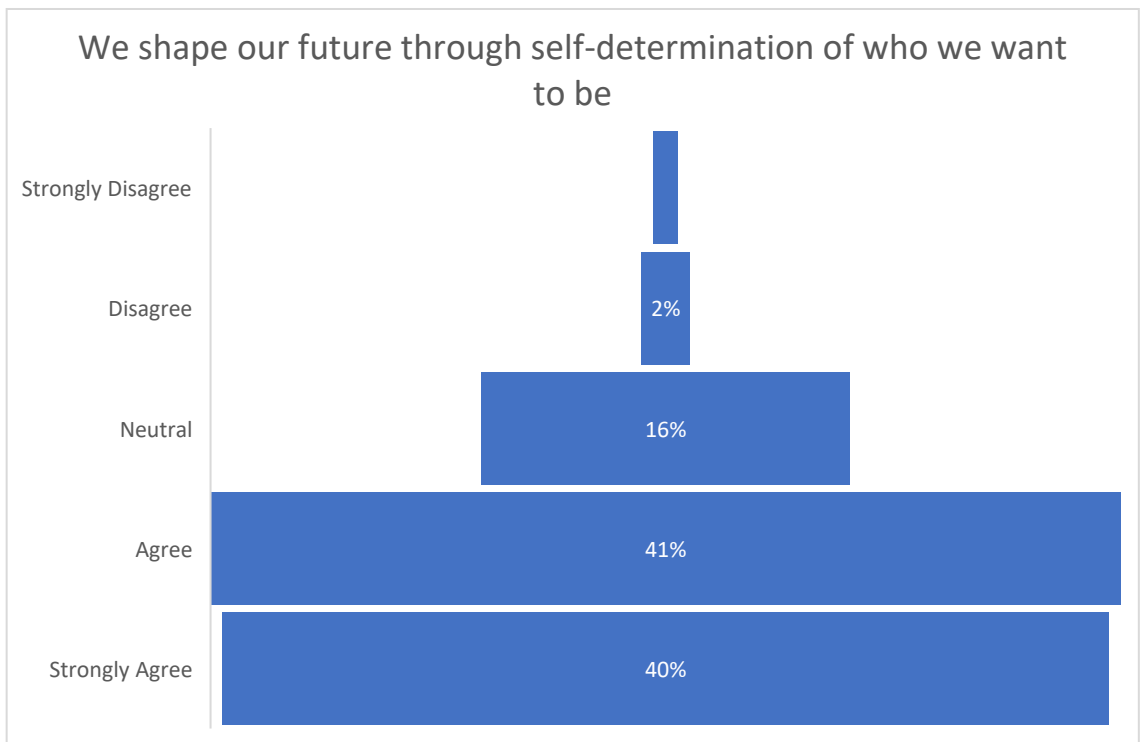


FIGURE 5.35: WE SHAPE OUR FUTURE THROUGH SELF-DETERMINATION OF WHO WE WANT TO BE

Option	Percentage	Frequency
Strongly Disagree	3%	3
Disagree	1%	1
Neutral	13%	12
Agree	37%	34
Strongly Agree	45%	41

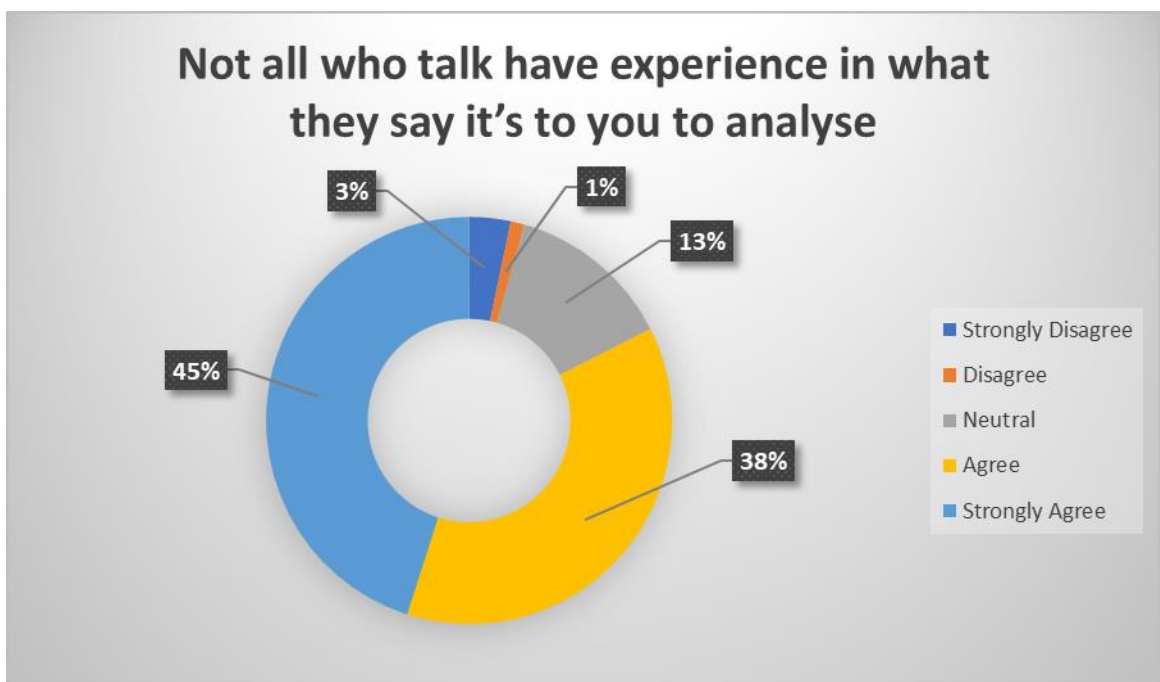


FIGURE 5.36: NOT ALL WHO TALK HAVE EXPERIENCE IN WHAT THEY SAY

29. It is good to listen but analyse; life is about taking chances to succeed

Option	Percentage	Frequency
Strongly Disagree	1%	1
Disagree	1%	1
Neutral	10%	9
Agree	43%	39
Strongly Agree	44%	40

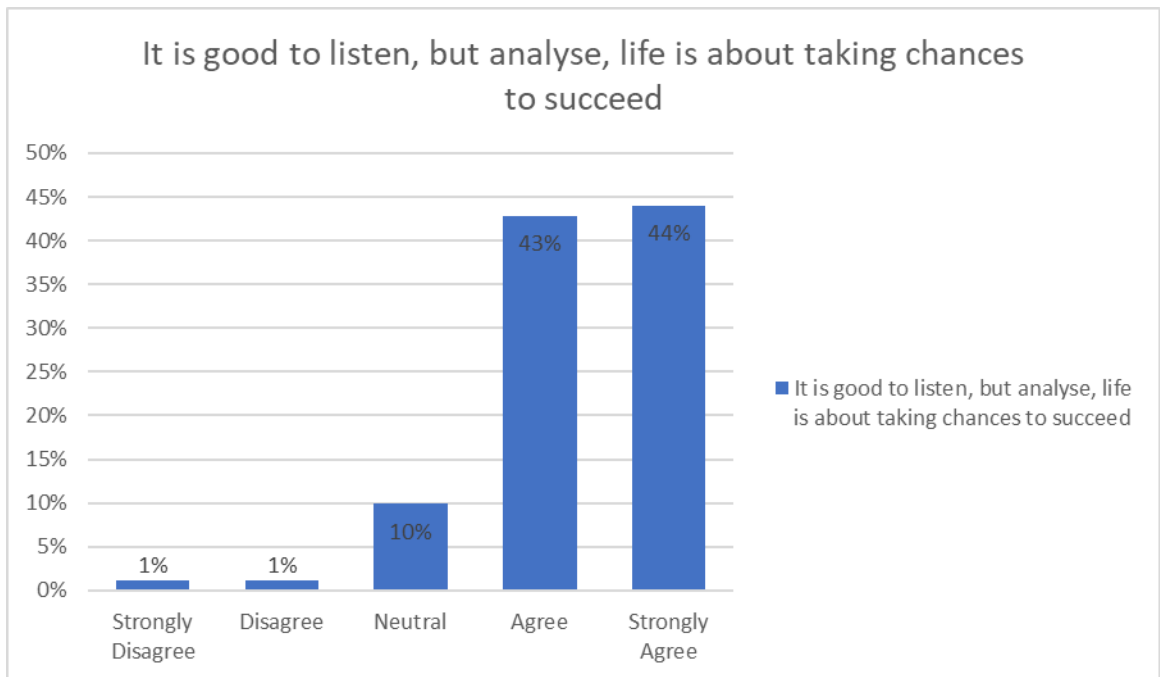
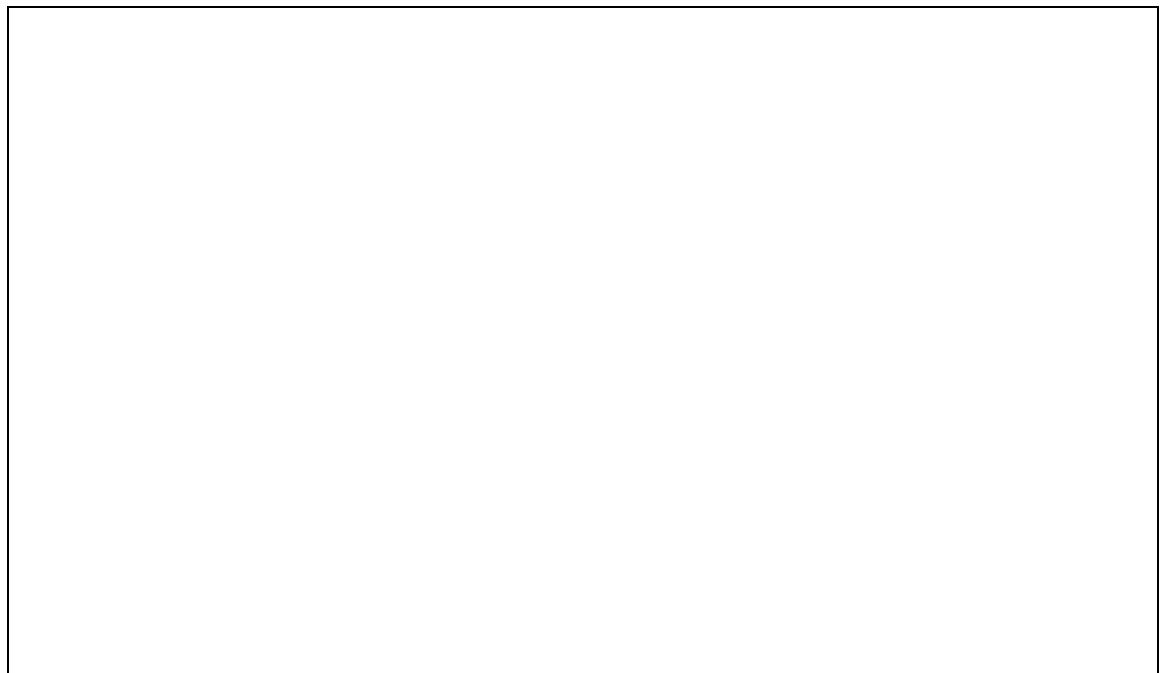


FIGURE 5.37: IT'S GOOD TO LISTEN, BUT ANALYSE

30. There's nothing like success by luck; luck depends on how much sweat

Option	Percentage	Frequency
Strongly Disagree	1%	1
Disagree	10%	9
Neutral	15%	14
Agree	40%	36
Strongly Agree	34%	31



*FIGURE 5.38: THERE'S NOTHING LIKE SUCCESS BY LUCK*

Measures of central tendency for statements concerning confidence in the future as a key entrepreneurial tendency are provided in the table below.

TABLE 5.10: DESCRIPTIVE STATISTICS ON AGREEABLENESS TO CONFIDENCE IN THE FUTURE

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
You cannot change the future, but you can influence future happenings	91	1	5	3.86	1.198	-.868	.253
Clever people do what they know works, not waste time on unknown	91	1	5	3.37	1.253	-.226	.253
Clever people listen and believe stories that tell them about incidents	91	1	5	3.35	1.251	-.212	.253
We shape our future through the self-determination of whom we want to be	91	1	5	4.15	.855	-.957	.253
Not all who talk have experience in what they say; it's for you to analyse	91	1	5	4.20	.945	-1.458	.253
It is good to listen but analyse; life is about taking chances to succeed	91	1	4	4.73	4.235	9.042	.253
There's nothing like success by luck; luck depends on how much sweat	91	1	5	3.96	.999	-.799	.253
Valid N (listwise)	91						

Table 5.10 shows that all other items had a high agreement (mean>3.5) except for the statements: Clever people do what they know works, not waste time on unknown (mean=3.37), and Clever people listen and believe stories that tell them about incidents (mean=3.35). The highest mean level of agreeableness was in relation to the statements that: We shape our future through the self-determination of who we want to be (mean=4.15), and Not all who talk have experience in what they say it's for you to analyse

(mean=4.20). These show that the respondents largely agreed with the items on confidence included in the questionnaire. To establish how well these items related to each other, the correlation matrix provided in Table 5.11 was essential.



TABLE 5.11: CORRELATION MATRIX FOR THE STATEMENTS ON CONFIDENCE

			You cannot change the future, but you can influence future happenings	Clever people do what they know works, not waste time on unknown	Clever people listen and believe stories that tell them about incidents	We shape our future through the self-determination of who we want to be	Not all who talk have experience in what they say; it's to you to analyse	It is good to listen but analyse; life is about taking chances to succeed	There's nothing like success by luck; luck depends on how much sweat
You cannot change the future, but you can influence future happenings	Pearson Correlation	1	.191	-.107	.163	.163	.051	.190	
	Sig. (2-tailed)		.069	.313	.123	.124	.629	.072	
	N	91	91	91	91	91	91	91	
Clever people do what they know works, not waste time on unknown	Pearson Correlation	.191	1	.078	.081	.200	.135	.138	
	Sig. (2-tailed)	.069		.461	.448	.058	.203	.194	
	N	91	91	91	91	91	91	91	
Clever people listen and believe stories that tell them about incidents	Pearson Correlation	.107	.078	1	.032	-.003	.027	.093	
	Sig. (2-tailed)	.313	.461		.764	.977	.801	.383	
	N	91	91	91	91	91	91	91	
We shape our future through the self-determination of who we want to be	Pearson Correlation	.163	.081	.032	1	.374**	.061	.177	
	Sig. (2-tailed)	.123	.448	.764		.000	.566	.093	
	N	91	91	91	91	91	91	91	

Not all who talk have experience in what they say; it's to you to analyse	Pearson Correlation	.163	.200	-.003	.374**	1	-.214*	.256*
	Sig. (2-tailed)	.124	.058	.977	.000		.042	.014
	N	91	91	91	91	91	91	91
It is good to listen but analyse; life is about taking chances to succeed	Pearson Correlation	.051	.135	.027	.061	-.214*	1	.060
	Sig. (2-tailed)	.629	.203	.801	.566	.042		.571
	N	91	91	91	91	91	91	91
There's nothing like success by luck; luck depends on how much sweat	Pearson Correlation	.190	.138	.093	.177	.256*	.060	1
	Sig. (2-tailed)	.072	.194	.383	.093	.014	.571	
	N	91	91	91	91	91	91	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table 5.11 shows that most correlations were positive, showing a general tendency for consistency and item-by-item reflections.

### 5.3.8 People skills and creativity

31. You must understand people to be successful in your life endeavours

Option	Percentage	Frequency
Strongly Disagree	1%	1
Disagree	8%	7
Neutral	33%	30
Agree	36%	33
Strongly Agree	22%	20

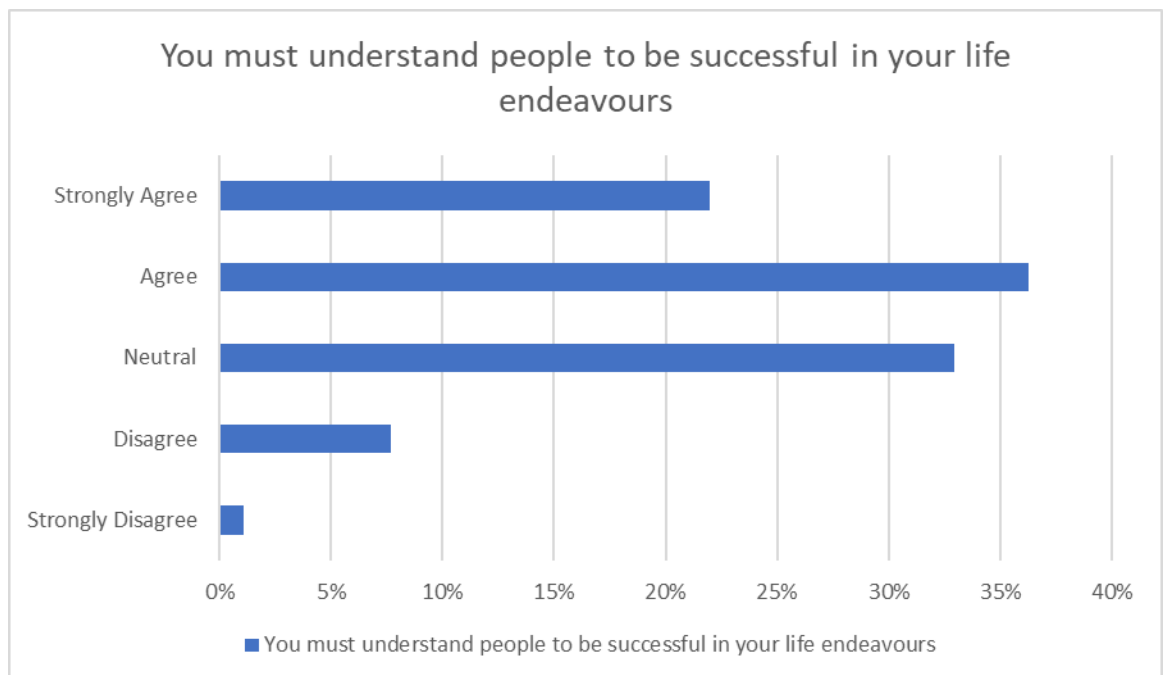


FIGURE 5.39: YOU MUST UNDERSTAND PEOPLE TO BE SUCCESSFUL IN YOUR LIFE ENDEAVOURS

32. Identify, develop, and use your source of power to influence followers

Option	Percentage	Frequency
Strongly Disagree	4%	4
Disagree	11%	10
Neutral	22%	20
Agree	38%	35
Strongly Agree	23%	21

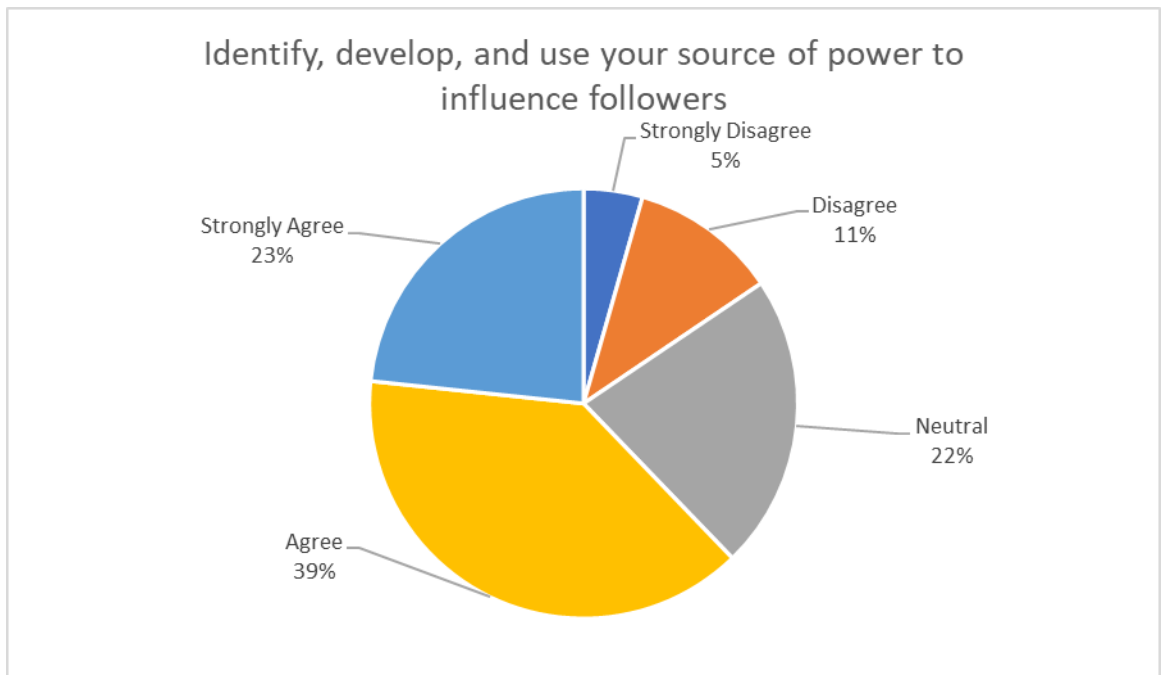


FIGURE 5.40: IDENTIFY, DEVELOP, AND USE YOUR SOURCE OF POWER TO INFLUENCE FOLLOWERS

33. Successful people are born with it; no need to exert oneself to succeed

Option	Percentage	Frequency
Strongly Disagree	36%	33
Disagree	35%	32
Neutral	11%	10
Agree	13%	12
Strongly Agree	4%	4

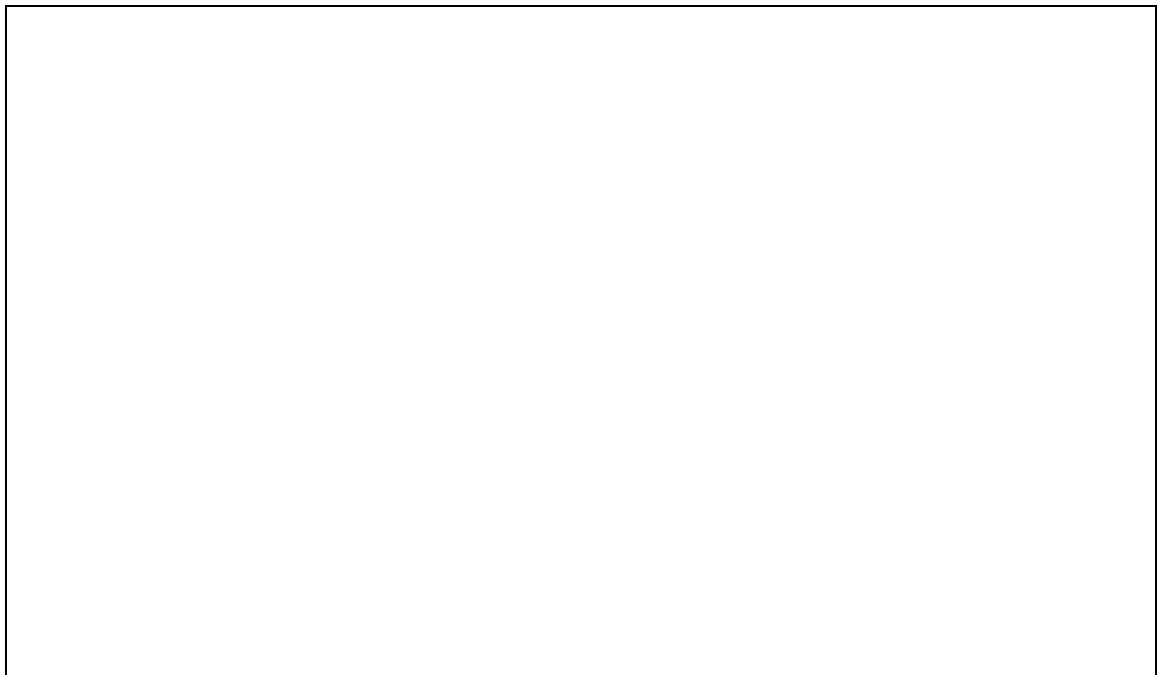


FIGURE 5.41: IDENTIFY, DEVELOP, AND USE YOUR SOURCE OF POWER TO INFLUENCE FOLLOWERS

34. You don't need to be friends with people for you to be a success in life

Option	Percentage	Frequency
Strongly Disagree	5%	5
Disagree	15%	14
Neutral	25%	23
Agree	33%	30
Strongly Agree	21%	19

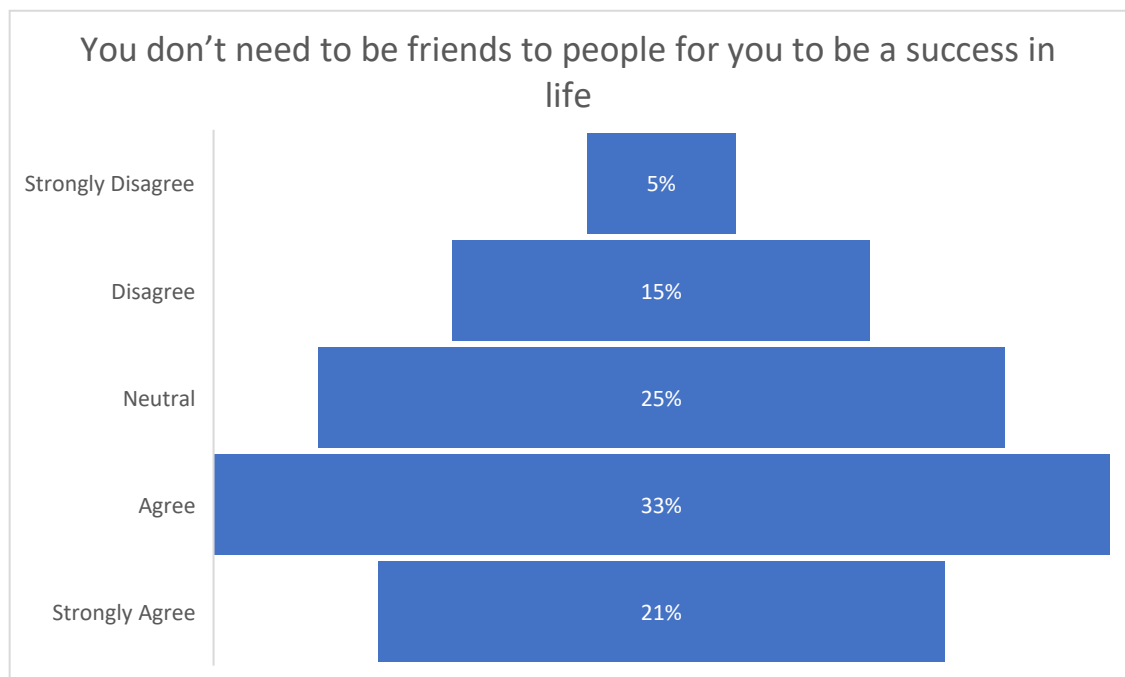


FIGURE 5.42: YOU DON'T NEED TO BE FRIENDS TO PEOPLE FOR YOU TO BE A SUCCESS IN LIFE

35. People follow individuals showing the potential to succeed in their lives

Option	Percentage	Frequency
Strongly Disagree	1%	1
Disagree	7%	6
Neutral	31%	28
Agree	44%	40
Strongly Agree	18%	16

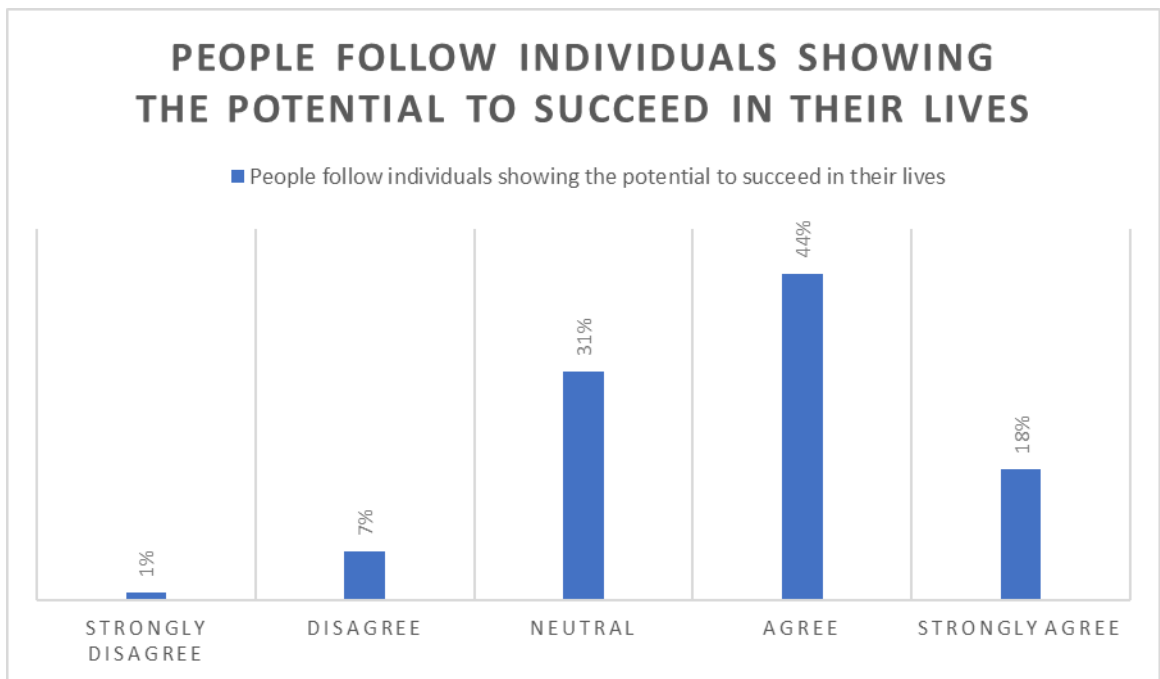


FIGURE 5.43: PEOPLE FOLLOW INDIVIDUALS SHOWING THE POTENTIAL TO SUCCEED IN THEIR LIVES

36. Good communicators influence people, which brings them success

Option	Percentage	Frequency
Strongly Disagree	3%	3
Disagree	1%	1
Neutral	34%	31
Agree	36%	33
Strongly Agree	25%	23

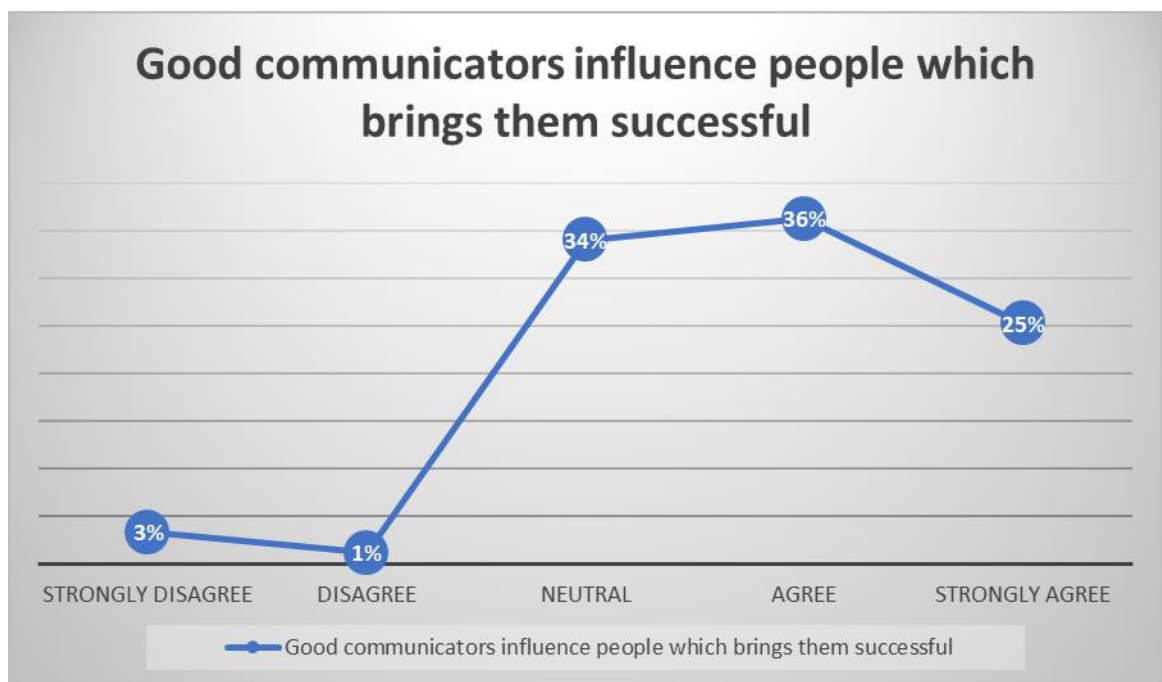


FIGURE 5.44: GOOD COMMUNICATORS INFLUENCE PEOPLE WHICH BRINGS THEM SUCCESS

As provided in Shi, Yuan, Bell and Wang (2020), highly creative people have the ability to keep a good attitude and a high level of self-confidence when engaging in business endeavours. Many academics integrate creativity with the study of entrepreneurs' intentions to launch their own companies due to the fact that creativity is tied to a person's unique characteristics and capabilities.



Agreeableness on items related to people skills and creativity was provided in Table 5.12. The descriptive statistics show that only the statement: Successful people are born with it, no need to exert oneself to succeed (mean = 2.14) was lowly agreed to. This result clearly supports the possession of a high entrepreneurial tendency as it means the belief that success is not born with but a result of working hard. As provided in the table below, the mean agreeable scores were as follows: You must understand people to be successful in your life endeavours (mean =3.68), Identify, develop and use your source of power to influence followers (4.09), You don't need to be friends to people for you to be a success in life (mean = 3.48), people follow individuals showing the potential to succeed in their lives (mean=3.70) and Good communicators influence people which brings them successful (3.79). The high level of agreeableness shown by the items demonstrates that the respondents had good entrepreneurial tendencies concerning people skills and creativity.

TABLE 5.12: DESCRIPTIVE STATISTICS ON AGREEABLENESS TO PEOPLE SKILLS AND CREATIVITY

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
You must understand people to be successful in your life endeavours	91	1	5	3.68	.930	-.251	.253
Identify, develop, and use your source of power to influence followers	91	1	4	4.09	4.265	8.594	.253
Successful people are born with it; no need to exert oneself to succeed	91	1	5	2.14	1.179	.881	.253
You don't need to be friends with people for you to be a success in life	91	1	5	3.48	1.149	-.409	.253
People follow individuals showing the potential to succeed in their lives	91	1	5	3.70	.876	-.393	.253
Good communicators influence people, which brings them success	91	1	5	3.79	.949	-.604	.253
Valid N (listwise)	91						

The correlation of the items was considered, and Table 5.12 presents the correlation matrix for the items. For example, the view that "You must understand people to be successful in your life endeavours" was found to be significantly correlated with "You must understand people to be successful in your life endeavours" ( $r=0.338$ ), the statement "Identify, develop and use your source of power to influence followers" correlated highly with "You must understand people to be successful in your life endeavours" ( $r=0.338$ ), "Identify, develop and use your source of power to influence followers" correlated with "You must understand people to be successful in your life endeavours"  $r=0.338$ ". At the same time "good communicators influence people which brings them success correlated well with "People follow individuals showing the potential to succeed in their lives" ( $r=0.379$ ).

TABLE 5.13: CORRELATION MATRIC FOR VIEWS ON PEOPLE SKILLS AND CREATIVITY

		You must understand people to be successful in your life endeavours	You must understand people to be successful in your life endeavours	Successful people are born with it; no need to exert oneself to succeed	You don't need to be friends with people for you to be a success in life	People follow individuals showing the potential to succeed in their lives	Good communicators influence people, which brings them successful
You must understand people to be successful in your life endeavours	Pearson Correlation	1	.338**	-.019	.136	.128	.289**
	Sig. (2-tailed)		.001	.859	.200	.226	.005
	N	91	91	91	91	91	91
Identify, develop, and use your source of power to influence followers	Pearson Correlation	.338**	1	-.194	-.040	.076	.261*
	Sig. (2-tailed)	.001		.065	.705	.475	.012
	N	91	91	91	91	91	91
Successful people are born with it; no need to exert oneself to succeed	Pearson Correlation	-.019	-.194	1	.203	.063	.126
	Sig. (2-tailed)	.859	.065		.054	.553	.233
	N	91	91	91	91	91	91
You don't need to be friends with people for you to be a success in life	Pearson Correlation	.136	-.040	.203	1	.222*	.277**
	Sig. (2-tailed)	.200	.705	.054		.035	.008
	N	91	91	91	91	91	91

	N	91	91	91	91	91	91
People follow individuals showing the potential to succeed in their lives	Pearson Correlation	.128	.076	.063	.222*	1	.379**
	Sig. (2-tailed)	.226	.475	.553	.035		.000
	N	91	91	91	91	91	91
Good communicators influence people, which brings them successful	Pearson Correlation	.289**	.261*	.126	.277**	.379**	1
	Sig. (2-tailed)	.005	.012	.233	.008	.000	
	N	91	91	91	91	91	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

The results in relation to people skills and creativity show greater agreeableness with the statements showing that people skills and creativity were valuable in the development of entrepreneurial tendencies and in engaging in real entrepreneurship activities.

### 5.3.9 Personality

37. I enjoy life with challenges and different tasks every day – they make me happy

Option	Percentage	Frequency
Strongly Disagree	0%	0
Disagree	5%	5
Neutral	31%	28
Agree	38%	35
Strongly Agree	25%	23

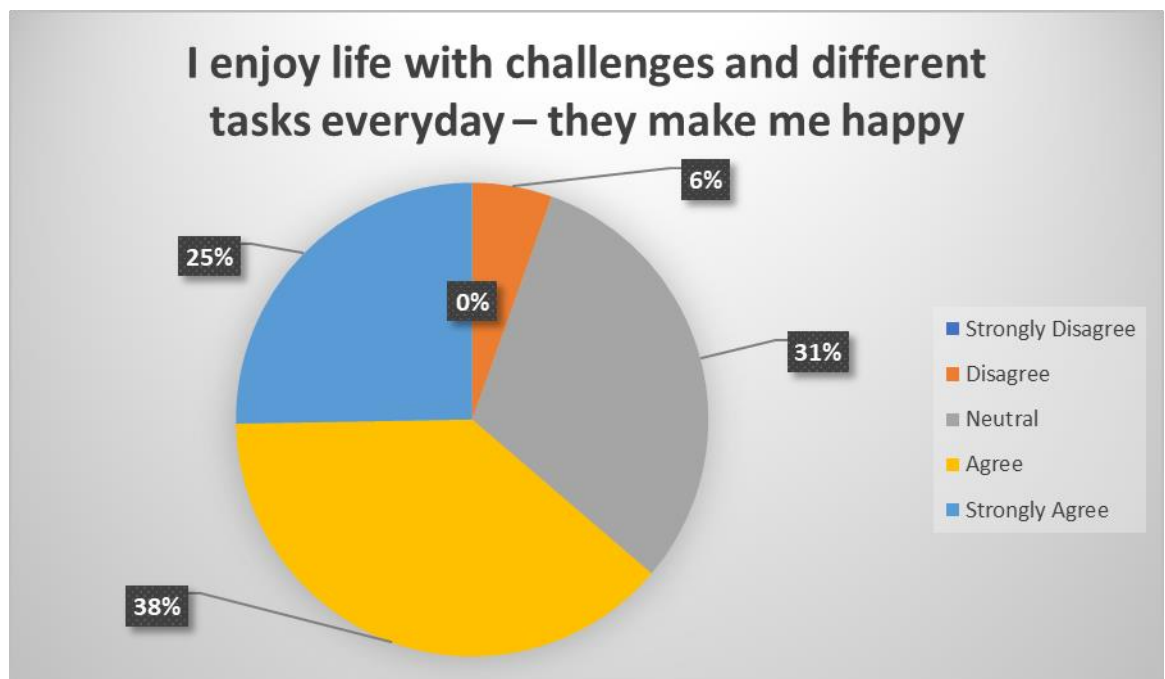


FIGURE 5.45: I ENJOY LIFE WITH CHALLENGES AND DIFFERENT TASKS EVERYDAY

38. I always prefer to be the one in charge and giving and not receiving

Option	Percentage	Frequency
Strongly Disagree	8%	7
Disagree	30%	27
Neutral	33%	30
Agree	18%	16
Strongly Agree	12%	11

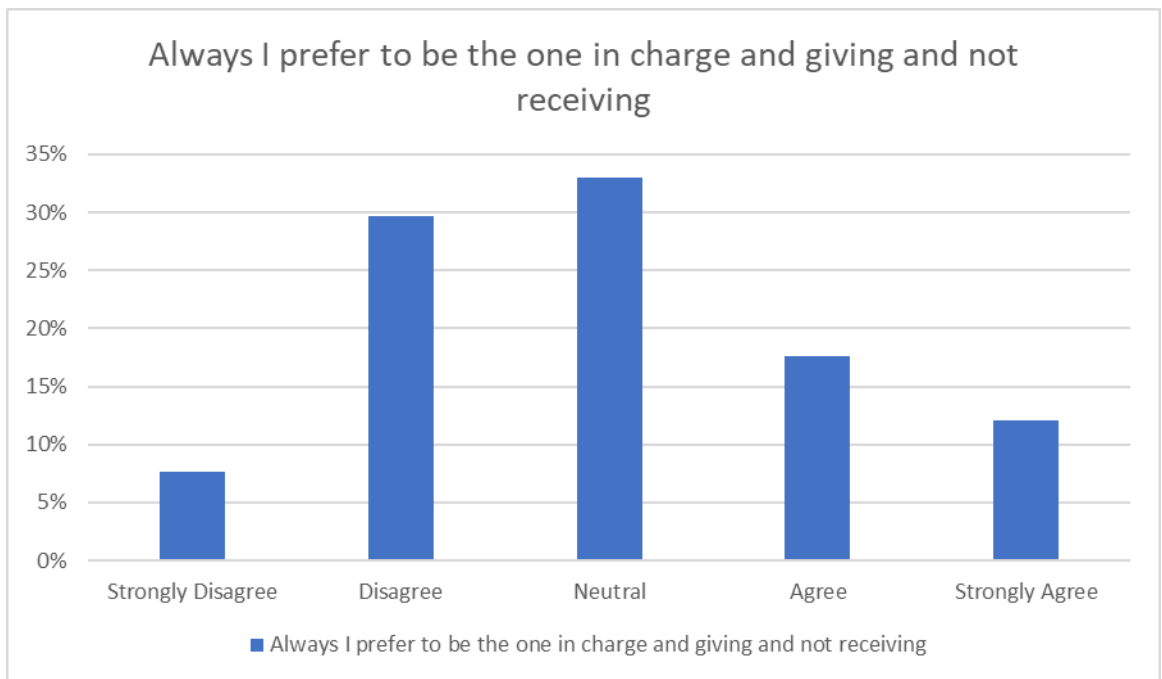


FIGURE 5.46: ALWAYS I PREFER TO BE THE ONE IN CHARGE

39. I love controlling other people, and situations don't like following

Option	Percentage	Frequency
Strongly Disagree	21%	19
Disagree	27%	25
Neutral	34%	31
Agree	13%	12
Strongly Agree	4%	4

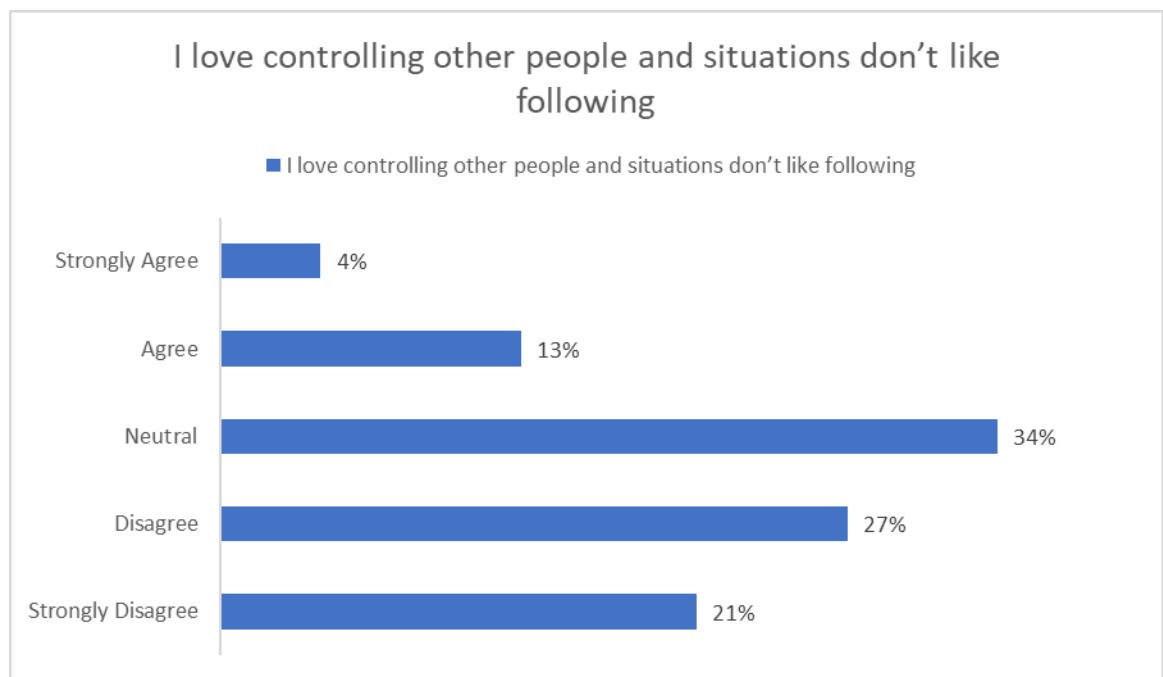


FIGURE 5.47: I LOVE CONTROLLING OTHER PEOPLE AND SITUATIONS

40. I don't like working under pressure; rather lay low than be restless

Option	Percentage	Frequency
Strongly Disagree	15%	14
Disagree	31%	28
Neutral	31%	28
Agree	14%	13
Strongly Agree	9%	8

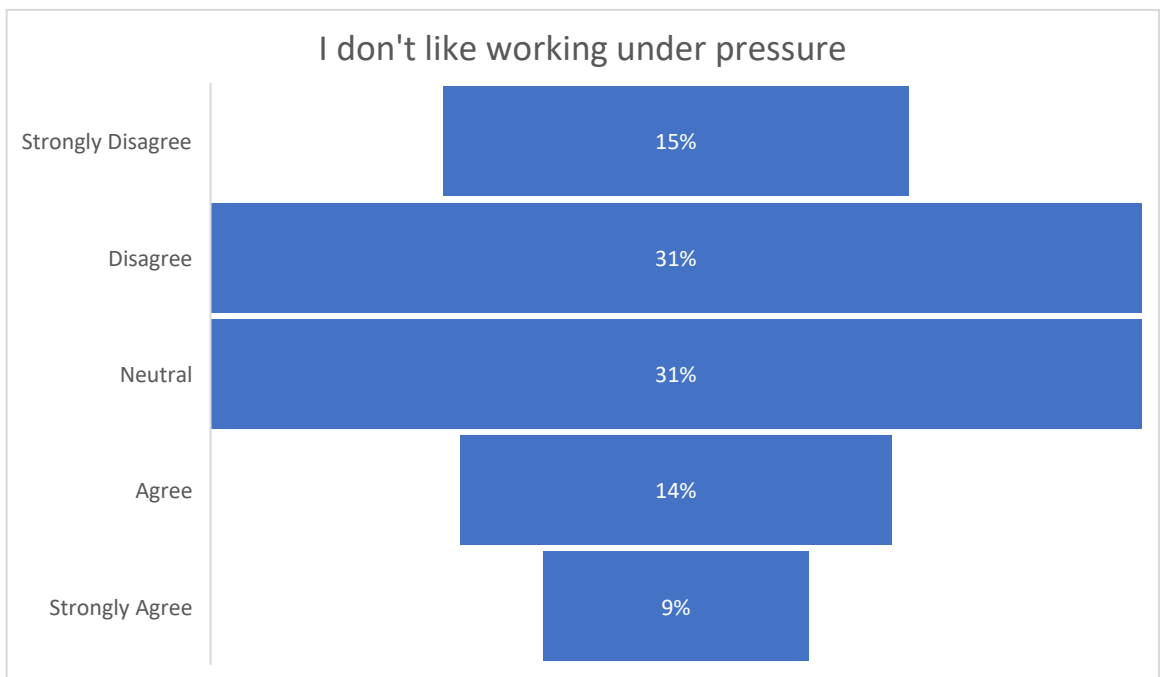


FIGURE 5.48: I DON'T LIKE WORKING UNDER PRESSURE



41. My dream is that I should be followed and not be the follower myself

Option	Percentage	Frequency
Strongly Disagree	8%	7
Disagree	14%	13
Neutral	32%	29
Agree	32%	29
Strongly Agree	14%	13

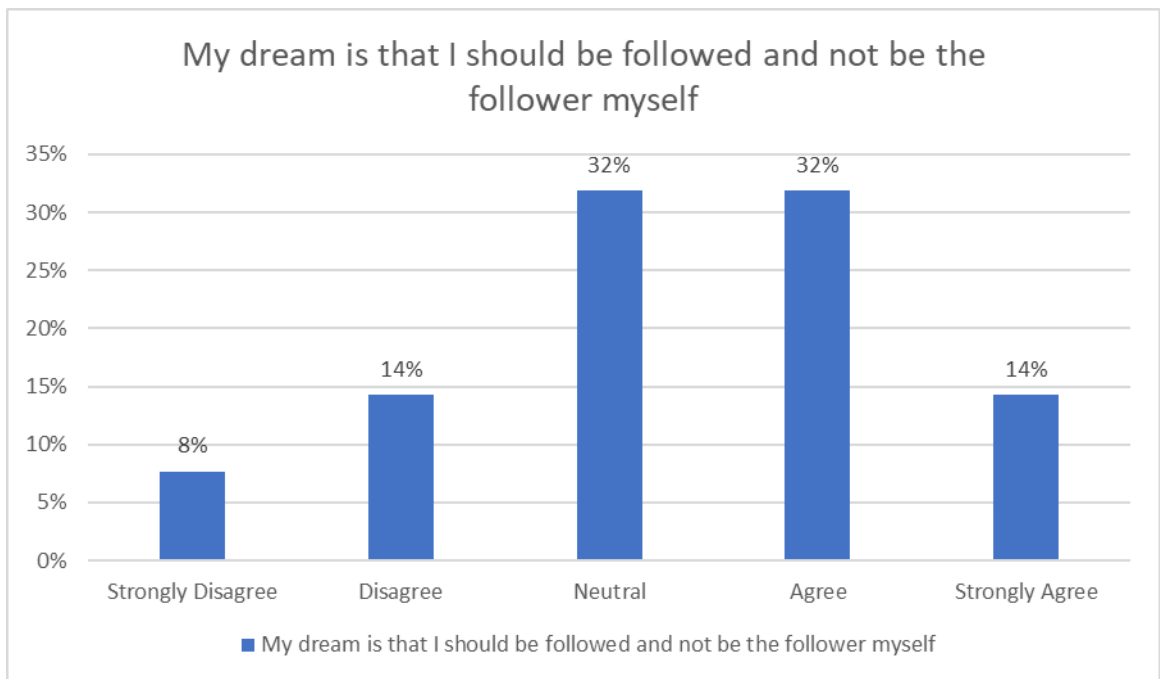


FIGURE 5.49: MY DREAM IS THAT I SHOULD BE FOLLOWED

42. I don't care about negativity; if I want something, I will fight to get it

Option	Percentage	Frequency
Strongly Disagree	0%	0
Disagree	8%	7
Neutral	22%	20
Agree	42%	38
Strongly Agree	29%	26

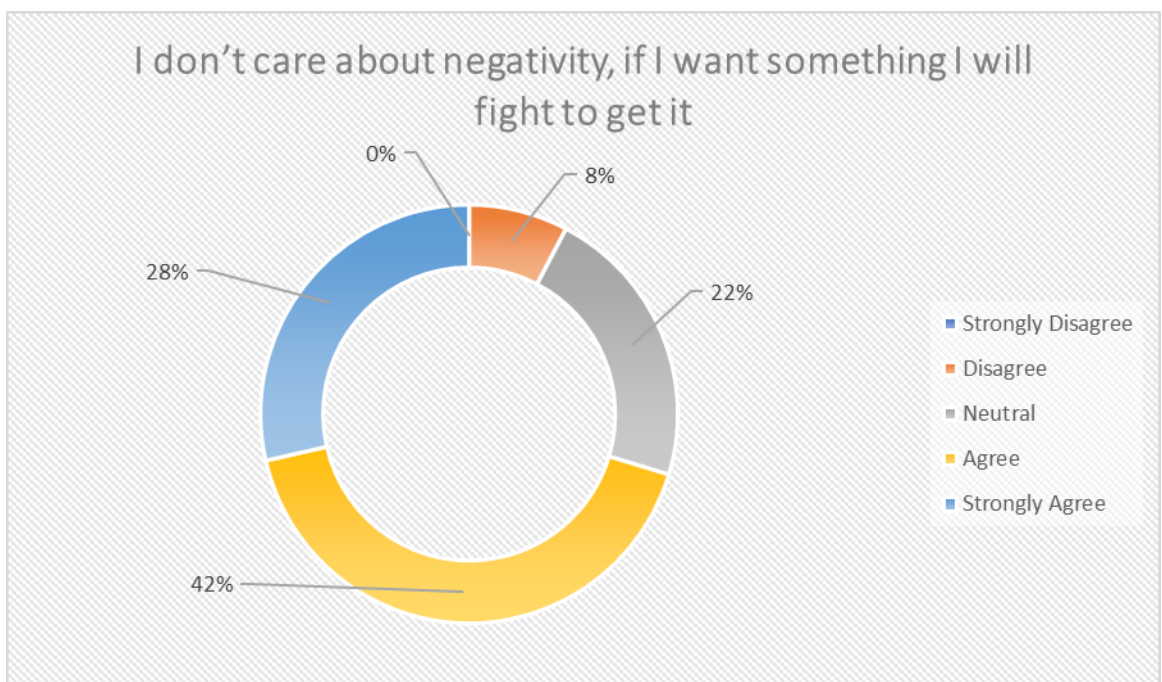


FIGURE 5.50: I DON'T CARE ABOUT NEGATIVITY

43. I have never allowed things to be the same everywhere I have been involved

Option	Percentage	Frequency
Strongly Disagree	1%	1
Disagree	4%	4
Neutral	32%	29
Agree	37%	34
Strongly Agree	24%	22

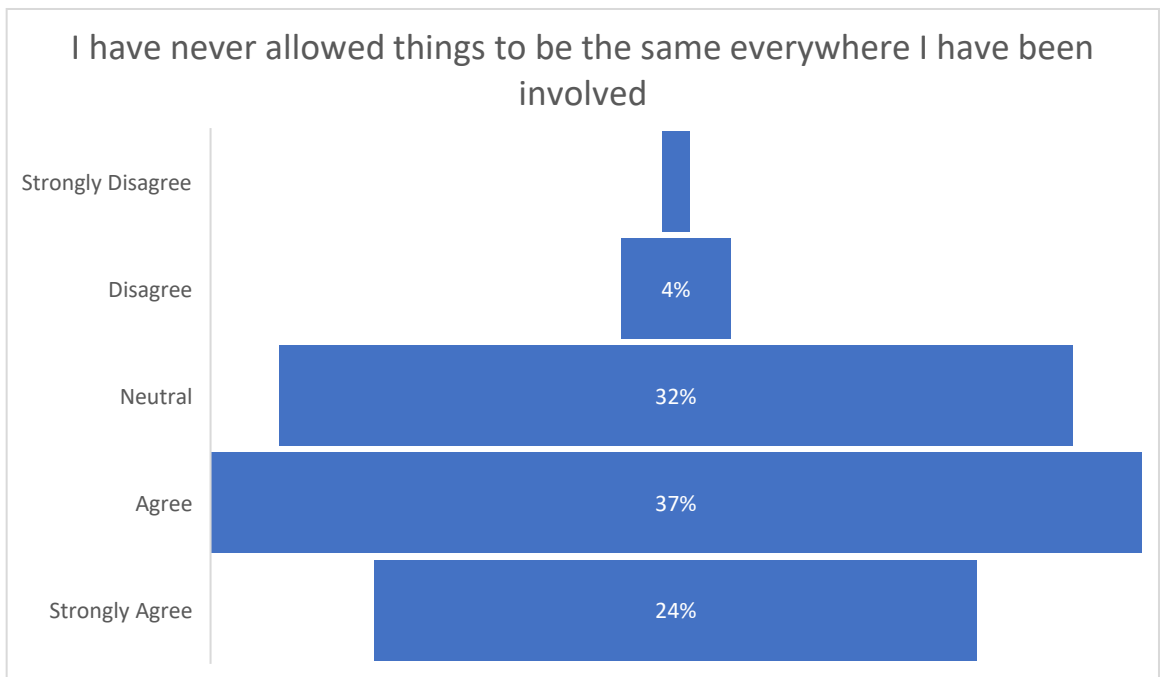


FIGURE 5.51: I HAVE NEVER ALLOWED THINGS TO BE THE SAME

44. My friends always want me to be in front when there are problems to be solved

Option	Percentage	Frequency
Strongly Disagree		2
Disagree		9
Neutral		33
Agree		27
Strongly Agree		19

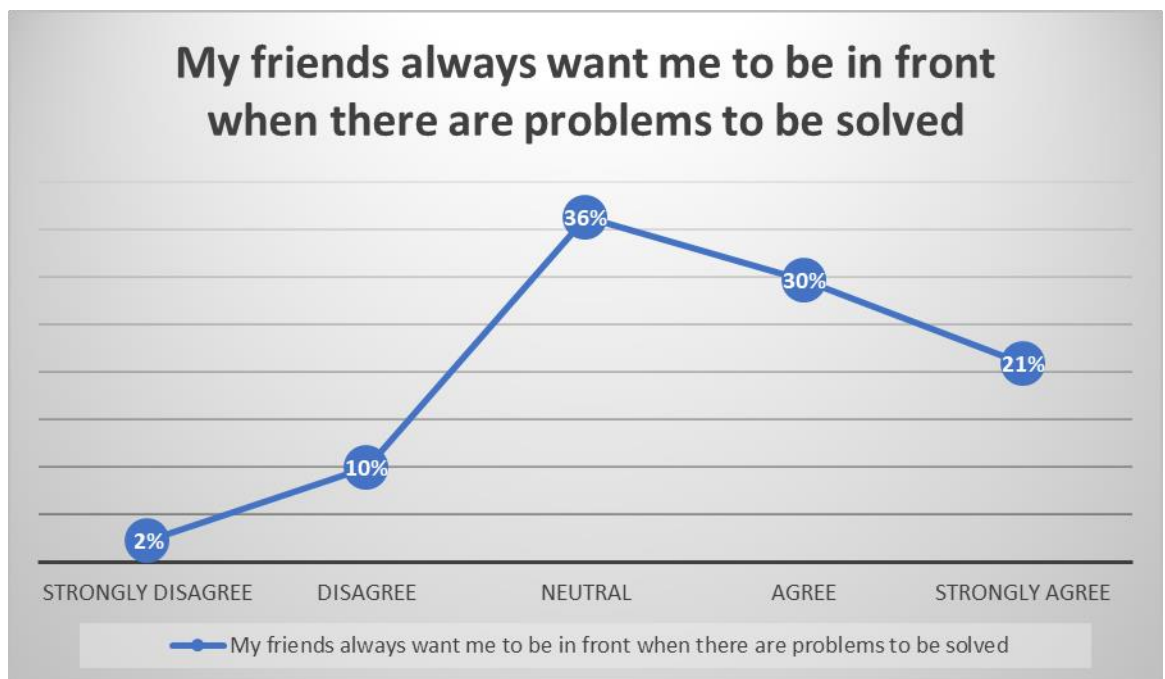


FIGURE 5.52: MY FRIENDS ALWAYS WANT BE TO IN FRONT WHEN THERE ARE PROBLEMS TO BE SOLVED

Descriptive statistics for items on personality are shown in Table 5.14. High means were found in the assertions that: I enjoy life with challenges and different tasks every day –

they make me happy (mean=3.82), I don't care about negativity; if I want something, I will fight to get it (mean=3.91), I have never allowed things to be the same everywhere I have been involved (mean =3.80) and My friends always want me to be in front when there are problems to be solved (mean = 3.59).

TABLE 5.14: DESCRIPTIVE STATISTICS ON AGREEABLENESS TO PERSONALITY ITEMS

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Err
I enjoy life with challenges and different tasks every day – they make me happy	91	2	5	3.82	.877	-.152	.253
I always prefer to be the one in charge and giving and not receiving	91	1	5	2.97	1.130	.255	.253
I love controlling other people and situations; I don't like following	91	1	5	2.53	1.099	.263	.253
I don't like working under pressure; rather lay low than be restless	91	1	5	2.70	1.159	.343	.253
My dream is that I should be followed and not be the follower myself	91	1	5	3.31	1.122	-.348	.253
I don't care about negativity; if I want something, I will fight to get it	90	2	5	3.91	.907	-.467	.254
I have never allowed things to be the same everywhere I have been involved	91	1	5	3.80	.897	-.351	.253

My friends always want me to be in front when there are problems to be solved	91	1	5	3.59	1.011	-.228	.253
Valid N (listwise)	90						

These results show that agreeableness that the respondents enjoyed life with challenges, do not allow things to remain the same whenever they were involved, do not care about negativity, and the view that friends wanted to be in front and lead in solving problems was high. This is an indication of a better entrepreneurial personality. Low agreeableness was found in relation to the statements: Always I prefer to be the one in charge and giving and not receiving (mean = 2.97), I love controlling other people and situations don't like following (mean = 2.53) and I don't like working under pressure, rather be low than be restless (mean = 2.70). It can be seen that the low scores seemed to relate to leadership desires, and it appears that the entrepreneurial personality may be low in leadership but high in handling challenges

Table 5.15 presents the correlation between the items. The items that had high means (that agreeableness that the respondents enjoyed life with challenges, do not allow things to remain the same whenever they were involved, do not care about negativity and the view that their friends wanted to be in front and to lead in solving problems was high) we considered to identify how they correlated with all other items on the personality of the respondents as shown in Table 5.15.

TABLE 5.15: PERSONALITY ITEM CORRELATIONS

	I enjoy life with challenges and different tasks every day – they make me happy	I always prefer to be the one in charge and giving and not receiving	I love controlling other people and situations don't like following	I don't like working under pressure; rather lie low than be restless	My dream is that I should be followed and not be the follower myself	I don't care about negativity; if I want something, I will fight to get it	I have never allowed things to be the same everywhere I have been involved	My friends always want me to be in front when there are problems to be solved
I enjoy life with challenges and different tasks every day – they make me happy Pearson Correlation Sig. (2-tailed)	1	.061	.074	-.139	.067	.090	.252*	.169
		.563	.484	.188	.529	.398	.016	.109
N	91	91	91	91	91	91	91	91
I always prefer to be the one in charge and giving and not receiving Pearson Correlation Sig. (2-tailed)	.061	1	.130	-.075	.183	-.057	.070	.027
		.563	.218	.477	.082	.589	.508	.799
N	91	91	91	91	91	91	91	91
I love controlling other people and situations don't like following Pearson Correlation Sig. (2-tailed)	.074	.130	1	.185	.236*	.209*	.208*	.155
		.484	.218	.079	.024	.047	.047	.142
N	91	91	91	91	91	91	91	91
I don't like working under pressure; rather lie low than be restless Pearson Correlation Sig. (2-tailed)	-.139	-.075	.185	1	-.006	.067	.039	-.028
		.188	.477	.079	.956	.529	.713	.791
N	91	91	91	91	91	91	91	91



My dream is that I should be followed and not be the follower myself	Pearson Correlation	.067	.183	.236*	-.006	1	.030	.160	.131
	Sig. (2-tailed)	.529	.082	.024	.956		.776	.129	.216
	N	91	91	91	91	91	91	91	91
I don't care about negativity; if I want something, I will fight to get it	Pearson Correlation	.090	-.057	.209*	.067	.030	1	.303**	.137
	Sig. (2-tailed)	.398	.589	.047	.529	.776		.003	.194
	N	91	91	91	91	91	91	91	91
I have never allowed things to be the same everywhere I have been involved	Pearson Correlation	.252*	.070	.208*	.039	.160	.303**	1	.302**
	Sig. (2-tailed)	.016	.508	.047	.713	.129	.003		.004
	N	91	91	91	91	91	91	91	91
My friends always want me to be in front when there are problems to be solved	Pearson Correlation	.169	.027	.155	-.028	.131	.137	.302**	1
	Sig. (2-tailed)	.109	.799	.142	.791	.216	.194	.004	
	N	91	91	91	91	91	91	91	91

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

The item: I enjoy life with challenges and different tasks every day – they make me happy was more correlated with "I have never allowed things to be the same everywhere I have been involved" ( $r=0.252$ ), demonstrating that enjoying handling challenges was related

to the desire to change things. The item "I don't care about negativity; if I want something, I will fight to get it" was "I have never allowed things to be the same everywhere I have been involved" ( $r=0.303$ ), impressing the desire to change things. The statement that "my friends always want me to be in front when there are problems to be solved" was correlated significantly with "I have never allowed things to be the same everywhere I have been involved" ( $r=303$ )

### 5.3.10 Education

45. Education has made me think more about the prospects of getting into business

Option	Percentage	Frequency
Strongly Disagree	3%	3
Disagree	7%	6
Neutral	23%	21
Agree	34%	31
Strongly Agree	33%	30

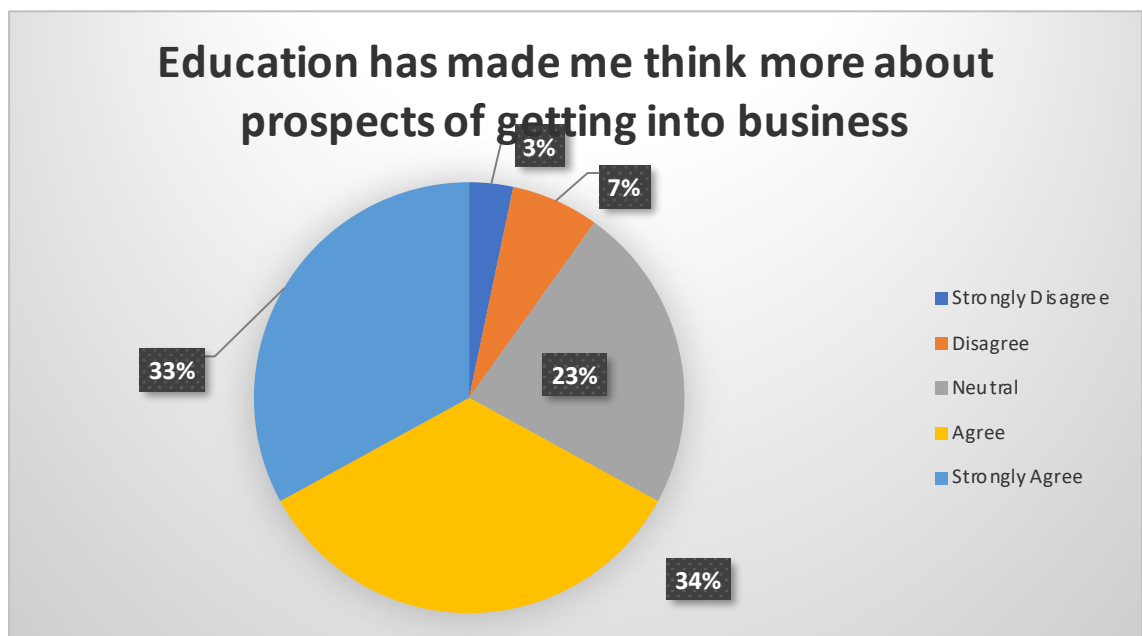


FIGURE 5.53: EDUCATION HAS MADE ME THINK MORE ABOUT PROSPECTS OF GETTING INTO BUSINESS

45. Chances are that I may not get a good job even though I have a good education

Option	Percentage	Frequency
Strongly Disagree	3%	3
Disagree	8%	7
Neutral	25%	23
Agree	37%	34
Strongly Agree	25%	23

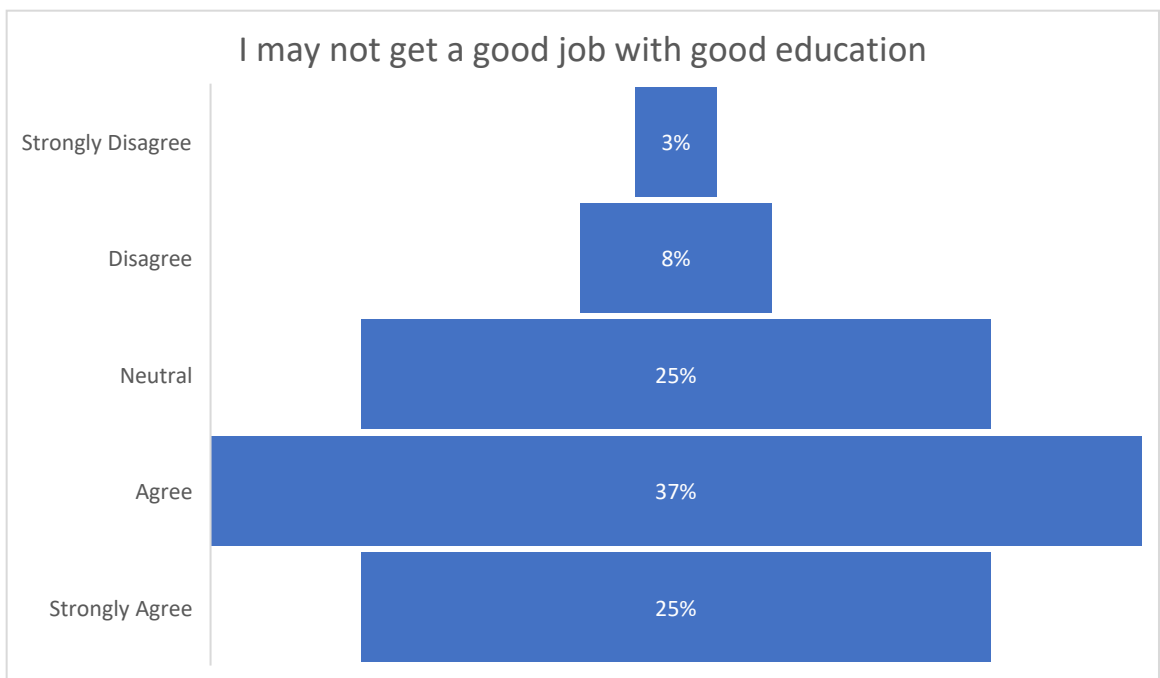


FIGURE 5.54: I MAY NOT GET A GOOD JOB WITH GOOD EDUCATION

46. University education encouraged me in my way of thinking about business.

Option	Percentage	Frequency
Strongly Disagree	3%	3
Disagree	8%	7
Neutral	25%	23
Agree	37%	34
Strongly Agree	26%	24

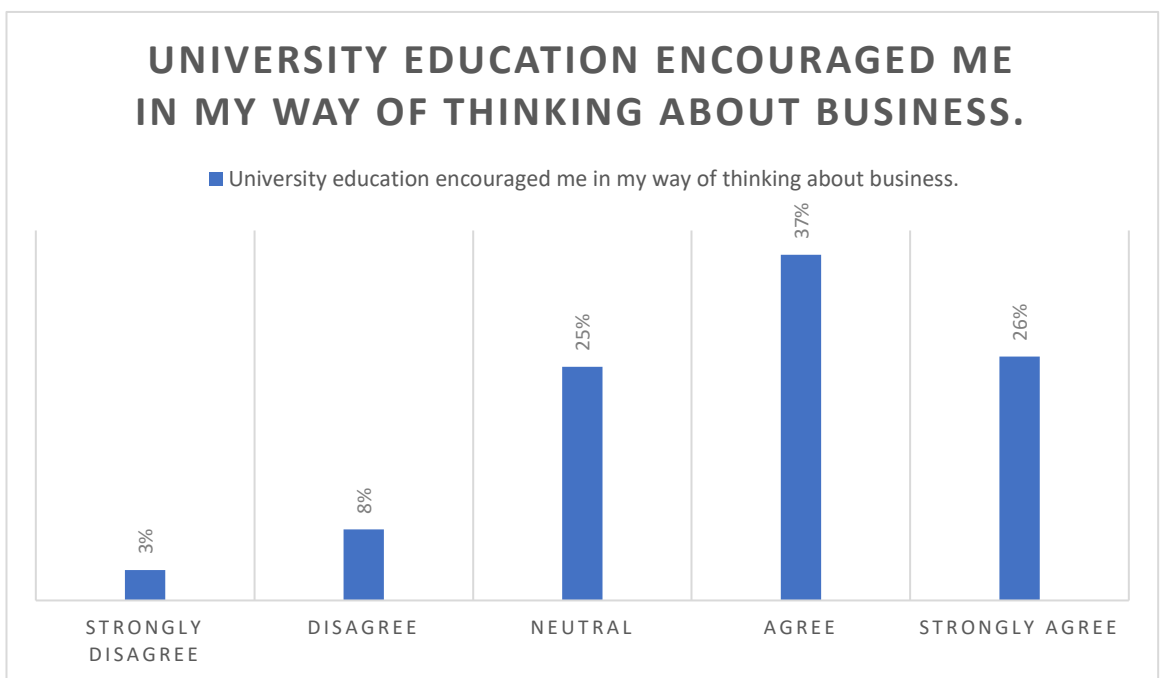


FIGURE 5.55: UNIVERSITY EDUCATION ENCOURAGED ME IN MY WAY OF THINKING

47. Education opened my mind to possible ideas and opportunities for my future

Option	Percentage	Frequency
Strongly Disagree	0%	0
Disagree	3%	3
Neutral	8%	7
Agree	43%	39
Strongly Agree	46%	42

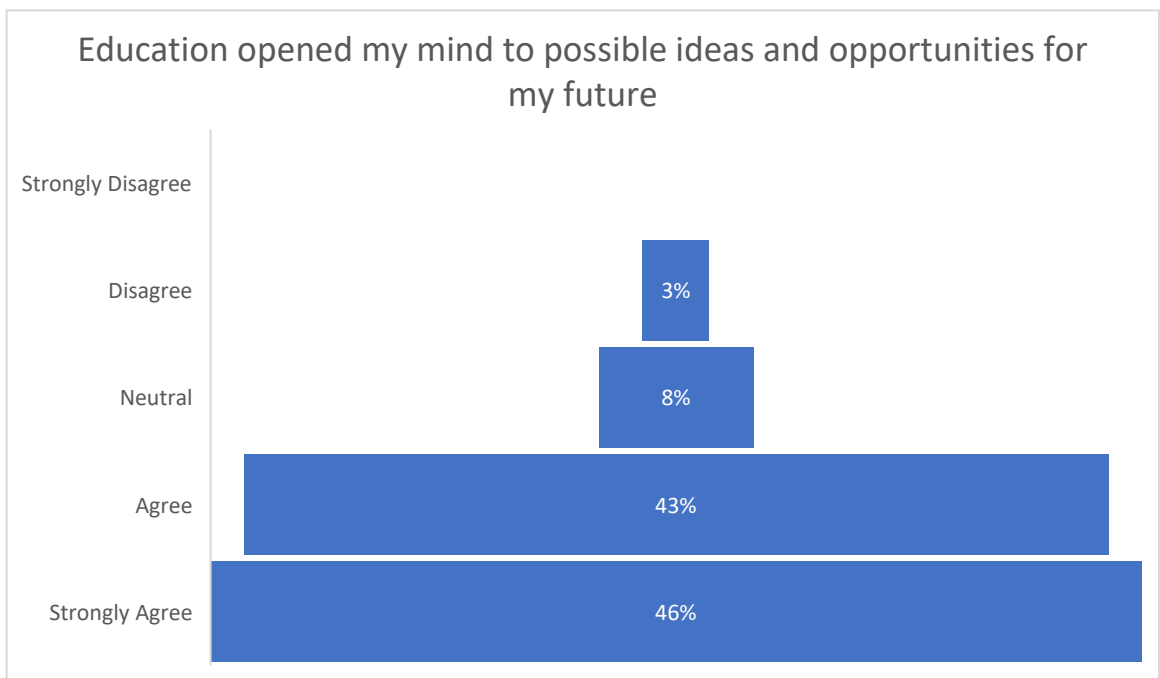


FIGURE 5.56: EDUCATION OPENED MY MIND TO POSSIBLE IDEAS AND OPPORTUNITIES FOR MY FUTURE

48. Education does not make you an entrepreneur; personality and aptitude do

Option	Percentage	Frequency
Strongly Disagree	2%	2
Disagree	7%	6
Neutral	22%	20
Agree	37%	34
Strongly Agree	32%	29

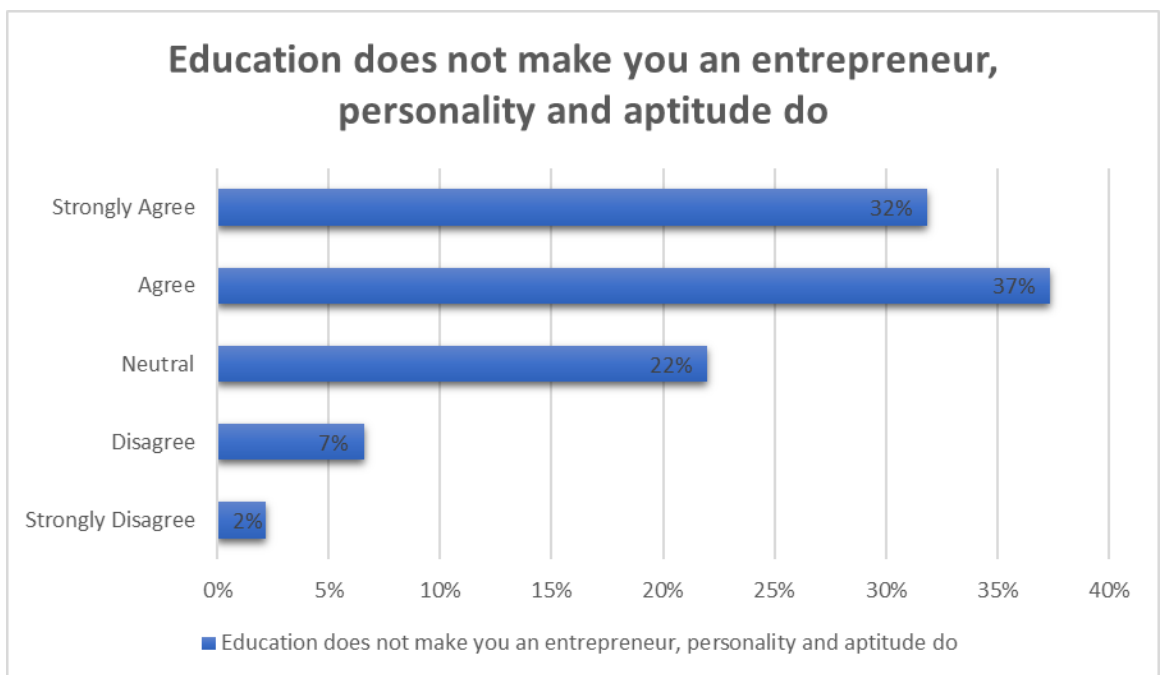


FIGURE 5.57: EDUCATION DOES NOT MAKE YOU AN ENTREPRENEUR

49. Education does not solve problems; you need to stand up and do something

Option	Percentage	Frequency
Strongly Disagree	3%	3
Disagree	7%	6
Neutral	19%	17
Agree	31%	28
Strongly Agree	41%	37

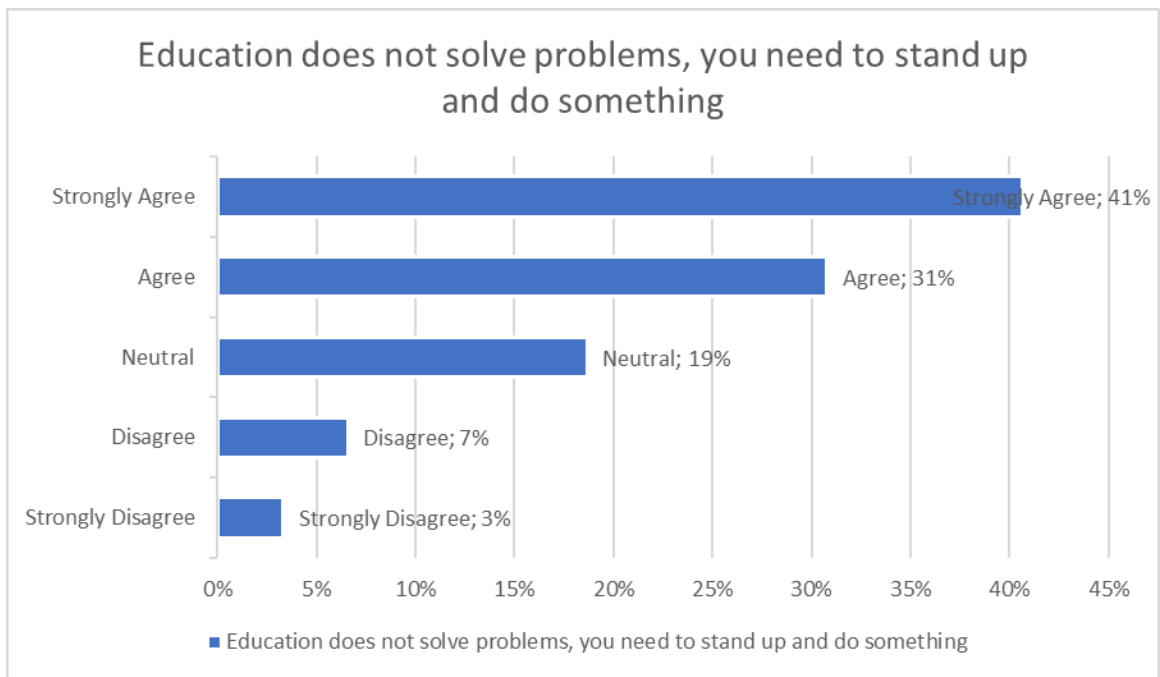


FIGURE 5.58: EDUCATION DOES NOT SOLVE PROBLEMS

The measure of central tendency in respect of views on education and the tendency to engage in entrepreneurship and to achieve entrepreneurial goals are provided in Table 5.3

Table 5.3: Descriptive Statistics on agreeableness on the value of education in pursuing entrepreneurial goals

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Education has made me think more about the prospects of getting into business	91	1	5	3.87	1.056	-.772	.253
Chances are that I may not get a good job even though I have a good education	91	1	5	3.73	1.044	-.621	.253
University education encouraged me in my way of thinking about business.	91	1	34	4.34	3.280	8.350	.253
Education opened my mind to possible ideas and opportunities for my future	91	2	5	4.32	.758	-1.079	.253
Education does not make you an entrepreneur; personality and aptitude do	91	1	5	3.90	1.001	-.750	.253
Education does not solve problems; you need to stand up and do something	91	1	5	3.99	1.080	-.952	.253
Valid N (listwise)	91						

The table showed that all six items on the value of education in the tendency to engage in entrepreneurship had high (> 3.4) scores. The mean scores were as follows: Education has made me think more about prospects of getting into business (mean=3.87), Chances are that I may not get a good job even though I have a good education (mean=3.73), University education encouraged me in my way of thinking about business (mean =4.34). Education opened my mind to possible ideas and opportunities for my future (mean=4.32); education does not make you an entrepreneur; personality and aptitude do (mean = 3.90 ). Education does not solve problems; you need to stand up and do



something (3.99). The fact that there was high agreement that education is a critical component for the tendency to involve in entrepreneurship as it influences the way of thinking had the highest mean level of agreeableness, demonstrating the essence of education in developing entrepreneurial tendencies. The correlation of the items on education is presented in the following correlation matrix.

FIGURE 5.59: INTER-ITEM CORRELATIONS FOR EDUCATION

		Education has made me think more about the prospects of getting into business	Chances are that I may not get a good job even though I have a good education	University education encouraged me in my way of thinking about business.	Education opened my mind to possible ideas and opportunities for my future	Education does not make you an entrepreneur; personality and aptitude do	Education does not solve problems; you need to stand up and do something
Education has made me think more about the prospects of getting into business	Pearson Correlation	1	.088	.394**	.483**	-.160	-.089
	Sig. (2-tailed)		.409	.000	.000	.131	.402
	N	91	91	91	91	91	91
Chances are that I may not get a good job even though I have a good education	Pearson Correlation	.088	1	.185	.168	.112	.165
	Sig. (2-tailed)	.409		.079	.112	.291	.119
	N	91	91	91	91	91	91
University education encouraged me in my way of thinking about business.	Pearson Correlation	.394**	.185	1	.511**	-.070	.022
	Sig. (2-tailed)	.000	.079		.000	.510	.835
	N	91	91	91	91	91	91
Education opened my mind to possible ideas and	Pearson Correlation	.483**	.168	.511**	1	-.061	.154
	Sig. (2-tailed)	.000	.112	.000		.569	.146

opportunities for my future	N	91	91	91	91	91	91
Education does not make you an entrepreneur; personality and aptitude do	Pearson Correlation	-.160	.112	-.070	-.061	1	.554**
	Sig. (2- tailed)	.131	.291	.510	.569		.000
	N	91	91	91	91	91	91
Education does not solve problems; you need to stand up and do something	Pearson Correlation	-.089	.165	.022	.154	.554**	1
	Sig. (2- tailed)	.402	.119	.835	.146	.000	
	N	91	91	91	91	91	91

The correlations above were mostly positive and significant. In particular, the view that University education "encouraged me in my way of thinking about business" is the highest mean as analysed in the descriptive statistics and has had a high and significant correlation with: Education opened my mind to possible ideas and opportunities for my future ( $r=0.511$ ). On the other hand, the view that education only was not enough in the development of entrepreneurial tendencies was also demonstrated in the study considering the assertion that: Education does not solve problems; you need to stand up and do something, which was highly correlated with "Education does not make you an entrepreneur, personality and aptitude do" ( $r=0.554$ ). This shows that while education was highly valued, there was also a strong belief that education only was not adequate for enhancing entrepreneurial behaviour.

#### 5.4 Chapter Summary

This study has found notable support for positive comments on entrepreneurial tendencies among the respondents who were learners at a university. In particular, there was a tendency to agree on the possession of confidence as well as planning and execution skills among the respondents. There was also support that education was a critical component.

## **CHAPTER 6**

### **SUMMARY AND CONCLUSION**

#### **6.1 Introduction**

This study arose from the arguments that the education system in South Africa faces criticism in its suitability and effectiveness in handling such critical challenges as unemployment and economic stagnation facing the country. A particular thrust has been placed on entrepreneurship and its role in the creation of economic value and in promoting economic development. Students in universities who graduate seem to be more interested in getting employed rather than in finding their own employment. Not only do elementary and secondary schools instruct students in fundamental skills such as reading, writing, and mathematics, but they also play an important role in the formation of entrepreneurial attitudes and abilities among the general community. Although in recent years there has been an increase in the number of young people who are able to receive a formal education as a result of improvements in access to education, the curricula and didactical methods that are used in schools are frequently out of date and place a greater emphasis on the memorization of information rather than the development of real-world competencies.

#### **6.2 Summary and Conclusion of the Study**

This study was formulated with the aim of getting the perception of entrepreneurship from students. Specifically, the study was set up to address the research questions: (1) What is the general aspiration of the university student after graduation? (2) What situations militate against the entrepreneurship aspirations of the students? (3) What support systems are accessible for entrepreneurship among students? and (4) What framework can be constructed to enable motivation for entrepreneurship? While it was found from the literature review that entrepreneurship has become a critical component in education, inadequacies in relation to the availability of appropriate pedagogical and curricular tools were found. Additionally, the education system's personal abilities, attitudes and strengths were identified. The literature emphasized that education should be able to develop appropriate entrepreneurial attitudes and strengthen the entrepreneurial personality for the realization of entrepreneurial goals. In particular entrepreneurial education was found to be based on changing the perceptions of learners from employment and job seekers to creators of own employment. The study assessed the entrepreneurial tendencies of students at a university through a survey

conducted at a university, and the results were presented and discussed in the earlier Chapter.

### **6.3 Conclusion on the Research Questions**

The research questions, when considering the findings of this study, can be concluded as follows: the majority of the respondents were neutral on their determination to engage in entrepreneurship the view that failure is an event and not a determinant of whole life's destiny (mean=4.07, SD = 0.253) dominated the respondents perceived that failure is a recipe for success because it tells what not to do again (mean = 3.97, SD=0.253). It was also believed that failure and attempting many times and still trying the same thing over and over again (mean = 3.38, SD= 0.253) were found to be critical in shaping the aptitude and resilience of the respondents'. Determination to engage in entrepreneurship was more associated with learning to accept that one does not always get what is expected. This implies that determination was more associated with accepting that success in entrepreneurship is not by luck having a clearly defined action programme for the day every day was significantly and positively correlated with being heavy on oneself when goals are not achieved for the day ( $r=0.152$ ) there was high agreement that education is a critical component for the tendency to involve in entrepreneurship as it influences the way of thinking agreeableness that the respondents enjoyed life with challenges did not allow things to remain the same whenever they were involved, did not care about negativity, and the view that friends wanted to be in front and to lead in solving problems was high. This is an indication of a better entrepreneurial personality respondents had good entrepreneurial tendencies in relation to people skills and creativity.

### **6.4 Recommendations**

When considering the results of this study, the following recommendations can be made:

1. Higher education in universities should campaign for the development of entrepreneurship capabilities and attitudes to equip the students with entrepreneurial skills that are relevant in this technological age and that prepare them for an entrepreneurial career option.
1. More research should be conducted on a large scale to establish the views and perceptions of higher education learners and educators on entrepreneurship tendencies to establish the tendency to engage in entrepreneurship among learners and formulate ways of improving it.

2. Universities should hold campaigns on entrepreneurship to increase awareness of the efficacy of entrepreneurship in graduate students' career life as well as in creating employment in the countries.
3. Further studies should be conducted on the preparedness of schools to introduce an entrepreneurship education.
4. Research should also be conducted on the personal traits as well as environmental factors that influence the decision to engage in an entrepreneurship career.
5. Universities and Business Departments are recommended to be more informative on entrepreneurship so as to increase students' readiness to engage in entrepreneurship.

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## Appendix A: Consent form





**Assistant Dean Research & Innovation**  
Faculty of Business and Management Sciences  
Room 4.32, 4<sup>th</sup> Floor  
Commerce Building  
District Six Campus  
8000  
Tel.: +27 (0)21 460 8339  
E-mail: rampersadr@cput.ac.za

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31 May 2022

**Permission to conduct survey on FBMS premises**

I grant Elda Mushavi (student no. 211142069) permission to collect data from students in the Faculty of Business and Management Sciences at the Cape Peninsula University of Technology (CPUT).

Elda Mushavi is a registered student in the Management and Project Management department. The thesis is titled **Entrepreneurial tendencies amongst students at a university in the Cape Metropolis, South Africa**. The supervisor is Dr Larry Jowah.

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

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

	Thesis	Conference paper	Journal article	Research poster
Yes				
No	✓	✓	✓	✓

Yours sincerely

*R Rampersad*  
Professor R. Rampersad  
Assistant Dean: Research and Innovation

Appendix B: Questionnaire and interview questions

# QUESTIONNAIRE

Entrepreneurial tendencies amongst students at a selected university in the Cape Metropolis; South Africa

**The target population is university students towards completion of their exit qualification [diploma till postgraduate] in any of the departments in the Faculty of Business and Management Sciences. No names or markings that may identify you should be written on the questionnaire, involvement is voluntary, and respondent is free to withdraw at any stage without having to give reasons. The responses do not affect any authority, but confidentiality is guaranteed.**

## SECTION A. BIOGRAPHY

Please tick the appropriate box

1. What is your age group? (please tick an appropriate box)

18 – 25 years	26 – 30 years	31 – 35 years	36 years+
---------------	---------------	---------------	-----------

2. What is your current level of study in the university?

Diploma	Advanced diploma	Masters of Technology	Other
---------	------------------	-----------------------	-------

3. If other, please specify.....

4. What is your area of specialisation in your studies?

Project	HRM	Marketing	Entrepreneurship	Tourism	Other
---------	-----	-----------	------------------	---------	-------

5. If other, please specify.....

6. Do you have any previous work experience?

Never worked	I work now	Worked before not now	Other
--------------	------------	-----------------------	-------

7. If other, please specify.....

8. Do you have a family member or close friend who owns a business of their own?

Not anyone I know	Yes but it's informal	Yes, established business	Other
-------------------	-----------------------	---------------------------	-------

9. Are all your family members and relatives comfortably employed somewhere?

Yes, they have good jobs	Some do not have good jobs	Few of them actually have just the job	Other
--------------------------	----------------------------	--	-------

10. If other, please specify.....

11. Share information on employment status of family, foes, friends and relatives here.

- .....
- .....
- .....
- .....

## SECTION B. LIKERT SCALE

**Rank the statements on the Likert Scale below, the range is from 1-5 [1 = strongly disagree, 2 = disagree, 3 = neutral/ ambivalent, 4 = agree and 5 = strongly agree**

<b>PERSONALITY TRAITS</b>		<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
	<b>DETERMINATION</b>	0	0	0	0	0
1.	I have clearly defined action programmes for my day every day	1	2	3	4	5
2.	I get angry with myself when I don't manage to achieve my goals.	1	2	3	4	5
3.	I am not that heavy on myself when I don't achieve my goals for the day.	1	2	3	4	5
4.	One should learn to accept that you do not always get what you like	1	2	3	4	5
5.	Life has it's own arithmetic, allow things to happen spontaneously	1	2	3	4	5
6.	The reality of life is, luck comes from sweat, the more you sweat the luckier	1	2	3	4	5
	<b>APTITUDE AND RESILIENCE</b>	0	0	0	0	0
7	I get discouraged each time my plans fail to work, once bitten twice shy	1	2	3	4	5
8	Failure to me is an event and not a determinant of my whole life's destiny.	1	2	3	4	5
9	I have failed many times and still tried the same thing over and over again.	1	2	3	4	5
10	Failure is a recipe for success, because it tells me what not to do again.	1	2	3	4	5
11	I avoid doing things that I know I failed in before, I try something different	1	2	3	4	5
12	I don't aim for anything higher, am happy with the normal life everyone lives	1	2	3	4	5
	<b>PLANNING AND EXECUTION</b>	0	0	0	0	0
13	Always when I want to do something, I search for relevant information	1	2	3	4	5
14	I don't look for information when I identify an opportunity to be exploited	1	2	3	4	5
15	Risks are good for me because they me how to be proactive always	1	2	3	4	5
16	I like taking part and getting my hand dirty I had watching others do things	1	2	3	4	5
17	I avoid risky undertakings since I don't want headaches after failing	1	2	3	4	5
18	I get satisfied in doing things myself because that motivates me for more.	1	2	3	4	5
	<b>UNCERTAINTIES</b>	0	0	0	0	0
19	By nature I like doing things that others avoid doing, I don't know why	1	2	3	4	5
20	I am always calm when things go wrong since it's not the end of life	1	2	3	4	5
21	I always love exploration and adventure into uncertainties all my life	1	2	3	4	5
22	I don't fear the unknown, but always want to know the unknown myself	1	2	3	4	5
23	I don't tread on dangerous ground without first thinking out how to escape	1	2	3	4	5
24	Success is a result of effort, not luck one picks along the way in life	1	2	3	4	5
	<b>CONFIDENCE IN THE FUTURE</b>	0	0	0	0	0
25	You cannot change the future, you can influence future happenings	1	2	3	4	5
26	Clever people do what they know works, not waste time on unknown	1	2	3	4	5
27	Clever people listen and believe stories that tell them about incidents	1	2	3	4	5
28	We shape our future through self determination of who we want to be	1	2	3	4	5
29	Not all who talk have experience in what they say it's to you to analyse	1	2	3	4	5
30	It is good to listen, but analyse, life is about taking chances to succeed	1	2	3	4	5
31	There's nothing like success by luck, luck depends on how much sweat	1	2	3	4	5
	<b>PEOPLE SKILLS AND CREATIVITY</b>	0	0	0	0	0
32	You must understand people to be successful in your life endeavours	1	2	3	4	5
33	Identify, develop and use your source of power to influence followers	1	2	3	4	5
34	Successful people are born with it, no need to exert oneself to succeed	1	2	3	4	5
35	You don't need to be friends to people for you to be a success in life	1	2	3	4	5
36	People follow individuals showing the potential to succeed in their lives	1	2	3	4	5
37	Good communicators influence people which brings them successful	1	2	3	4	5
	<b>MY PERSONALITY</b>	0	0	0	0	0
38	I enjoy life with challenges and different tasks everyday – they make me happy	1	2	3	4	5
39	Always I prefer to be the one in charge and giving and not receiving	1	2	3	4	5
40	I love controlling other people and situations don't like following	1	2	3	4	5
41	I don't like working under pressure, rather ly low than be restless	1	2	3	4	5
42	My dream is that I should be followed and not be the follower myself	1	2	3	4	5

43	I don't care about negativity, if I want something I will fight to get it	1	2	3	4	5
44	I have never allowed things to be the same everywhere I have been involved	1	2	3	4	5
45	My friends always want me to be in front when there are problems to be solved	1	2	3	4	5
	EDUCATION	0	0	0	0	0
46	Education has made me think more about prospects of getting into business	1	2	3	4	5
47	Chances are that I may not get a good job even though I have good education	1	2	3	4	5
48	University education encouraged me in my way of thinking about business.	1	2	3	4	5
49	Education opened my mind to possible ideas and opportunities for my future	1	2	3	4	5
50	Education does not make you an entrepreneur, personality and aptitude do	1	2	3	4	5
51	Education does not solve problems, you need to stand up and do something	1	2	3	4	5

## **SECTION C. OPEN ENDED QUESTIONS**

***Please read this area carefully and thoroughly before filling in to prevent confusing your responses.***

**This section will help respondents to add crucial information not adequately covered above. Within the context of the study, you are requested to provide information you find valuable based on the exposure / experience / expectations you have about life.**

**REQUEST 1; Identify and state five [5] only of people that impress you the most – don't give their names, just state what they do [example = a lecturer / tomato vendor].**

1. ....  
...
2. ....  
...
3. ....  
...
4. ....  
...
5. ....  
...

**REQUEST 2; State in descending order, five [5] types of occupations / jobs you would hate the most if you had a choice in life [example = lecturer > administrator > etc]**

1. ....  
...
2. ....  
...
3. ....  
...
4. ....  
...
5. ....  
...

**REQUEST 3; In descending order [starting with the most important] state at least five things you like doing most / passionate about / doing. Give 5 only.**

1. ....  
...
2. ....  
...
3. ....  
...
4. ....  
...
5. ....  
...

**REQUEST 4; “Only dead people don’t dream.” I suspect you are alive, in order of preference, most important first where do you see yourself / what do you see yourself as 10 years from. List 5 only.**

1. ....  
...
2. ....  
...
3. ....  
...
4. ....  
...
5. ....  
...

**REQUEST 5; Provide 5 reasons, in descending order why you would never want to be an entrepreneur when you complete your studies. List 5 possible reasons.**

1. ....
2. ....
3. ....
4. ....
5. ....

**REQUEST 6; Please justify why you would ever be an entrepreneur, in descending order of importance = List the 5 most causes you think.**

1. ....
2. ....
3. ....
4. ....
5. ....

**THANK YOU FOR RESPONDING TO THIS – your responses remain confidential 😊**

WHAT IS YOUR GENDER -	Female	Male
What is your race – fill in		

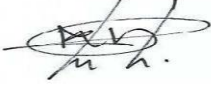
## Appendix B: Ethics Clearance Certificate

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 **14 June 2022**, ethics **APPROVAL** was granted to **Elda Mushavi (211142069)** for a research activity at the Cape Peninsula University of Technology for **MTech: Business Administration (Project Management)**.

<b>Title of project:</b>	<b>Entrepreneurial tendencies amongst students at a university in the Cape Metropolis; South Africa</b>  Supervisor (s): Dr. L. E. Jowah
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**Decision: APPROVED**

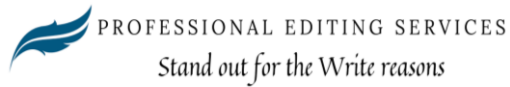
	<b>18 July 2022</b>
<b>Signed: Chairperson: Research Ethics Committee</b>	<b>Date</b>

The proposed research may now commence with the provisions that:

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

**Clearance Certificate No | 2022\_FBMSREC 033**

## Appendix D: Certificate of Editing



**Gerald T du Preez**  
PhD

22 Clivia Avenue  
Brantwood, Kuils River, 7580  
+27 (21) 903-3145 | +27 (83) 325 1842  
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## Appendix E: Plagiarism Report

## Entrepreneurial tendencies amongst students at a university in the Cape Metropolis; South Africa by Elda Tsungayi Mushavi

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