

**AN INVESTIGATION INTO  
ENTREPRENEURIAL INTENT AMONGST FINAL YEAR  
COMMERCE STUDENTS AT THE DURBAN UNIVERSITY OF  
TECHNOLOGY**

**BY**

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**May 2016**

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**Submitted in fulfillment of the academic requirements for  
the Master of Technology in Business Administration**

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**May 2016**

## Declaration

I hereby declare that this study represents original work by the author and has not been submitted in any form at another University. Where use is made of the work of others, it has been duly acknowledged in the text and included in the list of references cited.

Signature

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S.M. Ndovela

May 2016

## **Acknowledgements**

I first want to acknowledge my family for being there for me to date, especially my mother (R. L. Ngcobo) for the support she has shown to me. Completion of this study would not be possible if it was not for my family; therefore, I thank them very much for the support that they have shown throughout the years. At the same time, I would like to thank my siblings (Senzo, Ayanda and Amanda) for the guidance and advice they always offer me each time I am faced with difficulties. My partner (Ntobeko Khomo) also deserves appreciation as she was my pillar of strength throughout my studies and has always been there for me no matter what. I am also thankful and grateful to my friends for the support they always show me. I am indebted to my supervisor (Dr. Willie Chinyamurindi) for the assistance and guidance he has given me in completing this study.

## **ABSTRACT**

This study investigated the concept of entrepreneurial intent within a South African Higher Education (HE) context using a sample of final year commerce students at the Durban University of Technology (DUT). The backdrop of this is within growing calls for universities to be located more within the ideal and agenda of generating future entrepreneurs for the economy. Further, arguments are made that graduates within South African Higher Education (HE) may possess the necessary theoretical knowledge but fall short concerning coming up with innovations that are responsive to the changing and diverse labour market. Entrepreneurship, thus, emerges as a possible panacea to the challenges affecting HE in South Africa. The aim of the research was to investigate factors that influence a student's entrepreneurial intent within a South African HE context. A quantitative survey design was implemented amongst a sample of 250 respondents studying at the DUT. Correlation and regression analysis were used to test relationships between variables. The findings show a positive relationship to exist between individual risk taking propensity and variables such as a) subjective norms; b) perceived behavioural control; c) proactive personality; d) entrepreneurial education and e) student attitude towards entrepreneurial education and intentions. The findings provide a useful precursor to encouraging entrepreneurial efforts within HE in South Africa. Practitioners can use the findings of this work to come up with interventions that promote the development of an entrepreneurial culture within the South African context, especially using a vulnerable yet important cohort within the youth of the country.

COVER PAGE.....	i
TITLE PAGE.....	ii
DECLARATION.....	iii
ACKNOWLEDGEMENTS.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	xvi
LIST OF FIGURES.....	vii
LIST OF TABLES.....	xi
CHAPTER ONE.....	10
INTRODUCTION TO THE RESEARCH PROBLEM.....	11
1.1 INTRODUCTION.....	11
1.2 BACKGROUND OF THE STUDY.....	2
1.3 PROBLEM STATEMENT.....	4
1.4 LITERATURE REVIEW.....	6
1.5 AIM AND OBJECTIVES OF THE STUDY.....	16
1.6 SIGNIFICANCE OF THE STUDY.....	17
1.7 RESEARCH METHODOLOGY.....	19
1.7.1 Research approach.....	19
1.7.2 Research method.....	19
1.8 DATA ANALYSIS.....	25
1.9 ETHICAL CONSIDERATIONS.....	26
1.10 DELIMITATIONS OF THE STUDY.....	27
1.11 CHAPTER LAYOUT.....	28
1.12 CONCLUSION.....	28
 CHAPTER TWO	
2.1 INTRODUCTION.....	29
2.2 ENTREPRENEURSHIP.....	29
2.3 ENTREPRENEURSHIP EDUCATION.....	33
2.4 IMPORTANCE OF ENTREPRENEURSHIP.....	35
2.5 ENTREPRENEURIAL INTENTIONS.....	37
2.6 SUBJECTIVE NORMS.....	40
2.7 PERCEIVED BEHAVIOURIAL CONTROL.....	41
2.8 HIGH RISK TAKING PROPENSITY.....	43
2.9 PERSONAL TRAITS.....	45
2.10 SKILLS.....	46
2.11 CONCLUSION.....	51

CHAPTER THREE	
3.1 INTRODUCTION.....	52
3.2 OVERVIEW OF OBJECTIVES.....	52
3.3 RESEARCH APPROACH.....	52
3.4 RESEARCH DESIGN.....	53
3.4.1 Research Population.....	53
3.4.2 Research Design.....	53
3.4.2.1 Research Participants & Sampling.....	53
3.4.2.2 Research Procedure.....	53
3.4.2.3 Measuring Instrument.....	53
3.5 DATA ANALYSIS.....	58
3.5.1 Descriptive Statistics.....	58
3.5.2 Inferential Statistics.....	58
3.6 ETHICAL CONSIDERATIONS.....	59
3.7 CONCLUSION.....	60
CHAPTER FOUR	
4.1 INTRODUCTION.....	61
4.2 OBJECTIVES & HYPOTHESES OF THE RESEARCH.....	61
4.2.1 PRIMARY OBJECTIVES.....	61
4.2.2 RESEARCH QUESTIONS.....	61
4.2.3 RESEARCH HYPOTHESES.....	61
4.3 BIOGRAPHICAL FACTORS.....	62
4.3.1 DESCRIPTIVE STATISTICS BY GENDER.....	62
4.3.2 PARTICIPATION IN ENTREPRENEURIAL EDUCATION.....	62
4.3.3 PARTICIPATION IN ENTREPRENEURIAL EDUCATION.....	63
4.3.4 SELF EMPLOYMENT STATUS.....	63
4.3.5 PLANNING FOR SELF EMPLOYMENT.....	64
4.3.6 PARENTS SELF EMPLOYMENT STATUS.....	64
4.3.7 PARENTS SELF EMPLOYMENT STATUS.....	65
4.4 RELIABILITY ANALYSIS OF THE INSTRUMENT.....	66
4.5 INTERPRETATION: HYPOTHESES TESTING.....	67
4.6 CONCLUSION.....	71
5.1 INTRODUCTION.....	72
5.2 OVERVIEW OF THE STUDY.....	72
5.2.1 PRIMARY OBJECTIVES.....	72
5.2.2 RESEARCH QUESTIONS.....	72
5.3 DISCUSSION OF THE RESEARCH FINDINGS.....	74
5.4 THEORETICAL IMPLICATIONS.....	76

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5.5 PRACTITIONER IMPLICATIONS.....	79
5.6 LIMITATIONS.....	81
5.7 CONTRIBUTIONS OF THE STUDY.....	82
5.8 RECOMMENDATIONS FOR FUTURE REFERENCE.....	82
5.9 SUMMARY.....	83
REFERENCES.....	84
APPENDIX 1 .....	107
APPENDIX 2.....	110

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## List of Figures

Figure 1: Entrepreneurial Support Model-----38

## LIST OF TABLES

Table 1.1: Necessary skills for graduates-----	13
Table 2: Measures of entrepreneurial intention, attitude towards becoming an entrepreneur, perceived behavioural control and subjective norms-----	23
Table 2.1: Finance database-----	32
Table 2.2: BRICS unemployment rate per country-----	34
Table 2.3: Key Generic skills framework-----	49
Table 3.1: Measures of entrepreneurial intention, attitude towards becoming an entrepreneur, perceived behavioural control and subjective norms-----	56
Table 4.1: Respondents by Gender-----	63
Table 4.2: Respondents on entrepreneurial education-----	63
Table 4.3: Respondents on entrepreneurship courses-----	64
Table 4.4: Respondents on self-employment-----	64
Table 4.5: Respondents on planning for self-employment-----	65
Table 4.6: Respondents on parents being self-employed-----	65
Table 4.7: Respondents on parents been previously self-employed-----	66
Table 4.8: Cronbach Alpha Coefficient of Instrument-----	67
Table 4.9: Correlation test-----	68

# CHAPTER ONE

## INTRODUCTION TO THE RESEARCH PROBLEM

### 1.1 INTRODUCTION

According to Gree and Thurnik (2003: 243), entrepreneurship is a major force in driving the economy of a country. Entrepreneurial intent is a fundamental section to the resolution of South Africa's development subject and future socio-political stability (Herrington, Kew & Kew, 2009). The occurrence of entrepreneurial factors varies across countries and cultures. Factors contributing to these differences are culture, level of economic development of a country and political-economic traditions (Farrington, Venter, Schrage & Van der Meer, 2012: 2). Promoting entrepreneurial practice is an important topic among universities, government and researchers. However, it is also important to know which skills and attributes to develop in a student when educating them as future entrepreneurs.

According to Engelbrecht (2012:1), "South Africa has the fifth-lowest entrepreneurial intent compared to other developing countries across the world". This proves it is indeed crucial that one possesses the right skills and characteristics in order to be confident enough to pursue entrepreneurial traditions and survive in the market. These skills and characteristics are relevant whether an individual is employed by an organisation or self-employed (Du Toit & Van Tonder, 2009: 21).

The fundamental nature of this chapter serves to examine the nature of skills and employability factors in the following headings: The background of the study; the problem statement; literature review, which informs the formation of objectives and their hypotheses; the methodology, and the significance of the current research topic.

The next section presents the background of the study.

### 1.2 BACKGROUND OF THE STUDY

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According to the Free Dictionary (2010), skill is “the proficiency, facility that is acquired or developed through training or experience”. Wilson, Kickul and Marlino (2007:387) suggest that an individual’s perceptions of their expertise and abilities displays their innermost thoughts on whether they perceive themselves as having the necessary abilities to start and run their own enterprise. Graduates are known to be motivated all through their lives by perceived self-efficacy relatively than purpose ability, and that results in the behavioural intent to pursue an organisation. Self-efficiency can be described as a reliable prediction of the scale of profession alternatives considered, work-related interest, determination in hard fields and individual efficiency (Markham, Balkin & Baron, 2002: 149).

The definition of employability is reiterated by Yorke (2004: 410) as being a “set of achievements which constitute a necessary, but not sufficient, condition for the gaining of employment”. Smith, McKnight and Naylor (2000: 382) state that, given the considerable public outlay in university students, it is mainly significant that they are employable ahead of graduation, and employment result will encourage prospective students.

Potgieter and Coetzee (2013: 1) recognized that the employability of workers and graduates has turned out to be more serious in a technology-driven economy. Graduates who look for employment today face disputes of decreased formal employment opportunities and job security, fast changing technology and an ever-increasing individual liability for continual up-skilling and lifelong knowledge. Universities are steadily becoming extra liable for producing employable graduates to contribute to the information driven economy, but that accountability has its challenges. The concern between what employers want and what is produced by universities might be different, which can create pressure (Archer & Chetty, 2013: 135).

Furthermore, Archer and Chetty (2013: 135) suggest that while higher education is not meeting the demands of producing employable graduates as required by the labour market, it is obvious that employability remains a foreseeable element of the graduate stage. On the other hand, there is a view that the country needs to create future entrepreneurs. The solution to that is to produce entrepreneurial graduates, and in order to achieve that, the help of higher educational institutions is mandatory. Previous studies suggest that individuals attending entrepreneurship courses are capable of starting a business in their careers weighed against their equals in other courses. There is a desire for such graduates to tackle business ventures in future because of the knowledge they have acquired during tertiary education; however, employability and proper channels to pursue businesses are still regarded as a major deviation in the country (Sondari, 2014: 47). It is indicated that entrepreneurial intention is very weak amongst commerce or business graduates, and most of these graduates have a preference to work for private or public corporations. Enthusiasm associated with entrepreneurial intention among South African graduates is: Employment, inventiveness, economic state and capital accessibility. The challenges in the same regard include inadequate resources, expertise, motivation, financial system and crime (Awuah *et al.*, 2013).

From the above argument, it can be summarized that skills have an impact on employability as per Farrington, Venter, Schrage and Van der Meer (2012: 2) who state that several attributes were identified in earlier topics as being linked with entrepreneurial well-being and success. It is evident that having the right skills can lead an individual to be employable and have the necessary confidence to establish an enterprise. Bridgstock (2009: 92) suggests that skills that make one employable are characteristics that also make an individual attractive to potential employers because such skills are also directly linked to the requirements of the corporate environment.

Du Toit and Muofhe (2011: 5) indicate that a projected 826 000 graduates annually get in the labour marketplace after matric seeking employment opportunities. The economic growth of South Africa in the recent years has grown over 3 per cent from 1994-2003, around 5% between 2004 – 2007, 2.8.% in 2008, and after hardships with recession, the market spring up with a growth of 4.6% in 2010.

Despite the economic growth in the country, unemployment remains a major factor in South Africa with inhabitants of 13.5 million unemployed, as per recent statistics. Thus, the high unemployment rate could be drastically decreased if the youth were developed from an early age to learn to embrace the risk of taking entrepreneurship as their source of income. Even young entrepreneurs already in small or informal businesses like selling fruit in the streets, for example, still aim to be employed by corporate organisations because that is what students have been groomed to believe: that one has not made it if there is no pay slip involved (Mahadea, Ramroop & Zewotir, 2011:1).

The youth are the aspirations of the nation and possess productive ideas for the country's future development. It is critical that entrepreneurial intent be injected to the lower levels of education, especially in primary and high schools. This will result in the youth embarking on self-motivation in terms of self-employment rather than going the wage route to make a living. At this early age, students see nothing stopping them from becoming entrepreneurs as they are fearless and can counter attack any deviations as students are not exposed to any negativity at that point in their lives. Therefore, growth of the entrepreneurial intent amongst the young professionals is essential for eliminate poverty and generating employment opportunities in South Africa (Kamberidou, 2013:1).

The next section presents the problem statement.

### **1.3 PROBLEM STATEMENT**

The reason of the study was to carry out an investigation into entrepreneurial intent amongst finishing year business graduates at the Durban University of Technology. Skills that enable one to be employable are regarded as non-technical abilities and are as significant as industrial expertise and be supposed to be obtained by everybody in the corporate environment (Rasul & Puvanasvaran, 2009: 24). Graduates can possess the necessary academic qualification, but without the right work skills, their employment can be delayed.

The problem discussed in this study is faced by graduates of the Durban University of Technology on a yearly basis, but it is believed that this trend can be rectified by putting the right measures in place by preparing graduates from the entry stage to have a sense of independence and confidence when it comes to pursuing their careers after tertiary education.

With regard to the above statement, it can be noted that entrepreneurship intentions need to be aligned with the right skills and the confidence to take a risk. However, Urbig, Weitzel, Rosenkranz and Witteloostuijn (2012: 380) suggest that the problem remains whether business gifted individuals can actually attempt to set up a company from their own resources or attempt to obtain venture resources for a startup. With regard to the above, financial constraints also play a role in graduates not wanting to pursue business ventures because of the lack of capital or funding. They also suggest that further study is required to offer an extra comprehensive understanding of how the public choose occupations and how precise personalities and distinctiveness help the recreation of entrepreneurial opportunities. Precise essentials of one's character can sway the inspiration to create a company.

It is also arguable that gender plays a role in entrepreneurial intention and can be an obstacle. Luca, Cazan and Tomulescu (2013: 1045) state that "women are less interested in entrepreneurship than men" with their perceived ability in the field being lower, and their risk attitude being more unenthusiastic. According to Athayde, Steenekamp and van der Merwe (2011: 47), South Africa is suffering from unemployment, and gender in entrepreneurship is on the list of the issues affecting the country.

The facts of entrepreneurship intention are scrutinized broadly in this study with a focus on what motivates or demoralizes the intention of graduates to start an organisation. According to Paadi (2014: 130), graduate employability, in terms of whether or not a graduate has got a job within the first six months of graduating, is too non-specific because it is unclear what the graduate has gained. The author goes on to suggest that it must be determined if in fact, the graduate is using the expertise, information and understanding acquired from their degree studies.

Therefore, it can be concluded that graduate employability is comprehensive and entails educational performance, occupation management expertise, and labour market consciousness. Awang, Fitriati and Suleiman (2012: 8789) believe that today's business environment is influenced by rapid changes in technology and the work environment as a whole. Those factors have an impact on higher education institutions, and despite some impressive improvements from the tertiary establishments, a lot of students still come out from advanced education systems ill-equipped to meet up the challenge of employment. They (Awang, Fitriati & Suleiman 2012:8790) proceed to state that information and practical intelligence is an appropriate tool for endurance and achievement as organisations want knowledgeable personnel in order to grow competitive improvement through the application of expertise in technology, innovation, invention and service. All in all, universities face severe pressure in order to make sure that graduates are at par by means of the expectations of employers in order to deem them employable.

Therefore, it can be referred back to skills and employability, as defined above, as major factors of entrepreneurial intention. It is no longer adequate for citizens to have only technical expertise and educational information in order to get employment. This day and age need graduates who go into the job environment ready, employable and able to maintain their employability. Employability includes a sense of self-directedness or personal agency in retaining or securing a job or form of employment (Potgieter & Coetzee, 2013: 1).

The next section presents the literature review.

## **1.4 LITERATURE REVIEW**

### **1.4.1 Entrepreneurship**

To provide an overview in terms of entrepreneurship, this section highlights the definition in more detail. More explanations are given on the sub-topics: entrepreneurship, entrepreneurial intentions and entrepreneurial education.



### **1.4.2 Definition**

The Free Dictionary (2010) suggests that entrepreneurship is the condition of being an entrepreneur or a promoter of an industry venture; this refers to an individual who takes a risk with their own capital and starts an enterprise with the aim of making a profit. Entrepreneurship, therefore, reflects an act of being an entrepreneur. Boutillier, Laperche and Uzunidis (2014:1) state that entrepreneurship can also be defined as a natural gift that one possesses and uses it to disturb the neo-classical equilibrium by executing new combinations through production that puts the market on the trail of development. Being an entrepreneur is not measured as a profession but an occupation, and entrepreneurship refers to innovation and creation of an individual's own job. Ahmad (2010:203) further elaborates on entrepreneurship as a procedure of creating something dissimilar with value by developing the essential time and effort, assuming a variety of factors such as monetary, physical, and social threats for rewards of monetary and personal fulfillment.

### **1.4.3 The Importance of entrepreneurship**

Entrepreneurship has been regarded as a significant aspect in growing the economy of the country, and with time, individuals are starting to take self-employment seriously and making it their career aspiration. Entrepreneurs have also contributed specifically to job creation (Koe, Sa'ar, Majid & Ismail, 2012: 198).

Among youth entrepreneurial activities, the government is putting more measures in place to counter-attack deviations. South Africa still has a broad scope to cover in terms of being ranked amongst the best entrepreneurial development countries in the world. Entrepreneurship continues to be of importance in the economy of the country as entrepreneurship enhances the national competitiveness in the global business arena. According to the Global Entrepreneurship Monitor (GEM) (Xavier *et al.*, 2012), research shows that education and teaching is still the biggest challenge facing the nation, and the following questions needs to be asked regarding levels of education so that students feel the need to be part of this encounter: What is entrepreneurship, and why is it necessary? Who are entrepreneurs? Where do we find entrepreneurs? What can government do to promote entrepreneurship? What can higher education do? With accurate focus on those factors, it is notable that the situation can change for the better (Nicolaidis, 2011:1044).

#### **1.4.4 Entrepreneurial intentions**

Douglas and Fitzsimmons (2013: 115-132) found a relationship to exist between an individual's personal characteristics and their perceptions of entrepreneurial intentions. Furthermore, this has been based on two factors: the entrepreneurial event model and planned behaviour. Douglas and Fitzsimmons (2013: 115-132) further elaborate on the fact that the perceptions of desirability, the propensity to act, and the perception of feasibility are classified under the entrepreneurial event model and the social norms; attitude towards the act and perceived behavioural control are classified under planned behaviour. It has been perceived previously that the above factors, including desirability and feasibility, are key factors to entrepreneurship, but with time, it is noted that entrepreneurship intention is most common in entrepreneurship because the lack of intent may lead to a business venture being futile among students (Achchuthan & Sivarajah, 2013:172).

According to Pulka, Rikwentishe and Ibrahim (2014:4), entrepreneurial intention has a constructive outcome on students' entrepreneurial attitude, and remains one of the huge reasons as to why a student may decide to be an entrepreneur. This, therefore, calls for educational authorities to apply more motivation and share success stories with students in order to motivate them to become future entrepreneurs.

#### **1.4.5 Subjective norms**

Peng, Genshu Lu and Hui Kang (2012:95) further elaborate on the fact that subjective norms in students are subjected by perceived expectation levels from those that are important in a student's life like parents, colleagues as well as role models; their perception of starting a business may be influenced by these factors as well. This refers to the culture in which one is used to in terms of motivation and career guidance as subjective norms are engraved in one's personality; that is the same way one will look at different aspects of entrepreneurship as well as career choices made.

#### **1.4.6 Perceived behavioural control**

Mahmoud and Muharam (2014: 18) state that behavioural control can be seen as the ability of one to perceive, keep, recover, react and assess information. Behavioural events can be predictable from a person's actions and plans to carry out the behaviour under evaluation. There are three categories of prominent viewpoints, namely: behavioural beliefs, which are expected to affect attitudes; normative viewpoints that shape the essential elements of subjective norms; and the control beliefs, which present the root for perceptions of behaviour control. Alhaji (2015:58) is also in agreement with the above authors when referring to perceived behavioural control that one would establish his wants to embark on a particular task or has the resources to do a particular task or activity. This factor is considered to capture non-motivational factors that influence behaviour.

#### **1.4.7 Personality Traits**

Personality refers to one's ability of accepted wisdom and often, in entrepreneurship, there are a wide variety of personality traits that can influence an individual's decision of whether one wishes to pursue a business venture or not. Students usually have different views and personalities when it comes to entrepreneurship and are as follows: optimistic personality; high risk taking propensity; proactive personality, and high risk taking attitude. One would need all these personality traits in order to be a good entrepreneur and see value in being self-employed (Du Toit Moufhe, 2011: 4).

#### **1.4.8 Entrepreneurship education**

Donnellon, Ollila and Middleton (2014: 491) suggest that entrepreneurship education has been developed to facilitate learning through engagement in the practice of entrepreneurship. Various approaches have been created in order to assist individuals with practical experience to learn and absorb entrepreneurship. This is achieved by granting live scenarios of how matters should be handled and resolved in business. The theory designed does not provide a suitable solution to the deviations of entrepreneurship in terms of distinctiveness structure over the course of an education process, or how identity occupation may be integrated with individual skill, risk-taking propensity and knowledge development. The process needs to be simplified by asking the following questions:

How is entrepreneurial identity constructed through the process of new venture creation? How can entrepreneurship education increase the ability of students to take risks in business ventures?

Malindi and Xaba (2010: 1) state that there has been a fair amount of problems with regard to entrepreneurial education because it has been noticed that entrepreneurial education can be impaired as some schools are located in poverty stricken areas. Ninety percent of learners are still in township schools and are far from receiving education that one can be proud of due to the learning conditions, limited curriculum and impaired learning facilities. However, some of these schools use the prescribed books to develop entrepreneurial independence and try by all means to develop the communities in which they come from.

#### **1.4.9 Skills dynamics on entrepreneurship and employability**

The previous section highlighted the introduction and background of this study. This section evaluates related literature of this study such as academic journals, newspaper articles, books, periodicals, the internet and case studies. It also takes a glance at how the whole study was investigated. For this study to be successful, it was critical to link it to relevant previous and present sources. This was done in order to obtain different perspectives on the topic, namely, the entrepreneurial intent amongst final year commerce students at the Durban University of Technology.

These aspects demonstrate the need for higher education institutions and organisations to develop strategic routines in order to keep up with the skills necessary to sustain businesses and the same skills to be used when pursuing businesses. Fitriati and Hermiati (2010: 262) found that for entrepreneurial skills, most studies differentiate three dimensions, which are: technical expertise, business management expertise, and personal entrepreneurial expertise. They further elaborate that these different types of expertise are used to measure the level of business intention among graduates.

Fitriati and Hermiati (2010) further identified the following skills needed for both business and employability: opportunity orientated; problem solving skills; locus of control; tolerance of failure; creativity; innovation; self-confidence; leadership skills, and human relations skills. In today's environment, competitive pressure among organisations in the market is a major contributor to organisations seeking skills to suit challenges. It was also noted by Klibi and Oussii (2013: 120) that besides technical capacities, additional expertise such as interpersonal and intellectual aspects are more connected to character and can assist a graduate in establishing career success as well as business success. It can also be noted that one's drive to acquire the necessary skills and execute them accordingly can influence progressive career aspirations and business ventures. Research has also exposed that expertise such as solving tribulations, communicating efficiently, thinking significantly and working in a team are needed by employers, but most graduates are not equipped with such expertise (Robinson & Garton, 2008: 96).

Chiu, Chou-Kang and Sheng-Wuu (2009: 192) suggest that gender no longer determines how effective an employee is with regards to the skills that they possess. They believe that decisions can be made by any party – whether male or female – and maximum productivity in an organisation can, therefore, be achieved by anyone as well. Coetzee and Esterhuizen (2010: 1) affirm that government has established national strategies to equip unemployed graduates with practical skills that are necessary for the work environment. Initiatives such as the Work Readiness Programmes presented by non-profit companies' partnership with higher education institutions and the employment market have become an significant avenue for young African unemployed graduates to improve their employability and amplify their prospects for employment. According to Bridgstock (2009: 32), graduate attributes are a main feature in economic output. Skills growth in higher education is basically the development of individual capital to assemble the needs of the new information economy.

Universities must emphasize development of 'own discipline' or profession, but graduates have to also acquire generic expertise, dispositions and features that are moveable to many occupational situations and areas. Bridgstock (2009: 33) defines generic expertise as "those transferable skills which are essential for employability at some level for most". These skills are also known as "core skills". Ghina (2014:333) draws attention to the fact that skills can be in place among graduates, but without the right opportunities in the market, those skills are futile. Graduates would find themselves in a position whereby employment opportunities are not in place and, on the other hand, there are not enough avenues for one to pursue business ventures.

The following skills (Table 1.1) were compiled by Bridgstock (2009: 33) as the necessary skills needed by graduates to enter the workforce and be business competent.

**Table 1.1: Necessary skills for graduates**

<b>Skills Categories</b>	<b>Explanation</b>
Technical expertise	Are those capabilities acquired through education and practice. They are often job or task specific; in other words, a particular skill set or proficiency required to carry out a precise job or task.
Management skills	The capacity to make trade conclusions and show subordinates within a business.
Intellectual expertise	These expertises take into effect the technique of thinking of a person and the sub expertise that one possesses.
Interpersonal expertise	Interpersonal skills are the life skills we use every day to correspond and network with other people, both individually and in groups. Individuals who have worked on developing strong interpersonal skills are usually more victorious in both their professional and personal lives.
Personal skills	The skills used by an individual to correctly network with others. In the business domain, the term generally refers to an employee's capacity to get along with others while getting the occupation complete.

**Source: Bridgstock (2009:33)**

#### **1.4.10 Employability of graduates versus entrepreneurship**

Kumar and Jain (2010: 52) suggest that employability is the achievement of characteristics (information, expertise and capacity) that assist graduates to be victorious in their occupation trails. They further detail that employability usually refers to the employment of graduates, but this also includes self-employment or business ventures. From what has been discussed above, it is apparent that skills, employability and entrepreneurship go hand-in-hand in ensuring stability of graduates at their final year of study as well as at the peak of their careers. Bridgstock (2009: 32) is in agreement with the above definition of employability when it is stated that employability is the character of skills that make an employee attractive to potential employers and be deemed employable because of such attributes.

According to Fatoki (2010: 295), previous work experience can impact on entrepreneurial intention. Fatoki (2010: 295) further suggests that people who have worked in the government sector are less likely to start a new business venture compared to their counterparts in the private sector. Even though Fatoki (2010) approached the matter in a different view, Fatoki (2010: 295) is in agreement with the above authors that entrepreneurial intention can take place after one has been employed and use those skills to pursue a business venture. Fatoki (2010: 296) further suggests that entrepreneurship is not about learning how to run a business, but is about give confidence in inventive thinking and promoting a strapping sense of self-worth and liability.

All authors above place emphasis on the point that a potential entrepreneur will be responsible in a sense that if acquired by an organisation, that particular individual will ensure that the organisation achieves maximum productivity through the efforts that one will display because the mentality will be entrepreneurially driven. All in all, if one is a potential entrepreneur, even if one becomes employed, the same skills and eagerness to be an entrepreneur will be portrayed in that particular organisation.



#### **1.4.11 Factors between skills and employability as factors of entrepreneurial intention**

Skills are related to the factors of employability as these two variables complement each other. The current theoretical factors that have a direct impact on skills and employability that lead to entrepreneurial intention of graduates are as follows:

- Gender;
- Culture;
- Level of economic development, and
- Career identity.

#### **1.4.12 Biographical factors**

Gender has a fundamental relationship with skills and employability. As witnessed by Sarfaraz, Faghih and Majd (2014: 1), entrepreneurial activity among women in developing countries is less than in developed countries. The authors further state that women are likely to establish up their own business enterprises as the economic development amplifies in developing countries, which may see more female entrepreneurs being subsidized or funded in order to become entrepreneurs. Men and women have different opinions regarding employment, with women preferring secured jobs rather than pursuing business ventures. A growing economy relies on entrepreneurial intent in order to grant employment and add to the expansion of the economy.

Horn (2006: 120) views the factor of culture as a crucial measure in skills, employability and entrepreneurship when he states that unlike counterparts in other developing countries; most South Africans rely on acquiring a job as a security measure to avoid risk factors. He further elaborates on South Africans not taking the edge to be innovative and taking risks to see business opportunities as they believe they need to have pension plans, medicals aid plans and other benefits to deem them secure in their career paths. All in all, the culture and the background of South Africans have led them not to like the idea of risk-taking.

Individuals always want to acquire the necessary skills first and then seek employment, after which they can decide if they want take a business venture. In most cases, even if one decides to embark on a journey to be an entrepreneur, one would still want to be employed and run the business on the side until that particular individual is satisfied that the business is productive.

Urbig, Weitzel, Rosenkranz and Witteloostuijn (2012: 380) state that the skills that people have may lead to entrepreneurial intention. However, they argue that formal institutions such as government sectors and financial organizations play a part in individuals deciding against pursuing business ventures.

Career identity cognitively combines skills and employability while providing the energy for an individual to have direction as to what career aspects they wish to strive for and the skills necessary to do so (Kumar & Jain, 2010: 52). This factor allows one to choose a career path and by doing so, that enables a chance for entrepreneurial intent as one will know what skills to possess in order to be employable or self-employed. Kumar and Jain (2010) further describe how this affects skills and employability as an individual will make the necessary decision from lower levels of studying as to what skills should be acquired.

The next section looks closely at the aim and objectives of the study.

## **1.5 AIM AND OBJECTIVES OF THE STUDY**

The proposed study investigated entrepreneurial intention amongst final year commerce students at the Durban University of Technology with the aim to:

### **1.5.1 Primary objective:**

- Establish the correlation between graduates' entrepreneurial intent and employment at the Durban University of Technology.

### **1.5.2 Secondary objectives:**

- Establish a relationship between entrepreneurial intent against self-employment opportunities.

- Establish a relationship between graduates' entrepreneurial intent and self-employment capabilities.
- Establish a relationship between entrepreneurial intent and employability.
- Establish a relationship between entrepreneurial intent and skills.
- Establish a relationship between entrepreneurial intent and personality traits.
- Establish a relationship between entrepreneurial intent and level of economic development.
- Establish a relationship between entrepreneurial intent and culture.

## **1.6 SIGNIFICANCE OF THE STUDY**

The importance of the study was to formulate a clear representation of the lack of entrepreneurs in South Africa and the impact it has on the economy, as well as how the present study will assist in contributing a solution to these deviations. South African problems are a wide scope when it comes to entrepreneurship; the country is quite a young democracy with wider socio-economic problems, and there is a general perception that graduates must find employment in the corporate industry after school as a way of creating their own businesses in future. The following section explores reasons for such ideals.

- Luiz and Mariotti (2011:1) suggest that the reason for such factors is that while it is expected that the informal sector will present employment, it cannot because there is less participation by the small, medium and micro-enterprises SMMEs as a vital source of employment and economic growth. Most countries have mastered this while South Africa is lagging in this department. SMMEs in South Africa employ 47% of the economically driven population and contribute to 45% of GDP, while in European countries, these percentages are doubled on each factor;

- Entrepreneurs in a developing country like South Africa can be influenced by a variety of aspects for it not to grow and create employment. They are faced with infrastructural unemployment, unavailability of skilled labour, macro-economic constraints, social problems and unstable political atmosphere (Xavier *et al.* 2012);
- The intention of the codes such as the Black Economic Empowerment and Broad-based Economic Empowerment could yield more results their focus were more on getting the end result than the regulatory difficulties that make it hard for individuals to practice business ventures and add to the growth of the economy; and
- Fatoki (2011:163) highlights that students are not motivated enough to take risks in terms of starting businesses; all the factors such as finances are still seen as barriers of individuals starting up their own businesses.

The present study will assist in developing a way forward in terms of taking all the deviations and acquire feedback from the targeted population in terms of the impacts of the above and from there; recommendations are made from the sampling procedure.

The next section presents the research methodology.

## **1.7 RESEARCH METHODOLOGY**

### **1.7.1 Research approach**

According to Sapsford (2007:1), a survey initiated during a conceptual conversion from population as a collection of people, to population as a resource, during the industrialization of society in the late eighteen and nineteenth century. Thus, it can be used to measure cross-sectional studies. Therefore, the method used in this research was the cross-sectional survey design because it allows for all data to be collected at once, with limited deviations. This is referred to as the measurement of population, gender and age groups of people. In this instance, the questionnaires were distributed to students. The questionnaire was regarded as a convenient method for sampling in this study, as it is cheaper and appeals to a wider array of students. The questionnaire used in this study was used for a number of years by different researchers and aims to cover all the objectives discussed above (Malebana, 2014:134).

A quantitative approach was used to conduct this study. Hopkins (2008:1) defines this type of study as quantifying relationships between variables such as performance, weight, time and treatment. One measures various samples of subjects, which can be tissues, cells, animals or humans then articulates the correlation between variables using effect statistics such as correlations, relative frequencies, or differences between means.

### **1.7.2 Research method**

#### **1.7.2.1 Research population**

Collection of data can be challenging if an inconvenient tool of sampling is used. For ease of collection of data, the research population was the Durban University of Technology students, and the sampling technique used was the convenience sampling method where subjects of a study were easily available within the immediacy of the researcher. Hence, the researcher does not have to do any extra effort to gather data (Saumure & Given, 2008: 1). This method saves time and resources and can easily attain maximum and accurate results in a short space of time; a questionnaire was used as a convenient method in this study.

### **1.7.2.2 Research participants (sample)**

The sample (questionnaire) comprised 250 students of the Durban University of Technology of the Faculty of Commerce which has the following six departments: Operations and Quality Management; Public Relations; Marketing; Business Management; Human Resource Management; Entrepreneurial Studies; and Governmental Studies. The researcher had a minimum of 40 and a maximum of 50 participants from each of the above departments.

### **1.7.2.3 Sampling**

#### **1.7.2.4 Research procedure**

All relevant departments were consulted to participate in the study in the form of a permission letter and informed that all information will be kept confidential.

### **1.7.2.6 Hypotheses**

The review above presents the views of previous authors on entrepreneurial intentions (Douglas *et al.*, 2013; Pulka *et al.*, 2014; Peng *et al.*, 2012). The independent variable in this study was entrepreneurial intentions of students, and all the factors discussed under entrepreneurial intentions led to the formulation of the following hypotheses:

- H1: There is a direct relationship with regards to attitude towards entrepreneurship in entrepreneurial intentions.
- H2: Subjective norms have a constructive relationship with entrepreneurial intentions.
- H3: Perceived behavioural control is one of the core functions for entrepreneurial intentions.
- H4: Student participation in entrepreneurial education complements entrepreneurial intentions.

- H5: Students with an optimistic personality are likely to have a constructive attitude towards entrepreneurship.
- H6: High risk-taking propensity students are likely to take part in entrepreneurship education.
- H7: Students with a proactive personality play a role in entrepreneurial education.
- H8: Students with a high risk taking attitude are likely to contribute in entrepreneurial education.

#### **1.7.2.7 Measuring instrument**

Maree (2007:216) states that validity deals with the degree to which an appliance measures what it is invented to measure. In this study, all the variables were measured through questionnaires that distributed to the Durban University of Technology. Maree (2007:216) describes different types of validity, namely:

- Face validity: This refers to the degree to which the instrument looks valid. In other words, does the instrument appear to evaluate what it is supposed to measure?
- Content validity: This kind of validity refers to the extent to which the tool covers the absolute content of the particular construct that it sets out to measure;
- Construct validity: This type of validity is needed for standardization and has to do with how well the construct(s) enclosed by the instrument is/are measured by diverse groups of related items; and
- Criterion validity: This validity is probably the ultimate test as to whether an mechanism measures what it was supposed to measure.

Content and face validity were ensued in this research. This consisted, amongst other things, of a subjective impression of items in the questionnaire. A pilot study was used to pre test the questionnaire amongst a sample of 25 students not included in the main study. Suggestions and amendments from this process were taken on board with regard to the main study. These included aspects of simplicity and clarity of questions and a detailed suggestion of the need for an introductory section of the questionnaire to help students understand what was expected of them.

In order to ensure validity in this study, the researcher chose items which were used in previous studies or previous applications (Donnellon, Ollila & Middleton, 2014; Douglas & Fitzsimmons, 2013; Koe, Sa'ar, Majid & Ismail, 2012). This study was mostly administered by the relationship between the background of entrepreneurial intention (the attitude towards becoming an entrepreneur, perceived behavioural control and subjective norms) and entrepreneurial intention. In this study, the dependent variable was entrepreneurial intention, while the independent variables were the attitude towards becoming an entrepreneur, perceived behavioural control and subjective norms. The researcher used Cronbach's Alpha coefficients to determine the reliability of the measures undertaken; both person and item separation indices were at least 2.00 for an instrument to be deemed successful (Gibson, 2009:2).



**Table 2: Measures of entrepreneurial intention, attitude towards becoming an entrepreneur, perceived behavioural control and subjective norms**

VARIABLE	ITEMS	CRONBACH'S ALPHA
Entrepreneurial intention	<ul style="list-style-type: none"> <li>• I am prepared to do everything to be an entrepreneur.</li> <li>• My professional objective is to be an entrepreneur.</li> <li>• I will make every effort to start and run my own business.</li> <li>• I am strong-minded to create a business venture in the future.</li> </ul>	.750
Attitude towards becoming an entrepreneur	<ul style="list-style-type: none"> <li>• Being an entrepreneur implies more return than disadvantages to me.</li> <li>• A line of business as an entrepreneur is totally smart to me.</li> <li>• If I had the chance and capital, I would like to start a company.</li> <li>• Amongst a variety of options, I would rather be an entrepreneur.</li> <li>• Being an entrepreneur would provide me great satisfaction.</li> </ul>	.766
	23	

<p>Perceived behavioural control</p>	<ul style="list-style-type: none"> <li>• I am capable to control the creation procedure of a new business.</li> <li>• I would have a complete power over the situation if I create and run a business.</li> <li>• I am equipped to do no matter which to be an entrepreneur.</li> <li>• I recognize all about the essential realistic details needed to start a company.</li> <li>• If I wanted to, I could easily establish and run a company.</li> <li>• If I tried to establish a company, I would have a elevated possibility of being victorious.</li> </ul>	<p>.762</p>
<p>Subjective norms</p>	<ul style="list-style-type: none"> <li>• My friends would endorse of the conclusion to start a company.</li> <li>• My instant family would endorse of the conclusion to start a company.</li> <li>• My social group would endorse of the conclusion to start a company.</li> </ul>	<p>.784</p>

**Source: Gibson (2009)**

Maree (2007:215) also found that reliability is the degree to which a measuring tool is repeatable and steady. It is easy to understand why an instrument should be reliable.

The tool used to determine this study is very consistent because the mechanism chosen in the questionnaire is general to the respondent's environment. According to Maree (2007:215), there are a number of different types of reliability, namely:

- Test-retest reliability: This is determined by administering the tool to the same subjects on two (or more) occasions;
- Equivalent form reliability: This is get hold of by administering the tool and then, on a second instance, administering the same tool – measuring the same construct – to similar subjects;
- Split-half reliability: To acquire a measure of this style of dependability, the items that make up the tool are divided into two, thus forming two separate instruments; and
- Internal reliability: This happens when a quantity of items are formulated to form a single construct. There should be a high degree of similarity among them since they are supposed to measure one common construct.

The reliability of the measuring instrument is tested by means of Cronbach's Alpha. Garson (2009) states that the cut-off criteria for internal consistency reliability is 0.60 for exploratory research and that an alpha of at least 0.70 or higher is required to retain an item in an adequate scale. The Cronbach's Alpha scores of the data collection instrument were higher than 0.60, meaning that it was a reliable tool for use in this research.

## **1.8 DATA ANALYSIS**

Data analysis included descriptive and inferential statistics.

### **1.8.1 Descriptive statistics**

Trochim (2006: 1) states that descriptive statistics are used to demonstrate the basic features of the data in a study. These present straightforward summaries about the sample and the measures. With simple graphics examination, they form the basis of virtually every quantitative analysis of data. The data was also analysed by means of the SPSS (Statistical Package for the social Sciences) program and the descriptive statistics were used for the frequencies of the sample.

The connection between the attitude towards becoming an entrepreneur, perceived behavioural control, subjective norms and entrepreneurial intention were tested using hierarchical multiple regression analysis. Before testing the relationship among the independent variables and the dependent variables, control variables were entered first, followed by the second regression that included control variables and independent variables (Malebana. 2014:135). All the relevant hypotheses were covered using this method and tested accordingly.

### **1.8.2 Inferential statistics**

Trochim (2006: 2) highlights that inferential statistics are used to examine questions, models and hypotheses. In many cases, the conclusions from inferential statistics enlarge beyond the instant data alone. One can use inferential statistics to make inferences from data to more general circumstances. The Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA) was one of the sampling techniques used to meet the necessary data from samples to the graduates at the Durban University of Technology. The models used in this study have been proven by earlier researchers and proved fruitful; therefore; this method of research was a convenient tool for this encounter.

Both descriptive and inferential statistics were used to conduct this research.

## **1.9 ETHICAL CONSIDERATIONS**

Ethics refers to the morals or values that administer the conduct of an individual or group (Kumar, 2013:1). Following Kumar's (2013) view, ethical clearance was requested from the Faculty Research Committee, and a Letter of Information and Consent (Appendix 1) signed by the participants. Consent forms ensured that confidentiality and voluntary participation are maintained. Previous researchers argue that in conducting such a study, the researcher should always pay attention to the following aspects (Bowie *et al.*, 2009):

- Obtain informed consent from the entity being researched;
- Maintain integrity;
- Provide full disclosure of the topic being researched;
- Grant participants the right to contribute and an option to withdraw;
- Ensure privacy and confidentiality in the information supplied; and
- Gather and report the true version of the information obtained.

## **1.10 DELIMITATIONS OF THE STUDY**

The researcher chose to focus on one area of discipline, which is commerce. Furthermore, the study was only limited to the Durban University of Technology's commerce graduates. The researcher, therefore, considered final year students as they possessed the right measures between mature education and the corporate environment. The researcher did not consider nationality as a variable because the dominant population is made up of South Africans, hence the results may be compromised and the sample will not reflect other nationalities, indicating its weakness. Limitations in this regard include the fact that, since the researcher is a post-graduate student as well, influence of the respondents' participation in this study might be affected by how students relate to the researcher. Hence, the study was limited to the Faculty of Management and Commerce - this may allow other researchers to conduct a similar research using other variables or faculties as well.

## **1.11 CHAPTER LAYOUT**

The research includes the following chapters:

### **1.11.1 Chapter Outline**

CHAPTER 1: Overview of the study

CHAPTER 2: Literature review

CHAPTER 3: Research methodology and design

CHAPTER 4: Field work

CHAPTER 5: Analysis of the results and discussion of the findings.

CHAPTER 6: Conclusions, limitations and recommendations.

## **1.12 CONCLUSION**

This chapter consisted of an introduction to the research topic, background to the study, the problem statement, literature from various authors, and the research methodology of the study. Other factors that are included are: research approach; research population and sample; research population and sample; measuring instrument; data analysis, ethical considerations, and delimitations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

The main purpose of this study was to determine the entrepreneurial intent amongst final year commerce students at the Durban University of Technology. The literature review paints a broad understanding to the study at hand and includes outlook and perspectives from different authors. The literature review covers the following sections: entrepreneurship, entrepreneurship education, the importance of entrepreneurship, entrepreneurial intentions, subjective norms, perceived behavioural control, and high risk taking propensity, personality traits, and skills. The hypotheses of the study are then presented and conclude this chapter.

#### **2.2 ENTREPRENEURSHIP**

Grigorea, Marinescu and Tomaa (2014:438) define entrepreneurship as a purposeful motion to begin and enlarge a revenue orientated business and can also be defined as a set of behaviors that initiates and manages the reallocation of economic resources and whose reason is value creation through those means. Gries (2011:217) suggests that “entrepreneurship is the resource, process and state of being thorough and in which individuals utilize positive opportunities in the market by creating and growing new business firms.” For that reason, entrepreneurship is a creative process in which an individual undertakes a task of taking a responsibility and a risk of initiating an idea and implement it accordingly. This includes taking a direction in which most individuals are terrified to take and rise above obstacles as this requires superior mental ability and being an agent for change. Some authors have defined entrepreneurship as the procedure by which people pursue opportunities in spite of the resources they currently manage and also the art of turning ideas into a business venture (Barringer & Ireland, 2010).

According to Crous, Schepers and Shein (2010:1), entrepreneurship shapes and builds the future, and that is accomplished by means of new venture creation.

It has been proven that new business ventures are critical for economic development, and that has been identified by the world; that is why it had led to the South African government policies as such policies encourage new ventures by developing entrepreneurs or self-starters (Callaghan, 2016:1). Callaghan (2016:3) also states that a new department of small business development has been set up in South Africa and looks to improve the prospects of small businesses being the mechanism for economic growth; this means that small businesses will have to give roughly 800 000 jobs per year until 2030. In South Africa, SMEs contribute 55% to the Gross Domestic Product (GDP) and are estimated at more than two million in number. Vik and Mcelwee (2011:390) explain that there is a way of creating new market dynamics simply by expanding a range of complementary products or services of which there is a niche gap in the market. Kaplan and Warren (2010:34) focus on the phases of what it takes to be an entrepreneur as they believe it starts with a positive mind-set. Subsequently, this leads into the intention of being an entrepreneur. Kaplan and Warren (2010) further focus on the process of becoming an entrepreneur from an operational perspective by looking at the tasks and activities that take place at the different levels of the entrepreneurial process, and these are as follows:

- Identifying and exploring opportunities,
- Crafting a game-plan and setting up the company;
- Mobilizing and managing the required resources, irrespective of limitations. Implementation; and
- Establishing the venture.

While Kaplan and Warren (2010) look at the process of entrepreneurship, Ungerer, Kruger, Mansfield and Vorster (2015: 269) believe that while there is an entrepreneurship process in place, there are factors influencing entrepreneurship victory. Entrepreneurial accomplishment is depended on a range of factors, namely: the financial potential of prospect, the effectiveness of applied know-how and abilities and the motivational drive in the face of important resistance. Entrepreneurship does not happen in a vacuum; the development of entrepreneurship requires social and economic conditions that encourage entrepreneurial activity as well as individual capacities that help individuals generate and maintain productive enterprises.



Economics and business management scholars have devoted considerable attention to the societal and economic conditions that promote free enterprise (Clifton, 2011:26).

Entrepreneurship falls under self-employment, and that encompasses a wide variety of diverse aspects as individuals decide to be self-employed for various reasons; through a wide number of entrepreneurs, the country is able to measure the entrepreneurial talent in the economy (Afoakwa et al., 2015). Arif, Kumar, and Tariq (2015:80) highlight the importance of finance in entrepreneurship; in order to turn out to be victorious entrepreneurs, it is critical for graduates to find financial break to run their company successfully and make the business victorious in the market. Goyal and Parkash (2011:7) propose that normally, graduates encounter difficulties in getting financial help because of the absence of the security. Due to the absence of the financial help, it has turned very hard for new entrepreneurs to take an initiative in the business arena. Financial problems have long been a barrier into entrepreneurship for Sub-Saharan Africa, and that is witnessed by the amount of businesses that fail before they even start due to financial constraints as that causes smaller firms not to be able to compete with well-established firms (Legas, 2015:29). The World Bank Enterprise survey finance database was used to ensure if finance is a robustly warning factor for entrepreneurs in the region. Table 2.1: Access to Finance compiled based on Enterprise Survey Finance database.

**Table 2.1: (Finance database)**

<b>Economy</b>	<b>Percent of firms identifying access to finance as a major constraint</b>	<b>Proportion of loans requiring collateral (%)</b>	<b>Value of collateral needed for a loan (% of the loan amount)</b>
All Countries	28.6	77.4	193.9
East Asia & Pacific	16.7	79.8	201.2
Eastern Europe & Central Asia	17.1	82.8	205.6
High income: non OECD	26.0	76.0	180.3
High income: OECD	12.8	65.5	157.4
Sub-Saharan Africa	41.6	79.3	173.8

**Source: Central Intelligence Agency (2013)**

As stated in Table 2.1 acquiring finance prevailed as a big dispute for entrepreneurs in Sub-Saharan Africa. It turned out that 41.6% of firms that responded to the survey revealed access to finance as a major constraint in pursuing entrepreneurial work compared with 28.6% of the global average. Starting a business is a big step and a task all around; it makes no business sense for the government to have regulations that are seen as oppressing the beginners in businesses; effective and efficient business regulations allow entrepreneurs to start up organisations at the lowest possible cost (Romer & Romer, 2010:763). Fast and over-simplified business policies are quite necessary for unleashing the entrepreneurship potential due of a nation. Smart business regulations are necessary to allow business dealings to flow. Tougher business regulations stunt the growth of entrepreneurial works. They soar the time and cost needed to start a business, making it less likely for such a business to take root (Abor & Quartey, 2010:5).

## **2.3 ENTREPRENEURSHIP EDUCATION**

Entrepreneurial education and its importance have been defined in various ways by different authors; however, between all the definitions provided, there are a few similarities. Eresia-Eke, Gwija and Iwu (2014: 167) suggest that entrepreneurship education is the art of providing people with the expertise to be familiar with chances that other people have overlooked and have the bravery to capitalise where others have hesitated. Mwangi (2011:1) adds that entrepreneurship education refers to skills given by the educator to a learner grooming that individual to be competent to face the corporate environment and be creative enough to take risks and embark on entrepreneurial activities rather than seeking paid employment from someone else or institution. This focuses on assisting an individual unleash their entrepreneurship potential and at the same time, this helps so that a learner can have skills of pursuing business objectives and have a backup in terms of a qualification as well.

People of South Africa usually depend on the public and the private sector to create jobs; however, there is a growing default in the corporate environment as well as government to create jobs because of high demand for jobs compared to the supply in place. Mvula and Tshikovhi (2014: 79) highlight that the number of business start-ups amongst graduates is very low, which can be an indication that entrepreneurial education may be insufficient. Hence, taking into account the fact that Mwangi (2011:1) defined entrepreneurship education as the skills given by the educator to the learner grooming that individual to be competent to face the corporate environment and be creative enough to take risks and embark on entrepreneurial activities rather than seeking paid employment from someone else or institution. These concerns have, therefore, led the country to be classified under the slowest in terms of entrepreneurial growth in the world and Sub-Saharan Africa (Xavier et al., 2012).

The lack of skilled youth and the lack of youth interest in business activities are seen as major effects of rising unemployment within the youth. The current working definition of entrepreneurship and entrepreneurship education provide support that for individuals to be keen on entrepreneurship, skills and behaviours are key to the process of opportunity discovery, evaluation and successful commercialization in business ventures (Kaijage & Wheeler, 2013). Comparing South Africa to its BRICS (Brazil, Russia, India, China and South Africa) counterparts (See Table 2.2), it becomes clear that there is a need for action-based entrepreneurship education that will produce graduates that are prepared to engage in entrepreneurship (Gregory, 2011:79).

**Table 2.2: BRICS unemployment rate per country**

<b>BRICS Countries</b>	<b>Unemployment rate per country in percentage</b>
Brazil	4.7 percent
Russia	6.1 percent
India	3.8 percent
China	4.1 percent
South Africa	25 percent

**Source: Central Intelligence Agency (2013)**

One may speculate that South Africa's higher education system is adequate enough to pull all the needed factors of entrepreneurship in order to enhance entrepreneurial skills. The problem at hand starts from as early as primary and secondary levels of education (Ahmed, Nawaz, & Ramzan, 2011:348). Anderson, Elert and Wennberg (2015:210) specify that the most common business education would seem impossible judging by the common reality of entrepreneurs; this is a reality characterized by scarce resources and opportunities, and many studies show that successful entrepreneurs usually use previous entrepreneurial experience compared to experience acquired through formal education.

Ernest, Matthew and Samuel (2015:21) position that entrepreneurship is the source of all academic avenues as everyone needs to have a sense of entrepreneurship before running an organisation; this can vary from doctors to engineers and so on.

This also refers to education that enables one to convert scarce opportunities to livelihood. Entrepreneurship education must not be mistaken with normal business routine and economic studies as its objective is to promote creativity, innovation and self-employment. According to Owusu-Ansah and Poku (2012:21), entrepreneurial learning has three main objectives across the board, these are:

- Raising learners' awareness of self-employment as a career option;
- Promoting the development of personal qualities that are relevant to entrepreneurship, such as creativity, risk-taking and responsibility; and
- Providing the technical and business skills that are needed in order to start and run a new business.

In many advanced countries in the world, entrepreneurial education is started from primary, secondary, right up to tertiary level because this is considered as a compulsory aspect in curbing the economic downstream of the country and create opportunities for employment (Blenker, Korsgaard, Neergaard & Thrane, 2011: 467). In South Africa, this is currently practiced but lacks thorough follow-up as entrepreneurship education is done as a subject in schools, and hence not painting the bigger picture to students that this is critical for success in a country (Aspland & Edward, 2012:134).

## **2.4 THE IMPORTANCE OF ENTREPRENEURSHIP**

Lowe (2015:1) focuses on how limited market access affects South Africa in boosting the Small and Medium Enterprises (SME) and argues that South Africa's approach needs to go further than funding and early stage mentorship in business. Lowe (2015) further states that the country needs to recognize ways to help SMEs gain access to various markets and form part of the broader supply chain because the country has major successful industries, and all should play part in promoting SME development. Gupta, Guha and Krishnaswami (2013:1) are in agreement with Lowe (2015:1) when they emphasize that SMEs are the backbone of the economy and with detailed attention to this sector, small companies can find themselves exporting, creating employment and fostering economic growth.

South Africa's growth problems are further than economics in nature as South Africa is one of the most unequal societies in the world, hence this needs robust transformation in the business industries and a need for skilled role players who will be able to transform their local communities and create chances of improvement for future entrepreneurs (Iwu, Malunga & Mugobo, 2014:19). In order to raise South Africa's pool of entrepreneurs, focusing on the increased levels of perceived opportunities, through market dynamics and research development as well as through improved levels of perceived capabilities, through education (Staff Writer, 2013:1). It is without any doubt that sustaining of existing businesses and creation of new business ventures will ensure the country stays in a good position compared to all the countries in the world. Hence, it is critical for the government to invest in small organizations so that citizens will not rely on government organisations and private sectors for employment but will learn to generate a source of living for them (Khoury & Prasad, 2015).

The importance of entrepreneurship goes beyond a state of economic growth, poverty and job creation but has more to do with the fact that if certain individuals did not take any risks in terms of starting up organizations that will leave a legacy and continue to contribute to well-being of the economy, then entrepreneurship would not exist at all. That is why it is important to look at the issue of entrepreneurship in a broad base and understand that for the industry to be electrifying, then more businesses need to be established (Ogbo & Nwachukwu, 2012:95).

The government also needs to note that rapid growth in business transformation and seeding small business firms may lead to the government collecting more corporate tax for the normal operations of the country through small business. The country is currently relying on personal income tax to fund government projects, and the government recently increased personal income tax, thus leaving corporate tax untouched. This leaves a clear indication that the business market is exhausted and needs refurbishment in terms of new businesses to help the country go forward (Woodruff & McMillan, 2012:1).

Gurel (2013:87) also states that the importance of entrepreneurship has to do with culture as well as entrepreneurship is a social concept and, therefore, has social characteristics; thus, an individual's approach to entrepreneurship will be hampered by culture and values.

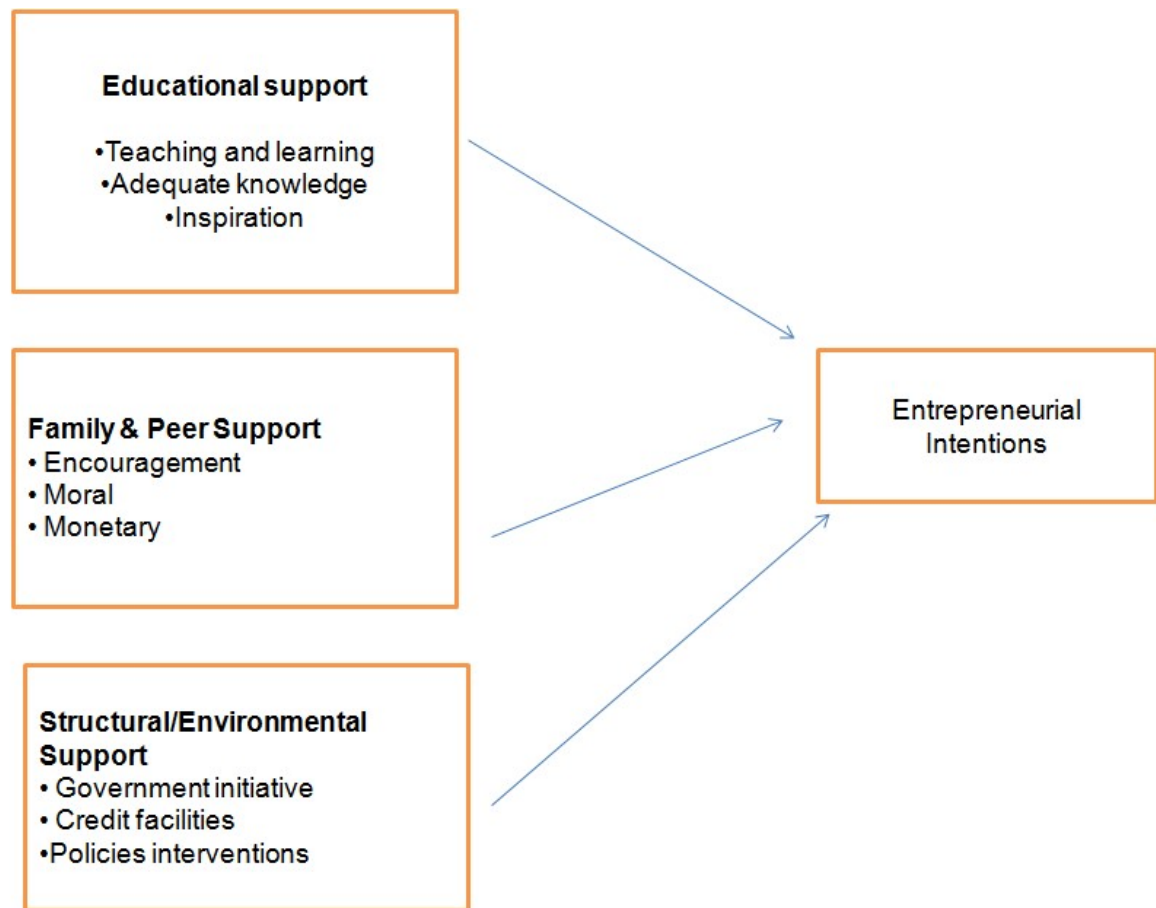
Another major factor in developing countries would be innovation and being able to adjust to the fast changes in the world. Innovation can also contribute 30 percent more on economic growth than normal trends in the business. SMEs stand a better chance in terms of having a niche gap in the market because when a new business is formed, the entrepreneur would have studied all the gaps in that sector and would, therefore, have an advantage in achieving maximum growth because of the niche gap the organisation has (Goedhuy, Naude & Szirmai, 2011:2). Glinskiene and Petuskiene (2011:69) also emphasize that innovation has turned out to be at the bottom of growth and competitiveness in the global economy because every industry strives to survive in an uncertain economy that has a lot of challenges arising from exchange rates and increased competitiveness. All in all, the importance of entrepreneurship goes hand in hand with an organization that is prepared take a risk, promote creativity and being innovative.

## **2.5 ENTREPRENEURIAL INTENTIONS**

Thompson (2009:669) defined entrepreneurial intention as “a self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future. Authors such as Lans, Guilikers and Batterink (2010) emphasized three types of intentions to create a business which are: classical entrepreneurial intention, substitute entrepreneurial intention, and entrepreneurial intention. These types of entrepreneurial aspects establish diverse learning goals and specialized requirements amongst entrepreneurs.

Huu An and Khuong (2015: 104) also define entrepreneurship as a best predictor of entrepreneurial behaviour in several literatures conducted over past decades. Khuong and Huu An (2015) sum up that the intention plays a role as a bridge between business venture, thus creating “exogenous influences”.

Adjei et al. (2015) examined factors affecting entrepreneurial intentions and noted the function of education, family and structural support behavior and this is espoused in the Entrepreneurial Support Model (ESM) as per figure 1 below:



**Figure 3.1:** Entrepreneurial Support Model

**Source:** (Adjei et al., 2015)

The first aspect of the model is educational support. It is apparent that professional education is a well-organized way of obtaining essential information about entrepreneurship. Gelard and Saleh (2011: 10707) also highlighted the fact that the entrepreneurial aspirations of many students are hindered by insufficient training. Therefore, academic institutions might have serious roles in the encouragement of graduates to choose an entrepreneurial career. Stephan, Partridge, Steven and Fleming (2010:20) also state that graduates are sometimes accused of being too academic and supporting entrepreneurship insufficiently.



In order to overcome this obstruction, universities have offered entrepreneurship courses at the undergraduate and graduate levels. Some studies examine how this entrepreneurial wellbeing of universities affects entrepreneurial inclination of students. It is, therefore, indicated that there is a direct connection between entrepreneurial education, entrepreneurial behaviour and entrepreneurial intentions (Adjei, Denanyoh, & Effah, 2015:1). Ahamed and Rokhman (2015:32) propose that entrepreneurial intentions in various cultural contexts at tertiary institutions indicate that support from the university atmosphere affects entrepreneurial assurance of university students. Authors further intricate that other studies have pointed out that entrepreneurship education, especially education that provides technological training which is vital to improve entrepreneurs' innovation expertise in an increasingly difficult environment (Lomey & McNamara, 2009:1).

An intention is a predictable result channeled by planned actions. The theory of planned behaviour gives emphasis to relations between attitudes and behaviour (Azhar, Javaid, Rehman & Hyder, 2010). Intentions foresee designed behaviour because behaviour can be premeditated. Intention is understood to take hold of touching factors that weight behaviour and point out one's attempt to try to perform intentional behaviour. In the viewpoint of entrepreneurship, intention is recognized as the necessary driver for establishing an organisation and as a predictor of new consistent enterprise (Lerner & Pines, 2011:1). This could also lead to the conclusion that entrepreneurially-minded individuals will track those opportunities from which they anticipate the highest profits to be extractable. The question arises as to whether entrepreneurial opportunities that are based on market imperfections are, indeed, the same as those that assure the highest entrepreneurial profits or margins (Kuckertz & Wagner, 2010:526).

Entrepreneurial intention is a more accurate predictor of entrepreneurial activity than demographic factors, personality traits or certain situations. Research indicates strong correlation between intention and actual behaviour (Ajzen, Csasch & Flood, 2009). Sondari (2014) considers it important to study factors that determine entrepreneurial intention.

Thus, several authors studied the entrepreneurial intention based on the theory of planned behaviour, which shows the influence of attitudes, social norms and perceived control over entrepreneurial intention (Heuer & Linan, 2013:35).

## **2.6 SUBJECTIVE NORMS**

Subjective norms can be defined as an individual's principle on the norms of individuals around and one's motivation to obey the norms; this has previously been evaluated in terms of three means, that is: belief of family role in business start-up, belief of business support from an important person, believing of business support from friends (Lestari & Susetyo, 2014:190). Subjective norms also refer to the perceived social pressure to act or not to act in a certain behaviour. A social norm has an influence on both perceived behavioural control and the attitude towards becoming an entrepreneur as well as the intention to start a business (Hopp & Stephan, 2012). It is noted that there is a direct link between perceived behavioural control and social norms. It is also noted that the impact of subjective norms on entrepreneurial intentions like parents, friends, and teachers have changed the level of intention from those that see them as role models (Pruett, Shinnar, Toney, Lopis, & Fox, 2009:571).

Some argue that if a student's parents are self-employed, then there are more chances for the student to develop such traits and end up starting a business because one would be familiar with the operation of an organisation, whether big or small, compared to resorting to seeking employment (Pretheeba, 2014:29). It can also be noted that Buttar (2015:5) believes that researchers have diverse views about the extent of direct authority of subjective norms on entrepreneurial career intentions. Linan and Chen (2009) have suggested that subjective norms affect both self-efficacy and perceived desirability, thus indirectly influencing intention. Conversely, other researchers have questioned the indirect association between subjective norms and entrepreneurial intentions.

Van Gelderen et al. (2008:1) describe subjective norms as a significant measure of entrepreneurial intention; nevertheless, important dissimilarities can be found in the quantification of this cognitive variable in entrepreneurship research. Authors further elaborate that it has been noted that the impact of family members, peers and role models can affect one's desire or belief in acquiring a business one day (Halter, Sieger & Zellweger, 2011: 521).

However, subjective norms can also be suppressed, and individuals or graduates can have new ways of thinking; as they grow and are exposed to more activities in their daily lives, they can choose to seek alternative ways to start a business, even though they have not been exposed to it before.

## **2.7 PERCEIVED BEHAVIOURAL CONTROL**

Anh and Mai (2013:1) advise that the theory of planned behaviour comes from the many aspects of human behavior that are planned and are, therefore, heralded by intention towards that behaviour. Unlike other models on entrepreneurial intentions, perceived behavioural control offers a faster and related framework that allows one to appreciate and foresee more accurate entrepreneurial intentions by focusing not only on individual factors but on social dynamics as well (Anh & Mai, 2013:4). Ajzen (2006:1) also vision perceived behavioural control as the intention to begin a behaviour that is regarded as a person's subjective evaluation of the easiness or difficulty of performing a responsibility or behaviour and the level of control over the behaviour, and this is formed the TPB (Theory of Planned Behaviour) model.

It is believed that an individual will take the most suitable choices to ensure that positive outcomes are achieved and approach is created from beliefs or previous experiences with regards to entrepreneurial intentions (Ajzen, 2012:438). In perceived behavioural control, individuals usually sense that performance or non-performance of the behaviour in question is under his or her volition. Linan and Chen (2009) argue that perceived behavioural control is a concept quite similar to self-efficacy and to perceive feasibility.

Douglas (2013:633) defines self-efficacy as “people’s judgments of their abilities to arrange and carry out courses of action required attaining designated types of performances”. Perceived behavioural control is determined by control beliefs concerning the accessibility of factors that can allow or delay the performance of the behaviour. Perceived behavioural control includes not only the sentiment of being capable, but also the insight about controllability of the behaviour (Degeorge & Fayolle, 2008).

Degeorge and Fayolle (2008:1) continue to point to that perceived behavioural control also looks at two aspects: how much an individual has control over the behaviour and how confident a person feels about being able to perform the behaviour.

Perceived behavioural control is triggered by control beliefs relating to the accessibility of aspects that allow the presentation of the behaviour. These factors could be internal or external and include the accessibility of resources and opportunities, past knowledge with the behaviour, second-hand information about the behaviour, observing the experiences of associates and friends, required expertise and abilities, the availability of social support, emotions and compulsions (Ajzen & Cote, 2008:1). These factors may impact on perceived behavioural control by increasing or decreasing the perceived difficulty of performing the behaviour in question.

Graduates’ entrepreneurial intentions in the rural provinces of South Africa, as per Ajzen and Cote (2008:2), are that individuals’ perceptions would endorse of them in performing the entrepreneurial behaviour and that entrepreneurial action is positively appreciated in civilization and raise perceptions of power over the behaviour (Linan & Chen, 2009:598). It has been established that the knowledge that an individual has gained in a particular sector and having entrepreneurial role models improve entrepreneurial self-efficacy or perceived behavioural control which, in turn, positively influences entrepreneurial intentions (Uygun & Kasimoglu 2013).

Denan et al. (2015:343) also highlight an interesting factor, that is, theory of planned behaviour (TPB) is an addition of the theory of reasoned action (TRA) made essential by the original model's limitations in dealing with behaviors over which people have unfinished volitional control. Both TPB and TRA have similar goals to appreciate the human behaviour through identifying and analyzing the determinants of behavioural intentions. In turn, a behavioural intention is the weighted function of attitude towards the behaviour (attitude), subjective norm, and perceived behavioural control. Saifullah and Mohamad (2010) further elaborate on the definition of perceived behavioural control as positively associated with the personal self-confidence in the ability to complete a task and overcome challenges.

Subjective norm refers to an individual's perceptions of social pressure to perform or not to perform the behaviour. This means that if an individual perceives that people important to him/her approve (or disapprove) of a behaviour, the individual is more (or less) likely to intend to perform it. Self-identity describes the social groups or social categories that someone belongs to (Denan & Othman, 2015:1).

## **2.8 HIGH RISK TAKING PROPENSITY**

Risk taking propensity is defined as "the perceived probability of receiving reward associated with the achievement of circumstances that is essential by the person before a person will be subjected to the costs associated with failure, the substitute state providing less reward as well as stern consequences than the proposed situation (Hanan, King & Mark, 2011: 8). Risk taking is recognized as an attribute that distinguishes entrepreneurs from non-entrepreneurs and managers (Kautonen, Tornikoski, & Kibler, 2009:1). Usually, entrepreneurs start their own businesses later in their lives, and many of these entrepreneurs have managerial experience because usually, one would acquire the necessary skills and experience before pursuing a certain business venture; the necessary risk would have been established before the entrepreneur can take measures to start a business (Shane, 2009:141). Taking a risk goes hand in hand with the confidence of that particular individual, especially since graduates have less experience when it comes to managing a business even though they have studied for such.

Hence, those who display higher levels of internal control will be more attracted to managerial positions. Finally, intense job dynamics and the knowledge in situations that have a lot in general with entrepreneurial situations can make confidence needed to consider that one will be able to establish a new venture and succeed (Baron & Hmieleski, 2009:473).

High risk taking propensity is an old model which has attracted the attention of the entrepreneurs and mainly graduates throughout the years. Different models around this were developed to ensure that there is a differentiation among entrepreneurs and employees in terms of risk. It is suggested by Caliendo et al. (2010:45) that entrepreneurs can be tested psychologically by measuring an individual's attitude, perception and management of risk.

There is positive connection among risk taking propensity and intention to establish a business. Caliendo, Fossen and Kritikos (2014: 789) find that risk aversion has a contact on self-employment, and individuals having less risk aversion attitudes certainly are self-employed. The above authors also point out that self-employees have higher risk taking propensity than employees. Further highlighted by the same author is that those individuals with medium risk taking propensity have more probability to stay in self-employment when he compared them with those who have low or very high risk taking propensity.

Risk taking and risk management also play a big role, especially for small and medium sized organisations which are sensitive to risks involved in business and competition; these are individuals that have the potential to start up business activities; however, risk serves as an obstacle for such activities, especially for graduates and financial institutions that should assist in funding small businesses (Anderson et al., 2009:219). One might have the passion to start and operate a business, but this may lead to uncertainty as one commits to uncertain measures when starting a business; at times, if not managed properly or the market does not respond as perceived, then major loses might occur. Therefore, it is necessary for firms to establish the size of entrepreneurial orientation on performance to be on the safe side unless the risk can be justified positively (Barker & Sinkula, 2009:443).

The way in which the firm is managed and operates determines if the organization can afford to take risks or not because a firm that operates in a hostile market can be discouraged from taking risks compared to a firm that operates in generosity markets (Kiprotich et al., 2015:41).

SMEs with strong entrepreneurial orientation are often characterized by high risk taking in the interest of obtaining maximum turnover. An organisation which assumes accountability for a precise amount of risks signals is ready to accept consequences for the ambiguity on outcomes of future prediction (Hughes & Morgan, 2007) because firms take risks with a willingness to track opportunities that have a probability of producing losses or considerable performance inconsistencies since entrepreneurs are individuals who take calculated risks (Kropp, 2008:102); firms who implement a modest level of risk-taking have immense performance compared to their counterparts who assume very high or very low levels of risk-taking.

## **2.9 PERSONAL TRAITS**

Robinson and Judge (2013) draw attention to the fact that personality traits are ways in which one acts, and that includes behavioural patterns of a certain individual. The authors also state that personality can sometimes be able to show how an individual senses and thinks with regards to business and one's intentions towards pursuing a business. Hence, personality traits can be good predictors of entrepreneurial intentions, including starting a business amongst graduates. Hasun and Makhbul (2010:116) point out those personality traits of entrepreneurs predict their behaviors. It has been determined that entrepreneurial behaviour is associated with personality characteristics of a person, inclusive of risk propensity and perception of responsibility for success or failure.

Personality traits come from an individual's personality, hence the personality of an employee or an entrepreneur is a huge predictor of job performance; it is found on all functions of management and work groups of different races. Personalities are major drivers of performance outcomes (Ahmetoglu et al., 2014:58). In general, personality profile is the key driver that is associated with a person's willingness to start a business; in fact, according to Zhao et al. (2010), there are other big five factors that contribute to personality, namely:

- Neuroticism is a measurement of usual personality indicating the general propensity to experience unconstructive effects such as fear, sadness, embarrassment, anger and guilt;
- Extraversion includes traits such as sociability, assertiveness, activity and talkativeness. Extraverts are active and positive;
- Openness to experience includes vigorous imagination, aesthetic sensitivity and attentiveness to inner feelings, a inclination for variety, intellectual curiosity and independence of conclusion;
- Agreeableness - an agreeable person is fundamentally altruistic, concerned to others and keen to help them, and, in return, believes that others will be evenly helpful; and
- Conscientiousness refers to self-control and the energetic procedure of planning, organizing and managing tasks; a conscientious person is purposeful, strong-willed.

The above points illustrate that personality traits are a major force in defining a person's ability to start or run a business because a person with a motivated personality and drive is more likely to be passionate about starting a business compared to individuals with a low drive (Cherkas et al., 2010). Some authors have tried establishing a relationship between personality traits and entrepreneurship and before anything else, one has to commit to starting a business and have the desire to do such; therefore, personality traits are regarded as important measures in starting a business for graduates (Fairlie & Holleran, 2011:1).

## **2.10 SKILLS**

Sanchez (2011:239) defines skills as "a cluster of related information, traits and approach which affect a major part of one's job; correlate with performance on the job; can be measured against well-accepted standards; and can be improved via training and development.



Skills can be described as the necessary training that one undertakes with the aim of acquiring certain expertise.

Plaziak and Rachwal (2014) disclose that it is the effect of the need to make graduates from different types of higher education institutions to run in rapidly vibrant social and economic conditions by helping them acquire knowledge and skills related the operations of businesses. Skills have a direct relationship with entrepreneurial education as previous authors have embarked on research findings that establish rendering various learning opportunities to move ahead of entrepreneurial abilities on students (Dehghani et al., 2014). The authors further elaborate on the fact that different stages of business development can be acquired by students so that they can be applied accordingly in business. At the same time, entrepreneurial learning has been largely restricted to learning and not going aboard and actually practicing managing a business and going head-to-head with the daily functions of that particular business; hence, most authors think that is where the skills factor falls short in achieving its desired objective.

Lafuente and Rabetino (2011:75) stress that the ability to learn is important in developing entrepreneurial competence; it is apparent that the influence of human capital on entrepreneurial activities is vital because it adds to the skills in place to create a new venture or start up an organisation. At the same time, the skills required by entrepreneurs are also the same skills required should a graduate resort to seeking employment compared to starting up an organization (Aida et al., 2015:767). Harvey (2010: 98) explains that improving employability skills of graduates is not a recent matter, and the relevant policy makers are still in the process of coming up with new ideas of how to enhance graduate skills to meet the needs of the current workforce.

Part of the graduate utilisation and retention programs, the aim of the graduates' enterprise, is to develop graduates that can help create a competitive, dynamic and knowledge-based economy; institutions of higher learning are some of key players in enhancing employability, and their responsibility is to identify how they can enhance skills of their students (Nayan & Shafie, 2010:119).

The strategy, however, encourages all graduates to become more entrepreneurial because the skills and experience developed along the way will produce more enterprising graduates whose added value skills are applicable to any employment situation or occupational sector (Yusoff et al., 2010:923). Aida et al. (2015:768) examined the skills framework required in both entrepreneurship and employability, and these are presented in Table 2.3 below.

**Table 2.3: KEY GENERIC SKILLS FRAMEWORK**

Skills	Skills claims	Possible evidence
Communication	<p>Organizing and expressing ideas concisely.</p> <p>Speaking clearly and directly to individuals or groups.</p> <p>Being proficient in other languages.</p>	<p>Writing assignments and reports.</p> <p>Presenting and participating in class discussions.</p> <p>Using customer service skills.</p>
Teamwork	<p>Team work in a team to achieve a common goal.</p> <p>Sharing information, supporting and empowering other team members.</p> <p>Responding constructively to the opinions of others.</p>	<p>Working on group assignments at university.</p> <p>Being involved in a student society, sports team or organization.</p> <p>Working in a team in employment</p>
Problem solving	<p>Researching and selecting relevant information to solve a problem.</p> <p>Analyzing issues for underlying causes, assessing options, proposing solutions.</p> <p>Thinking sequentially, critiquing and synthesizing information</p>	<p>Working on assessment exercises such as a research project.</p> <p>Participating in work-integrated learning such as a placement or internship.</p> <p>Working within a customer service environment and dealing with complaints.</p>
Initiative and enterprise	<p>Easily adjusting to new situations.</p> <p>Mapping out ideas to an action plan. Identifying innovative options.</p>	<p>Obtaining work placement, vacation employment or internship</p> <p>Operating own business.</p> <p>Innovation in student group, club or team.</p>

Planning and organization	<p>Managing timelines and prioritizing.</p> <p>Allocating and coordinating tasks for self and others.</p> <p>Anticipating future needs and forward planning.</p>	<p>Project planning or managing an event.</p> <p>Arranging study and work commitments to support you at university.</p> <p>Organizing, fundraising, sporting or social activities</p>
Self-management	<p>Operating independently and taking responsibility for your own actions.</p> <p>Being aware of your own strengths and limitations.</p> <p>Being able to communicate your own ideas.</p>	<p>Acting on feedback and addressing gaps in skills and knowledge.</p> <p>Developing a career plan.</p> <p>Doing work experience through placement, internship or vacation works.</p>
Learning	<p>Putting in time and effort to learn new skills.</p> <p>Understanding the need for learning to bring about change.</p> <p>Being adaptable in different learning environments, e.g. class, online, on the job.</p>	<p>Mentoring or coaching activities.</p> <p>Participating in an interest group or student society.</p> <p>Subscribing to newsletters and updates from professional associations.</p>
Technology	<p>Proficiency in using computers and telecommunications systems.</p> <p>Understanding current trends and developments</p> <p>Managing information through technology.</p>	<p>Sourcing information with electronic databases.</p> <p>Using specialized software packages for course/occupation.</p> <p>Managing project timelines with software.</p>

**Source: Aida, Norailis and Rozaini (2015:768)**

This chapter presented views of previous authors on entrepreneurial intentions (Douglas *et al* 2013; Pulka *et al.* 2014; Peng *et al.* 2013). The independent variable in this case was entrepreneurial intentions of students, and all the factors discussed under entrepreneurial intentions led to the formulation of the following hypotheses:

- H1: There is a direct relationship with regards to attitude towards entrepreneurship in entrepreneurial intentions
- H2: Subjective norms have a constructive relationship with entrepreneurial intentions.
- H3: Perceived behavioural control is one of the core functions of entrepreneurial intentions.
- H4: Student participation in entrepreneurial education complements entrepreneurial intentions.
- H5: Students with an optimistic personality are more likely to have a positive attitude towards entrepreneurship.
- H6: High risk taking propensity students are likely to take part in entrepreneurship education.
- H7: Students with a proactive personality play a role in entrepreneurial education.

## **2.11 CONCLUSION**

This chapter covered the literature review of the study. The next chapter focuses on aims and objectives of the study based on investigating entrepreneurial intention amongst final year commerce students at the Durban University of Technology. The objectives include establishing the correlation between graduates' entrepreneurial intent and employment at the Durban University of Technology. The established hypotheses took into account: Subjective norms, Entrepreneurial education, Attitude towards entrepreneurship, Perceived behavioural control, High risk taking propensity and High risk taking attitude.

## **CHAPTER THREE**

### **METHODOLOGY AND RESEARCH DESIGN**

#### **3.1 INTRODUCTION**

The literature review was discussed in the previous chapter. The current chapter highlights the main aim of this chapter, which is to determine and explain the methods of how the data is going to be collected. This chapter looks closely at the following factors: Overview of objectives, research approach, research method, data analysis, ethical considerations and delimitations of the study. Data was collected by means of a questionnaire. A questionnaire is a set of questions for obtaining statistically useful or personal information from individuals often with spaces for answers (Parsian, 2009:6).

#### **3.2 OVERVIEW OF OBJECTIVES**

This section aims to highlight what the study aims to achieve and the objectives of the study as the study explored entrepreneurial intentions amongst final year commerce students of the Durban University of Technology. The objectives and questions are listed as follows:

##### **3.2.1 Primary objective:**

- To investigate factors that influences a student's entrepreneurial intent.

##### **3.2.2 Research questions:**

- What is the concept and importance entrepreneurship?
- How can intentions explain the decision towards self-employment?
- How effectively can entrepreneurial education contribute to stimulating entrepreneurship?

#### **3.3 RESEARCH APPROACH**

Two research approaches exist broadly. These are the qualitative and quantitative research approaches. The aims of qualitative research may vary based on the disciplinary background, such as a psychologist seeking to gather an in-depth understanding human behaviour and the reason that drives such behaviour. Baden and Major (2013:1) define qualitative research as an extensive methodological approach that focuses many research methods.

Qualitative approach seeks to understand why and how a decision is made. In terms of the quantitative approach, Wheeldon (2010: 87) describes the quantitative approach as attempt to maximize objectivity and generalizability of findings and is typically interested in prediction. The quantitative approach was chosen because of its magnitude to highlight or sample a group of individuals, and a questionnaire is commonly used for this type of study; therefore, quantitative approach is an effective measure in getting the expected results (Teddle & Tashakkori, 2009).

As per the suggestions of Jennings and Brush (2013:663), this study was developed to measure population and collection of people and can also be used to measure cross-sectional studies. Cross sectional studies can be referred as the measurement of population, gender and age groups of people (Sapsford, 2007:1). Data can be collected all at once at a cheaper cost and with less effort; this is referred to as the measurement of population, gender and age groups of people. In this study, the questionnaires were distributed to students and covered all hypotheses in this study. The questionnaire was chosen in this study as a convenient way of collecting data because of its time convenience and has been used for a number of years by different researchers (Ahl et al., 2015:538).

### **3.4 RESEARCH DESIGN**

The research design refers to the overall strategy that one chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring one will effectively address the research problem; it constitutes the blueprint for the collection, measurement and analysis of data (Ernest, Matthew & Samuel, 2015:22). The descriptive research design utilizes data collection and analysis techniques that yield reports concerning the measures of central tendency, variation and correlation. The combination of its characteristic summary and correlation statistics, along with its focus on specific types of research questions, methods and outcomes is what distinguishes descriptive research from other research types (Locklear & Kentuck, 2012:1).

Exploratory research is conducted for a problem that has not been clearly defined. It often occurs before we know enough to make conceptual distinctions or posit an explanatory relationship. Exploratory research helps to determine the best research design, data collection method and selection of subjects (Cathain, 2009: 3). Causal research is conducted in order to identify the extent and nature of cause-and-effect relationships. Causal research can be conducted in order to assess impacts of specific changes on existing norms, various processes. Experiments are the most popular primary data collection methods in studies with causal research design (Bem, Utts & Johnson, 2011: 716). Both descriptive and exploratory designs were utilised for this of study.

### **3.4 RESEARCH METHOD**

#### **3.4.1 Research population**

The main source of information for the population numbers used on entrepreneurial intention is based on the availability of the population to be researched or interviewed (Ellis & Williams, 2011:23). The research population were students of the Durban University of Technology where the sampling technique used was the convenience sampling method where subjects of a study are easily available within the immediacy of the researcher, the amount of students which participated in the questionnaire are 250 respondents.

#### **3.4.2 Research participants**

##### **3.4.2.1 Research participants and Sampling**

The sample (questionnaire) comprised 250 students of the Durban University of Technology of the Faculty of Commerce which comprises the following six departments: Operations and Quality Management; Public Relations; Marketing; Business Management; Human Resource Management; Entrepreneurial Studies; and Governmental Studies. The researcher had a minimum of 40 and a maximum of 50 participants from each of the above departments.



### **3.4.2.2 Research procedure**

All the necessary respondents in this study signed a permission letter and were assured that all the information given will be confidential and will not be disclosed and that participation is voluntary. The students were allocated questionnaires and took a maximum of 15 minutes to be filled in, these were then analysed and interpreted accordingly.

### **3.4.2.3 Measuring instrument**

In order to ensure validity in this study, the researcher chose items which were used in previous studies or previous applications (Donnellon, Ollila & Middleton, 2014; Douglas & Fitzsimmons, 2013; Koe, Sa'ar, Majid & Ismail, 2012). This study was mainly governed by the relationship between the background of entrepreneurial intention (the attitude towards becoming an entrepreneur, perceived behavioural control and subjective norms) and entrepreneurial intention. In this study, the dependent variable was entrepreneurial intention, while the independent variables were the attitude towards becoming an entrepreneur, perceived behavioural control and subjective norms.

**Table 3.1: Measures of entrepreneurial intention, attitude towards becoming an entrepreneur, perceived behavioural control and subjective norms**

VARIABLE	ITEMS	CRONBACH'S ALPHA
Entrepreneurial intention	<ul style="list-style-type: none"> <li>• I am ready to do anything to be an entrepreneur.</li> <li>• My professional goal is to be an entrepreneur.</li> <li>• I will make every effort to start and run my own business.</li> <li>• I am determined to create a business venture in the future.</li> </ul>	.750
Attitude towards becoming an entrepreneur	<ul style="list-style-type: none"> <li>• Being an entrepreneur implies more advantages than disadvantages to me.</li> <li>• A career as an entrepreneur is totally attractive to me.</li> <li>• If I had the opportunity and resources, I would like to start a business.</li> </ul>	.766

	<ul style="list-style-type: none"> <li>• Amongst various options, I would rather be an entrepreneur.</li> <li>• Being an entrepreneur would give me great satisfaction.</li> </ul>	
Perceived behavioural control	<ul style="list-style-type: none"> <li>• I am able to control the creation process of a new business.</li> <li>• I would have complete control over the situation if I start and run a business.</li> <li>• I am prepared to do anything to be an entrepreneur.</li> <li>• I know all about the necessary practical details needed to start a business.</li> <li>• If I wanted to, I could easily start and run a business.</li> <li>• If I tried to start a business, I would have a high chance of being successful.</li> </ul>	.762
	57	

Subjective norms	<ul style="list-style-type: none"> <li>• My friends would approve of the decision to start a business.</li> <li>• My immediate family would approve of the decision to start a business.</li> <li>• My colleagues would approve of the decision to start a business.</li> </ul>	.784
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**Source: Gibson (2009)**

The reliability of the measuring instrument is tested by means of Cronbach's Alpha Coefficient. Garson (2009) states that the cut-off criteria for internal consistency reliability is 0.60 for exploratory research and that an alpha of at least 0.70 or higher is required to retain an item in an adequate scale. The Cronbach's Alpha scores of the data collection instrument were higher than 0.60, meaning that it was a reliable tool for use in this research.

### **3.5 DATA ANALYSIS**

Data analysis included descriptive and inferential statistics; both these factors served as convenient measures of this type of study and are further explained below.

#### **3.5.1 Descriptive statistics**

Manju and Mathur (2013: 1189) define descriptive statistics as a measure that collects summarizes enormous amounts of data and information in a manageable and organised manner. It can also be defined as a fairly straightforward process that can easily translate into results in a distribution of frequency, percentiles and overall averages (Bock et al., 2009). The data was also analysed by means of the SPSS (Statistical Package for the social Sciences) program and the descriptive statistics were used for the frequencies of the sample.

The relationship between the attitude towards becoming an entrepreneur, perceived behavioural control, subjective norms and entrepreneurial intention were tested using hierarchical multiple regression analysis.

Before testing the association between the independent variables and the dependent variables, control variables were entered first, followed by the second regression that included control variables and independent variables (Malebana. 2014:135). All the relevant hypotheses were covered using this method and tested accordingly.

### **3.5.2 Inferential statistics**

Trochim (2006: 2) states that inferential statistics are used to investigate questions, models and hypotheses. In many cases, the conclusions from inferential statistics extend beyond the immediate data alone. One can use inferential statistics to make inferences from data to more general conditions. The Analysis of Variance (ANOVA), Analysis of Covariance (ANCOVA) and regression analysis was one of the sampling techniques used to gather the required data from samples to the graduates at the Durban University of Technology. The models used in this study have been proven by previous researchers and proved fruitful; therefore; this method of research was a convenient tool for this encounter. Both descriptive and inferential statistics were used to conduct this research.

### **3.6 ETHICAL CONSIDERATIONS**

Ethical considerations serve as an accumulation of values and principles that concentrate on questions of what is good or bad in human nature. Ethics focuses on reasons for acting or refraining from acting; for approving or not approving conduct; for believing or denying something about virtuous or vicious conduct or good or evil rules (Buttell et al., 2015:32). Ethical clearance was requested from the Faculty Research Committee, and a Letter of Information and Consent (Appendix 1) signed by the participants. Consent forms ensured that confidentiality and voluntary participation are maintained.

### **3.7 CONCLUSION**

The study at hand constituted of a literature review and the methodology. Different factors of entrepreneurship were covered including: entrepreneurship, entrepreneurship education, importance of entrepreneurship, entrepreneurial intentions, subjective norms, perceived behavioural control, and high risk taking propensity, personality traits and skills. Under the methodology section, the following factors were discussed: overview of objectives, research approach, research method, data analysis, ethical considerations and delimitations of the study.

## **CHAPTER FOUR**

### **RESULTS**

#### **4.1 INTRODUCTION**

The previous chapters outlined the literature review, methodology and research design. The main aim of this chapter is to present the results of the study. This chapter follows a structure. First, the chapter recaps the objectives and hypotheses of the study. Second, the chapter presents the biographical information as results from the study obtained from descriptive statistical analysis. Third, reliability analysis of the research instrument used is presented. Finally, the inferential statistics and their results conclude the chapter.

#### **4.2 OBJECTIVES AND HYPOTHESES OF THE RESEARCH**

As a recap, the objectives, questions and hypotheses of the study are presented below:

##### *4.2.1 Primary objective:*

- To investigate factors that influences a student's entrepreneurial intent.

##### *4.2.2 Research questions:*

- What is the concept and importance entrepreneurship?
- How can intentions explain the decision towards self-employment?
- How effectively can entrepreneurial education contribute to stimulating entrepreneurship?

##### *4.2.3 Research hypotheses:*

- H1: There is a direct relationship with regards to attitude towards entrepreneurship in entrepreneurial intentions.
- H2: Subjective norms have a constructive relationship with entrepreneurial intentions.
- H3: Perceived behavioural control is one of the core functions of entrepreneurial intentions.

- H4: Student participation in entrepreneurial education complements entrepreneurial intentions.
- H5: Students with an optimistic personality are more likely to have a positive attitude towards entrepreneurship.
- H6: High risk taking propensity students are likely to take part in entrepreneurship education.
- H7: Students with a proactive personality play a role in entrepreneurial education.
- H8: Students with a high risk taking attitude are likely to participate in entrepreneurial education.

### **4.3 BIOGRAPHICAL RESULTS**

The purpose of this section is to report on the biographical information.

#### **4.3.1 Descriptive Statistics by Gender**

The sample consisted of 250 respondents from the Faculty of Management and Commerce at the Durban University of Technology. From a total of 250 respondents, the sample consisted of males ( $n = 97$ ) which is approximately 39% of the total of respondents, and there were 153 females ( $n = 153$ ), which is approximately 61% of the total number of respondents. Table 4.1 summarizes the results.



**Table 4.1: Respondents by Gender (n=250)**

<b>Gender</b>	<b>n</b>	<b>(%)</b>
Male	97	39%
Female	153	61%

#### **4.3.2 Participation in Entrepreneurship Education**

The sample consisted of 250 respondents from the Faculty of Management and Commerce at the Durban University of Technology. From a total of 250 respondents, the respondents were asked to state whether they have ever participated in entrepreneurial education; 188 (75.2%) replied *Yes*, while 61 (24.4%) replied *No*; Table 5 sums up the results:

**Table 4.2: Respondents on entrepreneurial education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	188	50.1	75.2	75.2
	No	61	16.3	24.4	99.6
	3	1	.3	.4	100.0
	Total	250	66.7	100.0	

#### **4.3.3 Participation in Entrepreneurship Education**

The sample consisted of 250 respondents from the Faculty of Management and Commerce at the Durban University of Technology. From a total of 250 respondents, the respondents were asked to respond whether they have ever participated in entrepreneurship courses from DUT. The number of *Yes* responses were 174 (69.6%) while 76 replied *No* (30.4%) of respondents.

**Table 4.3: Respondents on entrepreneurship courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	174	46.4	69.6	69.6
	No	76	20.3	30.4	100.0
	Total	250	66.7	100.0	

#### **4.3.4 Self- Employment Status**

The sample consisted of 250 respondents from the Faculty of Management and Commerce at the Durban University of Technology. From a total of 250 respondents, the respondents were asked if they are currently employed. Respondents replied (76=Yes) which is about 30.4% of the total population and (174=No), which is about 69.6% of respondents.

**Table 4.4: Respondents on self-employment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	20.3	30.4	30.4
	No	174	46.4	69.6	100.0
	Total	250	66.7	100.0	
Total		250	100.0		

#### **4.3.5 Planning for Self-Employment**

The sample consisted of 250 respondents from the Faculty of Management and Commerce at the Durban University of Technology. From a total of 250 respondents, the respondents were asked if they were planning to be self-employed. Respondents replied with the following: very probable (49), quite probable (96), quite improbable (62) and very improbable (43).

**Table 4.5: Respondents on planning for self-employment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Probable	49	13.1	19.6	19.6
	Quite Probable	96	25.6	38.4	58.0
	Quite Improbable	62	16.5	24.8	82.8
	Very Improbable	43	11.5	17.2	100.0
	Total	250	66.7	100.0	
Total		250	100.0		

**4.3.6 Parents Self-Employment Status**

The sample consisted of 250 respondents from the Faculty of Management and Commerce at the Durban University of Technology. From a total of 250 respondents, the respondents were asked if their respective parents are self-employed. Respondents responses were: (73=Yes) which is about 19.5% of the total population and (177=No), which is about 70.8% of respondents.

**Table 4.6: Respondents on parents being self-employed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	73	19.5	29.2	29.2
	No	177	47.2	70.8	100.0
	Total	250	66.7	100.0	

#### 4.3.7 Parents Self-Employment Status

The sample consisted of 250 respondents from the Faculty of Management and Commerce at the Durban University of Technology. From a total of 250 respondents, the respondents were asked if their respective parents are self-employed. Respondents replied (103=Yes), which is about 41.2% of the total population and (147=No), which is about 58.8% of respondents.

**4.3.7 Table 4.7: Respondents on parents been previously self-employed**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	103	27.5	41.2	41.2
	No	147	39.2	58.8	100.0
	Total	250	66.7	100.0	

#### 4.4 RELIABILITY ANALYSIS OF THE INSTRUMENT

An instrument is tested in order to see if it really measures that which it is expected to measure. In addition, questionnaire reliability is tested so as to make sure that every time the same questionnaire is used it gives the same results (Khotari, 2006). To test reliability, Cronbach's Alpha test was used. Cronbach's alpha enables the correlation obtained from different sectors of the questionnaire to be averaged (Khotari, 2006). Cronbach's alpha gives a score of between zero and one, with 0.7 being generally accepted as a sign of acceptable reliability (Khotari, 2006). This is supported by (Nunally, 1978:245) when it was recommended that an instrument should have reliability of 0.70 or more for it to be reliable in basic research.

**Table 4.8: Cronbach Alpha Coefficient of Instrument**

Scale	No. of items	Cronbach Alpha
Perceived behavioural control	4	0.72
Subjective norms	3	0.71
Risk taking propensity	4	0.73
Proactive personality	5	0.70
Participation in entrepreneurship education	3	0.71
Attitude towards entrepreneurship education	6	0.82
Entrepreneurship intentions	2	0.68

#### **4.5 INTERPRETATION: HYPOTHESES TESTING**

Seven hypotheses were tested in this research, and the results are depicted in the tables that follow. The hypotheses include:

- H1: There is a direct relationship between attitude towards entrepreneurship and entrepreneurial intentions.
- H2: Subjective norms have a constructive relationship with entrepreneurial intentions.
- H3: Perceived behavioral control is related to entrepreneurial intentions.
- H4: Student participation in entrepreneurial education complements entrepreneurial intentions.
- H5: Students with an optimistic personality are more likely to have a positive attitude towards entrepreneurship.
- H6: High risk taking propensity of students is likely to take part in entrepreneurship education.
- H7: Students with a proactive personality play a role in entrepreneurial education.

A correlation test is a statistical test which tells us if two variables are related (Pallant, 2010:128). In order to tell if there is correlation at 95% confidence interval, the researcher paid attention to Sig. 2 tailed in table 2 below. If the value (Sig. 2 tailed) is below 0.05, this shows that the variables in question are related. However, if this value is greater than 0.05, this indicates that the variables are not related.

**Table 4.9: Correlation test**

	Risk taking Prop	Subjective norms	Perceived beh. control	Proactive personality	Participate in entrep. education	Attitude towards entrep. education	Entrep. Intentions
1	1						
2	.324**	1					
3	.455**	.549**	1				
4	.456**	.435**	.663**	1			
5	-.112	-.008	-.239**	-.233**	1		
6	.299**	.364**	.509**	.426**	-.215**	1	
7	-.234**	-.048	-.219**	-.198**	.205**	-.127*	1

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

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

**H1: There is a direct relationship between attitude towards entrepreneurship and entrepreneurial intentions.**

The relationship between attitude towards entrepreneurship education and entrepreneurship intentions was investigated using Pearson product-moment coefficient. The results (see table 2) indicate a weak negative correlation between the two variables  $r = -.127$ ,  $n = 250$ ,  $p < .05$  with high attitude towards entrepreneurship education level being associated with low levels of entrepreneurship intentions. In other words, there is a relationship between the two variables. Thus, the findings of the study provide sufficient evidence to support H1.

**H2: Subjective norms have a constructive relationship with entrepreneurial intentions.**

The relationship between subjective norms and entrepreneurship intentions was investigated using Pearson product-moment coefficient. The results (see table 2) indicate a weak negative correlation between the two variables  $r = -.048$ ,  $n = 250$ ,  $p > .05$  with high subjective norms being associated with low levels of entrepreneurship intentions. In other words, there is inverse or deconstructive relationship between the two variables. Thus, the findings of the study fail to provide sufficient evidence to support H2.

**H3: Perceived behavioral control is related to entrepreneurial intentions.**

The relationship between perceived behavioural control and entrepreneurship intentions was investigated using Pearson product-moment coefficient. The results (see table 2) indicate a weak negative correlation between the two variables  $r = -.219$ ,  $n = 250$ ,  $p < .001$  with high perceived behavioural control values being associated with low levels of entrepreneurship intentions. Although, perceived behavioural control is one of the functions for entrepreneurial intentions; evidence from this study disputes the fact that it is one of the core functions. Thus, the findings of the study provide sufficient evidence to support H3.

**H4: Student participation in entrepreneurial education compliments entrepreneurial intentions.**

The relationship between perceived behavioural control and entrepreneurship intentions was investigated using Pearson product-moment coefficient. The results (see table 2) indicate a weak positive correlation between the two variables  $r = .205$ ,  $n = 250$ ,  $p < .001$  with high student participation in entrepreneurial education being associated with low levels of entrepreneurship intentions.

In other words, participation in entrepreneurial education significantly complements entrepreneurial intentions. Although the relationship is significant between the two variables, it is also relatively weak. Thus, the findings of the study provide sufficient evidence to support H4.

**H5: Students with a proactive personality are more likely to have a positive attitude towards entrepreneurship.**

The relationship between proactive personality and attitude towards entrepreneurship was investigated using Pearson product-moment coefficient. The results (see table 2) indicate a moderate to strong positive correlation between the two variables  $r = .426$ ,  $n = 250$ ,  $p < .001$  with low proactive personality values being associated with high levels positive attitude towards entrepreneurship. In other words, proactive personality significantly relates to positive attitude towards entrepreneurship. Thus, the findings of the study provide sufficient evidence to support H5.

**H6: High risk taking propensity of students is likely to take part in entrepreneurship education.**

The relationship between high risk taking propensity and participation in entrepreneurship education was investigated using Pearson product-moment coefficient. The results (see table 2) indicate a weak negative correlation between the two variables  $r = -.112$ ,  $n = 250$ ,  $p > .05$  with high risk propensity levels being associated with low levels of participation in entrepreneurship education. In other words, there is no significant relationship between high risk taking propensity and participation in entrepreneurship education. Thus, the findings of the study do not provide sufficient evidence to support H6.



#### **H7: Students with a proactive personality play a role in entrepreneurial education.**

The relationship between proactive personality and participation in entrepreneurship education was investigated using Pearson product-moment coefficient. The results (see table 2) indicate a weak negative correlation between the two variables  $r = -.233$ ,  $n = 250$ ,  $p > .05$  with high proactive personality values being associated with low levels of participation in entrepreneurship education. In other words, there is no significant relationship between proactive personality and participation in entrepreneurship education. Thus, the findings of the study do not provide sufficient evidence to support H7.

#### **4.6 CONCLUSION**

This chapter outlined the objectives and hypotheses of the research, biographical results, reliability analysis of the instrument and interpretation on hypotheses testing. This chapter focused on the results captured through the distribution of the questionnaires to students, and all results highlighted in this chapter are limited to the Durban University of Technology students and cannot be generalised to a broader scope nor to a broader scope as research was only conducted using minimal participants.

## **CHAPTER FIVE**

### **DISCUSSIONS, LIMITATIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

The final chapter (Chapter 5) outlines the interpretation of results of this study. This chapter includes a summary of the findings from the literature review and the primary study, and draws conclusions and makes recommendations arising from the whole study. Chapter five commences with an overview of the study, discussion of the research findings, theoretical implications, practitioner implications, limitations, contribution of the study and recommendations for future research

The next section presents an overview of the study.

#### **5.2 OVERVIEW OF THE STUDY**

The aims and objectives serve as the key factor of this study and were highlighted in the previous chapters as follows:

##### 5.2.1 Primary objective:

- To investigate factors that influence a student's entrepreneurial intent.

##### 5.2.2 Research questions:

- What is the concept and importance entrepreneurship?
- How can intentions explain the decision towards self-employment?
- How effectively can entrepreneurial education contribute to stimulating entrepreneurship?

The objectives of the study were triggered by the fact that graduates possess minimal entrepreneurial intent and seek employment compared to initiating their own business ventures (Fatoki & Olufunso, 2013:87). Furthermore, this study aims to transform the status of relying on established firms for opportunities compared to using the skills acquired through tertiary level and converting those into opportunities of building a business venture in order to create more opportunities for ordinary citizens that do not possess entrepreneurial skills (Amos et al., 2015:10).

The research focused more on entrepreneurial intention and factors that cease to have a direct relationship with this aspect. It was noted that there is a direct relationship between attitude towards entrepreneurship and entrepreneurial intentions, while subjective norms were proved negatively in association with entrepreneurial intentions; perceived behavioural control (PBC) was regarded as one of the core functions for entrepreneurial intentions, and the study displays negating evidence. However, the study maintains that there is a direct relationship between the two variables, but PBC is not the core function of this aspect (Curwin & Slater, 2015: 12).

It was noted that students are more interested in entrepreneurial education as it molds them in terms of skills needed to be successful entrepreneurs (Akram et al., 2015: 34). It was also noted that high risk taking propensity of students likely to take part in entrepreneurial education; this norm was discarded and students' proactive personality playing a role in entrepreneurial education was also cast off as having no substantial grounds to have an impact in entrepreneurial education. Hence, both these pointers indicate that entrepreneurial education is not affected by risk taking factors and proactive personality (Linan et al., 2016: 195).

In previous chapters, it was also noted that skills and employability are factors of entrepreneurial intention of graduates such as gender, culture, level of economic development and career identity (Sarfraz et al., 2014:1). All these theoretical factors were taken into account when testing the hypotheses below:

- H1: There is a direct relationship with regards to attitude towards entrepreneurship in entrepreneurial intentions.
- H2: Subjective norms have a constructive relationship with entrepreneurial intentions.
- H3: Perceived behavioural control is one of the core functions for entrepreneurial intentions.
- H4: Student participation in entrepreneurial education complements entrepreneurial intentions.

- H5: Students with an optimistic personality are more likely to have a positive attitude towards entrepreneurship.
- H6: High risk taking propensity of students is likely to take part in entrepreneurship education.
- H7: Students with a proactive personality play a role in entrepreneurial education

For the current study to be convenient, discussion of findings need to be referred back to findings of other researchers related to this so as to give transparency to the findings obtained currently.

The next chapter outlines the discussion of the research findings.

### **5.3 DISCUSSION OF THE RESEARCH FINDINGS**

In this particular study, entrepreneurship was established to be the major phenomenon in triggering self-employment (Barringer & Ireland, 2010; Grigorea et al., 2014:438; Gries, 2011:217). That view leads one to an understanding that for entrepreneurship to be achieved, skills and entrepreneurship education would need to be acquired for such an activity to take place and prosper at the same time.

Entrepreneurship education was noted as the acquiring of skills necessary for one to develop a norm in terms of business ventures using skills that have been offered to them. These skills can then be used to pursue new business ventures in order to assist in employment for the needy. These findings are in line with Kaijage and Wheeler (2013) who found entrepreneurial education to have a direct relationship towards entrepreneurial intentions; these findings were found to be related to both the variables mentioned. For an individual to embark on entrepreneurial education, one would have a desire to be an entrepreneur and, therefore, will be regarded as having entrepreneurial intentions. Therefore, the report findings are in line with those of Eresia-Eke, Gwija and Iwu (2014: 167) and Mwangi (2011:1).

It was also noted that subjective norms, which can be defined briefly as “Subjective norms, can be explained as an individual’s belief on the norm of the people around and one’s motivation to obey the norms; this has been previously evaluated in terms of three means: believing of family role in business start-up, believing of business support from an important person, believing of business support from friends” (Lestari & Susetyo, 2014:190). There was a theory that subjective norms have a constructive relationship with entrepreneurial intentions and as per the conclusions drawn, subjective norms were found to be associated with low levels of entrepreneurship intentions and as a result, there is no constructive relationship between the two variables. The stated conclusion differs from the view of Pruet et al. (2009:571) and Van Gelderen et al. (2008:1) who believe that the two variables are related.

Perceived behavioural control is perceived as one of the core functions of entrepreneurial intentions (Ajzen, 2012:438). Perceived behavioural control is defined as a related framework that allows one to understand and predict more precise entrepreneurial intentions by focusing not only on personal factors but on social dynamics as well (Anh & Mai, 2013:4). Theoretically, it has been noted that perceived behavioural control is associated with entrepreneurial intentions, and evidence from this study disputes that the fact that this is one of the core functions. These findings differ from previous studies by Ajzen and Cote, (2008) and Uygun and Kasimoglu (2013).

Risk-taking propensity refers to a trend to take risks whilst entrepreneurship has always been associated with risk-taking tendencies. Previous research findings also provide evidence that individuals with a greater risk acceptance had stronger levels of entrepreneurial intention (Zhao, Seibert & Lumpkin, 2010). It has been noted that high risk taking propensity of students is likely to take part in entrepreneurial education as per the views of Hanan, King and Mark (2011: 8) and Shane (2009:141). Findings have revealed that there is less intention to take risks in entrepreneurial education from students’ point of view, hence this fact differs with the views of the authors highlighted above.

It was also stated that students with a proactive personality play a major role in entrepreneurial education. Personality traits can be associated with an individual's behaviour in terms of entrepreneurship, and factors on personality can easily determine if one has an ambition to be an entrepreneur (Vanevenhoven & Liguori, 2013:315). Personality has also been noted as an individual's willingness to perform duties and have the necessary desire to pursue business ventures; this norm further states that personalities are major drivers of performance outcomes (Ahmetoglu et al., 2014:58).

As per the findings from this particular study, it was found that proactive personality has no correlation with entrepreneurial education, so the two variables do not complement each other. Therefore, the above findings are not in line with those of Cherkas et al. (2010) and Fairlie and Holleran (2011:1).

#### **5.4 THEORETICAL IMPLICATIONS**

The current study's main function was to establish an investigation into entrepreneurial intent amongst final year students at the Durban University of Technology. For this study to be efficient and effective, a thorough analysis needed to be done on all the aspects surrounding this notion. It can be noted that all the variables including: entrepreneurship, entrepreneurial education, entrepreneurial intentions, skills, perceived behavioural control, subjective norms, personality traits and risk taking propensity all have a direct relationship with entrepreneurial intentions, which was the most outstanding variable in this study. Therefore, the results of this study will assist graduates in understanding the requirements needed to be a successful entrepreneur and also look at the traits one needs for entrepreneurial intentions to be satisfactory. Unlike other studies, this study explored the different avenues in which graduates struggle to pursue entrepreneurial ambitions after tertiary compared to seeking employment.

Entrepreneurship is the process of designing, launching, and running a new business offering a product, process or service. It has been defined as the capacity and willingness to develop, organize, and manage a business venture along with any one of its risks in order to make a profit.

An entrepreneur is a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk rather than working as an employee; an entrepreneur runs a small business and assumes all the risks and rewards of a given business venture, idea, or goods or services offered for sale (Lombard & Van Tonder, 2016:1).

This study was conducted through 250 respondents whereby 93 were found to be males and 153 were females. Entrepreneurial education of students was also tested and the majority of students were found to have undergone entrepreneurial education as it provides the skills needed for one to be able to carry out the necessary duties on entrepreneurship or the corporate environment (Mwangi, 2011:1). It has been noted that South Africans usually rely on the government for job opportunities as well as the private sector; this is slowly shrinking as high unemployment rises to extremes (Mvula & Tshikovhi, 2014: 79). However, it has been proven that entrepreneurship, entrepreneurial education and entrepreneurial intention all have factors in common, as per the respondents, and have proved to be complementary items.

Subjective norms have been proven to be linked to low levels of entrepreneurship intentions; however, these two variables are related but do not entirely depend on each other. Subjective norms relate to the individual's insight of social pressure from others who are important to them (e.g. family, friends, colleagues and others) to behave (or not) in a certain manner and their motivation to comply with those people's views (Ham, Jegger & Ivkovic, 2015:738). The majority of respondents were not self-employed, and only 49 respondents were keen to be self-employed after graduating from tertiary. This assists in the conclusion that respondents that have a background of self-employment in their social circles are more likely to start up their own businesses in the near future.

Authors such as Buttar (2015:5) are correct in stating that subjective norms have more in common with the desire for an individual to be self-efficacy. The more people transform and as people experience new trends, the more individuals can adapt to new situations;

it can also be found that individuals that have a background in running a business may be experienced enough to understand the hardships that come with owning an enterprise. At the same time, individuals that are not experienced in business may also acquire the necessary entrepreneurial education and end up pursuing a business venture (Deacon & Willemse, 2015:1). Perceived behavioural control refers to people's perceptions of their ability to perform a given behaviour (Makatleho et al., 2016:2).

Perceived behavioural control was regarded as a core function of entrepreneurial intentions as per the findings that were found to lack evidence. Therefore, it can be noted that PBC is a function of entrepreneurial intentions but is not the core function. It can be highlighted that one's behaviour will always be triggered by past experiences; therefore, lecturers need to dig deep and establish students' experiences or views on entrepreneurship and assist them. Creating an entrepreneurial intention will assist students in focusing on the future compared to the past.

High risk taking propensity was proved to have a weak link with entrepreneurial education because risk taking varies from one individual to another; risks in business directly affect funding that graduates need to acquire in order to start own enterprises (Anderson et al., 2009:219). It can be concluded that entrepreneurial education is advisable to anyone wishing to start a business in future but does not serve as a catalyst to entrepreneurial education as any individual with low risk taking principles can subject themselves to entrepreneurial education for the sake of gaining the necessary knowledge. Personality traits were found to be associated with entrepreneurship since an individual with a proactive personality is more likely to be interested in entrepreneurship, provided that is their line regarding career aspirations.



## 5.5 PRACTITIONER IMPLICATIONS

Attitude towards entrepreneurship was found to have a direct relationship with entrepreneurial intentions. This serves as a major factor in entrepreneurship as one would argue that for entrepreneurship to take place, one has the right mindset in wanting to pursue an entrepreneurial career that will, in turn, serve as high step to self-employment. This is in line with the views of Lowe (2015:1) which state that entrepreneurship should be nurtured from a young age so that young pioneers with the necessary willingness to engage in entrepreneurial activities can participate in such programs and have long term goal. Every economy in this lifetime needs an entrepreneur for the survival of the economy as well as the creation of employment in a country; this will allow the country to be successful in bridging the gap on entrepreneurial intentions amongst students regarding tertiary education.

Students should also be given practical scenarios for practical business situations like delegating a student to come up with a business idea and then carrying that out to extremes; this could include trading, if need be, and experience firsthand troubles that normal entrepreneurs go through (Kallastea, Kiis, Kuttim & Venesaara, 2014:658).

Skills and gender did not play a major role in the findings of this study. It was also noted that subjective norms have a relationship with entrepreneurial intentions, and this norm was proven weak by the findings. This notion takes us to a view that one's norms cannot predict interest or disinterest in entrepreneurial intentions just because of the way they do things. It was also highlighted that just because one has an entrepreneurial background from their upbringing does not mean, by default, they would make good entrepreneurs. Lecturers can learn that past experiences can be good or bad; therefore, one cannot predict the outcomes of whether one wishes to have a business or be self-employed. It is the duty of lectures to also get in touch with latest economic trends and advise students on where small businesses can be funded, including setting up workshops and inviting funders to come on site and share how one can start a business, should it happen that there is no capital (Owoseni, 2014: 278).

The above can be applied on perceived behavioural control by lectures. PBC was regarded as the core function of entrepreneurial intention. The findings revealed that with high perceived behavioural control values being associated with low levels of entrepreneurship intentions, although PBC is a function of entrepreneurial intentions, it has been noted that it is not a core function. Students can, in turn, benefit from this resource and formulate a strategic principle as to how they pursue business ventures because it is guaranteed that they will not have funds to start-up businesses and rely on lecturers or heads of department to assist in that regard (Bose & Uddin, 2012:130). High risk taking propensity was noted to be part of entrepreneurial education; however, this norm was disputed by the findings of respondents.

High risk taking does not assist students in any way when it comes to gaining knowledge about entrepreneurship, which is also known as entrepreneurial education. This is not in line with the findings of Kautonen et al. (2009:1) that suggested that the two variables depend on each other.

Lecturers can assist students in understanding entrepreneurship better and train students on ways in which they can be able to take risks in starting up businesses after university. If lecturers are serious about their students being successful in entrepreneurship, they will also keep a track record on the progress of businesses opened by students and assist where they can. These can even be business consultants acquired by the university in helping students get their businesses off the ground by providing advice. This is not in line with the findings of Kautonen et al. (2009:1).

Personality traits were noted to play a role in entrepreneurship, and the findings confirmed that this norm is in line with Hasun and Makhbul's study (2010:116). One's personality can play a role in being involved in entrepreneurship; students who are keen to learn are always proactive and would participate more in entrepreneurship, and lecturers can capitalise on this by taking those students and involve them in entrepreneurial activities (Otuya, Kibas, Gichira & Martin, 2013:132).

The government is not playing an active role in grooming graduates to be part of entrepreneurial growth as it does not provide sufficient support for students to know how one can open a business in the first place. The government needs to step in and teach students how a business is actually opened, starting with acquiring a business certificate. The syllabus, even at secondary level, covers different kinds of business entities like the sole trader, partnerships and so on but at university, no one actually educates students to how to go about registering a business.

Personally, it is a futile gesture to say students are given entrepreneurial information without the key information. One cannot run a business and use all the information given by lecturers if they do not possess the key information on how to register for a business, tax clearance, BEE and how to acquire capital to start a business. This information should be at students' disposal at all times before learning actually takes place. That is why there is a notion that students are being groomed to participate in employment more than starting their own ventures and participating in the economic well being of the country; it does not seem as if the government invests in graduates through the department of Small Business Enterprise overseen by the Honorable Lindiwe Zulu.

## **5.6 LIMITATIONS**

The current study was conducted around the Faculty of Commerce at the Durban University of Technology. Hence the results generated in this study cannot be generalised to a wider population not involved in this study except for Commerce students; this comprise the following six departments: Operations and Quality Management; Public Relations; Marketing; Business Management; Human Resource Management; Entrepreneurial Studies and Governmental Studies. Future research can be conducted involving more tertiary institutions as this was only limited to one entity. The study was conducted using the quantitative method where respondents were asked to tick applicable responses. The discussed method can limit students as it only required selecting responses and not going into detail about their views. On the other hand, qualitative research design can be noted in future in order to allow respondents to share their views to the fullest.

Financial constraints and time contributed to the use of the quantitative approach as this was the most suitable tool present. With time, the researcher can use a more detailed approach like the qualitative design, branch more to other students from tertiary institutions and non-students than this study will yield more results. Hence only then can these results be generalised to a wider population.

### **5.7 CONTRIBUTIONS OF THE STUDY**

The study gave clarity in terms of the desire for graduates to have more entrepreneurial intentions, and that attracted other aspects that contribute to entrepreneurial intentions including: entrepreneurship, entrepreneurship education, subjective norms, perceived behavioural control, skills, employability, high risk taking propensity and personality traits. This study shows that graduates can achieve entrepreneurial excellence through paying attention to the aspects highlighted above. This study also showed that factors such as subjective norms and perceived behavioural control are related to entrepreneurial intentions but are not core functions. It has been noted that entrepreneurial intentions can be more accelerated if students were to be provided with more opportunities to explore entrepreneurship using the suggested procedure highlighted on practitioner implications.

### **5.8 RECOMMENDATIONS FOR FUTURE RESEARCH**

Further research can be conducted in other tertiary institutions in addition to Durban University of Technology for comparison with a broader scope. This study should be conducted on non-students and part time students who also serve the corporate environment to establish if the same results will be achieved. Follow up research can be conducted on entrepreneurial intentions and note how different respondents with experience will yield the same answers. Qualitative research will also serve as a convenient tool in future studies and in a broader scale than the current study. Another concern in this study was to try and establish if the factors named above were in line with entrepreneurial intentions and had something to contribute to the desired outcomes on students on entrepreneurial intentions. Major emphasis lacks in this regard and conducting research might spark debates in terms of the role played by the public sector in uplifting communities seeking to be in business.

This study can also be conducted on normal citizens in business and explore the role played by tertiary education and mainly government, as statistics highlight that this is not effective, especially from the government.

## **5.9 SUMMARY**

The study was focused on investigating the entrepreneurial intention amongst students where a wide range of factors were noted to play a role in fulfilling that desire. Although there is a long way to go in terms of getting this in order, some positive insight was embraced. Subjective norms and perceived behavioural control was found to be related to entrepreneurial intention but is not the core function. Other aspects were found to work for entrepreneurial intention in achieving the desired results with students doing their final year. The findings of this research are limited to the Durban University of Technology and cannot be expanded to a broader scope. The headings covered in this chapter include: Overview of the study, discussion of the research findings, discussion of the research findings, theoretical implications, practitioner implications, limitations, contributions of the study and recommendations for future reference.

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APPENDIX 1

Durban University of Technology  
P.O. Box 1334  
Durban  
4000  
Dear Participant

LETTER OF INFORMATION AND CONSENT

**“A study on the Investigation of Entrepreneurial Intent amongst final year commerce students  
at the Durban University of Technology”**

I am currently doing a research project in partial fulfillment of an M-Tech in Business Administration. The research focuses on the intention of the entrepreneurial intent amongst final year commerce students.

Your assistance in participating in this study will be greatly appreciated; the literature will be made available to you on completion of the study.

I have attached a questionnaire which will take approximately 5 minutes to complete. Please note that participation in this study is voluntary. The information that you will provide will only be used for research purposes, and your identity and individual responses will be kept completely confidential.

Yours Sincerely

S.M. Ndovela

.....

082 788 2792

## APPENDIX 2

		strongly disagree	moderately	slightly disagree	neutral	slightly agree	moderately agree	strongly agree
1	Starting my own business sounds attractive to me	1	2	3	4	5	6	7
2	I can spot a good opportunity long before others can	1	2	3	4	5	6	7
3	To start my own company would probably be the best way for me to take advantage of my education	1	2	3	4	5	6	7
4	I excel at identifying opportunities	1	2	3	4	5	6	7
5	I am confident that I would succeed if I started my own business	1	2	3	4	5	6	7
6	I personally consider entrepreneurship to be a highly desirable career alternative for people with my education	1	2	3	4	5	6	7
7	It would be easy for me to start my own business	1	2	3	4	5	6	7
8	Nothing is more exciting than seeing my ideas turn into reality	1	2	3	4	5	6	7
9	I would rather found a new company than be the manager of an existing one	1	2	3	4	5	6	7
10	It is more beneficial to society to have large enterprises than small firms	1	2	3	4	5	6	7

		strongly disagree	moderately	slightly disagree	neutral	slightly agree	moderately agree	strongly agree
11	In my university, people are actively encouraged to pursue their own ideas	1	2	3	4	5	6	7
12	In my university, you get to meet lots of people with good ideas for a new business	1	2	3	4	5	6	7
13	I enjoy facing and overcoming obstacles to my ideas	1	2	3	4	5	6	7
14	My family and friends support me to start my own business	1	2	3	4	5	6	7
15	I have the skills and capabilities required to succeed as an entrepreneur	1	2	3	4	5	6	7
16	Entrepreneurship courses at my university prepare people well for an entrepreneurial career	1	2	3	4	5	6	7
17	In business, it is preferable to be an entrepreneur, rather than a large firm employee	1	2	3	4	5	6	7
18	Entrepreneurship cannot be taught	1	2	3	4	5	6	7
19	I love to challenge the status quo	1	2	3	4	5	6	7

20	In my university, there is a well functioning support infrastructure to support the start-up of new firms	1	2	3	4	5	6	7		
22	If I became an entrepreneur, my family would consider it to be	Bad	-3	-2	-1	0	1	2	3	Good
23	If I became an entrepreneur, my close friends would consider it to be	Bad	-3	-2	-1	0	1	2	3	Good
24	Overall, I consider an entrepreneurship career as	Bad	-3	-2	-1	0	1	2	3	Good
21	I know many people in my university who have successfully started up their own business	1	2	3	4	5	6	7		

**Continue**

25	I can take risks with my money, such as investing in stocks	Very unlikely	1	2	3	4	5	Very likely
26	When I travel I like to take new routes	Very unlikely	1	2	3	4	5	Very likely
27	I like to try new foods, new places and totally new experiences	Very unlikely	1	2	3	4	5	Very likely
28	I will take a serious risk within the next 6 months	Very unlikely	1	2	3	4	5	Very likely

29	Have you ever participated in any form of entrepreneurship education?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
30	Have you ever participated in entrepreneurship education at DUT?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
31	Have you ever participated in entrepreneurship courses from DUT?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
32	Do you plan to be self-employed in the foreseeable future after you graduate from the DUT?	<input type="checkbox"/> Very probable	<input type="checkbox"/> Quite probable	<input type="checkbox"/> Quite improbable	<input type="checkbox"/> Very improbable
33	Estimate the probability (0-100%) you will start your own business in the next year?	.... %			
34	Estimate the probability (0-100%) you will start your own business in the next 5 years?	.... %			

**Just a couple more questions to go...**

35	What is your age?	<input type="checkbox"/> <20	<input type="checkbox"/> 20-21	<input type="checkbox"/> 22-23	<input type="checkbox"/> 24-25	<input type="checkbox"/> >25	
36	Please indicate your gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female				
37	Are you currently self-employed?					<input type="checkbox"/> Yes	<input type="checkbox"/> No
38	Are your parents currently self-employed?					<input type="checkbox"/> Yes	<input type="checkbox"/> No
39	Have your parents ever been self-employed?					<input type="checkbox"/> Yes	<input type="checkbox"/> No
40	Are you a student from the DUT Faculty of Economics and Business Administration?					<input type="checkbox"/> Yes	<input type="checkbox"/> No

Thank you for your co-operation



