

DURBAN UNIVERSITY OF TECHNOLOGY

**ATTITUDES TOWARDS SOCIAL ENTREPRENEURSHIP AMON ENACTUS
STUDENTS AT THE DURBAN UNIVERSITY OF TECHNOLOGY**

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AUGUST 2023



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STUDENTS AT THE DURBAN UNIVERSITY OF TECHNOLOGY**

**DISSERTATION SUBMITTED IN FULFILMENT OF THE REQUIREMENTS FOR
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DECLARATION

This is to certify that the work is entirely my own and not of any other person, unless explicitly acknowledged (including citation of published and unpublished sources). The work has not previously been submitted in any form to the Durban University of Technology or to any other institution for assessment or for any other purpose.

Signature of Student

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7 September 2022

Date

Approved for final submission

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Date

ABSTRACT

Background

South African universities have taken a keen interest in integrating entrepreneurial education into their curriculum. Entrepreneurship has been defined as the exchange of goods or services to satisfy a need, with the intention of creating wealth. However the emergence of socio-economic imbalances has led to a desperate need for innovative and sustainable solutions. Social entrepreneurship (SE) has become popular in recent years because of its ground-breaking innovations that are distinctively different from traditional business models. By definition, SE is a process undertaken by an individual with the intent to address existing and future socio-economic issues such as health disparities, environmental neglect and poverty. While SE is less well known within the field of economic development, valuable information can be gathered through the research of what people think of and associate with SE in that context.

Methodology

A cross-sectional descriptive quantitative research survey design was used to collect data from 34 students from the Enactus team, sampled from the six faculties of the Durban campuses of Durban University of Technology (DUT). Data were collected using a self-administered online survey, adapted from a questionnaire by Luiz and Mariotti (2011). Data from both instruments were analysed using SPSS version 26.0.

Results

A significant number of respondents 81.1% ($n = 34$) agreed that there is a likelihood that they would start a social business to assist the upliftment of people in the future. The majority of respondents 90.3%, ($n = 37$) agreed that DUT does have a programme on SE available to Enactus DUT team members. This result indicates a significantly positive attitude towards SE and helping others ($p < .001$).

Recommendations

A comprehensive definition of SE should be taught to students during orientation workshops, upon joining the Enactus team. This will give new members an idea of what the team is involved in and what is expected of them. Career opportunities should

be highlighted by stakeholders known by Enactus South Africa during national competitions and other business presentations, for the benefit of team members exiting the programme upon graduation.

Conclusion

The results of this study indicate that involvement in SE is affected by positive attitudes towards, and knowledge of, SE. Some students are not fully exposed to Enactus campus activities and may miss the opportunity to be involved in SE due to a lack of knowledge on SE and absence of entrepreneurial activities in the curriculum. Steps need to be taken to ensure that all students are made aware of the existence of Enactus on campus and the institution overall should integrate SE into the academic curriculum.

Key words: DUT, Enactus, social entrepreneurship, tertiary education.

DEDICATION

This study is dedicated to all entrepreneurs in action, those who have a strong urge to change the world in which they live, and whose greatest success comes from having the freedom to fail and the determination to try again. I would also like to dedicate this work to educators who are mentors to young entrepreneurs.

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TABLE OF CONTENTS

DECLARATION.....	ii
ABSTRACT	iii
DEDICATION	v
ACKNOWLEDGEMENTS	vi
TABLE OF CONTENTS	vii
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF APPENDICES.....	xiv
LIST OF ACRONYMS	xv
CHAPTER 1: STUDY OVERVIEW.....	1
1.1 Introduction and background.....	1
1.2 Research problem	3
1.3 Aim	3
1.4 Objectives.....	4
1.5 Research questions.....	4
1.6 Significance of the study	4
1.7 Outline of the dissertation.....	4
1.8 Chapter summary	5
CHAPTER 2: LITERATURE REVIEW.....	6
2.1 Introduction.....	6
2.2 Search strategy	6
2.3 Literature included.....	6
2.4 Definitions of entrepreneurship and entrepreneurship education	7
2.5 The global view on social entrepreneurship	8
2.6 Sub-Saharan Africa	11
2.7 Models that describe entrepreneurial behaviour and attitudes	15
2.7.1 Theory of planned behaviour (TPB)	15
2.7.2 Shapero and Sokol's theory.....	16
2.7.3 Liñán's model	16
2.8 Chapter summary	17

CHAPTER 3: RESEARCH METHODOLOGY	18
3.1 Introduction.....	18
3.2 Research design	18
3.3 Research paradigm	19
3.4 Research setting	20
3.5 Sampling	21
3.5.1 Study population	21
3.5.2 Recruitment of respondents.....	22
3.6 Sampling method	22
3.7 Sample size.....	23
3.8 Data collection tool	23
3.9 Pilot study.....	24
3.10 Validity and reliability	24
3.11 Data collection.....	24
3.12 Data analysis.....	25
3.13 Data management.....	25
3.14 Ethical considerations	25
3.14.1 Obtaining gatekeeper permission	25
3.14.2 Permission and informed consent.....	26
3.14.3 Respect to self-determination	26
3.14.4 Confidentiality and anonymity	26
3.14.5 Non-maleficence.....	26
3.15 Chapter summary	27
CHAPTER 4: PRESENTATION OF RESULTS.....	28
4.1 Introduction.....	28
4.2 Tests used for data analysis.....	28
4.3 Sample realisation.....	28
4.4 Demographic data of respondents	29
4.5 The entrepreneurship environment	30
4.5.1 A programme on social entrepreneurship is available to members of Enactus.....	31
4.6 A programme on social entrepreneurship is available to all students at the institution	31

4.6.1	There are/were opportunities for me to be involved in social entrepreneurial projects	31
4.6.2	I am/was able to attend talks about social entrepreneurship on campus	31
4.6.3	There are mentors at DUT who encourage social entrepreneurship	32
4.6.4	There are people at this institution who actively promote involvement/a career in social entrepreneurship.....	32
4.6.5	Joining the institution's Enactus team is encouraged in all faculties at DUT	32
4.6.6	DUT has facilities/resources that inspire social entrepreneurship around campus	32
4.7	Future involvement.....	34
4.7.1	There is a likelihood that I will engage in entrepreneurial activities in the future	34
4.7.2	There is a likelihood that I will start a social business (to assist the upliftment of people in need) in the future.....	34
4.7.3	If there are policies in place to assist with social business development, I will be more likely to take up social business as a career	34
4.8	Reasons for involvement.....	36
4.8.1	Social entrepreneurship is a concept I grew up with.....	36
4.8.1.1	I have seen someone/others doing something similar	36
4.8.2	I diverted into social entrepreneurship after failing at standard entrepreneurship.....	36
4.8.3	I feel obligated to improve the lives of those less fortunate than myself	36
4.8.4	There is an opportunity for me to capitalise on the socio-economic shortcomings of government policies.....	37
4.8.5	It is a means of finding employment	37
4.9	Incorporation into the curriculum	38
4.9.1	Social entrepreneurship studies should be a compulsory module taken by all students across faculties	38
4.9.2	Social entrepreneurship studies should be an elective for selected fields of study (e.g. humanities, business studies, etc.)	39
4.9.3	Social Entrepreneurship studies should be a compulsory module taken by students in entrepreneurial-related fields of study (e.g. humanities, business studies, etc.)	39

4.9.4	Social entrepreneurship studies should be an elective for anyone who is interested, no matter what course they are taking	39
4.10	Attitudes towards social entrepreneurship.....	42
4.10.1	Social entrepreneurship projects are not difficult to carry out	42
4.10.2	It is fulfilling to be involved in social entrepreneurial projects.....	42
4.10.3	Social entrepreneurship is a good vehicle for helping the needy	42
4.10.4	Social entrepreneurship has many barriers and is not a lucrative business	42
4.10.5	Social entrepreneurship gives students real-life practice toward what they're studying.....	42
4.10.6	Social entrepreneurship equips graduates with knowledge that cannot be obtained in academia.....	43
4.10.7	Social entrepreneurship doesn't benefit student studies or future career choice at all.....	43
4.10.8	Every student should be involved with social entrepreneurship in some way	43
4.10.9	Social entrepreneurship plays a vital role in society	43
4.10.10	Getting involved in social entrepreneurship is a good way to gain employment	43
4.10.11	It is my social responsibility to get involved in social entrepreneurship	44
4.11	Chapter summary	48
CHAPTER 5: DISCUSSION OF RESULTS		49
5.1	Introduction.....	49
5.2	Demographic data of respondents	49
5.3	The entrepreneurship environment	49
5.4	Future involvement.....	50
5.5	Reasons for involvement.....	51
5.6	Incorporation into the curriculum	52
5.7	Attitudes towards social entrepreneurship.....	53
5.8	Chapter summary	54
CHAPTER 6: SUMMARY OF THE FINDINGS, LIMITATIONS AND RECOMMENDATIONS		55

6.1	Introduction.....	55
6.2	Summary of the findings of the study	55
6.3	Limitations of the study.....	55
6.4	Recommendations	56
6.5	Further research.....	57
6.6	Conclusion.....	57
	REFERENCES.....	58
	APPENDICES	66

LIST OF TABLES

Table 4.1: Entrepreneurship environment (ENV)	33
Table 4.2: Future involvement (FUT).....	35
Table 4.3: Binomial Test.....	38
Table 4.4: Incorporation into the curriculum	41
Table 4.5: One-Sample Test	44
Table 4.6: Attitudes towards social entrepreneurship (ATT).....	45
Table 4.7: Factor loadings (ENV).....	44
Table 4.8: ANOVA Test.....	47

LIST OF FIGURES

Figure 3.1: Map of KwaZulu-Natal showing eThekweni.....	21
Figure 4.1: Field of study of respondents	29
Figure 4.2: Level of study of respondents	30
Figure 4.3: Year of study when respondents were recruited	30
Figure 4.4: Reasons for involvement.....	37
Figure 4.5: Incorporation into curriculum	40

LIST OF APPENDICES

Appendix 1Appendix 1: Letter from Statistician.....	66
Appendix 2: Letter of information for respondents.....	67
Appendix 3: Consent form for respondents	69
Appendix 4: Questionnaire	71
Appendix 5: Request to Director RPSfor Permission to Conduct Research.....	77
Appendix 6: Permission from Director RPS to Conduct Research	78
Appendix 7: Request to Enactus for Permission to Conduct Research.....	79
Appendix 8: Permission from Enactus to Conduct Research	80
Appendix 9: IREC Provisional Clearance Certificate.....	81
Appendix 10:IREC Full Clearance Certificate.....	82
Appendix 11: Editors Certificate.....	80

LIST OF ACRONYMS

CSESE	Centre for Social Entrepreneurship and the Social Economy
DUT	Durban University of Technology
EKSU	Ekiti State University
FUOYE	Federal University Oye Ekit
IREC	Institutional Research Ethics Committee
KZN	KwaZulu-Natal
SADC	Southern African Development Community
SE	Social entrepreneurship
SEFA	Small Enterprise Finance Agency
SIFE	Students In Free Enterprise
TPB	Theory of planned behaviour
TRA	Theory of reasoned action
UNISA	University of South Africa
USA	United States of America

CHAPTER 1: STUDY OVERVIEW

1.1 INTRODUCTION AND BACKGROUND

According to business management literature, traditional entrepreneurship has been defined as the exchange of goods or services to satisfy a need with the intention of creating wealth (Global Report: Global Entrepreneurship Monitor 2011). This widely understood model has been used throughout the history of human civilisation. The emergence of socio-economic imbalances has led to a desperate need for innovative and sustainable solutions. Literature contains many definitions of social entrepreneurship (SE) (Abu-Saifan 2012) but, for the purposes of this study, Bornstein and Davis's (2010) definition is suitable. The authors define SE as a process undertaken by an individual with the intent to address existing and future socio-economic issues such as health disparities, environmental neglect and poverty. These individuals identify opportunities and use their resources to create innovative solutions that encourage economic activity and thus improve the quality of life in the target areas.

SE has become popular in recent years because of its ground-breaking innovations that are distinctively different from traditional business models. Although SE appears to be a modern concept, social entrepreneurs have always existed (Volkman, Tokarski and Ernst 2012). Social entrepreneurs have long been a part of human history, previously known as humanitarians, philanthropists and saints (Bornstein and Davis 2010). The emergence of SE as a concept proposing an imaginative solution to socio-economic problems can be traced back to the United States of America (USA) and Europe as early as 1990. A case in point is innovation by the Harvard Business School called the Social Enterprise Initiative that was launched in 1990. Dees (2004:12) notes that while SE is still a vaguely known concept in economic development, "it has become an important reality both in the USA and in Europe, given its capacity to reconcile private and social value creation". Since then, several South African universities have taken a keen interest in integrating entrepreneurial education in their curriculum, for example, the University of South Africa (Amadi-Echendu *et al.* 2016).

Therefore, valuable information can be gathered through the research of what people think of and associate with SE. In brief SE emerged in South Africa more than two decades ago with the opening of the United States Ashoka foundation with over 300 Ashoka change makers in Southern Africa at the start. This was an important development, although only over the past 10 years has SE seen a rise in popularity in South Africa. Some examples include the formation of Phyto Trade Africa; the trade association of the Southern African natural products industry, which in 2001 was established with the aim of alleviating poverty without harming biodiversity. In 2010, the Centre for SE and the Social Economy (CSESE) was founded at the University of Johannesburg, which hosted a Social Enterprise World Forum (Littlewood and Holt 2018). However, South Africa's tertiary education system remains focused on creating employees more than encouraging graduates to create their own work (Baijnath 2015).

A student organisation such as Enactus offers its members an opportunity to be active in the SE domain. Enactus, formerly known as Students In Free Enterprise (SIFE), exists in 23 universities in South Africa and in many universities and colleges in 35 countries worldwide (www.ENACTUS.org). Of all African countries, South Africa was found to have the lowest entrepreneurship education in their curriculum, with just 40% of the population believing that entrepreneurship is a sustainable career choice (Ramjugernath 2015).

About 1 868 university students in South Africa are registered members of Enactus and serve the organisation as volunteers that execute community projects that target underprivileged yet resourceful people and areas around Kwa-Zulu Natal. However, only a few of the total number of registered students are motivated and willing to challenge themselves with SE engagements offered by the Durban University of Technology (DUT) as an institution. This can be a valuable source of learning to students. South Africa's reality of continuous socio-economic problems and poor entrepreneurial effort have contributed to the poor state of the economy (Amadi-Echendu *et al.* 2016). The use of SE could provide an alternative for jobs, as the South African youth statistics cite 58.1 % unemployment rate among the working-age population, some of which includes university graduates. Therefore, the purpose of

this research is to assess the attitudes of those students that have elected to participate in this extra-curricular activity.

1.2 Research problem

The students' ability to volunteer in a programme such as Enactus requires a great deal of time and dedication away from the classroom, where students already face challenges such as increased workload and time constraints with their school work. This research will draw much on the influences of South African society on the attitudes of working-age students who are considering different career choices.

In South Africa the rate of unemployment, particularly within the youth, is exceptionally high. After the emergence of COVID 19 in March 2020, general unemployment in South Africa reached a new record high of 35.3% in the fourth quarter of 2021 from 34.9% in the third quarter Statistics South Africa (2022). With nearly three decades of democracy in South Africa, the country has made little progress in addressing the legacy of apartheid inequalities that continue to exclude individuals aged between 18 and 35 economically.

Opportunities exist in communities where there is an abundance of resources that can be utilised by unskilled or semi-skilled youth to participate in the economy. However, lack of access to business knowledge makes them unable to see these opportunities. Hence, the researcher saw the need to conduct research into the extent to which students that have access to SE. Mvula and Tshikovhi (2014) point out that the number of business start-ups amongst graduates is very low, which can be an indication that entrepreneurial education may be insufficient.

1.3 Aim

The aim of the study is to assess attitudes towards social entrepreneurship of Enactus students involved with Enactus at the Durban University of Technology. A descriptive quantitative research design was used to fulfill this aim.

1.4 Objectives

The objectives of the study were to:

- Identify and describe current SE strategies used for the youth, if any.
- Evaluate what influences youth choosing to participate in SE, and
- Find solutions to incorporate SE into the mainstream school curriculum.

1.5 Research questions

The research questions to which the study hoped to find answers were the following:

- What are the SE strategies that exist that are used for the youth?
- What influences youth to choose to participate in SE?
- What strategies can be adopted to incorporate SE into the school curriculum?

1.6 Significance of the study

The results of the study might assist the DUT lecturers to incorporate SE into the curriculum so that students learn how they engage with this field of study and work. Lecturers can assist students to have a paradigm shift from thinking that they are studying to be employed to thinking that they are studying to create employment. This could also be a way of ensuring that students provide employment for themselves and their communities. While this is a case study focusing on DUT students, it is envisaged that the findings will trigger similar studies in other South African universities. Importantly, the findings of this study could assist government officials (especially those in the higher education sector) to plan South Africa's education system such that it produces more job-creators as opposed to producing job-seekers as is currently the case.

1.7 Outline of the dissertation

Chapter 1: Introduction and background to the study

The background of the study, problem statement and scope of the study have been discussed. Aim and objectives of the study were described.

Chapter 2: Literature review

Discussion of the recent literature and the theoretical framework.

Chapter 3: Research Methodology

This chapter describes the research methodology used to conduct this study. Techniques and methods of the study are also discussed.

Chapter 4: Presentation of results

In this chapter, findings of the collected data are analysed in relation to the aim and objectives of the study.

Chapter 5: Discussion of results

This chapter contains the descriptive analysis of results obtained from the findings in order to answer the questions of the study.

Chapter 6: Conclusions, limitations of the study and recommendations

Conclusion and recommendations.

1.8 Chapter summary

This chapter presented the background, context and aims of the study. It made known the research question, objectives and the significance of the study. It highlights the framework that was used to assist the researcher to appreciate why people respond or behave in a certain way. The next chapter will review the relevant literature in order to gain deeper understanding and insight which will support the importance of the study.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

The previous chapter presented the overview of the study as well as the context within which it should be interpreted. This chapter discusses literature that was considered relevant for this study. Literature review is a process that involves the understanding of what is known about a particular situation or phenomenon in order to identify the knowledge gap that exists so that the researcher can draw a conclusion on the topic being researched (Adams, Khan and Raeside 2014). In this study, the searcher wanted to obtain data about the attitudes of Enactus students towards SE in a given university (DUT). In addition, the purpose of a literature review is to provide the in-depth knowledge needed to study a selected problem, enabling the researcher to build on the works of others that already exist on the phenomenon – in the case of this study, SE.

2.2 Search strategy

In order to access the existing literature on the theme under investigation, various search engines were used to search for available literature. Sources used were the online DUT library, Google Scholar, EBSCO Host, ERIC, to name just a few. The rationale for using these and other search engines was because they are widely used within the research community and have been found to be credible outlets for accessing pre-existing information on various research themes.

2.3 Literature included

Full text articles (especially those written in English) were considered for inclusion in the study. Abstracts were excluded on the grounds that they only provided summaries of what was contained in the publications. It was difficult to only focus on recently published articles, namely not older than ten years, as there is a paucity of recent and current literature on SE and entrepreneurship education. Moreover, while it is ideal to use recently published sources as a general norm, there is always the need to consider

older sources in order to trace the history of the phenomenon under investigation and to provide the broader context within which the current study should be understood and interpreted. Hence, the literature on entrepreneurship in general has been included in this dissertation.

The following key words were used in the search strategy to obtain the most relevant literature: social entrepreneurship, entrepreneurship, entrepreneurship among university students, entrepreneurship success and failures, youth social activities, youth employment satisfaction, characteristics of social entrepreneurs.

The current chapter presents literature in terms of definitions of entrepreneurship, and is framed in the global, national and local contexts.

2.4 Definitions of entrepreneurship and entrepreneurship education

In principle, there is no universally accepted definition of entrepreneurship, but it is generally seen as a process, action or an activity to convert an idea into a value-added product or service. Entrepreneurship is regarded as a form of self-employment and includes a wide variety of facets as individuals decide to engage in entrepreneurship for numerous reasons. Through a wide number of entrepreneurs, the country is able to measure the entrepreneurial talent in the economy (Peprah, Afoakwah and Koomson 2015).

In simple terms, entrepreneurship is defined as a purposeful act to implement and enlarge a revenue orientated business. It can also be defined as those behaviours that will initiate and provide good management of economic resources reallocation and whose reason is value creation through those means (Toma, Grigore, and Marinescu, 2014).

Entrepreneurship is regarded as a good forecaster of entrepreneurial behaviour. It is further summed up by other authors as the intention that serves as a connection between business projects, thus creating “external influences” to entrepreneurship (Khuong and Huu An 2015). Traditional entrepreneurship has been defined as the exchange of goods or services to satisfy a need, with the intention of creating wealth

(Global Report: Global Entrepreneurship Monitor 2011). This widely understood model has been used throughout the history of human civilisation.

Gwija, Eresia-Eke and Iwu (2014) proposed that entrepreneurship education is the art of providing people with proficiency and skills that will allow them to familiarise themselves with entrepreneurial opportunities that may have been overlooked and have the bravery to capitalise where others have hesitancy. Additionally, entrepreneurship is the source of all academic avenues as everyone needs to have a sense of entrepreneurship before running an organisation. This is applicable to various professions (Ernest, Mathew and Samuel 2015).

In summary, while it is true that the term 'entrepreneurship' can be understood in a broad context, the reality is that there is no universal meaning of this concept. As demonstrated above, some definitions are context-specific while others reflect the subject areas or academic fields within which such definitions are coined. Therefore, it is important to note that we can have a working definition of this concept but cannot claim any universal definition that will apply in all contexts and across times.

2.5 The global view on social entrepreneurship

The European Commission (2016) reported that entrepreneurship specific education encourages students to accumulate entrepreneurial intentions which results in the creation and supply of new firms by the students. The emergence of SE as an imaginative solution to socio-economic problems can be traced back to the United States of America (USA) and Europe as early as 1990, as stated in Chapter 1.

Building the courage to start developing a problem-solving mind-set is best practised with real-life examples. As a general norm, case studies provide students with exposure and practical training in systemic problem-solving strategies. Solutions challenge problems with the aim of eliminating them. One solution is not suitable for many, diverse problems (Hamschmidt and Pirson 2011). What is needed is a multipronged approach which considers various possible solutions. SE begins by identifying and understanding social issues that exist, these issues can be seen as

opportunity to create business by taking advantage of resources available to reach a beneficial solution (Tiwari, Bhat and Tikoria 2017).

In principle, this means that one has to identify a problem and try to understand it in full. Secondly, various possible solutions are considered, together with their applicability to the problem at hand. Thirdly, the best solution is selected and implemented in order to address the problem that has been identified. The reality is that no solution is a panacea for all problems. Each solution is applicable to a specific problem. The same logic applies in terms of country case studies and historical moments. Through a comparative analysis, one is better positioned to come up with a better solution, which draws from these experiences but still considers the local context(s).

In New Zealand, it was found that including entrepreneurship education in secondary schools was a mid to long-term strategy that could be used to change the attitudes and behaviours of students regarding entrepreneurship. This study concluded that there is still a long way to go before entrepreneurship is fully integrated into the school curricula, although there is a considerable positive paradigm shift from students (Kirkley 2016).

In the case discussed above, it was found that a person's intention to become an entrepreneur offers the best predictor of his/her actual engagement in entrepreneurship in the future (Hamidi, Wennberg and Berglund 2015). This is so because if the idea of embracing entrepreneurship is imposed from above, there is a very slim chance that it will succeed. However, if the idea comes from the prospective entrepreneur, there is a high possibility that it will succeed since agency resides with the person who aspires to be an entrepreneur. For this reason, very little motivation is needed since the aspiring entrepreneur is already self-motivated.

A study conducted among Chinese entrepreneurs found that there is definitely a positive relationship between perceptions of entrepreneurship education and perceptions of innovation. In addition, political skills and entrepreneurial opportunity recognition play an intermediary role in perceived entrepreneurship education and innovation, respectively. Political skills were found to enhance the ability to identify

entrepreneurial opportunities and play a continuous intermediary role in the impact of perceived entrepreneurship education on innovation (Wei, Liu and Sha 2019).

Studies from other countries corroborate what has been stated above. For example, Park (2017) found at the Catholic University of Busan, South Korea, that proactiveness of entrepreneurship was most influential in relation students' entrepreneurial intentions. Innovative entrepreneurs were deliberately cultivated based on the saying that "entrepreneurs are not born but are trained through education". This education has to provide the platform and knowledge that can assist aspiring entrepreneurs to make an informed decision about their future.

A study to compare Czech university students with Slovak students indicated that Czech students trusted more in entrepreneurial support from the state, the macroeconomic environment, quality of entrepreneurship environment and quality of university education. Slovak students had a more positive outlook towards the image of entrepreneurs in the media, about personal attributes for entrepreneurship, about career growth in entrepreneurship and were more ready to start entrepreneurship after graduation compared to Czech students (Belas *et al.* 2019).

Finance is important in entrepreneurship as this will contribute to success. Therefore, it is vital for graduates to find financial opportunities to run their companies effectively and make the business prosper in the market (Arif, Kumar, and Tariq 2015). Any student who does not receive financial support is most likely to fail in the world of entrepreneurship. The student's ambition, dedication and determination amount to nothing if these are not accompanied by financial support.

The inclination of the entrepreneur not to be scared to take risks indicates the intention and the ability to start a business. People who are afraid to take risks will be unable to progress to opening their own business or become self-employed, fearing that they might not make it. However, in the main, those that have the acumen to take risks find themselves self-employed while others go up and down looking for employment which is non-existent. Furthermore, individuals with a medium inclination of taking risks are more likely to stay in self-employment compared to those with low or very high-risk taking predisposition (Caliendo, Fossen and Kritikos 2014).

What we can gauge from the discussion above is that one's success is determined by one's conviction, focus, diligence and the desire to take the first step and stick to it. Once all these features are in place, it is easy to motivate and support such a person – materially, financially, emotionally and otherwise. Any potential entrepreneur who fails to take the first step stands no chance to make it in life or to succeed in any business. Even after such a person has been persuaded to start a business, it will not last because there is no determination. These observations have no geographical proximity; they transcend geographical boundaries as much as they cut across racial lines and other binaries. The section below zooms into one geographical space to expand the arguments articulated above.

2.6 Sub-Saharan Africa

In sub-Saharan Africa, community issues such as poverty and a background history of colonialism and apartheid as well as ethnicity influence the focus of activities and self-perceptions of social ventures. In the past few decades, various authors have conducted studies to teach students that SE is about identifying the source of problems and using research that informs how the context has affected and shaped SE and highlights the conditions that challenge SE leaders in this region (Rivera-Santos *et al.* 2015). Quick observation shows that unlike in other parts of the world, in sub-Saharan Africa entrepreneurship is blocked mainly by financial constraints. As such, this region has fewer business people compared to Europe, North America and other parts of the globe. These problems have long been a barrier as evidenced by the number of businesses that fail before they even start. Smaller firms are unable to contend the well-established firms (Legas, 2015). This should not come as a surprise. Big firms and/or businesses enjoy both material and financial support from various sources. They buy items in bulk and at lower prices. By contrast, small businesses have to fend for themselves. In most cases, even commercial banks fail to assist them financially. They have no valuable items to list in their applications.

According to the World Bank (2018), over 40% of the population in sub-Saharan Africa was already living below the poverty line in the year of their report. It is the only region

in the world in which poverty is increasing exponentially. In 2017, the number of people who lived in poverty was over 430 million people

Malawi Polytechnic students who had either been indifferent or were not interested in entrepreneurship had a positive shift towards it after they were taught about it in their lectures (Mwatsika and Sankhulani 2016). This leads to the conclusion that some potential entrepreneurs might miss out on this opportunity due to lack of exposure and/or knowledge. This poses a challenge to those who have the ability to teach the youth about entrepreneurship. In a Nigerian University a correlation was found between entrepreneurial education and post-graduate job creation ability. This shows that when people (especially the youth) are informed about and/or exposed to entrepreneurial education they develop interest in it and embrace the opportunity. More importantly, beneficiaries of entrepreneurial education will often create jobs as undergraduates while undergoing the course in the university (Onuma 2016). Once they leave academic institutions, they become self-employed and also employ others as opposed to adding to the number of job seekers.

A study was conducted at two universities in Nigeria regarding entrepreneurship teaching methods. It was found in this study that most of the methods used to teach entrepreneurship education in the Ekiti State University (EKSU) were lecture methods, which were teacher-centred, while in another the Federal University Oye Ekit (FUOYE) field trips were used to teach entrepreneurship to their students. The latter was the more viable student-centred teaching methods. The student-centred method was the more successful as it enabled FUOYE students to be well-equipped in entrepreneurship skill acquisition. It is therefore suggested by this study that there was a preference for academic implication at EKSU and practical implication at FUOYE (Adebayo 2018).

There is a rise of unemployment in South Africa, particularly among the youth and young graduates. As a result, there is growing interest in entrepreneurship for economic growth and survival. There are programmes to support young entrepreneurs by the South African government such as those associated with the Small Enterprise Finance Agency (SEFA), which assists small businesses as they start up to create employment opportunities. Khoury and Prasad (2015) agree that it is important for the

government to capitalise small businesses so that inhabitants of the country will not depend on the government organisations and private sectors to be employed but will learn to create a source of living for themselves.

The concept of SE is helping to solve some problems faced by civil society groups in South Africa. These include crime, unemployment and poverty, which leaves people depending largely on social grants that are not sustainable under the current economic crisis. SE has the possibility of addressing these societal problems by developing education and learning that will encourage positive attitudes toward SE as a career for graduates. Unlike generic entrepreneurship, SE is a value creation process wherein social needs are met through using available resources to bring about change in the lives of communities through the creation of organisations which motivate and guide communities towards the change that is required for them to create economic freedom (Lumpkin *et al.* 2013). According to Santos (2012), an important distinction exists between social versus commercial action and its stakeholders; social entrepreneurs work to create value that increases aggregate social utility.

Historically, the model of entrepreneurship functions to stimulate the economy by creating jobs, improving productivity and increasing the production of goods and services (Luiz and Mariotti 2011). Entrepreneurial behaviour is an indefinite area of research in tertiary education. This present study explores the likelihood of students that have been exposed to SE to engage in entrepreneurial activities.

When comparing SE to conventional business models we see its history of successfully accomplishing the primary objective of assisting with socio-economic difficulties, where generic entrepreneurial enterprises emphasise strategy and revenue generation. SE focuses on high impact solutions that require uncommon creativity (Littlewood and Holt 2018). Furthermore, SE is essentially a reaction by civil society groups to the problems that have been created by the success of generic business, it may be said that it changes the conditions that result in poverty.

Studies have shown that the success of an entrepreneur can be closely linked to their attitude toward the business. Attitudes are critical to creativity and innovative behaviour. There cannot be just one mindset that an entrepreneur must possess in

order to be successful. Although there is agreement that there is no perfect entrepreneur in the world as yet, a list of general behaviours and attitudes have been developed as themes of successful entrepreneurship, Spinelli and Adams emphasise that there are more than seven characteristics of successful entrepreneurs, namely: commitment and determination, courage, leadership, opportunity obsession, tolerance of risk, ambiguity and uncertainty, creativity and self-reliance, adaptability and motivation to Excel (Spinelli and Adams 2012).

The aim of skills development is to assist an individual with relevant knowledge in their job sector. Those authors who write specifically in the South African context contend that it is an advantage to continuously learn in order for one to be attractive in South Africa's competitive job market (Mncwabe 2013).

Many of the South African government's policies inspire new business ventures by supporting emerging entrepreneurs to realise their dreams. It has been established not only by South Africa but by the world at large, that new business ventures are vital in developing the economy of the country as they curb unemployment, particularly for the youth (Callaghan 2016). Furthermore, the South African government has created a small business department, whose mandate is to look at improving and forecasting small businesses as the mechanism to create economic growth; providing an estimated 800 000 jobs annually until 2030. If successful, this initiative has the potential to bear positive results for the country (South Africa) and the region Southern African Development Community (SADC).

Ungerer *et al.* (2015) assert that while the government has made these endeavours regarding the entrepreneurship process, there are other influences that impact the success of entrepreneurship. These influential factors include financial potential, the effectiveness of applied know-how and abilities and the motivational drive in the face of important resistance. It is important that the development of entrepreneurship is supported by the socio-economic conditions that promote entrepreneurial activity. Entrepreneurs must also be capacitated in order to assist them to generate and maintain productive businesses. As mentioned earlier, in the case of black entrepreneurs, not only do they need capacitation in the form of skills (important as that is), they also need financial support to enable them to grow.

2.7 Models that describe entrepreneurial behaviour and attitudes

A model is described as an abstract process that is used to solve problems that occur elsewhere, in a similar setting or field (Taylor 2015). In other words, a model is a blueprint that should be followed in order to achieve certain results. The success of a model is measured through its results – it is outcomes-based.

2.7.1 Theory of planned behaviour

The most popular model used to describe entrepreneurial behaviour is the theory of planned behaviour (TPB) which was coined in 1985. It stems from the theory of reasoned action (TRA) developed by Ajzen and Fishbein in 1980. The basic principle of this theory is that human behaviour is predictable and can either be deliberate or planned and is determined by a person's social norms and personal beliefs. This theory therefore helps to predict an individual's health-related behavioural intention at a specific time or in a specific place (Ajzen 2020: 314). The key component of the model is behavioural intention introduced by Ajzen (2020), which comprises three constructs namely; behavioural beliefs, normative beliefs (normative expectations) and control beliefs.

Behavioural beliefs shape the attitude towards the behaviour; they are geared towards what the individual perceives to be the reward they will receive from performing the specific behaviour which moulds their attitudes towards the behaviour. With regards to entrepreneurship, the individual may look at what they will gain from engaging in or implementing entrepreneurship and if the reward is valuable to them, they will engage wholeheartedly. Normative beliefs are the subjective norms that influence the individual to behave in a particular way. It may happen that students or even lecturers find entrepreneurship boring and uninteresting and thus they may not engage in it. However, once they feel that something good will come out of it, they will change their mind and embrace it. Control beliefs refer to the ability to control the behaviour such that it either motivates or demotivates the individual to perform the behaviour (Figure 2.1). Thus, everyone is controlled by something to either accept or reject entrepreneurship. Figure 2.1 below presents a summary of this model.

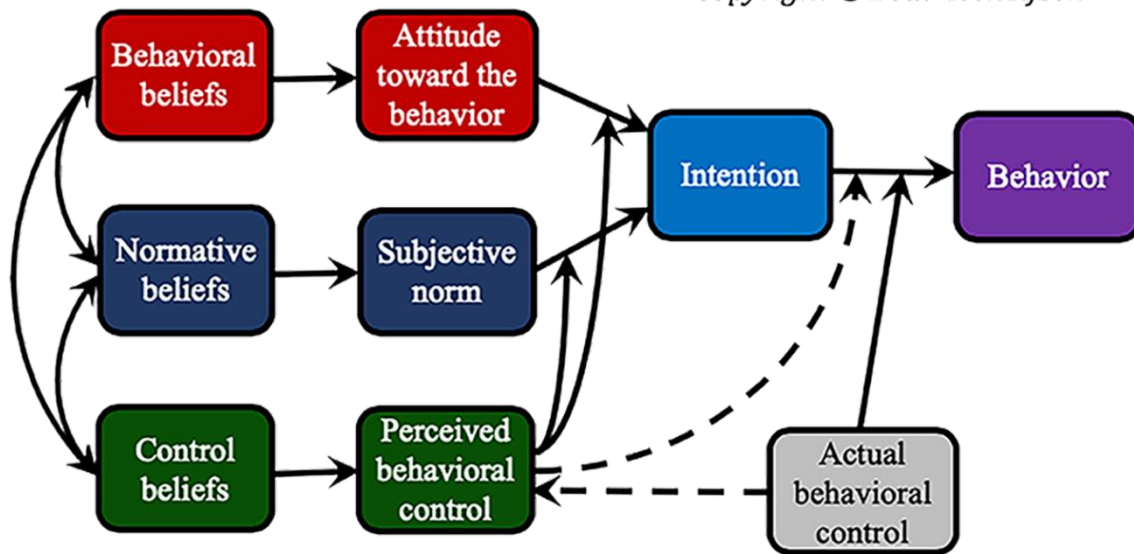


Figure 2.1: The theory of planned behaviour
Source: Ajzen (1991)

2.7.2 Shapero and Sokol's theory

The Shapero and Sokol's theory was developed in 1982. The main principle of this theory is that business opportunity creation is the result of the interaction among contextual factors which act through their influence on the individual's perceptions. For entrepreneurship to take place, it should be as a result of external change. As such, a person responds to an external event based on the perception of its desirability and feasibility. It is a reaction to a situation that has presented itself or one that is foreseen.

Perceived feasibility is built around how people perceive themselves to be competent to carry out a specific behaviour. Perceived desirability relates to how the behaviour will be personally rewarding (Cooper and Lucas 2015). Both of these are recognised to have a positive relation with entrepreneurial intentions. The integration of the above theory results in combining personal attitude and perceived social norms under perceived desirability, while perceived feasibility is represented by self-efficacy.

2.7.3 Liñán's model

This model was developed by Liñán in 2004 and is based on the view that the education of an entrepreneur should be based on strengthening the participant's intention of becoming an entrepreneur. Liñán's model integrates Ajzen's (1991) and Shapero and Sokol's theory (1982) of the entrepreneurial event to form an entrepreneurial intention model by adding the additional element of entrepreneurial knowledge acquired through education.

2.8 Chapter summary

The chapter discussed the available literature on entrepreneurship which is guided by different characteristics of the individual, the environment and education. The unemployment rate is high and many of the youth graduates are unemployed; encouraging them to perceive entrepreneurship as a way out while they also provide employment to others can curb this high unemployment rate. This chapter presented the literature review on what is already known about entrepreneurship globally, regionally and locally. The following chapter will focus on research methodology and the approaches that will be used for data collection and analysis.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research methodology, which was used to conduct the study on attitudes towards SE among Enactus students at the DUT. Research methods are techniques used to gather and analyse information relevant to the research question. There is a tendency within the research community to use the terms “methodology” and “method” in a substitutable way but the reality is that these concepts are not exactly the same. The former is broader while the latter is more specific, in summary, the term “methodology” refers to the theory of how research should be undertaken. While the term “method” can be defined as a process used to obtain and analyse data, this includes both statistical and non-statistical analysis techniques (Saunders, Lewis and Thornhill 2019).

3.2 Research design

Research design is a general plan of how one answers research questions. This includes clear objectives derived from the research question, describes the source from which data was collected and explains how these data were collected. A quantitative, non-experimental descriptive cross-sectional survey design was used to collect data using a self-administered questionnaire. A quantitative study is a formal, objective, systematic process that counts or measures in order to answer a research question with data that is analysed numerically (Saunders and Lee 2017). A quantitative design was deemed the best for this study as it identifies variables and seeks to answer questions about the relationship between these variables (Brink, van der Walt and van Rensburg 2012). Quantitative methods examine the relationship between variables, which are measured numerically, and the method for analysis is statistical and graphical techniques (Saunders and Lee 2017).

Descriptive research provides the researcher with an accurate representation of what already exists, how often it occurs and classifies information before it is analysed. Quantitative descriptive research produces numerical data describing the incidence of

its variables in percentages, ratios, raw numbers, ranges, means and standard deviations. The researcher used descriptive research to assess and describe the attitudes towards SE of Enactus students.

A cross-sectional design involves collection of data once at a single point in time so is appropriate for describing the status of the phenomenon at a fixed point in time (Saunders and Lee 2017). The researcher collected data from respondents once and analysed data obtained in order to produce the results.

A survey design uses a survey tool administered to a specific sample of the population. Surveys rely on self-reports of the sampled respondents who respond to a series of questions or statements posed by the researcher. Quantitative data from surveys is analysed numerically and indicates the prevalence, distribution or interrelatedness of the phenomena being studied (Saunders and Lee 2017). A survey design was used in this study to describe the attitudes towards SE of Enactus students.

3.3 Research paradigm

The philosophical underpinning of this study is positivism as it is aligned with the quantitative research approach, which, according to Saunders and Lee (2017) is the philosophical stance of neutral scientists. Positivists believe that knowledge about facts is founded on positive evidence from experience (Creswell and Creswell 2009). Positivists believe that reality is fixed, orderly and objective, meaning that the researcher is independent from respondents and that findings are not influenced by the researcher. The positivist paradigm is deductive in nature and knowledge of human behaviour is gained from observation and reason as well as making sense of the answers of research questions. In this study, a questionnaire was used, which respondents completed on their own, independently of the researcher. Positivists conduct research using structured instruments administered to all respondents to ensure consistency. A survey tool is based on exact procedures and can provide scientific and impartial data to help a study project. Furthermore, the survey instrument was used to collect data objectively thus ensuring that the environment was not contaminated and the results were valid. In this study, respondents completed the survey online, which described attitudes of Enactus students towards SE.

3.4 Research setting

This study was conducted at the DUT located within the eThekweni District in KwaZulu-Natal (KZN). KZN is one of the nine provinces in South Africa. The university is situated within the city centre of Durban known as eThekweni. EThekweni is a Metropolitan Municipality divided into three sub districts namely North, South and West (Figure 4.1). The DUT om Durban comprises various campuses, namely; Steve Biko campus, Ritson campus, ML Sultan campus, City campus and Brickfield campus, all of which are within the city. Across six faculties, a total number of 33 000 students were registered at the institution when the study was conducted in 2021 October to February 2022.



Figure 3.1: Map of KwaZulu-Natal showing eThekweni
 Source: KZN Department of Health (2007).

3.5 Sampling

Sampling is a process of selecting a portion of the population to represent the entire population (Saunders, Lewis and Thornhill 2019).

3.5.1 Study population

According to Saunders *et al.* (2019), population refers to the entire collection of cases or elements from which the sample is drawn. The population in this study were all students registered at the university where the study was conducted. These students were registered for any of the available programmes. The target and accessible population was 71 Enactus DUT team members. These respondents students in different faculties at the DUT, including the Faculty of Management Sciences, Faculty of Accounting and Informatics, and Faculty of Applied Sciences, according to records provided by the university Durban campuses. These students were selected because of their involvement in the student organisation (Enactus) that promotes SE and personal development.

3.5.2 Recruitment of respondents

Due to COVID 19, face-to-face meetings with the respondents were not possible. Therefore, the researcher conducted data collection online. Respondents were recruited after obtaining ethics clearance from the DUT Institutional Research Ethics Committee (IREC No. 084/21) and after permission was obtained from the Dean of Students and the Enactus team advisor who provided email addresses for the target population. Potential respondents were issued with an information letter (Appendix 2) describing the nature and purpose of the study and how they were expected to participate. Those who were willing to participate were requested to read the consent form Appendix 3) and sign indicating agreement to continue with the survey hosted by QuestionPro. Respondents were also informed about ethical considerations that participation was voluntary, and that they could withdraw from the study at any stage of the research if they so wished without any compromise to them. They were informed that confidentiality would be maintained at all times. They were assured that their names would not be used when reporting the results of the study and that raw data would be kept confidentially to ensure their anonymity. They were informed that those who agreed to participate would receive a consent form to read and agree to before proceeding with the survey. This information assisted the researcher in establishing a rapport with potential informants.

3.6 Sampling method

Probability sampling is where the population has an equal opportunity of being selected, and is aligned with quantitative research (Saunders *et al.* 2019). However in the case of this study, students were sampled through purposive census sampling wherein every student that agreed to participate in the study was selected. All Enactus DUT students in Durban campuses were asked to participate in the study.

Inclusion criteria

- All registered DUT students who are members of Enactus team in the Durban campuses and are 18 years of age and above.

Exclusion criteria

- All registered DUT students who are not members of Enactus in the Durban campuses and are below the age of 18 years.
- All registered DUT students who are not in the Durban campuses.

3.7 Sample size

A sample size in a quantitative study is predetermined and usually much larger than in qualitative research. The target sample size was that of all registered and active Enactus team members at the DUT in Durban campuses at the time of data collection. The desired sample size as per the sampling technique was 72 respondents, however a minimum sample size of 61 was calculated to be adequate to satisfy the required sample in order to be able to generalise the results.

3.8 Data collection tool

A standard structured questionnaire (Appendix 4) that was developed by Luiz and Mariotti (2011) adapted from “Entrepreneurship in an emerging and culturally diverse economy: A South African survey of perceptions” was used to collect data for this study. The tool consisted of:

- Section 1 requesting the demographic data of respondents such as age; gender, course registered for and level of study;
- Section 2 with attitude questions;
- Section 3 asked about entrepreneurship opportunities;

- Section 4 asked about the entrepreneurship environment within Durban University of Technology campuses; and
- Section 5 consisted of closed ended question

3.9 Pilot study

A pilot study was conducted with two participants to ensure that the data collection tool was suitable for the South African population. This provided an opportunity to identify errors and to check the reliability and validity of the questionnaire. No changes were made to the questionnaire at this stage, as the pilot study population indicated an understanding of the questions and experienced no difficulty completing the questionnaire. On assessment after the pilot study, the questionnaire was found to be effective in capturing the information required for this study. Respondents who participated in the pilot study were not included in the main study.

3.10 Validity and reliability

Quantitative research findings are regarded as accurate and not biased. Reliability refers to the accuracy and consistency of information obtained in a study and is most often associated with methods used to measure research variables (Saunders, Lewis and Thornhill 2019). For this study, the questionnaire was adapted from Luiz and Mariotti (2011). Validity is the degree to which an instrument measures what it is supposed to measure. Consistency and accuracy are the measures of validity (Saunders, Lewis and Thornhill 2019). The validity of the instrument was maintained through ensuring that all respondents were given the same questionnaire so that they all responded to the same questions.

3.11 Data collection

Permission was requested and obtained from the Director of Research Postgraduate Support Dr Linganiso to conduct the research (Appendix 5 and Appendix 6). Permission was requested and obtained from the Enactus team Faculty Advisor, Mr Tiba and obtained permission to conduct the research (Appendix 7 and Appendix 8). Data was collected after provisional and full ethics clearance was received from the

ethics committee of the DUT (REC No. 084/21) (Appendix 9 and Appendix 10). Data was collected using a self-administered questionnaire (Appendix 4), described above. Due to the COVID -19 pandemic, respondents were contacted electronically using their e-mail addresses obtained from the Enactus DUT team president. An online platform called QuestionPro was used to administer the survey and collect data. Reminders were sent out periodically to respondents if questionnaires were not returned within the expected time, which they were informed of in the first email.

3.12 Data analysis

Data was coded and transcribed onto an Excel spreadsheet and be loaded into and analysed using the latest version of SPSS. Descriptive statistics in the form of tables and graphs were used to describe the data graphically. In order to test for significant trends in the data, inferential statistics were applied, including, t-tests and ANOVA. Where the conditions were not met for the application of these, non-parametric equivalent tests or exact tests, where applicable were used. Throughout a p-value of 0.05 will be used to indicate significance.

3.13 Data management

Electronic research documents will be kept in a password locked computer and will be known only to the researcher. Where hard copies were generated, they were be kept under lock and only the researcher will have access to the key. The researcher will delete electronic data and hard copies will be shredded by the researcher after five (5) years as per the DUT rule.

3.14 Ethical considerations

The researcher engaged various ethical considerations during the process of conceptualising and implementing the research process to protect respondents. This was achieved through application of the following ethical principles:

3.14.1 Obtaining gatekeeper permission

Ethical clearance was sought and obtained from IREC at DUT (REC No. 084/21). Permission was sought and obtained from the Director Research Postgraduate Support (Appendix 5 and Appendix 6). The Enactus team faculty advisor granted permission for the researcher to obtain e-mail addresses from the team president (Appendix 7 and Appendix 8).

3.14.2 Permission and informed consent

Respondents were issued an electronic information letter (Appendix 2) describing the purpose of the study and how respondents were supposed to participate. Respondents willing to participate signed a consent form (Appendix 3) which was also sent electronically and could click “agree” to indicate their permission to participate in the study.

3.14.3 Respect to self-determination

Respondents were informed that their participation was voluntary and that they were free to withdraw from the study at any stage of the research and that they would not be compromised in any way should they withdraw.

3.14.4 Confidentiality and anonymity

Respondents were informed that confidentiality would be maintained at all times; codes were used when reporting the results instead of names. Consent forms were not be kept together with questionnaires to make it impossible to match them to the survey. Raw data was kept in a password locked computer and only the researcher and the researcher had access to them. These data are to be deleted after five (5) years as per the DUT policy.

3.14.5 Non-maleficence

The principles of beneficence and justice were upheld during this study. Justice was maintained through fair selection and treatment of respondents. Only respondents that directly related to the study problem were the target and not just because they were

readily available. Respondents were protected from any harm in that none was anticipated from this study.

3.15 Chapter summary

This chapter described the research methodology that was used in this study, and the research design. Sampling was discussed in terms of selecting respondents who were members of Enactus in the university. The quantitative data collection method and instruments used were discussed in detail including ethical considerations and data analysis. The next chapter will present the results of the study.

CHAPTER 4: PRESENTATION OF RESULTS

4.1 Introduction

The previous chapter outlined the methodology used in this study. This chapter presents the findings that were gathered during data analysis. The data was investigated and systematised in alignment with the research objectives which were to identify the attitudes towards SE among Enactus students at DUT and to explore their views regarding SE as a solution to high unemployment and socio-economic challenges in the eThekweni District Municipality.

4.2 Tests used for data analysis

- Descriptive statistics including means and standard deviations, where applicable. Frequencies are represented in tables or graphs. (Saunders, Lewis and Thornhill 2019).
- Binomial test: Tests for whether a significant proportion of respondents select one of a possible two responses. This can be extended when data with more than two response options is split into two distinct groups.
- One sample t-test: Tests whether a mean score is significantly different from a scalar value (3.5 in this study).
- Independent samples t-test: A test that compares two independent groups of cases.
- ANOVA: A test that compares more than two groups of cases.
- Factor analysis – an exploratory factor extraction process.

4.3 Sample realisation

The online survey was hosted on QuestionPro between October 2021 and February 2022 through a link that was sent via email to every Enactus DUT. In total there were 41 partially or fully completed surveys. Of these 34 were fully completed. This is a

low number of responses considering that the original sample size was 71 Enactus DUT team members as of the beginning of 2020. This is a reflection that gathering respondents via online surveys is difficult because such emails can be easily ignored.

4.4 Demographic data of respondents

The sample consisted of a total of 34 complete questionnaires from respondents who belonged to the Enactus DUT team; 50% (n = 17) were male and 50% (n = 17) were female, all of whom were black South African. These team members were all registered students from different faculties of the institution of which the Faculty of Management Sciences accounted for 61.9% (n = 21) of the total number of respondents (Figure 4.1). The minimum age of respondents was 19 and the maximum was 35 years. The mean age of respondents was 25.85 with a standard deviation of 4.677. Of the respondents, 38.1% (n = 13) were in their 3rd year of studies (Figure 4.2). The largest group of respondents, 40.5% (n = 14), were recruited in their 1st year of studying at the DUT (Figure 4.3).

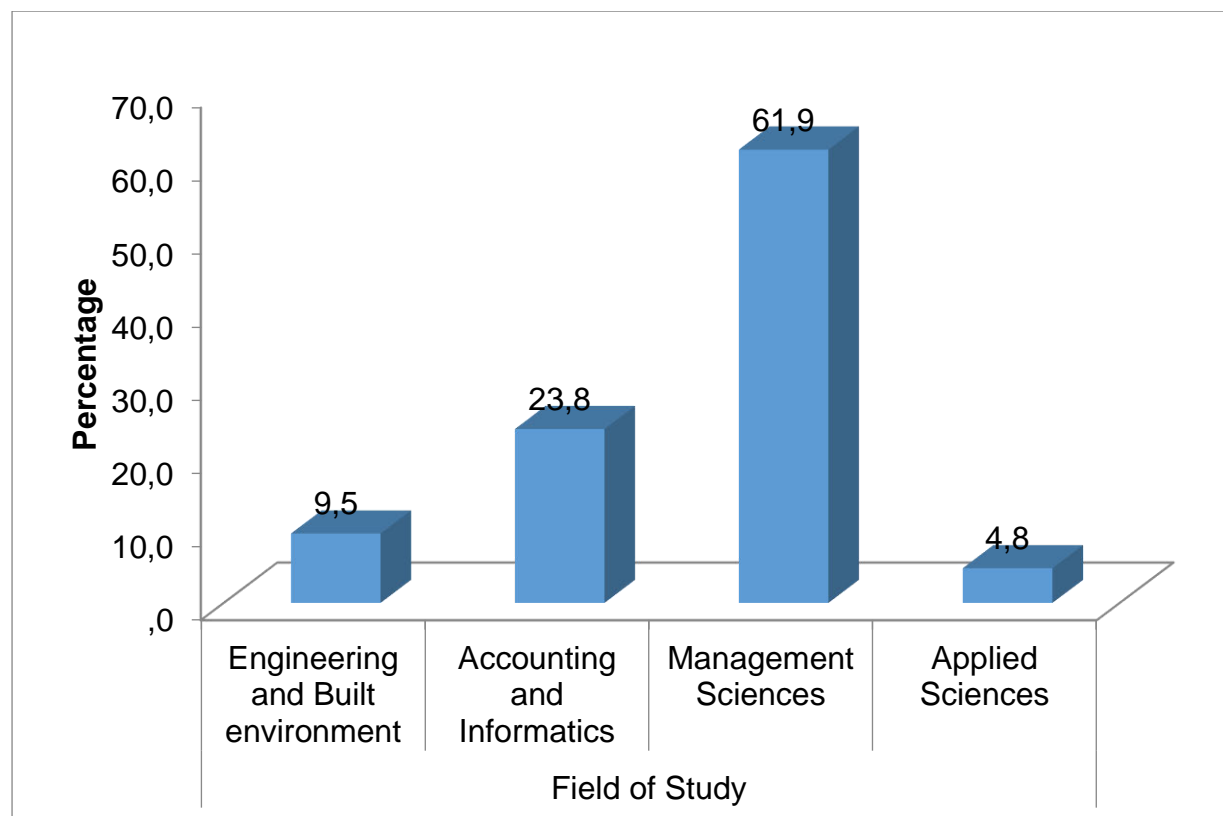


Figure 4.1: Field of study of respondents

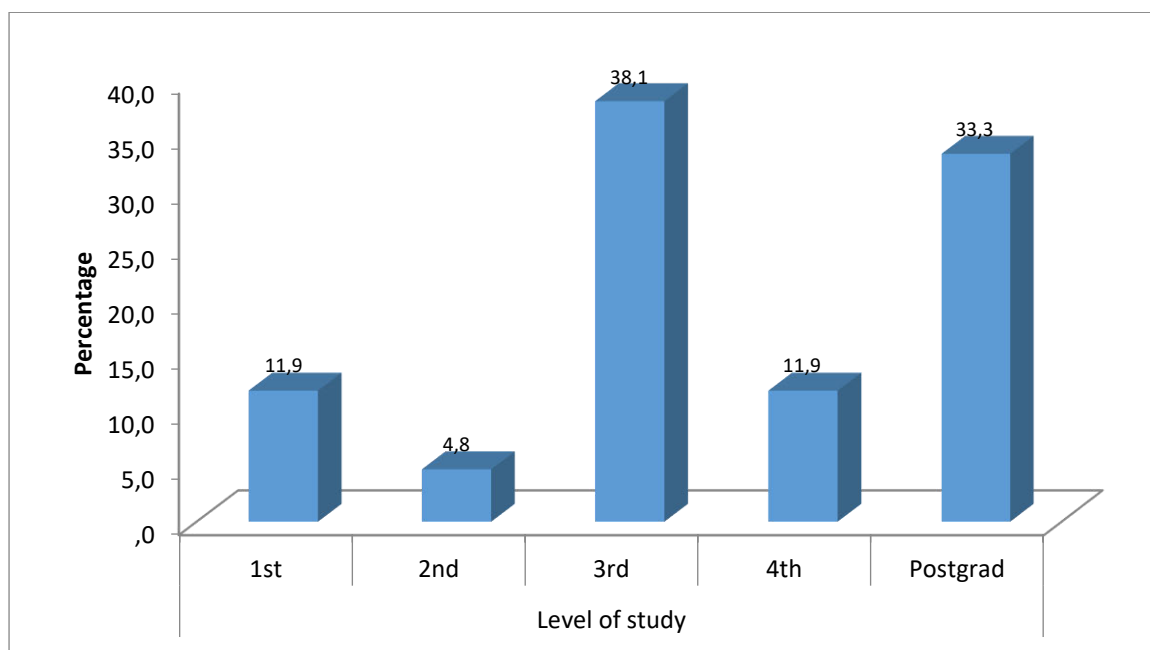


Figure 4.2: Level of study of respondents

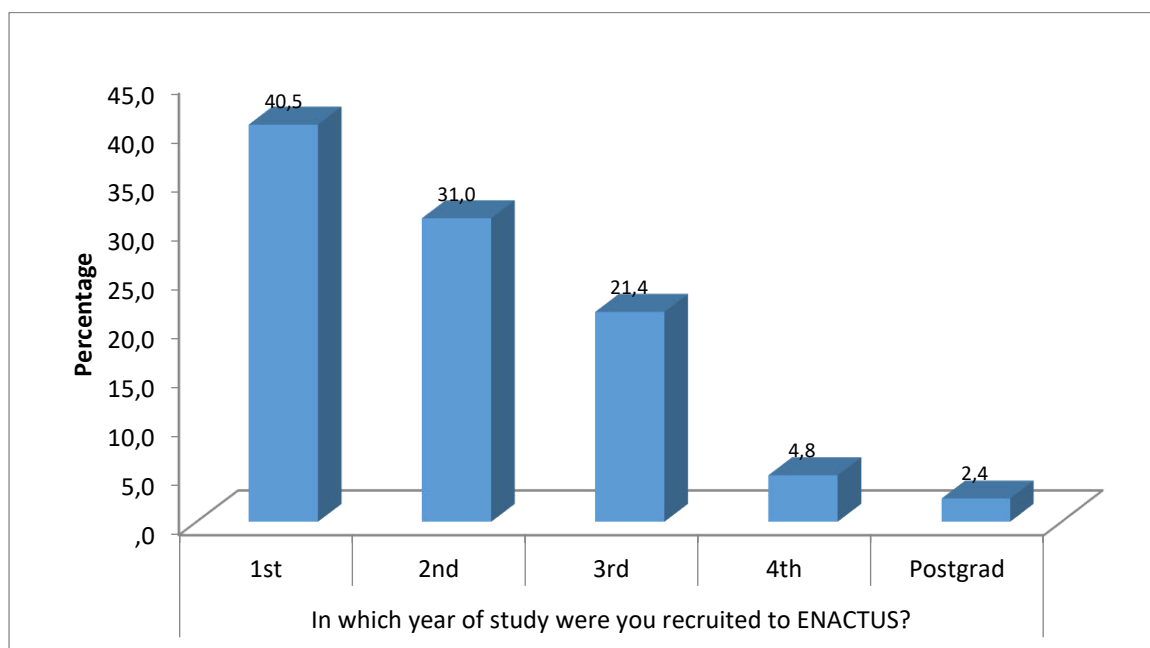


Figure 4.3: Year of study when respondents were recruited

4.5 The entrepreneurship environment

In this section, respondents were asked to rate their level of agreement with eight statements using a Likert scale where respondents were asked to rate a statement on

a scale that ranged from strongly disagrees to strongly agree. Agreements and disagreements were added together respectively to measure the significance of agreement or disagreement with statements relating to entrepreneurship within the DUT context.

4.5.1 A programme on social entrepreneurship is available to members of Enactus

The large majority of respondents, 90.3% (n = 31), agreed that DUT does have a programme on SE available to Enactus DUT team members, while a small percentage of respondents, 9.7% (n = 3), disagreed with this statement.

4.6 A programme on social entrepreneurship is available to all students at the institution

Although not many South African youth have been exposed to SE concepts, in this study majority of respondents, 73.1%, (n = 25), agreed that DUT does have a programme on SE available to all students within the institution, while 26.9%, (n = 9) of respondents disagreed.

4.6.1 There are/were opportunities for me to be involved in social entrepreneurial projects

The majority of respondents, 87.7% (n = 30), agreed that there were opportunities for them to be involved in social entrepreneurial projects, while a small percentage of the respondents, 12.2% (n = 4), disagreed.

4.6.2 I am/was able to attend talks about social entrepreneurship on campus

A large majority of respondents, 73.2% (n = 25), agreed that they were able to attend talks about SE on campus, while 26.9% (n = 9), disagreed.

4.6.3 There are mentors at DUT who encourage social entrepreneurship

The large majority of respondents, 80.5% (n = 27), agreed that there were mentors at DUT who encouraged SE, while a small percentage of the respondents 19.6%, (n = 7) disagreed.

4.6.4 There are people at this institution who actively promote involvement/a career in social entrepreneurship

A large majority of respondents, 82.9% (n = 28), agreed that there were people at this institution who actively promoted involvement/a career in SE, while only 17.1%, (n = 6), of the respondents disagreed.

4.6.5 Joining the institution's Enactus team is encouraged in all faculties at DUT

The majority of respondents 68.3%, (n = 23) agreed that joining the institution's Enactus team was encouraged in all faculties at DUT, while 31.7% (n = 11) disagreed.

4.6.6 DUT has facilities/resources that inspire social entrepreneurship around campus

A large number of respondents, 70.7%, (n = 24), agreed that DUT has facilities/resources that inspire SE around campus, while 29.3%, (n = 10) disagreed.

Statistical analysis found that there is significant agreement that an entrepreneurship environment exists on the Durban campus at DUT. The one sample *t-test* indicated that there is significant agreement in relation to all eight items measuring the entrepreneurship environment, with the highest agreement score of 5.12 for 'A programme on SE is available to members of Enactus' and the lowest agreement score of 4.29 for 'Joining the institution's Enactus team is encouraged in all faculties at DUT'.

Table 4.1: Entrepreneurship environment (ENV)

ITEM	Strongly disagree	Disagree	Slightly disagree	Strongly agree	Agree	Slightly agree	TOTAL	MEAN (SD)	t
A programme on Social Entrepreneurship is available to members of Enactus	3 (7.1%)	1 (2.4%)	2 (4.8%)	22 (52.4%)	13 (31.0%)		41	5.12	7.326
A program on Social Entrepreneurship is available to all students at the institution	5 (11.9%)	4 (9.5%)	2 (4.8%)	16 (38.1%)	8 (19.0%)	6 (14.3%)	41	4.37	3.081
There are/were opportunities for me to be involved in social entrepreneurial projects	4 (9.5%)		1 (2.4%)	21 (50.0%)	14 (33.3%)	1 (2.4%)	41	5.05	6.615
I am/was able to attend talks about Social Entrepreneurship on campus	5 (11.9%)	4 (9.5%)	2 (4.8%)	15 (35.7%)	11 (26.8%)	4 (9.5%)	41	4.39	3.190
There are mentors at DUT who encourage Social Entrepreneurship	4 (9.5%)	2 (4.8%)	2 (4.8%)	19 (45.2%)	9 (21.4%)	5 (11.9%)	41	4.71	4.651
There are people at this institution who actively promote involvement/a career in Social Entrepreneurship	4 (9.5%)	1 (2.4%)	2 (4.8%)	16 (38.1%)	13 (31.0%)	5 (11.9%)	41	4.71	4.927
Joining the institution's Enactus team is encouraged in all faculties at DUT	7 (16.7%)	5 (11.9%)	1 (2.4%)	17 (40.5%)	10 (23.8%)	1 (2.4%)	41	4.29	2.550
DUT has facilities/resources that inspire Social Entrepreneurship around campus	4 (9.5%)	5 (11.9%)	3 (7.1%)	15 (35.7%)	11 (26.2%)	3 (7.1%)	41	4.39	3.241

*indicates significance at the 95% level

4.7 Future involvement

In this section, respondents were asked to rate their level of agreement to three statements using a Likert scale to measure significant agreement or disagreement to statements relating to their future involvement with SE.

4.7.1 There is a likelihood that I will engage in entrepreneurial activities in the future

The largest group of respondents, 85.7% (n = 29), agreed that there is a likelihood that they would engage in entrepreneurial activities in the future, while a minority, 14.3% (n = 5), of the respondents disagreed.

4.7.2 There is a likelihood that I will start a social business (to assist the upliftment of people in need) in the future

A large number of respondents, 81.1% (n = 28), agreed that there is a likelihood that they would start a social business (to assist the upliftment of people in need) in the future, while a small percentage of respondents, 19%, (n = 6), disagreed.

4.7.3 If there are policies in place to assist with social business development, I will be more likely to take up social business as a career

The largest group of respondents, 78.6% (n = 29), agreed that if there are policies in place to assist with social business development they would be more likely to take up social business as a career, while a minority of respondents, 14.3% (n = 5), disagreed.

The one sample *t-test* results indicated that there was significant agreement on all three items measuring the respondents future involvement in SE, with the highest agreement score of 5.05 for 'There is a likelihood that I will engage in entrepreneurial activities in the future' and the lowest agreement score of 4.67 for 'If there are policies in place to assist with social business development, I will be more likely to take up social business as a career' (Table 4.2).

Table 4.2: Future involvement (FUT)

ITEM	Strongly disagree	Disagree	Slightly disagree	Strongly agree	Agree	Slightly agree	TOTAL	MEAN (SD)	t
There is a likelihood that I will engage in entrepreneurial activities in the future	5 (11.9%)		1 (2.4%)	26 (61.9%)	8 (19.0%)	2 (4.8%)	41 (100%)	5.05	6.071
There is a likelihood that I will start a social business (to assist the upliftment of people in need) in the future	5 (11.9%)		3 (7.1%)	22 (52.4%)	11 (26.2%)	1 (2.4%)	41 (100%)	4.88	5.358
If there are policies in place to assist with social business development, I will be more likely to take up social business as a career	5 (11.9%)	1 (2.4%)	3 (7.1%)	17 (40.5%)	14 (33.3%)	2 (4.8%)S	41 (100%)	4.67	4.508

4.8 Reasons for involvement

In this section, respondents were asked to rate their level of agreement with six statements using a Likert scale to measure significant agreement or disagreement with statements relating to reasons why they were involved with SE. These items could not be combined into a single construct so the univariate analysis was conducted.

4.8.1 Social entrepreneurship is a concept I grew up with

The majority of respondents 69% (n = 23) agreed SE is a concept they grew up with, while the minority of respondents 31.0% (n = 11) disagreed

4.8.1.1 I have seen someone/others doing something similar

The largest group of respondents, 75.6% (n = 26), agreed that they have seen someone/others doing something similar, while a minority 24.4% (n = 8) of the respondents disagreed.

4.8.2 I diverted into social entrepreneurship after failing at standard entrepreneurship

Only a small group of respondents, 30% (n = 10), agreed that they diverted into SE after failing at standard entrepreneurship, while a much larger group of respondents, 70% (n = 24), disagreed.

4.8.3 I feel obligated to improve the lives of those less fortunate than myself

The majority of respondents, 87.8% (n = 30), agreed that they feel obligated to engage in SE to improve the lives of those less fortunate than themselves, while a small percentage of the respondents 12.1% (n = 4) disagreed.

4.8.4 There is an opportunity for me to capitalise on the socio-economic shortcomings of government policies

The largest group of respondents 87.8% (n = 30) agreed that there is an opportunity for them to use SE to capitalise on the socio-economic shortcomings of government policies, while a minority 12.2% (n = 4) of the respondents disagreed.

4.8.5 It is a means of finding employment

The largest group of respondents, 80.5%, (n = 27), agreed that SE is a means of finding employment, while a small percentage, 19.5% (n = 7) disagreed.

Figure 4.4 is a summary of the findings of this section showing the means for each question.

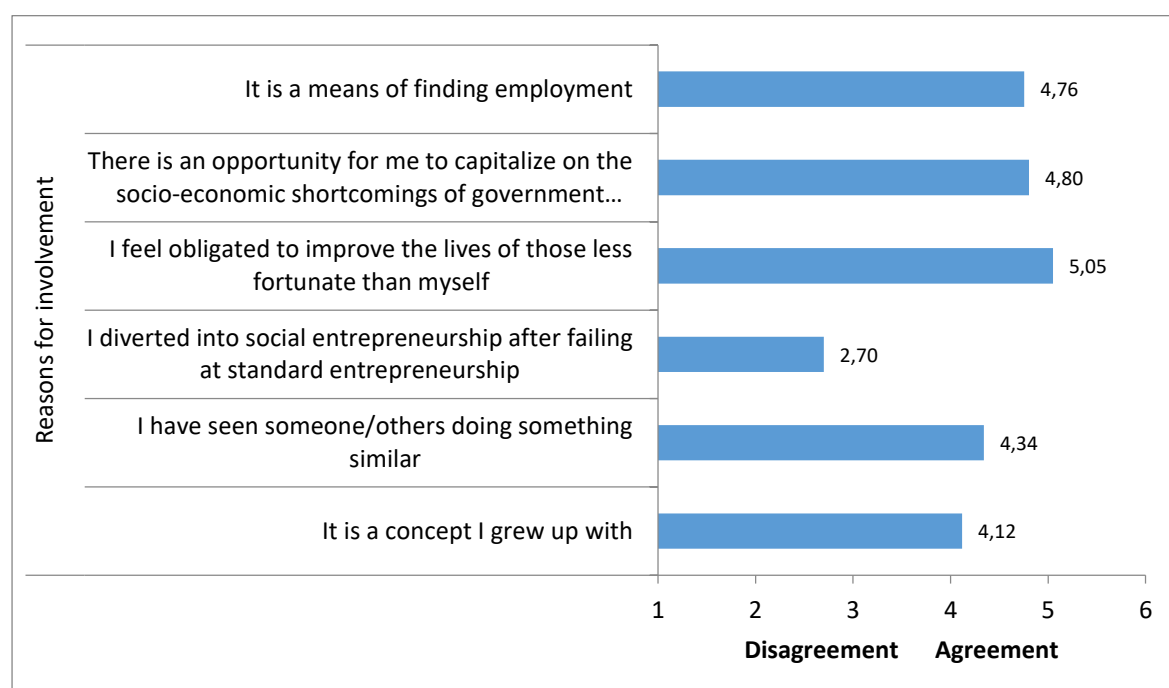


Figure 4.4: Reasons for involvement

It was calculated and indicated that there was significant disagreement with the statement “I diverted into SE after failing at standard entrepreneurship” of 31.0% (n = 11) and significant agreement with all the other statements where 52.4 % (n = 18) strongly agreed to the statement “I feel obligated to improve the lives of those less

fortunate than myself” and 38.1% (n = 13) agreed that “There is an opportunity for me to capitalise on the socio-economic shortcomings of government policies.” This shows us that students in the Enactus DUT team have an intrinsic interest in being involved in SE, which is seen by their choice to participate in the activities of the team.

This results shows that students in the Enactus DUT team have an intrinsic interest to being involved in SE for the possibility of future job creation.

4.9 Incorporation into the curriculum

In this section respondents were asked to respond ‘yes/no’ to whether they think SE studies should be incorporated into the curriculum at higher education institutions, to which 97.6% (n = 33) responded ‘yes’ and only 1 respondent answered ‘no’.

Results from the binomial test show that a significant 98% of respondents think that SE studies should be incorporated into the curriculum at higher education institutions, $p < .001$ (Table 4.3).

Table 4.3: Binomial Test

	Category	N	Observed Prop.	Test Prop.	Asymp. Sig. (2-tailed)
5.1 Do you think that Social Entrepreneurship studies should be incorporated into the curriculum at higher education institutions?	Yes	40	.98	.50	.000 ^a
	No	1	.02		
	Total	41	1.00		

a. Based on Z Approximation.

Additionally, this section required respondents to rate their level of agreement using a Likert scale to measure significant agreement or disagreement to four statements relating to SE being incorporated into tertiary curriculum.

4.9.1 Social entrepreneurship studies should be a compulsory module taken by all students across faculties

A significant number of respondents 94%, (n = 32) agreed that SE studies should be a compulsory module taken by all students across faculties, where only 6%, (n = 2) of the respondents disagreed.

4.9.2 Social entrepreneurship studies should be an elective for selected fields of study (e.g. humanities, business studies, etc.)

The majority of respondents, 72.7% (n = 25) agreed that SE studies should be an elective for selected fields of study (e.g. humanities; business studies, etc.), while a small percentage of the respondents, 27.3% (n = 9) disagreed.

4.9.3 Social Entrepreneurship studies should be a compulsory module taken by students in entrepreneurial-related fields of study (e.g. humanities, business studies, etc.)

The largest group of respondents, 93.9% (n = 32), agreed that SE studies should be an elective for selected fields of study (e.g. humanities, business studies, etc.), while only 6.1%, (n = 2) of the respondents disagreed.

4.9.4 Social entrepreneurship studies should be an elective for anyone who is interested, no matter what course they are taking

The same number of respondents, 93.9% (n = 32) as before, agreed that SE studies should be an elective for anyone who is interested, no matter what course they are taking, where only 6.1% (n = 2) of the respondents disagreed.

The results tell us that there is substantial agreement that SE courses in university will have a meaningful impact on students as well as the beneficiaries of SE efforts to ease socio-economic issues. Establishing these courses can develop effective ways for students to try and solve these issues.

Figure 4.5 is a summary of the findings of this section showing the means for each question.

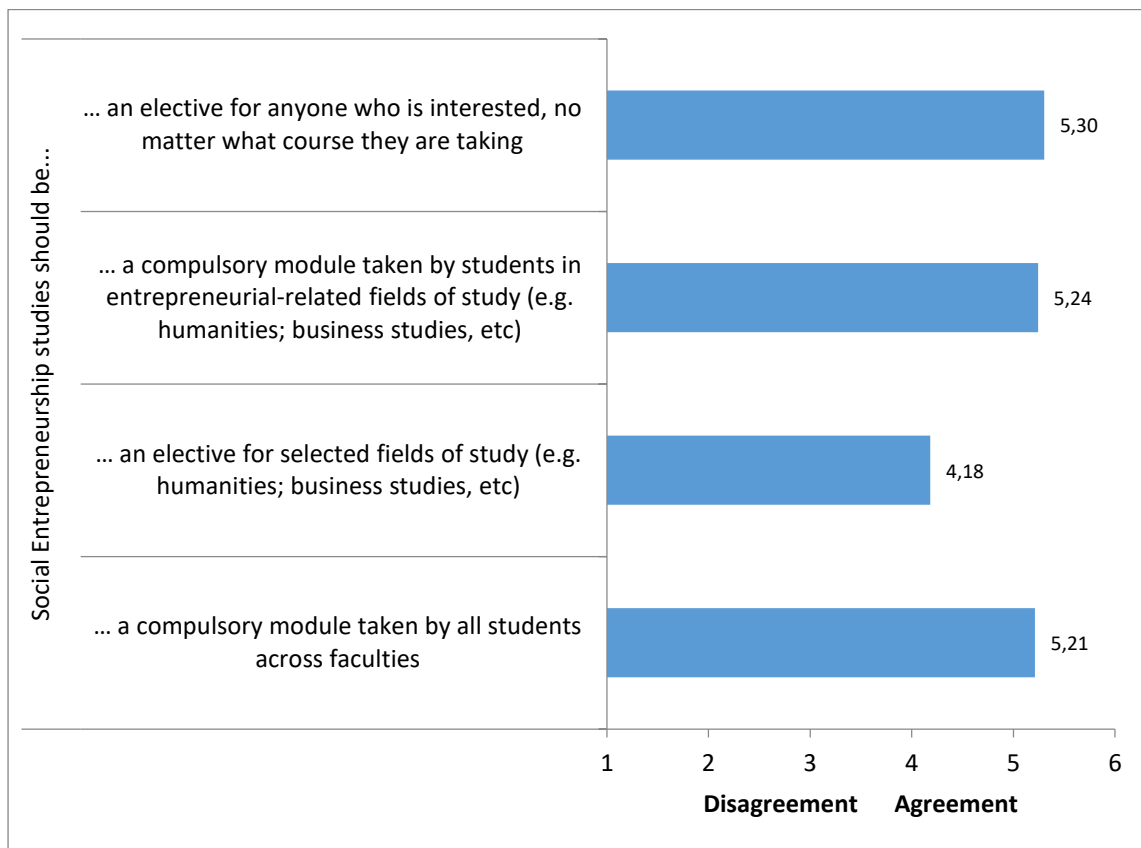


Figure 4.5: Incorporation into curriculum

The one sample *t-test* indicated that there was significant agreement for all these four items relating to SE being incorporated into the tertiary curriculum (Table 4.4). The highest agreement score was 5.30 for “SE should be ... an elective for anyone who is interested, no matter what course they are taking” and the lowest agreement score of 4.18 for “SE should be ... an elective for selected fields of study (e.g. humanities; business studies, etc)” which shows that respondents feel strongly about incorporating SE into the curriculum at DUT.

Table 4.4: Incorporation into the curriculum

<i>Social Entrepreneurship studies should be...</i>										
ITEM	Strongly disagree	Disagree	Slightly disagree	Strongly agree	Agree	Slightly agree	TOTAL	MISSING SYSTEM	MEAN (SD)	t
... a compulsory module taken by all students across faculties	1 (2.4%)	1 (2.4%)		5 (11.9%)	7 (16.7%)	19 (45.2%)	33	8	5.21	8.071
... an elective for selected fields of study (e.g. humanities; business studies, etc)	3 (7.1%)	5 (11.9%)	1 (2.4%)	9 (21.4%)	8 (19.0%)	7 (16.7%)	33	8	4.18	2.324
... a compulsory module taken by students in entrepreneurial-related fields of study (e.g. humanities; business studies, etc)		2 (4.8%)		18 (42.9%)	9 (21.4%)	4 (9.5%)	33	8	5.24	9.178
... an elective for anyone who is interested, no matter what course they are taking	1 (2.4%)		1 (2.4%)	18 (42.9%)	11 (26.2%)	2 (4.8%)	33	8	5.30	9.636

4.10 Attitudes towards social entrepreneurship

In this section respondents were asked to rate their level of agreement using a Likert scale to measure significant agreement or disagreement to 11 statements related to their attitudes towards SE.

4.10.1 Social entrepreneurship projects are not difficult to carry out

The majority of respondents, 94% (n = 32) indicated that for them, SE projects are not difficult to carry out. A small number of respondents, 6% (n = 2) indicated that they disagreed with the statement.

4.10.2 It is fulfilling to be involved in social entrepreneurial projects

For this statement, all respondents, 100% (n = 34), agreed that their involvement in SE through Enactus DUT is fulfilling to them.

4.10.3 Social entrepreneurship is a good vehicle for helping the needy

For this statement, all respondents, 100%, (n = 34), agreed that through Enactus DUT they could effectively help the needy.

4.10.4 Social entrepreneurship has many barriers and is not a lucrative business

Just over half of respondents, 58.8% (n = 20), agreed that SE has many barriers and is not a lucrative business, while a smaller number of respondents, 41.2%, (n=14), indicated that they disagreed.

4.10.5 Social entrepreneurship gives students real-life practice toward what they're studying

For this statement, all respondents, 100% (n = 34), agreed that SE gives students real-life practice toward what they're studying at DUT.

4.10.6 Social entrepreneurship equips graduates with knowledge that cannot be obtained in academia

Almost all respondents, 94.2% (n = 32) agreed to some degree that SE equips graduates with knowledge that cannot be obtained in academia, while a very small percentage of respondents, 5.8% (n = 2), disagreed.

4.10.7 Social entrepreneurship doesn't benefit student studies or future career choice at all

A majority of respondents, 70.6% (n = 24), disagreed with the statement that SE doesn't benefit student studies or future career choice at all, which means that they feel that it does indeed benefit their studies and future career choices. Only 29.4%, (n = 10), agreed with this statement.

4.10.8 Every student should be involved with social entrepreneurship in some way

All respondents, 100% (n = 34), agreed that tertiary students should be involved with SE in some way.

4.10.9 Social entrepreneurship plays a vital role in society

For this statement, all respondents, 100% (n = 34), agreed to some degree that SE plays a vital role in society.

4.10.10 Getting involved in social entrepreneurship is a good way to gain employment

The largest group of respondents, 94.1% (n = 32), agreed that getting involved in SE is a good way to gain employment. A very small number of respondents, 5.9% (n = 2), indicated that they disagreed.

4.10.11 It is my social responsibility to get involved in social entrepreneurship

The largest group of respondents, 94.1% (n = 32), indicated that they feel it is their social responsibility to get involved in SE. A very small number of respondents, 5.9% (n = 2), indicated that they disagreed.

A one-sample t-test was calculated (Table 4.5) which indicated that there was significant disagreement with the question “SE doesn’t benefit student studies or future career choice at all” with 47.1% (n = 16); neither significant agreement nor significant disagreement with the question “SE has many barriers and is not a lucrative business”. And significant agreement with all others statements, including the statement “SE plays a vital role in society” with 61.9% (n = 26).

Table 4.5: One-Sample Test

One-Sample Test						
	Test Value = 3.5					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
ATT	21.110	33	.000	2.01765	1.8232	2.2121

This result shows us that there is a significantly positive attitude towards SE and helping others, $p < .001$.

Table 4.6: Attitudes towards social entrepreneurship (ATT)

ITEM	Strongly disagree	Disagree	Slightly disagree	Strongly agree	Agree	Slightly agree	TOTAL	MEAN (SD)	t
Social entrepreneurship projects are not difficult to carry out	2.9% (1)	11.8% (4)	5.9% (2)	26.5% (9)	32.4% (11)	20.6% (7)	34	4.47	3.988
It is fulfilling to be involved in social entrepreneurial projects				61.8% (21)	32.4% (11)	5.9% (2)	34	5.56	19.598
Social entrepreneurship is a good vehicle for helping the needy				70.6% (24)	23.5% (8)	5.9% (2)	34	5.65	20.968
Social entrepreneurship has many barriers and is not a lucrative business	14.7% (5)	14.7% (5)	11.8% (4)	29.4% (10)	8.8% (3)	20.6% (7)	34	3.82	1.029
Social Entrepreneurship gives students real-life practice toward what they're studying				64.8% (21)	20.6% (7)	17.6% (6)	34	5.44	14.402
Social entrepreneurship equips graduates with knowledge that cannot be obtained in academia		2.9% (1)	2.9% (1)	58.8% (20)	23.5% (8)	11.8% (4)	34	5.32	10.563
Social entrepreneurship doesn't benefit student studies or future career choice at all	47.1% (16)	23.5% (8)		5.9% (2)	14.7% (5)	8.8% (3)	34	2.38	-3.743
Every student should be involved with Social entrepreneurship in some way				47.1% (16)	38.2 (13)	14.7% (5)	34	5.32	14.626
Social entrepreneurship plays a vital role in society				76.5% (26)	20.6% (7)	2.9% (1)	34	5.74	25.506
Getting involved in social entrepreneurship is a good way to gain employment		4.9% (2)		47.1% (16)	29.4% (10)	17.6% (6)	34	5.12	8.618
It is my social responsibility to get involved in social entrepreneurship		2.9% (1)	2.9% (1)	55.9% (19)	29.4% (10)	8.8% (3)	34	5.32	10.893

Analyses was conducted to determine if there were significant differences in the composite measures that were formed (ENV, FUT and ATT) across gender, field of study, year of study and year recruited. Analysis was also conducted against age of the respondents.

Independent samples t-test for gender

Females (mean = 5.37) agree significantly more than males (mean = 4.37) that they will likely engage in SE in the future, $p = .043$.

ANOVA test for field of study

Table 4.7, shows the mean scores for ENV, FUT and ATT composite measures across each category of field of study.

Table 4.7: Factor loadings (ENV)

	Factor
	1
2.6 There are people at this institution who actively promote involvement/a career in social entrepreneurship	.902
2.3 There are/were opportunities for me to be involved in social entrepreneurial projects	.896
2.1 A program on social entrepreneurship is available to members of ENACTUS	.867
2.8 DUT has facilities/resources that inspire Social Entrepreneurship around campus	.840
2.5 There are mentors at DUT who encourage social entrepreneurship	.838
2.4 I am/was able to attend talks about social entrepreneurship on campus	.753
2.2 A program on social entrepreneurship is available to all students at the institution	.732
2.7 Joining the institution's ENACTUS team is encouraged in all faculties at DUT	.637

Table 4.8 ANOVA Test

		N	Mean	Std. Deviation
ENV	Engineering and Built Environment	3	2.0833	1.76924
	Accounting and Informatics	10	4.8125	.85442
	Management Sciences	26	4.7933	1.31479
	Applied Sciences	2	5.3750	.70711
	Total	41	4.6280	1.39768
FUT	Engineering and Built Environment	4	1.5833	1.16667
	Accounting and Informatics	10	5.6333	.65640
	Management Sciences	26	5.0256	1.36601
	Applied Sciences	2	5.5000	.70711
	Total	41	4.8651	1.60463
ATT	Engineering and Built Environment	1	4.4000	.
	Accounting and Informatics	9	5.5111	.60093
	Management Sciences	23	5.5478	.51599
	Applied Sciences	1	6.0000	.
	Total	34	5.5176	.55730

There is a significant difference in the opinion that there is an entrepreneurship environment on campus across field of study, $F(3, 37) = 4.709$, $p = .007$. Post hoc analysis using Tukey's test shows that respondents from Engineering and the Built Environment disagree significantly more than those from Accounting and Informatics ($p = .010$), Management Sciences ($p = .005$) and Applied Sciences ($p = .029$) that an entrepreneurship environment exists.

There is a significant difference in the opinion that they will be involved in SE in the future across field of study, $F(3, 38) = 11.597$, $p < .001$. Post hoc analysis using Tukey's test shows that respondents from Engineering and the Built Environment disagree significantly more than those from Accounting and Informatics ($p < .001$),

Management Sciences ($p < .001$) and Applied Sciences ($p = .003$) that they will get involved in SE in the future.

Age, year of study and recruitment year was analysed against these composite constructs using correlation as all variables are at least ordinal in nature. However, there is no significant correlation between these variables.

The results show that there is a significantly positive attitude towards SE and helping others, $p < .001$ (Table 4.6).

4.11 Chapter summary

Chapter 4 presented the finding of the study. Chapter 5 will highlight the discussions, limitations and recommendations of this study. Evidently demographics did not have an effect on whether respondents have a positive or negative attitude towards SE. Although females agree significantly more than males that they will likely engage in SE in the future, there were no large gaps in attitudes regarding SE.

CHAPTER 5: DISCUSSION OF RESULTS

5.1 Introduction

This chapter discusses the results of the study that were presented in the Chapter 4. This discussion is based on the research objectives outlined in Chapter 1, and assessed attitudes towards SE of Enactus students at the Durban University of Technology. The objectives of the study were to identify and describe existing SE strategies used for the youth, evaluate what influences youth to choose to participate in SE, and find strategies to incorporate SE into the school curriculum. The chapter also presents recommendations for further research.

5.2 Demographic data of respondents

Respondents were students from various faculties, their minimum age was 19, the maximum was 35 years and there was an equal number of male and female respondents. Similarly, Chipeta, Kruse, and Surujlal (2020) found that in a South African university, the age distribution of students ranged between 17 and 35 years with the majority of the participants between the ages of 18 and 23 years. However, contrary to the current study findings, a majority of these students were females (54.5%) and (45.53%) were male. Respondents of the current study were mostly in the third level of study and postgraduate level.

In a longitudinal survey of business students at a British university, the authors found that elements of entrepreneurial learning such as understanding the entrepreneurial process and practical skills and knowledge, relate to the importance of theoretical knowledge and practical competences in the formation of entrepreneurial intentions (Nabi *et al.* 2018).

5.3 The entrepreneurship environment

There is agreement that environment plays a vital role in the SE development and new idea generation. The majority of respondents in the current study agreed that an entrepreneurship programme was available to them. Training and skills development for SE is important in addressing some of South Africa's broader social challenges (Littlewood and Holt 2018), which include economic exclusion, unemployment and crime.

The majority of respondents (90.3%) agreed that DUT does have a programme on SE available to Enactus DUT team members and 73.1% of respondents agreed that this program is available to all students in the institution. This result is corroborated by the results of a study conducted in the University of Malaya, Kuala Lumpur where many universities have included SE in their education system through their own style of implementation that is specific to their country (Wahid *et al.* 2018).

With suitable courses, the students are better equipped with the benefits gained from SE programmes to enter the working environment (Roslan *et al.* 2020). Combined with cooperation from the local community and industry, students as well as the local community get the full advantage of SE when courses are established in the curriculum at university (Roslan *et al.* 2020).

Although only 29.3% of the respondents disagreed with the statement that DUT has facilities or resources that inspire SE around campus, this may be seen as a challenge in the implementation of SE programmes in the future. University management participation can help to identify the best approaches to incorporate SE initiatives into the university environment (Rahman *et al.* 2019). These may include establishing SE centres dedicated to the development of students' SE knowledge and skills as well as aspirations to become social entrepreneurs (Luc 2018).

5.4 Future involvement

According to the Minister of Economic Development at the time, Ebrahim Patel, "the social economy is a vital tool for the recovery of economies in Africa" Moss 2021: 12). Most importantly, the minister committed to develop a more socially and

economically equitable growth plan for the country (Moss 2012: 12). Most respondents indicated that they had an intrinsic interest in being involved in SE; this was seen by their choice to participate in the activities of the Enactus DUT team. When asked about their future involvement in such ventures, the largest group of respondents (78.6%) agreed that if there were policies in place to assist with social business development, they would be more likely to take up social business as a career. This result concurs with the findings of the study conducted by Chengalvala and Rentala 2017) that students in various universities in India armed with knowledge and skills that they gained and with the support of an entrepreneurial culture and environment while on campus, are more likely to choose SE as a career option after their formal education. In the current study, 85.7% of respondents agreed that there is a likelihood that they would engage in SE activities after university. These results highlight the need to encourage and enable those students that already have the ambition to be involved in SE as a career to be exposed to an entrepreneurial culture and environment while on campus to make it more likely that they will choose as a career, thereby helping to alleviate high levels of unemployment and improve the standards of living of people in.

Studies have shown the significance of entrepreneurship in economic growth in both developed and developing countries. South African statistics for 2022 cite a 58.1 % unemployment rate among the working-age population, some of which includes university graduates. As mentioned previously, SE could provide an alternative for jobs in the future, while tackling socio-economic issues that have plagued some countries to date (Garba 2012). The largest group of respondents (80.5%) agreed that SE is a means of finding employment and this result was one of the biggest reasons, or influences, as to why the respondents were involved in SE through Enactus DUT. Garba (2012) examined small-business owners in Kano state, Nigeria, and established that entrepreneurship functioned as a strategy for reducing poverty through the creation of employment opportunities. However, according to the findings of the study, because 70% of graduates that started their own setup failed within the

first three years, so the first choice of graduates in that country was to join the public or private sector for job security.

Several socio-economic issues such as health disparities, environmental neglect and poverty have contributed to South Africa's unfortunate economy. The emergence of socio-economic imbalances in the country has led to a desperate need for innovative and sustainable solutions which can include SE efforts. 87.8% of respondents in this study agreed that there is an opportunity for them to use SE businesses to capitalise on the socio-economic shortcomings of government policies, and the same percentage of respondents agreed that they feeling obligated to use SE strategies to improve the lives of those less fortunate than themselves was a reason for their involvement. Similarly, the findings of a study on entrepreneurship, public policy and poverty reduction conducted in Nigeria showed that the increasing rate of business start-up in that country could be a signal of more individual enthusiasm and effort to favourably contribute in economic activity (Garba 2012). It is my recommendation that to the increase productivity of SE efforts in South Africa, effective policies on entrepreneurship development should be introduced. Until people begin to think of strategies to develop the culture of entrepreneurship, the economic situation will continue to decline.

5.6 Incorporation into the curriculum

This section required respondents to rate their level of agreement using a Likert scale to measure significant agreement or disagreement with four statements relating to SE being incorporated into the tertiary curriculum. Results from the binomial test showed that a significant 98% of respondents think that SE studies should be incorporated into the curriculum at higher education institutions, $p < .001$ (Table 4.3). The results in this section told us that there is substantial agreement that SE courses in university will have a meaningful impact on students as well as the beneficiaries of SE efforts to ease socio-economic issues. Education and training is important in encouraging students to pursue SE in collaboration with the local community and industry. In my study 93.9% of the respondents agreed that SE studies should be an elective for humanities and social sciences courses, and the same percentage of respondents agree that SE

studies should be an elective for anyone who is interested, no matter what course they are taking. These respondents were in favour, therefore, of the curriculum being designed to focus on, and refine, student's natural entrepreneurial abilities.

Arising from this, a recommendation is made that SE education should be developed in higher education institutions that accommodates all backgrounds, university types and academic faculties. The universities should involve stakeholders at an early stages to provide entrepreneurship education to increase awareness of students about this sector, shaping their behaviour and their attitudes in a positive way towards entrepreneurship (Chengalvala and Rentala 2017).

5.7 Attitudes towards social entrepreneurship

To evaluate the attitudes of the respondents towards SE, this study included questions on the difficulty of SE, the relevance of being involved, and the benefits that may be gained from it. Findings highlighted that there is a positive attitude towards SE and helping those who are in need.

The results can be summarised as follows: on the difficulty of SE, respondents answered positively to statements such as "SE projects are not difficult to carry out" and "SE has many barriers and is not a lucrative business", with 94% and 58.8% respectively agreeing to the statements. A study in New Zealand found that the inclusion of entrepreneurship education in lower age schools was a sustainable strategy that could be used to positively shape the attitudes and behaviours of students regarding entrepreneurship as they progress in school (Kirkley 2016). The same strategy could be implemented in the South African education system to lessen the struggle that students and educators have in understanding of SE; once SE is a familiar concept, many barriers will be dismantled.

On the relevance of SE, 100% of respondents agreed with the statements "SE is a good vehicle for helping the needy" and "SE plays a vital role in society".. At a technological university in India, Tiwari, Bhat and Tikoria (2017) investigated the career development theory using a population of students. They found that individual

goal setting and commitment towards society had a direct effect on the growth of social enterprises.

Students may look at what they will gain from engaging in or implementing entrepreneurship and if the reward is valuable to them, they will engage wholeheartedly. The implications of creating a social entrepreneurial philosophy in society may help to develop motivation towards SE.

5.8 Chapter summary

The basic principle of the theory of planned behaviour is that human behaviour is predictable and can either be deliberate or planned and is determined by a person's social norms and personal beliefs. With regards to entrepreneurship, the individual may look at what they will gain from engaging in or implementing entrepreneurship and if the reward is valuable to them, they will engage wholeheartedly. This is supported in the result around questions regarding reasons for involvement where respondents agreed significantly that being involved in SE is a means of finding employment.

The main principle of Shapero and Sokol's theory is that business opportunity creation is the result of the interaction among contextual factors which act through their influence on the individual's perceptions, and this is supported by results around questions regarding attitudes toward SE. Here, it is strictly correct that respondents agreed that it is fulfilling to be involved in projects that help the needy and these efforts play a vital role in society.

CHAPTER 6: SUMMARY OF THE FINDINGS OF THIS STUDY, LIMITATIONS OF THIS STUDY, RECOMMENDATIONS AND FURTHER RESEARCH

6.1 Introduction

In the previous chapter, the study findings were discussed in relation to the objectives of the study. This is the last chapter of the study, which consists of a conclusion and a discussion of the study limitations and proposal of recommendations.

6.2 Summary of the findings of the study

This study identified that in general respondents had a positive attitude towards SE as well as positive views about their future involvement in SE outside of the Enactus DUT team. These factors can be used to strengthen and further support the university's effort to offer SE studies at the Durban campus of DUT across all faculties. It is vital that the factors that were highlighted as having a negative reaction to SE within the curriculum be communicated to the relevant stakeholders involved to make them aware of these factors which can assist in the improvement in their future approaches to overcome them. It is for this reason that the researcher considered both the positive and the negative factors when developing the recommendations for the study.

Although the results found that there is significant agreement that an entrepreneurship environment exists on the Durban campus at DUT, demographic data shows that most respondents were registered in the Faculty of Management Sciences, while the least amount of respondents were registered in the Faculty of Applied Sciences. This difference could be attributed to the level of awareness there is in each faculty about SE and the Enactus team. This could be considered by relevant stakeholders when formulating strategies to improve students' knowledge on SE.

6.3 Limitations of the study

The study was conducted using a quantitative approach and as such results could be indiscriminate, however, using a qualitative approach could give participants an opportunity to express factors in their own words providing a broader view of what they think and experience regarding SE. Another limitation was that this study was conducted on one campus only of the Durban University of Technology; the questionnaire was presented to Enactus DUT team members in Durban only. This means that campuses in Pietermaritzburg and all other students not affiliated with Enactus DUT were excluded from this study. Although this is stated as a limitation it can also be a recommendation for further research.

6.4 Recommendations

The following recommendations are made based on the quantitative findings of the study regarding attitudes towards SE among Enactus students at the DUT. The results indicated that the majority of respondents had a positive attitude towards SE and helping others, however, the fact that a minority who did not is a concern since they are active members of Enactus on campus. The following recommendations are made:

- A comprehensive definition of SE should be taught to students during workshops, upon joining the Enactus team. This will give new members an idea of what the team is involved in and what is expected of them.
- The benefits of SE for both the students and the recipients of the programme should be emphasised by the university throughout the curriculum.
- Career opportunities should be highlighted by stakeholders known by Enactus South Africa during national competitions and other business presentations, for team members exiting the programme upon graduation.
- Participation by all students in all faculties at the DUT should be encouraged through campus open-days and other promotional activities campus-wide.

- Social media can be purposefully used to pass on positive educational messages on SE. The existing Twitter, Facebook and Instagram pages of Enactus DUT should be promoted more widely so that information can be published effectively as students are in the age group of the majority of social media users.

6.5 Further research

Further research is recommended that will explore the factors that influence the attitudes towards SE among Enactus students at the Durban University of Technology. This will provide a comprehensive representation on the attitudes on SE at large. The current study used a quantitative approach; further research could be conducted using a qualitative approach which would give participants an opportunity to comment on factors in their own words and opinions.

6.6 Conclusion

The results of this study indicate that involvement in SE is affected by positive attitudes towards, and knowledge of, SE. Some students are not fully exposed to Enactus campus activities and may miss the opportunity to be involved in SE due to a lack of knowledge on SE and absence of entrepreneurial activities in the curriculum. Steps need to be taken to ensure that all students are made aware of the existence of Enactus on campus and the institution overall should integrate SE into the academic curriculum.

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July 2020)

APPENDICES

Appendix 1 Appendix 1: Letter from Statistician

Gill Hendry B.Sc. (Hons), M.Sc. (Wits), PhD (UKZN)
Mathematical and Statistical Services

Cell: 083 300 9896
Email : gillhendrystats@gmail.com

28 September 2021

Re: sample size calculations – Thula Mngoma

The calculations follow:

Cochran's sample size formula for categorical data was used to determine the minimum required sample size given a population of 72.

$$n_o = \frac{(t)^2 * (p)(q)}{(d)^2}$$

$$n_o = \frac{(1.96)^2 (.5)(.5)}{(.05)^2} = 384$$

Where t = value for selected alpha level of .025 in each tail = 1.96.

Where (p)(q) = estimate of variance = .25.

Where d = acceptable margin of error for proportion being estimated = .05

Therefore, for a population of 72, the required sample size is 384. However, since this sample size exceeds 5% of the population (4), Cochran's correction formula should be used to calculate the final sample size. These calculations are as follows:

$$n_1 = \frac{n_o}{(1 + n_o / \text{Population})}$$

$$n_1 = \frac{(384)}{(1 + 384/72)} = 61$$

Dr Gill Hendry
Private Consulting Statistician

Appendix 2: Letter of information for respondents



LETTER OF INFORMATION

Good day, my name is Miss Thula Mngoma, I am a 3rd year Masters student at DUT, doing research in fulfillment of the qualification for M Tech: Business Administration. I would like to invite you to participate in the research.

Title of the Research Study: Attitudes towards Social Entrepreneurship among Enactus students at the Durban University of Technology.

Principal Investigator/s/researcher: Miss Thula Mngoma (B Tech: Management)

Co-Investigator/s/supervisor/s: Prof B. Mngomezulu (PhD. Senior lecturer and academic leader. Discipline and Political Science)

Brief Introduction and Procedure of the study: The study that will be conducted aims to assess the attitudes towards Social Entrepreneurship among Enactus team members at the Durban University of Technology, on Durban Campuses. An online survey will be distributed to respondents via email that can be completed on QuestionPro.

Outline of the Procedures: Kindly read the information letter and 'agree' to continue with online survey if you agree to participate. You are requested to respond to the questions and statements in the questionnaire provided in the online survey. It will take about 15minuts to complete the online survey.

Risks or Discomforts to the Participant: There is no expected risk or discomfort when participating in this study.

Benefits: The results of the study might assist your future career choices in Social Entrepreneurship alongside your qualifications. Results will be disseminated through published articles where results will reach a larger audience.

Reason/s why the Participant May Be Withdrawn from the Study: You can withdraw from the study at any time if you wish to do so. There will be no penalty for withdrawal from the study.

Remuneration: There is going to be no remuneration or incentive that will be given to respondents.

Costs of the Study: You will not be expected to cover any costs of the study.

Confidentiality: Your names will not be written on the research documents. The questionnaire will be distributed online, where you will click on a link to complete the questions anonymously. The consent form with your name will be kept separately from the questionnaires by the researcher.

Research-related Injury: The nature of the study does not have the risk of the respondents being injured.

Persons to Contact in the Event of Any Problems or Queries: Please contact the researcher (071982 0374), my supervisor (tel no. Prof B. Mngomezulu Tel: 021 959 2474) or the Institutional Research Ethics Administrator on 031 373 2375. Complaints can be reported to the Director: Research and Postgraduate Support Dr L Lingano on 031 373 2577 or researchdirector@dut.ac.za.

Appendix 3: Consent form for respondents



LETTER OF CONSENT

Statement of Agreement to Participate in the Research Study:

- ☐ I hereby confirm that I have been informed by the researcher, TS. Mngoma, about the nature, conduct, benefits and risks of this study - Research Ethics Clearance Number: IREC 084/21.
- ☐ I have also received, read and understood the above written information (Participant Letter of Information) regarding the study.
- ☐ I am aware that the results of the study, including personal details regarding my sex, age, date of birth, initials and diagnosis will be anonymously processed into a study report.
- ☐ In view of the requirements of research, I agree that the data collected during this study can be processed in a computerised system by the researcher.
- ☐ I may, at any stage, without prejudice, withdraw my consent and participation in the study.
- ☐ I have had sufficient opportunity to ask questions and (of my own free will) declare myself prepared to participate in the study.
- ☐ I understand that significant new findings developed during the course of this research which may
relate to my participation will be made available to me.

<hr/>	<hr/>	<hr/>	<hr/>
Full	Name		of
Participant	Date	Time	Signature /
	Right		
Thumbprint			

I, _____ (name of researcher) herewith confirm that the above participant has been fully informed about the nature, conduct and risks of the above study.

_____	_____	_____
Full Name of Researcher	Date	Signature
_____	_____	_____
Full Name of Witness (If applicable)	Date	Signature
_____	_____	_____
Full Name of Legal Guardian (If applicable)	Date	Signature

Appendix 4: Questionnaire

Questionnaire number/code:

Thank you for taking part in this study.

Title: Attitudes towards Social Entrepreneurship of Enactus team members at the Durban University of Technology.

For each question, select the one option that best applies to you.

Section 1: Demographic Data

1.1 What is your age in years? _____

1.2 Gender assigned at birth:

Male	Female

1.3 Race

Black African	White	Coloured	Indian	Other: please specify _____

1.4 Field of study

culty of Engineering and Built Environment	
culty of Accounting and Informatics	

culty of Management Sciences	
culty of Arts and Design	
culty of Applied Science	
culty of Health Sciences	

1.5 Level of study

year student	
nd year student	
rd year student	
th year student	
Post graduate student	

1.6 In which year of study were you recruited to Enactus?

year	
nd year	
rd year	
th year	
Post Graduate	

Section 2: The entrepreneurship environment

Indicate your agreement with the following statements:

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
2.1 A programme on Social Entrepreneurship is available to members of ENACTUS						
2.2 A programme on Social Entrepreneurship is available to all students at the institution						

2.3 There are/were opportunities for me to be involved in social entrepreneurial projects						
2.4 I am/was able to attend talks about Social Entrepreneurship on campus						
2.5 There are mentors at DUT who encourage Social Entrepreneurship						
2.6 There are people at this institution who actively promote involvement/a career in Social Entrepreneurship						
2.7 Joining the institution's ENACTUS team is encouraged in all faculties at DUT						
2.8 DUT has facilities/resources that inspire Social Entrepreneurship around campus						

Section 3: Future involvement

Indicate your agreement with the following statements:

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
3.1 There is a likelihood that I will engage in entrepreneurial activities in the future						
3.2 There is a likelihood that I will start a social business (to assist the upliftment of people in need) in the future						
3.3 If there are policies in place to assist with social business development, I will be more likely to take up social business as a career						

Section 4: Reasons for involvement

Indicate your agreement that the following are reasons why YOU became involved with Social Entrepreneurship:

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
4.1 It is a concept I grew up with						
4.2 I have seen someone/others doing something similar						
4.3 I diverted into Social Entrepreneurship after failing at standard entrepreneurship						
4.4 I feel obligated to improve the lives of those less fortunate than myself						
4.5 There is an opportunity for me to capitalise on the socio-economic shortcomings of government policies						
4.6 It is a means of finding employment						

Section 5: Incorporation into the curriculum

5.1 Do you think that Social Entrepreneurship studies should be incorporated into the curriculum at higher education institutions?

Yes	No

5.2 **If you responded YES to q5.1**, indicate your agreement with the following statements:

Social Entrepreneurship studies should be...	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
5.2.1 ... a compulsory module taken by all students across faculties						
5.2.2 ... an elective for selected fields of study (e.g. humanities; business studies, etc.)						
5.2.3 ... a compulsory module taken by students in entrepreneurial-related fields of study (e.g. humanities; business studies, etc.)						
5.2.4 ... an elective for anyone who is interested, no matter what course they are taking						

Section 6: Attitudes towards Social Entrepreneurship

Indicate your agreement with the following statements:

	Strongly disagree	Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
6.1 Social Entrepreneurship projects are not difficult to carry out						
6.2 It is fulfilling to be involved in Social entrepreneurial projects						
6.3 Social Entrepreneurship is a good vehicle for helping the needy						

6.4 Social Entrepreneurship has many barriers and is not a lucrative business						
6.5 Social Entrepreneurship gives students real-life practice toward what they're studying						
6.6 Social Entrepreneurship equips graduates with knowledge that cannot be obtained in academia						
6.7 Social Entrepreneurship doesn't benefit student studies or future career choice at all						
6.8 Every student should be involved with Social Entrepreneurship in some way						
6.9 Social Entrepreneurship plays a vital role in society						
6.10 Getting involved in Social Entrepreneurship is a good way to gain employment						
6.11 It is my social responsibility to get involved in Social Entrepreneurship						

THANK YOU FOR YOUR TIME

Appendix 5: Request to Director RPSfor Permission to Conduct Research

10 September 2021

Director RPS
Durban University of Technology (Pty) Ltd
4143 ML Sultan Rd
Durban, 4001

Request for Permission to Conduct Research

Dear Dr Linganiso

My name is TS Mngoma an M Tech Business Administration student at the Durban University of Technology. The research I wish to conduct for my Masters dissertation involves: An investigation of attitudes towards Social Entrepreneurship among Enactus students at the Durban University of Technology.

I have provided you with a copy of my proposal, which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter, which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me 071 982 0374, thulamngoma@yahoo.com. Thank you for your time and consideration in this matter.

Yours sincerely,
Thula S. Mngoma

Durban University of Technology

Appendix 6: Permission from Director RPS to Conduct Research



*Directorate for Research and Postgraduate Support
Durban University of Technology
Trompsburg Annex, Steve Biko Campus
P.O. Box 1334, Durban 4000
Tel.: 031-3732576/7
Fax: 031-3732946*

28th September 2021
Ms Thula S Mngoma
c/o Department of Management and Entrepreneurial Studies
Faculty of Management Sciences
Durban University of Technology

Dear Ms Mngoma

PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research and Innovation Committee (IRIC) has granted **Gatekeeper Permission** for you to conduct your research "Attitudes towards social entrepreneurship among Enactus students at the Durban University of Technology" at the Durban University of Technology. **Kindly note that this letter must be issued to the IREC for approval before you commence data collection.**

The DUT may impose any other condition it deems appropriate in the circumstances having regard to nature and extent of access to and use of information requested.

We would be grateful if a summary of your key research findings would be submitted to the IRIC on completion of your studies.

Kindest regards.
Yours sincerely

DR LINDA ZIKHONA LINGANISO
DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE

Appendix 7: Request to Enactus for Permission to Conduct Research

10 September 2021

Enactus Team Faculty Advisor
Management and Entrepreneurial Studies
Durban University of Technology (Pty) Ltd
4143 ML Sultan Rd
Durban, 4001

Request for Permission to Conduct Research

Dear Mrs L Brady

My name is TS Mngoma an M Tech Business Administration student at the Durban University of Technology. The research I wish to conduct for my Masters dissertation involves: An investigation of attitudes towards Social Entrepreneurship of Enactus students at the Durban University of Technology.

I have provided you with a copy of my proposal, which includes copies of the data collection tools and consent and/ or assent forms to be used in the research process, as well as a copy of the approval letter, which I received from the Institutional Research Ethics Committee (IREC).

If you require any further information, please do not hesitate to contact me 071 982 0374, thulamngoma@yahoo.com. Thank you for your time and consideration in this matter.

Yours sincerely,

Thula S. Mngoma
Durban University of Technology

Appendix 8: Permission from Enactus to Conduct Research



6th Floor, ML Sultan Campus, Greyville, Durban, 4001

enactus@dut.ac.za

+27 31 373 5696

05 October 2021

To Whom It May Concern

PERMISSION TO CONDUCT RESEARCH AT THE DUT

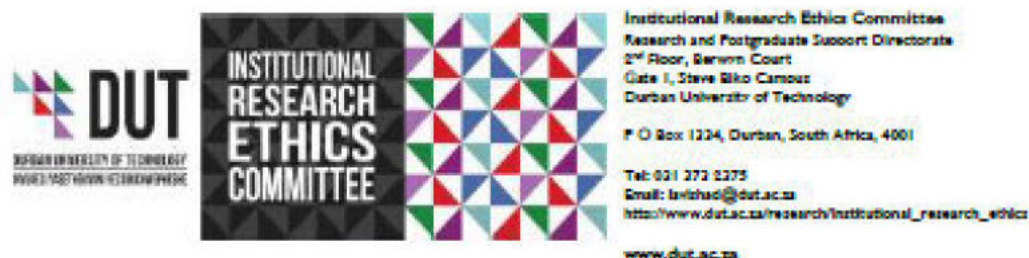
I am pleased to inform you that the Enactus Durban University of Technology has granted Ms. Mngoma to conduct research “Attitudes towards Social Entrepreneurship among Enactus students at the Durban University of Technology” at the Durban University of Technology. Please note that the organisation may impose any other conditions or withdraw should it deem the research as a way of putting the organisation’s name in disrepute.

Kind regards

ONS Thiba

Enactus President

Appendix 9: IREC Provisional Clearance Certificate



10 September 2021

Miss T S Mngoma
1 Villa Esperanza
27 Entombeni Drive
Amanzimtoti
4126

Dear Miss Mngoma

Attitudes towards social entrepreneurship among Enactus students at the Durban University of Technology.

I am pleased to inform you that **PROVISIONAL APPROVAL** has been granted to your proposal subject to:

- Piloting of the data collection tool. *Please note that should there be any changes to the data collection tool, in a letter signed by the researcher and supervisor, list the changes to the documents and submit to IREC with the final data collection tool. Even when there are no changes to the data collection tool, IREC has to be notified.*
- Obtaining and submitting the necessary gatekeeper permission/s to Institutional Research Ethics Committee (IREC).

PLEASE NOTE THAT THIS IS NOT A FINAL APPROVAL LETTER. KINDLY SUBMIT THE ABOVE MENTIONED DOCUMENTS WITHIN THREE MONTHS TO THE IREC OFFICE. DATA COLLECTION CAN ONLY COMMENCE WHEN IREC ISSUES FULL APPROVAL

The Proposal has been allocated the following Ethical Clearance number **IREC 084/21**. Please use this number in all communication with this office.

Approval has been granted for a period of **ONE YEAR**, before the expiry of which you are required to apply for safety monitoring and annual recertification. Please use the Safety Monitoring and Annual Recertification Report form which can be found in the Standard Operating Procedures [SOP's] of the IREC. This form must be submitted to the IREC at least 3 months before the ethics approval for the study expires.

Yours Sincerely

Prof J K Adam
Chairperson: IREC

Appendix 10: IREC Full Clearance Certificate



Institutional Research Ethics Committee
Research and Postgraduate Support Directorate
2nd Floor, Berwyn Court
Gate 1, Steve Biko Campus
Durban University of Technology

P O Box 1234, Durban, South Africa, 4001

Tel: 031 273 5273

Email: irethead@dut.ac.za

http://www.dut.ac.za/research/institutional_research_ethics

www.dut.ac.za

8 December 2021

Ms T S Mngoma
1 Villa Esperanza
27 Entombeni Drive
Amanzimtoti
4126

Dear Ms Mngoma

Attitudes towards social entrepreneurship among Enactus students at the Durban University of Technology.

Ethical Clearance number IREC 084/21

The Institutional Research Ethics Committee acknowledges receipt of your notification regarding the piloting of your data collection tool.

Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the IREC acknowledges receipt of your gatekeeper permission letters.

Please note that **FULL APPROVAL** is granted to your research proposal. You may proceed with data collection.

Any adverse events [serious or minor] which occur in connection with this study and/or which may alter its ethical consideration must be reported to the IREC according to the IREC SOP's.

Please note that any deviations from the approved proposal require the approval of the IREC as outlined in the IREC SOP's.

Yours Sincerely

Prof J K Adam
Chairperson: IREC

Appendix 11: Editors certificate

DR RICHARD STEELE

BA HDE MTech(Hom)

HOMEOPATH

Registration No. A07309 HM

Practice No. 0807524

Freelance academic editor

Associate member: Professional Editors'

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rsteele@vodamail.co.za

EDITING CERTIFICATE

Re: Mngoma TS

Master's dissertation: Attitudes Towards Social Entrepreneurship among Enactus Students at the Durban University of Technology

I confirm that I have edited this dissertation and the references for clarity, language and layout. I returned the document to the author with track changes so correct implementation of the changes and clarifications requested in the text and references is the responsibility of the author. I am a freelance editor specialising in proofreading and editing academic documents. My original tertiary degree which I obtained at the University of Cape Town was a B.A. with English as a major and I went on to complete an H.D.E. (P.G.) Sec. with English as my teaching subject. I obtained a distinction for my M.Tech. dissertation in the Department of Homoeopathy at Technikon Natal in 1999 (now the Durban University of Technology). I was a part-time lecturer in the Department of Homoeopathy at the Durban University of Technology for 13 years and supervised many master's degree dissertations during that period.

Dr Richard Steele

2022-09-02

per email