

DURBAN UNIVERSITY OF TECHNOLOGY

**BUSINESS ADMINISTRATION STUDENTS' PERCEPTIONS OF
ENTREPRENEURSHIP AT DURBAN UNIVERSITY OF TECHNOLOGY.**

BONGUMUSA NGCOBO

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**BUSINESS ADMINISTRATION STUDENTS' PERCEPTIONS OF
ENTREPRENEURSHIP AT DURBAN UNIVERSITY OF TECHNOLOGY.**

Submitted in fulfilment of the requirements of the degree of

Master's Degree in Business Administration

In the Faculty of Management Science at the Durban University of Technology

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ABSTRACT

It has long been known that entrepreneurship reduces poverty and promotes economic growth.

The overall purpose of this study is to explore and understand the entrepreneurial intentions of third-year Business Administration students in the Department of Entrepreneurial Studies and Management at Durban University of Technology (DUT). The focus is on the perceptions of students regarding the role played by the Entrepreneurial Studies and Management programme in promoting entrepreneurial intentions

This study used a mixed-methods approach and the primary data collection instruments were questionnaires and interviews.

The research findings indicate that factors influencing entrepreneurial intentions among third-year Business Administration students include creativity, a desire to assist others, and the importance of education in entrepreneurship. Students value practical skills, an entrepreneurial mindset, and a willingness to take calculated risks. The curriculum in the entrepreneurial studies and management department plays a significant role in preparing students for entrepreneurship, providing both theoretical knowledge and practical guidance. Networking opportunities and support structures offered by INNOBIZ and Enactus, contribute to increased student awareness and interest in entrepreneurship. Overall, fostering creativity, social responsibility, and a strong educational foundation are key elements in promoting an entrepreneurial culture among students.

DECLARATION

I, Bongumusa Ngcobo, hereby declare that the research work presented in this thesis is my original work and all the materials used are appropriately acknowledged and explicitly referenced. A reference list is attached to the thesis.

I also confirm that the thesis has not been submitted in any of its parts or entirety for any degree in any other institution of higher learning locally or internationally.

I, therefore, permit that my work be available for replication and/or for re-printing, for inter-library loan, and for the title and abstract of my thesis to be made available to other educational institutions and students who might need it.

B Ngcobo

DEDICATION

I dedicate this thesis to:

My late mother, Ngcobo Bathelile Dorren and

My amazing grandmother, Saraphina Makhosondi Ngcobo, and my family.

I was empowered by a song

“webathandwa hlanganani sidumise umelusi, kungabibikho ukuxhekana kuphele
inhlebo enkonzweni,

Baba mangisekhona baba mangisaphila ngohlala njalo ezinyaweni zakho
ngizohamba ezinyathelweni zakho ngihambe kancane ngize ngifike ezweni
lesethembiso”

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LIST OF ACRONYMS

CV	Curriculum Vitae
DUT	Durban University of Technology
ELT	Experiential Learning Theory
GEM	Global Entrepreneurship Monitor
KZN	Kwa Zulu-Natal Province
NGO	Non-governmental Organizations
NPC	Non-Profit Company
PPE	Personal Protective Equipment
SEFA	Small Enterprise Finance Agency
SME	Small and Medium-sized Enterprises
SPSS	Statistical Package for Social Sciences
TIA	Technology Innovation Agency
TPB	Theory of Planned Behaviour
TTI	Technology Transfer Innovation
TVET	Technical and Vocational Education and Training

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CHAPTER ONE: INTRODUCTION AND OVERVIEW OF THE STUDY

1.1. Introduction

The primary objective of this study is to look into the entrepreneurial goals of third-year business administration students at Durban University of Technology (DUT) in the department of entrepreneurial studies and management. It is commonly known that entrepreneurship plays a major role in promoting economic growth. Its endeavors can tackle various economic concerns, including but not limited to poverty alleviation and GDP expansion (Ketokivi and McIntosh 2017). The youth are the most vulnerable in the South African labour market, with a 24.34 percent unemployment rate in the first quarter of 2020. Contributing to this was the nationwide COVID-19 lockdown, which forced businesses to cut back on production, resulting in layoffs (Jain et al., 2020).

According to Statics South Africa (2021), graduate unemployment in South Africa was 22.4% in the fourth quarter of 2021 and remained largely unchanged from previous years. Furthermore, the South African economy has not increased above 2% over the previous five years, making it challenging for the majority of graduates to find employment. There have been requests for recent graduates and students to stop looking for work and instead start their own businesses (Kilian, 2018).

1.2. Background of the study

According to Moyosore (2018), new products and services offered by entrepreneurs in the marketplaces have a significant impact on our lives and change society. Through the advent of computers, the internet, cell phones, and social networking, the lives of billions of people have been impacted. Hence, the youth as future leaders need to be empowered to develop new ideas for the country's sustainable development. If young people have more exposure to entrepreneurship, they can use their courage to counteract any potential failures with their resilience and eagerness to succeed. Thus, with more entrepreneurial education, It is hoped that as a result, our young people will

be more self-assured and driven to pursue self-employment rather than looking for work.

Better entrepreneurship education (Nhleko, 2017) can play a key role in employment creation and poverty alleviation in South Africa. The empowerment of small, medium, and micro enterprises, where job-seekers and the youth may secure economic sustainability and enhance their standard of living, is one way to address these recurring economic difficulties. Entrepreneurial education can be defined as the abilities and characteristics that people should have to be able to create new innovative plans (Kabir, Haque and Sarwer, 2017). According to Bakri and Mehrez (2017), entrepreneurial curriculum and content have a favourable impact on students' 4 attitudes and preferences for entrepreneurship. This is true only if the curriculum is correctly planned and adequately reflects changes and trends in the international market.

In light of the aforementioned, it is imperative that young professionals develop an entrepreneurial spirit in order to combat poverty and create jobs in South Africa. According to Ogunsola (2017), failure to appreciate, recognise, identify, and develop entrepreneurial prospects in the Durban metropolis region has a significant impact on the region's entrepreneurial activity. As in many parts of the world, entrepreneurs in the eThekweni region face a variety of obstacles, including funding, skills, and knowledge, as well as infrastructure, market access, market research capabilities, and bad bookkeeping practices, to mention a few of the issues (Jamali et al., 2017). Learning more about student attitudes toward entrepreneurship and their perspectives on it could contribute to the improvement of entrepreneurship education.

1.3. Problem statement

Durban University of Technology (DUT) has established the ENVISION2030 strategy that seeks to produce entrepreneurial graduates who will contribute to the economy of South Africa by providing job opportunities, alleviating poverty, and hopefully working towards ensuring that DUT becomes a more entrepreneurship-focused university. To realise DUT's ENVISION2030 statement of intent with its aim of fostering entrepreneurship and innovation, there needs to be a better understanding within the university of student perceptions of entrepreneurship.

This knowledge deficit is particularly concerning given the persistent challenge of graduate unemployment in South Africa. The above-mentioned graduate unemployment issue is also experienced by DUT graduates. According to the Advancement and Alumni Relation unit (2023) DUT graduate surveys administered in 2023, revealed that 62% of graduates are unemployed, 36% are employed in sectors outside of their fields of study, and only 2% are self-employed. Without a comprehensive understanding of student perceptions and aspirations regarding entrepreneurship, DUT is at risk of not adequately preparing its graduates to navigate the dynamic job market, support themselves and contribute to the economy effectively. This understanding can contribute to DUT's success in meeting the ENVISION2030 objectives and to equip Business Administration students with the skills and mindset necessary to thrive as entrepreneurs, thereby alleviating the graduate unemployment challenge and advancing socio-economic development in the region.

The Entrepreneurial Centre and Desk at ML Sultan Campus and the Centre for Social Entrepreneurship situated at ML Sultan are publicised and their uptake measured. With improved insight, the university can do more to raise awareness of these resources thus ensuring that a more pervasive entrepreneurial culture is developed at the university.

According to Mahohona (2017), entrepreneurship education should be included in the curriculum of all courses at tertiary institutions in eThekweni, as well as in the curriculum of elementary and secondary school learners. Furthermore, Mohohona (2017) advocates that the government should grant tax breaks to large corporations that mentor SMEs.

According to the Global Entrepreneurship Monitor (GEM) (2023) in comparison to other developing countries, the South African economy continues to show lower levels of entrepreneurial activity. According to Anekwe, Zhou, Mkhize, and Akpasi (2024), KZN has faced significant economic challenges, including high unemployment rates and slow economic growth. The province has been affected by factors such as the COVID-19 pandemic, which disrupted various industries and led to job losses. There have been efforts to stimulate economic growth through infrastructure projects. Investments in infrastructures, including roads, ports, and public facilities, aim to boost economic activity and create jobs

1.4. Aim and Objectives

The aim is to explore Business Administration students' (Department of Entrepreneurial Studies and Management) perceptions of entrepreneurship, and the factors that influence the development of an entrepreneurial mindset among these students.

The objectives of the study are:

- To identify factors that influence the entrepreneurial intentions of third-year Business Administration students in the Department of Entrepreneurial Studies and Management at Durban University of Technology (DUT).
- To evaluate the role of the programme curriculum in influencing entrepreneurship intentions.
- To identify support structures within the Durban University of Technology that are designed to assist students to become entrepreneurs.

1.5. Main research questions:

Given the aim and objectives of this study, the chief research questions explored are as follows:

- What are the factors that can motivate or hinder the entrepreneurial intentions among Business Administration students in the Faculty of Management Science?
- To what extent does the programme curriculum (particularly Entrepreneurial Studies and Management modules) influence students' entrepreneurship intentions?
- Which support structures within DUT assist students to become entrepreneurs?

1.6. Significance of the study

The Durban University of Technology can benefit from the findings of this study, primarily because the Department of Entrepreneurial Studies and Management and

the University support units can increase their promotion of entrepreneurship education so that they can give prospective entrepreneurs the guidance they need to start their businesses. Additionally, this study can highlight the importance of adding more entrepreneurship courses to university curricula. The Department of Entrepreneurial Studies and Management at Durban University of Technology will be provided with recommendations regarding how to set up an environment that encourages postgraduate students to pursue entrepreneurial goals.

1.7. Research design

According to Stake (2022), research design connects research questions to data based on strategy and framework. This study combines qualitative and quantitative research approaches (a mixed technique) to benefit from the strengths of both, avoid the weaknesses of a single approach, and improve the reliability and validity of the findings. In this study, the primary data collection instruments are questionnaires and interviews. The questionnaires include both closed and open-ended questions to allow respondents to raise concerns that the researcher may not have considered but that may be relevant to the study.

1.7.1. Population

The study population consists of 175 third-year students enrolled in the Department of Entrepreneurial Studies and Management, as well as 15 academic staff members, support staff from INNOBIZ, and staff members of Enactus. The sample size is 118 third-year Business Administration students in the Department of Entrepreneurial Studies and Management, 10 lecturers who are teaching entrepreneurship modules, staff members from INNOBIZ and Enactus support staff.

1.7.2. Sampling method and size

Berndt (2020) defines sampling as the process of selecting several individuals of interest to generalise the results to the population from which the units were chosen. There are two types of sampling approaches namely, probability and non-probability sampling. According to Sharma, Mudgal, Thakur, and Gaur (2020), sample size is an estimate for a research study since it contributes to the production of dependable

results that enhance the generalizability of study findings. Simple random sampling was the probability sampling technique employed for this investigation. A sample size should be as large as possible; minimally 10% of the study population, as recommended by Sekaran and Bougie's sample table (Sekaran and Bougie, 2016).

1.7.3. Data collection instrument

The researcher employed a self-administered questionnaire for 118 Business Administration students and conducted staff interviews. A standardised questionnaire was distributed to the respondents. Due to COVID-19 lockdown restrictions, the questionnaires were sent to respondents through email, and interviews were either virtual or face-to-face with a 1.5-meter distance maintained with all Personal Protective Equipment (PPE) in place.

1.8. Data analysis

Analyzing, cleaning, transforming, and modeling data in order to find pertinent information is known as data analysis. The software program known as the Statistical Package for the Social Sciences (SPSS) was developed primarily for the analysis of statistical data. It comes with a large number of different processes, graphs, and charts. Additional techniques for filtering or purifying data in advance of additional analysis are also included in SPSS (Fox and Bayat 2007). The quantitative data from the respondents was analyzed by the researcher using SPSS version 26.0. Prior to a thematic analysis of the quantitative and qualitative data, the interview data was transcribed from a voice recorder.

1.9. Pilot Testing

The questionnaire was piloted in the field before it was administered. This pre-testing technique is used to confirm that the questions are easily understood, unambiguous, and designed to suit their purpose. The questions were pre-tested with 10 third year Business Administration students who were not included in the sample. After the pilot testing the researcher was able to edit and improve the questionnaire before administering it to the sample population.

1.10. Validity and Reliability

Mahajan (2017) defines reliability as the degree of confidence one can have in the data gathered through the use of an instrument, whereas validity refers to what an instrument measures and how well it measures it. The researcher improved validity and reliability by trying to remove subject or participant bias, and ensuring the anonymity of the questionnaire respondents.

1.11. Ethical Consideration /Anonymity and Confidentiality

The researcher was responsible for ensuring that this study was carried out according to DUT's Research Ethics Policy and guidelines. The researcher obtained written informed consent from all respondents in this study (using the required informed consent form), emphasized that participation in the study was completely voluntary and that participants could stop at any moment without harming the study or themselves.

The researcher made every effort to keep any information gathered about this study secure, only to be shared with the respondents' permission or as required by law if the research participants are in danger of injuring themselves or others.

1.12. Study limitations and delimitations

Time and cost limitations allowed this researcher to focus only on students in the Department of Entrepreneurial Studies and Management on the Durban Campus (not Pietermaritzburg). Therefore, it was not possible to extrapolate the study's conclusions to other levels of business administration students.

1.13. Overview of the study

Chapter 1: Introduction

This chapter introduces the reader to the problem statement of the study. The reader was informed of the intentions, aims, and objectives, as well as the limitations of the study. This chapter, furthermore, guides the reader through the research design used to answer the research question.

Chapter 2: Literature Review

This chapter critically examined the literature on entrepreneurial intentions, entrepreneurship education, and support structures within the Department of Entrepreneurial Studies and Management under the Faculty of Management Sciences.

Chapter 3: Research Methodology

This chapter presents the methodology and its justification for use in gathering data for the research study: focus on research design, target population, sampling method, sample size, measuring instrument, pilot testing, delimitation, validity and reliability, data analysis, and ethical considerations.

Both quantitative and qualitative research methods are explained. These methods were used to explain the relationships between the variables, to enable the researcher to determine whether or not the research hypothesis was acceptable. The qualitative method used statistical tests, such as Chi-Square and Cronbach's alpha to ensure that the relationships between variables are relevant. It also explains the themes identified through the analysis of data.

Chapter 4: Findings and Analysis

Chapter 4 presents, discusses and analyses the findings of the research data collected from the quantitative and qualitative data obtained from the students and staff members.

Chapter 5: Conclusions and Recommendations

Chapter 5 concludes the study and makes recommendations on how students can become self-employed and have an entrepreneurial mindset.

1.14. Definition of key terms and concepts

Entrepreneurship Education: Entrepreneurship education is a collection of formalized teaching that educates students, or anyone interested in business creation, it triggers entrepreneurial initiatives by enhancing an entrepreneurial mindset among students (Mani, 2018).

According to Dissanayake, Iddagoda, and Popescu (2022) entrepreneurship education is the process of giving people the information, abilities, and mindset needed to recognize opportunities, take calculated risks, and launch and run profitable businesses or endeavours. It is made up of a wide range of instructional activities designed to develop practical skills for beginning, running, and expanding a business as well as an entrepreneurial mindset. There are many different ways to teach about entrepreneurship: formal academic programs offered by universities and colleges; workshops; mentorship programs; and experiential learning opportunities like internships and start-up incubators.

Entrepreneurship: In business, entrepreneurship is a normal occurrence. It comes with doing business. It demonstrates that when management and entrepreneurial skills are used for change and learning, business is healthy (Diandra and Azmy, 2020).

Foss, Henry, Ahl, and Mikalsen (2023) define entrepreneurship as the process of seeing opportunities, managing resources, and taking measured risks in order to start and grow a new company or innovate within an already-existing one. Entrepreneurs are people with the vision, inventiveness, fortitude, and managerial abilities needed to realize their ideas in the business world.

Business: According to Less and Kim (2023) Business involves a broad spectrum of tasks connected to creating, delivering, and trading goods and services with the intention of making a profit. It entails multiple aspects like marketing, finance, operations, human resources, and administration. Businesses come in diverse structures such as sole proprietorships, partnerships, corporations, and cooperatives. Instances of businesses range from retail outlets, production firms, and financial establishments to service providers and internet-based ventures.

Administration: Administrative functions include methodically allocating and coordinating the material and human resources that an organization has access to. This was stated by Mintzberg (2023). the primary objective of accomplishing the

organization's stated goals. Moreover, it was mentioned that administration is the process of managing and assembling the functional parts of an organization or system. Planning, organizing, coordinating, directing, and controlling resources are some of the tasks involved in efficiently and successfully achieving particular objectives or goals.

Perceptions: The term "perceptions" describes how people understand and make sense of the world in which they live, including their attitudes, beliefs, opinions, and assessments of other people, things, occasions, and circumstances. Subjective in nature, perceptions can be shaped by a range of variables, including emotions, cultural background, prior experiences, and social influences (Smith and Jones 2023).

1.15. Conclusion

In this chapter, the introduction and background of the study were outlined and there was a brief overview of the research problem to be studied. The aims and objectives were clearly defined. The significance and scope of the study were explained, and the key concepts were described.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

The development of entrepreneurial abilities plays a vital role in the growth of entrepreneurs and contributes to the formation and growth of entrepreneurship while raising independence and leading to creativity. Bakri and Mehrez (2017) stated that the entrepreneurial curriculum and content play a positive role in influencing the students' attitudes and inclination toward entrepreneurship. The curriculum should go beyond the confines of the classroom in order to accomplish this goal, giving students real-world entrepreneurial skills to go along with their theoretical understanding.

According to SEFA (2022), unemployment can be reduced by equipping the youth with skills and training them so that they can become job creators instead of job seekers. This chapter presents literature on factors influencing entrepreneurial intentions, entrepreneurial education, and support structures in the University. Othman and Othman (2017), furthermore state that universities play a major role in maintaining growth in the economy through entrepreneurship. They need to provide a safe platform from which students can launch their business careers. Theories of any study play a vital role in directing the process of a research study.

2.2. Location of Study: Durban University of Technology (DUT)

Durban University of Technology (DUT) has approximately 33,000 students, with campuses in Pietermaritzburg (PMB) and Durban within the Kw Zulu-Natal province. As a University of Technology, DUT aims to prioritise the quality of education, ensuring that its faculty members hold high credentials. The consolidation of two Technikons, ML Sultan and Technikon Nata in April 2002 led to the establishment of Durban Institute of Technology. Transitioning from Durban Institute of Technology to its current name, DUT joined the network of technology universities. As a multi-campus institution, DUT is affiliated with the International Association of Universities and aims to excel in research, innovation, technology education, and higher learning.

The development of entrepreneurship is prioritised in DUT's ENVISION2030 strategy, which emphasizes encouraging entrepreneurship, creativity, innovation, and

adaptability within its community. The core principles of entrepreneurship are opportunity recognition, measured risk-taking, and value creation via creative problem-solving. Through the encouragement of creativity and innovation, DUT is working towards creating an atmosphere that is favourable to entrepreneurship. Promoting entrepreneurial thinking and flexibility among faculty, staff, and students is intended to equip them to address real-world issues and advance economic development.

2.3. DUT Entrepreneurial support structures

DUT has several support initiatives and facilities including the:

2.3.1. INNOBIZ Centre

DUT's INNOBIZ Centre for Entrepreneurship and Innovation is a private organization that is a Non-Profit Company (NPC) registered under the South African Companies Act. The organization acts as a hub for all DUT entrepreneurial programs, providing business assistance, theoretical and technical entrepreneurial education, and other associated activities.

The DUT INNOBIZ Center for Entrepreneurship and Innovation's programs are designed to empower students in the Midlands and Durban, as well as nearby communities and local business owners. Its main goal is to create self-assured, informed, successful, adaptable, inventive, and problem-solving business leaders and entrepreneurs.

2.3.2. Enactus

Enactus is an international network of students, academics, and business leaders who have committed to creating a better world with stronger leaders. The purpose is to develop individuals who have the ability and are willing to put forth the effort to make a meaningful contribution to their communities, working together to improve the lives of others.

Enactus encourages students at universities everywhere to apply what they learn in the classroom to practical business and economic problems in their local communities.

Teams of Enactus students organize outreach initiatives that teach market economics, entrepreneurship, financial literacy, personal success skills, business ethics, and environmental sustainability on university campuses.

2.4. Theoretical Framework

2.4.1. David McClelland's Theory

David McClelland, a Harvard psychologist formulated the theory of achievement motivation in 1967, McClelland through his theory had tried to outline why few communities more economically booming as compared to others. Furthermore, according to him, entrepreneurs are classified based on their need for achievement which is the driving factor for their economic growth. According to McClelland, an entrepreneur works in a structured and creative way which eventually leads to better decision-making in predicaments.

McClelland's theory also states that traits of entrepreneurship are incorporated by individuals through learning and this learning can motivate them to achieve a higher level. Affiliation is a need for open and sociable interpersonal relationships. In other words, it is a desire for a relationship based on cooperation and mutual understanding. People with a high need for affiliation require warm interpersonal relationships and approval from those with whom they have regular contact, Power is the desire to influence other individuals' behaviour as per your wish. In other words, it is the desire to have control over others and to be influential and achievement is the urge to excel, to accomplish a set of standards, and to struggle to achieve success.

2.4.2. Theory of Planned Behaviour

The Theory of Planned Behaviour (Ajzen, 1988) assumes that the best prediction of behaviour is given by asking people if they intend to behave in a certain way. Here we note that the intention will not express itself in behaviour if it is physically impossible to perform the behaviour or if unexpected barriers stand in the way.

According to Ajzen, three determinants explain behavioural intention:

1. The attitude (opinions of oneself about the behaviour).

2. The subjective norm (opinions of others about the behaviour).
3. The perceived behavioural control (self-efficacy towards the behaviour).

Attitudes, subjective norms, and perceived behavioural control are all predicted by the model to influence intention, which in turn influences behaviour. The three determinants of behaviour, as well as the purpose, are thought to be influenced by background variables, which are demographical factors. Before the behaviour occurs, the motive behind the behaviour is explained by attitudes, subjective norms, and the perception of behavioural control. The actual behaviour can be reasonably predicted from the goal. Theoretically, perceived behavioural control is also a measure of the abilities required to express the behaviour and the potential to get beyond obstacles. As a result, it is assumed that perceived behavioural control directly affects behaviour. Feedback on expectations of behaviour is generated by actual behaviour.

These theories elaborated on the factors influencing entrepreneurial intentions, entrepreneurship education, and entrepreneurial capacity development in universities.

2.4.3. Social Learning Theory

Smith (2021) claims that social learning theory—as first put forth by Albert Bandura—came about after two millennia of scholarly research into the factors that influence human behavior. The fundamental tenet of this theory is reciprocal determinism, which holds that functional relationships among three factors—personal, external, and behavioral—determine human behavior. According to this model, an individual's personal traits, social environment, and drug-centric behaviors all have functional relationships that lead to drug addiction.

2.4.4. Experiential Learning Theory

According to Llyas, Kashif and Lqbal (2020) The type of learning that is obtained by using experiences, particularly in maintaining the teaching-learning process, is known as experiential learning. Furthermore, it is believed that establishing links between practical work and academic life in higher education is essential to the development of higher order skills. Since it provides the fundamentals for learning to take place in natural environments, experiential learning theory (ELT) is a highly relevant theory.

One must pay close attention to university students' stories and assess their contribution to learning in order to understand how they make their experiences sufficiently rich that they can use them effectively in educational settings.

2.4.5. Conceptual framework

According to Kivunja (2018) a conceptual framework is employed to support the need for a specific investigation. Additionally, Varpio et al., (2020) describe a conceptual framework as the current state of understanding that identifies cracks in our knowledge of a phenomenon or issue and defines the theoretical foundations of the research endeavour. It is intended to address two questions: how these insights might advance our existing understanding, and why this study is important (Varpio et al., 2020).

The research is underpinned by a conceptual framework developed from David McClelland's 1967 theory, as well as the Theory of Planned behaviour (Aizen, 1988). This conceptual framework shows that the need for achievement, subjective norms, and attitude play a vital role in the intention of entrepreneurship

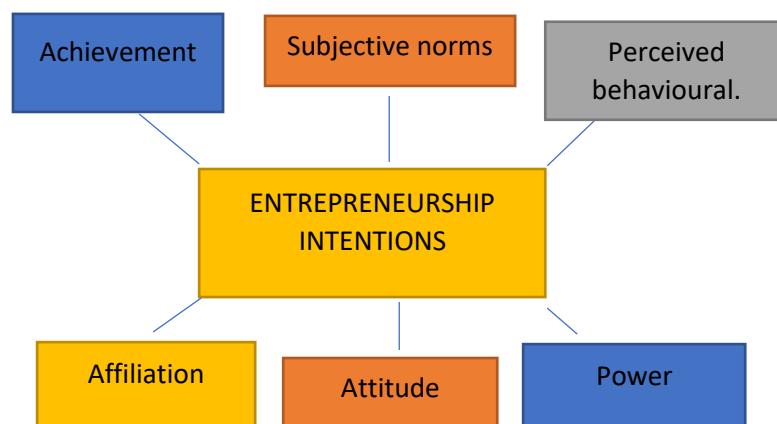


Figure 1: modified from David McClelland's theory (1967) and Theory of Planned Behaviour (1988)

Figure 1: Illustrates the correlation research concepts that serve as the factors that influence entrepreneurship intentions. These factors are achievement, subjective norms, perceived behaviour, affiliation, attitude, and power.

2.5. Entrepreneurial Intention and Motivation

A lackluster entrepreneurial culture hinders South Africa's ability to address its high unemployment and poverty rates (Burger and O'Neill, 2004). On the other side, a lack of entrepreneurial skills has reduced the rate of youth start-ups and the 'search effectiveness of potential young entrepreneurs' (Brixiová et al, 2014).

Franke and Luthje (2004) stated that universities can form and support entrepreneurial intents, and for this reason, the academic context is a crucial aspect of the students' surroundings. More importantly, while institutions can nurture an entrepreneurial spirit among their graduates, they can also dampen optimism, turning students who are interested in entrepreneurship into graduates who only want to work for huge, established organisations. The motivation of an individual to launch a business is the focus of entrepreneurial intention; this motivation comes from both internal drive and favorable opinions about launching a business (Micozzi 2020).

According to Aulia and Hadi (2018), there is a moderately positive correlation between Indonesian students' entrepreneurial intentions and their attitude. Pihie and Bagheri (2013) discovered a negative correlation between students' intentions to become entrepreneurs and their entrepreneurial skills. The apparent contradictions in findings across different communities highlight the need for more insight into what particular attitudes and intentions are important within the South African context. While a variety of factors impact students' aspirations to pursue entrepreneurship, it is crucial to emphasize that each factor has a place in the context of higher education.

Pulka, Rikwentishe, and Ibrahim (2014) assert that students' entrepreneurial intent, which also favorably affects their entrepreneurial attitudes, is one of the primary factors influencing their decision to become business owners. Hence, in order to encourage students to pursue entrepreneurship in the future, educational institutions must provide them more motivation and highlight their successes.

Ndovela (2017) stated that there is a link between a person's personal qualities and their judgments of entrepreneurial intentions. This is based on two factors: the entrepreneurial event model and pre-planned behaviour. Furthermore Ndovela

(2017), planned behavior is used to classify attitude toward the act and perceived behavioral control, while the entrepreneurial event model and social norms are used to classify desirability, inclination to act, and perceived feasibility. It was once believed that the aforementioned factors—desirability and feasibility, for example—were significant in entrepreneurship. However, time has shown that the most prevalent factor in entrepreneurship is entrepreneurship intention, as a lack of intent can result in a failed business venture among students (Achchuthan and Sivarajah, 2013).

Entrepreneurial motivation is a broad area to explore all aspects in a single study (Solevik, 2013). As a result, this study focuses on the reasons, motives, and goals that inspire individuals to start their businesses. Studies on the reasons, motives, or goals for starting a business deal with pull and push factors (Hessels et al., 2008) or necessity and opportunity motives. Individuals who are driven by pull factors become entrepreneurs because they perceive an entrepreneurial career option to be attractive, whereas those who are pushed decide to pursue entrepreneurship. After all, traditional jobs have become less attractive. Pull factors include the profit motive, challenge, and desire for independence, personal development, achievement, and recognition (Wickham, 2006).

Poor compensation and limited opportunities, a lack of creativity and negative displacement or a lack of alternatives, unemployment, and job insecurity are push factors. Based on earlier research, entrepreneurs launch their companies for the push factors listed above as well as to take advantage of the advantages that come with being an entrepreneur (pull factors).

2.5.1. Family

Family is the initial social unit in which people learn to connect and integrate, and it has a big impact on how people develop socially because it's where they acquire the core moral principles they'll need to fit in with society.

Jwara (2015) found that students with entrepreneurial parents had higher levels of curiosity and preference. Furthermore, it's been discovered that students with prior business experience have significant desires to launch their businesses, and it's been reported that family support for entrepreneurs raises these aspirations. As a result, it

can be stated that students are not affected by outside forces like terrorism or political upheaval. Family support has an impact on an entrepreneurial mindset.

2.5.2 Creativity

Humans' ability to reason, adapt, learn, and create is known as creativity. The ability to create valuable things through the combining and reorganisation of information is referred to as creativity. One cannot exaggerate how important it is to the entrepreneurial process. Creativity is sometimes defined as the capacity of an individual to create distinctive businesses by fusing available resources and developing original concepts.

According to Anjum et al. (2020) students who consider themselves to be more creative are more likely to value entrepreneurship than students who believe they are less creative. Entrepreneurship and creativity are said to complement each other. A preference for starting a new business above existing career possibilities results from a high sense of self-confidence in one's creative ability. In the end, this mindset encourages and supports a positive attitude toward entrepreneurship. Additionally, it was found that academics who believe they have creative ability are more likely to engage in entrepreneurial activities.

2.5.3 Lack of employment among graduates

According to Behle (2020) graduate employability refers to a set of achievements, skills, knowledge and personal attributes, Graduate employability allows graduates to become successful in obtaining employment and being more successful in their selected careers. It involves improving the ability of an individual to acquire employment. However, with the higher graduate unemployment rate graduates need to think of becoming entrepreneurs/ employers. Graduate employability also focuses on making graduates ready for the world of work that is appropriate to their respective qualifications. In other words, it should benefit the employer and the graduate as it will allow for the opportunity to use and develop skills, productivity and career experiences.

There have been numerous improvements in higher education and various changes in the graduate recruitment market. Therefore, especially given the current state of the economy, a degree is no longer sufficient to 21 ensure a graduate a fulfilling future

career. Recruiters and organizations across a wide range of industries are looking for graduates who are ready for the workforce, possessing strong graduate attributes and a clear affirmation of competencies specific to the job. Graduates must enhance their employability while enrolled in postsecondary education in order to obtain a competitive advantage in the labor market.

Tahir and Kutpudeen (2022) and Mbuya, Diniso, and Mphahlele (2022) contended that graduates' desire to start their own businesses is motivated by their inability to find employment. Furthermore, due in part to entrepreneurial education courses, Fatoki (2014) discovered that business students at a South African university had higher entrepreneurial intentions than non-business students.

Malebana and Swanepoel (2014) contended that demographic factors impact students' intentions to pursue entrepreneurship. According to Oni and Mavuyangwa (2019), entrepreneurs with college degrees have greater success than those without. Moreover, they proposed that university students' diverse behaviors can be ascribed to their inexperience with entrepreneurship.

South Africa's ability to deal with high unemployment and poverty levels is hampered to some extent by a poorly developed entrepreneurial culture (Burger and O'Neill, 2004). In addition a lack of entrepreneurial skills has reduced the rate of youth startups and the 'search effectiveness of potential young entrepreneurs' (Brixiová, Ncube and Bicaba, 2014).

2.5.4 Risk-taking

The act of taking risks is the propensity to act in ways that could be detrimental or dangerous but also present the chance for outcomes that could be viewed as favourable. According to Antoncic et al. (2018) taking risks has been viewed as a distinguishing characteristic of the entrepreneur, and entrepreneurship can be dangerous when applied to the conceptualisation of a new enterprise. If an entrepreneur fails, they will lose the majority of their savings and assets. Financial risk, career risk, social risk, family risk, and even mental health risk are among the most common risks taken.

Risk-taking is defined by Guo and Jiang (2020) as the propensity to undertake audacious activities, such as breaking into uncharted territory and investing a

significant amount of capital in endeavors with unpredictable results. An important component of entrepreneurship is having a risk-taking propensity, which is the tendency for a person to take risks or avoid taking risks when faced with circumstances that could involve some level of risk.

2.5.5. Family background

According to Jwara (2015), students whose parents were business owners exhibited greater interest and preference. Additionally, students with business experience demonstrate strong intentions to start their own company, indicating that family support increases entrepreneurial intentions while terrorism and political unrest do not limit students' aspirations. Thus, it can be said that neither terrorism nor other outside forces of political unrest can influence students. Testing hypotheses reveals that family support has an impact on an entrepreneurial mindset; however, no evidence of terrorism or political unrest was found to have an impact on students' attitudes.

2.5.6. Personal attitude

Attitude is a mental status referring to the readiness level based on prior experience dictating an individual's response and behaviour to the objects and situations which he/she encounters in everyday life. According to Tshikovhi and Shambare (2015) states that personal attitude refers to individuals' perception of the personal desirability of performing entrepreneurial behaviour, explains further that a person's attitude toward an act is determined by how positively or negatively they perceive the behavior in question. Subsequent writers appear to have taken inspiration for their personal attitude theories from Ajzen's (1991) Theory of Planned Behavior (TPB) model. According to the TPB, people's opinions regarding particular behaviors are subjective, conscious phenomena.

2.5.7. Subjective norms

Subjective norms are the term used to describe the perceived social pressure from friends, family, and other potential role models to engage in a certain behavior or refrain from engaging in it. Subjective norms, according to Wedayanti and Giantari (2020), are the opinions of people who influence one another. They went on to explain

that subjective norms are opinions that people who counsel others to engage in certain behaviors find significant.

Subjective norms, according to Utami (2017), are also defined as an individual's beliefs about how and what to think about people who are important to them, as well as the motivation to think that way.

2.5.8. Perceived behaviour.

Utami (2017) stated that perceived behaviour is defined as 'the perceived ease or difficulty performing the behaviour and it assumes to reflect experience as well as anticipates impediment and obstacles'. Perceived behaviour, also described as a form of self-efficacy, can impact on an individual's perceptions of whether a behaviour is easy or difficult to do.

2.6. Higher Education in South Africa

The historic South African apartheid system produced a workforce that was essentially trapped and worked for a "boss," thereby serving the interests of white-owned industry. This included higher education offerings. Such education had the unintended consequence of teaching upcoming college students that, instead of choosing an innovative and creative career path, they should graduate and seek employment in big businesses or other formal sector settings (Zondo, 2016). Higher education institutions are changing this pattern by promoting entrepreneurship in various ways and raising public awareness of its various aspects. Higher education establishments should never stop researching the right balance between education and the dynamic workplace, as well as what employers are looking for in terms of competencies and skills from young people starting their careers.

Higher education institutions in South Africa have the power to foster an entrepreneurial culture in young people by teaching them how to recognize opportunities, instill a clear understanding of risks and rewards, and support the growth of businesses. In addition to offering the required support for entrepreneurs, postsecondary institutions can have a significant impact on students' development of entrepreneurial traits. Additionally, they can give the students' entrepreneurial endeavors legitimacy (Oleksiyenko, 2018).

Significant studies discussed below imply that students with a greater degree of education have higher entrepreneurial aspirations, and that risk-taking propensity interacts with education such that university education increases entrepreneurial intents even more for higher risk-taking students. According to Malatjies (2020), education is the most effective tool accessible to society to address societal issues like poverty and unemployment. Progress is becoming increasingly reliant on the ability to explore, create and adapt to a constantly changing environment. Youth participation in cultural and socio-economic life is more difficult without education. Based on the research presented above, higher education should encourage and incorporate entrepreneurship into its programmes.

As the custodians of knowledge in society, higher education establishments are considered to be essential to a nation's progress, according to Jeyalakshmi and Meenakumari (2015). As such, it would be incorrect to classify entrepreneurship education as a specialty. Acknowledging this, universities have seen a notable increase in the number of programs centered around entrepreneurship. There are challenges for academics and students alike, but the process is ongoing, and soon South Africa will have a stable culture of entrepreneurship.

Malatjies (2020) continues, "Students and learners from all walks of life benefit from studying entrepreneurship because it teaches them to develop unique abilities and think laterally." Additionally, it expands opportunities, boosts self-esteem, advocates social justice, and strengthens the economy. Young entrepreneurs who receive an education in entrepreneurship are better prepared to develop their business ideas and initiatives. Because of this, entrepreneurship has enormous positive effects on society, and it is essential for any society to continue being globally competitive in terms of technological advancement and job creation.

2.7. Entrepreneurship Education

Entrepreneurship education has been growing impressively and has been defined as a phenomenon to educate people about starting a business to earn profit and contribute to economic development. The importance of entrepreneurship increases the responsibility of universities to provide students with adequate entrepreneurial skills and the mindset needed to supply the country with valuable entrepreneurs who

are equipped to establish entrepreneurial companies and start-ups (Abualbasal and Badran, 2019). Bakri and Mehrez (2017) suggest that the entrepreneurial curriculum and content play a positive role in influencing the students' attitudes and inclination toward entrepreneurship. Nonetheless, this is contingent upon the curriculum being appropriately and adequately structured to mirror the shifts and patterns in the globalized economy. Beyond the confines of the classroom, the curriculum should provide students with real-world entrepreneurial knowledge to supplement their theoretical understanding.

Malatjies (2020) states that studying entrepreneurship benefits learners from all walks of life, creating possibilities, building confidence, promoting social fairness, and boosting the economy. Entrepreneurship education equips young entrepreneurs with the skills and knowledge they need to build their company ideas and initiatives. As a result, the benefits of entrepreneurship to society are vast, and entrepreneurial innovation is necessary for any society to remain globally competitive in terms of technological developments and the creation of new jobs.

The main goal of entrepreneurship education is to create programs that will equip future business owners with the knowledge, skills, abilities, expertise, attitudes, and behaviors that will inspire them to launch their ventures with confidence and zeal. A competitive nation that hopes to meet the ever-increasing demands of the market must have a strong educational system.

Gautam and Singh (2015) discovered in their research that students' attitudes toward entrepreneurship are frequently improved by entrepreneurship education. Wei et al. (2019) came to the conclusion from their research that by improving students' abilities, knowledge, and beliefs, entrepreneurship education promotes students' subjective norms as well as their intentions toward entrepreneurship. They also discovered that people are motivated to choose an entrepreneurial career by intention. According to Ediangbonya (2013), students' attitudes toward starting their own businesses are positively impacted by entrepreneurship education as long as they receive the knowledge and skills necessary.

Similar findings were reported by Kassean et al. (2015), confirming that entrepreneurship education raises the likelihood of self-employment and business start-ups, which in turn results in financial rewards and a sense of fulfillment. Zhang

and Cain conducted research akin to this (2017). They found that over half of the students enrolled in entrepreneurship education intended to start their own business after completing the program. Kubberød and Pettersen's (2017) findings were verified.

According to Boldureanu et al. (2020) entrepreneurship education exposes students to examples of successful business planning, and interactions with successful practitioners. Furthermore, these authors suggested that developing a training programme including mentorship provided by a local entrepreneur is beneficial.

Munyanyiwa, Sivotwa, and Rudhumbu (2016) assert that entrepreneurship education was pioneered in American universities to produce graduates who were able not only to identify business opportunities but also to turn opportunities into businesses.

The importance of entrepreneurial education cannot be overstated (Grecu and Denes, 2017). To prepare students for the changing employment market, universities need to move away from traditional theory-based classroom instruction. Through their entrepreneurship education, students gain skills in problem-solving, social interaction, information gathering and management, planning, and communication. Individuals with entrepreneurial education and training can see business opportunities, as well as having the self-confidence, knowledge and abilities to take advantage of them. Entrepreneurial education usually includes topics such as recognising opportunities, commercialising a concept, managing resources, and starting a business. Marketing, management, finance, and information systems are among the traditional business subjects taught.

It is suggested that government should take steps to boost entrepreneurial education and development among youth. As a result of globalisation and rapid technological development, government should encourage more flexible labour organisations, increasing the demand for active individuals across the board. As a society, business and labour markets evolve because of globalisation, and our educational system must adjust as well (Gibb, 2002; Hoppe, Westerberg and Leffler, 2017).

It is important to promote entrepreneurship education starting in elementary school since it greatly contributes to students' self-confidence in their future ability to launch a business. Government rewards to private sector organizations that promote high-quality education should be used to stimulate private sector investment in entrepreneurial education projects. Furthermore, non-governmental organisations

(NGOs) should be well-funded through local and international grants to help with youth entrepreneurship training.

Regular training seminars or workshops can be held to assist with student training and empowerment. Government agencies can implement a mentoring programme to assist students who are enrolled in entrepreneurship programmes at universities, as classroom training should be supplemented by practical training. A concerted and unified approach is required to foster entrepreneurship.

Makhwedzha (2019) asserts that entrepreneurship education is distinct from business education in that it gives students the tools to come up with original ideas for how to take advantage of business opportunities and to plan a more comprehensive course of action for breaking into the business world. According to Bazaz (2016), society can gain from an efficient educational system in a number of ways. The kind and caliber of education that society imparts has a significant impact on education's contribution.

Social and sustainable development can only be facilitated by the educational system once all students are given equal and just opportunities to value their right to an education. Furthermore, education is commonly seen as the answer to the main social problems, such as civic behavior, technology, economic competition, social equity, workplace productivity, cultural knowledge, and democracy's efficacy. Most nations' schools face constant pressure to alter in response to these enduring problems, frequently in contradictory ways.

2.8. The role of programme curricula in influencing entrepreneurship intentions.

Programme curricula have a significant impact on how people feel about starting their businesses. A well-crafted curriculum may give students the information, abilities, and tools required to launch and expand a firm. According to Reaz (2022) entrepreneurship education is essential for influencing students' attitudes, convictions and intentions toward entrepreneurship. He contends that students may develop the information, abilities and attitudes required to succeed as entrepreneurs with the aid of a well-designed entrepreneurship curriculum.

Cohen et al. (2019) state that students may have access to options for finance, mentoring, and networking that are vital to the success of a new business initiative. A programme curriculum that includes experiential learning opportunities such as

internships, co-op programmes, and startup incubators can expose students to the challenges and opportunities of entrepreneurship. This can help students to develop a realistic understanding of what it takes to start and run a successful business.

According to Larsen (2022) a curriculum can aid people to acquire an entrepreneurial mentality by enabling them to comprehend the numerous facets of entrepreneurship. This can cover issues like spotting chances, taking risks, being innovative, and developing resilience. The curriculum can also assist people in gaining the business skills needed to launch and manage a prosperous firm. This can cover topics including operations management, marketing, finance and company strategy.

In 2019 Toscher stated that the curriculum may also include information about a particular industry, depending on the programme, which might be helpful for students who want to launch a business in that sector. Many entrepreneurship programmes provide networking opportunities that can be used to link people with other business owners, investors and mentors who can provide advice and support.

Some programmes offer access to funding opportunities which can be a significant factor in encouraging individuals to pursue entrepreneurship. Programme curricula play a crucial role in influencing entrepreneurship intentions by providing individuals with the necessary knowledge, skills, mindset and resources to pursue their entrepreneurial goals.

2.9. Entrepreneurial Capacity development in universities

By fostering an environment that encourages youth entrepreneurship, universities of technology and technical and vocational education (TVET) institutions should establish themselves as hubs for entrepreneurship. The establishment of business ownership on all campuses is thought to be the most significant factor because students are known to be easily swayed by their surroundings.

An entrepreneurial university, according to Mutanda et al. (2021), is a facility that fosters an atmosphere where the growth of entrepreneurial attitudes and behaviors is integrated, supported, encouraged, rewarded, and incentivized. According to him, universities that foster an environment, practices, cultures, and opportunities that actively support and encourage student and graduate entrepreneurship are

considered entrepreneurial universities. These are settings where the university's culture includes entrepreneurship.

Numerous empirical researches have proven that a positive image of entrepreneurship on a university campus stimulates students, according to Fayolle and Gailly (2015). Three groups of students were sampled from Colombian universities, with the entrepreneurial purpose of students being observed from those colleges that invested in entrepreneurship assistance and training. To promote an entrepreneurial mindset in Ghanaian youth, the University of Ghana instituted a mandatory entrepreneurship course for all freshmen in 2004. Both studies show that universities play a vital role in promoting entrepreneurship within facilities in a university. DUT has different incubators and resources that assist students who want to get into entrepreneurship.

2.9.1. Funding for Entrepreneurial Development

Mabaso (2018) stated that all business ventures require financing (either through equity, debt, or grants) to start, sustain, and develop operations, irrespective of industry, dimension, maturity, and geographical locality. However, the pressure that comes with raising seed funding can be overpowering expensive, time-consuming, and discouraging, especially for people who have less information on the availability of financial avenues.

With initial proof of concept demonstrated, the DUT Technology Innovation Agency Seed Fund aims to develop preliminary research outputs that could be commercialized or better positioned to receive next-round innovation funding. The funds can be used to support DUT-run projects (with some outsourcing to outside vendors allowed) or to spin-off businesses that use DUT's Internet Protocol technology. A Steering Committee comprising representatives from industry, the faculties, the Technology Innovation Agency (TIA), and Technology Transfer Innovation (TTI) reviews proposals. Every quarter, the Steering Committee will assess fresh funding proposals and track the advancement of ongoing projects.

2.9.2. Guest Speakers

Guest speakers are crucial to increasing learning and tearing down the walls of the classroom. Through the opportunity to network with professionals, students can create meaningful learning connections.

Each visitor deepens the knowledge that students already have. Students begin by researching the speaker and making connections between the speaker and the subject matter. The aim of the guest speaker is understood by the students, who develop inquiries for the discussion.

2.9.3. Mentorship

Bara and Zarzycki (2021) state that a significant amount of research and popular literature about mentoring have been published in recent decades, which is clear from the abundance of such materials that readers can access. It's been praised as a crucial HRM tactic, a career guide, and an educational activity for men, women, and minority groups in the workplace in a range of institutional contexts, including government agencies, hospitals, big businesses, colleges, and universities.

Furthermore, the aforementioned authors noted that mentoring is crucial for graduate students not just for the knowledge and skills that are exchanged but also for other professional socialization and personal support that are necessary to help their mentors succeed as graduates. They contend that it is essential to move a person's academic and professional objectives in the directions that they find most appealing. This entails customizing the content and mentoring styles to each individual.

2.10. Conclusion

This chapter explained the conceptual framework underpinning this study, and presented a range of relevant literature on entrepreneurial intentions, entrepreneurship education and entrepreneurial capacity development.

It showed that students are influenced by different factors for them to become entrepreneurs and that curriculum together with the institution or department also plays a role in influencing students to become entrepreneurs. The following chapter provides an explanation and discussion of the research methodologies employed in this study

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

Research on entrepreneurship and related topics was covered in the previous chapter. The research methods employed for the fieldwork portion of the study are described in this chapter. This chapter covers the following topics: research design, methodology, population, sampling, inclusion and exclusion, data collection and tools, pilot testing, data analysis, reliability, and validity. The chapter also addresses ethical issues that came up during the investigation.

3.2. Research design

According to Bian and Lin (2020) a research design is a thorough plan for connecting conceptual research problems to relevant empirical investigations that outlines the data that will be collected, how it will be analysed, and how it will help to clarify the research questions. According to Taherdoost (2022) understanding how data is gathered and evaluated, as well as responding to the research questions, depends on the study design.

To learn more about the impact of entrepreneurship education on students, market research methods are employed as a framework for the research design. It enables the researcher to employ certain techniques that are suitable for this subject. Additionally, an explanatory sequential mixed-methods approach was used for this study, which is associated with a combination of quantitative and qualitative methods. The researcher chose this combination of qualitative and quantitative research methods to benefit from the advantages of both approaches, avoid the drawbacks of one approach, and improve the validity and reliability of the results

3.3. Research Method

Qualitative, quantitative, and mixed-method research are the three common types of research methods used for conducting research. Mwangi et al. (2021) define

quantitative research as a methodical, objective way of extrapolating results to the universe under study utilizing numerical data from just a small portion of the universe.

A mixed-method approach was employed for this study, and the surveys included both closed-ended and open-ended questions to provide respondents the chance to bring up points that the researcher may not have thought of but that may be pertinent to the study.

When conducting qualitative research, researchers immerse themselves in the facts they have gathered to create interpretive meanings that explain a phenomenon (Frost 2021). The author goes on to say that academics employ a qualitative research methodology to pinpoint conceptual interpretations that best represent a phenomenon. On the other hand, mixed methods research incorporates aspects of qualitative and quantitative research for the broad aim of scale, the intensity of knowledge, and validation (Strijker, Bosworth, and Bouter 2020). According to Dawadi, Shrestha, and Giri (2021) the mixed method provides a logical foundation, methodological flexibility, and a thorough grasp of smaller examples that enable researchers to respond to research issues in a way that is both thorough and comprehensive.

To further explain the quantitative results that have already been collected, Creswell (2021) claims that explanatory sequential mixed techniques first collect quantitative data before continuing with it. To better understand a subject before determining which variables should be measured, the researcher chose to adopt this strategy. The use of open-ended questions in this study allowed the respondents to contribute any information that might have been missed

The use of random sa

3.3.1. Quantitative

Quantitative methods, according to King et al. (2021), entail gathering data in order to quantify it and apply statistical analysis to it in order to bolster alternative knowledge claims. Moreover, they point out that the formulation of research questions, the examination of pertinent literature, and the quantitative analysis of data are the first steps in the process of conducting quantitative research. It permits the testing of hypotheses and statistical analyses and focuses on and investigates the relationships between variables (Lewis and Thornhill, 2018). In order to assess and determine whether the theory explains or predicts the phenomena of interest, it entails the statistical analysis of numerically measured variables (Yilmaz, 2013).

The results of quantitative data are often moderately easy to analyse and interpret because they stem from a carefully designed instrument that identically treats every individual, and therefore yields quantifiable data that can be numerically analyzed Maree (2016). This strategy was found to be the best fit for the study because it significantly improved the way the study's objectives were addressed. It was also selected because it offers accurate, easily interpretable numerical data and its data analysis takes less time, enabling the researcher to reach a large population.

3.3.2. Qualitative

According to Creswell (2017), qualitative research is a method of inquiry that can be used to investigate and comprehend phenomena. This kind of approach focuses on delving deeper into the ideas, viewpoints, and experiences of the subjects. According to Harwell (2011), qualitative research looks into meaning, purpose, or reality perceptions. Because it is possible to adopt an inside view by interacting with and observing the participants in their real environment, this approach was selected. The holistic nature of this approach and its ability to gather various types of data through interviews are additional reasons the researcher selected it. This method worked well since it produced a complete image instead of the shallowness of a single snapshot.

3.3.3. Mixed Methods

Creswell and Clark (2023) indicate that combining qualitative and quantitative research methods into a single study or research programme is known as the 'mixed methods approach'. Through the integration of various data types, perspectives, and methodologies, this approach enables researchers to obtain a more thorough understanding of a research problem. It entails the collection and analysis of both qualitative and quantitative data within the same study. The majority of qualitative methods entail gathering and evaluating non-numerical data, like interviews.

The utilization of mixed methods research integrates both qualitative and quantitative research components to address your research inquiry. With mixed methods, you can combine the advantages of both quantitative and qualitative research to obtain a more comprehensive picture than you could with either one alone (George, 2021). Gathering data in both quantitative and qualitative forms, merging them, and employing a unique design are all part of mixed methods research (Creswell, 2013).

The research design for this study was mixed method. The mixed methods approach, according to (Creswell, 2015; Schindler 2019), allows the researcher to combine both quantitative and qualitative data in order to arrive at a more comprehensive understanding of the research problem. To improve the validity and reliability, the researcher employs a mixed method.

3.4. Population

Majid (2018) defines a population as a large group of people or things that are the focus of a particular element. Furthermore, he highlights that a research population plays an important role in social research because it contains the characteristics of the people who meet the study's eligibility requirements and offers the size of the entire population to help with sample size calculation.

In research, determining the intended audience is critically important to obtain reliable data influential to the study (Kirby and Tamariz, 2022). To ensure that the final description of the target population is comprehensive enough to give the study sufficient data, it is necessary to systematically analyse all boundary considerations (Casteel and Bridier, 2021). Furthermore, it is important to identify and select the right population in research. Therefore, this study used undergraduate students who are

enrolled in entrepreneurship modules, and staff members directly involved with entrepreneurial education.

The study population is the entire group about which the researcher intends to conclude, is 175 third-year students registered at the Department of Entrepreneurial Studies and Management and 15 academic staff members from the Department of Entrepreneurial Studies and Management, support staff from INNOBIZ and Enactus staff members.

3.5. Sampling strategy

Berndt (2020) defines sampling as the process of selecting several individuals of interest to generalize the results to the population from which the units were chosen. There are two types of sampling approaches namely, sampling in both probability and non-probability. With probability sampling, a method based on probability theory is used by the researcher to choose participants from a large population.

The participants to be regarded must be chosen at random (Brusa, 2018). Nonprobability sampling, on the other hand, is a sampling method where samples are selected by the researcher using a subjective assessment as opposed to a random selection process (Waldner, 2020). Probability sampling is used for the study's quantitative component and use of random sampling techniques to ensure every participant of the population has an equal chance of being selected, while non-probability sampling is used for its qualitative component.

3.5.1. Sampling size

Sharma et al. (2020) stated that sample size is an estimation for a research study because it helps to produce reliable results which improve the generalisability of study results. A sample size should be as large as possible; minimally 10% of the study population, as recommended by Sekaran and Bougie's sample table (Sekaran and Bougie, 2016). The sample size is 118 third-year Business Administration students in the Department of Entrepreneurial Studies and Management, 10 which is a combination of lecturers who are teaching entrepreneurship modules, staff members from INNOBIZ, and Enactus support staff.

3.6. Data Collection

Sakaran and Bougie (2016) state that data can be collected from primary and secondary sources. They define primary data are first-hand observations made by the researcher on the study's outcome variable, and secondary data are information gleaned from previously published sources.. To address the study's objectives, the researcher used both primary and secondary data. The purpose of data collection and organisation is to transform the data into information that can be used to identify and measure variables. To collect data from research participants, organised questionnaires with a list of questions were used, and interviews were conducted.

Questionnaires were administered online due to COVID-19 guidelines and health requirements, and interviews were online. Questionnaires were sent online by COVID19 guidelines and health legislation. Closed-ended questions were used where dichotomous questions give students the option of answering in one of two ways, multiple-choice questions were used to provide students with a choice between two or more response options, and Likert scale questions were used.

The participants were provided with five-point scale questions that demanded respondents to express how much they agreed or disagreed with a statement. Students were asked to rate issues on a scale ranging from terrible to good in rating questions. Interviews were conducted online with the academic staff and supports, participants were fully informed about the purpose of the interview and how data will be used. Confidentiality and anonymity were implemented and anonymity was ensured.

For the qualitative aspect of the study data will be collected in terms of interviews and will be conducted online. A clear purpose of the interview will be made to the participants, participants will be identified and interview questions will be prepared, the questions will be open-ended so that they encourage a detailed response, a schedule of interviews will be done and time will be considered.

3.7. Data Analysis

According to Rahman (2020) data analysis is the process of inspecting data to discover useful information. The responses to the close-ended structured quantitative

questionnaire were captured to form a data set which was analysed using Statistical Package for Social Sciences (SPSS) version 26.0 for Windows. Using the proper statistical tests for the empirical analysis was made easier by the SPSS. For the demographic variables, the original data was analyzed and turned into descriptive statistics. The characteristics and makeup of the sample were examined using descriptive statistics. For the collected quantitative data, the results display the descriptive statistics as graphs, cross-tabulations, and other figures. The p-values are used to interpret the results of chi-square tests and correlations, two examples of inferential techniques.

Thematic or content analyses are typically used to analyze qualitative data (Sekara and Bougie, 2010). Thematic analysis is a "method for systematically identifying, organizing, and offering insights into patterns of meaning (themes) across a dataset," according to Braun and Clarke (2017). Through focusing on meaning across a data set, thematic analysis allows the researcher to see and make sense of collective or shared meanings and experiences'. This method was one used for the analysis of the data collected from both the student responses and the staff interviews.

3.8. Pilot testing

According to Fahlman et al. (2018) pilot testing in research is a method of undertaking a smaller-scale study that allows a researcher to discover problems with the study plan before investing significant time and resources. Okamoto (2018) elaborates on this, stating that it includes a risk mitigation strategy to reduce the possibility of failure in a larger project. In addition, pilot studies serve a variety of important purposes and can provide important insights to other researchers. Dźwigoł (2020) affirms that a pilot study has the benefit of enabling warning as to where the main research project may fail, where research procedures may not be followed, or whether proposed methods or instruments are improper or overly complicated.

Kiese and Wassmer (1996) provide a thumb rule, stating that 10% of the population in the same group must be used to pilot a study plan. In this case, a pilot study was conducted to eliminate the ambiguity of questions, and a high-quality questionnaire was distributed to third-year students who had completed their entrepreneurship modules. 10% of the population was used for piloting the questionnaire before it was administered to the sample population.

A pilot 18 participants were used for the quantitative of the study and 2 participants for the qualitative of the study and this participants were not used for the main sample.

3.9. Reliability and Validity

Cardinale and Marsh (2020) explain that the extent to which the findings can be reproduced when the research is repeated under the same conditions is referred to as reliability. Rose and Johnson (2020) further explain that by examining the coherence of results over time, among different observers, and across different parts of the test itself. Therefore, testing for reliability is important because it refers to the consistency of a measuring an instrument's parts.

Using the test-retest reliability approach in research, a group of participants is given the same exam more than once. A test-retest process that yields consistent test results indicates that the research methodology is likely reliable and unaffected by external factors. Third-year students studying management and entrepreneurship were given

a link to a test-retest reliability questionnaire as part of this study's reliability assessment.

The questionnaire was designed to generate accurate and genuine data that would guarantee the reliability of the study. Reliability was also tested using SPSS. The measurement of reliability was tested using Coefficient Alpha at 0.70 and to show that the instrument was reliable, all the tested sub-themes in the questionnaire were above 0.70, signalling that the instrument was reliable.

According to Evenson and Spade (2020) the validity of an instrument is concerned with its suitability for addressing the purpose and research questions of a study. Additionally, Ismail (2020) states that validity is improved by examining how well the results match established theories and other measures of the same concept. Lewis (2020) highlights that validity is important because it determines which survey questions to use and helps researchers to ensure that they are asking questions that truly measure the issues of importance. In this study, the questions were clear and understandable to the respondents and the questionnaire was the correct instrument for the study.

The questionnaire was also sent to research experts to assess and check the relevance and consistency of the questioning. Based on the above, the concepts of reliability and validity were used to strengthen the quality of research and the use of validated and reliable instruments for data collection.

3.10. Ethical consideration

According to Liguor and Winkle (2020) research ethics are moral principles and actions guiding and shaping research from its inception through to completion and linking data. Participants were asked to answer the questionnaire and a consent form was provided to participants. A letter of information and consent (refer to Appendix B) was circulated to participants.

This letter briefly explains the purpose, roles, and involvement of participants in the study. Boruch (2015) affirms that confidentiality, The researchers must take all reasonable steps to ensure that no one outside the project is able to link specific subjects with their responses. By maintaining the information gathered from research participants, only the investigator or members of the research team can identify the responses of individual subjects. Anonymity and confidentiality were used to safeguard the participants' privacy.

All the provided information from the participants was used only for the benefit of the study. The responses are secured in a locked safe, and only the researcher and the supervisors have access to the information. The researcher used a complicated password to gain access to data records. After 5 years, the collected data will be safely destroyed. Ethical clearance from the Faculty Research Ethics Committee was obtained. Furthermore, a gatekeeper's letter was obtained from the office of the Directorate for Research and Postgraduate Support.

3.10.1. Anonymity and confidentiality

The researcher was responsible for ensuring that this study was carried out following Durban University of Technology's research ethics policy and guidelines. The researcher obtained informed consent from all respondents in this study (by signing an informed consent form) and made it clear that participation in this study was voluntary, and that all participants were free to withdraw at any time without causing any harm to the study. The participants' rights were described in detail in the letter of information. The researcher made every effort to keep secret any information gathered about this study that can be linked to the respondents and will only share it with the

respondents' permission or as required by law if the research participant is in danger of injuring themselves or others.

3.11. Trustworthiness

Johnson et al. (2020) state that trustworthiness is a set of criteria that shows a research project was carried out competently and morally. Following these guidelines persuades the reader that the study has significance and value and that the findings are reliable, making them potentially helpful in directing future study and practice.

The acknowledged standards and practices for robust research methodology, as well as the accepted standards and procedures for ethical interaction with participants were considered when determining standards for judging trustworthiness. Given the above-mentioned measures put in place, the researcher is confident that the study findings are trustworthy.

3.12. Letter of Information and Consent

According to Downey (2021) most frequently, an information-consent letter is used to explain a research project to a prospective participant and to record their assent to participate in the study. The letter of information and consent form (refer to Appendix 1) were distributed together with the questionnaire (refer to Appendix 3). This allowed the students to feel free to answer the questionnaire and they were given the option to withdraw from participating in the research at any stage.

3.13. Conclusion

This chapter offered insight into the study's research design and methodology. The mixed-method approach was explained, as were the data collection and analysis tools.

As explained, the application of the SPSS (Statistical Package for Social Sciences) Version 26.0 was deemed suitable for quantitative data analysis while a thematic analysis was used to identify patterns emerging from both the questionnaire and interviews. The chapter also described the protocols undertaken to ensure compliance with ethical considerations in the research process. Chapter Four is dedicated to the

analysis of the collected data and a discussion of the findings arising from the empirical analysis.

CHAPTER FOUR: DATA ANALYSIS AND, DISCUSSION

4.1. Introduction

The research framework, design, methodology, population, sampling, inclusion and exclusion, data collection and tools, pilot testing, data analysis, reliability, and validity were all covered in the previous chapter. This chapter's main goal is to present an analysis and discussion of the conclusions drawn from the quantitative and qualitative information that staff members and students provided.

4.2. Data analysis

The mixed method approach was selected to improve the validity of the study findings. Rather than focusing on one method of analysis, the use of quantitative and qualitative analysis was intended to provide comprehensive insight into the perceptions of and support for entrepreneurship from multiple sources in different ways.

The analysis and discussion of data collected from both the surveys and interviews is presented, revealing common themes and repeated patterns of meaning that run across all the data (from responses to the other questions in the survey, and from the interviews with staff members). Some of the major themes to emerge are the importance of motivation, willingness to take risks, and the influence of many factors on entrepreneurial intent. These themes are discussed throughout the chapter. There are others that also become apparent and are discussed later in the chapter.

4.3. Entrepreneurial Intentions

Tomy and Pardede (2020) stated that an individual's motivation and willingness to engage in entrepreneurial activities, such as founding and operating a new business or seeking entrepreneurial opportunities inside existing companies, are referred to as entrepreneurial intents. These intentions, which are an essential prelude to actual entrepreneurial conduct, are influenced by a range of psychological, environmental, and personal factors. All of these factors have also emerged as significant issues in the analysis of the data collected from the student questionnaires and staff interviews.

Below are the questions asked in the questionnaire and the analysis of the data collected.

4.3.1. Post-graduation plans.

It was intended to find out if third-year Business Administration students planned to start a business following their graduation from the course, given the theoretical and practical knowledge they had gained over the three years of study. Their responses are seen in Figure 4.1.

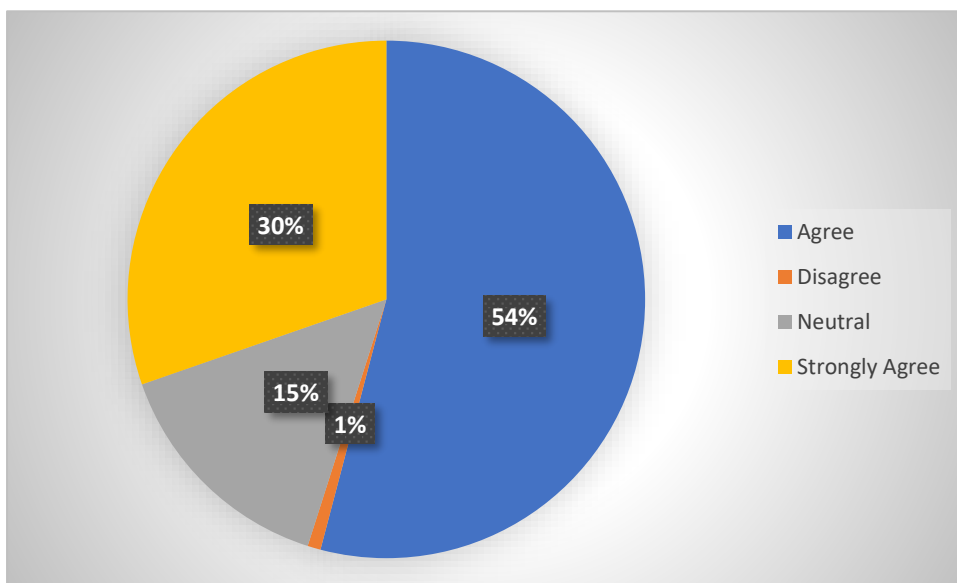


Figure 4.1: I intend to start a business after graduation.

Figure 4.1. above reflects that 66 of the respondents agreed (54%) and 37 strongly agreed (30%) that they intend to start a business after graduation. Based on the findings, 18 of the respondents (15%) were neutral about the statement, while only 1 student disagreed (1%) with the statement. These findings mean that most of the students (84%) were confident that they would start businesses after graduation.

This finding is supported by the study conducted by Guyot-Staal, et al. (2022) who stated that starting a business after graduation can be an exciting and fulfilling venture. It enables a person to pursue entrepreneurial goals and put the knowledge and abilities acquired to use.

Makola (2022) indicated that entrepreneurship requires dedication, perseverance, and flexibility, requiring people to be ready to overcome obstacles in their path, but not to lose sight of their objectives or enthusiasm for their endeavours.

4.3.2. Use of available information

A question focused on finding out the number of students working towards starting a business to see that with the availability of information, students are already in the process of working towards starting a business. Their responses are seen in Figure 4.2.

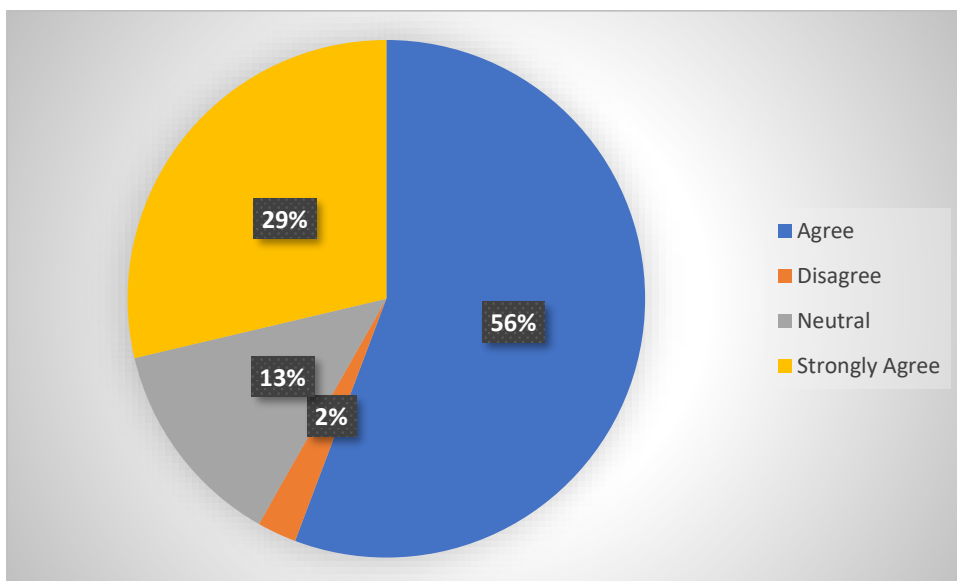


Figure 4.2. With the availability of information, I am currently working towards starting a business.

Figure 4.2 illustrates that the majority of the respondents agreed (56%) and strongly agreed (29%) that with the availability of information, students are currently working towards starting a business. Based on the findings, (13%) of the respondents responded neutral, while (2%) disagreed with the statement. These findings mean that the majority of the students (85%) were confident that they are working towards starting a business or intending to do so and that the availability of information has assisted them.

Zulu, Ngwenya, and Zondi (2023) state that research is key to understanding the target market, competition, and industry trends, using online resources, industry reports,

market research tools, and even social media to gather information and gain insights into the chosen market.

Battisti, Agarwal, and Brem (2022) indicate that it is important to take advantage of the vast amount of information available from successful entrepreneurs, by reading books, listening to podcasts, watching videos, and following blogs or social media accounts of business leaders who have achieved success in industry or field of interest.

Furthermore, experiences and insights can provide valuable lessons and inspiration by leveraging the availability of information and using various online resources, equipping can equip themselves with the knowledge and skills necessary to start a successful business.

4.3.3 Desire for financial sustainability.

Responses to a question regarding the extent to which financial sustainability is a motivating factor for students to become entrepreneurs or not. Their responses are seen in Figure 4.3.

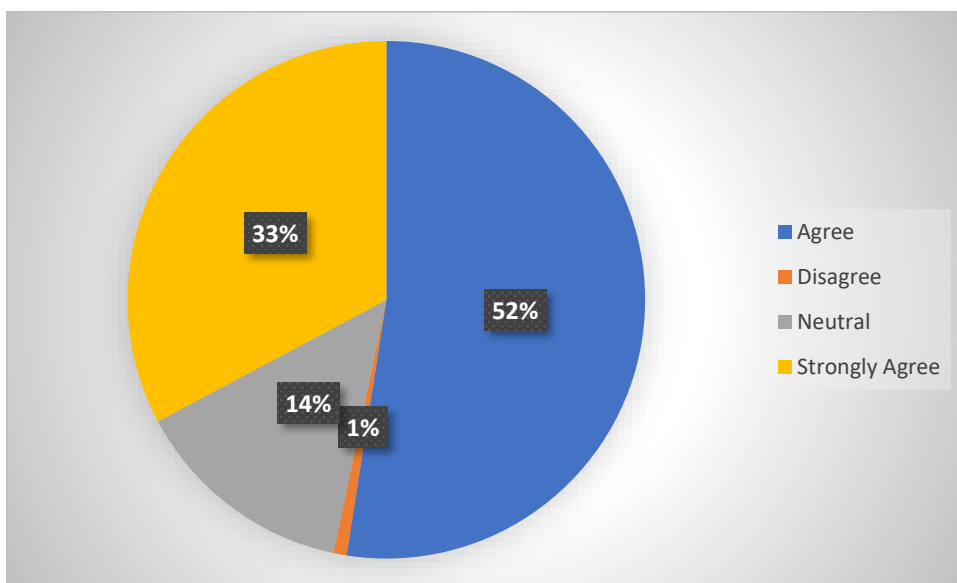


Figure 4.3. The need for financial sustainability has motivated me to become an entrepreneur.

Figure 4.3 demonstrates that the majority of the respondents (52%) agreed and strongly agreed (33%) that the need for financial sustainability has motivated them to

become entrepreneurs. Based on the findings 14% of the respondents were neutral to the statement, while only 1% disagreed with the statement. These findings show that the majority of respondents (85%) were confident that the need for financial sustainability has motivated them to consider becoming entrepreneurs.

Hassen and Bilali (2022) stated that financial sustainability is indeed an important aspect of starting and running a business, as an entrepreneur, there is the opportunity to create a sustainable financial future by taking control of income and building a business that generates profits. However, entrepreneurship also comes with risks and challenges, and also requires hard work, dedication, perseverance, and the ability to navigate uncertainties.

Mihailova (2023), states that it is essential to thoroughly research a business idea, develop a solid business plan, and continuously adapt and innovate to ensure the venture's success.

Prospective and aspiring entrepreneurs need to seek professional advice, surround themselves with a supportive network, and continuously educate themselves on financial management and business best practices. With the right mindset, determination, and strategic planning, entrepreneurship can be a rewarding path toward achieving financial sustainability.

4.3.4. The role creativity.

The questionnaire included a statement to obtain insight into the extent to which being a creative individual motivates students to become entrepreneurs. Their responses are seen in Figure 4.4.

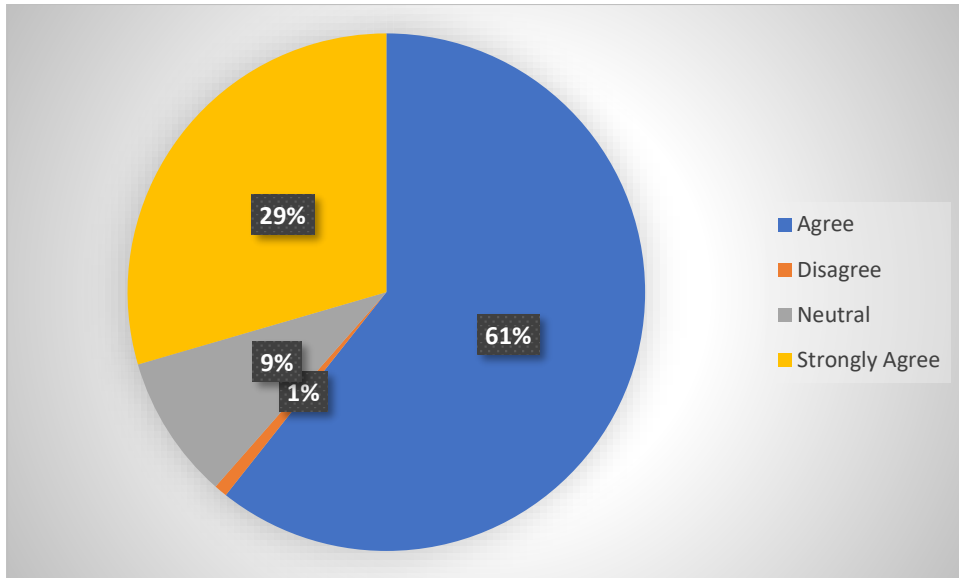


Figure 4.4. Being a creative individual has made me want to become an entrepreneur.

Figure 4.4 shows that the majority of students (61%) agreed and strongly agreed (29%) that being a creative individual has made them want to become entrepreneurs. Based on the findings 9% of the respondents were neutral to the statement, while only 1% disagreed with the statement. These findings mean that most of the students (90%) were confident that being creative motivated them to aspire toward becoming entrepreneurs.

Martin-Navarro et al. (2023) indicated that being a creative individual can be a strong foundation for becoming an entrepreneur. Creativity is an asset in entrepreneurship as it allows people to generate unique ideas, develop innovative solutions, and differentiate themselves in the market.

Furthermore, being a creative individual, makes one more likely to have a wealth of ideas that can be transformed into business opportunities. The ability to think outside the box, combine different concepts, and come up with new and innovative solutions can be a significant advantage when starting a business.

4.3.5. Motivation to assist others.

One statement was included to see if the student's desire to help people encourages them to become entrepreneurs. Their responses are seen in Figure 4.5.

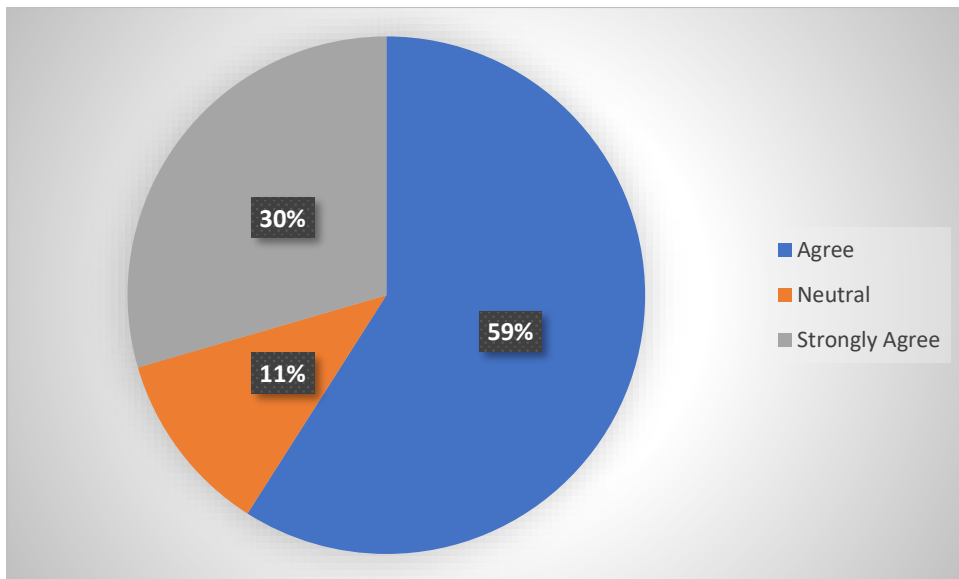


Figure 4.5. A desire to help people encourages me to become an entrepreneur.

Figure 4.5. Demonstrates that the majority of respondents agreed (59%) and strongly agreed (30%) that the desire to help people has encouraged them to become entrepreneurs. Based on the findings 11% of the respondents were neutral to the statement. These findings mean that the majority of students (89%) were confident that their desire to help people has encouraged them to want to become entrepreneurs.

Erhard (2023) stated that entrepreneurship provides a platform for a person to make a positive impact on people's lives and contribute to the betterment of society. As an entrepreneur, a person can identify and address specific problems or challenges faced by individuals or communities. By developing innovative products or services that provide solutions, entrepreneurs can directly impact and improve the lives of customers.

Moreover, as an entrepreneur, a person can share knowledge, skills, and experiences with others. By offering mentorship, workshops, or educational resources, a person can empower aspiring entrepreneurs, support their personal and professional growth, and inspire them to achieve their goals.

4.3.6. The Importance of Influence.

A statement was included in the questionnaire to explore the extent to which having a community member who is an entrepreneur can influence someone to become interested in entrepreneurship. Their responses are seen in Figure 4.6.

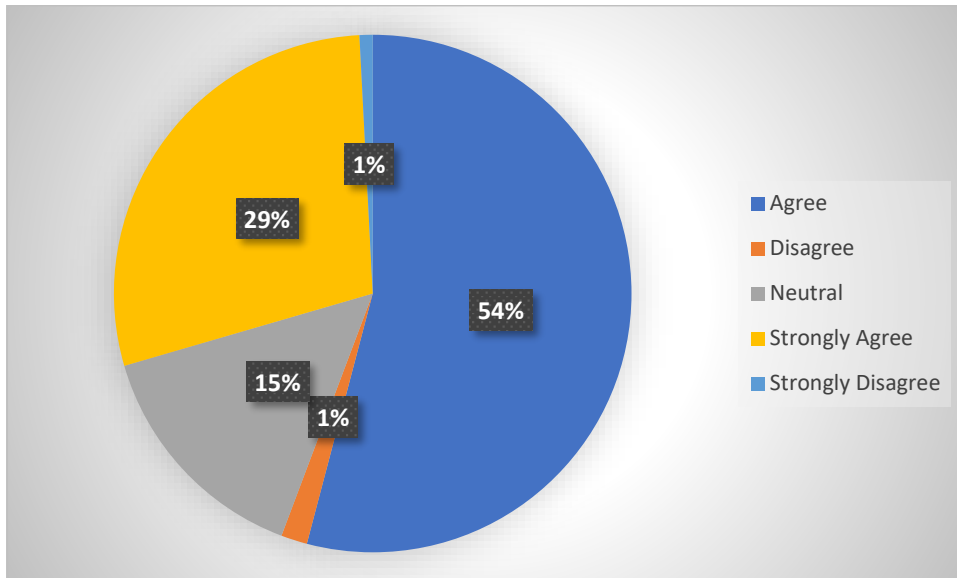


Figure 4.6. Having a community member who's an entrepreneur made me to be interested in entrepreneurship.

Figure 4.6 illustrates that the majority of the respondents agree (54%) and strongly agree (29%) that having a community member who is an entrepreneur made them to be interested in entrepreneurship. Based on the findings 15% of the respondents were neutral to the statement, while only 2% disagreed and strongly disagreed respectively with the statement. These findings mean that most of the students (83%) were confident that having a community member who is an entrepreneur has made them have an interest in entrepreneurship.

The findings are supported by research conducted by Canovi et al.(2023) Entrepreneurship can be a rewarding and fulfilling journey, allowing individuals to pursue their passions, create innovative solutions, and make a positive impact on society and if students are interested in exploring entrepreneurship, they should connect with entrepreneurs in the community and industry of interest.

This includes attending local entrepreneurial events, joining relevant networking groups, or participating in start-up incubators and accelerators. Engaging with experienced entrepreneurs can provide mentorship, advice, and valuable connections.

4.3.7. Importance of entrepreneurship education.

A statement was included to find out if entrepreneurship education is important when considering becoming an entrepreneur. The student's responses are seen in Figure 4.7.

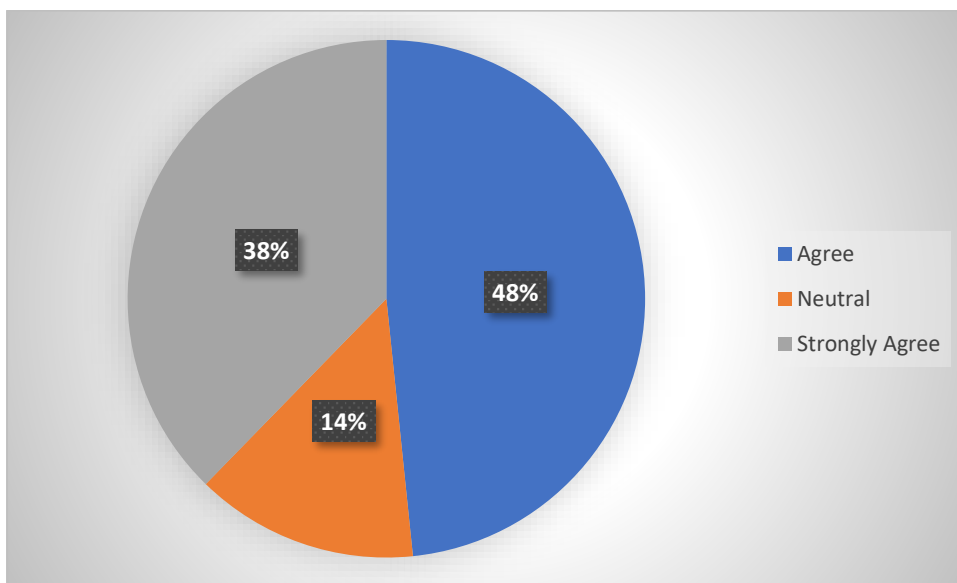


Figure 4.7. Entrepreneurship education is very important when one wants to become an entrepreneur.

Figure 4.7. show that almost half of the respondents (48%) agreed with the statement while 38% strongly agreed that entrepreneurship education is important for someone who wants to become an entrepreneur. Based on the findings 14% of the respondents were neutral to the statement. These findings show that the majority of the students (86%) felt that entrepreneurship education is important when one wants to become an entrepreneur.

Ahmad, Idrus and Rijal (2023) indicated that entrepreneurship education plays a vital role in equipping aspiring entrepreneurs with the necessary knowledge, skills, and mindset to succeed in their ventures. Furthermore, it provides aspiring entrepreneurs

with a solid foundation of knowledge in various areas, including business management, marketing, finance, operations, and strategic planning equipping them with the necessary tools and mindset to navigate the challenges and complexities of entrepreneurship.

Aspiring entrepreneurs with a solid foundation, equipping them with the necessary tools and mindset to navigate the challenges and complexities of entrepreneurship.

4.3.8. High graduate unemployment in KZN.

A statement explored the issue of the extent to which high graduate unemployment in KZN influences students to become entrepreneurs. Their responses are seen in Figure 4.8.

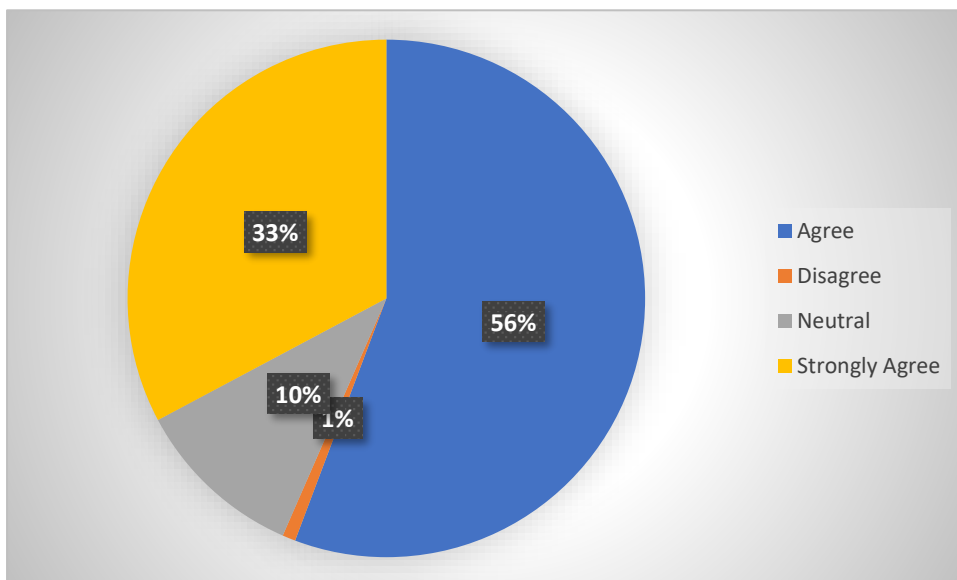


Figure 4.8. The high graduate unemployment rate in KZN has influenced me to become an entrepreneur.

Figure 4.8. demonstrate that the majority of the respondents (56%) agreed and strongly agreed (33%), that high graduate unemployment has influenced them to want to become entrepreneurs. Based on the findings, 10% of the respondents were neutral to the statement, while 1% disagreed with the statement. These findings mean that

most of the students (89%) were clear that the high unemployment rate in KZN has influenced them to want to become entrepreneurs.

Ncube and Lekhanya (2023), established that the high graduate unemployment rate in KwaZulu-Natal (KZN) is a motivating factor for considering entrepreneurship as a viable career path. Starting one's own business allows a person to create opportunities and potentially generate employment for others. Furthermore, high unemployment rates often indicate a mismatch between the skills possessed by graduates and the demands of the job market.

4.3.9. Family support.

The question needed to find out if families support students who want to pursue a career as entrepreneurs. Their responses are seen in Figure 4.9.

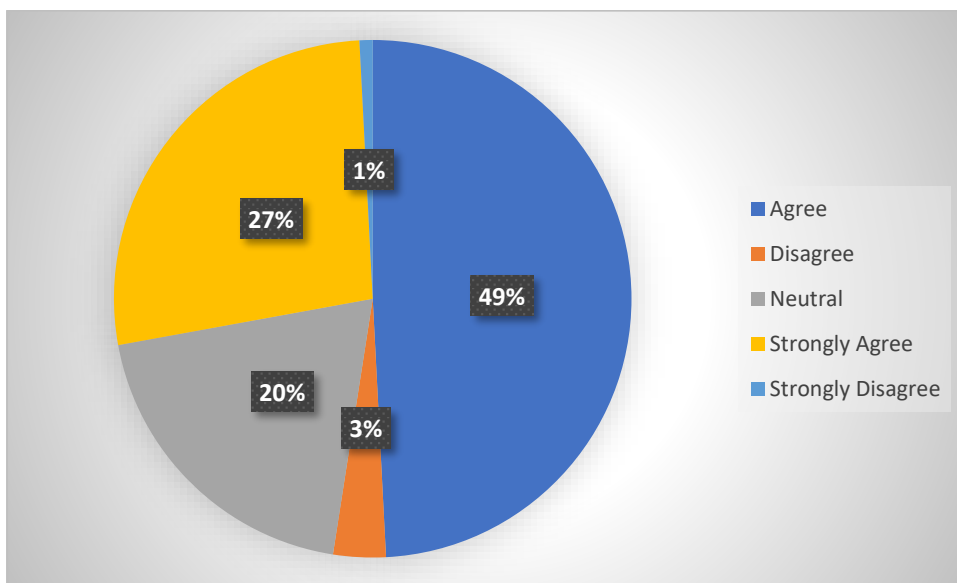


Figure 4.9. My family would be supportive if I pursued a career as an entrepreneur.

Figure 4.9. Shows that the majority of the respondents agreed (49%) and strongly agreed (27%) that families would be supportive if they pursued a career as entrepreneurs. Based on the findings, 20% of the respondents were neutral to the statement, while only 3% disagreed and 1% strongly disagreed with the statement. These findings mean that the majority of the students (76%) were confident that their families would be supportive if they pursued a career as entrepreneurs.

Rastogi, Baral, and Banu (2022) established that having a supportive network, including family, can be incredibly beneficial as a person embarks on an entrepreneurial journey. Starting a business can be challenging and at times stressful, so having a family's emotional support can provide a person with the encouragement and motivation to overcome obstacles and stay focused on the goals.

Snihur and Zott (2020) state that family can be a source of inspiration during both the highs and lows of your entrepreneurial journey. It is important to maintain open communication with family members and keep them informed about progress, challenges, and achievements. While having supportive family members is advantageous, it is also essential to build a broader network of mentors, fellow entrepreneurs, and industry professionals who can provide diverse perspectives and guidance.

4.3.10. Encouragement from friends.

The question intends to see if a friend's motivation motivates students to become entrepreneurs. Their responses are seen in Figure 4.10.

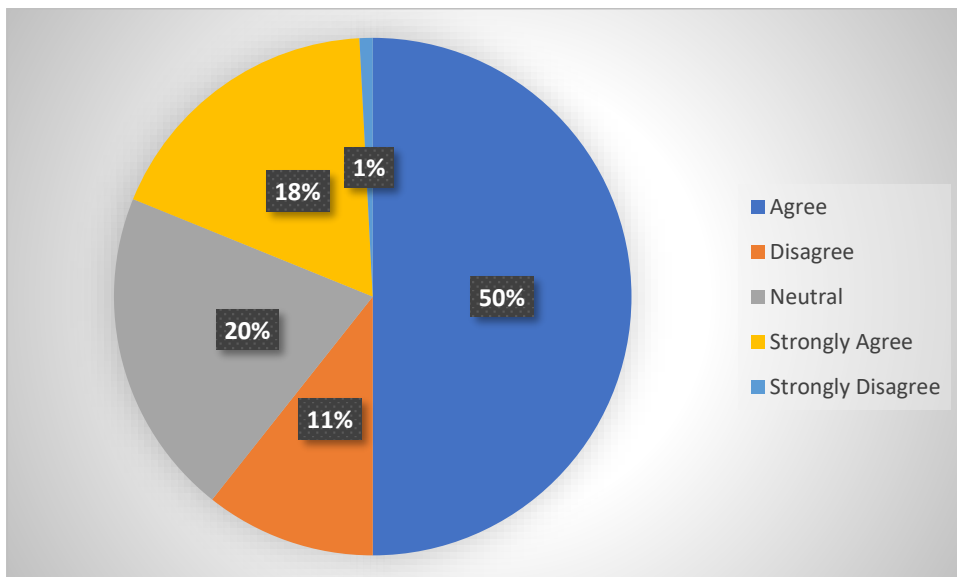


Figure 4.10. Through my friend's motivation, I intend to become an entrepreneur.

Figure 4.10 demonstrates that the majority of the respondents agreed (50%) and 18% strongly agreed to the statement, 20% were neutral that through a friend's motivation, they were encouraged to become entrepreneurs. Based on the findings, only 11%

disagreed and 1% strongly disagreed with the statement. These findings mean that most students 68%% were confident that through their friends' motivation, they intended to become entrepreneurs while others were less confident.

Chopra, Avhad, and Jaju (2021) indicated that friends can be a great source of motivation and encouragement when pursuing entrepreneurship. Their support and belief in people's abilities can be invaluable as they embark on an entrepreneurial journey and they can be there to celebrate successes, offer a listening ear during challenging times, and provide motivation when people feel discouraged.

Mdletshe and Nzimakwe (2023), having friends who believe in a person and their entrepreneurial aspirations can boost confidence and determination, they can provide friendly reminders, check in on progress, and offer words of encouragement when obstacles are faced., Their support can help a person to stay focused and committed to their entrepreneurial journey.

4.3.11. Willingness to take chances.

The statement is needed to see if risk-taking prepares individuals to become entrepreneurs. These are seen in Figure 4.10.

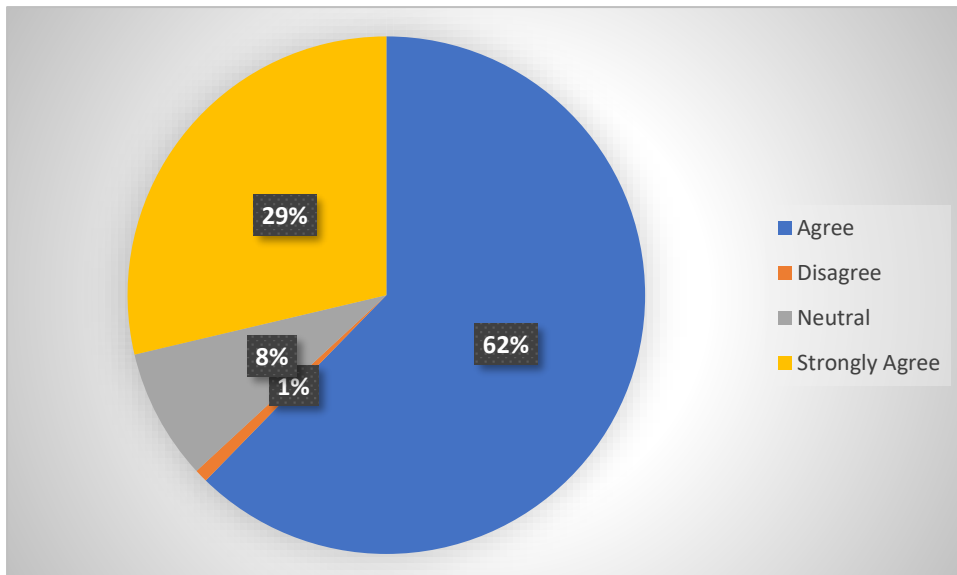


Figure 4.11. My ability to take a risk prepares me to become an entrepreneur.

Figure 4.11 above reflects that the majority of the respondents (62%) agreed and 29% strongly agreed that the ability to take risks has prepared them to become entrepreneurs. Based on the findings 8% of the respondents were neutral to the statement, while only 1% disagreed with the statement. These findings mean that most of the students (91%) were confident that risk-taking has prepared them to become entrepreneurs.

Masenya (2021), states that the ability to take risks prepares an individual to become an entrepreneur, entrepreneurship often involves venturing into the unknown, taking calculated risks, and making decisions in uncertain situations. Entrepreneurs frequently operate in ambiguous and uncertain environments, and so they need to be comfortable with the unknown and willing to take risks despite potential outcomes.

Phetha (2022), indicated that the willingness to embrace uncertainty can give an advantage in making bold decisions and exploring new opportunities and that entrepreneurship is often accompanied by a fear of failure. However, being willing to take risks means a person is more likely to embrace failure as a learning opportunity rather than a setback. This mindset allows a person to bounce back quickly from setbacks and keep moving forward.

Von Kotze and Walters (2023), established that taking risks is often synonymous with innovation, as an entrepreneur, a person needs to think creatively and come up with new ideas or approaches to solve problems. An ability to take risks enables a person to step outside their comfort zone and explore unconventional solutions. The entrepreneurial journey is filled with ups and downs.

The ability to take risks and face challenges head-on develops resilience, which is crucial for dealing with setbacks, and maintaining perseverance during difficult times. While taking risks can be advantageous, it is essential to assess the potential rewards and drawbacks, conduct thorough research, and have contingency plans in place. By combining risk-taking ability with careful planning and strategic thinking, a person can enhance their chances of success as an entrepreneur (Makoe, 2023).

4.3.12. DUT campus experiences.

This question wanted to check if campus experience motivates students to start their own business and this assists in checking and knowing if the university is an entrepreneurial university. Their responses are seen in Figure 4.1.12.

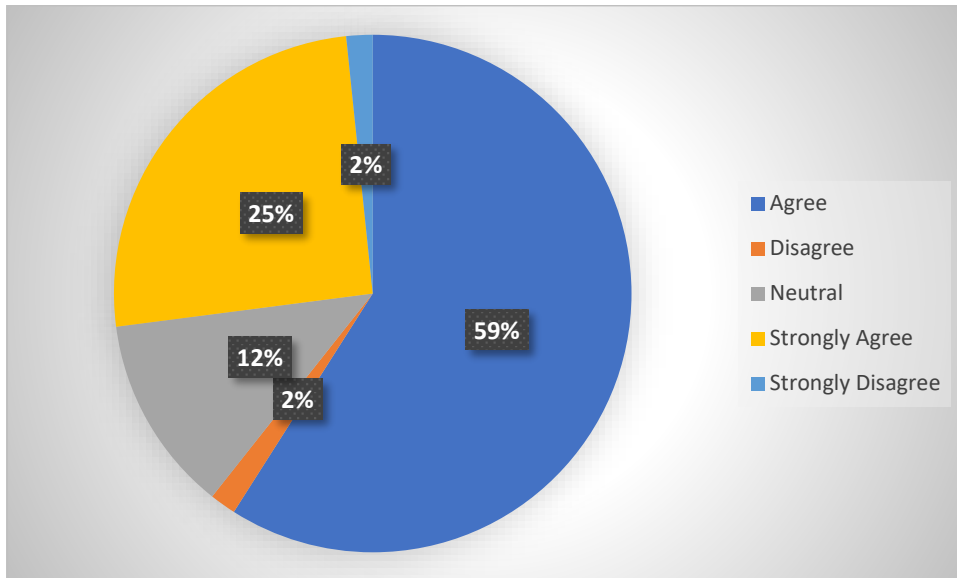


Figure 4.12. I have been inspired by the DUT campus experiences to start my own business.

Figure 4.12 reflects that the majority of the respondents (59%) and strongly agreed (25%) that the DUT campus experiences have inspired them to start their businesses. Based on the findings 12% of the respondents were neutral to the statement, while only 2% disagreed and 2% strongly disagreed with the statement. These findings mean that the majority of the students (84%) were confident that the DUT campus experience inspired them to start their businesses.

University campuses can be dynamic environments that expose a student to diverse ideas, opportunities, and entrepreneurial activities. Campuses often foster a rich learning environment where students have access to various resources, including libraries, research facilities, mentors, and professors. The knowledge and skills students acquire during their time at a university can provide a solid foundation for entrepreneurship (Guerrero and Marozau, 2023).

Mkhwanazi (2023) indicated that many universities and colleges offer entrepreneurship programmes, incubators, and accelerators that provide support and guidance to aspiring entrepreneurs. These resources can equip a student with the necessary knowledge, skills, and mentorship to start and grow business successfully.

As can be seen from the analysis above, the major themes that impact on entrepreneurial intentions include support from family and friends, motivation, the willingness to take risks, the importance of institutional support, and aspirations to succeed.

4.4. Entrepreneurship Education/Curriculum

According to Boldureanu et al (2020), the ability to flourish as an entrepreneur or to be more creative and entrepreneurial inside established businesses depends heavily on the mentality, abilities and skill sets that people possess. Based on the educational level (e.g., primary, secondary, higher education), the institution, the programme's goals, and the curriculum for entrepreneurship education might vary greatly.

4.4.1. Student preparation.

The statement was established to see if the Diploma in Business Administration has prepared students well for an entrepreneurial career. Their responses are seen in Figure 4.13.

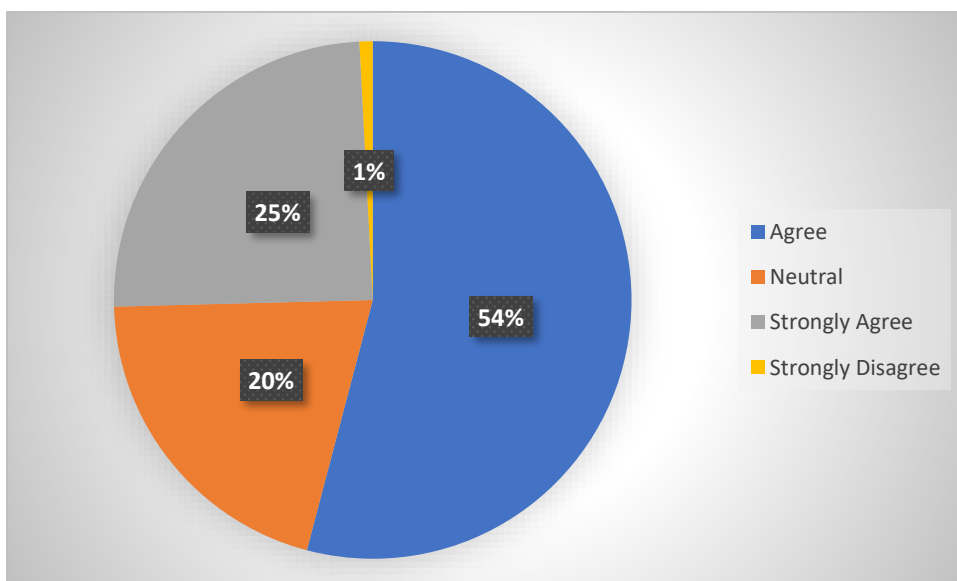


Figure 4.13. My current business administration diploma has prepared me well for an entrepreneurial career.

Figure 4.13. reflects that the majority of the respondents agreed (54%) and strongly agreed (25%) that the current Diploma in Business Administration has prepared them well for an entrepreneurial career. Based on the findings, 20% of the respondents were neutral to the statement, while only 1% strongly disagreed with the statement. These findings mean that the majority of the students (79%) were confident that the qualification has prepared them well for an entrepreneurial career.

Ncube (2022) states that a business administration diploma typically covers a wide range of subjects such as marketing, finance, accounting, management, and entrepreneurship, Ncube added that a this diploma equips graduates with a solid understanding of fundamental business concepts and skills necessary for starting and running a business and they may have learned about business planning, financial management, market analysis, and strategic decision-making, which are crucial aspects of entrepreneurship. The programme may have helped develop business acumen and an entrepreneurial mindset.

Furthermore, understanding how businesses operate, analysing market trends, identifying opportunities, and managing risks are all essential components of entrepreneurship. The programme may have instilled critical thinking, problem-solving, and adaptability, which are vital traits for entrepreneurs.

4.4.2. Confidence building.

The statement is needed to see if the Diploma in Business Administration has given students sufficient confidence to start a business. Their responses are seen in Figure 4.14.

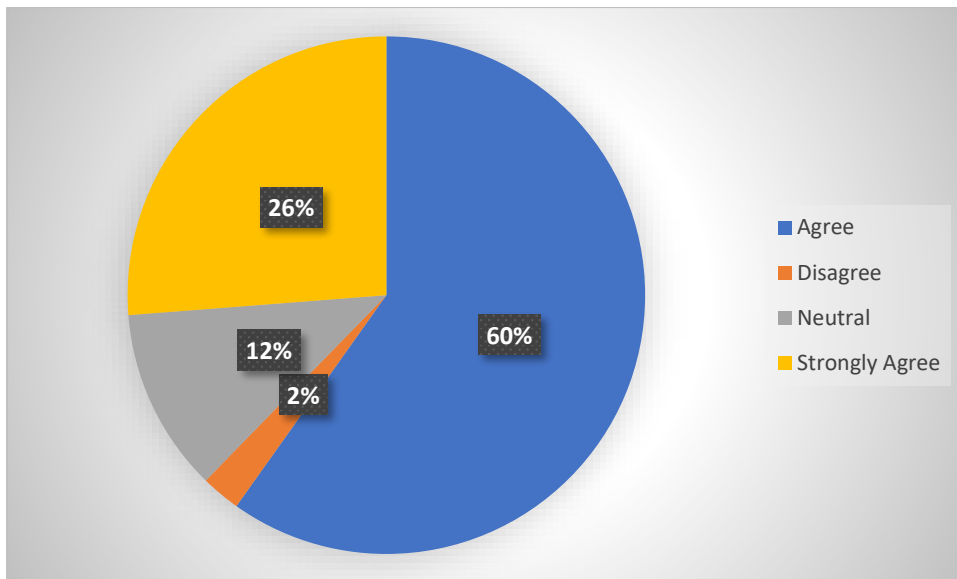


Figure 4.14. The diploma in business administration has given me sufficient confidence to start a business.

Figure 4.14. illustrates that the majority of the respondents agreed (60%) and strongly agreed (26%) that the qualification has given the respondents sufficient confidence to start a business. Based on the findings 12% of the respondents were neutral to the statement, while only 2% strongly disagreed with the statement. These findings mean that the majority of the students (86%)-* were confident that the qualification has given students sufficient confidence to start a business.

Tselepis and Lavelle (2020) state that the programme equips students with knowledge and expertise in various areas of business administration. This knowledge base can give students confidence in understanding core business principles, such as marketing, finance, operations, and management. It provides students with a strong foundation to make informed decisions and tackle the challenges that come with starting and running a business. Furthermore, by studying business administration, a student is likely to develop an entrepreneurial mindset, which includes traits like resilience, adaptability, risk-taking, and innovation. This mindset can foster self-belief and the confidence to take calculated risks and pursue opportunities.

4.4.3. Wealth of entrepreneurship theory.

This state was established to see if the Diploma in Business Administration curriculum in the Department of Entrepreneurial Studies and Management gave students sufficient entrepreneurship theory. Their responses are seen in Figure 4.15.

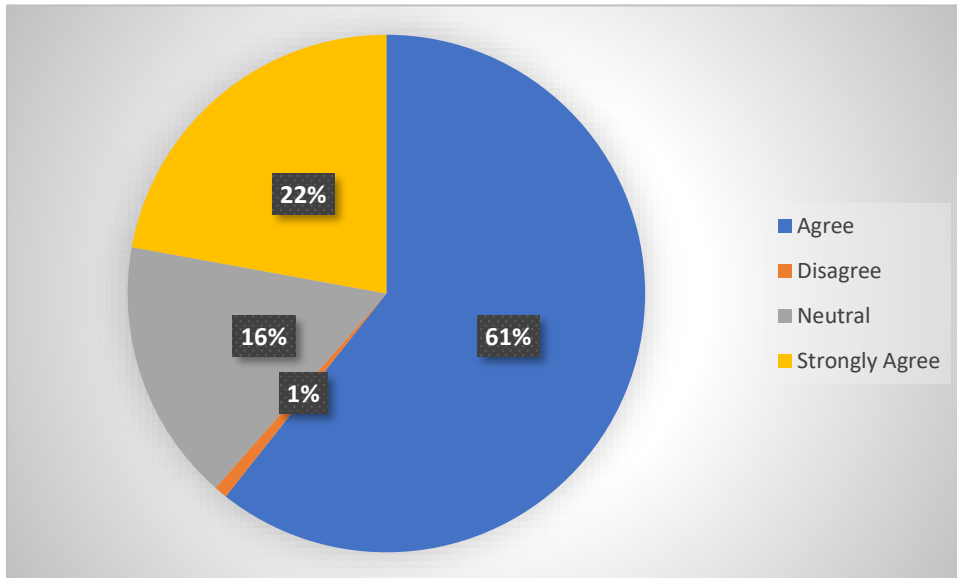


Figure 4.15. Diploma in Business Administration curriculum in the Department of Entrepreneurial Studies and Management provides sufficient entrepreneurship theory for them to become entrepreneurs.

Figure 4.15. reflects that the majority of the respondents (61%) and strongly agreed (22%) that the Diploma in Business Administration curriculum in the Department of Entrepreneurial Studies and Management provides sufficient entrepreneurship theory for them to become entrepreneurs. Based on the findings, 16% of the respondents were neutral to the statement, while only 1% disagreed with the statement. These findings mean that the majority of the students (83%) were confident that the Diploma in Business Administration curriculum in the department of Entrepreneurial Studies and Management provides sufficient entrepreneurship theory for them to become entrepreneurs.

Jena (2020) indicated that a Diploma in Business Administration curriculum can provide aspiring entrepreneurs with a solid foundation in entrepreneurship theory and related business skills. Such programmes are designed to equip students with the

necessary knowledge and tools to start and manage their businesses successfully. Students learn about the basic principles of entrepreneurship, the characteristics of successful entrepreneurs, and the importance of innovation and creativity in starting and growing a business.

4.4.4. Development of business plans.

This question is needed to find out if the business administration curriculum enables students to draft business plans, their responses are seen in Figure 4.16.

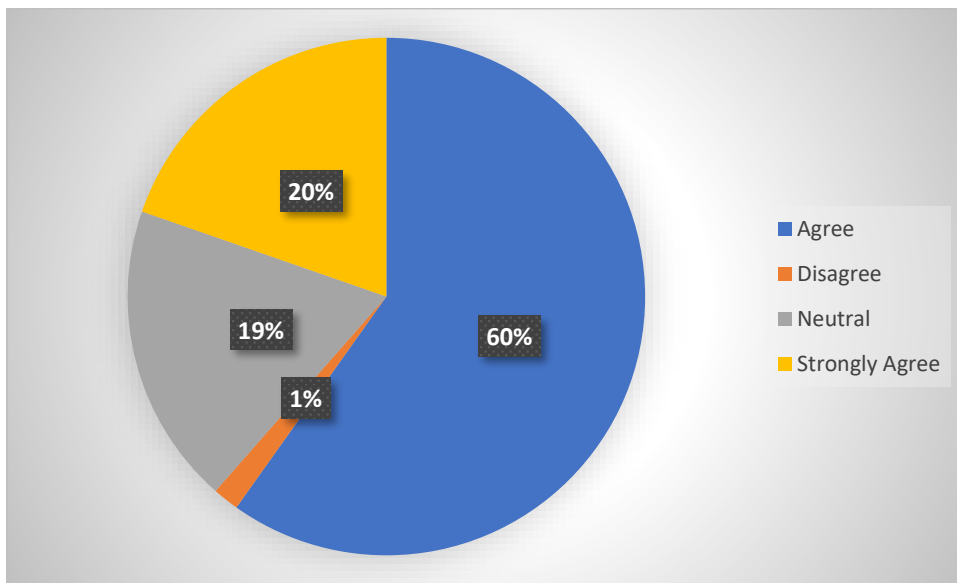


Figure 4.16. The Business Administration curriculum has enabled me to draft a business plan.

Figure 4.16. illustrates that the majority of the respondents agreed (60%) and strongly agreed (20%) that the Business Administration curriculum has enabled respondents to draft a business plan. Based on the findings 19% of the respondents were neutral to the statement, while only 1% strongly disagreed with the statement. These findings mean that the majority of the students (80%) were confident that the Business Administration curriculum has enabled them to draft a business plan.

This is supported by interviews with staff members of the Department of Entrepreneurial Studies and Management, which indicated that the Department of Entrepreneurial Studies and Management does have modules that have content on

Entrepreneurship, however, 20% of the participants were either neutral, disagreed, or strongly disagree with the above statement.

Mansoori and Lackeus (2020) state that drafting a business plan is an essential step in starting or growing a business. A well-structured and comprehensive business plan can serve as a roadmap for a graduate’s entrepreneurial journey and provide a clear direction on how to achieve their business goals.

4.4.5. Critical thinking skills.

The statement was asked wanted to understand if the Diploma in Business Administration provides students with critical thinking skills to be future successful entrepreneurs. Their responses are seen in Figure 4.17.

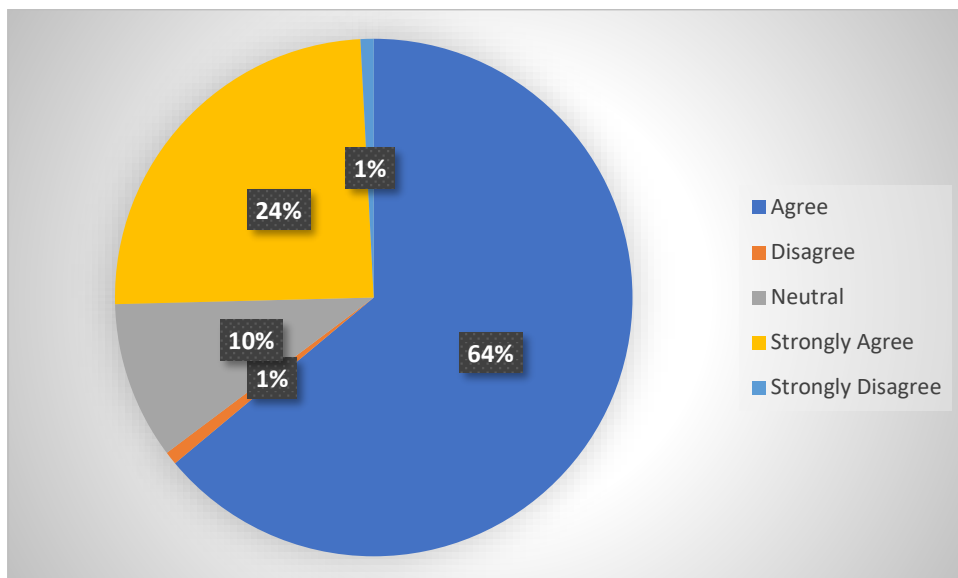


Figure 4.17. The Diploma in Business Administration provides students with critical thinking skills to be future entrepreneurs.

Figure 4.17. demonstrates that the majority of the respondents agreed (64%) and strongly agreed (24%) that the qualification provides students with critical thinking skills to be future entrepreneurs. Based on the findings 10% of the respondents were neutral to the statement, while 1% disagreed and 1% strongly disagreed with the statement. These findings mean that the majority of the students (88%) were confident that the Diploma in Business Administration provides students with critical thinking skills to be future fit entrepreneurs.

Papageorgiou (2023) states that a Diploma in Business Administration can equip students with critical thinking skills that are valuable for aspiring entrepreneurs, Business administration programmes often emphasise problem-solving techniques and real-world case studies. By analysing complex business scenarios, students learn to identify challenges, explore alternative solutions, and make informed decisions. Furthermore, students graduating from a Diploma in Business Administration are better prepared to navigate the complexities of the business world and embark on successful entrepreneurial ventures.

4.4.6. Problem-solving skills.

The question needed to identify if the diploma was giving students problem-solving skills for future purposes. Their responses are seen in Figure 4.18.

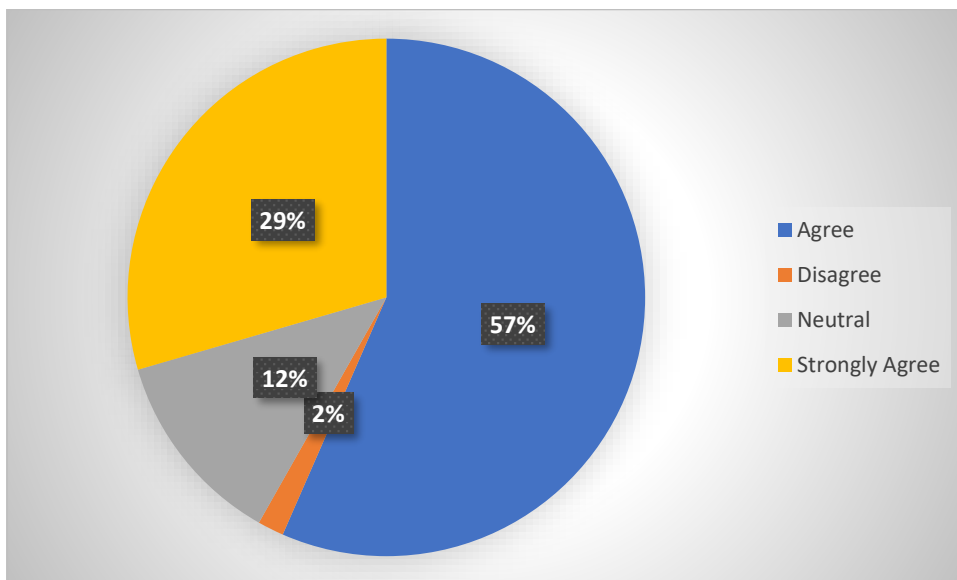


Figure 4.18. The diploma in Business Administration has provided me with problem-solving skills.

Figure 4.18. illustrates that the majority of the respondents agreed (57%) and strongly agreed (29%) that the qualification has provided them with problem-solving skills. Based on the findings 12% of the respondents were neutral to the statement, while only 2% disagreed with the statement. These findings mean that the majority of the students (86%) were confident that the Diploma in Business Administration has provided them with problem-solving skills.

Matthee and Turpin (2019) state that obtaining problem-solving skills through a Diploma in Business Administration can be extremely beneficial for a student's personal life and professional development, Problem-solving is a critical skill in the business world, and it can enhance the ability to handle challenges, make effective decisions, and contribute to the success of organization.

Problem-solving skills can help a person to see opportunities that others might overlook, enabling them to create innovative solutions and strategies, encourage flexibility and adaptability, and enabling them to navigate through uncertain or changing environments more effectively. Problem-solving and critical thinking often go hand in hand, and these skills can help graduates to assess situations from various angles and develop logical solutions (Wible, 2020).

4.4.7. Comprehension of business operations.

The question was to see if Business Administration third-year students have a better understanding of operating a business after taking the business administration course. Their responses are seen in Figure 4.19.

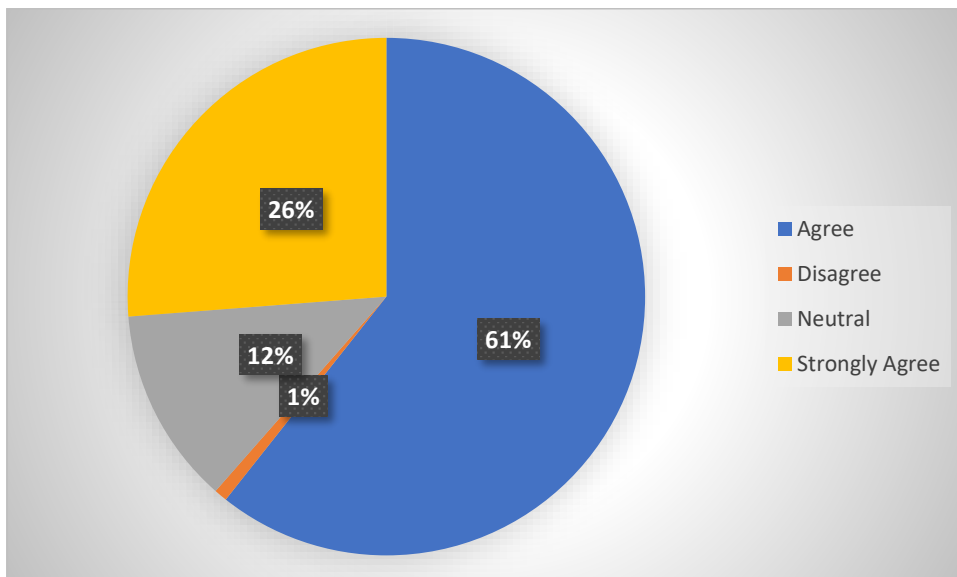


Figure 4.19. Since I have completed a Diploma in Business Administration, I now have a better understanding of operating a business.

Figure 4.19. demonstrate that the majority of the respondents agreed (61%) and strongly agreed (26%) that since students have taken business administration

courses, they now have a better understanding of operating a business. Based on the findings, 12% of the respondents were neutral to the statement, while 1% disagreed with the statement. These findings mean that the majority of the students (87%) were confident that since they have taken business administration courses, they now have a better understanding of operating a business.

This is supported by interviews with the staff of the Department of Entrepreneurial Studies and Management, which indicated that the Department does equip students, and it has a unit named Enactus that assists in equipping students with skills for them to start a business. However, 13% of the participant were either neutral, disagreed and strongly disagreed with the above statement.

According to Ntombela (2022), a business administration course can indeed provide students with a comprehensive understanding of how businesses operate and equip them with a range of valuable skills that are highly sought after in the professional world. With a better understanding of business operations, graduates might be better prepared to pursue entrepreneurship and start their business ventures if that is something they are interested in.

The analysis above clearly highlights the importance of entrepreneurial education in preparing students with the foundational theory and skills to advance their entrepreneurial intentions.

4.5. Entrepreneurial support structures at DUT.

Entrepreneurial support structures at a university often include entrepreneurship centres or hubs which serve as focal points for students, faculty, and alumni interested in entrepreneurship. They offer resources, training, and networking opportunities to help individuals to develop their business ideas. Furthermore, universities offer courses and programmes related to entrepreneurship.

4.5.1. Student encouragement.

The question was to see if Business Administration third-year students have been encouraged by the department to pursue their entrepreneurial ideas. Their responses are seen in Figure 4.20.

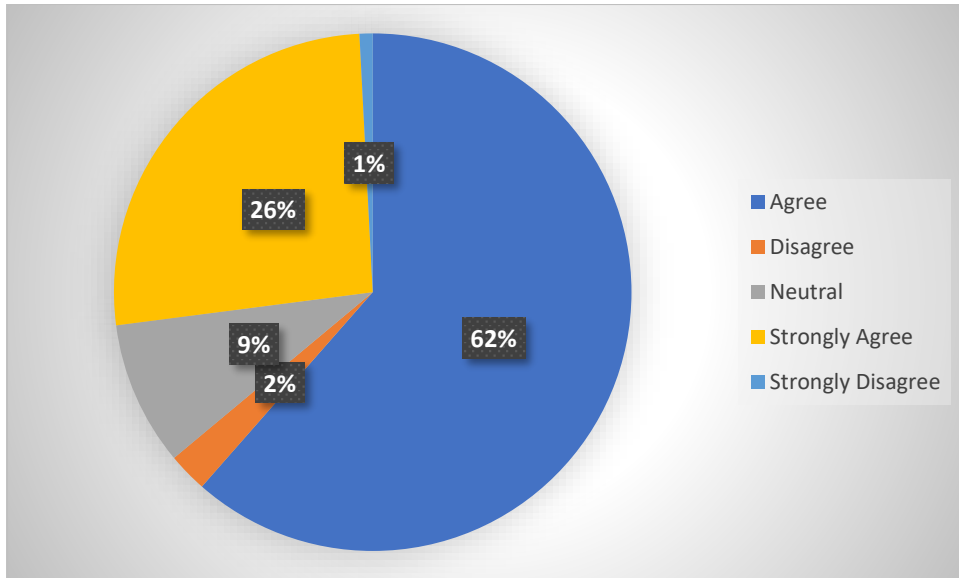


Figure 4.20. Students are normally encouraged to pursue their entrepreneurial ideas by the Department of Entrepreneurial Studies and Management.

Figure 4.20. demonstrates that the majority of the respondents agreed (62%) and strongly agreed (26%) that students are normally encouraged to pursue their entrepreneurial ideas by the Department of Entrepreneurial Studies and Management. Based on the findings, 9% of the respondents were neutral to the statement, while 2% disagreed and 1% strongly disagreed with the statement. These findings mean that the majority of the students (88%) were confident that they are normally encouraged to pursue their entrepreneurial ideas by the department of entrepreneurial studies and management.

According to Hulten and Tumunbayarova (2020) encouraging students to pursue their entrepreneurial ideas is a positive and forward-thinking approach taken by many educational institutions. Entrepreneurship allows students to explore their creative and innovative ideas, providing a platform for them to develop solutions to real-world problems.

Kent et al (2023) stated that entrepreneurship programmes often provide opportunities for students to apply the theoretical knowledge gained in the classroom to real-life situations, this hands-on experience can be invaluable in shaping their entrepreneurial skills and by offering support, mentorship, and resources to aspiring entrepreneurs.

In addition, the academic department can play a crucial role in empowering students to turn their ideas into viable ventures and it is essential to provide a conducive environment that fosters creativity, critical thinking, and an entrepreneurial mindset to maximize the impact of such programmes. This analysis confirms some of the themes mentioned earlier.

4.5.2. Importance of entrepreneurship events.

The question was to see if Business Administration third-year students have been attending entrepreneurship workshops and if the department is organizing entrepreneurship workshops. Their responses are seen in Figure 4.21.

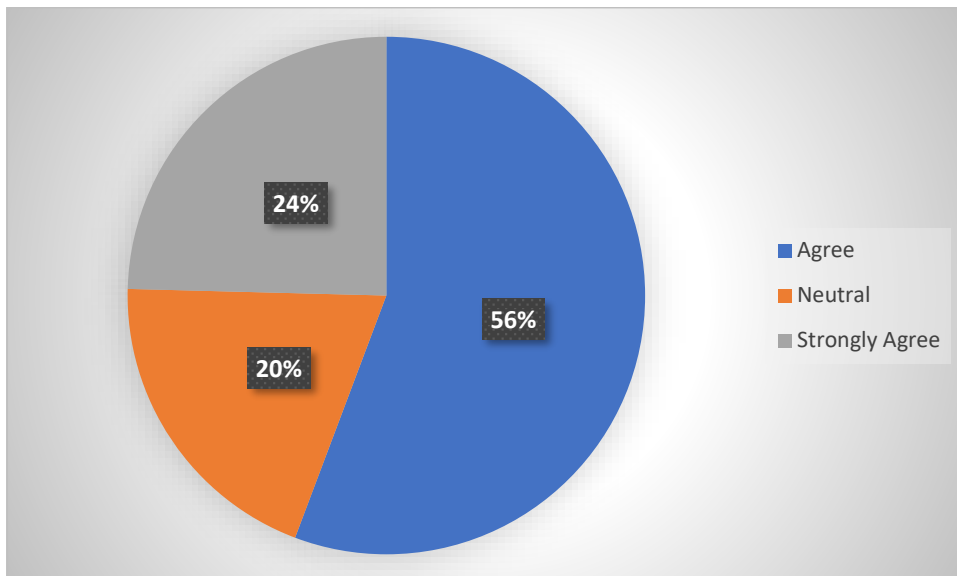


Figure 4.21. The Department of Entrepreneurial Studies invites students to attend workshops on entrepreneurship.

Figure 4.21. demonstrates that the majority of the respondents agreed 56% and strongly agreed 24% that the Department of Entrepreneurial Studies and Management invites students to attend workshops on entrepreneurship. Based on the findings 20% of the respondents were neutral to the statement. These findings mean that the majority of the students 80% were confident that they were invited by the Department of Entrepreneurial studies and Management to a workshop on entrepreneurship.

According to Bodolica and Spraggon (2021), workshops can provide valuable insights, practical knowledge, and hands-on experiences for aspiring entrepreneurs and often feature experienced entrepreneurs, industry professionals, and experts who can share their real-world experiences and success stories. Students can gain valuable knowledge from these individuals.

Furthermore, stated that workshops typically focus on specific aspects of entrepreneurship, such as business planning, marketing, financial management, and networking. Participating in these sessions can help students develop essential entrepreneurial skills.

4.5.3. Importance of entrepreneurship support systems.

The question was asked to see if Business Administration third-year students have information about the various entrepreneurship support structures that DUT has. Their responses are seen in Figure 4.22.

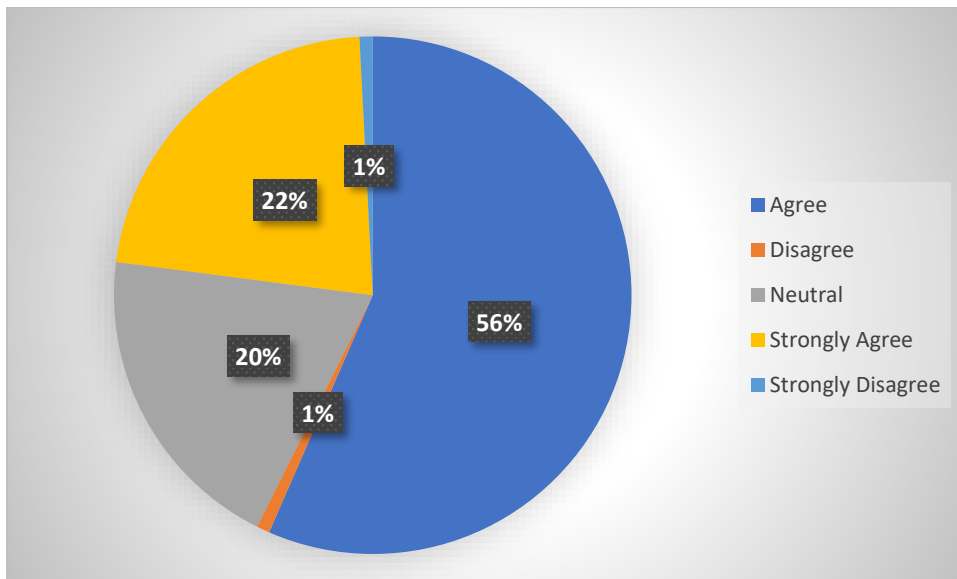


Figure 4.22. The Department of Entrepreneurial Studies and Management provided information on various entrepreneurship support structures that DUT has.

Figure 4.22. Shows that the majority of the respondents agreed (56%) and 22% strongly agreed that the Department of Entrepreneurial Studies and Management provided the respondents with information on various entrepreneurship support structures within DUT. Based on the findings 20% of the respondents were neutral to

the statement, while 1% disagreed and 1% strongly disagreed to the statement. These findings mean that the majority of the students (78%) were confident that they were given information about the various entrepreneurship support structures that DUT has.

According to Mulaudzi (2020) having various entrepreneurship support structures available within a university can assist students. These support structures play a crucial role in fostering an entrepreneurial ecosystem and empowering students to pursue their entrepreneurial ambitions. Dedicated entrepreneurship hubs within the university provide resources, mentoring workshops, and networking opportunities for aspiring entrepreneurs.

Furthermore, a hub that serves as a focal point for all entrepreneurial activities on campus, hosting regular events and workshops focusing on various entrepreneurship-related topics. This keeps students engaged and informed about the latest trends and practices, providing information about these support structures. The department is helping students to navigate the resources available to them and encouraging them to pursue entrepreneurship with confidence. It is crucial to continue promoting and expanding these initiatives to create a vibrant and thriving entrepreneurial community within the university.

4.5.4. Exposure to industrial partners.

This question posed to students was designed to see if the Department of Entrepreneurial Studies and Management exposes third-year students to their industrial partners. Their responses are seen in Figure 4.23.

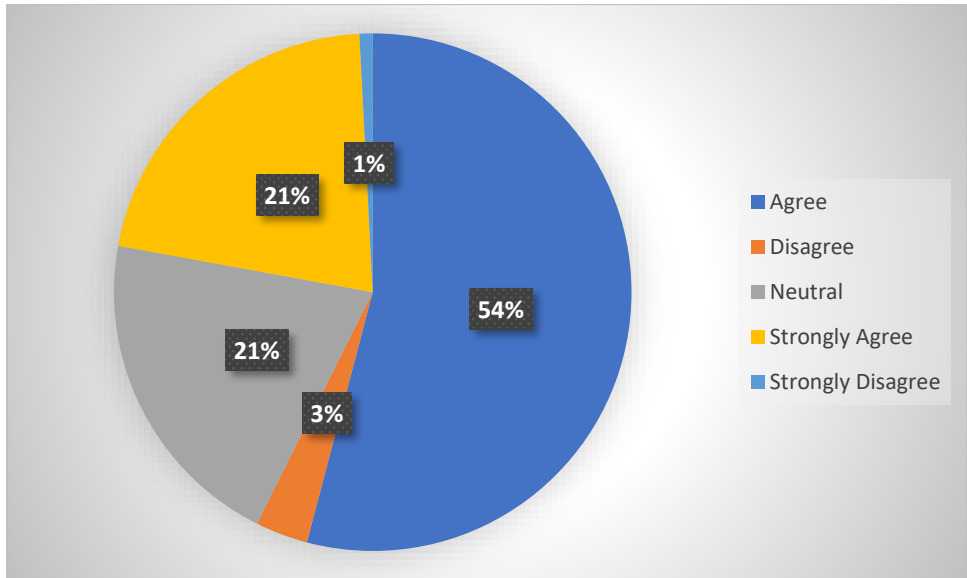


Figure 4.23. The Department of Entrepreneurial Studies and Management exposes students to their industrial partners.

Figure 4.23. shows that the majority of the respondents agreed (54%) and 21% strongly agreed that the Department of Entrepreneurial Studies and Management exposes students to their industrial partners. Based on the findings 21% of the respondents were neutral to the statement, while 3% disagreed and 1 % strongly disagreed to the statement. These findings mean that the majority of the students (75%) were confident that the Department of Entrepreneurial Studies and Management exposes students to their industrial partners.

This is supported by the findings of interviews which revealed that the Department of Entrepreneurial Studies and Management, INNOBIZ, and Enactus, encourage and promote collaborations between students and Industry partners. However, 25% of the participants were either neutral, disagree and strongly disagree with the above statement.

Mesuwini (2021) stated that by establishing partnerships with industries and businesses, the academic departments can provide students with valuable insights into the real-world business environment and create opportunities for practical learning and networking. Interacting with industrial partners allows students to gain first-hand knowledge of the challenges, trends, and opportunities in the business world. This

exposure helps to bridge the gap between theoretical learning and practical application.

4.5.5. Student-entrepreneur collaboration.

The statement needed to check if third-year students do any collaborations between students and entrepreneurs. Their responses are seen in Figure 4.24.

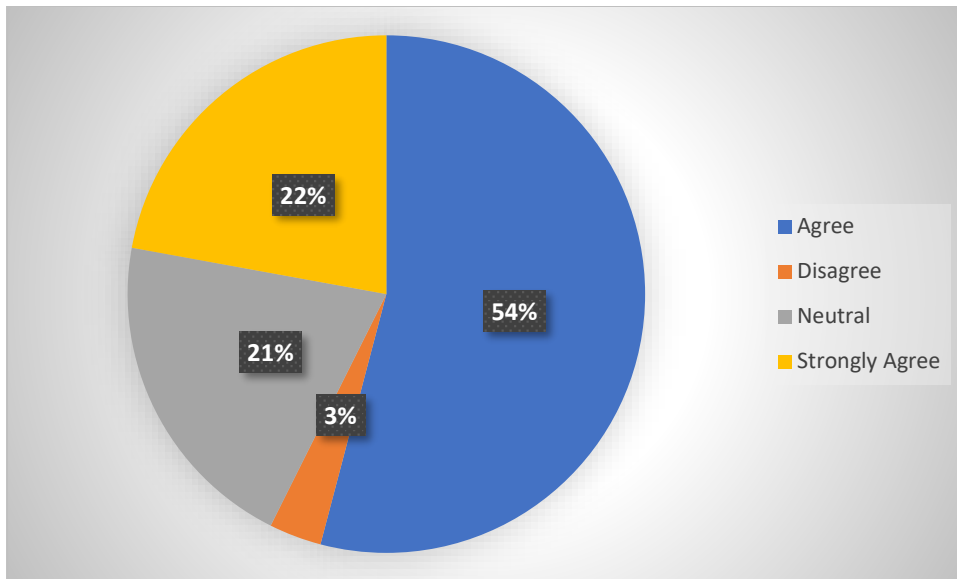


Figure 4.24. The Department of Entrepreneurial Studies and Management facilitates collaboration between students and entrepreneurs.

Figure 4.25. shows that the majority of the respondents (54%) and 22% strongly agreed that the Department of Entrepreneurial Studies and Management staff facilitate collaboration between students and entrepreneurs. Based on the findings 21% of the respondents were neutral to the statement, while 3% disagreed with the statement. These findings mean that the majority of the students (76%) were confident that the staff facilitate collaboration between students and entrepreneurs.

According to Bodolica and Spraggon (2021) entrepreneurship programmes organise networking events, meet-ups, and conferences where students can interact with entrepreneurs, investors, and other stakeholders in the business community. These events offer opportunities to build meaningful connections that can lead to potential partnerships and mentorship.

Lamb et al (2020) stated that students may have the chance to intern at start-ups and established businesses, allowing them to work closely with entrepreneurs and gain hands-on experience in real-world business environments. Entrepreneurial studies often involve group projects where students work together to develop business plans or tackle real-life business challenges. This collaborative approach encourages teamwork and problem-solving skills.

4.5.6. Mentorship programme.

This question checks students' perceptions about the availability of mentorship programmes offered by the Department of Entrepreneurial Studies and Management for third-year students any to develop entrepreneurial ideas. Their responses are seen in Figure 4.25.

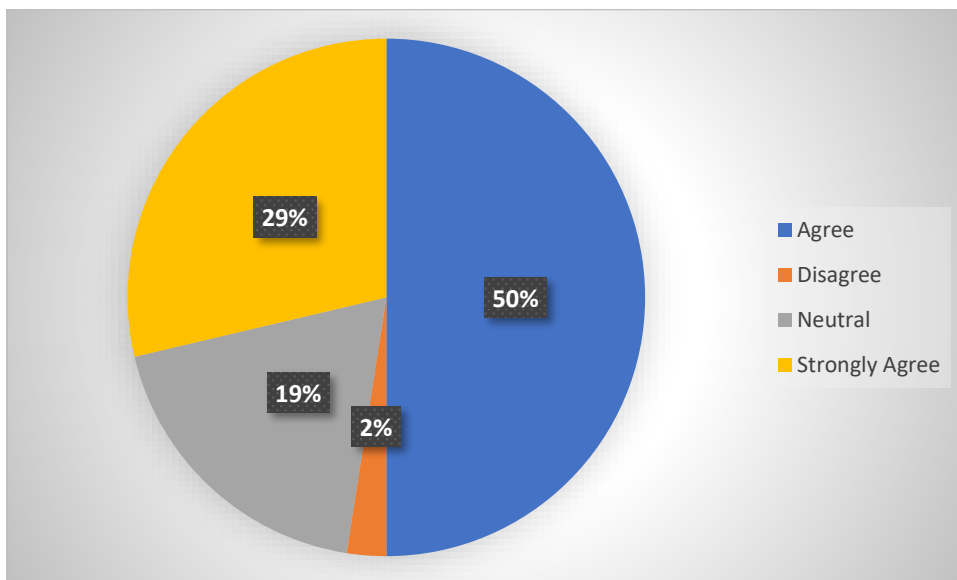


Figure 4.25. The Department of Entrepreneurial Studies and Management offers mentorship programmes for students to develop their entrepreneurial ideas.

Figure 4.25. shows that the majority of the respondents agreed (50%) and 29% strongly agreed that the Department of Entrepreneurial Studies and Management offers mentorship programmes for students to develop their entrepreneurial ideas. Based on the findings 19% of the respondents were neutral to the statement, while 2% disagreed with the statement. These findings mean that the majority of the students (79%) were confident that the Department of Entrepreneurial Studies and

Management offers mentorship programmes for students to develop their entrepreneurial ideas.

According to Tsang (2023) mentorship programmes are incredibly valuable for students in Entrepreneurial Studies and Management. These programmes provide aspiring entrepreneurs with guidance, support, and practical insights from experienced mentors, helping them to develop their entrepreneurial ideas into successful ventures. Furthermore, each student's entrepreneurial journey is unique, and having a mentor allows for personalised advice tailored to their specific goals and challenges. Mentors can help students to identify strengths and weaknesses, set realistic milestones, and create a roadmap for their ventures.

4.5.7. Importance of entrepreneurial guest speakers

The statement was designed to check if the Department of Entrepreneurial Studies and Management invites guest speakers to talk to students about entrepreneurship. Their responses are seen in Figure 4.26.

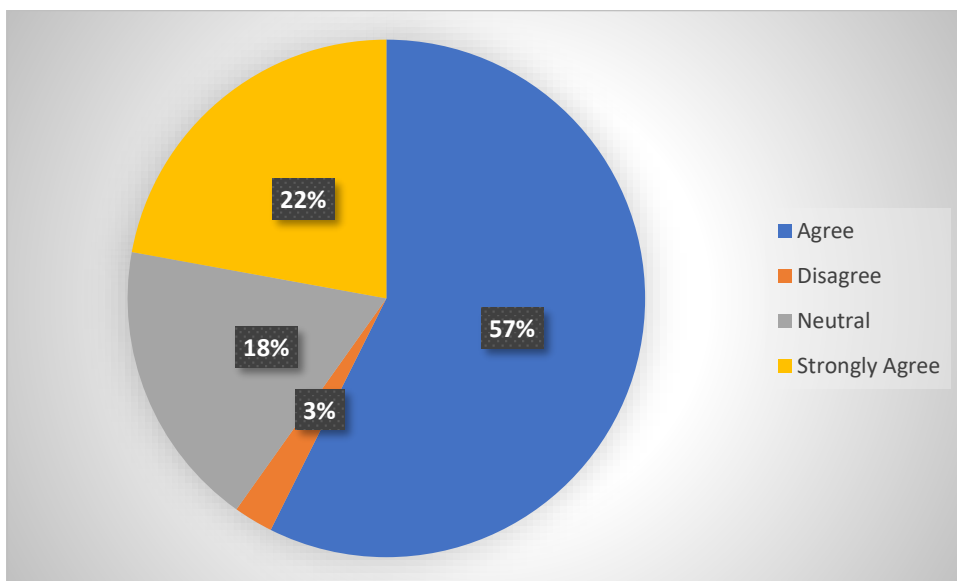


Figure 4.26. The Department of Entrepreneurial Studies and Management invites guest speakers to talk to students about entrepreneurship.

Figure 4.26. shows that the majority of the respondents agreed (57%) and 22%strongly agreed that the Department of Entrepreneurial Studies and Management invites guest speakers to talk to students about entrepreneurship. Based on the

findings 18% of the respondents were neutral to the statement, while 3% disagreed with the statement. These findings mean that the majority of the students (79%) were confident that the Department of Entrepreneurial Studies and Management invites guest speakers to talk to students about entrepreneurship.

This is supported by the interviews with staff of the Department of Entrepreneurial Studies and Management, INNOBIZ, and Enactus, indicated that the Department of Entrepreneurial Studies and Management does invite business experts to conduct entrepreneurship workshops for students and it even does an exchange programme with other universities, especially in Europe, where students learn about entrepreneurship from other universities. However 21% of participants were either neutral, disagreed and strongly disagreed with the above statement.

Emblen-Perry (2023) stated that inviting guest speakers to talk to students about entrepreneurship can be highly beneficial. It provides students with valuable insights, real-world experiences, and practical knowledge from successful entrepreneurs and industry experts. Guest speakers who share their personal journeys and success stories can be highly inspiring for aspiring entrepreneurs.

Emblen-Perry (2023) stated that inviting guest speakers to talk to students about entrepreneurship can be highly beneficial. It provides students with valuable insights, real-world experiences, and practical knowledge from successful entrepreneurs and industry experts. Guest speakers who share their personal journeys and success stories can be highly inspiring for aspiring entrepreneurs.

According to Mamah (2023), learning about the challenges entrepreneurs faced, the obstacles they overcame, and the rewards they reaped can motivate students to pursue their entrepreneurial dreams. While academic studies are crucial, hearing from entrepreneurs with practical experience can offer a different perspective. Guest speakers can provide insights into the day-to-day realities of running a business and share practical tips for success.

4.5.8. The importance of seed funding.

The statement wanted to see if DUT provides seed funding for third-year students who are student entrepreneurs. Their responses are seen in Figure 4.27.

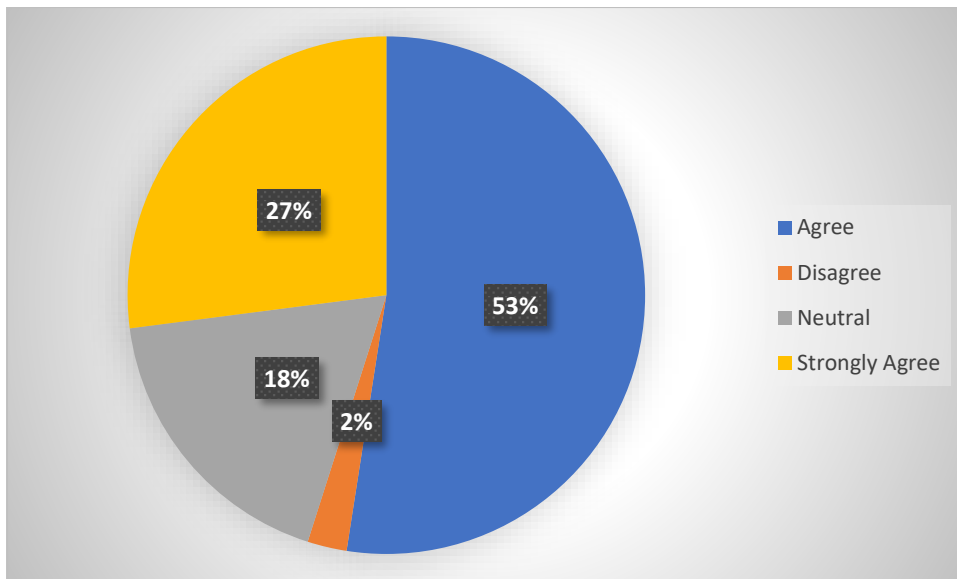


Figure 4.27. DUT provides seed funding for student entrepreneurs.

Figure 4.27. shows that the majority of the respondents agreed (53%) and 27% strongly agreed that DUT provides seed funding for student entrepreneurs. Based on the findings 18% of the respondents were neutral to the statement, while 2% disagreed with the statement. These findings mean that the majority of the students (79%) were confident that DUT provides seed funding for student entrepreneurs.

Agarwal (2022) stated that providing seed funding for student entrepreneurs is an excellent way for the university to support and nurture the entrepreneurial spirit among its students. Seed funding can be a crucial catalyst for turning innovative ideas into viable businesses, as it helps students to overcome initial financial barriers and launch their ventures.

According to Iwara and Kilonzo (2022), seed funding sends a clear message that the university values and encourages entrepreneurship. It motivates students to take their business ideas seriously and provides them with the resources to pursue their ventures. Furthermore, Iwara and Kilonzo (2022) states that it is crucial to have a well-defined and transparent selection process for awarding seed funding. This may involve submitting business plans, pitching ideas to a panel of judges, or meeting specific criteria for eligibility. The university should have a system in place to monitor the progress of funded start-ups and evaluate the impact of the seed funding programme.

This helps in assessing the effectiveness of the initiative and making improvements if necessary.

4.5.9. Entrepreneurship laboratory.

The statement asked third-year students if the Department of Entrepreneurial Studies and Management should have an entrepreneurship lab for students. Their responses are seen in Figure 4.28.

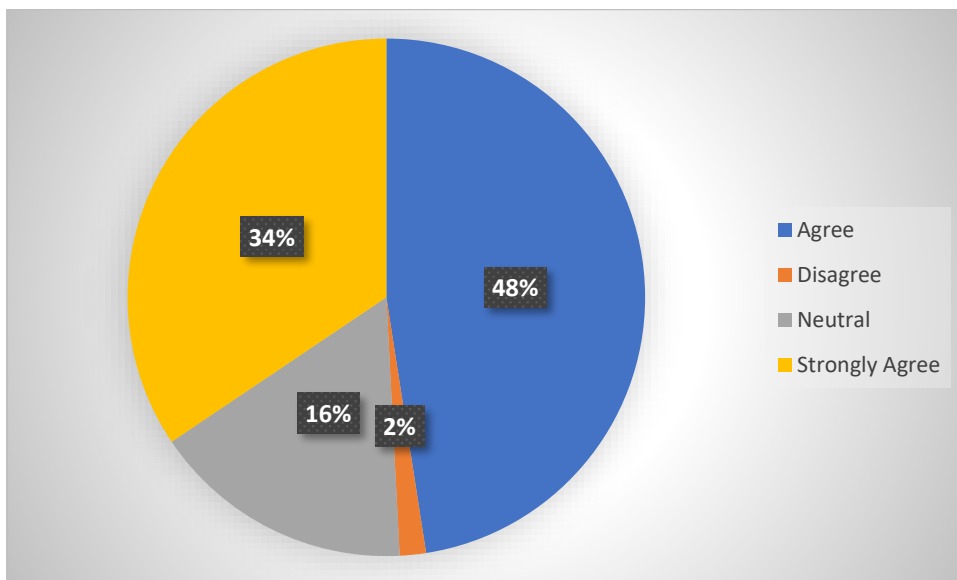


Figure 4.28. The Department of Entrepreneurial Studies and Management should have an entrepreneurship lab for students.

Figure 4.28. demonstrates that the many respondents agreed (48%) and 34% strongly agreed that the department of Entrepreneurial Studies and Management should have an entrepreneurship laboratory for students. Based on the findings, 16% of the respondents were neutral to the statement, while 2% disagreed to the statement. These findings mean that the majority of the students (82%) were confident that the department of Entrepreneurial Studies and Management should have an entrepreneurship lab for students. It is evident, though, that when compared with responses to previous questions, there are fewer students who agreed with the statement. One reason could be that students might not have a clear idea of the benefits that a laboratory could provide,

According to Secundo et al. (2020) establishing an entrepreneurship lab within an entrepreneurship department can be an asset for students and the university. An entrepreneurship lab provides a dedicated space where students can immerse themselves in the entrepreneurial process, gain hands-on experience, and receive guidance and support in developing their business ideas.

Obi, Eze, and Chibuzo (2022) stated that an entrepreneurship lab offers a practical and experiential learning environment for students. It allows them to apply the theoretical knowledge gained in the classroom to real-world scenarios, fostering a deeper understanding of entrepreneurship. Furthermore, they stated that establishing an entrepreneurship lab requires careful planning and investment, but the benefits it offers to students and the overall entrepreneurial ecosystem can be substantial. It reinforces the university's commitment to nurturing entrepreneurial talent, fostering innovation, and making a positive impact on the local and global business community.

4.5.10. The DUT Entrepreneurship Centre.

The statement wanted to check if the DUT Entrepreneurship Centre helps third-year students to become entrepreneurs. The student responses are seen in Figure 4.29.

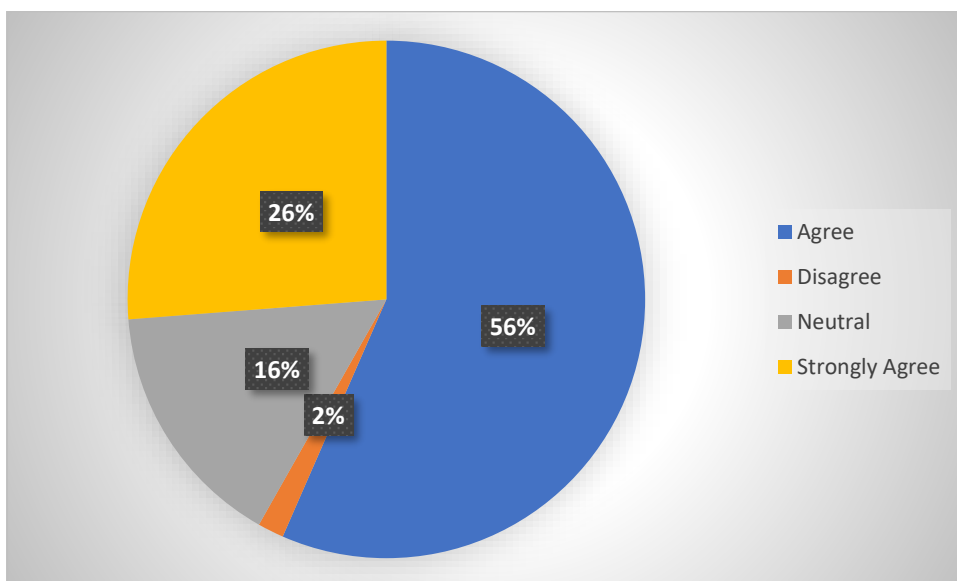


Figure 4.29. The DUT Entrepreneurship Centre helps students become entrepreneurs.

Figure 4.29. shows that the majority of the respondents agreed (56%) and strongly agreed (26%) that The DUT Entrepreneurship Centre helps students to become entrepreneurs. Based on the findings, 16% of the respondents were neutral to the statement, while 2% disagreed with the statement. These findings mean that the majority of the students (82%) were confident that the DUT Entrepreneurship Centre helps students to become entrepreneurs.

According to Iwara and Kilonzo (2022) entrepreneurship centres play a crucial role in fostering and supporting student entrepreneurship. These centres typically offer various resources, programmes, and support services that aim to encourage and guide students in their entrepreneurial endeavours.

Badzinska (2021) added that entrepreneurship centres are essential in nurturing a culture of innovation and enterprise within academic institutions. They can help students to gain valuable skills, build networks, and overcome some of the challenges that come with starting a new business. Ultimately, these initiatives contribute to the development of a more entrepreneurial and dynamic society.

4.5.11. DUT entrepreneurship culture.

The statement is designed to check if DUT is promoting entrepreneurship culture amongst Business Administration third-year students. Their responses are seen in Figure 4.30.

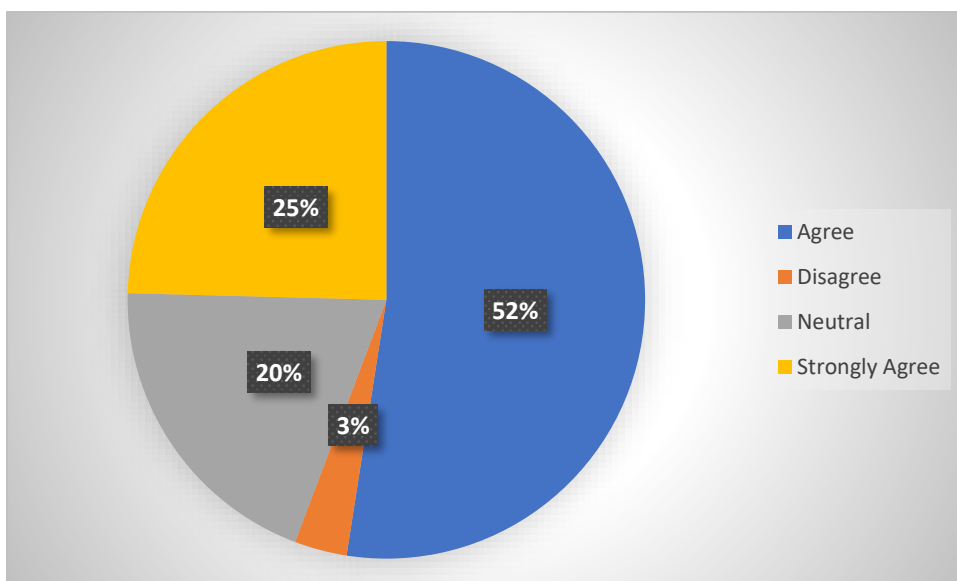


Figure 4.30. DUT promotes an entrepreneurship culture amongst all students.

Figure 4.30. shows that the majority of the respondents agreed (52%) and strongly agreed (25%) that DUT promotes an entrepreneurship culture amongst all students. Based on the findings, 20% of the respondents were neutral to the statement, while 3% disagreed with the statement. These findings mean that the majority of the students (77%) were confident that DUT promotes entrepreneurship culture amongst all students.

According to Hassan, Lashari, and Basit (2021) when a university fosters an entrepreneurial culture, it encourages students to think creatively, take initiative, and pursue their innovative ideas. By implementing these strategies and initiatives, a university can create a vibrant and supportive entrepreneurial ecosystem that nurtures creativity, problem-solving skills, and a sense of agency among all its students. Such an environment not only empowers students to pursue their entrepreneurial dreams but also contributes to the overall economic growth and development of the region.

4.5.12. DUT INNOBIZ centre.

The statement needs to see if Business Administration third-year students are aware of the INNOBIZ centre that helps students with starting a business. Their responses are seen in Figure 4.31.

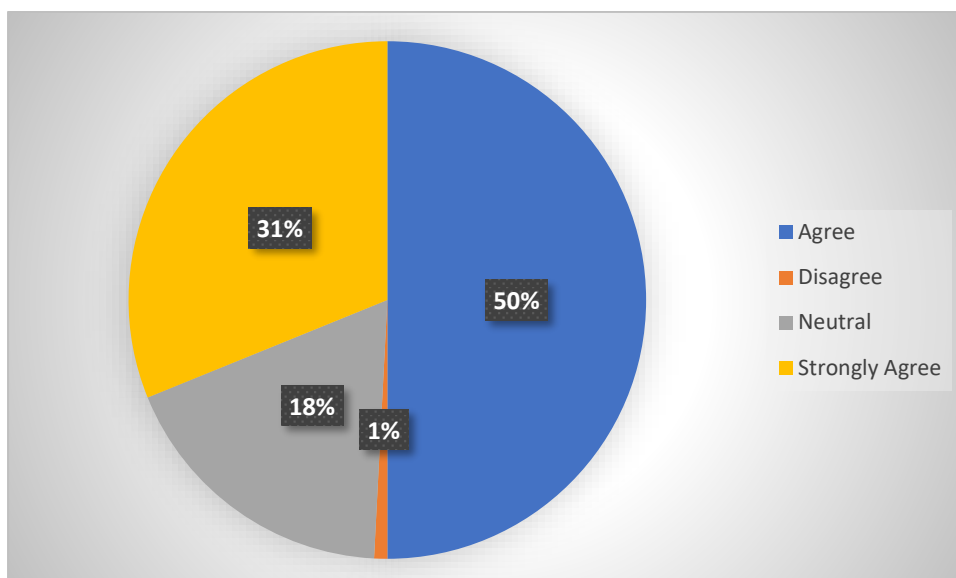


Figure 4.31. I am aware of the Durban University of Technology INNOBIZ Centre that helps students with starting a business.

Figure 4.31. shows that the majority of the respondents agreed (50%) and strongly agreed (31%) that they are aware of the DUT INNOBIZ center that helps students with starting a business. Based on the findings, 18% of the respondents were neutral to the statement, while 1% disagreed with the statement. These findings mean that the majority of the students (81%) were confident that they are aware of the DUT INNOBIZ center and the help that it offers students interested in starting a business.

This is in disagreement with the interviews with the staff at INNOBIZ indicated that even though INNOBIZ is an institutional center there's a small number of Business Administration who visit the centre and demonstrated that INNOBIZ is a Durban University of Technology private entity registered under the South African Companies Acts as a Non-Profit Company (NPC). The entity serves as an umbrella body for all DUT entrepreneurial units offering both theoretical and technical entrepreneurial learning, business support, and related activities.

While the focus is on all DUT students and academic staff, INNOBIZ does not directly collaborate with students but has faculty coordinators who link INNOBIZ with departments. The Bunduz programme which happened in 2022 is a community outreach programme that is a collaboration between the Department of Entrepreneurial Studies and Management and INNOBIZ. It was designed to skill students with entrepreneurial skills and has an incubation programme that covers various entrepreneurship training, with different phases which are the Idea phase and the pre-incubation phase.

According to Hwangbo, Shin, and Kim (2022), INNOBIZ is a common term for "Innovation in Business" centres that are established in various educational institutions to promote entrepreneurship and support students in starting their businesses, The main goal of such centres is to foster a culture of innovation, creativity, and entrepreneurship among students and faculty members. They provide a wide range of services and resources to aspiring student entrepreneurs.

Pacheco Pardo and Klingler-Vidra (2019) added that INNOBIZ centres often offer business incubation services, where they provide physical office space, mentorship, networking opportunities, and access to funding sources for selected start-ups. They organise workshops, seminars, and training sessions on various topics related to entrepreneurship, business planning, marketing, finance, and more. These programmes aim to equip students with the necessary skills and knowledge to run successful businesses.

According to Wang (2021) universities, schools, or government entities frequently create entrepreneurship centres, incubators, and associated groups to assist and develop entrepreneurship in various ways. A centre for entrepreneurship's unique services and resources can differ from one university to another. The main objective of these centres is to help, knowledge, and offer resources to people who are interested in starting their enterprises, ultimately assisting them in turning their original ideas into profitable ventures.

4.5.13. DUT Enactus.

The statement needed to find out if Business Administration third-year students are aware of DUT Enactus. Their responses are seen in Figure 4.32.

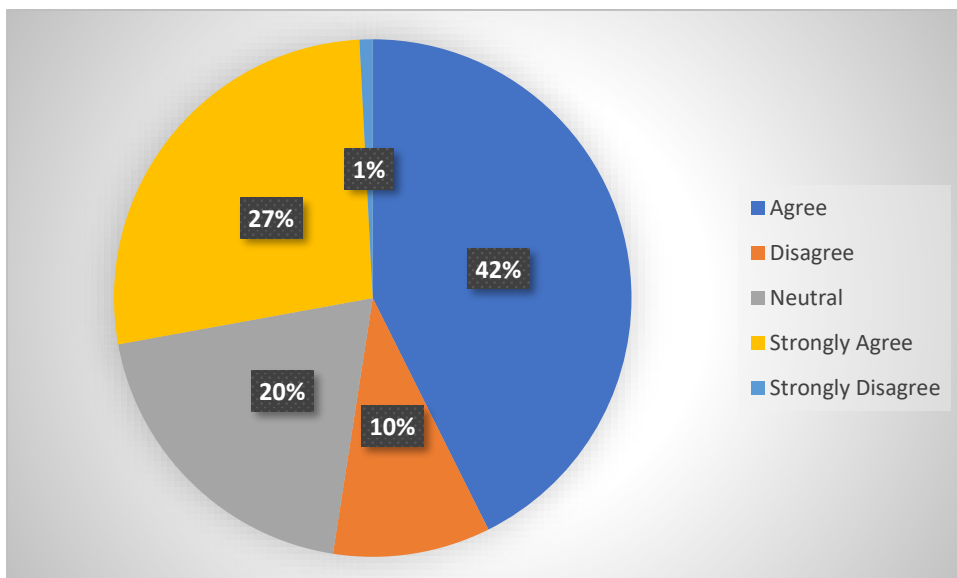


Figure 4.32. I am aware that students can join DUT Enactus to develop their entrepreneurial ideas.

Figure 4.32. shows that many of the respondents agreed (42%) and strongly agreed (27%) that students are aware that they can join DUT Enactus to develop their entrepreneurial ideas. Based on the findings 20% of the respondents were neutral to the statement, while 10% disagreed and 1% strongly disagreed with the statement. These findings mean that the majority of the students (69%) were confident that students are aware that they can join DUT Enactus to develop their entrepreneurial ideas. Having said this, the number of students who are aware of Enactus is lower than those who are aware of INNOBIZ. This might point to the need for more conversations about the benefits that Enactus can offer students.

Interviews with the staff of Enactus explained that it is an international non-profit organisation that aims to inspire college/university students to use entrepreneurship and social innovation to improve their communities (Mills,2022). Enactus is a studentled organisation that seeks to bring positive change to communities through entrepreneurial actions and it is a structure made up of students, academic leaders/staff and supported by Departmental advisory boards.

Harrison, Lyles, Lopez, and Jone (2021) state that Enactus is a global non-profit organisation that operates in many universities and colleges worldwide. It offers a platform for students to develop their entrepreneurial ideas and implement projects that create positive social impact through business and entrepreneurship.

According to Naidoo and Govender (2020), Enactus provides students with an opportunity to apply their classroom knowledge to real-world projects, helping them to develop practical business skills while making a difference in their communities. Participating in Enactus can be a transformative experience for students, as it allows them to apply their creativity, entrepreneurial spirit, and business acumen to create positive change in the world. It also helps them to develop teamwork, leadership, and project management skills that are invaluable in both their personal and professional lives.

4.5.14. The DUT ENVISION2030.

The statement asked Business Administration third-year students if the DUT ENVISION2030 is in line with entrepreneurship. Their responses are seen in Figure 4.33.

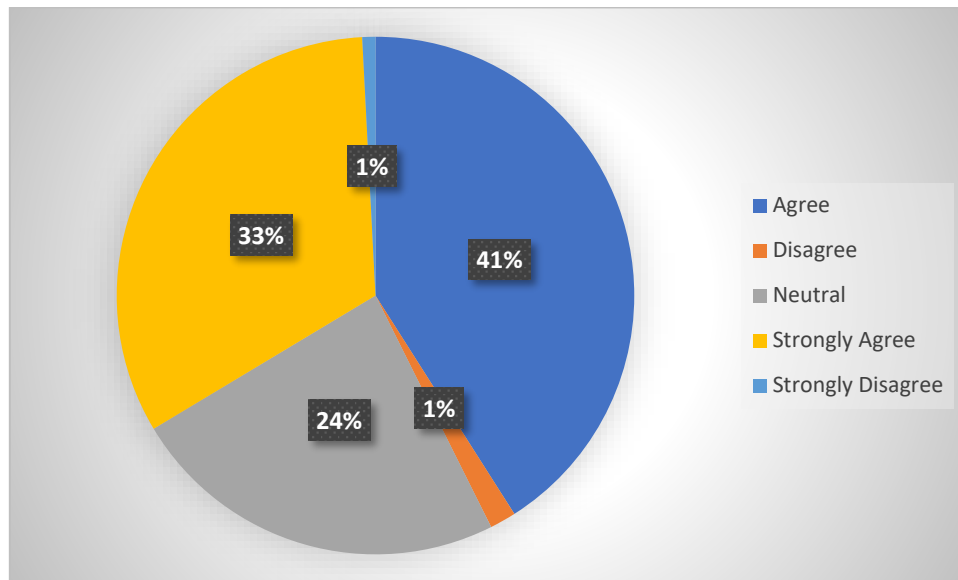


Figure 4.33. The DUT ENVISION2030 is in line with entrepreneurship.

Figure 4.33. shows that the majority of the respondents agreed (41%) and strongly agreed (33%) that ENVISION2030 is in line with entrepreneurship. Based on the findings 24% of the respondents were neutral to the statement, while 1% disagreed and 1% strongly disagreed with the statement. These findings mean that the majority of the students 74% were confident that the DUT ENVISION 2030 is in line with entrepreneurship. Again, the percentage of students who agree is lower than the responses to other statements. It is possible that students are not entirely familiar with the ENVISION2030 vision and goals.

It is clear from the analysis above that institutional and departmental support are crucial factors in encouraging entrepreneurship. Furthermore, the extent to which students have exposure to external entrepreneurs, collaboration with others, mentors, guest speakers and successful ventures makes a significant difference to them.

4.6. Summary of themes

The detailed discussion above clearly illustrates the major themes that influence entrepreneurial intentions. These include the importance of motivation and willingness to engage in entrepreneurial activities, and the influence of psychological, environmental and personal factors on entrepreneurial intents. The analysis also reveals the importance of creativity, risk-taking and critical thinking skills in inspiring entrepreneurial aspirations. One of the most significant themes to emerge is the desire to help others as a driving force, and the importance of having family support and friends' encouragement.

A central theme is around the impact of students' campus experiences, including the Business Administration curriculum, the departmental staff and the support offered by Innobiz and Enactus. It is clear that students felt that entrepreneurial education within the Business Administration programme prepared them for entrepreneurial careers. There was a perceived sense of empowerment and confidence provided by both the academic programme and support initiatives within Innobiz and Enactus. The analysis indicates that the students benefited from the provision of entrepreneurship theory, opportunities to improve problem-solving skills and develop business plans that can prepare them to become entrepreneurs. These themes collectively highlight the multifaceted factors that contribute to shaping the students' entrepreneurial aspirations, capacity and motivation.

4.7. Conclusion

The data analysis clearly highlighted the significant factors impacting on and influencing students. Overall, they were positive about the support offered to them and were satisfied that they were being well prepared for entrepreneurship. The analysis also showed that academic staff members teaching in the Business Administration programme and those who work in support units (Innobiz and Enactus), were perceived to provide the knowledge, skills and motivation for students to succeed.

CHAPTER FIVE: FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1. Introduction

In the previous chapter, the data was analysed and discussed. The thematic analysis undertaken uncovered the key findings of this study that several factors influence the entrepreneurial intentions among third-year Business Administration students in the faculty of Management Sciences.

5.2. Key Findings

- Majority of third-year Business Administration students want to assist others who inspired them to start their businesses.
- Business Administration third-year students are interested in starting their own business and are confident that education in entrepreneurship is crucial.
- Business Administration third-year students felt that having a Diploma in Business Administration had given them the self-assurance they needed to launch an entrepreneurial venture.
- The Diploma in Business Administration curriculum offered by the Department of Entrepreneurial Studies and Management contains enough entrepreneurship theory to prepare students to launch their businesses.
- Third-year Business Administration students are not involved in Enactus and INNOBIZ.
- Business Administration third year students are exposed to industrial partners.
- Business Administration third year students are invited to entrepreneurship workshops

In response to the research question 3, that questions the support structures within DUT assist students to become entrepreneurs. The findings shows that theres a lack of involvement in specific support structure (Enactus and INNOBIZ), which are support structures that could potentially assist students in becoming entrepreneurs.

5.3. Recommendations

- As the study shows the Business Administration students benefit from having entrepreneurship education. Therefore, given the interest and confidence of students in entrepreneurship, there should be a continued emphasis on and expansion of entrepreneurship education. The DUT should consider offering workshops that delve deeper into practical aspects of starting and managing a business.
- Given the benefits of studying Business Administration it is recommended that business administration programmes are promoted by highlighting the benefits of a Diploma in Business Administration in fostering entrepreneurial skills and confidence among students.
- It is also recommended that the university should develop marketing materials and campaigns that emphasize the relevance of business administration education in supporting entrepreneurial ventures.
- In terms of integrating theory and practice, DUT should ensure that the curriculum of the Diploma in Business Administration programme strike a balance between theory and practical work.
- The findings indicate that students benefit from support offered by other units. Therefore DUT should encourage participation of students in Enactus and INNOBIZ by promoting the benefits of joining these initiatives which provide opportunities for hands-on experiences in entrepreneurship, networking with industry professionals, and access to resources and funding for business ideas.
- Given that students benefit from their interactions with external stakeholders, the department should facilitate industry partnership by expanding efforts to connect students with industrial partners through internships, mentorship programmes, and collaborative projects.
- The department should also strengthen the curriculum by continuously evaluating and updating it to ensure that it provides comprehensive coverage of entrepreneurship theory and practical skills.
- It is recommended that the Diploma in Business Administration should be leveraged, highlighting the benefits of the diploma in building confidence and providing necessary skills for entrepreneurship, showcasing alumni who have successfully launched their own businesses after completing the diploma.

5.4. Future Research

5.4.1. Department of Entrepreneurial Studies and Management.

Since the analysis shows that students do have entrepreneurial intentions, the department of entrepreneurial studies and management can develop curricula that incorporates opportunities for experiential learning, like internships and start-up projects, to give students real-world experience as entrepreneurs. Look into ways to strengthen the department's ties to the larger entrepreneurial ecosystem, such as industry alliances, start-up incubators, and organizations that assist entrepreneurs. This study can assist in getting students' knowledge on entrepreneurial education and what they have learnt about entrepreneurial education and if the qualification offered by the department gives them entrepreneurial insight.

5.4.2. Durban University of Technology

Given what is learned from the entrepreneurial units and department this will examine tactics for fostering an entrepreneurial culture both inside the department and throughout the university. This could entail questioning conventional ideas of success and failure and encouraging risk-taking, creativity and resilience. The study can assist in giving knowledge that if and insight of entrepreneurial department.

5.5. Conclusion

The results of this study provide insights into student perceptions of entrepreneurship at DUT, specifically the Business Administration programme. The study also explores the functions and benefits of INNOBIZ and Enactus as units that support student entrepreneurship. It points to the benefits of sound entrepreneurship education and support, particularly given the current economic climate. It prompts inquiry into programme elements that support entrepreneurial self-assurance and the best ways for educational institutions to continue to strengthen their assistance to students who are aspiring business owners. The researcher hopes that the results of this study can in some small way contribute to the existing body of knowledge about student perceptions of entrepreneurship.

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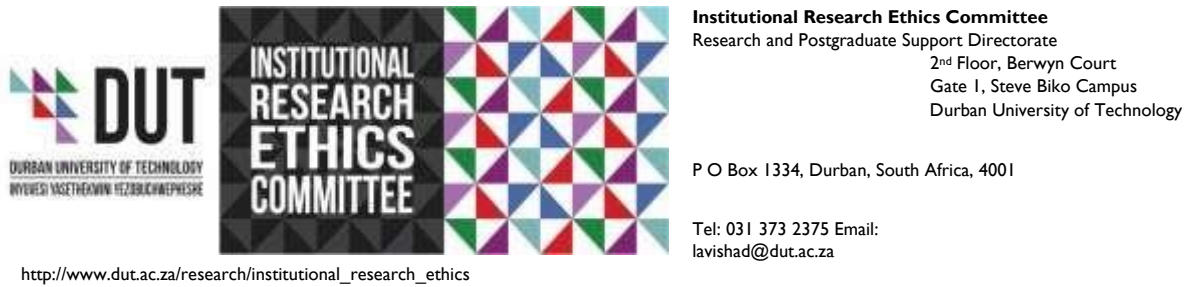
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Appendix 1



www.dut.ac.za

12 October 2022

Mr B Ngcobo
Lot 142 Rietvallei
Hammarsdale
3699

Dear Mr Ngcobo

Business Administration student's perceptions of Entrepreneurship at Durban University of Technology.

Ethical Clearance number IREC 277/21

The DUT-Institutional Research Ethics Committee acknowledges receipt of your final data collection tool for review.

We are pleased to inform you that the data collection tool has been approved. Kindly ensure that participants used for the pilot study are not part of the main study.

In addition, the DUT-IREC acknowledges receipt of your gatekeeper permission letter.

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 DUT-IREC according to the DUT-IREC Standard Operating Procedures (SOP's).

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

Yours Sincerely,

Prof J K Adam
Chairperson: DUT -IREC

Appendix 2



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

31st May 2022

Mr Bongumusa Ngcobo

c/o Department of Entrepreneurial Studies and Management

Faculty of Management of Sciences

Durban University of Technology

Dear Mr Ngcobo

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 "Business Administration student's perceptions of Entrepreneurship at 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

PROF. KEO MOTAUNG

ACTING-DIRECTOR: RESEARCH AND POSTGRADUATE SUPPORT DIRECTORATE

23 April 2024

To whom it may concern

This letter serves to inform you that I have edited Bongumusa Ngcobo's Master's dissertation. I am an experienced editor with many years of experience, and as such I have edited several dissertations, including those written by DUT and MANCOSA students. In addition to this, I have edited and proofread many business, research and institutional documents, including reports, policies and papers.

Kind regards

PPowell

BUSINESS ADMINISTRATION STUDENTS' PERCEPTION OF ENTREPRENEURSHIP AT DURBAN UNIVERSITY OF TECHNOLOGY.

Consent to participate in the study: Do you agree to participate in the study. Kindly note participating in the study is voluntary and there's no reward.

Yes No

BIOGRAPHICAL DETAILS

Please state your gender

Male
Female
Other

Please state your ethnic group

Black
White
Indian
Coloured
Other

Please state your age (years)

19 - 22
23 - 25
26 - 29
30 - above

Entrepreneurial Intentions

1. I intend on starting a business after graduation

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

2. With the availability of information, I am currently working towards starting a business

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

3. Need for financial sustainability has motivated me to become an entrepreneur.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

4. Being a creative individual has made me want to become an entrepreneur.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

5. A desire to help people encourages me to become an entrepreneur.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

6. Having a community member whose an entrepreneur made me to be interested in Entrepreneurship.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

7. Entrepreneurship Education is very important when one wants to become an entrepreneur

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

8. The high graduate unemployment rate in KZN has influenced me to become an entrepreneur.

Strongly Agree

Agree

Neutral
Disagree
Strongly Disagree

9. My family would be supportive if I pursued a career as an entrepreneur.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

10. Through my friend's motivation i intend to become an entrepreneur.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

11. My ability to take a risk prepares me to become an entrepreneur.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

12. I have been inspired by the DUT campus experiences to start my own business.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Entrepreneurship Education/Curriculum

13. My current Business Administration diploma has prepared me well for an entrepreneurial career.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

14. The Diploma in Business Administration has given me sufficient confidence to start a business.

Strongly Agree
Agree

Neutral
Disagree
Strongly Disagree

15. Diploma in Business Administration curricular in the Department of Entrepreneurial Studies and Management provides sufficient entrepreneurship theory for me to become an entrepreneur.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

16. The Business Administration curriculum has enabled me to draft a business plan.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

17. The Diploma in Business Administration provides students with critical thinking skills to be future fit entrepreneurs.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

18. The Diploma in Business Administration has provided me with problem-solving skills.

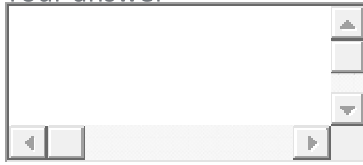
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

19. Since I have took Business Administration course, I now have better understanding of operating a business.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

20. Please provide additional comments regarding on how the curriculum has influenced your entrepreneurship intentions.

Your answer



ENTREPRENEURIAL SUPPORT STRUCTURES AT DURBAN UNIVERSITY OF TECHNOLOGY (DUT).

21. Students are normally encouraged to pursue their entrepreneurial ideas by the Department of Entrepreneurial Studies and Management.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

22. The Department of Entrepreneurial Studies and Management invites students to attend workshop on Entrepreneurship?

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

23. The Department of Entrepreneurial Studies and Management provided information of the virial entrepreneurship support structure that DUT.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

24. The Department of Entrepreneurial Studies and Management exposes students to their industrial partners.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

25. The Department of Entrepreneurial Studies and Management facilitates collaboration between student and entrepreneurs.

Strongly Agree

Agree
Neutral
Disagree
Strongly Disagree

26. The Department of Entrepreneurial Studies and Management offers mentorship programmes for student to develop their entrepreneurial ideas.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

27. The Department of Entrepreneurial Studies and Management invites guest speaker(s) to talk to students about entrepreneurship.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

28. DUT provides seed funding for student entrepreneurs.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

29. The Department Entrepreneurial Studies and Management should have an Entrepreneurship Lab for students.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

30. The DUT Entrepreneurship Centre helps students to become entrepreneurs.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

31. DUT promotes entrepreneurship culture amongst all students.

Strongly Agree
Agree
Neutral

Disagree
Strongly Disagree

32. I am aware of Durban University of Technology (DUT) INNOBIZ Centre that helps students with starting a business.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

33. I am aware that students can join DUT Enactus to develop their entrepreneurial ideas.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

34. The DUT ENVESION 2030 is in line with entrepreneurship.

Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

THANK YOU FOR PARTICIPATING IN THE STUDY.

Appendix 5

Interview questions.

1. Does the department of Entrepreneurial Studies and Management have collaborations between students and industrial partners, INNOBIZ?
2. What Entrepreneurial Modules does the Department of Entrepreneurial Studies and Management have?
3. Does the Department of Entrepreneurial Studies and Management host entrepreneurship workshops?
4. What is INNOBIZ?
5. Does INNOBIZ have any collaborations with third-year Business Administration students?
6. What programme does INNOBIZ have that encourages third-year Business Administration students to become entrepreneurs?
7. How is INNOBIZ advertised to students?
8. What is Enactus?
9. How does Enactus promote entrepreneurship amongst Business Administration students?
10. How is Enactus advertised to students.