Investigating the attitude towards entrepreneurship among Business Studies learners in selected secondary schools

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ABSTRACT

This study investigates the attitude towards entrepreneurship among Business Studies learners in selected secondary schools in Magaliesburg, South Africa. This study utilized a non-probability sampling for the selection of participants. Convenient sampling was used to select learners who were willing to take part in the study. The sample composed of 300 (Grade 10-12) learners registered at two schools in Hekpoort farm which is an area nestled on the southern slopes of the Magaliesberg.

A mixed method approach was adopted for the study, using interviews, observations and a questionnaire. Some of the findings from the quantitative data analysis showed that individually, learners consider entrepreneurship to be a highly attractive career and to a certain extent it cannot be taught. Amongst others, it was recommended that learners should to be encouraged to participate more in small business activities in order to gain exposure on the basic elements of entrepreneurship.

Key words: Entrepreneurship, entrepreneurial attitudes, entrepreneurial education and unemployment.

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LIST OF CONTENTS

ABSTRACT **I**

ACKNOWLEDGEMENTS **II**

TABLE OF CONTENTS **III**

LIST OF FIGURES **VII**

LIST OF TABLES **IX**

CHAPTER 1: NATURE AND SCOPE OF THE STUDY

1.1 Introduction 1

1.2 Problem statement 3

1.3 Research objectives 4

1.3.1 Primary objective 5

1.3.2 Secondary objectives 5

1.4 Scope of the study 5

1.4.1 Field of study 5

1.4.2 Geographical demarcation 6

1.5 Research methodology 6

1.5.1 Literature review 7

1.5.2 The empirical study 8

1.5.2.1 Research design 8

1.5.2.2 Data collection procedure 9

1.5.2.3 Population, sampling technique and the sample 9

1.5.2.4 Data collection 10

1.5.2.5 Data analysis 10

1.6 Significance of the study 10

1.7 Limitation of the study 11

1.8 Layout of the study 12

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction 14

2.2 Overview of entrepreneur and entrepreneurship 14

2.2.1 Characteristics of entrepreneurs 16
2.2.2 Entrepreneurial skills 18
2.3 The importance of entrepreneurship 19
2.4 The South African entrepreneurial environment 20
2.5 Entrepreneurship education 22
2.5.1 Proposed model for entrepreneurship education 25
2.5.2 Entrepreneurial attitudes and intention 27
2.6 Innovation 28
2.7 Summary 32

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction 33
3.2 Theoretical framework 33
3.3 Research design 34
3.3.1 Explanatory design using sequential phases 34
3.3.2 Qualitative approach 34
3.3.3 Quantitative approach 34
3.4 Research methodology 35
3.5 Data analysis 35
3.6 Sampling and study population 36
3.6.1 Response rate 37
3.6.2 Validity and reliability 37
3.7 Participants interviews 38

CHAPTER 4: RESEARCH FINDINGS

4.1 Analysis of respondents' biographical data 39
4.2 Analysis of respondents' risk profile and achievement 43
4.3 Analysis of respondents' business knowledge 68
4.4 Entrepreneurship in the curriculum 69
4.5 Summary of research findings 70

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 72

5.2 Conclusions of the study 72

5.2.1 Conclusions regarding the theoretical research questions 72

5.2.2 Conclusions regarding the empirical research questions 75

5.2.3 Conclusions regarding the study 76

5.3 Recommendations 76

5.4 Achievement of objectives 77

5.5 Recommendations for future research 79

5.6 Summary 79

References 81

APPENDIX I 97

APPENDIX II 101

LIST OF FIGURES

Figure 1.1: Unemployment rate in South Africa 3
Figure 1.2: Map of Magaliesburg 6
Figure 1.3: Entrepreneurial intention model 8
Figure 1.4: Layout of the study 12
Figure 2.1: The change of the three sub-indices and the GEI scores of SA 19
Figure 4.1: Gender in percentage of respondents 40
Figure 4.2: Respondents age in years (%) 40
Figure 4.3: Have you done business at school in the past 3 years? 41
Figure 4.4: Which of the following reasons best describe your reason for taking the subject? 42
Figure 4.5: Starting my own business sound attractive to me 43
Figure 4.6: I can spot a good opportunity long before others can 44
Figure 4.7: To start my own company would probably be the best way for me to take advantage of my education 45
Figure 4.8: I excel at identifying opportunities 46
Figure 4.9: I am confident that I would succeed if I started my own business 47
Figure 4.10: I personally consider entrepreneurship to be a highly desirable career alternative for people with my education 48
Figure 4.11: It would be easy for me to start my own business 49
Figure 4.12: Nothing is more exciting than seeing my ideas turn into reality 50
Figure 4.13: I would rather found a new company than be the manager of an existing one 51
Figure 4.14: It is more beneficial to society to have large enterprises than small firms are 52
Figure 4.15: In my school, people are actively encouraged to purse their own ideas 53
Figure 4.16: In my school, you get to meet lots of people with good ideas for a new business 54
Figure 4.17: I enjoy facing and overcoming obstacles to my ideas 55
Figure 4.18: My family and friends support me to start my own business 56
Figure 4.19: I have the skills and capabilities required to succeed as entrepreneur 57
Figure 4.20: Entrepreneurship courses at my school prepare people well for an entrepreneurial 58
Figure 4.21: In business, it is preferable to be an entrepreneur, rather than a large firm employee 59
Figure 4.22: Entrepreneurship cannot be taught 60
Figure 4.23: I love to challenge the status quo 61

Figure 4.24: In my school, there is a well-functioning support infrastructure to support the start-up of new firms 62
Figure 4.25: I know many people in my school who have successfully started up their own business 63
Figure 4.26: I can take risks with my money, such as investing in stocks 64
Figure 4.27: when I travel, I like to take new routes 65
Figure 4.28: I like to try new foods, new places and totally new experiences 66
Figure 4.29: I will take a serious risk within the next 6 months 67

LIST OF TABLES

Table 2.1: South Africa's profile 20
Table 4.1: Repartition of students doing business studies 41
Table 4.2: Family support for entrepreneurship 67
Table 4.3: Friends support for entrepreneurship 67
Table 4.4: Student view of entrepreneurship 68
Table 4.5: The presence of entrepreneurship in the curriculum 69
Table 4.6: The level of student involvement in the activities of business studies 70
Table 4.7: Participation at the school market day 70

CHAPTER 1
NATURE AND SCOPE OF THE STUDY

1.1 INTRODUCTION

The concept of entrepreneurship has evolved for many years and has been found to positively correlate with economic growth (Muhammad, Akhbar & Dalzied, 2011:5). Kritikos (2014:1) posits that entrepreneurial activity raises the productivity of firms and economies by providing new job opportunities in the short and long term. To further expand on this notion, Pele (2014:25) advocated that the entrepreneur's drive for innovation and improvement create upheaval and change. He viewed entrepreneurship as a force of "creative destruction." The entrepreneur carries out 'new combinations,' thereby helping render old industries obsolete (Drucker, 1985:4).

In the 2016, Global Entrepreneurship Monitor (Herrington, 2014:5) highlights that South Africa does not feature in the top twenty ranked countries and it only averaged a rating of 35 out of 60 countries. The reported early stage entrepreneurial activity (TEA) rate is also below average. This clearly indicates that the country is still a long way off as far as the promotion and development of entrepreneurship is concerned. In order to mitigate this problem, more attention needs to be given to school curriculum in general and business studies in particular. The importance of small business development has over the years been advocated as a crucial and necessary element needed to stimulate and sustain South Africa's ailing economy (Ndedi, 2004:5; Mahadea, Ramroop & Zewotir, 2010:15). In response to such a call, the current African National Congress (ANC) government has introduced the Ministry of Small Business and Development after the 2014 national elections. The department was allocated R1.3 billion of which 83% goes to support different agencies involved in small businesses development (Small Business Development Prioritises Delivery*,* 2016:1).

Furthermore, various authors have confirmed the importance of small businesses, as the driver of sustainable job and wealth creation (Ndedi, 2004:3; Burger, Mahadea & O'Neill, 2004:203; Döckel & Ligthelm, 2005:54; Jeppesen, 2005:468; Naudé & Krugell, 2003:5). Recently Markley and Low (2012:4) highlighted that entrepreneurship is

associated with improved livelihoods especially when the created businesses enable individuals and families to increase their income and eventually begin to accrue assets and create wealth. On the other hand, there is no doubt that an investment of R1.3 billion in a ministry needs to yield tangible results with the objective of uplifting the lives of many young and marginalized people is concerned. As entrepreneurship can be taught, more attention should also be paid to school curriculum with more emphasis on business related subjects (Sriram, Mersha & Herron, 2007:18).

According to the Curriculum Assessment and Policy Statement for Business Studies (2011:4), “business studies deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and responsible participation in the formal and informal economic sectors. The subject encompasses business principles, theory and practice that underpin the development of entrepreneurial initiatives, sustainable enterprises and economic growth”. The Curriculum Policy Statement further outlines the purpose of Business Studies as the acquiring and application of critical business knowledge, which encompasses skills and principles, which could enhance productivity as well as profitability to conduct business in changing business environments. Business studies as a subject is intended to improve innovation, solve problems, take risks, respect the rights of others and environmental sustainability (Curriculum Assessment and Policy Statement for Business Studies, 2011:7). This study is intended to determine whether learners’ perception of entrepreneurship will be influenced by studying business studies as a subject.

The following sections present the state of the problem on which the study is based as well as the nature and the scope of the study. In addition, it presents the primary and secondary objectives of the study. This chapter concludes by providing a summary of the research methodology used in this study; present the limitations to the study and briefly describing the layout of the study.

1.2 PROBLEM STATEMENT

With a stagnant economy, South Africa continues to battle against a high level of unemployment and poverty. With this in mind, the official unemployment rate for the first quarter of 2017 stands at 27.7% while the expanded unemployment rate for the same period is 36.4%% (Statistics South Africa, 2017:9). As more and more people battle to find work, it is not surprising that growth in the local economy continues to decline. Real GDP (measured by production) decreased by 0.7% in the first quarter of 2017, following a decrease of 0.3% in the fourth quarter of 2016 (Statistics South Africa. 2017:2).

Figure 1.1 shows the trends of South Africa unemployment rate from July 2014 to July 2017. The figure shows an increase from 26.5% in the last quarter of 2016 to 27.7% since January 2017.

Figure 1.1: Unemployment rate in South Africa



Source: Stats (SA, 2017)

Different alternatives and opinions have been articulated as a solution to the ailing economy and in particular, high unemployment rate. From the Reconstruction and Development Programme *(*RDP*)* in 1994, to the growth, employment and

redistribution, and during the 2000s, the Black Economic employment (BEE), the country has always looking for ways to create employment for the marginalized (Ndedi, 2004:4). In 2004, the Economic and Statistics Unit (ESAU) published a series of articles in which they compared two different models of Public Works that can effectively be used to reduce high unemployment rate in South Africa (ESAU, 2004:54). The study revealed that public works as a policy instrument seem unlikely to do more than dent the surface of the problem. Elsewhere, Graham and Mlatsheni (2015:54) lamented the need for a better coordination amongst different departments on youth framework and an improvement of internship programs.

This study is not intended to do an analytical verification and determination on how teachers present the subject and whether the purpose and definition of the subject as contained in the CAPS document correlates with what is presented in class. Mahadea (2001:1) conducted an extensive study of variables that influence students' perception towards entrepreneurship. On the other hand, Steenekamp, Van der Merwe and Athayde (2011:67) found that learners' personal perceptions of entrepreneurship are at times either incongruent with entrepreneurial activity or insufficient to have any real effect in practice. There is no doubt that Mahadea (2001:5), as well as Steenekamp, Van der Merwe and Athayde (2011:67), provide an important platform which does not only assess learners' perception on entrepreneurship but profiles them as per gender, ethnicity and race. With the above in mind, a deeper analysis on the impact of business studies relative to entrepreneurship is still lacking. According to Malindi (2014:17), "Learners should not study subjects for the sake of complying with the requisite curriculum, but need to gain skills and knowledge that can be applied in their daily lives". In fact, students are expected to take responsibility for their own learning, while educators should act as mediators and motivators to assist each learner to achieve the required objectives (Jacobs, Vakalisa & Gawe, 2004:60). This study investigates why the above-mentioned objective is an issue, and what could be done to deal with this shortcoming.

1.3 RESEARCH OBJECTIVES

In this study, the research objectives are divided into a primary objective and secondary objectives.

1.3.1 Primary research objective

The crux of this study is to determine learners' attitude and perceptions towards entrepreneurship because of studying Business Studies.

1.3.2 Secondary research objectives

The following are crucial towards the achievement of primary objectives:

- To define "entrepreneurship" as a concept, subject and a career path
- To define Curriculum and Policy Statement (CAPS) for Business Studies and its objectives
- To outline the characteristics of an entrepreneur.
- To examine the importance of entrepreneurship and its relation to economic growth
- To determine the state of entrepreneurship and entrepreneurship education in South Africa
- To determine learners' confidence level in starting their own small businesses after Business Studies lessons.

1.4 SCOPE OF THE STUDY

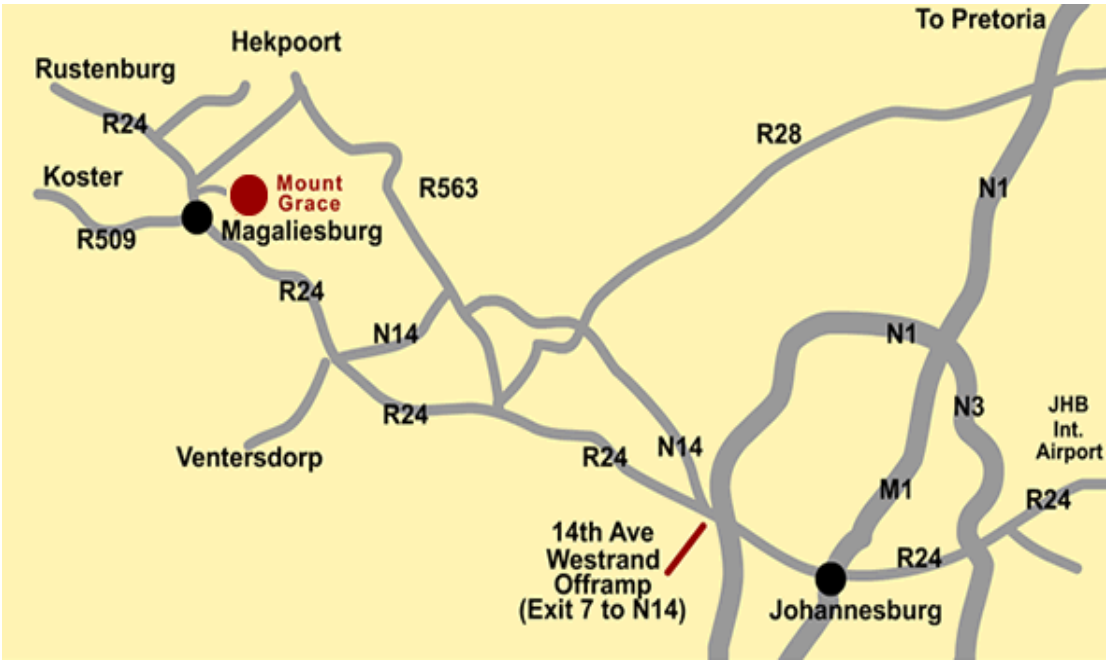
The limitation of this study is entrepreneurship as a concept, field, school subject as well as geographical location.

1.4.1 Field of study

This study concentrates on entrepreneurship as a concept, school subject as well examining learners' attitudes towards entrepreneurship as a career choice by studying Business studies.

1.4.2 Geographical demarcation

Figure 1.2. Map of Magaliesburg



Source: www.magaliesburg.co.za/maps.html (Accessed 17/10/2017)

Figure 1.2 illustrates a geographical map where the two schools are situated. They are both situated in Hekpoort farm which is an area nestled on the southern slopes of the Magaliesberg Mountain range.

Geographically Magaliesburg is situated underneath the Witwatersrand mountain range in the Gauteng province. It is also known as a holiday destination with more than 100 accommodation venues and a great variety of activities. It has an area of 11.44 km^2 and a population of just more than 6 million (Statistics South Africa, Census 2011).

1.5 RESEARCH METHODOLOGY

The word research has been defined as the process of intellectual discovery which has the potential to transform people's knowledge and understanding of the world

(Ryan, Scapens & Theobold, 2002: 22). Further, research methodology highlights the methods and tools that are used during the research process. In response to the research problem statement, the research methodology also aimed to address the research objectives, research questions and research hypotheses of the study. This section focuses on the research design, methodology and procedures that are used in this study. This section comprise of two parts, the literature review and the empirical study.

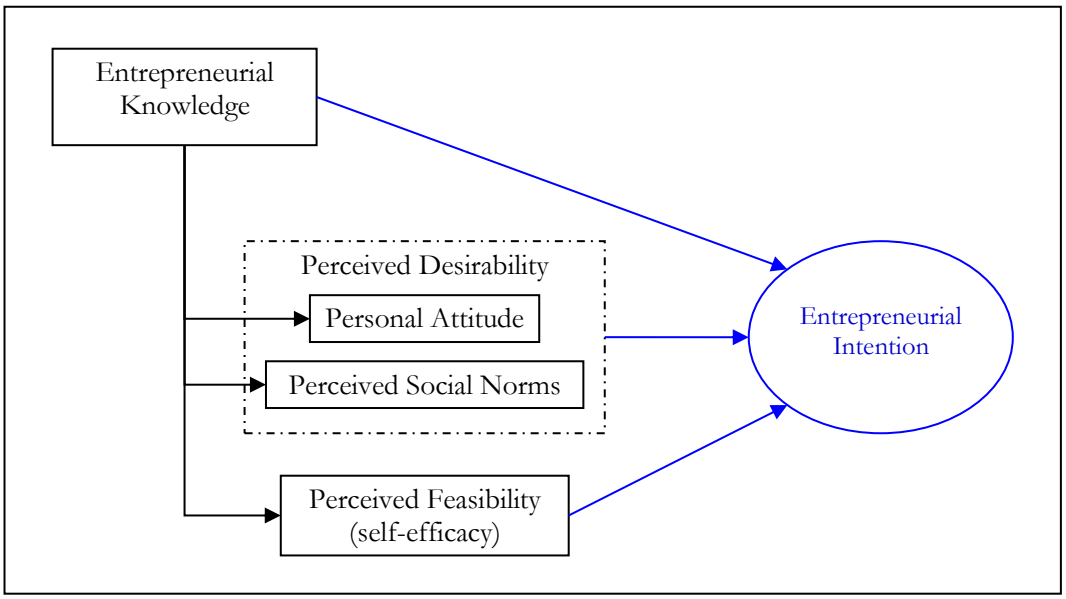
1.5.1 Literature review

In order to conduct the literature review various publications will be sourced. These include textbooks as well as previous research studies by experts and scholars in the field of entrepreneurship. Amongst others, these include Mahadea *et al.* (2010), Steenekamp *et al.* (2011), Leach and Melicher (2016), Bird (1988), Stokes, Wilson and Mador (2010). Journals include The Southern African Journal of Entrepreneurship and Small Business Management, Small Business Management and Entrepreneurship. Recent reports includes the Global Entrepreneurship Monitor (GEM) and the World Economic Forum.

One phenomenal study which sought to understand the behavior of people by developed and advocated by Ajzen (1991:44). He advanced the Theory of Planned Behaviour (TPB) model which outlines how people's behavior can be changed. He premised this on the basis that intentions motivate certain behaviors (Ajzen, 1991: 22). Ajzen (1991:45) highlights three factors which influence the changing in intention and the actual behavior of an individual.

The entrepreneurial intention model is considered as an adequate model to analyse the intention to become an entrepreneur. Therefore, an instrument to measure intentions and the other variables in the model was needed. Whenever possible, items have been built as 7-point likert-type scales. The EIQ has been divided in ten sections.

Figure 1.3: Entrepreneurial intention model



Source: Liñán (2004:15)

1.5.2 The empirical study

This study consists of the research design, data collection procedure, target population, sampling techniques, the gathering and analysis of data.

1.5.2.1 Research design

Babbie (2007:117) posits that a research design involves taking a number of decisions regarding the topic to be studied, which population to use, which research method(s) to use and for what purpose. In the same vein, Henning, Van Rensburg & Smit (2007:1) concur that the researcher's purpose of the research will mostly influence the use of certain methods of data collection and especially data analysis.

This study followed a mixed method approach in which the researcher used both qualitative and quantitative approaches in collecting the data as well as analyzing the results. This approach is considered appropriate for this study because the researcher wants to:

- Comprehensively be able to account and present learners' attitude and perceptions regarding entrepreneurship.
- Validate results from both the quantitative and qualitative data analysis.
- Be able to provide an analysis of learners' response regarding the desire and attractiveness of starting a small business.

1.5.2.2 Data collection procedure

During this study, data was collected through a self-administered survey questionnaire (the entrepreneurial intention questionnaire) distributed once-off in person by the researcher to the learners of the two schools in Hekpoort farm. The questionnaire is divided into twenty five questions. (Appendix I) Measurement scales in all these questions is measured using the Likert scales questions structured in the following manner: strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree and strongly agree. Three supplementary questions are added to the questionnaire. In a scale from '-3' to '+3', learners are asked to rate their entourage feelings with regard to their involvement in entrepreneurship. Therefore, the overall questionnaire has 28 questions.

1.5.2.3 Population, sampling technique, and the sample.

According to (Fouche & De Vos, 2011:190), a population is a set of entities for which all the measurements of interest to the practitioner or researcher are presented. Therefore, an accessible population in this study consists of learners of the two schools in Hekpoort farm in Magaliesberg who study Business Studies.

Sampling is the process of choosing a number of participants in a manner that will represent the larger population from which they were selected (Corbetta, 2003:210). The sampling technique will be of a non-probability in nature and convenient. The sample is composed of 300 (three hundred) students registered at two schools in Hekpoort farm which is an area nestled on the southern slopes of the Magaliesberg. Each school provides 150 (one hundred) students for the research. The sample is

chosen for convenience purposes; the availability and the mastering of the problem, under study.

1.5.2.4 Data collection

Entrepreneurial Intentions Questionnaire can be described as a list of questions presented in written format and the participants indicate their responses on a form, mailed or completed in a particular place (Laws, 2003:306-307). As previously mentioned (see 1.6.2.2), this study employed a likert scale questionnaire to allow learners to express their views regarding entrepreneurial orientation.

1.5.2.5 Data Analysis

Mouton (2006:161) states that data analysis is the process of bringing order and identifying patterns and themes in the data. Throughout data analysis, new data will be compared with data previously obtained so that data can be explained and made understandable. The questions in the questionnaire will be categorised so that the relationship between the actual questions and responses can be interpreted. The data collected during the observation will be interpreted by means of coding and classification, so as to link the findings to the wider literature on this subject.

The analysis of data will involve identifying common patterns within students' responses and critically analyzing them in order to achieve research aims and objectives. Furthermore, the study will use SPSS (The Statistical Package for Social Sciences). This technique was selected because of its ability to give a clear interpretation for data analysis and is considered appropriate for quantitative data (Naidoo & Botha 2012:9223).

1.6 SIGNIFICANCE OF THE STUDY

The 2009 annual conference on the 'state of entrepreneurship in South Africa' pointed out that entrepreneurship is the key driver of economic growth and job creation in the country. The discussions concluded that small and medium sized businesses tend to be the greatest creators of jobs and wealth in emerging economies like South Africa.

It was also pointed out during the gathering that South Africa severely lacks entrepreneurial skills both in formal education which comprises of primary to tertiary education, and informal education which comprises of home and social networks.

Having said that, there is no doubt that this study will have an immense value to the South African society in general and students' endeavors in particular. The study also contributes to a new body of research. Different key stakeholders will undeniably benefit from this study, including the Department of Basic Education, the Department of Small Business and Development, Parents, and learners among others. In a country like South Africa, the role and importance of Business Studies in enhancing entrepreneurship skills should be re-examined and appropriate measures in terms of policy development and implementation re-examined.

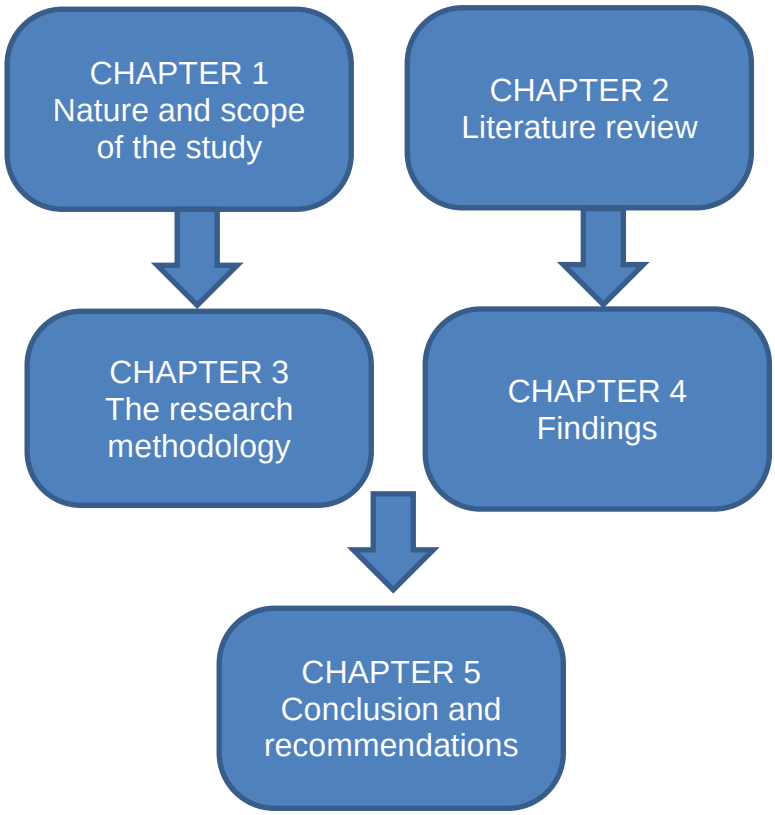
1.7 LIMITATIONS OF THE STUDY

- The study focused only on learners in Hekpoort, Magaliesburg. The findings do not represent all learners in South Africa.
- The results of this study is limited to the two selected schools; therefore, the results will not be a true representation of all high schools business studies learners.
- The study is only intended to investigate learners' attitude towards entrepreneurship as a result of studying Business Studies.

1.8 LAYOUT OF THE STUDY

The layout of the study is presented in Figure 1.4.

Figure 1.4: Layout of the study



Source: Self compiled

Chapter 1 – Nature and scope of the study

This chapter provides the background to the study. It will introduce the statement of the problem, the objectives and methodology of the study.

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Chapter 2 -Literature review

This chapter will contain literature review on entrepreneurship and all variables related to entrepreneurship.

Chapter 3 – The research methodology

The third chapter develops the research methodology.

Chapter 4- Findings

This chapter contains the findings or presentation of results.

Chapter 5 -Conclusion and recommendations

This is the final chapters which contain conclusions and recommendations. Both of these aspects will be drawn from both the literature study as well as the results of the empirical research. The conclusion aims to present a response to the problem statement and objectives as defined in the first chapter. Implementable recommendations based on students' perceptions towards entrepreneurship will be outlined.

CHAPTER 2
LITERATURE REVIEW

2.1. INTRODUCTION

The previous chapter provided the research proposal in general. The chapter has developed the statement of the problem, the research objectives, the methodology to undertake during the study, and a primary literature review. This chapter will discuss the literature review.

Entrepreneurship plays a vital role in the economics of most countries as well as in South Africa (Ndedi, 2004:6). One of the drivers of the economy is the creation of small business ventures, which has contributed to the economic growth, job creation as well as the increased national competitiveness of nation in the world business market (Nicolaides, 2011:1043).

In essence, it is important to perceive or conceive entrepreneurship as a tool to improve society's welfare. In South Africa, entrepreneurship grants opportunities for bringing together the younger population and redressing the past socio and economical differences among its people (Kritikos, 2014:11).

2.2. OVERVIEW OF ENTREPRENEUR AND ENTREPRENEURSHIP

Entrepreneurship originates from the French word *entreprendre* meaning committing, to undertake, to make things happen, to change the status quo (Ndedi, 2004:5). The concept of entrepreneurship was first established in the 1700s, and the meaning has evolved ever since. Many simply equate it with starting one's own business. Most economists believe it is more than that (Ndedi, 2009:11. 2011:125; 2015:3; Antonites, 2003:1). Established ways of doing business are destroyed by the creation of new and better ways to do them (Swanepoel, Strydom, & Nieuwenhuizen 2010:46).

Drucker (2002:54) took this idea further, describing the entrepreneur as someone who actually searches for change, responds to it, and exploits change as an opportunity. A

quick look at changes in communications – from typewriters to personal computers to the Internet – illustrates these ideas. Most economists today agree that entrepreneurship is a necessary ingredient for stimulating economic growth and employment opportunities in all societies. In the developing world, successful small businesses are the primary engines of job creation, income growth, and poverty reduction (Ndedi, 2004:2). Entrepreneurship is recognised as an engine of economic and social development (Ndedi, 2004:4; Kritikos, 2014:5). Over the years, it has been challenging for most authors and researchers to find a single and appropriate definition of entrepreneurship. According to Leach and Melicher (2016:7), "entrepreneurship is the process of changing ideas into commercial opportunities and creating value".

The concept of entrepreneurship can be linked or associated with the discovery of opportunities. This notion is supported by Reynolds (2005: 360) who do not only conceptualise entrepreneurship as an initiative that presents opportunities, but also perceives it as the subsequent creation of new economic activity. Accordingly, it is a process by which individuals – either on their own or within organizations – pursue opportunities (Esfandabadi, 2017:3). In addition, given its characteristics of risk-taking and uncertainty, is a phenomenon which needs to be explored from a pragmatic point of view. If we consider entrepreneurship an uncertain phenomenon and examine the uncertain action based on the creative destruction approach, it will not be necessary to employ statistical methods to test hypotheses or examine the significance of relationships/effects. Thus, as (Nicolaou, Shane, Cherkas, Hunkin & Spector, 2008:172) point out, entrepreneurship involves a scientific process from cognitive conditions to social conditions based on a reflexive approach. In other words, this process involves an understanding of the individual, personal experiences about one's own environment and ultimately creates a bilateral (reciprocating) experience. A bilateral process is when the entrepreneur reaches the point of saturation regarding entrepreneurial performance (Esfandabadi, 2017:2).

This strengthens the position of Ramalan and Nga (2012:240) who asserted that entrepreneurship is a critical agent for the growth of an economy. The study's conclusion of entrepreneurship is an interaction of entrepreneurial opportunity and entrepreneurial capacity.

Furthermore, in order to grasp and understand the notion of entrepreneurship, one must first unpack the concept of an entrepreneur. An entrepreneur as suggested by Leach and Melicher (2016:7) is an individual who thinks reasons and acts to convert ideas into commercial opportunities and create value. An entrepreneur is somebody who sees change as an opportunity and act on it. The word entrepreneur defined by Tengeh, Ballard and Slabbert (2012:6075) is someone who simply creates and runs their own business.

The following represents a plethora of definitions from different scholars regarding the concept of an entrepreneur:

- 1934: **Schumpeter**: Entrepreneurs are innovators who use a process of shattering the status quo of the existing products and services, to set up new products, new services (Schurenberg, 2012:53).

- 1961: **David McClleland**: An entrepreneur is a person with a high need for achievement. He is energetic and a moderate risk taker (Schurenberg, 2012:51).

- 1964: **Peter Drucker**: An entrepreneur searches for change, responds to it and exploits opportunities. Innovation is a specific tool of an entrepreneur hence an effective entrepreneur converts a source into a resource (Schurenberg, 2012:51).

- 1971: **Kilby**: Differentiated the roles played by entrepreneurs. He highlighted the role of an imitator entrepreneur who does not innovate but imitates technologies innovated by others.

2.2.1 Characteristics of entrepreneurs

There is no collective set of characteristics differentiating entrepreneurs from others. The attitudes and behaviours of every businessperson vary for every business venture. According to Rwigema and Venter (2004:60), what is required in each

circumstance depends on the combined effects of major resources as well as the viability of the opportunity and the strength and weaknesses of the individual.

Despite the inherent differences, there is a considerable agreement that successful entrepreneurs share a collection of characteristics. Barringer and Ireland (2008:8) posit that successful entrepreneurs must be passionate about business, product and customer oriented, intelligent in executing decisions, and must have tenacity in the presence of failure. Rwigema and Venter (2004:60) concur that successful entrepreneurs share certain traits. Therefore, it is important to that there must be passion and commitment in order to start a business and nurture it to its full potential. Besides different definitions of entrepreneurship, it is also vital look the characteristics of entrepreneurs.

According to Resnick (2017:1), the following are characteristics of entrepreneurs:

1. **Passion**

   A start-up founder is often driven by the quest for deeper purpose beyond the sheer mechanics of operating a business. If you have a passion for your start-up, this will drive you to turn your idea into a reality. Without that missing spark, you will lack the necessary motivation to put in all the early mornings and late nights to get your business off the ground (Resnick, 2017:2; Rwigema & Venter, 2004:60).

2. **Perseverance**

   Entrepreneurs need to be able to deal with obstacles. A business is not built overnight, and turning your idea into reality will take time. You will have to become accustomed to people saying no to you. What makes entrepreneurs great is having the perseverance to grow regardless of how many times they are shut down (Ndedi, 2013:4).

3. **Resourcefulness**

   A vital ability for an entrepreneur who knows how to make the most of what you have. Your assets as an entrepreneur will be limited, so use them to the fullest. Tapping into a network is key (Resnick, 2017:2).

4. Sponge like nature

Being an entrepreneur involves a learning process. If you are not willing to learn, think about leaving the business world. You need to be able to soak in everything and anything you can just like a sponge. The more you learn the better. (Resnick, 2017:2).

Schumpeter (2012:3) further outline that the capabilities of innovating, introducing new technologies, increasing efficiency and productivity, or generating new products or services, are characteristic qualities of entrepreneurs. Put differently, entrepreneurs are actually the crux for economic change. They are individuals who very creative and solution-driven. In other words, they are always on the look-out for new opportunities which are there to enhance or maximize their profit.

2.2.2 Entrepreneurial skills

There are certain skills that entrepreneurs possess. These skills are divided into three namely (Rwigema & Venter, 2004:60):

- Personal
- Management
- Technical skills

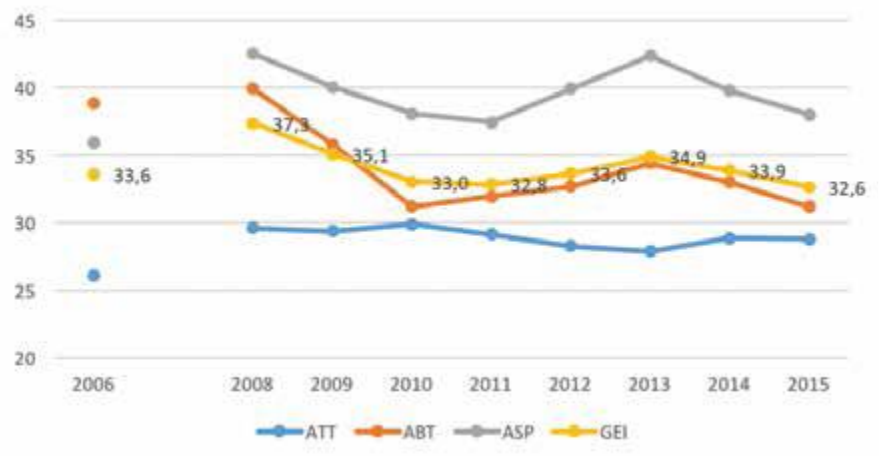
Elmuti, Khoury and Omran (2012:84) differentiate these skills as follows: personal skills like innovation, tenacity, persistence, and risk orientation. Management skills are things like marketing, planning, accounting and decision-making. Technical skills are organising skills, communication and technical management skills.

To become successful entrepreneurs, learners through effective entrepreneurship education can acquire these entrepreneurial skills. Entrepreneurial learning can be defined as being able to and act on opportunities through creating, managing and sustaining new business (Rae, 2006:16). Each entrepreneur is unique in his/her personality and characteristics but the willingness to take calculated risks and the possession of these entrepreneurial skills are present in every entrepreneur (Elmuti *et al.,* 2012:84).

2.3. THE IMPORTANCE OF ENTREPRENEURSHIP

There is a positive correlation between economic growth and entrepreneurship. Benzing, Chu and Kara (2009:60) suggested that entrepreneurial activities have a significant impact in the growth of the economy. This has highlighted the bureaucratic challenges, complexities and expenses in government policies and regulations that affect entrepreneurship immensely in a number of countries (World Bank 2013). In the Global Entrepreneurship Monitor (GEM) report (2016:22), South Africa is ranked according to the Total Entrepreneurship Activity Index (TEA) as being below average in the entrepreneurship activity in the low-income section along with countries like Macedonia, Hungary and Croatia. The lowest TEA rates are clustered predominantly in Europe. Italy, Germany, Malaysia and Bulgaria all report TEA rates below 5%. The role played by small and medium sized enterprise (SMEs) in the economy plays a major role in creating jobs and to the growth of these economies (Benzing *et al.,* 2009:78). Therefore, the implementation of entrepreneurship in schools is very important so that it can increase knowledge and skills to start-up SMEs, thereby leading to job creation and economic growth.

Figure 2.1. The change of the three sub-indices and the GEI scores of SA, 2006-2015



Source: Stat SA (2016)

GEM measures entrepreneurial activity with the TEA rate, with TEA standing for total entrepreneurial activity. The implication is that the higher the TEA rate the more entrepreneurial your country is. The TEA rate stresses the quantity of entrepreneurship rather than the quality and suggests that more self-employment is

always good for a country. An illustration calls this relationship into question. As shown in the Figure below the TEA declines as GDP goes up. In other words, the data shows that richer countries have less entrepreneurship as measured by TEA. This means that the less competitive your country is internationally, the more people will become self-employed. This means that the amount of TEA in a country is negatively correlated with growth and prosperity. As a policy, then, countries in general need less self-employment - not more - as incomes rise and organisations get bigger.

2.4 THE SOUTH AFRICAN ENTREPRENEURIAL ENVIRONMENT

According to Bosma and Levie (2009:8), the Global Entrepreneurship Monitor (GEM) is a body established in 1997 and has three main objectives namely:

- To measure differences in the level of entrepreneurial activity among countries.
- To uncover factors determining the national levels of entrepreneurial activity.
- To identify policies that may enhance the national level of entrepreneurial activity.

To put this into perspective, the below table 2.1 explains the profile of entrepreneurship in South Africa.

Table 2.1: South Africa's profile

Self-Perceptions About Entrepreneurship		
	Value %	Rank/64
Perceived opportunities	35.0	44
Perceived capabilities	37.9	54
Undeterred by fear of failure	31.2	44T
Entrepreneurial intentions	10.1	51T
Activity		
	Value%	Rank/64
Total Early-stage Entrepreneurial Activity (TEA)		
TEA 2016	6.9	51
TEA 2015	9.2	37T

TEA 2014	7.0	N/A
Established business ownership rate	2.5	60
Entrepreneurial Employee Activity – EEA	0.7	54T

Motivational Index		
	Value%	Rank/64
Improvement-Driven Opportunity/Necessity Motive	1.8	39T
Gender Equality		
	Value%	Rank/64
Female/Male TEA Ratio	0.74	21
Female/Male Opportunity Ratio	0.94	38T
Entrepreneurship Impact		
	Value%	Rank/64
Job expectations (6+)	27.6	17
Innovation	22	42
Industry (% in Business Service Sector)	13.6	37
Societal Value About Entrepreneurship		
	Value%	Rank/61
High status to entrepreneurs	78.1	17
Entrepreneurship a good career choice	72.6	15

Sources: Adapted from GEM 2016/17

From the above table, the following are some of the critical points that can be highlighted:

- **Cultural and social norms:**
  According to (Herrington *et al.*, 2009:45):

  "The South African media is not interested in reporting about entrepreneurs and celebrating successful entrepreneurs, instead sporting heroes receive the most coverage and honour. This implies that there are limited role models for young aspiring entrepreneurs. The low levels of entrepreneurial experience and informal learning experience contribute to the lack of "can-do" attitude. There is apathy towards entrepreneurship as a career choice; most people opt for

professional careers. The society is known for being hard on those who experienced legitimate business failures, hence the high fear of failure".

- **Financial and business support:**
  Herrington *(*2009:45) further stipulate that "there are no effective communication channels between entrepreneurs and financial institutions. There is poor marketing and coordination of government interventions. There is a need for mentorship, guidance and small business training support because it is necessary for entrepreneurial development".

2.5 ENTREPRENEURSHIP EDUCATION

Education is the source of knowledge and can equip learners with the necessary skills that are very influential in the economy of a country. Drucker (1985:55) argued that entrepreneurship is a practice and that "most of what you hear about entrepreneurship is all wrong. It is not magic; it is not mysterious; and it has nothing to do with genes. It's a discipline and, like any discipline, it can be learned." Govender (2008:90) states that in order to promote skilled opportunity-oriented entrepreneurs, learners must be exposed to entrepreneurship in schools. Unfortunately, researches have shown that the demand for entrepreneurship is very high while the quality of supply is inconsistent.

Lack of job opportunities have simply highlighted the need for entrepreneurship education. Unemployment has continued to increase with more young people out of the work force. This is one of the huge problems facing South Africa today and one of the tools to dealing with it is to increase the number of entrepreneurs who can create new jobs. Elmuti *et al.* (2012:97) emphasise that the objective of entrepreneurship education should be to train school leavers and upcoming entrepreneurs with the necessary skills required to start up a new business activity. They further emphasised that entrepreneurship education should consist of content that is innovative and reflective in order to be able to enhance the success of new business ventures.

The presentation of lessons should therefore be taught or presented in a manner that will be able to unfold the potential of students. Practical projects should be used to

challenge young people, use of innovative approaches within the current curriculum structures. Students should feel that what they learn in class is relevant to their lives outside the classroom. The Consortium for Entrepreneurship Education (2013) supports the concept that entrepreneurship is a lifelong learning process that has at least five distinct stages of development. This lifelong learning model assumes that everyone in the educational system should have opportunities to learn at the beginning stages, but the later stages are targeted to those who choose to become entrepreneurs.

On the other hand, Gibb (2010:23) believes that the manner in which entrepreneurship is taught needs to be significantly altered as the traditional model of entrepreneurship is no longer applicable to the modern business environment. Gibb portrayed the dominant model of entrepreneurship as being static and focused heavily on the writing of a Business Plan and the various functional activities of an enterprise. His alternative 'appropriate' model portrays the entrepreneur as dynamic with a range of behavioral attributes that need to be developed. According to Gibb (2010:5), this model embraces a number of key characteristics as follows (Ndedi & Ijeoma, 2008:6; Rwigema & Venter, 2004:62):

- Instilling empathy with entrepreneurial values and associated 'ways of thinking, doing, and feeling, seeing, communicating, organising and learning things'.
- Development of the capacity for strategic thinking and scenario planning and the practice of making intuitive decisions based upon judgment with limited information.
- Creating a vision of, and empathy with, the way of life of the entrepreneurial person. This implies a strong emphasis upon the employment of educational pedagogies stimulating a sense of ownership, control, independence, responsibility, autonomy of action and commitment to see things through while living, day by day, with uncertainty and complexity (Ndedi & Ijeoma, 2008:6).
- Stimulating the practice of a wide range of entrepreneurial behaviors such as opportunity seeking and grasping, networking, taking initiatives, persuading others and taking intuitive decisions. This demands a comprehensive range of pedagogical tools (Ndedi & Ijeoma, 2008:6).

- Focusing upon the conative (value in use) and affective (enjoyable and stimulating) aspects of learning as well as the cognitive as the relevance to application is of key importance (as is instilling motivation) (Ndedi & Ijeoma, 2008:6).
- Maximising the opportunity for experiential learning and engagement in the 'community of practice'. Of particular importance will be creating space for learning by doing and re-doing. Projects will need to be designed to stimulate entrepreneurial behaviours and assessed accordingly (Ndedi & Ijeoma, 2008:6).
- Creating the capacity for relationship learning, network management, building 'know-who' and managing on the basis of trust-based personal relationships. The Business Plan becomes an important component of relationship management leading to understanding that different stakeholders need 'plans' with different emphasis (a venture capitalist or angel is looking for different things than a banker or a potential partner) (Ndedi & Ijeoma, 2008:6).
- Developing understanding of, and building knowledge around, the processes of organisation development from start, through survival to growth and internationalisation. This will demand a focus upon the dynamics of change, the nature of problems and opportunities that arise and how to anticipate and deal with them (Ndedi & Ijeoma, 2008:6).
- Focusing upon a holistic approach to the management of organisations and the integration of knowledge (Rwigema & Venter, 2004:62).
- Creating the capacity to design entrepreneurial organisations of all kinds in different contexts and understand how to operate them successfully (Rwigema & Venter, 2004:62).
- Focusing strongly upon processes of opportunity seeking, evaluation and opportunity grasping in different contexts including business (Rwigema & Venter, 2004:62).
- Widening the context beyond the market. Creating opportunities for participants (students) to explore what the above means for their own personal and career development (Rwigema & Venter, 2004:60).

2.5.1 Proposed model for entrepreneurship education

Lewis (1987:41) points out that: “In traditional classes, students are expected to acquire knowledge one step at a time, adding methodically to their storehouse of facts until they have sufficient to pass an examination. This demands left-brain skills. The problems students are given to solve more often in traditional classes demand an analytical than an intuitive approach. This, too is a task for the left hemisphere. Written work, by which ability is chiefly evaluated, must be organised, well-argued and logically structured…all left-brain skills. The students considered most intelligent and successful are those who strive after academic goals, can control their emotions in class, follow instructions, do not ask awkward questions, are punctual and hand in class assignments on time. Goal setting, emotional restraint, time-keeping and matching their behaviour to other people's expectations are all left-brain skills. Children are meant to learn by listening, keeping notes and reading books. All these, too, of course, are tasks in which the left hemisphere specialises” (Amabile, 2010:33).

Gibb (1987:38) argues that to develop entrepreneurs or more enterprising individuals, the focus of the education system in entrepreneurship needs to be shifted away from the traditional to what he terms “the Entrepreneurial”. Thus, the challenge is to develop a system of learning (and assessment) that complements the traditional and develops in its students the skills, attributes and behaviors characteristic of the enterprising or entrepreneurial individual.

Olsen and Bosserman (1984:53) suggest that “individuals will exhibit entrepreneurial behaviour when they possess a combination of three attributes”, namely:

- Role orientation - emphasising effectiveness.
- Abilities - to think both intuitively and rationally.
- Motivation - the driving force behind action.

To achieve the above attributes, it seems necessary to adopt an approach to learning that gives students ownership of their learning, including negotiating with their tutor their own learning objectives, the resources, activities and processes required to meet

these objectives and, importantly, the way in which it will be determined whether these objectives have been met. To stimulate motivation, reduce dependency and provide experience of role orientation, the following objectives need to be met (Rwigema & Venter, 2004:62):

- Involves students in problem-solving in real-world situations, possibly in teams (to develop both intuitive and rational thinking, to recognize the multi-faceted nature of problem and solution and to encourage communication and co-operation).
- Encourages students to formulate decisions on data, which are immediate, incomplete, *"*dubious*"* and, as appropriate, personally generated (to stimulate effectiveness and the ability to cope with uncertainty).
- Provides students with role models who are involved in both the learning and assessment processes (to demonstrate role orientation, ability and motivation*)*

From the perspective of the education system is the ability to think both intuitively and rationally; to develop what may be termed the "balanced brain". As Ndedi (2013:25) puts it, most education systems tend to adopt left-brain approaches to learning with the emphasis being on developing critical or vertical thinking. This is a function of the left-brain; it is objective, analytical and logical and results in one or, at most, only a few answers. In contrast, creative thinking is lateral, imaginative and emotional resulting, through association, in more than one solution (de Bono 1970:60). Therefore, entrepreneurship must be taught through action that supports four cornerstones of entrepreneurship: an ability to impact one's personal environment, a high degree of self-confidence, an ability to create support networks, and an ability to create a linkage from vision to action (Ndedi, 2013:27). These cornerstones imply that an education in entrepreneurship has to be action oriented. The students have to engage in real life situations, establish relationships, and turn theory into practice (Ndedi, 2012:44).

Idea generation is important and can be taught. Most entrepreneurship education disregards the idea generation process (Ndedi, 2013:12). The same may be seen in many South African curriculums on entrepreneurship education. In order to recognize opportunities, however, ideas and creativity ought to be crucial for the entrepreneur.

According to Antonites and van Vuuren (2004:16) and Antonites (2003:12), creativity, innovation and opportunity finding (CIO) are the three variables that distinguish an entrepreneur from a small businessperson. However, students need a theoretical base to build the actions upon. Fiet (2000a, 2000b) asserts that theoretical knowledge increased the possibility for students to make proper decisions when they encounter different situations (Ndedi, 2013:22). In addition, it is important that students not only acted, but also reflected about their actions to learn something from them. Therefore, theory and reflection are important ingredients in the entrepreneurship curriculum. In order to enhance the reflection-part, “Learning logs” (Barclay 1996:10) and “learning seminars” need to be introduced as part of the curricula, and the cover the entire entrepreneurship process, from idea generation to complete plan for initializing a project is requisite. Entrepreneurship educations should enhance both action and reflection, and to a group of students from different faculties and backgrounds.

2.5.2 Entrepreneurial attitudes and intention

Entrepreneurship education should be able to assist students develop positive attitudes and skills in order to be confident to start their own business rather than seek for employment. In addition, Pulka, Aminu and Rikwentishe (2015:151), believes that attitudes towards entrepreneurship and entrepreneurship education can be measured in terms of cognitive, affective and behavioural components. They further argue that cognitive component relates to thoughts, beliefs and knowledge, which students of entrepreneurship have about entrepreneurship and entrepreneurship education, which shape their attitudes and behaviours. In relation to studies regarding students’ attitude towards entrepreneurship education, vast amount of literature shows that studies in this area has been carried out. For example, a study in relation to entrepreneurship education conducted by Basu and Virik (2008:9) ascertained that entrepreneurship education often improve the attitude of students towards entrepreneurship. Ediagbonya (2013:72) shows that entrepreneurship education impacts positively towards the attitude of students to engage in entrepreneurship ventures if their knowledge and skills are developed. Zain, Akram and Ghani (2010:62) and Mapfaira and Setibi (2014:5) carried out two similar studies. Their findings respectively show that more 50% and as high A 73% of recipients of entrepreneurship education has an intention of becoming entrepreneurs upon completion of

entrepreneurship education programme. The study reveals that entrepreneurship education influences positively on the attitudes of the students to become entrepreneurs. Given all the findings discussed above, the study concludes that entrepreneurship education increases the probability of business start-ups and self-employment, which in turn brings about self- satisfaction and economic rewards (Ndedi, 2013:125).

2.6 INNOVATION

One of the main characteristics of entrepreneurs is that they are innovators. (Amabile, 2010) Innovation is the specific instrument of entrepreneurship: the act that endows resources with a new capacity to create wealth. (Ndedi, 2004:5) Innovation, indeed, creates a resource. Innovation is the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a different business or a different service. It is capable of being presented as a discipline, capable of being learned, capable of being practiced. Entrepreneurs need to search purposefully for the sources of innovation, the changes and their symptoms that indicate opportunities for successful innovation. And they need to know and to apply the principles of successful innovation. Joseph Schumpeter was the first major economist to go back to Say. In his classic *Die Theorie der Wirtschaftlichen Entwicklung (The Theory of Economic Dynamics),* published in 1911, Schumpeter broke with traditional economics—far more radically than John Maynard Keynes was to do twenty years later. (Amabile, 2010:9) According to the author, he postulated that dynamic disequilibrium brought on by the innovating entrepreneur, rather than equilibrium and optimization, is the “norm” of a healthy economy and the central reality for economic theory and economic practice. (Amabile, 2010:8)

According to Drucker (2004:35), there are four source areas of innovation:

• *The unexpected—the* unexpected success, the unexpected failure, the unexpected outside event

The unexpected success is a challenge to management’s judgment. One reason why it is difficult for management to accept unexpected success is that all of us tend to

believe that anything that has lasted a fair amount of time must be “normal” and go on “forever.” Anything that contradicts what we have come to consider a law of nature is then rejected as unsound, unhealthy, and obviously abnormal. To exploit the opportunity for innovation offered by unexpected success requires analysis. Unexpected success is a symptom. The underlying phenomenon may be nothing more than a limitation on our own vision, knowledge, and understanding. (Drucker 2004:35)

Managements must look at every unexpected success with the questions: (1) What would it mean to us if we exploited it? (2) Where could it lead us? (3) What would we have to do to convert it into an opportunity? and (4) How do we go about it? This means, first, that managements need to set aside specific time in which to discuss unexpected successes; and second, that someone should always be designated to analyze an unexpected success and to think through how it could be exploited. Management also needs to learn what the unexpected success demands of them (Kuratko *&* Hodgetts, 2001:325).

• *The incongruity—between* reality as it actually is and reality as it is assumed to be or as it “ought to be”

Drucker (2004:36) pointed out that an incongruity is a discrepancy, a dissonance, between what is and what “ought” to be, or between what is and what everybody assumes it to be. We may not understand the reason for it; indeed, we often cannot figure it out. Still, an incongruity is a symptom of an opportunity to innovate. It bespeaks an underlying “fault,” to use the geologist’s term. Such a fault is an invitation to innovate. It creates an instability in which quite minor efforts can move large masses and bring about a restructuring of the economic or social configuration. Ireland, *Kuratko* and Morris (2006:332) assert that incongruities do not, however, usually manifest themselves in the figures or reports executives receive and pay attention to. They are qualitative rather than quantitative. Like the unexpected event, whether success or failure, incongruity is a symptom of change, either change that has already occurred or change that can be made to happen. Like the changes that underlie the unexpected event, the changes that underlie incongruity are changes *within* an industry, a market, a process. The incongruity is thus clearly visible to the people within or close to the industry, market, or process; it is directly in front of their eyes. Yet it is

often overlooked by the insiders, who tend to take it for granted—"This is the way it's always been," they say, even though "always" may be a very recent development (Drucker, 2004:36).

There are several kinds of incongruity (Venter, 2012:25):

- An incongruity between the economic realities of an industry (or of a public-service area).
- An incongruity between the reality of an industry (or of a public-service area) and the assumptions about it.
- An incongruity between the efforts of an industry (or a public-service area) and the values and expectations of its customers.
- An internal incongruity within the rhythm or the logic of a process.

• *Innovation based on process need*

Opportunity is the source of innovation. (Kuratko *&* Hodgetts, 2001:55) Like the unexpected, or the incongruities, it exists within the process of a business, an industry, or a service. (Ireland, Kuratko*, &* Morris 2006:65) Some innovations based on process need exploit incongruities, others demographics. Indeed, process need, unlike the other sources of innovation, does not start out with an event in the environment, whether internal or external. It starts out with the job to be done. It is task-focused rather than situation-focused. It perfects a process that already exists, replaces a link that is weak, redesigns an existing old process around newly available knowledge. (Kuratko *&* Hodgetts, 2001:12) Sometimes it makes possible a process by supplying the "missing link." In innovations that are based on process need, everybody in the organization always knows that the need exists. Yet usually no one does anything about it. However, when the innovation appears, it is immediately accepted as "obvious" and soon becomes "standard." (Bbenkele & Ndedi, 2009:9).

• *Changes in industry structure or market structure* that catches everyone unawares

Industry and market structures sometimes last for many, many years and seem completely stable. Actually, market and industry structures are quite brittle. One small scratch and they disintegrate, often fast. When this happens, every member of the industry has to act. To continue to do business as before is almost a guarantee of disaster and might well condemn a company to extinction. At the very least the company will lose its leadership position; and once lost, such leadership is almost never regained. A change in market or industry structure is also a major opportunity for innovation. (Ndedi, 2013:7) In industry structure, a change requires entrepreneurship from every member of the industry. It requires that each one ask a new: “What is our business?” Each of the members will have to give a different, but above all a new, answer to that question.

The unexpected; incongruities; changes in market and industry structure; and process needs, the sources of innovative opportunity discussed so far; manifest themselves within a business, an industry, or a market. They may actually be symptoms of changes outside, in the economy, in society, and in knowledge. However, they show up internally. Ireland, Kuratko*, &* Morris (2006:55) discussed the remaining sources of innovative opportunity through:

- Demographics
- Changes in perception, meaning, and mood
- New knowledge are external. They are changes in the social, philosophical, political, and intellectual environment.

The second set of sources for innovative opportunity, a set of three, involves changes outside the enterprise or industry:

• *Demographics* (population changes)

Of all external changes, demographics—defined as changes in population, its size, age structure, composition, employment, educational status, and income—are the clearest. They are unambiguous. They have the most predictable consequences. (Ireland et al., 2006:211). The authors pointed out that demographics have major impact on what will be bought, by whom, and in what quantities. American teenagers,

for instance, buy a good many pairs of cheap shoes a year; they buy for fashion, not durability, and their purses are limited. *(*Kuratko *&* Morris*,* 2003:332). The same people, ten years later, will buy very few pairs of shoes a year—a sixth as many as they bought when they were seventeen—but they will buy them for comfort and durability first and for fashion second. People in their sixties and seventies in the developed countries—that is, people in their early retirement years—form the prime travel and vacation market. Ten years later the same people are customers for retirement communities, nursing homes, and extended (and expensive) medical care. (Ireland *et al*., 2006:323)

• *Changes in perception, mood, and meaning*

In mathematics, there is no difference between “The glass is half full” and “The glass is half empty.” However, the meaning of these two statements is totally different, and so are their consequences. If general perception changes from seeing the glass as “half full” to seeing it as “half empty,” there are major innovative opportunities. Here are a few examples of such changes in perception and of the innovative opportunities; they opened up—in business, in politics, in education, and elsewhere. When a change in perception takes place, the facts do not change. *(*Kuratko *&* Morris*,* 2003:55) Their meaning does. The meaning changes from “The glass is half full” to “The glass is half empty.”

2.7 SUMMARY

This chapter highlighted various concepts with regard to entrepreneurship. Entrepreneurship, entrepreneurship education and innovation are widely seen as key sources of renewed economic growth, creating jobs and advancing human welfare and without an entrepreneurial attitude societies can stagnate, which can hinder the long-term growth and prosperity of a region. Although the South African government has implemented various strategies to create an environment that encourage entrepreneurs and small business ventures, South Africa still lacks a pool of entrepreneurs who have the orientation and skills to create new businesses. Therefore, entrepreneurship must be promoted as a powerful vehicle for reducing poverty and high unemployment.

CHAPTER 3
RESEARCH DESIGN AND METHODOLOGY

3. 1 INTRODUCTION

This study is aimed at investigating the attitude of Business Studies learners towards entrepreneurship. It will use a mixed method research design of both qualitative and quantitative method. According to Johnson and Onwuegbuzie 2004,14-26), the primary goal of mixed method research is not to replace qualitative or quantitative research but rather to draw from the strength and minimize the weakness of both in single research and across studies.

According to Creswell (2009:67), the development of literature in a particular discipline's context, using mixed methods research, will help to strength the mixed research movement. In the context of this study, a mixed method design empowers the researcher to be able to generate a comprehensive outlook and understanding, which illuminate learners' desire to start their own businesses.

3. 2 THEORETICAL FRAMEWORK

There is no doubt that entrepreneurship is the engine of every economy. Mahadea (2010: 4) highlights that in spite of the recognition that entrepreneurship is vital to job creation and economic growth, we do not have sufficient knowledge regarding the 'optimal' way to promote this critical factor from the youth sector. One further important factor pointed out by Mahadea (2010: 4) is that not enough is known about potential entrepreneurs among the secondary school-going learners and as well as the benefits that they may generate to improve youth livelihood. On the same note, the Curriculum and Policy Statement (2011) outline the critical features relating to economic and management sciences, which primarily encompasses problem-solving skills, risk-taking and starting one's own venture. Therefore, this study addresses such principles outlined by the CAPS document in relation to learners' attitude towards entrepreneurship.

3.3 RESEARCH DESIGN

Research design, according to Welman *et al*. (2009:46), is best described as the overall plan, according to which the respondents of a proposed study are selected, as well as the means of data collection or generation, while Babbie and Mouton (2008:74) describe research design as a plan or blueprint for conducting the research. The research design also entails a detailed plan, according to which research is undertaken. According to Mouton (1996:107), the main function of a research design is to enable the researcher to anticipate what the appropriate research decisions are likely to be, and to maximize the validity of the eventual results.

3.3.1 Explanatory design using sequential phases (quantitative and qualitative).

According to Omar, Ponce and Pagán-Maldonado (2015:118), the purpose of this design is to study or describe the research problem in depth. In order to achieve this, it first uses a quantitative study to measure the attributes or properties of the problem (phase I) and then to a qualitative study (phase II) to deepen the findings of Phase I.

3.3.2 Qualitative approach

In qualitative studies, the goal is to provide an accurate description of a real situation (Gunhan, 2014: 4). To this end, such studies attempt to directly present the opinions of individual participants and to collect data through detailed and in-depth methods (Yýldýrým & Simsek, 2008). In this study, the researcher used open and flexible semi-structured interviews to gather additional data after the completion of the questionnaire. The interview involved five learners from each school. Furthermore, the behavior of learners was observed without any interference.

3.3.3 Quantitative approach

This was primary based on the 7 point likert scale from which the mean scores of learners' responses were captured. These scores revealed learners' attitude towards entrepreneurship and the analysis of the results are provided in the next chapter.

3.4 RESEARCH METHODOLOGY

As previously explained in the Research design, this study used the mixed method approach. In order to collect information relevant to the research, two secondary schools were randomly chosen in Hekpoort, Magaliesburg. The collection of data was done through the use of questionnaires, consisting mainly of likert-scale questions, as well as interviews. Data was analyzed by using Excel. Questions ranged from learners' demographic profile, risk-taking, business studies as a subject, socio-economic and the impact of family background in deciding to start a small business. The sample consisted of 300 learners divided equally from two participating schools. The sample consisted of secondary school-going learners specifically grade 10, 11 and 12.

3.5 DATA ANALYSIS

Qualitative data analysis

According to Sunday (not dated), Qualitative Data Analysis (QDA) is the range of processes and procedures whereby we move from the qualitative data that have been collected, into some form of explanation, understanding or interpretation of the people and situations we are investigating. This qualitative approach will be narrative in nature.

Bamberg (2010: 3) outline the narrative analysis as an attempt to explain or normalize what has occurred. In addition, narratives lay out why things are the way they are or have become the way they are. The researcher has managed to narrate learners' feelings, expressions, likes, dislikes about entrepreneurship. This is based on the interviews and observations during the inquiry. The steps to use in the data analysis are as follows:

- Transcribing of data from the recorded audio and video tapes (based on observed lessons and interviews)
- Data cleaning (this helps the researcher to identify incomplete, inaccurate or irrelevant data with the aim of either replacing, modifying or deleting it)
- Data sorting (the researcher coded data that feature prominently.

Quantitative data analysis

Quantitative Data Analysis Strategies

The following are critical elements of quantitative research:

- Entails the use of systematic statistical procedures to test, prove and verify hypotheses.
- Is best suited to the investigation of structure rather than process
- Can answer “how many” questions
- Relies on predetermined response categories and standardised data collection instruments (e.g. surveys, observational checklists, structured interviews).
- Such instruments and procedures allow for the conversion of raw data into numbers for analysis by statistical procedures.

In this study, the quantitative analysis reflected learners’ frequency distribution regarding certain variables from the questionnaire. Mean scores were also illustrated as part of the analysis.

3.6 SAMPLING AND STUDY POPULATION

Learners taking part in the study were randomly selected from the overall population of Grade 10 to 12 learners in two schools in Hekpoort, Magaliesburg. The random selection was made up of approximately 300 learners comprising of three Grades of 150 each from the two schools. School A had an overall population of 950 learners and School B 870 learners. The population of Grade 10 to 12 learners in School A was 400 while in School B was 350. The sample consisted of the following:

School A

- 50 learners from Grade 10
- 50 learners from Grade 11
- 50 learners from Grade 12

School B

- 50 learners from Grade 10
- 50 learners from Grade 11

- 50 learners from Grade 12

The sample for each grade was guided by the following criteria:

- 15 learners with a mean score of 30% and below
- 20 learners with a mean score between 31% and 60%
- 15 learners with a mean score of 61% and above

3.6.1 Response rate

The response rate in School A was 70%. In other words, out of 150 learners, only 105 answered the questionnaire. This was mainly caused by absenteeism. On the other hand, the response rate of School B was 85%. Out of 150 learners, 128 learners answered the questionnaire.

This ensured that the sample was more representative and not biased.

3.6.2 Validity and Reliability

Validity

Validity is described as the degree to which a research study measures what it intends to measure. It is important to highlight that other statistical technique like the t-test does not test Theoretical validity and is not a Test for “Importance”. Therefore, a thorough theoretical and literature review was crucial in the study to avoid misleading coefficients. In this study, Content validity was used to determine the appropriateness and comprehensiveness of the content and format of the questionnaire. In this instance, four experts were used. Two from the Department of Education (Gauteng Province) and two who are successful entrepreneurs. Their inputs were valuable and added value to the questionnaire.

Reliability

For the purpose of this study, an inter-rater reliability test was used. An Inter-rater reliability provide a measure of dependability or consistency of scores that might be expected across raters (Professional raters Inc., 2006: 2). Furthermore, the test

provides a degree of agreement among raters. In this study, collaboration with the Business Studies teachers was employed for reliability test.

3.7 PARTICIPANTS INTERVIEWS

The interview questions included the following topics:

- How learners perceive business studies as a subject.
- Learners' perception on whether studying Business Studies can influence them to start their own businesses
- How good are learners in spotting opportunity to start their businesses
- The influence of learners' background and role models in starting their own businesses
- How confident are learners in starting their own businesses
- The importance of entrepreneurship as a career path and choice

The next chapter discusses the findings of the research.

CHAPTER 4
RESEARCH FINDINGS

This study is not intended to do an analytical verification and determination on how teachers present the subject and whether the purpose and definition of the subject as contained in the CAPS document correlates with what is presented in class. The overall aim of this study is to determine learners' attitude and perceptions towards entrepreneurship as a result of studying Business Studies. In an attempt to provide answers to the propositions highlighted in this research, this chapter presents the primary data obtained through the aid of questionnaire in this study. The presentations of the results in this chapter will be explained underneath.

4.1 ANALYSIS OF RESPONDENTS' BIOGRAPHICAL DATA

The analysis in this section was carried out based on the use of Microsoft Excel spreadsheet software. Charts and percentile were developed based on responses obtained from the administration of the questionnaire.

Question 1: What is the participant gender?

As illustrated on figure 4.1, an analysis of the questionnaire by gender reveals that about 162 (54 %) of the respondents constituted the male gender, and 138 (46 %) constituted the female gender.

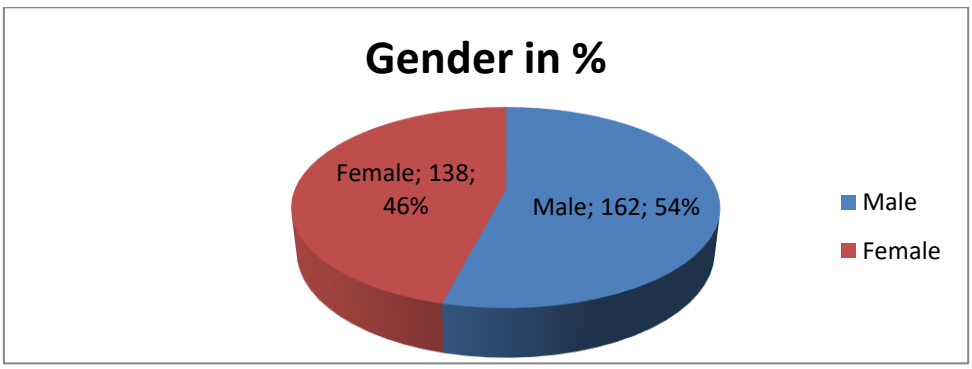


Figure 4.1: Gender in percentage of respondents

These results simply indicate that the male respondents (54%) from the students in the municipality were relatively higher in terms of participation in this study compared to their female (46%) counterparts.

Question 2: What is the participant age?

As presented in figure 4.2, an analysis of the questionnaire by age gives the following respondents' results.

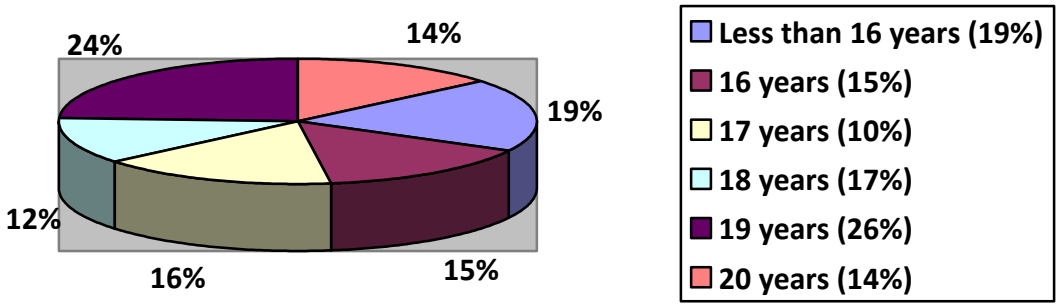


Figure 4.2 Respondents age in years (%)

The survey results as presented in figure 4.2 point to the fact that a large proportion of the respondents have 19 years with a percentage of 26%, followed by the less than 16 years with 19%, then come the 16 years old with 15%.

Question 3: Have you done Business at school in the past three years?

This question aims to look the percentage of students doing business course in the past three years, and those who are not doing business course during the same period.

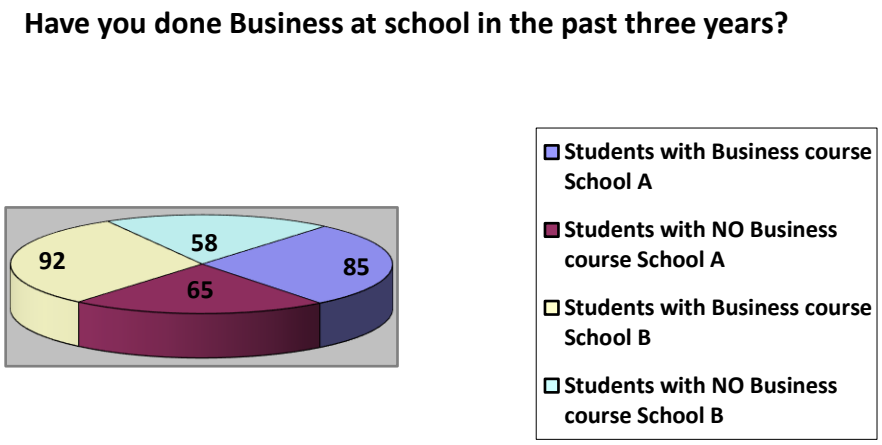


Figure 4.3: Have you done Business at school in the past three years?

The figure 4.3 gives the following results:

Table 4.1: Repartition of students doing business courses or NOT doing business course

Items	Business course	NO Business course
School A	85 (56.66%)	65 (43.34%)
School B	92 (61.33%)	58 (38.67%)
Total	177 (100%)	123 (100%)

The analysis of the table 4.1 on the repartition of students doing business course show that in both schools, the majority of students have done business studies (177) compared to those who have not done business studies (123).

Question 4: Which of the following reasons best describe your reason for taking the subject?

The question was to gauge the reasons that best describe the student reason for taking the business course. These includes major requirement, minor requirement and general education. As explained in figure 4.4, the results show that in both schools, the choice of the business studies was look as a major requirement, with 98 students in school B, and 69 students in school A, followed by the general education reason for the choice of the business course.

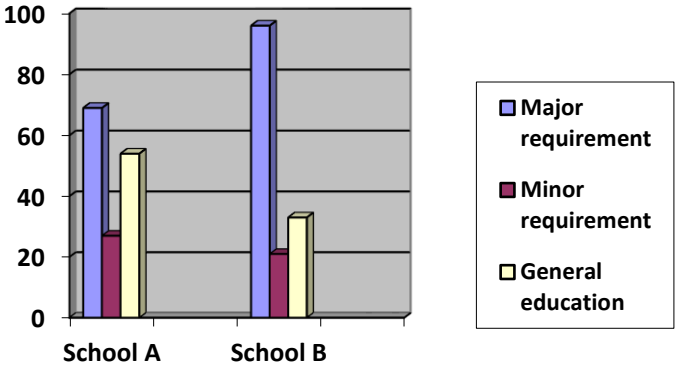


Figure 4.4: Which of the following reasons best describe your reason for taking the subject?

4.2 ANALYSIS OF RESPONDENTS' RISK PROFILE AND ACHIEVEMENT

Question 1	Starting my own business sounds attractive to me

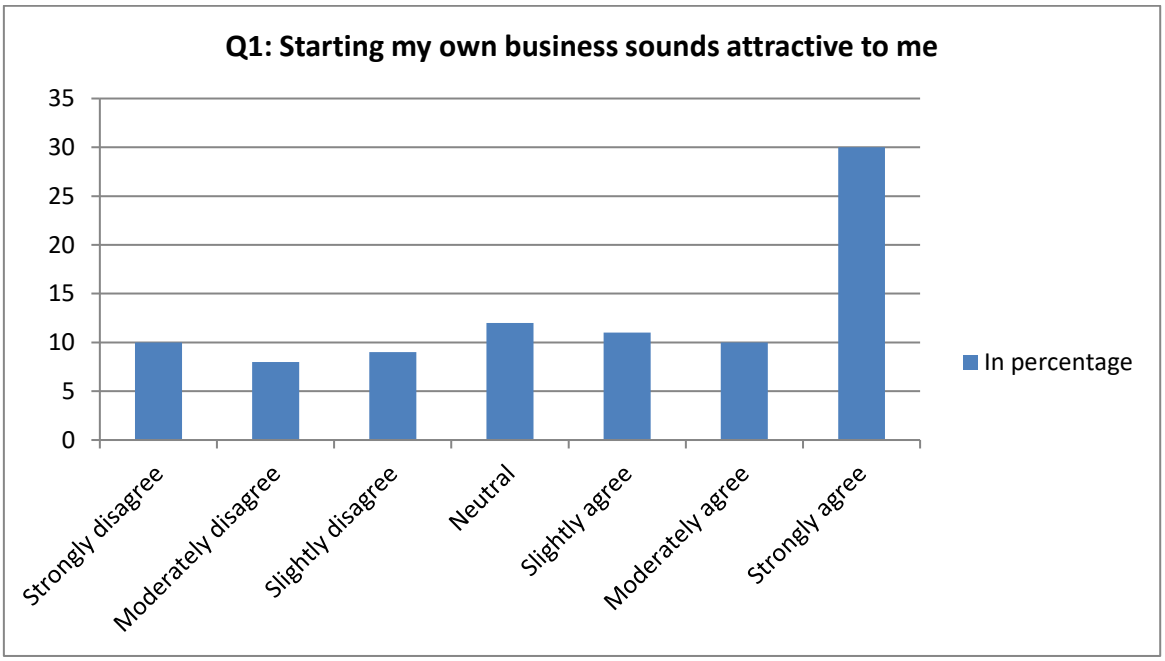


Figure 4.5: Starting my own business sound attractive to me

The analysis of the results presented in figure 4.5 related to the attractiveness of starting a business by learners. In summary, 30% of the respondents strongly believe that starting their own business sounds attractive to them. In the contrary, approximately, 10% of the respondents strongly disagree with the fact that starting their own business sounds attractive to them.

Question 2	I can spot a good opportunity long before others can

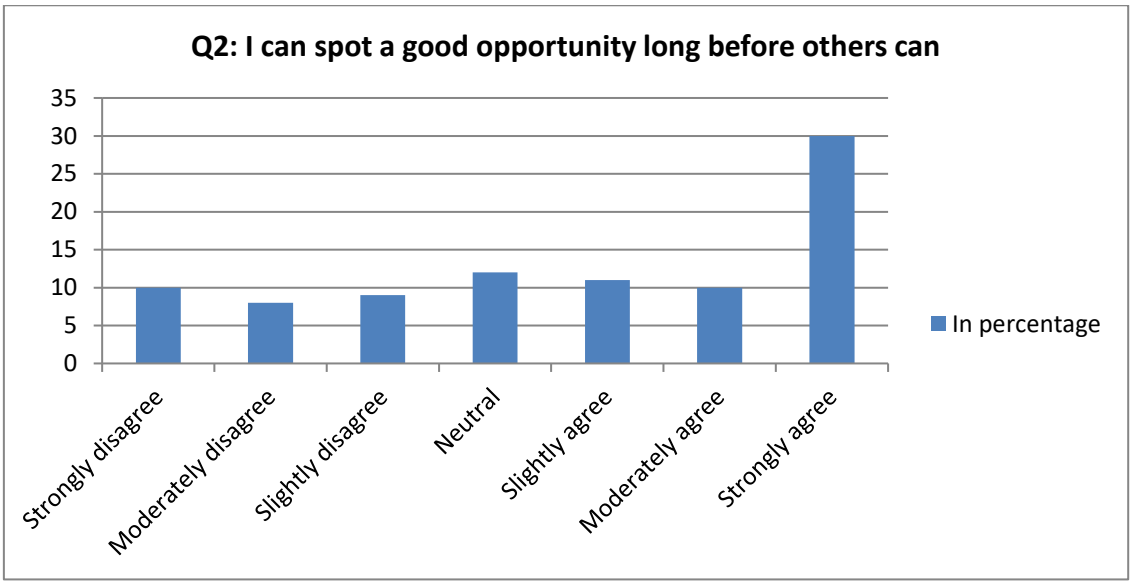


Figure 4.6: I can spot a good opportunity long before others can

The analysis of the results presented in figure 4.6 related to the possibility of spotting a good opportunity by a learner long before others. In summary, 30% of the respondents strongly believe that starting their own business sounds attractive to them. In the contrary, approximately, 10% of the respondents strongly disagree with the fact that starting their own business sounds attractive to them.

Question 3	To start my own company would probably be the best way for me to take advantage of my education

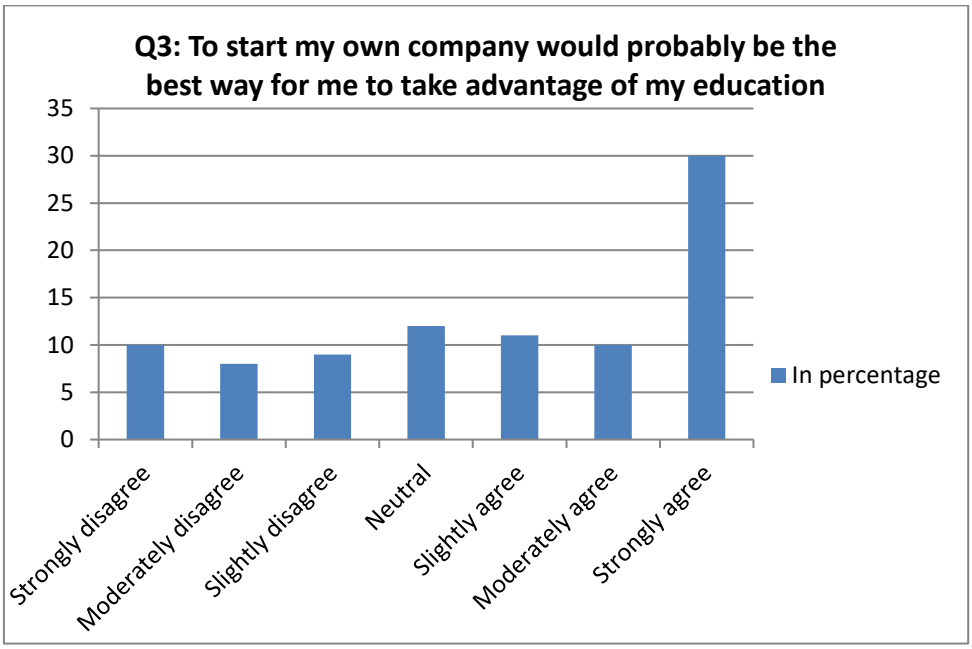


Figure 4.7: To start my own company would probably be the best way for me to take advantage of my education

The analysis of the results presented in figure 4.7 related to the posture of learners in starting their own company that may be the best way for them to take advantage of their education. In summary, 39% of the respondents strongly believe that starting their own company may be the best way for them to take advantage of their education. In the contrary, approximately, 10% of the respondents strongly disagree with the fact that starting their own company may be the best way for them to take advantage of their education.

Question 4	I excel at identifying opportunities

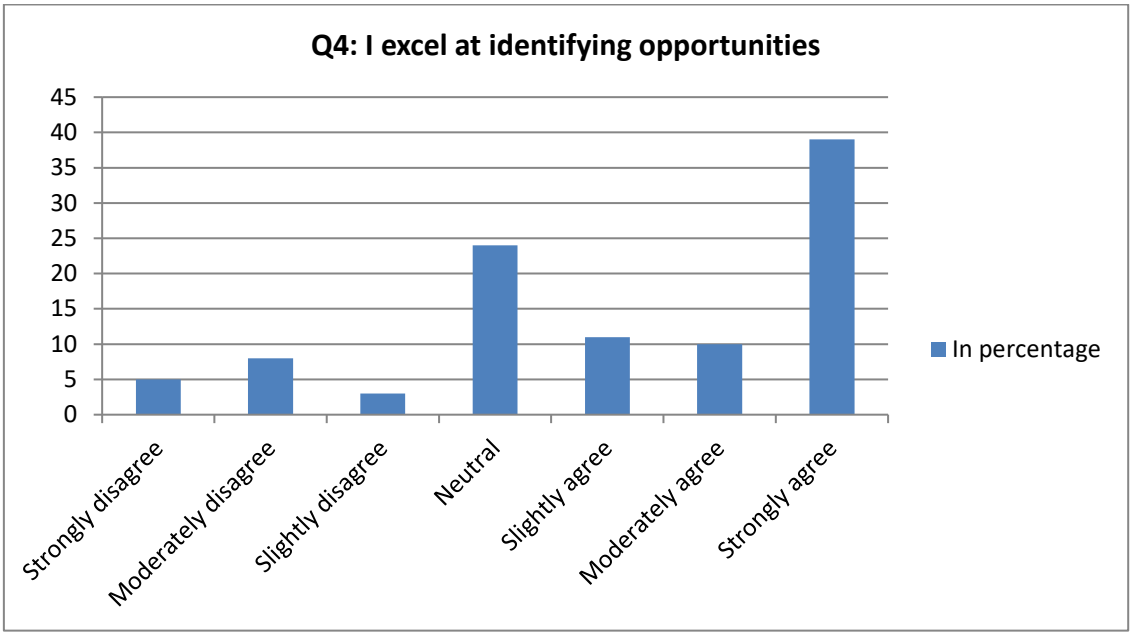


Figure 4.8: I excel at identifying opportunities

The analysis of the results presented in figure 4.8 related to the possibility of excelling at identifying opportunities. In summary, 38% of the respondents strongly believe that they excel at identifying opportunities. In the contrary, approximately, 5% of the respondents strongly disagree with the fact that they excel at identifying opportunities.

Question 5	I am confident that I would succeed if I started my own business

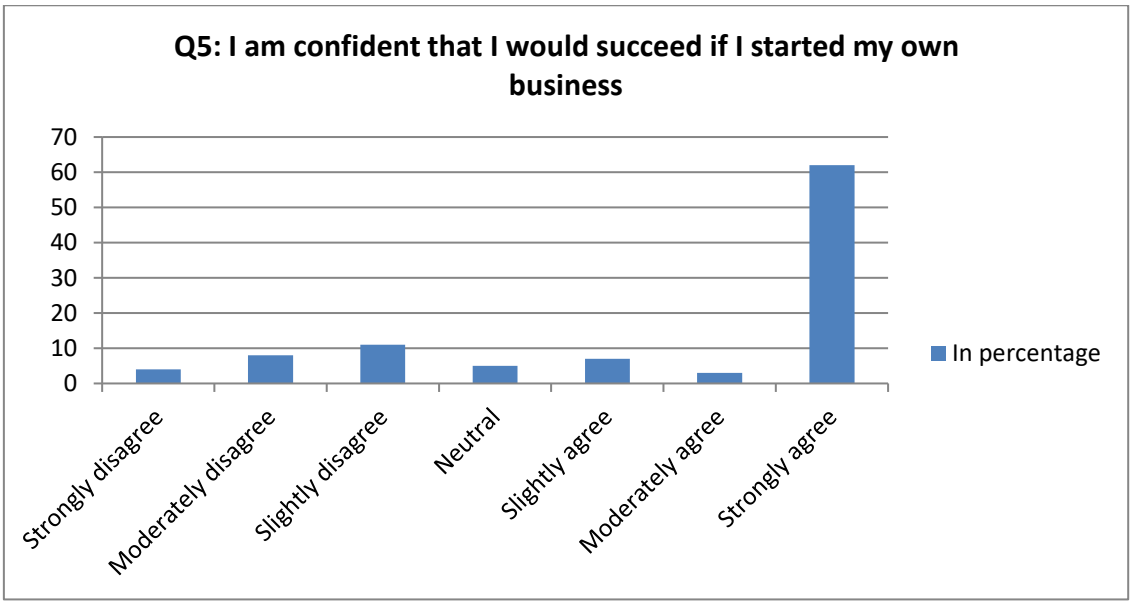


Figure 4.9: I am confident that I would succeed if I started my own business

The analysis of the results presented in figure 4.9 related to the confidence that the learners have that they would succeed if they start their own business. In summary, 63% of the respondents strongly believe that they are confident they would succeed if they start their own business. In the contrary, approximately, 4% of the respondents strongly disagree with the fact that they are confident they would succeed if they start their own business.

Question 6	I personally consider entrepreneurship to be a highly desirable career alternative for people with my education

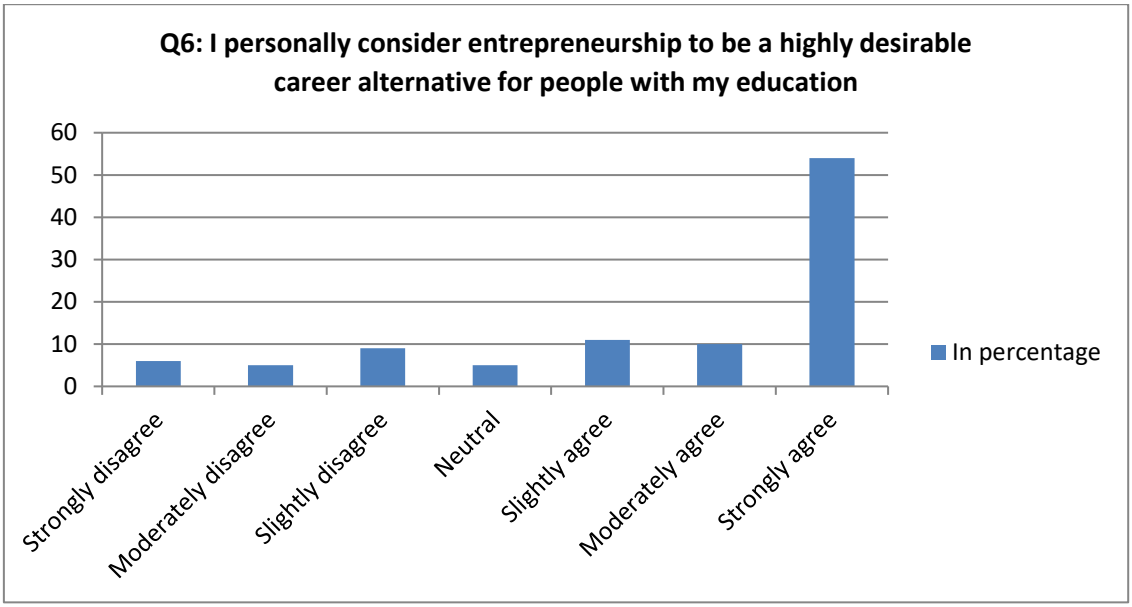


Figure 4.10: I personally consider entrepreneurship to be a highly desirable career alternative for people with my education

The analysis of the results presented in figure 4.10 on the fact that learners personally consider entrepreneurship to be a highly desirable career alternative for people with their education. In summary, 54% of the respondents strongly believe that they personally consider entrepreneurship to be a highly desirable career alternative for people with their education. In the contrary, approximately, 4% of the respondents strongly disagree with the fact that they personally consider entrepreneurship to be a highly desirable career alternative for people with their education.

Question 7	It would be easy for me to start my own business

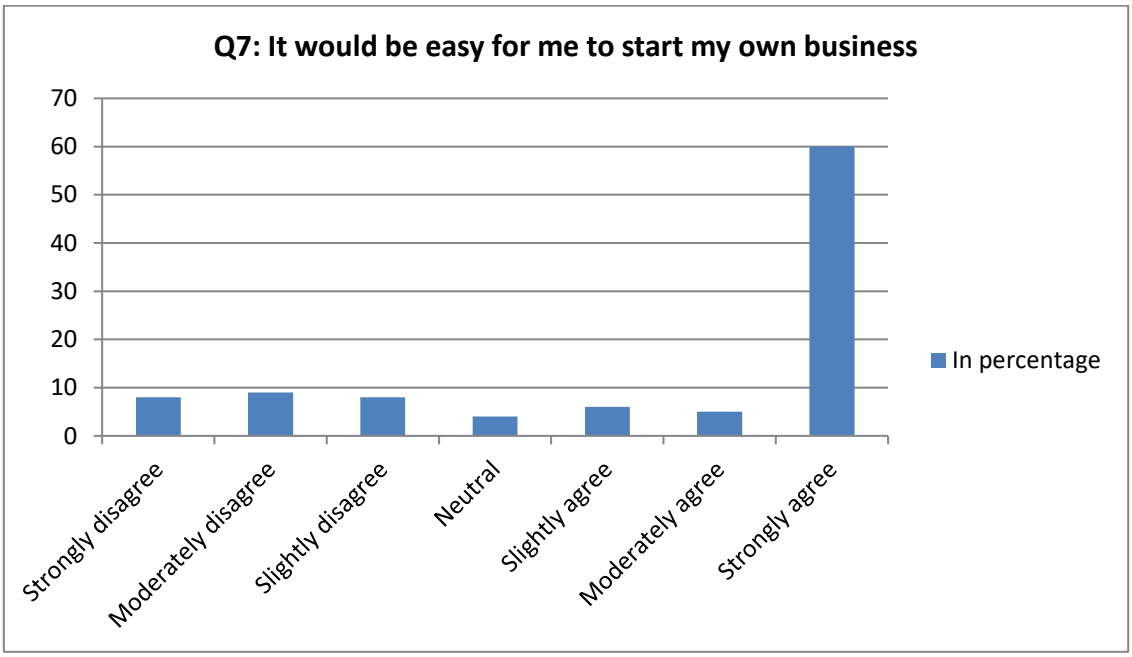


Figure 4.11: It would be easy for me to start my own business

The analysis of the results presented in figure 4.11 related to the easiness for the learner to start his own business. In summary, 60% of the respondents strongly believe that it would be easy for them to start their own business. In the contrary, approximately, 8% of the respondents strongly disagree with the fact that it will be easy for them to start their own business.

Question 8	Nothing is more exciting than seeing my ideas turn into reality

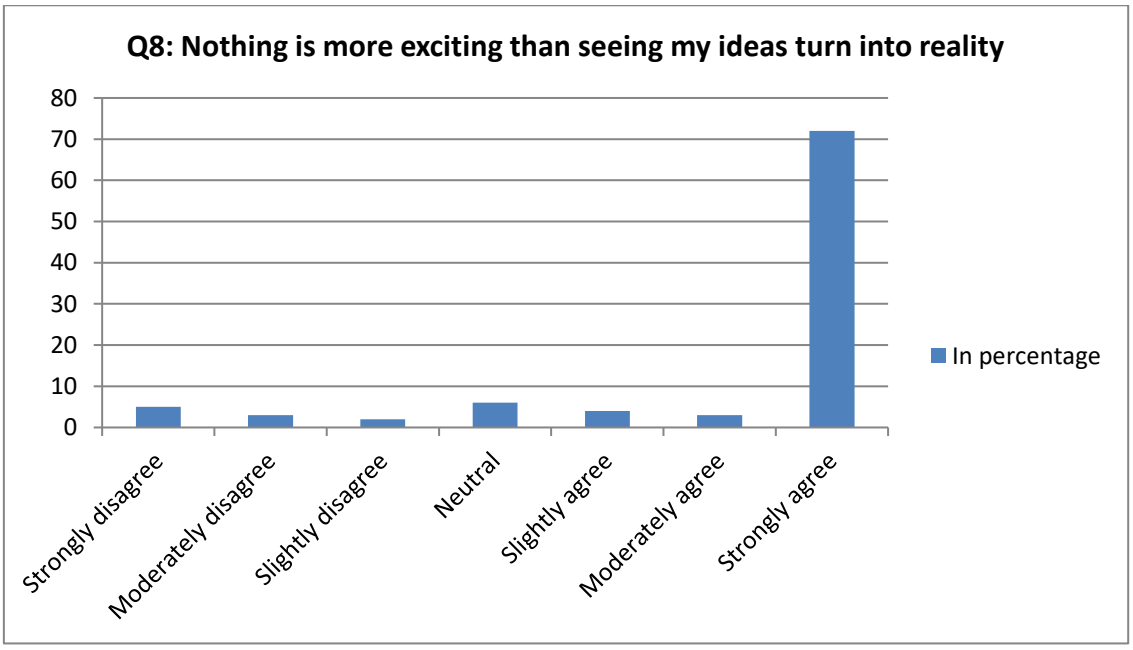


Figure 4.12: Nothing is more exciting than seeing my ideas turn into reality

The analysis of the results presented in figure 4.12 related to the learners' feelings that nothing is more exciting than seeing their ideas turn into reality. In summary, 70% of the respondents strongly believe that it would be easy for them to start their own business. In the contrary, approximately, 5% of the respondents strongly disagree with the fact that nothing is more exciting than seeing their ideas turning into reality.

Question 9	I would rather found a new company than be the manager of an existing one

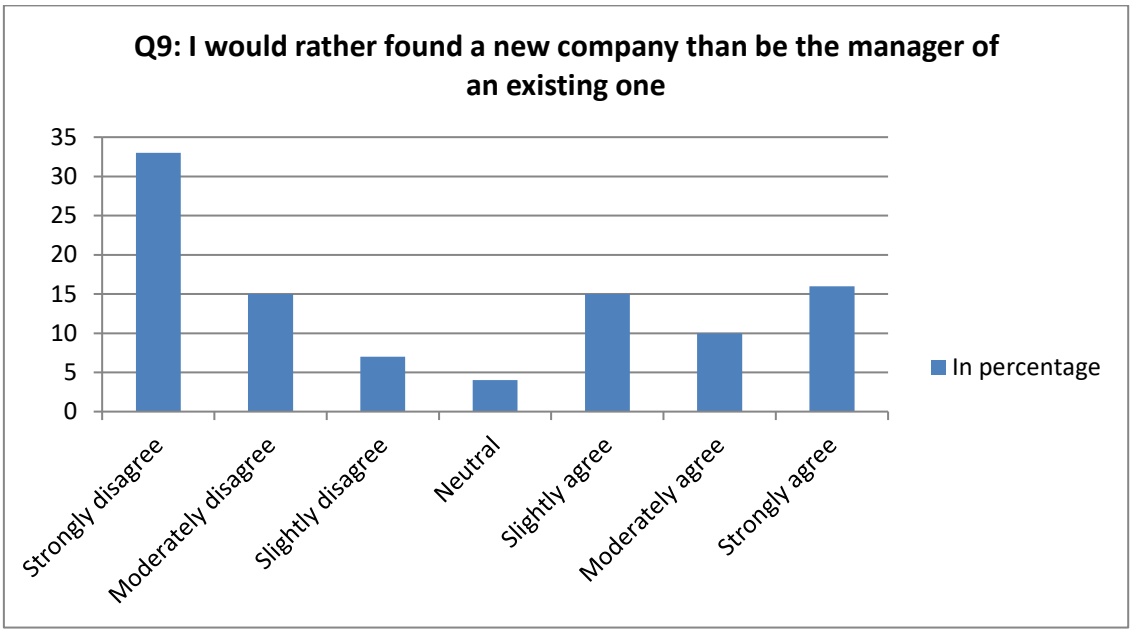


Figure 4.13: I would rather found a new company than be the manager of an existing one

The analysis of the results presented in figure 4.13 related to the learners' position that they would rather found a new company than being a manager of an existing company. In summary, 16% of the respondents strongly believe that they would rather found a new company than being the manager of an existing one. In the contrary, approximately, 33% of the respondents strongly disagree with the fact that they would rather found a new company than being a manager of an existing company.

Question 10	It is more beneficial to society to have large enterprises than small firms

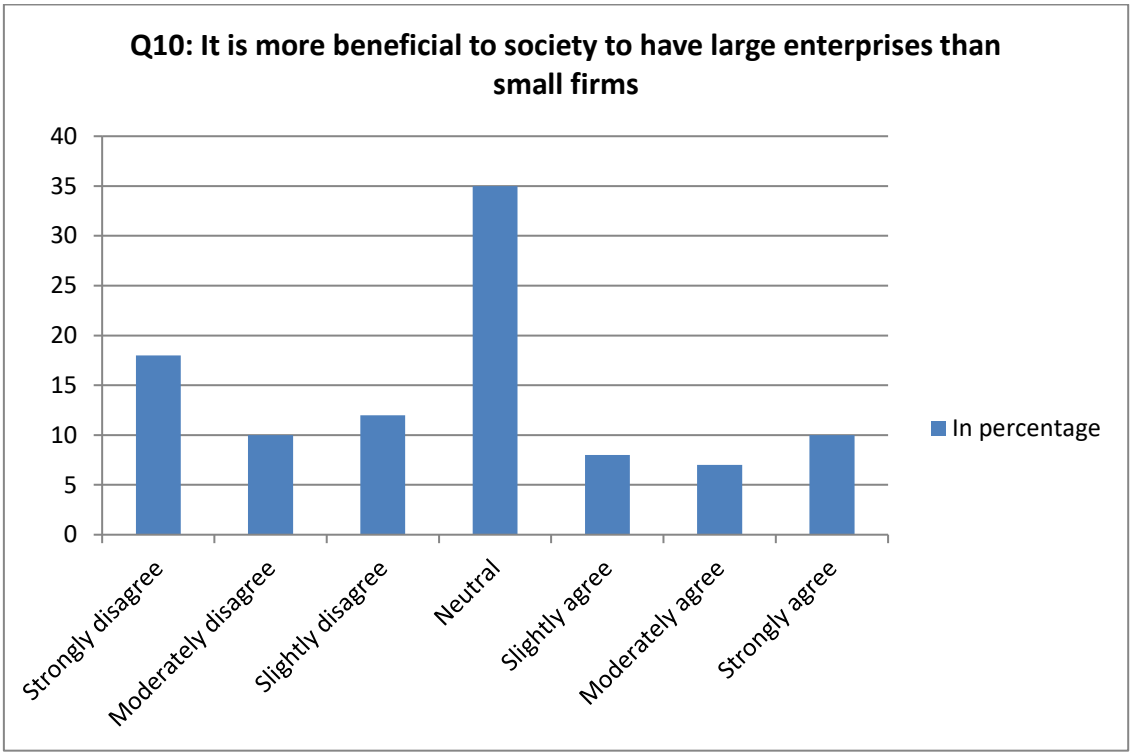


Figure 4.14: It is more beneficial to society to have large enterprises than small firms

The analysis of the results presented in figure 4.14 related to the learners' position that it is more beneficial to society to have large enterprises than small firms. In summary, 10% of the respondents strongly believe that it is more beneficial to society to have large enterprises than small firms. In the contrary, approximately, 18% of the respondents strongly disagree with the fact that it is more beneficial to society to have large enterprises than small firms. Surprisingly, 35% of respondents are neutral regarding the fact that it is more beneficial to society to have large enterprises than small firms.

Question 11	In my school, people are actively encouraged to pursue their own ideas

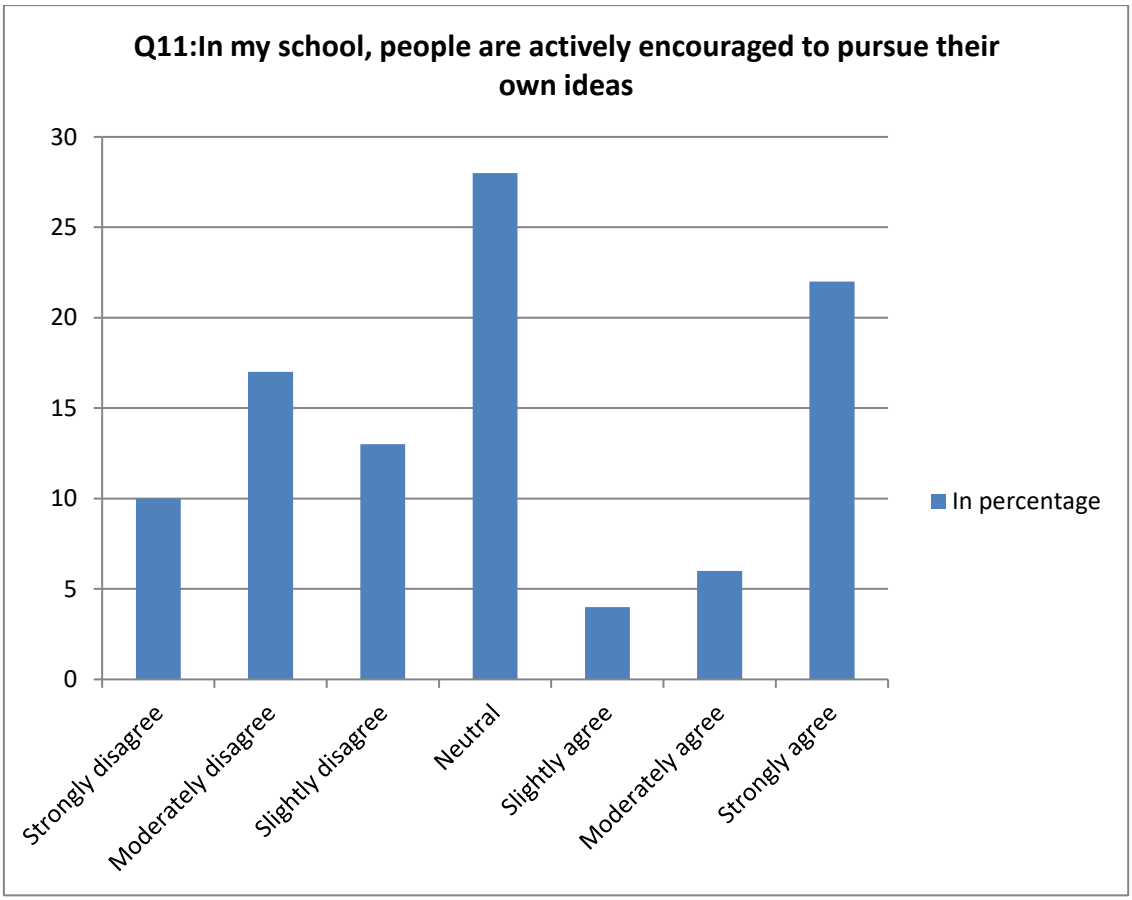


Figure 4.15: In my school, people are actively encouraged to pursue their own ideas

The analysis of the results presented in figure 4.15 are related to the learners' view that in their school, people are actively encouraged to pursue their own ideas. In summary, 23% of the respondents strongly believe that in the learners' school, people are actively encouraged to pursue their own ideas. In the contrary, approximately, 10% of the respondents strongly disagree with the fact that in their school, people are actively encouraged to pursue their own ideas.

Question 12	In my school, you get to meet lots of people with good ideas for a new business

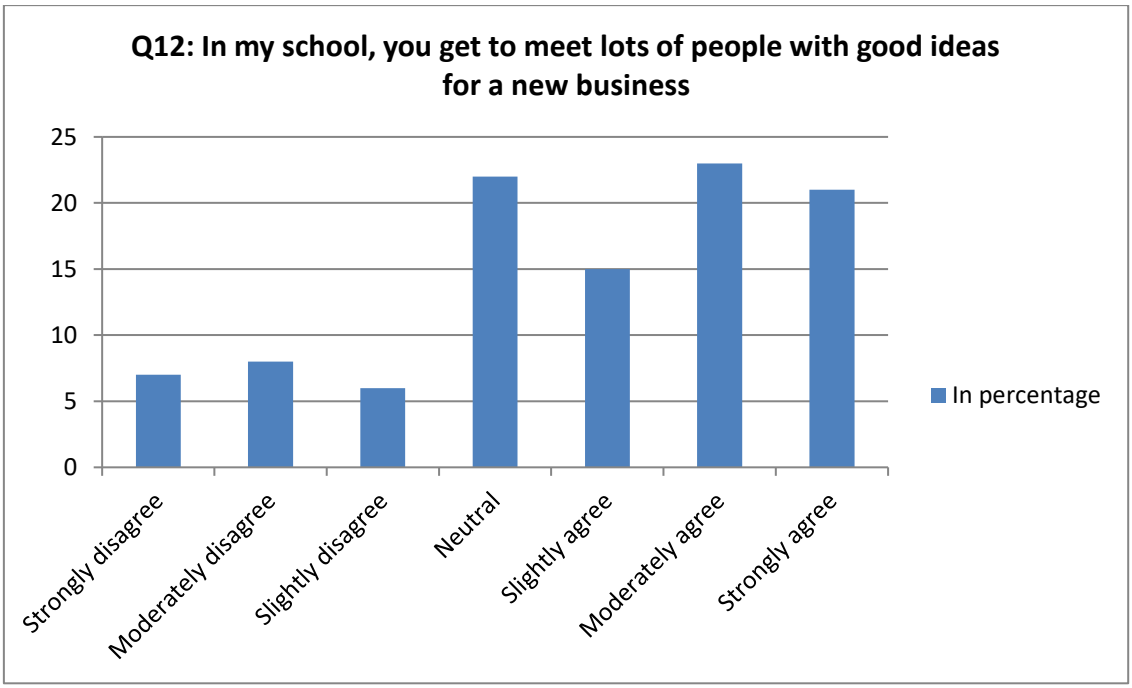


Figure 4.16: In my school, you get to meet lots of people with good ideas for a new business

The analysis of the results presented in figure 4.16 are related to the learners' view that in their school, getting to meet lots of people with good ideas for a new business. In summary, 21% of the respondents strongly believe that in the learners' school, you get to meet lots of people with good ideas for a new business. In the contrary, approximately, 7% of the respondents strongly disagree with the fact that in their school, you get to meet lots of people with good ideas for a new business. At the same time, 23% of respondents moderately believe that in their school, they get to meet lots of people with good ideas for a new business.

Question 13	I enjoy facing and overcoming obstacles to my ideas

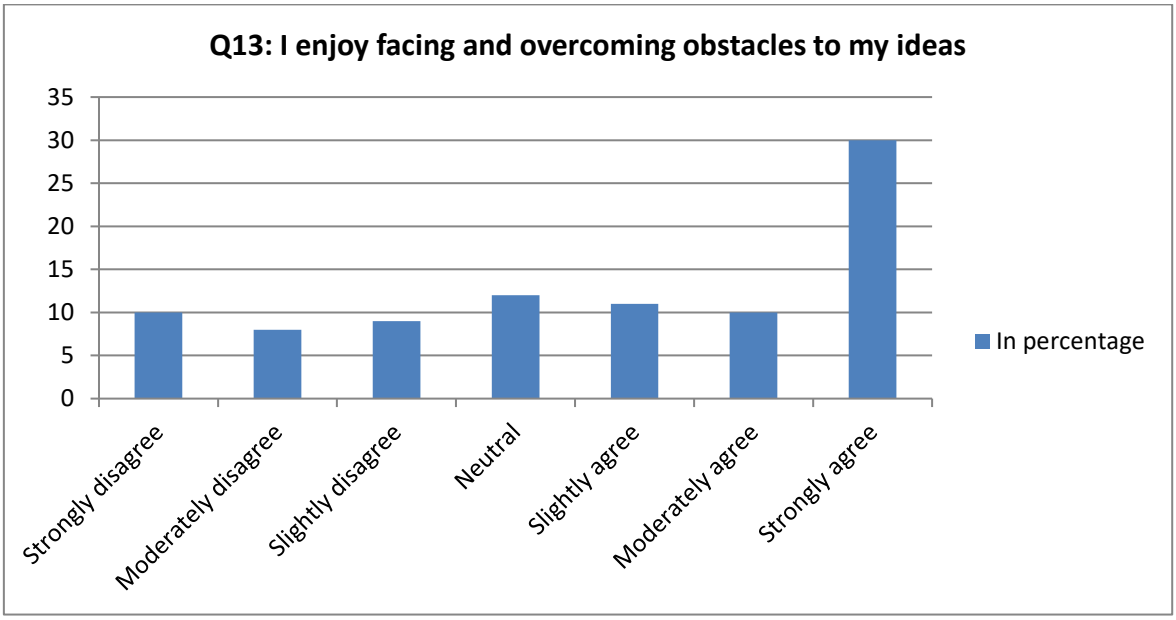


Figure 4.17: I enjoy facing and overcoming obstacles to my ideas

The analysis of the results presented in figure 4.17 are related to the learners' enjoying facing and overcoming obstacles to their ideas.

In summary, 30% of the respondents strongly believe enjoying facing and overcoming obstacles to their ideas. In the contrary, approximately, 10% of the respondents strongly disagree with the fact that they enjoy facing and overcoming obstacles to their ideas.

Question 14	My family and friends support me to start my own business

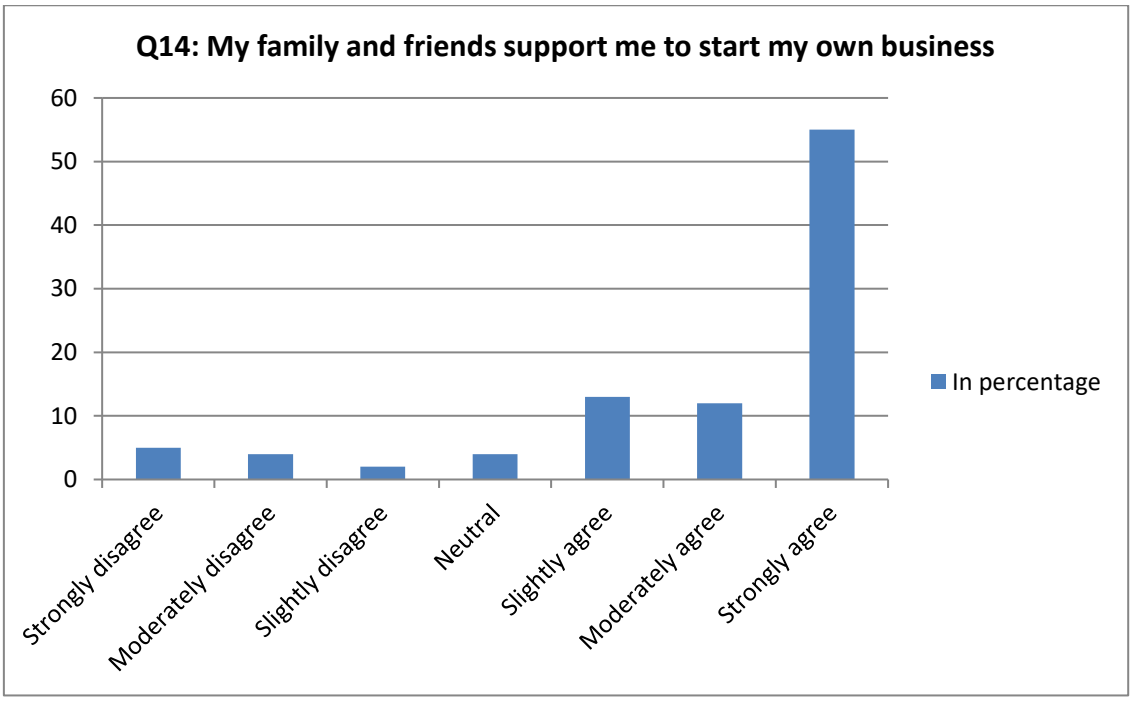


Figure 4.18: My family and friends support me to start my own business

The analysis of the results presented in figure 4.18 are related to the learners' family and friends support to start their own business. In summary, 56% of the respondents strongly believe that their family and friends support them to start their own business. In the contrary, approximately, 4% of the respondents strongly disagree with the fact that their family and friends support them to start their own business. The finding of this question corroborates with the Chohen and Sharma (2016) research on family business.

Question 15	I have the skills and capabilities required to succeed as an entrepreneur

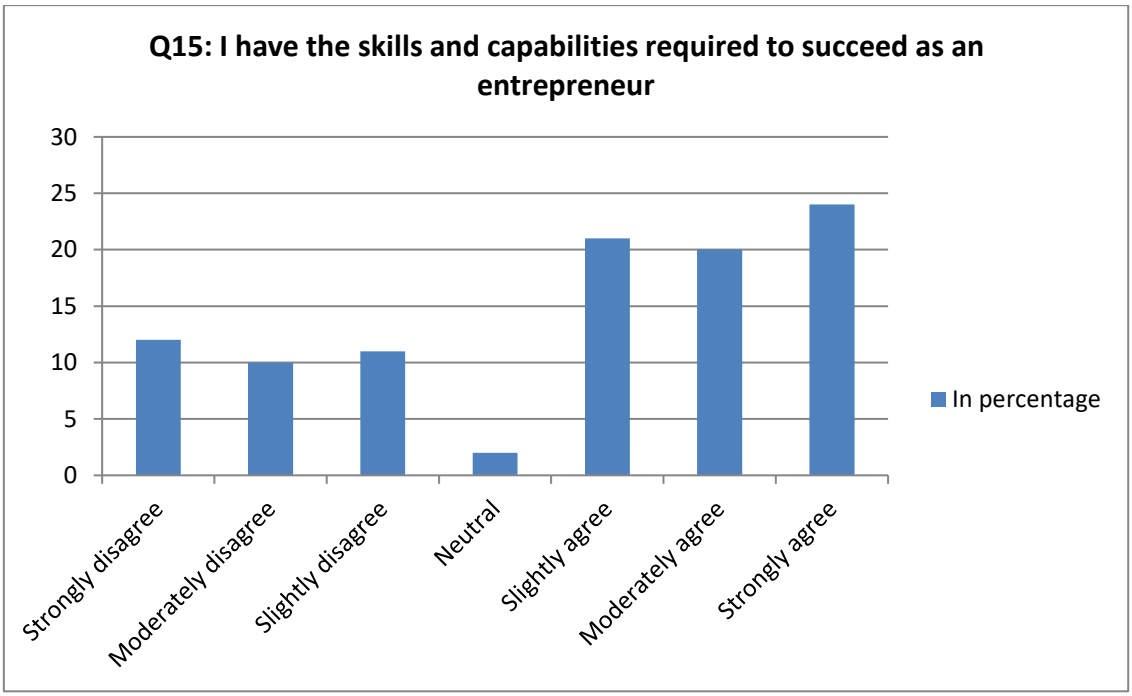


Figure 4.19: I have the skills and capabilities required to succeed as an entrepreneur

The analysis of the results presented in figure 4.19 are related to the learners' skills and capabilities required to succeed as an entrepreneur. In summary, 23% of the respondents strongly believe that they have the skills and capabilities required to succeed as an entrepreneur. In the contrary, approximately, 12% of the respondents strongly disagree with the fact that they have the skills and capabilities required to succeed as an entrepreneur.

Question 16	Entrepreneurship courses at my school prepare people well for an entrepreneurial career

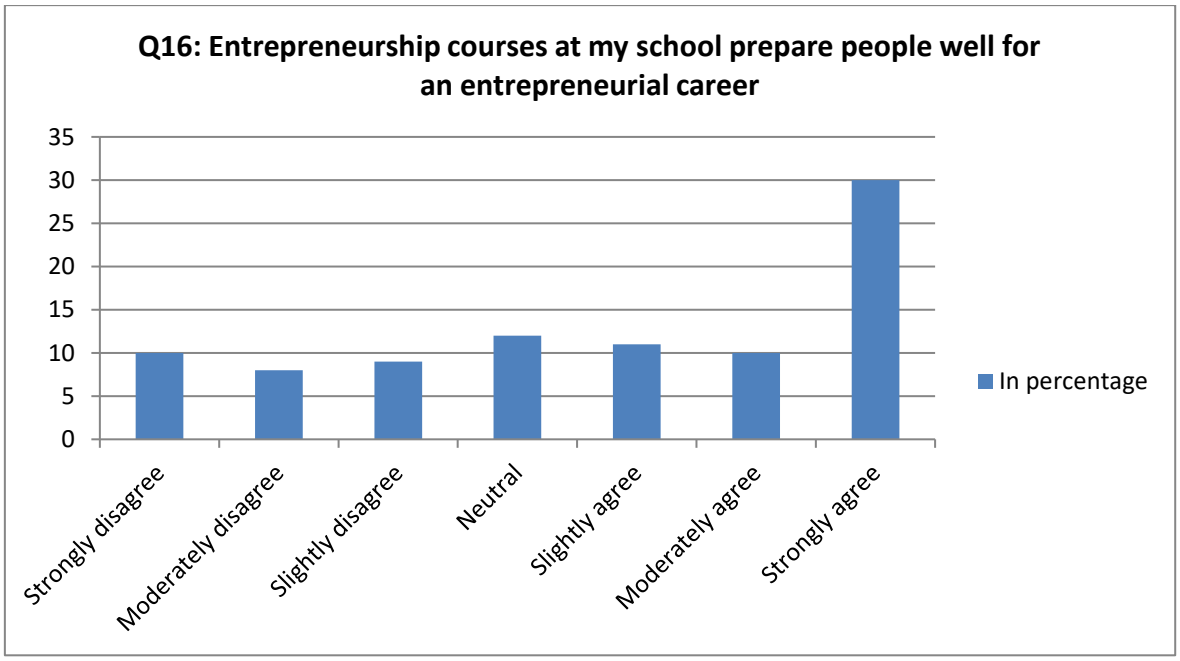


Figure 4.20: Entrepreneurship courses at my school prepare people well for an entrepreneurial career

The analysis of the results presented in figure 4.20 are related to the learners' view that entrepreneurship courses at their school prepare people well for an entrepreneurial career. In summary, 30% of the respondents strongly believe that Entrepreneurship courses at their school prepare people well for an entrepreneurial career. In the contrary, approximately, 10% of the respondents strongly disagree with the fact that entrepreneurship courses at their school prepare people well for an entrepreneurial career.

Question 17	In business, it is preferable to be an entrepreneur, rather than a large firm employee

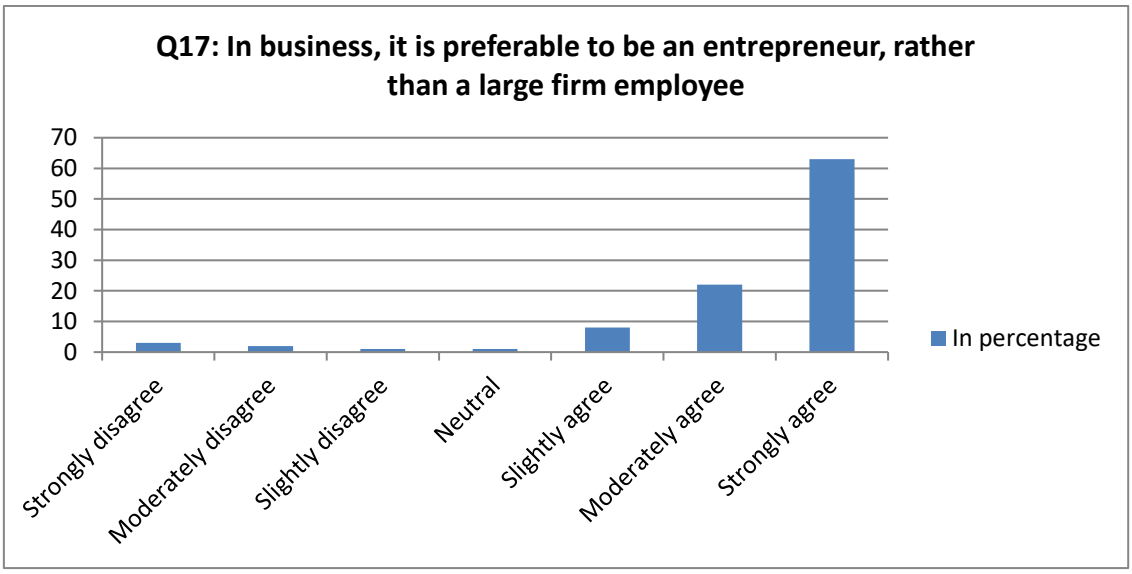


Figure 4.21: In business, it is preferable to be an entrepreneur, rather than a large firm employee

The analysis of the results presented in figure 4.21 are related to the learners' view in business; it is preferable to be an entrepreneur, rather than a large firm employee. In summary, 62% of the respondents strongly believe that in business, it is preferable to be an entrepreneur, rather than a large firm employee. In the contrary, approximately, 4% of the respondents strongly disagree with the fact that in business, it is preferable to be an entrepreneur, rather than a large firm employee.

Question 18	Entrepreneurship cannot be taught

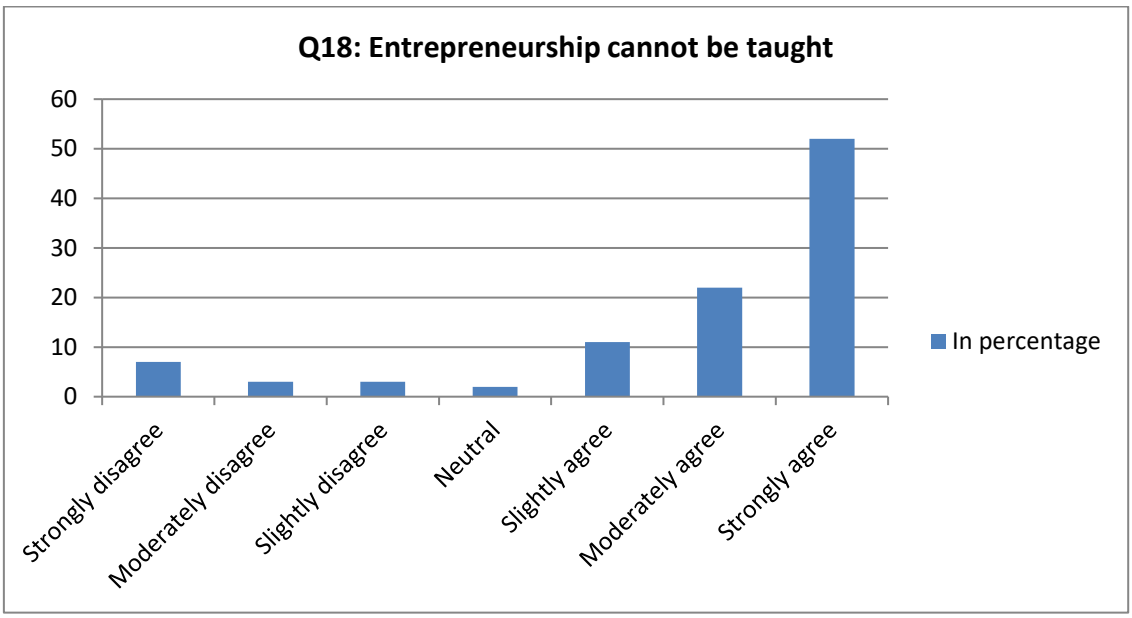


Figure 4.22 Entrepreneurship cannot be taught

The analysis of the results presented in figure 4.22 are related to the fact that entrepreneurship cannot be taught. In summary, 52% of the respondents strongly believe that entrepreneurship cannot be taught. In the contrary, approximately, 6% of the respondents strongly disagree with the fact that entrepreneurship cannot be taught.

Question 19	I love to challenge the status quo

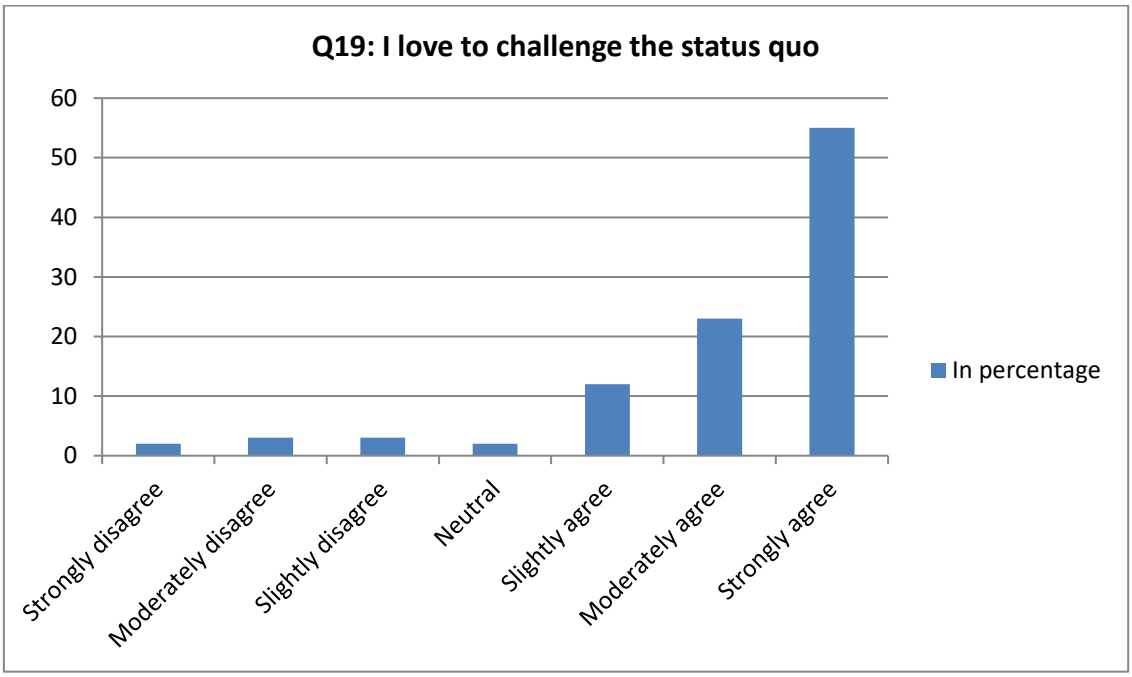


Figure 4.23:I love to challenge the status quo

The analysis of the results presented in figure 4.23 are related to the learners' love to challenge the status quo. In summary, 54% of the respondents strongly believe in their love to challenge the status quo. In the contrary, approximately, 2% of the respondents strongly disagree with their love to challenge the status quo.

Question 20	In my school, there is a well-functioning support infrastructure to support the start-up of new firms

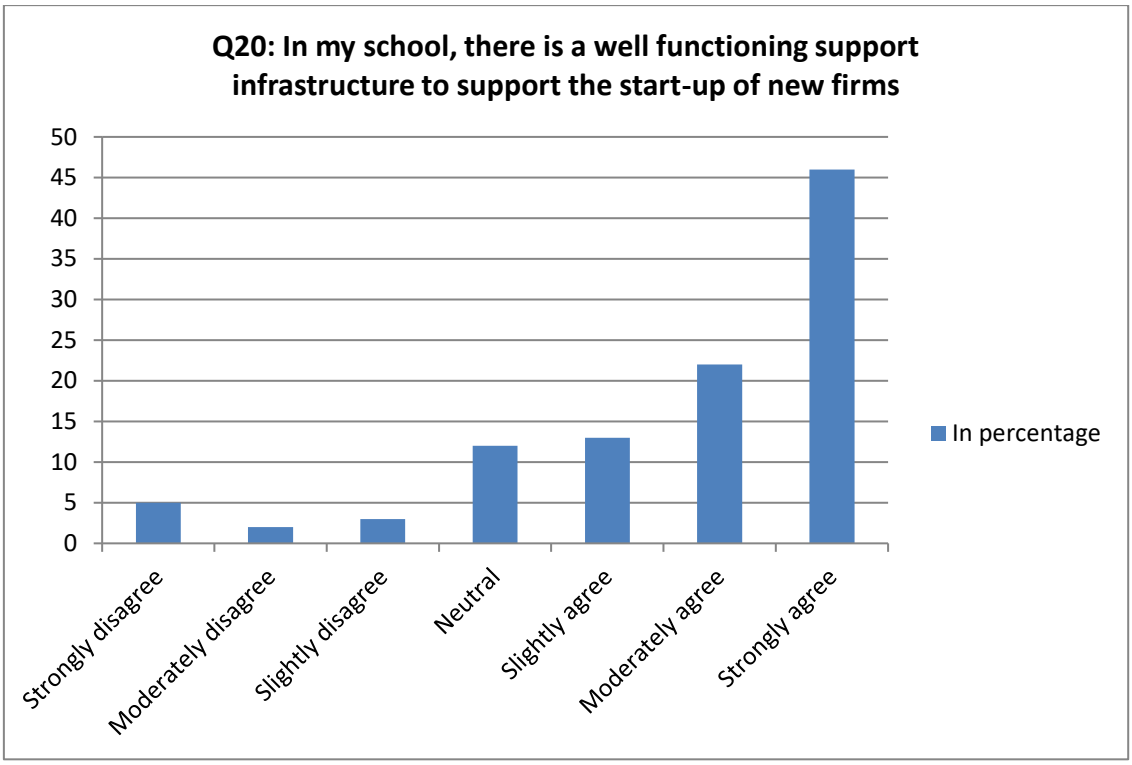


Figure 4.24: In my school, there is a well-functioning support infrastructure to support the start-up of new firms

The analysis of the results presented in figure 4.24 are related to the learners' knowledge that in the learners' school, there is a well-functioning support infrastructure to support the start-up of new firms.

In summary, 46% of the respondents strongly believe that in the learners' school, there is a well-functioning support infrastructure to support the start-up of new firms. In the contrary, approximately, 5% of the respondents strongly disagree with the fact that in the learners' school, there is a well-functioning support infrastructure to support the start-up of new firms.

Question 21	I know many people in my school who have successfully started up their own business

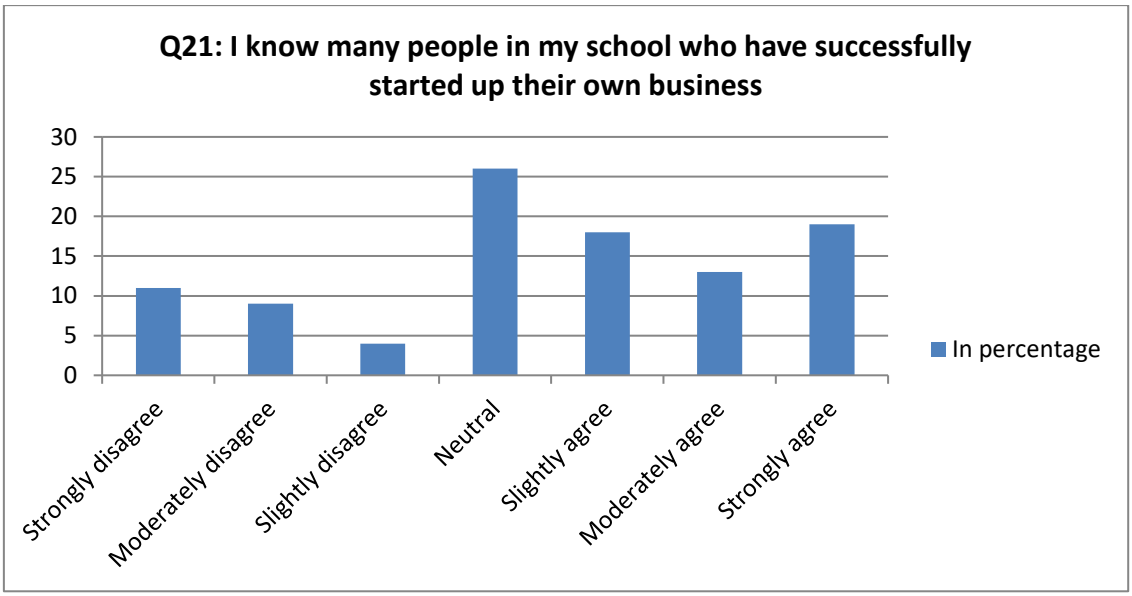


Figure 4.25: I know many people in my school who have successfully started up their own business

The analysis of the results presented in figure 4.25 are related to the learners' knowledge of many people in their school who have successfully started up their own business. In summary, 18% of the respondents strongly believe that they know many people in their school who have successfully started up their own business. In the contrary, approximately, 11% of the respondents strongly disagree with the fact that they know many people in their school who have successfully started up their own business.

Question 22	I can take risks with my money, such as investing in stocks



Figure 4.26: I can take risks with my money, such as investing in stocks

The analysis of the results presented in figure 4.26 are related to the learners' ability to take risks with their money, such as investing in stocks. In summary, 12% of the respondents strongly believe that they can take risks with their money, such as investing in stocks. In the contrary, approximately, 13% of the respondents strongly disagree with the fact that they can take risks with their money, such as investing in stocks.

Question 23	When I travel I like to take new routes

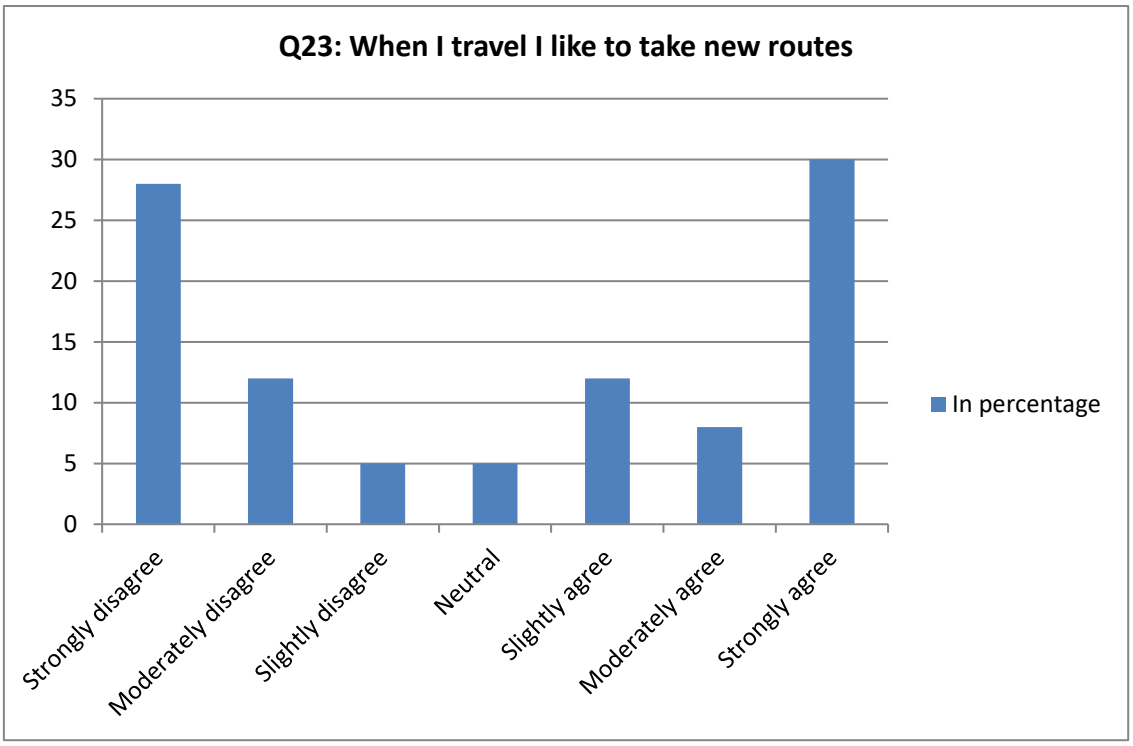


Figure 4.27: When I travel I like to take new routes

The analysis of the results presented in figure 4.27 are related to the learners' habit while travelling to take new routes. In summary, 30% of the respondents strongly believe that when travelling, they like to take new routes. In the contrary, approximately, 28% of the respondents strongly disagree with the fact that when travelling, they like to take new routes.

Question 24	I like to try new foods, new places and totally new experiences



Figure 4.28: I like to try new foods, new places and totally new experiences

The analysis of the results presented in figure 4.28 are related to the learners' habit of their likeness in trying new foods, new places and totally new experiences. In summary, 61% of the respondents strongly believe that they like to try new foods, new places and totally new experiences. In the contrary, approximately, 4% of the respondents strongly disagree with the fact that they like to try new foods, new places and totally new experiences.

Question 25	I will take a serious risk within the next 6 months

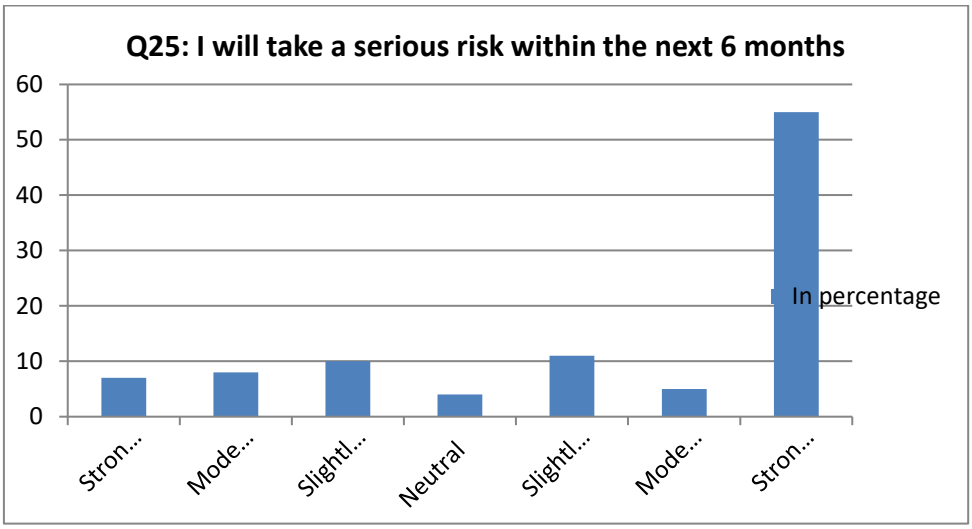


Figure 4.29: I will take a serious risk within the next 6 months

The analyses of the results presented in figure 4.29 are related to the learners' decision to take a serious risk within the next 6 months. In summary, 56% of the respondents strongly believe that they will take a serious risk within the next 6 months. In the contrary, approximately, 6% of the respondents strongly disagree with the fact that they will take a serious risk within the next 6 months.

Table 4.2: Family support for entrepreneurship

Question	Bad	Good
If I became an entrepreneur, my family would consider it to be	-87	+622

The results on table 4.2 are related to the potential entrepreneur entourage (family) view regarding his decision to be an entrepreneur. The high score (622) of the learners in considering their entourage seeing entrepreneurship as a good decision is positive. In the contrary, many learners view their family not being negative on their move to be an entrepreneur; thus a high score of 87.

Table 4.3: Friends support for entrepreneurship

Question	Bad	Good
If I became an entrepreneur, my close friends would consider it to be	-62	+356

The table 4.3 discusses the learner' entourage (friends) views on his decision of becoming an entrepreneur. Based on the results on table 4.3, that is related to the potential entrepreneur entourage (friends) view regarding his decision to be an entrepreneur. The high score (356) of the learners entourage (friends) in seeing the learner move into entrepreneurship is seen as a good decision.

Table 4.4: Student view of entrepreneurship

Question	Bad	Good
Overall I consider an entrepreneurship career as	-38	+452

Based on the results on table 4.4, the high score (452) of the learners in considering entrepreneurship as a career is indicative. Mashile (2017) who is one of the students interviewed asserts that 'engaging myself in launching my own small business is my main priority after finishing my studies'.

4.3 ANALYSIS OF RESPONDENTS' BUSINESS KNOWLEDGE

Profit is an excess of revenues over associated expenses for an activity over a period of time. Profit is the yardstick for judging not just the economic, but the managerial efficiency and social objectives of an entrepreneur. (Ndedi, 2013: 205). Analyzing students' responses, it is clear that the majority of learners' have a clear view of the concept of profit. Mashego (2017) stated:

'My understanding of profit is what I can gain after selling a product.'

As for another student (Mashile) interviewed, he said:

'My mother told me that profit is the difference between the revenues and the expenses.'

In the same line, Pule (2017) said:

'I see profit as what I obtain after paying all my expenses related to a work done or a service rendered'

4.4 ENTREPRENEURSHIP IN THE CURRICULUM

Question 1

In this first question on the section related to the presence of entrepreneurship in the curriculum, the results show that the following

Table 4.5: The presence of entrepreneurship in the curriculum

ITEMS	Entrepreneurship in the Curriculum	NO entrepreneurship in the curriculum
School A	88 (58.66%)	62 (41.44%)
School B	96 (64%)	54 (36%)

As presented in Table 4.5, the analysis of the results show that 58.66 % of students in school A have entrepreneurship as a course, while 41.44% don't have entrepreneurship as a course in the same school A. In school B, 64% of students have entrepreneurship as a course, while 36% of students don't have entrepreneurship as a course in school B.

Question 2

On the question of students rating the level of their involvement in the activities of the business course, the analysis of the results gives the following table.

Table 4.6: The level of student involvement in the activities of the business course

ITEMS	Very involved	Somewhat involved	Slightly involved
School A	63%	22%	15%
School B	66%	18%	16%

An analysis of the table 4.6, in both schools, the majority of students were very involved in the activities of the business course with respectively 63% for school A, and 66% for school B. Furthermore, the results in both schools are almost the same from 'very involved' to 'slightly involved', with a difference between both extreme going from 3 to 1.

Question 3

The question on the student participation in a market day at their school, give the following results captured in the following table:

Table 4.7: Participation at the school market day

	Market day participation	NO market day
School A	83%	17%
School B	84%	16%

The analysis of the results presented in table 4.7 shows that the majority of students in both schools attended the market day in their respective schools.

4.5 SUMMARY OF RESEARCH FINDINGS

The main empirical objective of this study was to assess the level of entrepreneurial orientation of students in two schools situated in Hekpoort. The biographic data of students were captured and analyzed.

On the respondents age, the results show that a large proportion of the respondents have 19 years with a percentage of 26%, followed by the less than 16 years with 19%,

then come the 16 years old with 15%. The analysis of the repartition of students doing business course show that in both schools, the majority of students have done business course. In the same vein, the results show that in both schools, the choice of the business course was look as a major requirement, with 98 students in school B, and 69 students in school A, followed by the general education reason for the choice of the business course.

The results related to the potential entrepreneur entourage (family) view regarding his decision to be an entrepreneur is high. Analyzing students' responses on the issue of profit, it is clear that the majority of learners' have a clear view of the concept of profit. Furthermore, the analysis of the results show that 58,66 % of students in school A have entrepreneurship as a course, while 41,44% don't have entrepreneurship as a course in the same school A. Finally, in both schools, the majority of students were very involved in the activities of the business course with respectively 63% for school A, and 66% for school B.

This chapter reported and interpreted the findings of the entrepreneurial orientation of students in two schools. Results were presented, discussed and integrated.

Chapter 5 discusses the conclusions, recommendations, achievement of objectives of the research and recommendations for future research.

CHAPTER 5
CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In the South African context, the primary objective of National Development Plan (NDP) is to eliminate poverty and reduce inequality in South Africa by 2030. Failure to address these two priorities will signify failure of the plan, resulting in economic decline, falling living standards, social instability and rise of unemployment. The national planning commission proposes increasing employment and growth through increasing the size and effectiveness of the innovation systems, functioning of the labour market, support for small businesses and improving the skills base through better education. It is envisaged that by implementing these measures the education sector will be able to contribute towards rising incomes, higher productivity and a shift towards a more knowledge intensive economy by 2030.

The aim of this study was to investigate learners' attitude towards entrepreneurship as a result of studying of business studies. This is followed by the recommendations for entrepreneurship education in high schools and for future research.

5.2 CONCLUSION OF THE STUDY

This section describes conclusions regarding the achievement of the study objectives. Conclusions will be drawn regarding the literature review, the empirical study and the study statement.

5.2.1 Conclusion in relation to the theoretical research questions

The theoretical aim of the study was to investigate how Business Studies learners perceive entrepreneurship education in two schools in Magaliesburg. Discussions in Chapter 2 centered on entrepreneurship training and on the impact of entrepreneurship education on business students in two schools.

This study research intends to explore an alternative way, which proposes to deal with the high unemployment in South Africa with the focus on Business Studies learners. The Curriculum and Policy Statement (CAPS) describes Business Studies as a subject that deals with the knowledge, skills, attitudes and values critical for informed, productive, ethical and resp**o**nsible participation in the formal and informal economic sectors (CAPS Business Studies, 2011:8).

Despite the inherent differences, there is a considerable agreement that successful entrepreneurs share a collection of characteristics. Barringer and Ireland (2008:8) posit that successful entrepreneurs must be passionate about business, product and customer oriented, intelligent in executing decisions, and must have tenacity in the presence of failure. Rwigema and Venter (2004:60) concur that successful entrepreneurs share certain traits. Therefore, it is important to that there must be passion and commitment in order to start a business and nurture it to its full potential.

This study has shown some qualities necessary for prospective entrepreneurs. These include:

Disciplined

These individuals are focused on making their businesses work, and eliminate any hindrances or distractions to their goals. They have overarching strategies and outline the tactics to accomplish them. Successful entrepreneurs are disciplined enough to take steps every day toward the achievement of their objectives (Schumpeter, 2012:2).

Confidence

The entrepreneur does not ask questions about whether they can succeed or whether they are worthy of success. They are confident with the knowledge that they will make their businesses succeed. They exude that confidence in everything they do (Schumpeter, 2012:2).

Open Minded

Entrepreneurs realize that every event and situation is a business opportunity. Ideas are constantly being generated about workflows and efficiency, people skills and potential new businesses. They have the ability to look at everything around them and focus it toward their goals (Schumpeter, 2012:2).

Self Starter

Entrepreneurs know that if something needs to be done, they should start it themselves. They set the parameters and make sure that projects follow that path. They are proactive, not waiting for someone to give them permission (Schumpeter, 2012:2).

Competitive

Many companies are formed because an entrepreneur knows that they can do a job better than another. They need to win at the sports they play and need to win at the businesses that they create. An entrepreneur will highlight his or her own company's record of accomplishment. (Schumpeter, 2012:2).

Creativity

One facet of creativity is being able to make connections between seemingly unrelated events or situations. Entrepreneurs often come up with solutions, which are the synthesis of other items. They will repurpose products to market them to new industries (Vuong, Napier & Tran, 2012:2).

Determination

Entrepreneurs are not thwarted by their defeats. They look at defeat as an opportunity for success. They are determined to make all of their endeavors succeed, so will try and try again until it does. Successful entrepreneurs do not believe that something cannot be done (Schumpeter, 2012:2).

Strong people skills

The entrepreneur has strong communication skills to sell the product and motivate employees. Most successful entrepreneurs know how to motivate their employees so the business grows overall. They are very good at highlighting the benefits of any situation and coaching others to their success (Schumpeter, 2012:2).

Strong work ethic

The successful entrepreneur will often be the first person to arrive at the office and the last one to leave. They will come in on their days off to make sure that an outcome meets their expectations. Their mind is constantly on their work, whether they are in or out of the workplace (Schumpeter, 2012:2).

Passion

Passion is the most important trait of the successful entrepreneur. They genuinely love their work. They are willing to put in those extra hours to make the business succeed because there is a joy their business gives which goes beyond the money. The successful entrepreneur will always be reading and researching ways to make the business better. Successful entrepreneurs want to see what the view is like at the top of the business mountain. Once they see it, they want to go further. They know how to talk to their employees, and their businesses soar as a result (Schumpeter, 2012:2)

5.2.2 Conclusions regarding the empirical research questions

An empirical aim of this study is to determine learners' entrepreneurial attitude and perceptions regarding entrepreneurship as potential career. The guidelines for developing entrepreneurial skills as proposed by DeVellis (1991) were followed and after subjecting the questionnaire to subject-matter experts for review, 28 items were retained in the final questionnaire on entrepreneurial orientation. The items were based on previous research using similar constructs but adapted for use within the context of this study. The questionnaire was subsequently administered to a development sample so as to collect preliminary evidence of its psychometric

properties. The data were collected by means of interviews on business 300 students in two schools situated in Hekpoort farm.

5.2.3 Conclusions regarding the study

This study found that Business Studies' content did not effectively and adequately develop entrepreneurial knowledge and skills to establish a desire among learners to start their own businesses. Other variables like role models, learners' background, an exposure to practical business ventures play a huge role in influencing learners to start their own business. Thus, the study concludes that the entrepreneurship education programme currently offered at Grade 10-12 level in high school is not adequate in influencing learners to start their own businesses. There is not enough exposure in schools to enhance learners' desire to become entrepreneurs. Learners depend on other variables such as role models and family background to start small businesses.

5.3 RECOMMENDATIONS

The Department of Education should make provision in the policy framework for supporting teachers regarding the teaching of business studies. They must teach it in such a way that can make learners confident in starting their business after school.

The schools must consider making the subject more practical than to be more theoretical. Learners must understand that not all the business they start will be successful; they need to know that proper market research needs to be done before embarking on a business venture. It is therefore necessary for schools to invite successful business owners who can act as mentors and role models in learners doing business studies. There must be a balance between theory and practice of entrepreneurship education.

Business studies alone does not prepare learners to become entrepreneurs. Entrepreneurship has to be included in the National Curriculum Statement for high school learners as a separate subject and not as a topic or a learning outcome in Business Studies. With entrepreneurship as a stand-alone subject, teachers would focus more on instilling in learners the desire to startup businesses rather than

preparing them to be better business managers as in the case of Business Studies. There will also be enough time for practical activities.

The study suggests that the Department of Education should also look at ways to make Business Studies interesting by launching an award winning competition to encourage entrepreneurial activities for learners on the best business plan or the most creative or innovative business idea. Local businesses can also be involved in the panel of judges for the competition.

5.4 ACHIEVEMENT OF OBJECTIVES

Primary objective

The primary objective of this study is to determine learners' attitude and perceptions towards entrepreneurship because of studying Business Studies in the Magaliesburg region, Gauteng province.

Secondary objectives

In order to achieve the primary objective, the following secondary objectives were formulated:

- To define entrepreneurship.
- To define Curriculum and Policy Statement (CAPS) for Business Studies and its objectives
- To outline the characteristics of an entrepreneur
- To examine the importance of entrepreneurship and its relation to economic growth
- To determine the current state of entrepreneurship and entrepreneurship education in South Africa
- To determine learners' confidence level in starting their own small businesses after Business Studies lessons.

The first secondary objective, which defines entrepreneurship, has been achieved through the definition of entrepreneurship in section 2.2

The second secondary objective, which defines the Curriculum and Policy Statement for Business Studies, and its objectives has been achieved in section 1.1

The third secondary objective, which intended to outline characteristics of an entrepreneur, was achieved in section 2.2.1. It explains traits and the tenacity of entrepreneurship.

The fourth secondary objective was to examine the importance of Entrepreneurship and its relation to economic growth. This objective was achieved in section 2.3. The ranking of South Africa's economic growth is compared to other countries in the 2016 GEM report.

The fifth secondary objective was to examine the current state of entrepreneurship and entrepreneurship education in South Africa**.** This objective was achieved in chapter 2, and in particular, in section 2.4 where factors such as entrepreneurial activity in South Africa, emanating from the South African GEM Reports, were discussed.

The sixth secondary objective emanate from the empirical evidence collected during the inquiry. This objective examined learners' confidence level in starting their own small businesses after Business Studies lessons. This was achieved in Chapter 4 and in particular, 4.2. There is no strong correlation between starting own business and studying business studies.

Through the achieving of all secondary objectives it can therefore be concluded that the primary objective namely, to determine Grade 10-12 learners' attitude and perceptions towards entrepreneurship as a result of studying Business Studies, in Magaliesburg, South Africa, and to make recommendations for enhanced entrepreneurial learning for school learners in South Africa was achieved.

5.5 RECOMMENDATIONS FOR FUTURE RESEARCH

Future research should strive to investigate the existence of the gap between starting a small business and mere theoretical desire of individuals starting their own businesses. As per the findings of this study, learners seem to have the desire to start their own businesses but they lack encouragement and the practical skills or know how to do so. Business Studies as a subject do not adequately solve this problem as it is more presented in theory and lacks the practical nature for learners to implement. This further provides an opportunity for Department of Education and other key stakeholders like School Governing Bodies the National Youth Development Agency to join hands capacitate schools with adequate resources to enhance entrepreneurship education. In other words, an assessment or feasibility study could be conducted on the viability of introducing Entrepreneurship as a subject on its own separate from Business Studies. This requires a comprehensive audit or research to determine the likely impact and overall resources needed.

5.6 SUMMARY

The overall purpose of this study was to investigate learners' perception of entrepreneurship as a result of studying Business Studies. This study was conducted in two schools situated in Hekpoort farm which is an area nestled on the southern slopes of the Magaliesberg Mountain range, in the Gauteng province of South Africa. A comprehensive literature review provided the context for highlighting the need for learners to be well trained in a turbulent work and career environment.

A culture of entrepreneurship is needed to unleash the economic potential of all people in South Africa, and young ones in particular. It is therefore important for these young to be thinking of self-employment as a route to self-empowerment rather job seekers. Entrepreneurship education will contribute to the ideal of empowering as many young people as possible. It is therefore imperative for the youth should to be exposed more to the basics of entrepreneurship and new venture creation at school level.

Despite the fact that entrepreneurship education is implemented for almost two decades in South African schools, the impact of these programs still needs to be effectively measured and improved.

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APPENDIX I:

To the students of Business Studies

Thank you for taking time and effort to respond to this questionnaire. It will take you less than 30 minutes of your time.

Rest assured that the information you share here is confidential.

SECTION A: BIOGRAPHICAL INFORMATION

Name of school……

1. Gender: Male ☐ Female ☐

2. Age: Younger than 16 years ☐
   16 years ☐
   17 years ☐
   18 years ☐
   19 years ☐
   20 ears ☐

3. Have you done Business at school in the past three years?
   Yes ☐
   No ☐

4. Which of the following reasons best describe your reason for taking the subject? (Tick only one)

   Major requirement ☐
   Minor requirement ☐
   General education ☐

SECTION B: RISK PROFILE AND ACHIEVEMENT

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

		strongly disagree	moderately disagree	slightly disagree	neutral	slightly agree	moderately agree	strongly agree
11	In my school, people are actively encouraged to pursue their own ideas	1	2	3	4	5	6	7
12	In my school, you get to meet lots of people with good ideas for a new business	1	2	3	4	5	6	7

13	I enjoy facing and overcoming obstacles to my ideas	1	2	3	4	5	6	7
14	My family and friends support me to start my own business	1	2	3	4	5	6	7
15	I have the skills and capabilities required to succeed as an entrepreneur	1	2	3	4	5	6	7
16	Entrepreneurship courses at my university prepare people well for an entrepreneurial career	1	2	3	4	5	6	7
17	In business, it is preferable to be an entrepreneur, rather than a large firm employee	1	2	3	4	5	6	7
18	Entrepreneurship cannot be taught	1	2	3	4	5	6	7
19	I love to challenge the status quo	1	2	3	4	5	6	7
20	In my school, there is a well-functioning support infrastructure to support the start-up of new firms	1	2	3	4	5	6	7
21	I know many people in my school who have successfully started up their own business	1	2	3	4	5	6	7

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

26	If I became an entrepreneur, my family would consider it to be. Please elaborate.	Bad	-3	-2	-1	0	1	2	3	Good
27	If I became an entrepreneur, my close friends would consider it to be. Please explain.	Bad	-3	-2	-1	0	1	2	3	Good
28	Overall, I consider an entrepreneurship career as. Please elaborate.	Bad	-3	-2	-1	0	1	2	3	Good

SECTION C: BUSINESS KNOWLEDGE

1. Describe the concept of profit.

……
……
……

2. What is a business plan?

……
……
……

3. What are the characteristics of an entrepreneur?

……
……
……

SECTION D: ENTREPRENEURSHIP IN CURRICULUM

1. Did you cover the topic entrepreneurship in Business Studies?

   Yes ☐ No ☐

2. Rate the level of your involvement in the activities of this course. (Tick only one)

   Very uninvolved ☐
   Somewhat involved ☐
   General education ☐

3. Have you been involved in a market day at your school?

……
……
……

APPENDIX: II

ETHICAL CLEARENCE

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25 April 2017

ETHICAL CLEARANCE

This letter serves to confirm that the research project of **SAMBO, PM** has undergone ethical review. The proposal was presented at a Faculty Research Meeting and accepted. The Faculty Research Meeting assigned the project number **EMSPBS16/11/25-01/37**. This acceptance deems the proposed research as being of minimal risk, granted that all requirements of anonymity, confidentiality and informed consent are met. This letter should form part or your dissertation manuscript submitted for examination purposes.

Yours sincerely

Prof CJ Botha

Manager: Research - NWU Potchefstroom Business School

Original details: Wilma Pretorius(12090298) C:\Documents and Settings\Administrator\My Documents\Briewe MBA\2017\