



ENTREPRENEURIAL INTENTION AMONGST POSTGRADUATE STUDENTS AT THE UNIVERSITY OF KWAZULU-NATAL

By

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DECLARATION

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

Signature

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OGUN MOYOSORE

DEDICATION

I dedicate this research work to my Heavenly Father; my family; and my Supervisor.

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My utmost gratitude to God Almighty, the ALPHA AND THE OMEGA for his grace, mercy and kindness upon me.

I wish to express my sincere indebtedness to the following individuals for the special roles they played in the research processes leading to the completion of this study:

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ABSTRACT

Whilst the rate of growth of unemployed graduates is gradually increasing, entrepreneurship is considered to be one of the factors that can increase employment and be a significant factor for economic growth in developing countries. Students' entrepreneurial intentions may be affected by different factors. A students' entrepreneurial intention is found to determine the students' willingness to engage into entrepreneurial behaviour in future. The main objective for this study is to investigate how attitude towards behaviour, subjective norm and perceived behavioural control, entrepreneurship education and personality traits affect the entrepreneurial intentions of postgraduate students.

A quantitative survey design was utilised in this study and the primary data was collected by distributing 129 survey questionnaires to respondents at the University of KwaZulu-Natal, Westville campus. The Cronbach's Alpha Reliability test which ensures high reliability result was conducted on every variable. Pearson Correlation Coefficient and Linear Regression Analysis were conducted in this study to test relationships of the independent variables (i.e. attitude towards behaviour, entrepreneurship education, subjective norms, perceived behavioural control and personality traits) and the dependent variable (Entrepreneurial Intention). The findings show a positive relationship to exist between the independent variable and the dependent variable.

The study focused on two postgraduate degrees (MBA and Masters) at the University of KwaZulu-Natal, Westville campus; therefore, the results may neither be generalised for the entire university nor for the entire South African population. However, they could be used to form the basis for further studies. Lecturers, Practitioners, and students can use the findings of this work to come up with interventions that promote the development of an entrepreneurial culture within the South African context.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

Entrepreneurship is crucial to the development and growth of the South African economy. An entrepreneurship career offers momentous opportunities for people mostly students to attain financial independence and profit from the economy by contributing toward innovation, job creation and economic development. South Africa risks economic stagnation without the creation of new organisations and business (M. J. Malebana, 2017).

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

This study aims to investigate the entrepreneurial intentions (EI) of postgraduate students specifically and to make recommendations for the creation of conditions fostering entrepreneurial intentions within the University of KwaZulu-Natal. The fundamental nature of this chapter serves to examine the nature of entrepreneurial intention under the following headings: The background of the study; the problem statement; which informs the formation of objectives and hypothesis, the methodology, and the significance of the current research topic.

1.2 Definition of terms

1.2.1 Entrepreneurship

Entrepreneurship is the practice of starting new organisations or revitalizing mature organisations, particularly new businesses generally in response to identified opportunities (Onuoha, 2008).

1.2.2 Entrepreneurial Behaviour

Entrepreneurial behaviour is the discovery, evaluation, and exploitation of entrepreneurial opportunities (Shane & Venkataraman, 2000).

1.2.3 Intention

Intention is a state of mind that represents a commitment to carrying out an action or actions in the future. It involves mental activities such as planning and forethought (Bratman, 1987). In addition, Ajzen (2011) defined intention as a state of person being ready to perform a given behaviour.

1.2.4 Entrepreneurial intention

Entrepreneurial intention is the readiness to start a business, with risk-taking propensity, locus of control and attitudes toward self-employment as predictors (Lüthje & Franke, 2003).

1.2.5 Attitude toward the Behaviour

Attitude is viewed as one's perception, positive or negative, towards the adoption and usefulness of specific information (Tan & Teo, 2000) and can also be a response to the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question.

1.2.6 Subjective Norm

This term refers to the perceived social pressure to perform or not to perform behaviour. Krueger et al. (2000) suggested that the most important social influences such as parents, significant persons, and friends including role model or mentor must be empirically identified.

1.2.7 Perceived Behavioural Control

Perceived behavioural control is defined as the level of confidence an individual has about his ability to perform the behaviour based on how easy or difficult he perceives its performance as it relates to hindrances or facilitators (Ajzen, 1991; Ajzen, Brown & Carvajal, 2004).

1.2.8 Entrepreneurship Education

Sciascia and Poli (2004) defined entrepreneurship education as the structured and formal transmission of entrepreneurial competencies, which in other words, refers to the skills, concepts and mental awareness used by individuals during the process of starting and developing their growth-oriented ventures.

1.2.9 Personality Traits

Personality traits are typically defined as descriptions of people in terms of relatively stable patterns of behaviour, thoughts, and emotions (McCrae & Costa, 2003).

1.3 Study Background

Much of our day to day lives are greatly influenced by entrepreneurs, for instance, the new products in the markets that transform society and way people live such as computers, internet, cell phones and social networking are some of the areas where change has occurred in the lives of billions of people and still occurring in all parts of the world (Brixiova, 2010).

According to Statistics Africa, (2015), it was indicated that 34% of the country's working population were unemployed of which 71% were youths. It further revealed that amongst the unemployed youths, a significant proportion was constituted by university students (Statistics Africa, 2015). Lewis and Massey (2003) suggested that South Africa governments have begun to develop policies that provide support to young people with entrepreneurial intent (Lewis and Massey, 2003).

Also, entrepreneurship programmes like Investec supports the growth of young South African entrepreneurs by providing global exposure and support initiatives, to grow the South African economy and create employment opportunities.

Furthermore, Archer and Chetty (2013) indicated that while higher education is not meeting the demands of producing employable graduates as required by the labour market, it is obvious that employability remains a foreseeable element of the graduate stage. On the other hand, there is a view that the country needs to create future entrepreneurs. The solution to that is to produce entrepreneurial graduates, and in order to achieve that, the help of higher educational institutions is mandatory. Previous studies suggest that individuals attending entrepreneurship

courses are capable of starting a business in their careers weighed against their equals in other courses. There is a desire for such graduates to tackle business ventures in future because of the knowledge they have acquired during tertiary education; however, employability and proper channels to pursue businesses are still regarded as a major deviation in the country (Sondari, 2014). It is indicated that entrepreneurial intention is very weak amongst commerce or business graduates, and most of these graduates have a preference to work for private or public corporations. Factors associated with entrepreneurial intention among South African graduates are enthusiasm, employment, inventiveness, economic state and capital accessibility. The challenges in the same regard include inadequate resources, expertise, motivation, financial system and crime (Samuel, Ernest, & Awuah, 2013)

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

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

It is evident that university students of today are said to be tomorrow's potential entrepreneurs, which explains why most South African institutions tend to offer programmes and courses on entrepreneurship; prominent among these is the issue of entrepreneurial intention among university students where little study has been carried out. This study attempts to address this

gap as it also seeks to provide recommendations that will develop UKZN student's entrepreneurship and curb the rate of unemployment in South Africa.

1.4 Problem Statement

Youth unemployment is noted to be one of the most severe socio-economic problems, threatening developing countries like South Africa, whilst University students are future contributors to any country's economy. Although most university students have the skill, knowledge and talent for start-up businesses, they chose not to be self-employed notably due to lack of desire, encouragement, confidence, or re-assurance. Being an entrepreneur with one of these options has invigorated researchers in exploring the influence and determinants of entrepreneurial intention amongst university students regarding their involvement in entrepreneurial activities (Economics, 2017).

The 2016/17 GEM Global Report showed that entrepreneurial intentions tend to be the highest among factor-driven economies and lowest among innovation driven economies, which confirms the already recognised pattern that starting a business is more prevalent where other options to provide income for living are limited. Given the positive societal attitudes towards entrepreneurship, The Global Entrepreneurship Monitor (GEM) survey data from 2016, confirmed that South Africa persistently has low levels of entrepreneurial activities in relation to other participating countries at the GEM. Given that a significant challenge faced by South Africa is chronically high levels of unemployment and underemployment, the persistent trend of low entrepreneurial intention is of concern. Entrepreneurial intentions in South Africa have dropped by more than a third (from 15.4% to 10.1%) when compared to 2013 and almost halved when compared to 2010. Entrepreneurial intentions in South Africa are significantly lower than for the African region as a whole – the regional average is four times higher than for South Africa – while the average for the efficiency-driven economies is more than double South Africa's score (Burns, 2016).

With regard to the above statement, it can be noted that entrepreneurship intentions need to be aligned with the right skills and the confidence to take risks. However, Urbig, Weitzel, Rosenkranz and Witteloostuijn (2012) suggested that the problem remains whether business gifted individuals can actually attempt to set up a company from their own resources or attempt to obtain venture resources for a start-up. With regard to the above, financial constraints also play a role in graduates not wanting to pursue business ventures because of the lack of capital

or funding. They also suggested that further study is required to offer an extra comprehensive understanding of how the public choose occupations and how precise personalities and distinctiveness help the recreation of entrepreneurial opportunities. Precise essentials of one's character can sway the inspiration to create a company (Urbig, et al., 2012).

The high rate of unemployment amongst university graduates in South Africa has become a national concern as a number of graduates that join the job market increases every year. The promotion of youth employment has become one of the main priorities of the South African Government, however, unemployment has remained persistently high amongst the young generation; therefore, entrepreneurship has been recognised as a key solution to the high rate of unemployment by the South African Government but first, there is a need to understand their entrepreneurial intentions (African Economic Outlook, 2015).

Entrepreneurship has a pivotal and highly important role in the emerging fourth industrial revolution (Industry, 4.0). This is characterized by increasing digitisation and interconnection of products, value chains and business models (Naude, 2017). Effective entrepreneurship results in the creation of profitable enterprises, it is, therefore, important that the vital role of entrepreneurship and its value within the industry and the economic environment be well understood.

Hence, based on these realities, this study aims to investigate the entrepreneurial intentions (EI) of postgraduate students specifically and to make recommendations for the creation of the conditions fostering entrepreneurial intentions within the University of KwaZulu-Natal.

1.5 Aim and Objectives of the Study

The proposed study investigates entrepreneurial intentions amongst postgraduate students at the University of KwaZulu-Natal.

1.5.1 Primary Objective:

The primary objective is to investigate the entrepreneurial intentions (EI) of postgraduate students specifically and to make recommendations for the creation of the conditions fostering entrepreneurial intentions within the University of KwaZulu-Natal.

1.5.2 Secondary Objectives:

1. To establish if postgraduate students at UKZN show entrepreneurial intentions (EI) that can lead to them establishing new independent ventures;
2. To determine if the personality traits of UKZN postgraduate students influence their entrepreneurial intent;
3. To establish the attitudes of postgraduate students towards having entrepreneurial intentions;
4. To determine if different family backgrounds impact on the entrepreneurial intent of UKZN postgraduate students;
5. To establish if entrepreneurship education impacts on the entrepreneurial intentions of UKZN postgraduate students;
6. To determine the relationship between entrepreneurial intent and perceived behavioural control; and
7. To make recommendations to UKZN leadership and lecturers on how they can create conditions that foster entrepreneurial intentions in postgraduate students.

1.6 Research Questions

1. To what extent do postgraduate students at UKZN show entrepreneurial intentions (EI) that can lead to them establishing new independent ventures?
2. What personality traits of UKZN postgraduate students influence their entrepreneurial intent;
3. How do the attitudes of postgraduate students influence their entrepreneurial intentions;
4. What impact do different family backgrounds have on the entrepreneurial intent of UKZN postgraduate students?
5. Does entrepreneurship education impact on the entrepreneurial intentions of UKZN postgraduate students?
6. What is the relationship between entrepreneurial intent and perceived behavioural control?
7. What can UKZN leadership and lecturers do to create conditions that foster entrepreneurial intentions in postgraduate students?

1.7 Hypothesis

- H1: There is significant relationship between attitude toward the behaviour and entrepreneurial intention.
- H2: There is significant relationship between subject norms and entrepreneurial intention.
- H3: There is significant relationship between perceived behaviour control and entrepreneurial intention.
- H4: There is significant relationship between entrepreneurship education and entrepreneurial intention.
- H5: There is significant relationship between personality traits and entrepreneurial intention.

1.8 Significance of the Study

The findings of this study will be of immense benefits to the university and the public. This is with due consideration to the crucial role entrepreneurship plays in the lives of university students within the learning environment and the world in general. Thus, the significance of this study can be looked at from three main perspectives:

1.8.1 The University Perspective: This study will be of primary significance to the University of KwaZulu-Natal, as it will help the university in fostering entrepreneurship education by equipping students who are potential entrepreneurs with the necessary skills to venture into business. This study will help institutions of higher learning in incorporating entrepreneurship programs in their curriculum. The study will also make recommendations to UKZN leadership and lecturers on how they can create conditions that foster entrepreneurial intentions in postgraduate students.

1.8.2 The Students and Societal Perspective: This research is significant on various fronts. It is important to the UKZN students. The study examines various objectives that determine entrepreneurial intentions among the students and through this, UKZN students would be in a position to understand those objectives and evaluate them, thereby starting their own businesses; be independent and create employment for other young people thereby contributing to economic growth in South Africa.

1.8.3 The Research Perspective; This study will contribute to the existing body of knowledge in the field of management.

1.9 Study Justification

The role of entrepreneurial intention, according to the literature has been made clear and, therefore, there is a significant need to understand its impact in this study. Failure to conduct this study will lead to lack of knowledge regarding entrepreneurial intention of postgraduate students. And this leads to misuse of scarce resources in an attempt to promote entrepreneurship. In order to promote student entrepreneurship, knowing their entrepreneurial intention is crucial to direct resources towards those variables. The present study will assist in developing a way forward in terms of understanding the pros and cons of the matter under investigation by collecting feedback from the targeted population in terms of the impacts of the above so that recommendations may be made for future direction.

1.10 Delimitations of the Study

The study was limited to the University of KwaZulu-Natal postgraduate students. The researcher, therefore, considered Masters and MBA students as they possessed the right measures between mature education and the corporate environment. The researcher did not consider nationality as a variable because the dominant population is made up of South Africans; hence, the results may be compromised, and the sample will not reflect other nationalities, indicating its weakness.

1.11 Methodology

The study used a Quantitative research approach. The method used in this research was the cross-sectional survey design because it allows for all data to be collected at once, with limited deviations.

The study site was at the University of KwaZulu-Natal Westville Campus. In this study, the target population comprised both UKZN Masters in management and MBA students. A convenience sampling technique was adopted in this study. The selection of 46 postgraduate Masters and 83 MBA students was arrived at to ensure collect completed questionnaires quickly and economically.

The study relied on primary data which was collected using a structured questionnaire which is in line with the research objectives. The questionnaire consisted of closed questions covering all the variables of study. The questionnaire used the Likert scale (frequently known as an ‘agree – disagree’ scale). Hand administering of questionnaires was adopted in data collection. The questionnaire was divided into two sections; Section A: Demographic Data, Section B: Factors that influence students’ entrepreneurial intention and some general information.

A correlation analysis was used to establish the relationship between entrepreneurial intention and attitudes, entrepreneurship education, family background and perceived behavioural control. Analysis of Linear Regression, analysis of variance, frequency distribution and cross tabulations was used to analyse the findings. Data was analysed with the use of Statistical Package for Social Sciences (SPSS) and Microsoft Excel where applicable. The results are presented in the form of tables, figures and graphs, backed up with detailed explanations. Descriptive and Inferential statistics are used.

1.12 Chapter Outline

This dissertation is divided into the following chapters:

Chapter 1: This section of the proposed study introduces the research title, a background to the study that covers recent topical issues/cases relating to entrepreneurial intention, the aim and research objectives of the study, the research questions, the hypothesis, the significance and justification of the study.

Chapter 2: This section of the study succinctly reviews all existing relevant theoretical and empirical studies in literatures, journals and texts that have hitherto inquired on the subject matter.

Chapter 3: This section of the study carefully crafts a broad research strategy which serves as the blueprint that the study adopts for its data collection, data analysis, and data presentation.

Chapter 4: The data analysis and interpretation section covers the report of the SPSS analysed data, as well as interpretation of the data reports using charts and graphs.

Chapter 5: This section covers narratives discussions on the findings of the study, a constructive conclusion and suggestive recommendations that can be inferred from the study.

1.13 Summary of chapter one

The introductory chapter laid the foundations of the concept of entrepreneurship through a brief definition of terms to the key aspects investigated in the study. A background to the study was provided to establish research into the issue of entrepreneurship in South Africa and their intention particularly among the youths in all sectors of the society, Thereafter, the problem statement was outlined, and the research aims and objectives, as well as the justification for the study were presented. Chapter One concluded with a brief summary of the chapters to follow. The next chapter presents an extensive review of the literature related to the topic of entrepreneurship.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter presents the literature review which paints a broad understanding to the study by including several perspectives from different authors. The literature review covers the following sections: Entrepreneurship, importance of entrepreneurship, impact of the fourth industrial revolution on entrepreneurship and entrepreneurial education, entrepreneurial intentions, link between entrepreneurial intention and self-efficacy and the formulation of the theoretical framework which includes the following elements; attitudes towards behaviour, subjective norms, perceived behavioural control, entrepreneurship education and personality traits.

2.2 Entrepreneurship

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

According to Crous, Schepers and Shein (2010), entrepreneurship shapes and builds the future, and that is accomplished by means of new venture creation. It has been proven that new business ventures are critical for economic development, and that has been identified by the world; that is why it had led to the formulation of South African government policies to encourage new ventures by developing entrepreneurs or self-starters (Callaghan, 2016). Callaghan (2016) also stated that a new department of small business development has been set up in South Africa and looks to improve the prospects of small businesses being the mechanism for economic growth; this means that small businesses will have to give roughly

800 000 jobs per year until 2030. In South Africa, SMEs contribute 55% to the Gross Domestic Product (GDP) and are estimated at more than two million in number. Vik and McElwee (2011) explained that there is a way of creating new market dynamics simply by expanding a range of complementary products or services of which there is a niche gap in the market.

Kaplan and Warren (2009) focused on the phases of what it takes to be an entrepreneur as they believe it starts with a positive mind-set. Subsequently, this leads to the intention of being an entrepreneur. Their research focused on the process of becoming an entrepreneur from an operational perspective by looking at the tasks and activities that take place at the different levels of the entrepreneurial process, and these are as follows:

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

While Kaplan and Warren (2009) looked at the process of entrepreneurship, Ungerer, Kruger, Mansfield and Vorster (2015) believed that while there is an entrepreneurship process in place, there are factors influencing entrepreneurship victory. Entrepreneurial accomplishment is dependent on a range of factors, namely: the financial potential of prospect, the effectiveness of applied know-how and abilities and the motivational drive in the face of important resistance. Entrepreneurship does not happen in a vacuum; the development of entrepreneurship requires social and economic conditions that encourage entrepreneurial activity as well as individual capacities that help individuals generate and maintain productive enterprises.

2.3 The Importance of Entrepreneurship

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

Among youth entrepreneurial activities, the government is putting more measures in place to counter-attack deviations. South Africa still has a broad scope to cover in terms of being ranked

amongst the best entrepreneurial development countries in the world. Entrepreneurship continues to be of importance in the economy of the country as entrepreneurship enhances the national competitiveness in the global business arena.

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

South Africa's growth problems are further than economics in nature as South Africa is one of the most unequal societies in the world; hence, this needs robust transformation in the business industries and a need for skilled role players who will be able to transform their local communities and create chances of improvement for future entrepreneurs (Iwu, Malunga & Mugobo, 2014). In order to raise South Africa's pool of entrepreneurs, it is imperative to focus on the increased levels of perceived opportunities, through market dynamics and research development as well as through improved levels of perceived capabilities, through education (Staff Writer, 2013). It is without any doubt that sustaining existing businesses and creation of new business ventures will ensure the country stays in a good position compared to all the countries in the world. Hence, it is critical for the government to invest in small organisations so that citizens will not rely on government organisations and private sectors for employment but will learn to generate a source of living for them (Khoury & Prasad, 2016).

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

The government also needs to note that rapid growth in business transformation and seeding small business firms may lead to the government collecting more corporate tax for the normal

operations of the country through small business. The country is currently relying on personal income tax to fund government projects, and the government recently increased personal income tax, thus leaving corporate tax untouched. This leaves a clear indication that the business market is exhausted and needs refurbishment in terms of new businesses to help the country go forward (Woodruff & McMillan, 2016).

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

2.4 The Impact of the Fourth Industrial Revolution on Entrepreneurship

Entrepreneurship has a pivotal and highly important role in the emerging Fourth Industrial Revolution (Industry 4.0) economic dispensation, which is characterised by increasing digitisation and interconnection of products, value chains and business models (Nagler & Naude, 2017).

The Fourth Industrial Revolution is different from earlier industrial revolutions in that whereas the earlier ‘revolutions’ saw technology replacing skilled workers (e.g. artisans in textile factories replaced by power looms) and complement low skilled workers (e.g. the steam engine) in the 4IR technologies tend to replace lower-skilled workers while complementing higher-skilled workers (Nagler & Naude, 2017). A binding constraint on whether an economy can participate in manufacturing in the Fourth Industrial Revolution then becomes whether it has enough relevant skills available. Hence, many low-skilled routine jobs in manufacturing, in Africa may be automated. Frey et al. (2016) estimated that up to 66 per cent of all jobs in developing countries are at risk. Even in relatively poor African countries such as Angola and

Ethiopia, there is a risk of having around 50 and 44 per cent of current jobs being susceptible to automation respectively (Frey et al., 2016).

The Fourth Industrial Revolution is said to hold opportunities for certain types of skills, including creative, innovative and social skills, such as that associated with entrepreneurship (Brynjolfsson & McAfee, 2012; Autor & Dorn, 2013). Brynjolfsson and McAfee (2012;12) also pointed out ‘There has never been a worse time to be competing with machines, but there has never been a better time to be a talented entrepreneur’.

There is consensus in the literature that entrepreneurship in Africa is marked by two dichotomies: a dichotomy between entrepreneurs in the formal sector and in the informal sector, and a dichotomy between foreign entrepreneurs and indigenous entrepreneurs (Naude, 2010). Most entrepreneurs in Africa are in the informal sector where enterprises are very small and rarely grow. These tend largely to be owned and managed by indigenous entrepreneurs (Nagler & Naude, 2017). In the past, African entrepreneurs did not feature significantly in industrial policies, which were more focused towards state-owned enterprises, foreign investment, and trade policies. Unlike in the industrial policies of China, South Korea or Malaysia for example, African countries rarely aimed to promote indigenous ownership, joint ventures with foreign companies in manufacturing, or established venture capital funds to provide risk capital for entrepreneurs. As a result, most, African entrepreneurs today are self-employed workers primarily in services and trade sectors (Nagler & Naude, 2017).

As far as entrepreneurship is concerned, policy makers should recognise that the fourth industrial revolution impact on entrepreneurship requires promotion of entrepreneurial experimentation within an appropriate entrepreneurial ecosystem, and that will provide entrepreneurs with ‘smart’ government support and that invests in entrepreneurial skills.

Based on the above, the underlying lesson is that for entrepreneurs to drive industrialization, know-how: technology is the key to success. Industrialization requires innovation and capability accumulation and learning, whether in the first or fourth industrial revolution (Fragerberg et al., 2007).

2.5 The Impact of the First Industrial Revolution on Entrepreneurial Education

In the Fourth Industrial Revolution, advanced knowledge, skills, exploring and developing business opportunities, devising a business plan and testing the business viability before

launching the new venture are needed. It is important that the vital role of entrepreneurship and its value within the Industry 4.0 economic environment are understood (Nagler & Naude, 2017).

The success of organisations resides partly in the ability to make innovative decisions, as fundamentals have shifted towards innovation and efficiency as the key drivers of growth and business success or failure. In the emerging economic dispensation an entrepreneur is in essence a creator and innovator who aims to develop new technologies, products or markets. They use creative faculties to generate new products or techniques and exploit a new generation of opportunities in the collaborative market that is developing. They do not always believe in the status quo and are always in search of transformation and change (Nagler & Naude, 2017).

By understanding the Entrepreneurship Life Cycle, entrepreneurs, business owners and managers can identify business requirements and make better informed decisions to implement business objectives. To initiate a new venture, an entrepreneurship strategy is a prerequisite, which reflects the direction and intention of the entrepreneur and can be implemented through various methods, such as innovation, technology or the development of new products or services. In an Industry 4.0 local, regional and international collaborative business ecosystem strategies should be even more customer focus driven and culminate in partner-based inter-organisational value chain performance optimisation and market acceptance (Nagler & Naude, 2017).

In conclusion, advanced knowledge about entrepreneurship will equip business owners, managers and entrepreneurs to develop appropriate competencies and strategies with the purpose of meeting society's needs and satisfying business objectives in Industry 4.0.

2.6 Entrepreneurial Intentions

An intention is a predictable result channelled by planned actions. The theory of planned behaviour gives emphasis to relations between attitudes and behaviour (Hyder et al, 2011). Intentions foresee designed behaviour because behaviour can be premeditated. In the viewpoint of entrepreneurs, intention is recognized as the necessary driver for establishing an organisation and as a predictor of new consistent enterprise (Lerner & Pines, 2011). This could also lead to the conclusion that entrepreneurially-minded individuals will track those opportunities from which they anticipate the highest profits to be extractable.

Authors such as Lans, Guilikers and Batterink (2010) emphasised three types of intentions to create a business which are: classical entrepreneurial intention, substitute entrepreneurial intention, and entrepreneurial intention. These types of entrepreneurial aspects establish diverse learning goals and specialized requirements amongst entrepreneurs.

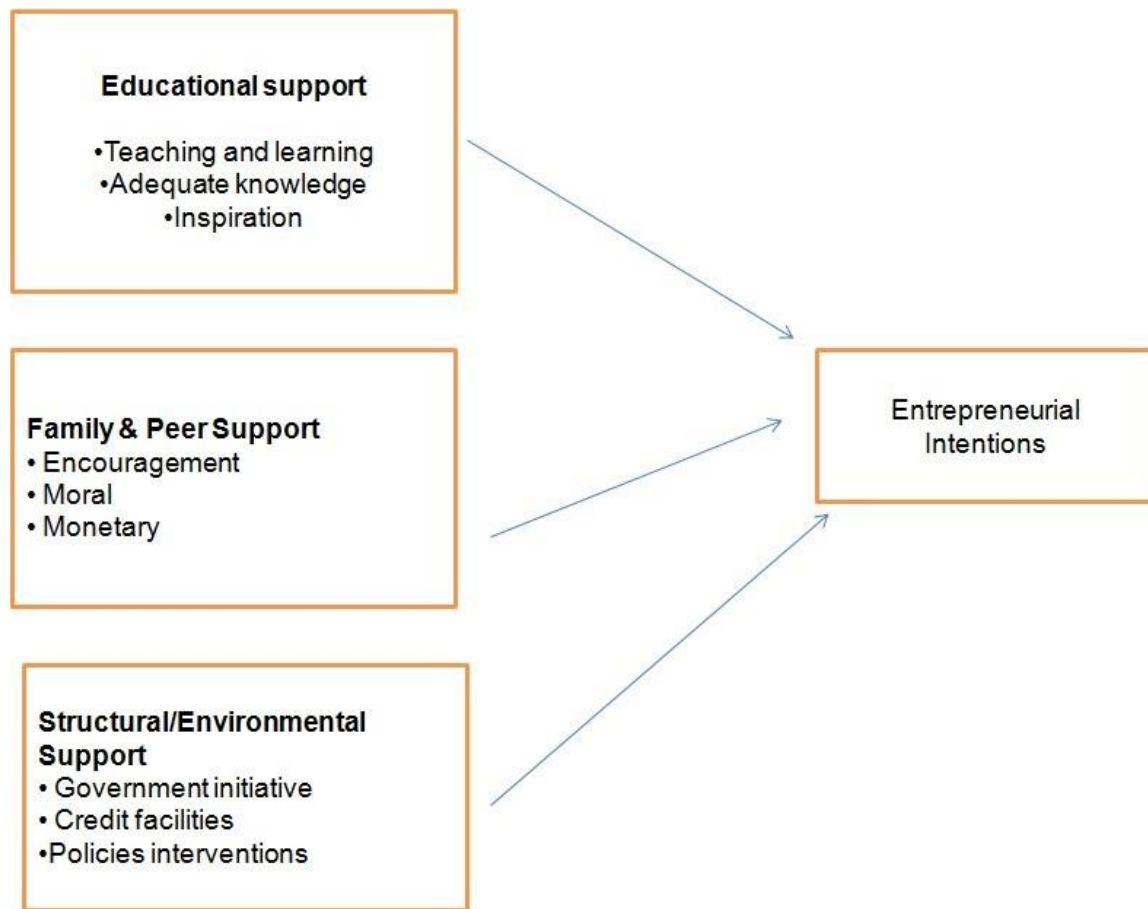
More specifically, Entrepreneurial Intention (EI) is the desire that an individual nurtures in setting up a business in the future or the search for knowledge in fulfilling the goal of creating a venture. According to Van Gelderen et al. (2008), Entrepreneurial Intentions are vital to the understanding of the entrepreneurial process because they form the underpinning of new ventures. Various studies have also shown that entrepreneurial intention can be seen as the first guide in a long-term process.

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

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

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

Figure 2.1 Entrepreneurial Support Model



Source: (Denanyoh et al., 2015)

The first aspect of the model is educational support. It is apparent that professional education is a well-organized way of obtaining essential information about entrepreneurship. Gelard and Saleh (2011) also highlighted the fact that the entrepreneurial aspirations of many students are hindered by insufficient training. Therefore, academic institutions might have serious roles in the encouragement of graduates to choose an entrepreneurial career. Stephan, Partridge, Steven and Fleming (2010) indicated that graduates are sometimes accused of being too academic and not supporting entrepreneurship sufficiently.

In order to overcome this obstruction, universities have offered entrepreneurship courses at the undergraduate and graduate levels. Some studies examine how this entrepreneurial wellbeing of universities affects entrepreneurial inclination of students. It is, therefore, indicated that there is a direct connection between entrepreneurial education, entrepreneurial behaviour and entrepreneurial intentions (Adjei, Denanyoh, & Effah, 2015). Ahamed and Rokhman (2015)

proposed that entrepreneurial intentions in various cultural contexts at tertiary institutions indicate that support from the university atmosphere affects entrepreneurial assurance of university students. Authors further indicate that other studies have pointed out that entrepreneurship education, especially education that provides technological training which is vital to improve entrepreneurs' innovation expertise in an increasingly difficult environment (Lomey & McNamara, 2009).

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

Work conducted within the studies of social psychology by researchers such as Ajzen (1987) and Shapero (1975) showed that intentions provide critical insight into behaviour processes.. They empirically demonstrated that intentions successfully predict behaviour whilst attitudes predict intentions. Ajzen's (1987) studies emphasised the importance of intentions as a precursor towards a purposive behaviour. Intentions assist in the understanding of experiences, correlations and consequences of behaviour. It represents a form of commitment.

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

Some scholars proposed that entrepreneurship education should be included in entrepreneurial intention model. This is because entrepreneurship educational and training programs lead to the changes of individuals in their attitude towards entrepreneurship, their self-efficacy level which increase they control beliefs that they are capable in managing entrepreneurial career, and change their perceptions towards entrepreneurship, thus, affect their entrepreneurial intention (Peterman & Kennedy, 2003 ; Kolvereid & Isaksen, 2006; Dell, 2008; Tam & Hasen, 2009).

The need for the continued emergence of entrepreneurs in developing economies cannot be over-emphasized. Young people often described as the future of a society, present a veritable pool of individuals that may invariably become entrepreneurs. This may be the reason why studies have investigated the concept of entrepreneurial intentions (Drennan, Kennedy & Renfrow, 2005) among students (Wu & Wu, 2008) in universities across the world. The trend is also noticeable in Africa. According to Eresia-Eke and Gunda (2015), the current complexion

of the global socio-economic landscape suggests that national economic success particularly in Africa tends to be dictated by the extent of entrepreneurial activity. Indeed, economies need to be entrepreneurial (Amos & Alex, 2014) and this is only possible through the emergence of individual entrepreneurs (Gurbuz & Aykol, 2008). This to a large extent underlines the value of studies on entrepreneurial intentions. Fayolle and Liñán (2014) opine that entrepreneurial intention has become ‘a consolidated area of research within the field of entrepreneurship’. Due to this, a number of studies have been conducted on entrepreneurial intentions in both developed and developing economies (Amos & Alex, 2014). Expectedly, with these studies, new knowledge emerges but more questions arise that need to be addressed (Fayolle & Liñán, 2014).

Entrepreneurial intention is defined by Bird (1988) as a state of mind that directs an individual’s attention and action towards self-employment as compared to pursuing employment prospects in an existing organisation. Essentially, the notion of entrepreneurial intention is therefore related to the desire to own a business or become self-employed (Thompson, 2009). This desire for business start-up or self-employment may be associated with issues unlimited to individual and societal factors among others. Regardless of what the underlying reasons may be, Krueger and Brazeal (1994) contend that entrepreneurship-oriented intentions can be considered as useful precursors of entrepreneurial action. This is the premise upon which models of planned behaviour become instructive as they cement the founding rationale for any study of entrepreneurial intentions. Indeed, Eresia-Eke and Gunda (2015) argue that intentions precede and can predict behaviour. So, the knowledge of the entrepreneurial intentions (EI) of students should contribute to the determination of the extent to which they are likely to opt for entrepreneurship as a career option. Among other models, Ajzen’s (1991) model of planned behaviour is quite predominant (Fayolle & Liñán, 2014). Generally, Ajzen’s model and Shapero-Krueger’s entrepreneurial event model (Krueger, Reilly & Carsrud, 2000) have been useful for the EI discourse.

Ajzen’s (1991) model proposes that there is some interplay between subjective norms, perceived behavioural control and attitude towards a behaviour that are associated with the development of entrepreneurial intention which in turn then informs the entrepreneurship behaviour of the individual. While subjective norms describe societal expectations of individual conformance to ‘acceptable’ standards, perceived behavioural control is concerned with the individual’s perception of the level of control that an individual can exercise over

resources required to become self-employed. Attitude towards a behaviour points to the extent to which the individual views a particular behaviour as favourable or otherwise.

The approach of examining the relationship between factors associated with the individual and how they relate to entrepreneurial Intention has been applied in previous studies with each researcher opting to focus on certain variables that were deemed useful for the study. According to Lee and Wong (2004), the intention to display 'certain behaviour is shaped and affected by a plethora of factors such as needs, values, wants, habits and beliefs. This position is supported by Ajzen (1991) as well as Liñán and Chen (2006) who relate intention to cognitive variables and situational factors respectively.

2.7 Self-efficacy and Entrepreneurial Intentions

Entrepreneurial self-efficacy is understood to be the explanatory variable that determines the strength of entrepreneurial intention, it can also be thought as the probability of the intention been carried out (Susanj, 2015).

Self-efficacy refers to the belief and assurance in one's abilities to follow and attain a particular objective (Botha & Bignotti 2016; Bullough, Renko & Myatt 2014; Sweida & Reichard 2013). This concept is often equated with perceived behavioural control discussed by Ajzen (1991) and with perceived feasibility variables explained by Shapero and Sokol (1982). Nevertheless, several studies positively associated self-efficacy with decisions that initiate and grow business ventures in the area of entrepreneurship (Hatak & Snellman 2017; Hsu, Wiklund & Cotton 2017; McGee & Peterson 2017; Utami 2017). Thus, predetermined undertakings, such as starting a new business entity, introducing a new product or pursuing new market opportunities, depend on an individual's self-efficacy.

McGee et al. (2009:966) defined entrepreneurial self-efficacy as the belief individuals have in their own ability to establish a new venture successfully. Moreover, Hmieleski and Corbett (2008) noted that entrepreneurial self-efficacy will possibly decrease the psychological strain correlated with the improvising behaviour mentioned earlier. Thus, entrepreneurial self-efficacy is essential to entrepreneurs because it determines their intention to become an entrepreneur, their ability to put that intention into action, and possibly into organisational and personal success (Drnovšek et al., 2010:330).

There is a lack of agreement in past literature as to how entrepreneurial self-efficacy should be conceptualised and measured, mainly because of its multidimensionality (Drnovšek et al., 2010:331). However, findings across 25 countries (adapted to 28 different languages), which consisted of both developing and developed countries, demonstrated that a general self-efficacy measurement is able to successfully determine the level of self-efficacy an individual possesses across different domains (Scholz, Doña, Sud & Schwarzer, 2002:243). Therefore, a general self-efficacy measurement is fitting to the South African context to accommodate its multicultural nature, which may have an influence on the country's entrepreneurial development (Urban, 2010).

Consequently, several studies established the link between entrepreneurial self-efficacy with entrepreneurial intention, and firm performance, growth, and renewal (Baum & Locke, 2004; Bird, 1988 ; Boyd & Vozikis, 1994; Bratkovic et al., 2012; Hmieleski & Baron, 2008). Specifically, Hallak, Lindsay, and Brown (2011) expanded the reliability and theoretical backing of the entrepreneurial self-efficacy construct by conducting a study within the tourism sector. Interestingly, the study established that entrepreneurial self-efficacy (ESE) in the tourism entrepreneur affects the performance of their firm. Similarly, in a bid to further expand and validate the entrepreneurial self-efficacy construct, Hallak, Assaker, and O'Connor (2014) also conducted a study on the impact of entrepreneurial self-efficacy in the tourism sector. Using a sample of both family and non-family tourism business owners, the study was able to provide validity on the impact of entrepreneurial self-efficacy on firm performance. In a meta-analysis, Miao, Qian, and Ma (2016) used a total of 26 samples to establish that entrepreneurial self-efficacy has a significant positive effect on firm performance. Entrepreneurial self-efficacy is vital in predicting entrepreneurial activities and also the outcome of these activities.

In a study by Schmutzler, Andonova, , and Diaz-Serrano (2018) it was observed that for individuals with entrepreneurial self-efficacy the positive effect of knowing nascent entrepreneurs as a driver of entrepreneurial intentions is weaker than for individuals who do not believe to be able to successfully launch a business venture. This effect is contingent on the individualistic–collectivistic character of the national culture.

Neri, Torres, and Watson (2013) also conducted a study on the impact of entrepreneurial self-efficacy on entrepreneurial intention and performance in Mexico. However, despite using the original dimensions (Chen et al., 1998), they went ahead and conducted a confirmatory factor analysis (CFA) to further create a new entrepreneurial self-efficacy measure with three

dimensions. Specifically, the new routine, expansion, and knowledge measures were established to affect performance. In addition, they also established the effect of the new measures on entrepreneurial intention (Chen et al., 1998).

Frequently, the decision of whether to engage in entrepreneurship depends on the strength of one's entrepreneurial self-efficacy.

Personalities with higher levels of self-efficacy are adventurous and disposed towards carrying out complicated tasks (Ahuja 2016). In contrast, those with lower levels of self-efficacy are reluctant to pursue uncertain undertakings. The uncertainty and hazard concomitant to the contemporary business world present an environment that only the confident can endure (Dinis et al. 2013). In the contemporary environment, characterised by the strong need for innovative and growth-oriented entrepreneurs (Griffiths et al. 2012), possession of a high degree of entrepreneurial self-efficacy is a valuable asset. It is thus intriguing to explore the extent of entrepreneurial self-efficacy among learners undertaking entrepreneurship education who have to decide on whether to take up formal occupations or entrepreneurial vocations. The researchers acknowledged that entrepreneurial self-efficacy can be acquired through entrepreneurship education (Zimbroff, Taylor & Houser, 2016) and one's creativity levels (Ng & Lucianetti, 2016). Hence, it is hypothesised that the levels of one's technological creativity affect self-efficacy and, subsequently, entrepreneurial intention.

Extant literature demonstrates that there is a significant relationship between self-efficacy and entrepreneurship intentions of respondents (Arora, Haynie & Laurence 2013).

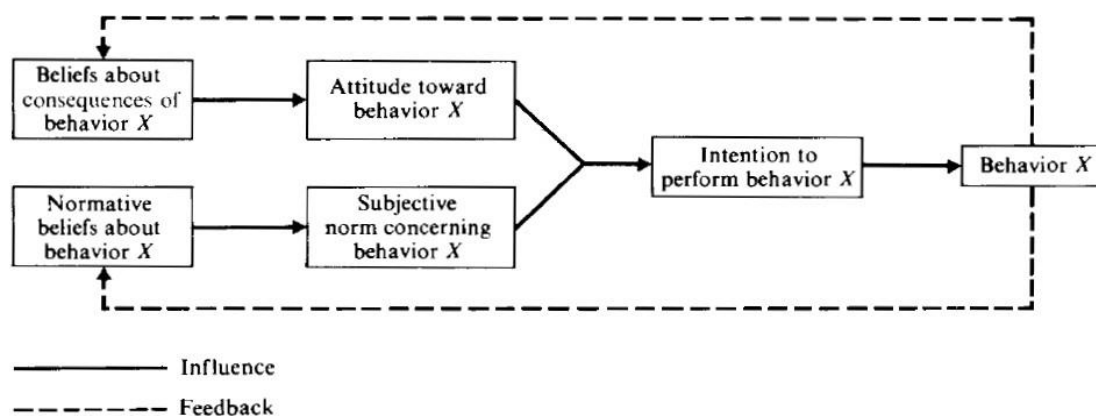
2.8 Theory of Reasoned Action (TRA)

Many behaviours in our daily lives may fall under voluntary control as people perform these behaviours easily if they have the desire to perform. This can be further justified by the Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1977; Ajzen & Fishbein, 2000) which was used to forecast the voluntary behaviours and assist others in recognizing their own psychological factors. It is designed based on the assumption that human beings normally behave in a reasonable manner. They will consider the available surrounding information and the consequences of their actions.

Attitudes towards the behaviour and subjective norm are two elements that act as the function to a person's intention. People normally hold multiple salient beliefs in relation to any given behaviour. Each of the salient belief links the behaviour to a valued outcome and the outcome

has a certain subjective value. It is assumed that these salient beliefs and evaluated outcome combine to produce an overall positive or negative attitude towards the behaviour. Salient beliefs mean when the individual perceives that the disadvantages outweigh perceived advantages, he/she will resist to perform the behaviour (Fishbein & Ajzen, 1977). The beliefs underlying subjective norm are normative beliefs, which individuals are influenced by persons important to them to perform a given behaviour

Model 2. 1: Theory of Reasoned Action (TRA)



Source: Fishbein, M. & Ajzen, I. (1977). *Belief, attitude, intention, and behaviour: An introduction to theory and research*. Reading, MA: Addison-Wesley.

Model 2.1 shows that at the first stage, intention is assumed to be used as a determinant of behaviour while at the next stage, attitude and subjective norm are included to explain the intention and lastly which is the third level, attitude and subjective norm are explained in term of beliefs regarding the results in performing the behaviour and about the normative expectation of relevant referents.

2.9 Theoretical Framework

- **Theory of Planned Behaviour (TPB)**

The Theory of Planned Behaviour (TPB) is derived from the Theory of Reasoned Action by Fishbein and Ajzen (1975); Ajzen and Fishbein (1977) to forecast and illuminate human behaviour in a specific context, it would allow prediction of behaviours that were not under complete voluntary control. The Theory of Reasoned Action could predict behaviours, but the mere information of intention is inadequate to predict behaviour. Hence, perceived behavioural control is included (Ajzen & Fishbein, 2000) and it is formed by control beliefs that give rise to the perceived ease or difficulty in performing the behaviour. It indicates that people are expected to transform their intention into action, provided there is an adequate degree of actual control over the behaviour. Thus, intention is assumed to be the direct antecedent of behaviour, guiding the behaviour in a controlled manner (Ajzen, 1991).

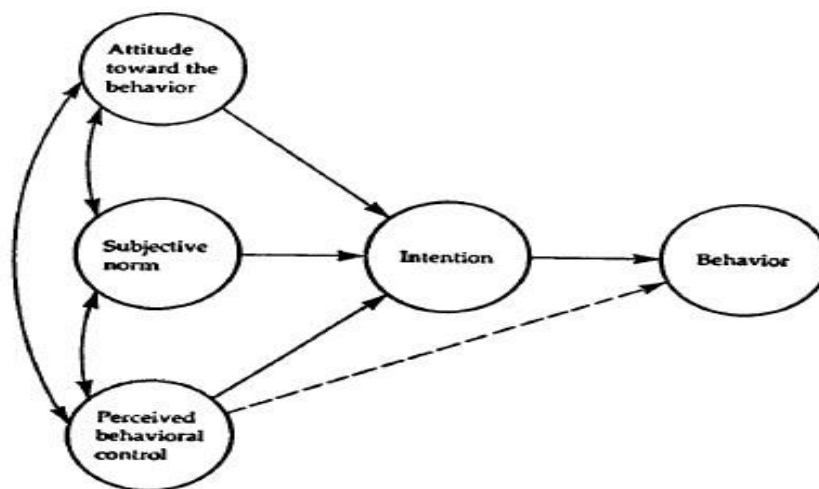
Shapero's Entrepreneurial Event model (SEE) by Shapero and Sokol (1982) as cited in Hadjimanolis and Poutziouris (2011) considered solid formation due to the interaction among contextual factors, which would influence the individual's perceptions. In the SEE, entrepreneurial intention derives from perceived desirability (the attractiveness for a person to start-up his own business), perceived feasibility (the extent to which individuals feel that they are capable to start their own business) and form a propensity to act if there are opportunities (Krueger, Reilly & Carsrud, 2000). It assumed that inertia in human behaviour is changed by a negative or positive external event, the "trigger event" that changes an individual's situation or future plans (e.g. choice of future employment).

According to Krueger et al. (2000); Krueger (2007), TPB and SEE overlap because both consist of an aspect that is theoretically associated with perceived self-efficacy; which is perceived behavioural control in TPB and perceived feasibility in SEE while attitude towards the behaviour and subjective norm in TPB are aligned with perceived desirability in SEE. Conversely, Scholten, Kemp and Omta (2004) emphasised that TPB is different from SEE in the sense that it is not based on disturbance or sudden displacements but on long term experience and expectation of being an entrepreneur. In this study, researchers are unable to predict intention based on sudden events, thus, the Theory of Planned Behaviour is adopted in this study since it may be applied to almost all voluntary behaviours (Ajzen, 2001 ; Kolvereid, 1996).

Armitage and Conner (2001) used TPB because of its detailed and consistent theoretical specification. Krueger et al. (2000) recommended that TPB presents a significant opportunity towards better understanding and prediction of entrepreneurial actions; the empirical data have shown that TPB is a useful model since the whole model was significant. It enables researchers to get a better understanding and prediction on entrepreneurial intention by considering not only personal but also social factors. Lin and Lee (2004) pointed that TPB has been used widely to predict and explain behaviour intention and actual behaviour in many areas, such as social psychology, marketing and information system adoption.

Autio, Keeley, Klofsten, Parker and Hay (2001) showed that the TPB components explain 21% variance in the intention to be an entrepreneur where Liñán and Chen (2009) found 55% of the variance was explained. Past research confirmed the legitimacy of using TPB in explaining entrepreneurial intention across various cultures. It can be concluded that the more favourable the attitude and subjective norm, and the greater the perceived behavioural control, the stronger the person's intention towards entrepreneurship (Scholten et al., 2004). Due to strong support, TPB is adopted in this study.

Model 2. 2: Model of Theory of Planned Behaviour



Source: Ajzen, (1991; 179-211)

- **Application of the Model**

The Theory of Planned Behaviour has proven to be a robust and empirically valid model for predicting or explaining voluntary human behaviour within the entrepreneurship field and other

areas as well. These applications include the prediction of voting behaviour (Maloney, Lapinski & Neuberger, 2013), birth control behaviour (Hanson, Nothwehr & Romitti, 2015) and consumer behaviour among others (Ajzen, 2015). On average, results of the cited studies demonstrated that attitude, subjective norms and perceived behavioural control explain a 50 % variation in behavioural intentions of respondents. In addition, intention accounts for the 30% variation in actual behaviour.

However, several criticisms have been raised concerning the Theory of Planned Behaviour in explanatory and prediction studies. One criticism that has been levelled against the model is that not all human behaviour is rational and based on a conscious decision-making process (Othman, Hashim & Wahid, 2012). Instead, some argue that intuition or impulses and other subliminal cognitive processes contribute a greater extent towards numerous individual human activities (Zaki & Mitchell, 2013; Alos-Ferrer & Strack, 2014).

While the perspective that reason fundamentally premises human action cannot be denied, what is questioned is the adequacy of its explanatory or predictive power. As indicated earlier, past empirical studies show that intention explains about 30% of variations in individual human behaviour (Gelderen, Brand, Poutsma & Gils, 2008 ; Liñán & Chen, 2009). That alone shows the significant limitations on the explanatory power of the model notwithstanding the versatility of the contexts to which it is applicable. It is worth pondering whether a 30% predictive power for entrepreneurship intentions is adequate or there is need to modify the model in an effort to enhance its effectiveness.

The researcher adopted the Theory of Planned Behaviour as a guiding framework for this study. The choice of the Theory of Planned Behaviour is its history of wider application and proven credibility across research fields (Lortie & Castogiovanni, 2015). Thus, apart from being an already tried and tested model, the adoption of the theory in this study provides a further opportunity to compare and cross-validate findings from the current study and those from other research fields.

2.9.1 Attitudes towards the Behaviour

Theory of Planned Behaviour explains that there are three factors that influence a person's intention to perform a behaviour, one of which is an attitude. According to Utami. (2017),

attitude is a tendency to react effectively in response to the risks that would be faced in a business.

The nature of the entrepreneurship process requires that individuals draw on their evaluation of perceived and expected consequences of their actions to exploit economic opportunities (Krueger Jr, 2000; DeTienne & Chandler, 2004; Antonites & Vuuren, 2005; Hansen, Lumpkin & Hills, 2011). Thus, people will form attitudes towards expected results on the basis of their perceptions on anticipated costs or benefits. Attitude towards behaviour relates to the extent of a favourable or unfavourable predisposition towards specific behaviour that an individual has (Schwarz, Wdowiak, Almer-Jarz & Breiteneker, 2009; Packham, Jones, Miller, Pickernell & Thomas, 2010). According to the Theory of Planned Behaviour, intentions are shaped by the collective effect of two related factors and these are one's beliefs about the expected consequences (negative or positive) of engaging in a particular behaviour (entrepreneurship) and practicality (likelihood or unlikelihood) of a particular action (Ajzen & Fishbein, 1982). If both aspects of beliefs and perception of practicality are viewed in a positive light, then an approving attitude towards intended behaviour will result, and vice-versa. Thus, the issue here is whether attitudes are positive, negative or neutral.

Previous empirical studies in different countries at different stages of the economic development spectrum show that the attitude towards the behaviour variable is a strong determinant of entrepreneurial intention (Autio et al., 1997; Fayolle et al., 2006; Fayolle & Gailly, 2015). Malebana and Swanepoel (2015) and Malebana (2014) observed, in studies of entrepreneurial intentions of South African students at two rural universities, that attitude towards entrepreneurship exerted the greatest variance (45.8%) on entrepreneurial intentions when compared to the other two variables in the Theory of Planned Behaviour (subjective norms and perceived behavioural control). The findings corroborate those from Marques, Ferreira, Gomes and Rodrigues's (2012) study of secondary school students in Portugal, which found a strong and statistically significant relationship between attitude towards behaviour and the entrepreneurship intention of students.

Kolvereid and Tkachev (1999); Dohse and Walter (2010); Paço, Ferreira, Raposo, Rodrigues and Dinis (2011) found that attitude towards the behaviour has direct and positive effects on entrepreneurial intentions. Hence, education and training should focus on changing personal attitudes than providing technical knowledge about business because the effects could be more

significant to the process of business creation and to overcome the perceived barriers to entrepreneurship (Paco et al., 2011; Dohse & Walter, 2010).

Krueger et al. (2000) tested the attitude-intentions of students, finding a significant influence of the attitude towards the behaviour on intention. Leong (2008) conducted the similar research in Open University Malaysia and showed that the more students value the entrepreneurial career path, the stronger their intentions to be entrepreneur. While the result obtained from undergraduates by Frazier and Niehm (2006) stressed that positive attitude towards self-employment and the confidence of the ability to create a new venture successfully appear to predict stronger levels of entrepreneurial intention.

Past results concurred that attitude towards the behaviour is an important variable when investigating entrepreneurial intention.

2.9.2 Subjective Norms

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

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

Conversely, other researchers have questioned the indirect association between subjective norms and entrepreneurial intentions

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

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

According to Malebana (2014), individuals are more pushed to engage in a particular behaviour if they feel that the people whom they look up to engage in the specified behaviour, and the other way round. Thus, social mentors and role models can either stifle or promote the entrepreneurial intentions of those who look up to them for guidance. However, it is important to note that influence exerted by those significantly close is moderated by whether one takes heed of their expectations or not (Krueger et al., 2000; Fayolle & Gailly, 2013).

It seems that there are many factors that will influence how subjective norm predicts entrepreneurial intention; therefore, making no clear-cut answer to how accurately and precisely subjective norm predicts the intention to be an entrepreneur. Liñán (2004) stated that future analysis is needed to solve this discrepancy of subjective norm and entrepreneurial intention. Hence, subjective norm is included in this study.

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

2.9.3 Perceived Behavioural Control

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

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

Perceived behavioural control is determined by control beliefs concerning the accessibility of factors that can allow or delay the performance of the behaviour. Perceived behavioural control includes not only the sentiment of being capable, but also the insight about controllability of the behaviour (Degeorge & Fayolle, 2008).

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

Empirical studies in various fields confirm the Theory of Planned Behaviour's increased predictive ability of behavioural intention following the infusion of the third antecedent to the original two (Schwarz et al., 2009; Liñán & Chen, 2009; Fayolle & Gailly, 2015; Fretschner & Weber, 2013). It is postulated in the latest version of the theory that the three antecedents of behavioural intention are themselves subject to the influence of one's belief system i.e. behavioural, normative and control beliefs (Ajzen, 1991). It is worth mentioning that though

behavioural intentions are subject to one's attitude, subjective norms and perceived behavioural control.

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

Zaidatol, et al (2009) found that students who need entrepreneurial exposure have a higher score on perceived behavioural control. This implies that the greater the students are exposed to entrepreneurial issues, the greater will be their perceived behavioural control. Zaidatol et al (2009) further mentioned that those who perceive entrepreneurship needs to be taught in University will have a higher score on perceived behavioural control. Wood and Bandura (1989) also claimed that university teaching should focus on providing experience to develop students' self-efficacy because entrepreneurship education could enhance the knowledge and experience of students; the students' self-efficacy will become higher and eventually will increase their entrepreneurial intention. This is consistent with the findings of Basu and Virick (2008) where prior exposure to entrepreneurship education has a positive effect on perceived behavioural control. In addition, Basu and Virick (2008) further stated that students who have prior experience in entrepreneurship will have more confidence in their ability and this leads to higher entrepreneurial intentions.

Kolvereid (1996); Chen et al. (1998); Kristiansen and Indarti (2004); Basu and Virick (2008); Zaidatol et al (2009); Ruhle et al (2010); Paco et al. (2011) suggested that perceived behavioural control has positive influence towards students' entrepreneurial intentions. Among them, Kolvereid (1996); Basu and Virick (2008); Ruhle et al. (2010) claimed that perceived behavioural control has a significant relationship with the intention. Ruhle et al. (2010) further mentioned that self-assessment of perceived behavioural control has a great impact on students' intentions as there is a supportive range of perceived feasibility that can enhance the entrepreneurial intentions. Furthermore, Basu and Virick (2008) stated that prior experience of starting a business is significantly related to great levels of self-efficacy and positive attitude

towards entrepreneurship. People with experience of being successful will have higher self-efficacy and more confidence in their ability to repeat that behaviour, as compared to those who do not have prior experience. This supports Ajzen (1991) theory where perceived behavioural control relies on past experience with the behaviour.

In short, the greater the individual believes that he is capable to be a successful entrepreneur with high probability of succeeding; the stronger is the entrepreneurial intention.

2.9.4 Personality Traits

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

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

Personality traits have proven to be predictors of many aspects of entrepreneurship. (Shaver & Scott, 1992). Personality traits, known as trait theory, refer to personal characteristics of entrepreneurs. Personality traits have been divided into the following categories:

2.9.4.1 Need for Achievement

According to Sagie and Elizur (1999), McClelland's need for achievement theory highlighted that need for achievement is one of the strongest psychological factors influencing entrepreneurial behaviour. Individuals with high need for achievement have strong desires to be successful and they are more likely to be entrepreneurs. McClelland (1961) suggested that individuals who possess a strong need for achievement are more likely to solve problems by themselves, set challenges and goals, and strive to achieve them by their own efforts.

Individuals with high need for achievement will contribute more in entrepreneurial activity (Tong, Tong & Loy, 2011). They are able to perform better in challenging tasks and discover innovative ways to enhance their performance (Littunen, 2000). From the result of Tong et al. (2011), the need for achievement is the strongest predictor of entrepreneurial intentions.

2.9.4.2 Locus of Control

Locus of control (Rotter, 1990) is a psychological characteristic that is related to the ability of individuals to control the events in life. Individuals who possess internal locus of control believe that they are able to control life's events while individuals who possess external locus of control believe that life's events are the result of external factors, such as chance, luck or fate (Millet, 2005). Those individuals with a higher internal locus of control are deemed to be self-employed (Bönte & Jarosch, 2011) and have high motivation to improve the efficiency of work (Göksel & Aydintan, 2011). They have the ability to control the environment through their action and they are willing to take risks (Mueller & Thomas, 2000). Gürol and Atsan (2006); Khan et al. (2011) found that with internal locus of control, the students will perform with a better attitude against entrepreneurial intention and demonstrate a high possibility to become an entrepreneur. Hence, it can be concluded that the higher the internal locus of control of postgraduate students, the higher their entrepreneurial intentions.

2.9.4.3 Risk-taking

Risk-taking propensity refers to an individual's orientation of making decision in uncertain contexts (Nishantha, 2009). According to Cantillion (1775), the main factor in differentiating the entrepreneurs from employed workers was the uncertainty and risk taken by the former. It is believed that entrepreneurs prefer to take moderate risks. Carland III, Carland Jr, Carland and Pearce (1995) stressed that entrepreneurs with high education possess higher risk propensity and tolerance for uncertainty than non-entrepreneurs. Simon, Houghton and Gurney (1999) suggested that entrepreneurs tend to choose high-risk opportunities to exploit due to cognitive biases, whereby they cannot recognise the risks engaged in a given entrepreneurial activity. Dohse and Walter (2009); Lüthje and Franke (2003); Taramisi Sama-Ae (2009) proposed that risk-taking propensity significantly and positively affects entrepreneurial intention. However, the study of Altinay, Madanoglu, Daniele and Lashley (2012) found that risk taking propensity is not significant towards entrepreneurial intention is due to effect of family background.

In conclusion, individuals with high level needs for achievement, greater internal locus of control and high willingness to take risk will lead to more intentions to become entrepreneurs. Therefore, personality trait is an important determinant to entrepreneurship intention.

2.9.5 Entrepreneurship education

Eresia-Eke, Gwija and Iwu (2014) suggested that entrepreneurship education is the art of providing people with the expertise to be familiar with chances that other people have overlooked and have the bravery to capitalise where others have hesitated. Mwangi (2011:1) added that entrepreneurship education refers to skills given by the educator to a learner grooming that individual to be competent to face the corporate environment and be creative enough to take risks and embark on entrepreneurial activities rather than seeking paid employment from someone else or institution. This focuses on assisting individuals unleash their entrepreneurship potential and at the same time, helps learners acquire skills of pursuing business objectives and have a backup in terms of a qualification as well.

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

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

therefore, led the country to be classified under the slowest in terms of entrepreneurial growth in the world and Sub-Saharan Africa (Xavier et al., 2012).

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

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

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

This also refers to education that enables one to convert scarce opportunities to livelihood. Entrepreneurship education must not be mistaken with normal business routine and economic studies as its objective is to promote creativity, innovation and self-employment.

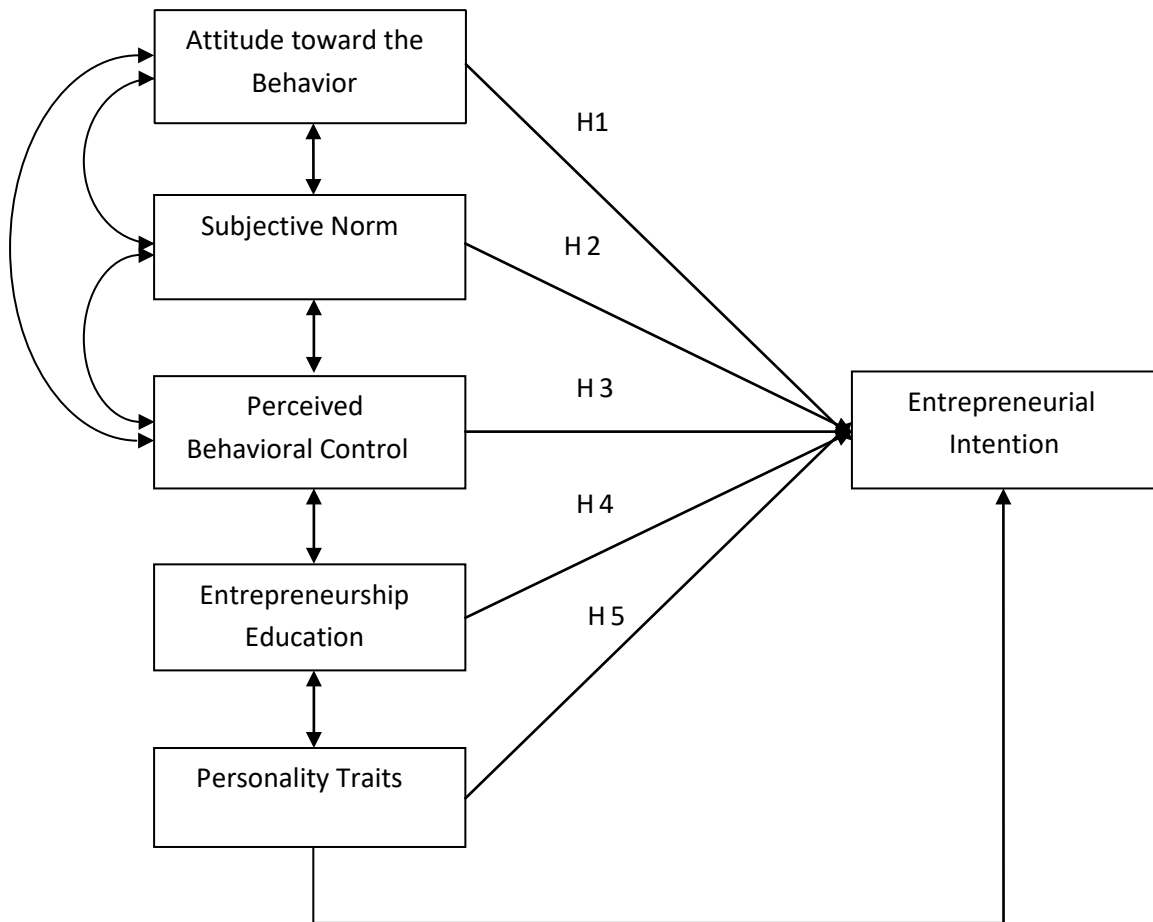
Scholars have empirically evidenced that entrepreneurship education is an effective means in inspiring students' intention towards entrepreneurial career, turning into entrepreneurial actions and increasing venturing rate of students (Fayolle & Gailly, 2004 ; Lee, Chang & Lim, 2005 ; Matlay, 2008; Izedonmi & Okafor, 2010. Matlay (2008) revealed that over ten year's period under scrutiny with 64 graduates in the research sample, all of the graduates who had undergone entrepreneurship education became entrepreneurs.

Since adequate business knowledge will be acquired from entrepreneurship education, the interest of students towards entrepreneurial career would increase (Gelard & Saleh, 2011), because it has prepared potential entrepreneurs in dealing with complex decision makings (Izquierdo & Buelens, 2011) and minimises the perceptions of barriers and risk of entrepreneurship (human capital, financial capital, discovering of opportunity, material acquisition and technology adaptation). In addition the knowledge acquired will help them to start their enterprises better as they know the entrepreneurial process and have foundation regarding business management knowledge (Ahmed et al., 2010)

Past studies have shown the relation of entrepreneurship education between attitude toward entrepreneurship and entrepreneurial intention. Dell (2008) proved that entrepreneurship education and change in entrepreneurial attitude has a significant relationship, participation in entrepreneurship education has increased students' attitude towards entrepreneurship positively as entrepreneurship education has enriched them with real-worlds skills and knowledge, subsequently making them feel legitimate in pursuing the entrepreneurial path. Hence, there is an increase in their entrepreneurial intention. However, students who did not participate in entrepreneurship education, their attitude towards entrepreneurship is negative, thereby reducing their interest towards entrepreneurship. This leads to a distinct level of entrepreneurial intention between entrepreneurship students and non-entrepreneurship students (Hamidi et al 2008 ; Miller et al 2009; Zain et al., 2010) and senior class students have higher entrepreneurial inclination than juniors class students because of their practical knowledge and exposure to the business world (Vazquez et al 2009)

Conversely, some findings highlighted entrepreneurship education as a deterrent factor in demonstrating entrepreneurial intentions of university students and their self-assessed entrepreneurial skills (Wang & Wong, 2004; Oosterbeek, Prag & Ijsselstein, 2008; Oosterbeek, Praag & Ijsselstein, 2010; Göksel & Aydintan, 2011). These results are surprising particularly due to the fact that students have obtained more realistic perspectives of being entrepreneurs after taking the entrepreneurship course. There is also the likelihood of their perceptions changing towards entrepreneurship hence, reducing their interest in entrepreneurship (Oosterbeek et al., 2008).

Model 2. 3: Proposed Theoretical Framework



Source: Developed for the research

The framework model proposed that all the independent variables are tested to determine whether they have significant relationship to dependent variable.

- H1: There is significant relationship between attitude toward the behaviour and entrepreneurial intention.
- H2: There is significant relationship between subject norms and entrepreneurial intention.
- H3: There is significant relationship between perceived behaviour control and entrepreneurial intention.
- H4: There is significant relationship between entrepreneurship education and entrepreneurial intention.
- H5: There is significant relationship between personality traits and entrepreneurial intention.

2.10 Summary of chapter two

The role of entrepreneurship is significant, as has been noted in this chapter, and has been guided by well-established theories. This chapter has provided a discussion of the concept of entrepreneurship as well as its importance, the impact of the fourth industrial revolution on entrepreneurship itself and entrepreneurial education. In addition, the concept of entrepreneurial intention was also discussed alongside its link with self-efficacy. In light of various theories, the theory of planned behavior was adopted. Various studies show that the theory of planned behavior had a strong support in predicting behavior and this led to the identification of various variables used in assessing the entrepreneurial intention and formulation of the proposed model. The next chapter provides an overview, or the research methodology employed in this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the research methods that were applied in order for the study objectives to be achieved. Different types of research design are discussed, and justification given for the selection. Thereafter, the choice to use a survey design strategy is expanded on. The sample size, location of the study, the data collection techniques, as well as the ethical clearance issues are also addressed in this chapter. The limitations encountered by the researcher are also addressed. For purposes of -emphasis the research objectives and the research questions are presented hereunder.

3.2 Research Objectives

The broad objective of this study is to investigate the entrepreneur intentions of postgraduate students. The specific objectives of the study are highlighted below:

1. To establish if postgraduate students at UKZN show entrepreneurial intentions (EI) that can lead to them establishing new independent ventures;
2. To determine if the personality traits of UKZN postgraduate students influence their entrepreneurial intent;
3. To establish the attitudes of postgraduate students towards having entrepreneurial intentions;
4. To determine if different family backgrounds impact on the entrepreneurial intent of UKZN postgraduate students;
5. To establish if entrepreneurship education impacts on the entrepreneurial intentions of UKZN postgraduate students;
6. To determine the relationship between entrepreneurial intent and perceived behavioural control; and
7. To make recommendations to UKZN leadership and lecturers on how they can create conditions that foster entrepreneurial intentions in postgraduate students.

3.3 Research Questions

Following from the objectives of this study, the following questions are posed:

1. To what extent do postgraduate students at UKZN show entrepreneurial intentions (EI) that can lead to them establishing new independent ventures?
2. What personality traits of UKZN postgraduate students influence their entrepreneurial intent;
3. How do the attitudes of postgraduate students influence their entrepreneurial intentions;
4. What impact do different family backgrounds have on the entrepreneurial intent of UKZN postgraduate students?
5. Does entrepreneurship education impact on the entrepreneurial intentions of UKZN postgraduate students?
6. What is the relationship between entrepreneurial intent and perceived behavioral control?

7. What can UKZN leadership and lecturers do to create conditions that foster entrepreneurial intentions in postgraduate students?

3.4 The Philosophical World View

- **Research philosophies**

This refers to different types of beliefs or worldviews about a chosen enquiry, which determines the design, process, strategies and techniques of investigating or reinvestigating the nature of existing knowledge on the object or construct (Saunders, Lewis, & Thornhill, 2009). The object is used in the case of a natural or scientific enquiry and a construct or phenomenon is used in the case of social/management sciences research (Creswell, 2009). The study was guided by the positivism philosophical world view. This was related to the research design, the research objectives, as well as the research questions adopted for the study.

3.5 The Research Design

Also referred to as ‘strategies of inquiry’ (Creswell, 2017), research designs are forms of inquiry which provide a detailed guide to the methods and procedures that will be used to answer the research questions. This is necessary to establish a blueprint for data collection and subsequent analysis (Creswell, 2017),

3.5.1 Quantitative Research Design

Quantitative research is a design used for testing theories and models using scientific methods that seek to examine the cause and effect relationship existing between variables (Creswell, 2017). This research design is premised on the analysis of numeric data, which have been collected and measured via structured instruments and scaling techniques (Bless et al., 2015). The final research output is methodically structured into the following components (Creswell, 2017):

- Introduction
- Literature and theory
- Methods
- Results
- Discussion.

In a quantitative design, the systematic deviations in scores are interpreted or ascribed with meanings based on the actual world they represent. This is the advantage of a quantitative design as numbers are deemed to be accurate (Bless et al., 2015). This research adopted a quantitative research design as it was deemed the most appropriate for achieving the research objectives of the study.

Quantitative study designs are noted for being well-structured, specific and predetermined, in order to ensure precision. These features also enhance the validity and reliability in generalising the research study results and findings (Kumar, 2019). The adoption of a quantitative research design allows the study to be precise and to be explicitly defined. This design was used to quantify the similarities and variations amongst the study groups within the target population, based on the research objectives.

In the context of this study, a quantitative approach has been chosen since scientific and statistical evidence is used to examine the variables of interest and the relationship that ensue. The study builds upon previous research and there is no need to develop an initial understanding of the issues. There is no need to explore new ideas as in the case of qualitative research. Based on the outcome of prior research; the study is employed to test the relationship between variables, not to determine if the relationship exist.

The quantitative approach has been chosen for this study for the following reasons:

- a. The aim of the study is to measure entrepreneurial intentions via statistical models as compared to investigative or descriptive research.
- b. An objective analysis data is required as compared to a subjective interpretation.
- c. All elements of the study including the measurement instrument (questionnaire) have been developed upfront and are well defined, prior to the process of the data collection.
- d. There is a substantial prior research available on the items of interest and the relationships to be explored.

3.5.2 Survey Research Design

This study employed a cross-sectional survey research design. Such a design seeks to gather data from a single point in time as opposed to two or more times (Punch, 2013). According to Punch (2013), a survey research design relates to ‘the use of a series of questions or statements

presented orally or in written form to characterise an individual or group.’ Usually, the information sought relates to issues such as respondents' attitudes, beliefs, emotions and perceptions.

Respondents for the current study were selected from postgraduate students (MBA & M.COM) who had been more exposed to entrepreneurship or exhibit the necessary requirements for entrepreneurial success at UKZN Westville campus. These were surveyed once using self-completion questionnaires. Given the size of the target population, the survey technique was deemed appropriate since it facilitates the gathering of views from dispersed subjects in relatively short time and at a lesser cost (Biggam, 2008 ; Saunders et al., 2009). In addition, findings from surveys are generalisable to populations and claims based on findings from surveys are supported by vast empirical data (Biggam, 2008). Lastly, Cohen, Manion and Morrison (2007) proffered that survey data can also serve a confirmatory purpose. In other words, it can be used for testing models, theories and causal relationships. In this case, the survey design was deemed suitable for this study and the data derived by such means was used to validate the proposed model of entrepreneurial intentions and relationships to be explored.

3.6 Research Method

3.6.1 Target Population and the Sample

Saunders et al. (2009, p. 212) defined a population as the entire group from which a sample is drawn. The target population in a study is described as the entirety of persons from which a sample is drawn (Robinson 2014). This, therefore, refers to those that have knowledge in relation to the topic addressed in the study and are thus termed as the target population. The target population of this study were the MBA and Masters in Management (M.com) postgraduate students at the University of KwaZulu-Natal, Westville campus who are exposed to entrepreneurship education and can be conceived as potential entrepreneurs.

3.6.2 Sampling Frame

A sampling frame is not applicable in this study because the researcher uses a non-probability sampling technique in selecting samples. The researcher randomly selected the students in the

Westville campus by asking them whether they are final year students of Masters in Management or MBA students. The questionnaires were strictly distributed only to final year postgraduate students in MBA/M.COM (Management).

3.6.3 Sampling Technique

Convenience sampling is commonly used in an exploratory research. The convenience sampling was chosen for this study because it enabled the researcher to obtain 129 completed questionnaires quickly, economically and with ease (Zikmund et al., 2013; Sekaran & Bougie, 2010).

3.6.4 Sample Size

The sample size represents a subset of sampling units from a population (Frankfort-Nachmias & Nachmias, 1996). This will give the entire number of population elements from which data is to be collected. This study investigated two college departments with a total population of approximately 200 students registered for the 2018 session. A total of 130 were selected for the study, as the required sample size in order to collect primary data with the aid of questionnaires. The data collection procedures engaged in this study are discussed below.

3.7 Data Collection Procedures

Data collection procedure simply means the process of gathering or collecting data for the purpose of measuring/proffering solutions to the variables embedded in the problem statement, research questions and hypotheses (Saunders et al., 2009). In the collection of data, the primary data was obtained using a structured questionnaire which is in line with the research objectives.

3.7.1 Choice of Instrument

A questionnaire is a tool for data collection in which selected groups of participants are asked to complete a written set of questions to find out what they think or feel about a particular subject (Collis & Hussey, 2013).

The purpose of this study was to elicit valid and standardised responses and entrepreneurship intentions of the target population and other factors of interest, Hence, a structured closed questionnaire was deemed appropriate in this regard because of its ability to gather large quantities of data in a short time from a wide geographic area at lesser cost when compared to

other data gathering means such as observation and interviews (Cohen et al., 2007, Cooper & Schindler, 2006; Saunders et al., 2009).

The questionnaire comprised of two sections (A&B) and a copy is attached as part of the appendices. Section A of the questionnaire comprised elements requiring respondents to provide demographic data such as, gender, age, highest qualification, current degree of study, while in section B the Likert-type scale was used to gather data on respondents' perceptions on the variables, entrepreneurship intent, attitude towards entrepreneurship, subjective norms, perceived behavioural control, entrepreneurship education and personality traits, which were under study. A Likert scale is an ordinal measure of a person's attitude or perception towards a subject of interest (Maree & Pietersen, 2016). Usually, the scale uses ranges of alternative responses indicating a level of agreement or disagreement. In this study, the designed research instrument was proof-read and edited several times by the researcher with the assistance of the supervisor and a statistician who was engaged to assist with the statistical elements of the research process.

The permission to conduct the study was obtained in a letter of approval (HSS/1723/018M) from the Humanities and Social Science Research Committee of the University of KwaZulu-Natal dated 9th October 2018. The Hand administering of questionnaires ran for two weeks. The questionnaire was personally administered to respondents during lecture sessions subject to approval of lecturers and at study cubicles. It took a maximum of 15 minutes for the questionnaires to be filled in, these were then analysed and interpreted accordingly. The purpose of the exercise was properly communicated to respondents before questionnaires were administered. Each questionnaire included a confidentiality clause as well as the consent form, indicating that participation in the study was voluntary and participants could withdraw at any stage. The participants signed the consent form, signifying their approval.

3.8 Data Analysis

Data analysis is an application of reasoning to understand, clear and interpret the data or information that have been collected through the questionnaires (Zikmund et al., 2013). After the primary data was collected, it was captured, cleaned, and analysed using both Microsoft Excel software and Statistical Package for Social Science software. The responses were captured using Microsoft Excel software, while the data purification and subsequent analysis were done using the SPSS 24 software. For the analysis, both descriptive and inferential

analytical methods were deemed appropriate in the context of the research objectives. While descriptive analytical methods were used to classify and present the demographic data in the form of tables and charts, inferential methods sought to achieve the research objectives by providing answers to the research questions.

3.8.1 Descriptive Analysis

Descriptive analysis refers to the transformation of raw data into a form that make them easier to understand and interpret (Zikmund et al., 2013). In this study it was used to calculate average, frequency distribution and percentage distribution of the demographic information provided by the respondents and to effectively explain the central tendencies and dispersion amongst variables.

3.8.2 Scale Measurement (Reliability Test)

Reliability is determined through the interpretation of Cronbach's alpha, which is a reliability coefficient that indicates how well the items in a set are positively correlated to one another (Sekaran & Bougie, 2010). The reliability of each measure was assessed by coefficient alpha using the SPSS as indicate in Table.3.1

Table 3. 1: Rule of Thumb for Cronbach's Alpha Coefficient Value

Alpha Coefficient Range	Strength of Association
<0.60	Poor
0.60 to <0.70	Moderate
0.70 to <0.80	Good
0.80 to <0.90	Very Good

0.90	Excellent
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Adapted from: Zikmund, W. G., Babin, B.J., Carr, J.C., & Griffin, M. 2013

Business research methods (8th ed.). New York: South-Western/Cengage Learning.

3.8.3 Inferential Analysis

3.8.3.1 Independent Sample T-test

T-test is used to test a hypothesis that mean scores on some interval or ratio scaled variable (metric) will be significantly different for two independent samples or groups. In this study, t-test was conducted to examine whether the independent variables have significant influence on students' entrepreneurial intention for confirmation testing.

3.8.3.2 Non-parametric test

The study further tested for differences among the means, using the analysis of variance (ANOVA) tool.

3.8.3.3 Correlation Analysis

According to Sekaran and Bougie (2010), Pearson correlation analysis indicates the strength, direction and significance of bivariate relationships among all the variables that were measured at interval or ratio level. The larger the correlation coefficient, the stronger the level of association and it can be either positive or negative depending on the direction of the relationship between variables. In this study, it was used to measure the co-variation and association between entrepreneurial intention and five elements (attitude toward the behaviour, subjective norm, perceived behavioural control, entrepreneurship education and personality traits) on hypotheses 1, 2, 3, 4, and 5. The test was done at 5% or 1% significance level.

Table 3. 2: Rule of Thumb about Correlation Coefficient Size

Coefficient range	Strength of Association
± 0.91 to ± 1.00	Very strong
± 0.71 to ± 0.90	High

±0.41 to ±0.70	Moderate
±0.21 to ±0.40	Small but definite relationship
±0.01 to ±0.20	Slight, almost negligible

Source: Hair, Jr., Money, A. H., Samouel, P., & Page, M. (2007). *Research Methods or Business*. West Sussex: John Wiley Sons .

3.8.3.4 Linear Regression Analysis

According to Sekaran and Bougie (2010), linear regression analysis is an analysis of association which the effects of two or more independent variables on a single, interval-scaled dependent variable. In this study, independent variables (attitude toward the behaviour, subjective norm, perceived behavioural control, entrepreneurship education and personality traits) were entered into the same regression equation to predict whether there is any significant relationship with entrepreneurial intention.

Linear regression equation shows the relationship as follow:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots$$

For this research, the below equations show the relationship between independent variables that influence entrepreneurial intention among students:

$$\text{Entrepreneurial intention} = a + b_1 (\text{attitude toward the behaviour}) + b_2 (\text{subjective norm}) + b_3 (\text{perceived behavioural control}) + b_4 (\text{entrepreneurship education}) + b_5 (\text{personality traits})$$

3.9 Validity and Reliability

This research project tested the quality of research by addressing issues of validity and reliability. Kumar (2014:129) stated that without testing the quality of the measuring instrument, research is unlikely to carry much credibility. It can be established that an instrument is deemed successful if it produces the exact outcome that it was set to achieve. According to Sekaran and Bougie (2010), content validity ensured that the instrument comprises of a sufficient set and representative set of items that address the concept. A pilot study was conducted among 15 Ph.D. students to ensure the validity of the questionnaire. The

questionnaire was also assessed by UKZN research committee to ascertain if the questions covered all the objectives. The committee detected a few questions that did not cover the dimensions and elements of the concept. The feedback assisted in rectifying the error as the concerns specified that it would be challenging for a researcher to receive responses from postgraduates. After these adjustments, the questionnaire was then forwarded to the supervisor.

Kumar (2010:134) mentioned a few concerns that threaten validity, such as history, effects of pre-testing, mortality, instrumentation and maturation. However, threats to validity can be improved through ensuring that research questions and objectives are clearly defined and understood. According to Sekaran and Bougie (2010:161) reliability measures stable and consistent results if repeated measurements are taken. The data collected for this study was perceived to be reliable because the sample is formulated from colleges independent of each other; hence, the results are unlikely to change if the same students are tested under constant conditions.

3.10 Ethical Considerations

Cohen et al. (2007) defined ethical research practices as those activities that protect subjects, use appropriate methods and are based on genuine outcomes. Blumberg et al. (2008) stated that the rationale of research should be the production of authentic research processes, and that surveys should be objective as well as meet high standards to ensure the collection of accurate data. As a result, the following ethical research guidelines were adhered to during the course of this study:

3.10.1 Permission for the Study

Before the study could begin, it was necessary for the researcher to obtain permission to commence the research. This was made possible through the acquisition of a gatekeeper's letter. The gatekeeper's letter was made available after the Research Ethics Committee of UKZN approved permission for the researcher to proceed with the study. The ethical clearance letter is attached as Appendix A of this study.

3.10.2 Obtaining Informed Consent from Respondents

Respondents were cordially invited to participate in the study without any preconditions being set for participation or non-participation. Respondents also reserved the right to withdraw from

the study or from giving responses to any part of the research instrument that they were not comfortable with.

3.10.3 Guaranteeing and Upholding Confidentiality of Respondents

Respondents were assured that whatever information they voluntarily provide during the research study was to be used for the sole purpose of the research study. The researcher upheld this research principle and used the data for the specified purpose only.

3.11 Summary of chapter three

This research methodology chapter has dealt with the process of conducting the research as well as the activities engaged in the exercise of the quantitative research undertaken by the researcher regarding the entrepreneurial intention of the UKZN postgraduate students. The chapter addressed the quantitative research design and the reasons for its use, the philosophical world view employed by the researcher, the selection of the study site and the participants chosen in the study, the procedures involved in the method of data analysis, as well as the pertinent ethical issues that were observed and addressed in the study. The next chapter, Chapter Four, presents the raw data that was obtained from the participants of the study in the questionnaires conducted by the researcher.

CHAPTER 4: DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

The previous chapter provided a bird's eye-view of the methodology for this study on the assessment of entrepreneurial intention of Postgraduate Students at the University of KwaZulu-Natal (UKZN). This chapter presents an analysis of the results and the discussion of the research findings with reference to the relevant literatures used in Chapter Two. A questionnaire was used for the collection of the data for the analysis in this chapter. Again, SPSS package, Version 25.0 was utilized to capture, clean, organize, and to analyse the raw quantitative data. Furthermore, the researcher employed the use of descriptive statistics, which describe one variable at a time to measure the central tendencies and dispersion amongst the variables – especially the mean (M) and Standard deviation (SD) were used, such that frequencies of two or more variables were cross tabulated. In addition, inferential analysis was used to demonstrate the relationships between variables by means of chi-square and ANOVA analysis to evaluate the degree of association and the nature of relationship amongst variables in the dataset. The cleaned data of the dependable variables was then used to estimate the statistical values computed in this chapter against its associate variables. The results herein are presented based on the objectives of the study, which are:

1. To establish if postgraduate students at UKZN show entrepreneurial intentions (EI) that can lead to them establishing new independent ventures;
2. To determine if the personality traits of UKZN postgraduate students influence their entrepreneurial intent;
3. To establish the attitudes of postgraduate students towards having entrepreneurial intentions;
4. To determine if different family backgrounds impact on the entrepreneurial intent of UKZN postgraduate students;
5. To establish if entrepreneurship education impacts on the entrepreneurial intentions of UKZN postgraduate students;
6. To determine the relationship between entrepreneurial intent and perceived behavioural control; and
7. To make recommendations to UKZN leadership and lecturers on how they can create conditions that foster entrepreneurial intentions in postgraduate students.

Therefore, the traditional <0.05 criterion of statistical significance was employed for all tests computed in this study.

4.2 Sample Realization

This study targeted all the postgraduate students doing their master's degree in Commerce and Business Administration at UKZN. However, the researcher specifically focused on the (200) postgraduate students situated in the UKZN Westville Campus who are doing their master's degree in Commerce(Management) and Business Administration(MBA). Therefore, a convenient sampling technique was used to achieve a sample size of 130 respondents. Inclusion and exclusion criteria were also used to determine the sample size of this study – the inclusion criteria were only limited to Westville campus postgraduate students in Commerce and Business Administration; while the exclusion criteria excluded their counterparts in the Pietermaritzburg campus who are also doing the same programme.

4.2.1 Response Rate

A total of 130 respondents participated in this study. Out of the 130 questionnaires distributed to all the respondents, 129 questionnaires were returned making a response rate of 99.2%. Therefore, all the findings from this study are based on the response rate of 129 respondents.

4.2.2 Reliability of study instrument

The reliability of the tool used for data collection was computed using the Cronbach Alpha Coefficient test, a method that evaluates the internal consistency of the instrument used for this study. With an overall mean value of (M= 200.18) and Standard Deviation of (SD= 21.347), the reliability statistics of all items was grounded on 0.948. Therefore, this is an entailment that 94.8% of the variance in the scores is reliable variance. Again, this entails that findings obtained from this study are valid and reliable since the alpha coefficient is greater than 0.5 (50%) in this study as recommended by Cronbach (1947) and Cronbach (1951). Apart from the demographic data, this analysis was repeatedly done for each section of the questionnaire and the results indicate high reliability coefficient of 0.925, 0.777, 0.859, 0.894, 0.926, and 0.936 for all the Sections respectively. See **Table 1** below for a detail representation of the analysis.

Table 4. 1: Reliability test of the study instrument (n=129)

ATTITUDE ITEMS: RELIABILITY STATISTICS			
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items		N of Items
.925	.926		5
Scale Statistics			
Mean	Variance	Standard Deviation	N of Items
21.54	12.875	3.588	5
SUBJECTIVE NORM ITEMS: RELIABILITY STATISTICS			
.777	.781		5
18.41	10.636	3.261	5
PERCEIVED BEHAVIOURAL CONTROL ITEMS: RELIABILITY STATISTICS			
.859	.875		9
32.55	30.764	5.546	9
ENTREPRENEURSHIP EDUCATION ITEMS: RELIABILITY STATISTICS			
.894	.893		6
21.90	19.179	4.379	6
PERSONALITY TRAIT ITEMS: RELIABILITY STATISTICS			
.926	.930		20
84.96	75.209	8.672	20
ENTREPRENEURIAL INTENTION ITEMS: RELIABILITY STATISTICS			
.936	.938		5
20.79	14.959	3.867	5
RELIABILITY STATISTICS OF ALL ITEMS			
.948	.952		50

200.18	455.731	21.347	50
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4.3 Descriptive Statistical Analysis

This study used descriptive statistic that describes one variable to compute the mean (M), standard deviation (SD), frequency, and percentage. Hence, each variable in the research database was described using the descriptive statistics matrices mentioned herein. In addition, the researcher used graphs and tables to effectively explain the central tendencies and dispersion amongst variables.

4.3.1 Demographic assessments of respondents

The demographic data in this study presents the gender of respondents', respondent's age groups, respondent's current degree, respondents' business orientation and type of business, and respondents' parents' highest education.

Assessment of respondents' gender

With M= 1.48 and SD= 0.501, the analysis here suggested that the majority of the respondents were males (n= 66) 51.2% as compare to female (n= 63) 48.8%.

Table 4. 2: Respondents' gender (n=129)

Gender	Frequency	Percent
Males	66	51.2
Females	63	48.8
Total	129	100.0

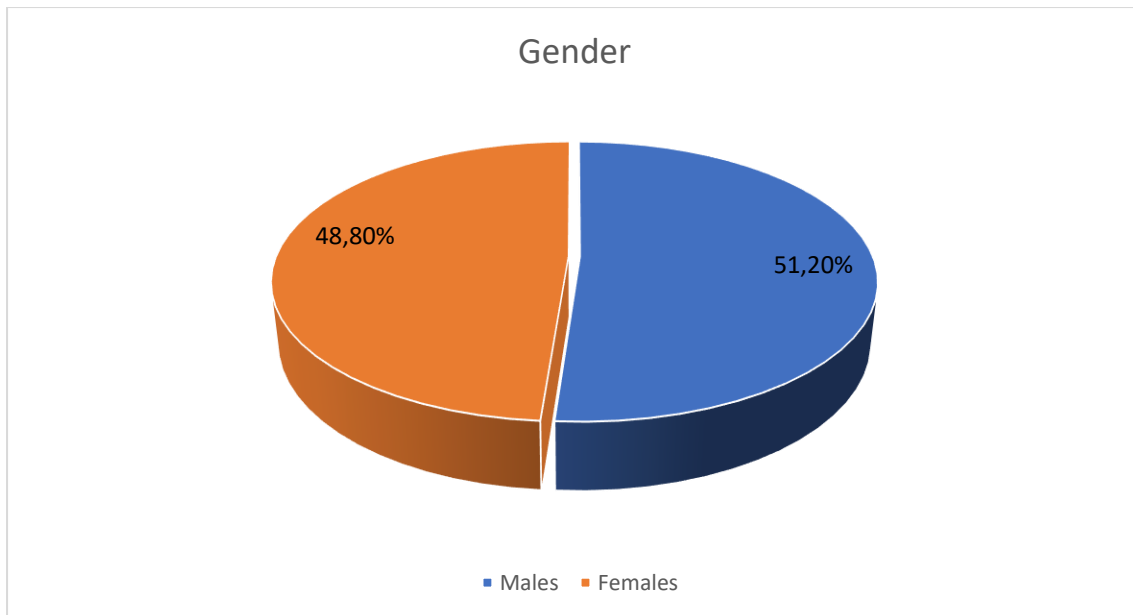


Figure 4. 1: Gender

Assessment of age category

With a mean value of 3.45 and a standard deviation of 0.790, the descriptive analysis here suggested that most of the respondents (n=80) 62.0% fell within the ages of 30 years and above. Again, the analysis also indicated that about (n=31) 24.0% of the respondents are situated within the ages of 27 – 29 years old. See **Table 4.3** below for a detail presentation of the results.

Table 4. 3: Shows respondents' age categories (n=129)

Age Categories	Frequency	Percent
21 – 23 years	3	2.3
24 – 26 years	15	11.7
27 – 29 years	31	24.0
30+ years	80	62.0
Total	129	100.0

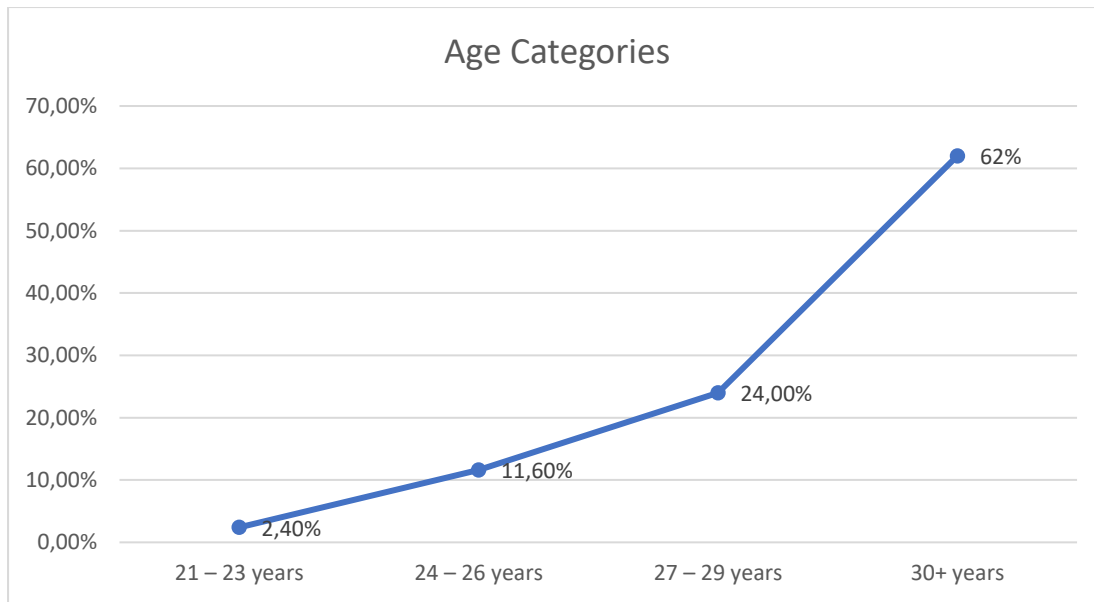


Figure 4. 2: Respondents' age groups

Assessment of degree currently studying

Here, the computation indicates that most of the respondents (n=83) 64.3% are currently studying for their master's degree in business administration (MBA) as oppose to the (n=46) 35.7% of the respondents currently studying for their master's degree in Commerce (Management). (M= 1.64; SD= 0.480).

Table 4. 4: Respondents' current degree (n=129)

Degrees	Frequency	Percent
Master of Commerce (Management)	46	35.7
Master of Business Administration (MBA)	83	64.3
Total	129	100.0

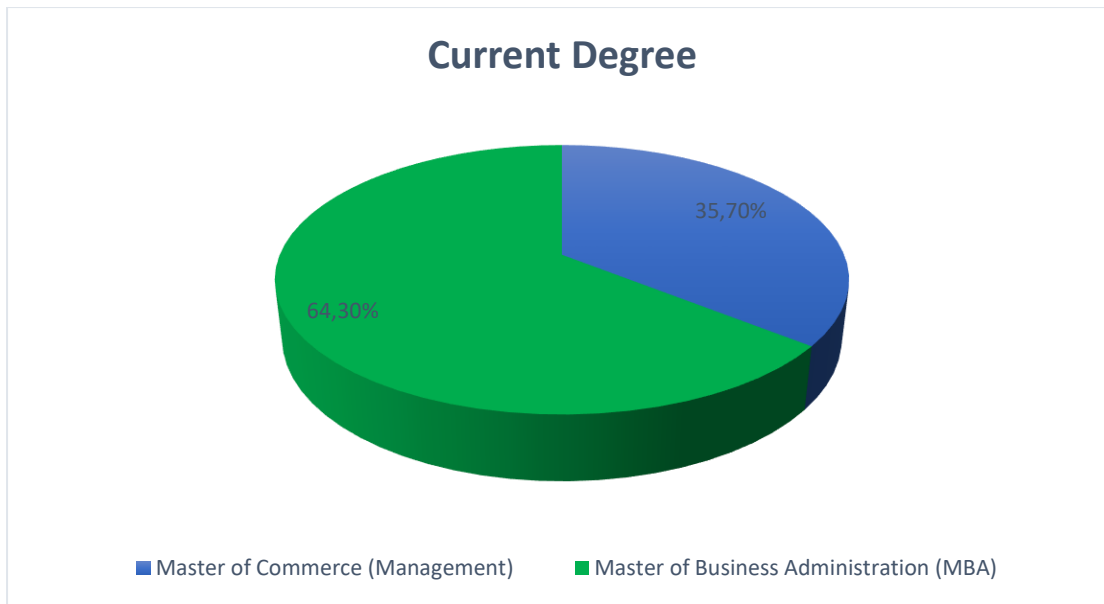


Figure 4. 3 : Respondents' current degree

Assessment of respondents' business orientation

With $M=1.55$ and $SD=0.498$, the analysis revealed that most of the respondents ($n=72$) 55.8% reported that their families do not own a business as opposed to the ($n=57$) 44.2% who reported that their families own a business. Furthermore, of the 44.2% of those who reported that their families own a business, about ($n=11$) 8.5% of them reported that their families own a convenience store/Grocery store/Mini-market business and ($n=8$) 6.2% of them reported that their family own a food and beverage business. In addition, about ($n=12$) 9.3% of the 44.2% of those whose families own a business reported that their families own other types of business other than the ones listed in **Table 4.5**. These businesses include: tavern business, cleaning business, clinic business, farming business, gaming-place business, ice block business, insurance business, poultry, printing press business, taxi business, and rental business.

Table 4. 5: Type of business own by respondents' families ($n=129$)

Type of Business	Frequency	Percent
Clothes/Footwear/Accessory	7	5.4
Food and Beverage	8	6.2
Hair Salon/Beauty Care/Spa/Massage	5	3.9
Electronic Appliances/Furniture	3	2.3
Convenience Store/Grocery Store/Mini-market	11	8.5

Laundry	4	3.1
Motor/Car Repair and Service	1	0.8
Book Store/Stationery/Photography/Printing and Photocopy	6	4.7
Other	12	9.3
Total	57	44.2

Assessments of respondents' mothers' highest educational level

Here, the analysis revealed that about (n=30) 23.3% of the respondents reported that their mothers' highest educational status is Matric. More so, about (n=29) 22.5% of the respondents reported that their mothers' highest level of education is in High School but without Matric and (n=27) 20.9% of the respondents reported that their mother highest educational status is Diploma. However, only (n=7); 5.4% of the respondents reported that their mothers attained Higher Degree as their highest educational status. Refer to **Table 4.6** and **Figure 4.4** for a detail presentation of the results (M=3.02; and SD=1.323).

Table 4. 6: Respondents' mothers' highest educational achievements (n=129)

Educational status	Frequency	Percent
Some/all primary school	22	17.1
Some high school	29	22.5
Matric	30	23.3
Diploma	27	20.9
Degree	14	10.9
Higher degree	7	5.4
Total	129	100.0

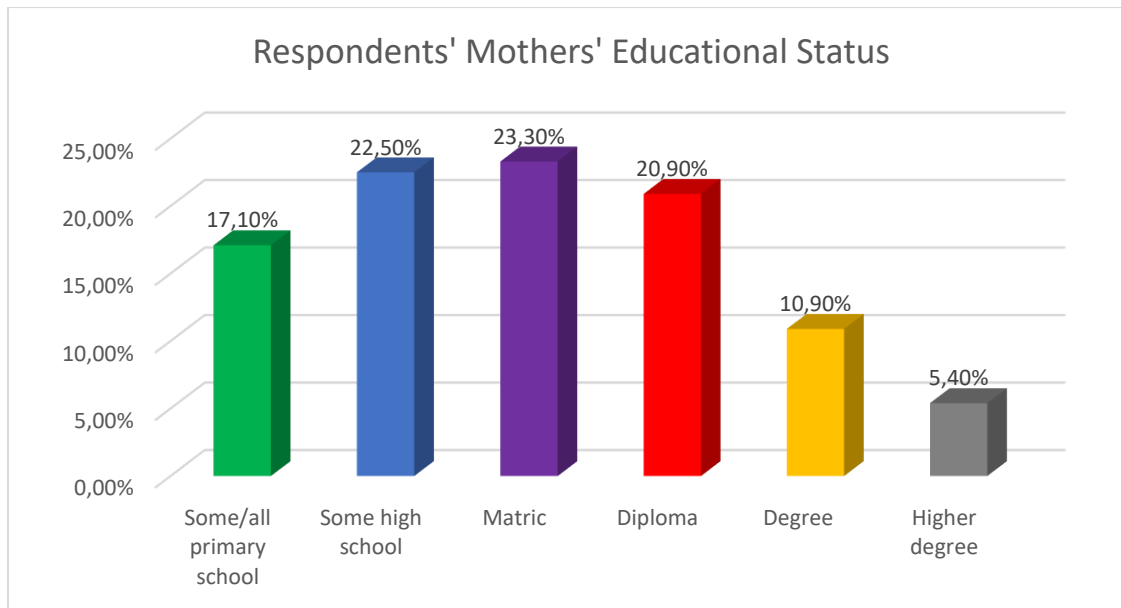


Figure 4. 4 : Respondents' mothers' highest educational level

Assessments of respondents' fathers' highest educational level

With a mean score of 3.32 and a standard deviation of 1.323, the analysis here revealed that about (n=38) 29.5% of the respondents reported that their fathers only attained Matric as their highest academic achievements. Again, about (n=33) 25.6% of the respondents reported that their fathers' highest level of education is Diploma. However, only (n=6) 4.7% of the respondents reported that their fathers attained Higher Degree has their highest educational status. For a detailed presentation of the analysis, refer to **Table 4.7** and **Figure 4.5**

Table 4. 7: Respondents' fathers' highest educational achievements (n=129)

Educational status	Frequency	Percent
Some/all primary school	14	10.9
Some high school	19	14.7
Matric	38	29.5
Diploma	33	25.6
Degree	19	14.7
Higher degree	6	4.7
Total	129	100.0

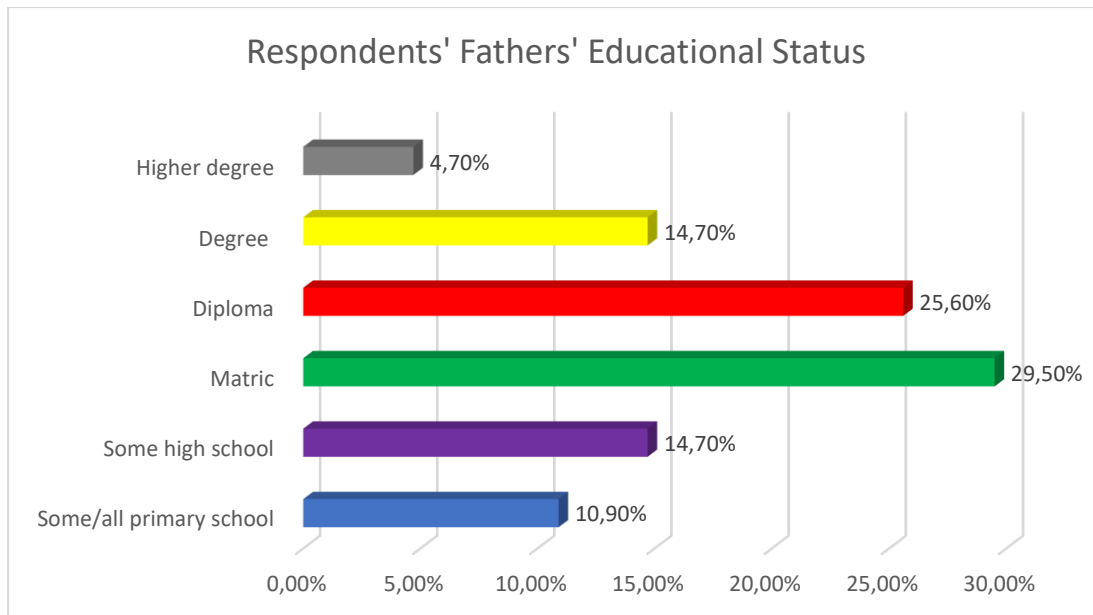


Figure 4. 5: Respondents' fathers' highest educational level

- **Respondents' attitudes towards entrepreneurial intention**

The five items under attitude were used to estimate the postgraduate students' attitudes towards entrepreneurial intention. Thus, to accurately estimate the attitudes of post graduate students towards entrepreneurial intention, the researcher transformed the responses of the respondents' attitudes from being strings variable to a numeric-categorical variable, coded as 1 Strongly Disagree, 2 Disagree, 3 Neutral, 4 Agree and 5 Strongly Agree. These were later transformed into "Negative Attitudes" = (1 Strongly Disagree + 2 Disagree); "Neutral" = (3 Neutral); and "Positive" = (4 Strongly Agree + 5 Agree). The reason for this is to easily analyse the data to achieve the research objectives. Furthermore, the transformed respondents' attitudes towards entrepreneurial intention were used to run the descriptive statistics as demonstrated herein.

On postgraduate students' attitudes towards having entrepreneurial intention, the descriptive analysis on all the 5 items on Attitude suggested that most of the respondents have positive attitudes towards entrepreneurial intention on all the 5 items, with 82.2%, 86.0%, 91.5%, 85.3%, and 88.4%, accordingly. Refer to **Table 4.8** for a detail representation of the results.

Table 4. 8: Respondents' attitudes towards entrepreneurial intention (n=129)

Attitude questions	Negative Attitude	Neutral	Positive Attitude	M	SD
Question B1	3 (2.3%)	20 (15.5%)	106 (82.2%)	2.79	.457
Question B2	2 (1.6%)	16 (12.4%)	111 (86.0%)	2.84	.404
Question B3	3 (2.3%)	8 (6.2%)	118 (91.5%)	2.89	.379
Question B4	3 (2.3%)	16 (12.4%)	110 (85.3%)	2.82	.435
Question B5	3 (2.3%)	12 (9.3%)	114 (88.4%)	2.86	.409
Total scores	2 (1.6%)	11 (8.5%)	116 (89.9%)	14.22	1.678

Furthermore, with a mean value of 14.22 and a standard deviation of 1.678, the overall analysis conducted on all the 5 items of respondents' attitude towards entrepreneurial intention suggested that most of the respondents (n=116) 89.9% have positive attitudes towards entrepreneurial intention as compared to the (n=2) 1.6% of the respondents who have negative attitudes towards entrepreneurial intention. However, about (n=11) 8.5% of the respondents have a neutral attitude towards entrepreneurial intention.

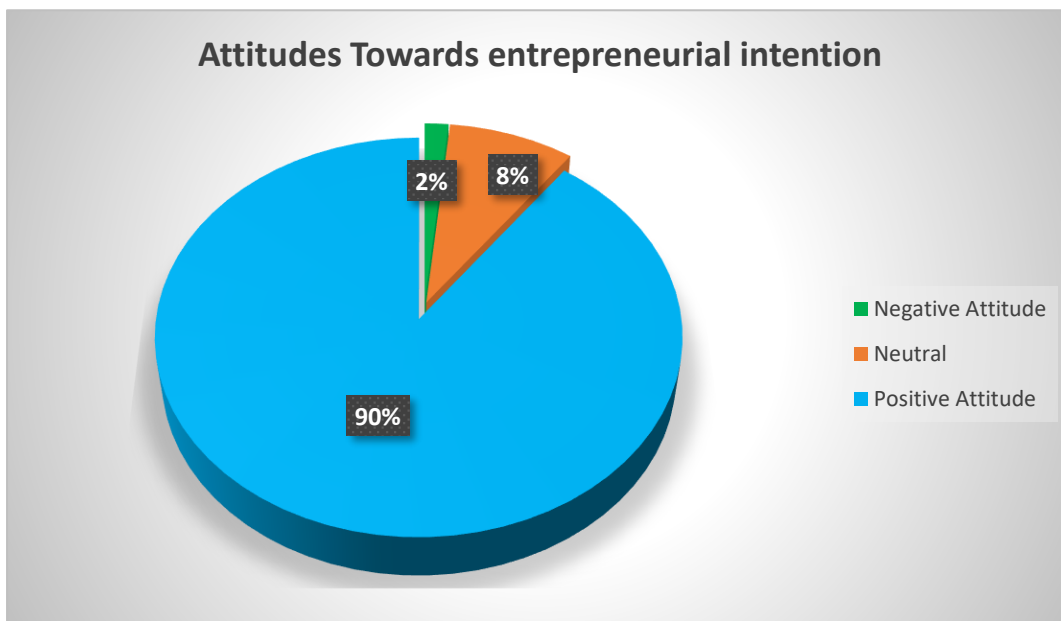


Figure 4. 6: Respondents' attitudes towards entrepreneurial intention

Upon comparing the respondents' attitudes towards entrepreneurial intention and respondents' current degree, the crosstab computation herein revealed that most of the respondents currently doing their masters in Commerce have good attitudes towards entrepreneurial intention as compared to those currently doing their masters in Business Administration, with (n=42) 91.3% and (n=74) 89.2%, respectively. This indicates that more Management students have good attitudes towards entrepreneurial intention than MBA students.

Table 4. 9: Respondents' attitudes towards entrepreneurial intention versus current degree

Degrees	Attitudes of Entrepreneurial Intention		
	<i>Negative Attitude</i>	<i>Neutral</i>	<i>Positive Attitude</i>
Master of Commerce	0 (0.0%)	4 (8.7%)	42 (91.3%)
Master of Business Administration	2 (2.4%)	7 (8.4%)	74 (89.2%)
Total	2 (1.6%)	11 (8.5%)	116 (89.9%)

In addition, the crosstab computation between respondents' attitudes towards entrepreneurial intention and whether respondents' family own a business suggested that most respondents that come from families that own a business have positive attitudes as opposed to those respondents that come from families that do not own a business, with (n=52) 91.2% and (n=64) 88.9%, accordingly. The analysis suggests that more respondents from families that own a business have good attitudes towards entrepreneurial intention than respondents from families that do not own a business.

Table 4. 10: Respondents' attitudes towards entrepreneurial intention versus family owning a business

Family own a Business?	Attitudes of Entrepreneurial Intention		
	<i>Negative Attitude</i>	<i>Neutral</i>	<i>Positive Attitude</i>
Yes	0 (0.0%)	5 (8.8%)	52 (91.2%)
No	2 (2.8%)	6 (8.3%)	64 (88.9%)
Total	2 (1.6%)	11 (8.5%)	116 (89.9%)

- **Respondents' subjective norms towards entrepreneurial intention**

To measure UKZN postgraduate students' subjective norms towards entrepreneurial intention within the MBA and Management programme, the researcher transformed the responses of the respondents' on "subjective norm" into a categorical variable as "Non-Supportive" = (1 Strongly Disagree + 2 Disagree); "Partly Supportive" = (3 Neutral); and "Supportive" = (4 Agree + 5 Strongly Agree). These strategies helped the researcher to accurately measure and quantify the extent at which the subjective norms are impactful on the respondents towards entrepreneurial intention. Hence, the computation here indicated that most of the respondents (n=79) 61.2% argued that their parents support the idea of them becoming entrepreneurs.

Likewise, most of the respondents (n=76) 58.9% argued that their friends see entrepreneurship as a good choice of career for them. Again, with (n=87) 67.4%, most of the respondents argued that people, who are important to them, would be encouraging/ supportive if they decided to pursue a career as entrepreneurs. On whether the university actively encouraged students to pursue self-employment opportunities, the majority of the respondents (n=77) 59.7% responded favourably.

However, about (n=61) 47.3% of the respondents argued that the community in which they live are supportive towards their entrepreneurial intention, while (n=50) 38.8% of the respondents argued that the community in which they live are partly supportive towards their entrepreneurial intention. Refer to **Table 4.11** for a detail representation of the results.

Table 4. 11: Respondents' subjective norms towards entrepreneurial intention (n=129)

Subjective norms questions	Non-Supportive	Partly Supportive	Supportive	M	SD
Question B6	6 (4.7%)	44 (34.1%)	79 (61.2%)	2.56	.584
Question B7	6 (4.7%)	47 (36.4%)	76 (58.9%)	2.54	.586
Question B8	3 (2.3%)	39 (30.2%)	87 (67.4%)	2.65	.525
Question B9	16 (12.4%)	36 (27.9%)	77 (59.7%)	2.47	.707
Question B10	18 (14.0%)	50 (38.8%)	61 (47.3%)	2.33	.710
Total scores	6 (4.7%)	48 (37.2%)	75 (58.1%)	12.56	2.23

In addition, a further analysis was conducted on all the 5-subjective norm questions to determine the overall performance of the respondents. The findings indicate that with M= 12.56 and SD= 2.23, most of the respondents argued that the subjective norms are supportive towards their entrepreneurial intention, with (n=75) 58.1%.Refer to **Figure 7** for a graphical presentation of the analysis.

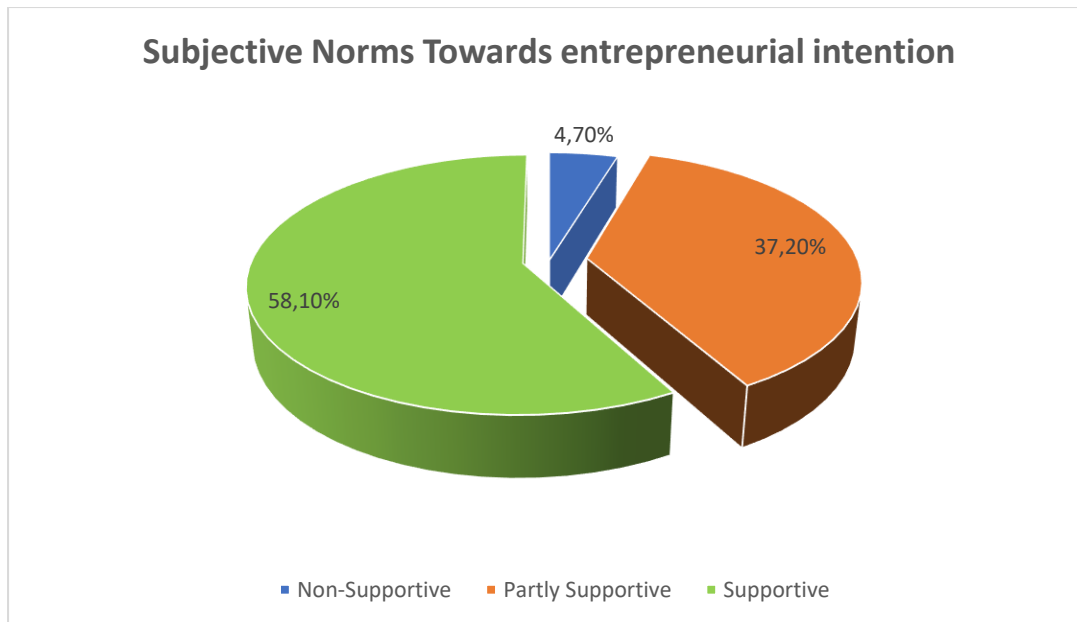


Figure 4. 7 : Respondents' subjective norms towards entrepreneurial intention

A further analysis was conducted on respondents' subjective norms towards entrepreneurial intention and respondents' current degree. Hence, the crosstab analysis revealed that most of the respondents currently doing their masters in Commerce have supportive subjective norms towards entrepreneurial intention as compared to those currently doing their master's in Business Administration, with (n=30) 65.2% and (n=45) 54.2%, corresponding. This finding suggests that more of the Management students have supportive subjective norms towards entrepreneurial intention than MBA students.

Table 4. 12: Respondents' subjective norms towards entrepreneurial intention versus current degree

Degrees	Subjective norms of entrepreneurial intention		
	Non-Supportive	Partly Supportive	Supportive
Master of Commerce	1 (2.2%)	15 (32.6%)	30 (65.2%)
Master of Business Administration	5 (6.0%)	33 (39.8%)	45 (54.2%)
Total	6 (4.7%)	48 (37.2%)	75 (58.1%)

Again, upon comparing the respondents' subjective norms towards entrepreneurial intention and whether respondents' family own a business, the crosstab computation suggested that most respondents that come from families that do not own a business have supportive subjective norms as opposed to those respondents that comes from families that own a business, with (n=43) 59.7% and (n=32) 56.1% respectively.. The analysis suggests that more respondents

from families that do not own a business have supportive subjective norms towards entrepreneurial intention than respondents from families that own a business.

Table 4. 13: Respondents' subjective norms towards entrepreneurial intention versus family owning a business

Family own a Business?	Subjective norms of entrepreneurial intention		
	<i>Non-Supportive</i>	<i>Partly Supportive</i>	<i>Supportive</i>
Yes	0 (0.0%)	25 (43.9%)	32 (56.1%)
No	6 (8.3%)	23 (31.9%)	43 (59.7%)
Total	6 (4.7%)	48 (37.2%)	75 (58.1%)

- **Respondents' behaviour towards entrepreneurial intention**

To measure UKZN postgraduate students' behaviour towards entrepreneurial intention within the MBA and Management programme, the responses from the nine items under behaviour were transformed into a categorical variable as "Poor Behaviour" = (1 Strongly Disagree + 2 Disagree); "Neutral" = (3 Neutral); and "Good Behaviour" = (4 Agree + 5 Strongly Agree). Since item B11 and B12 were reversely coded in the questionnaire, the researcher took note of that when transforming all the nine items. These helped the researcher to accurately measure and quantify the respondents' behaviour towards entrepreneurial intention.

The computation done on each of the items suggested that about (n=61) 47.3% of the respondents have good behaviours towards starting a business; while (n=43) 33.3% have poor behaviours towards starting their business. On whether sustaining a successful business would be easy for each of the respondents, only (n=35) 27.1% of the respondents exhibited good behaviours towards this item; while about (n=53) 41.1% exhibited poor behaviours towards it. When measuring whether the respondents know how to develop an entrepreneurial business plan, the analysis indicates that most of the respondents (n=81) 62.8% have good behaviours towards knowing how to develop an entrepreneurial business plan. Similarly, most of the respondents (n=94) 72.9% have good behaviours towards becoming successful when starting a business.

Considering whether the respondents have the necessary determination and work ethics to start a business, the analysis here indicates that most of the respondents (n=103) 79.8% exhibited good behaviours towards having the necessary determination and work ethics to start their own business. Likewise, most of the respondents (n=99) 76.7% indicated good behaviours towards

having the necessary skills to start a business. On having the necessary resources to start a business, the analysis suggested that about (n=41) 31.8% of the respondents have good behaviours, while (n=41) 31.8% are neutral, and (n=47) 36.4% have poor behaviours towards having the necessary resources to start their own business.

The analysis here indicated that most of the respondents (n=96); 74.4% exhibited good behaviours towards having the leadership skills that are needed to be entrepreneurs. Similarly, the results here also indicated that most of the respondents, (n=104) 80.6% have good behaviours towards having the mental maturity to be entrepreneurs.

Table 4. 14: Respondents' behaviour towards entrepreneurial intention (n=129)

Behaviour questions	Poor behaviour	Neutral	Good behaviour	M	SD
Question B11	43 (33.3%)	25 (19.4%)	61 (47.3%)	2.13	.890
Question B12	53 (41.1%)	41 (31.8%)	35 (27.1%)	1.86	.817
Question B13	12 (9.3%)	36 (27.9%)	81 (62.8%)	2.53	.661
Question B14	0 (0.0%)	35 (27.1%)	94 (72.9%)	2.72	.446
Question B15	5 (3.9%)	21 (16.3%)	103 (79.8%)	2.75	.511
Question B16	6 (4.7%)	24 (18.6%)	99 (76.7%)	2.72	.544
Question B17	47 (36.4%)	41 (31.8%)	41 (31.8%)	1.95	.827
Question B18	8 (6.2%)	25 (19.4%)	96 (74.4%)	2.68	.586
Question B19	6 (4.7%)	19 (14.7%)	104 (80.6%)	2.75	.527
Total scores	6 (4.7%)	55 (42.6%)	68 (52.7%)	22.13	2.952

Furthermore, with M= 22.13 and SD= 2.952, the overall analysis conducted on all the 9 items of respondents' behaviour towards entrepreneurial intention suggested that most of the respondents (n=68) 52.7% have good behaviours towards entrepreneurial intention as compared to the (n=6) 4.7% of the respondents who have poor behaviours towards entrepreneurial intention. However, about (n=55) 42.6% of the respondents have neutral behaviours towards entrepreneurial intention.

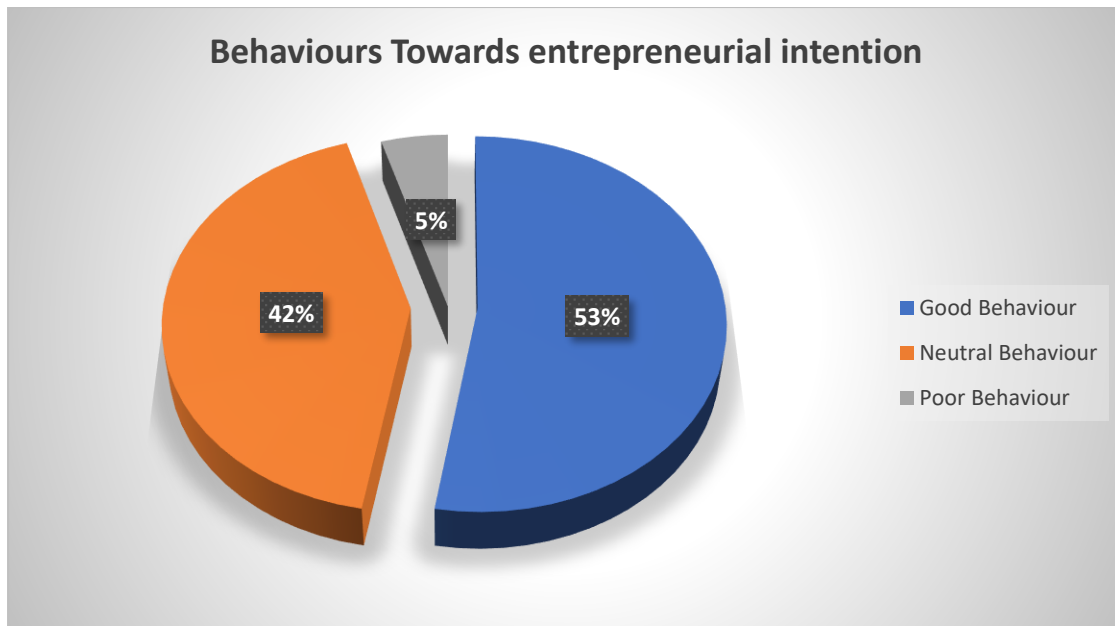


Figure 4. 8: Respondents' behaviours towards entrepreneurial intention

More so, a crosstab computation was used to obtain a raw percentage scores between respondents' behaviours towards entrepreneurial intention and respondents' current degrees. Hence, the analysis indicated that most of the respondents currently doing their master's in Business Administration have good behaviours towards entrepreneurial intention as compared to those currently doing their masters in Commerce, with (n=44) 53.0% and (n=24) 52.2% respectively.. This suggests that many of the MBA students have good behaviour towards entrepreneurial intention than the Management students.

Table 4. 15: Respondents' behaviours towards entrepreneurial intention versus current degree

Degrees	Behaviours of Entrepreneurial Intention		
	Poor behaviour	Neutral	Good behaviour
Master of Commerce	4 (8.7%)	18 (39.1%)	24 (52.2%)
Master of Business Administration	2 (2.4%)	37 (44.6%)	44 (53.0%)
Total	6 (4.7%)	55 (42.6%)	68 (52.7%)

When computing respondents' behaviours towards entrepreneurial intention and whether respondents' family own a business, the analysis suggested that most respondents that come from families that own a business have good behaviours towards entrepreneurial intention as opposed to those respondents that come from families that do not own a business, with (n=33) 57.9% and (n=35) 48.6%, accordingly. The analysis suggests that more respondents from

families that own a business have good behaviours towards entrepreneurial intention than respondents from families that do not own a business.

Table 4. 16: Respondents' behaviours towards entrepreneurial intention versus family owning a business

Family own a Business?	Behaviours of Entrepreneurial Intention		
	<i>Poor behaviour</i>	<i>Neutral</i>	<i>Good behaviour</i>
Yes	0 (0.0%)	24 (42.1%)	33 (57.9%)
No	6 (8.3%)	31 (43.1%)	35 (48.6%)
Total	6 (4.7%)	6 (4.7%)	75 (58.1%)

- **Respondents' capabilities towards entrepreneurial intention**

When quantifying the UKZN postgraduate students' capability towards entrepreneurial intention within the MBA and Management programme, the researcher transformed the 6 Likert scale questions of the "Entrepreneurship Education" in Section B of the questionnaire into three categorical variables. This aided the researcher to easily quantify the means scores into three categories of "Less Capable" = (1 Strongly Disagree + 2 Disagree); "Moderately Capable" = (3 Neutral); and "Highly Capable" = (4 Strongly Agree + 5 Agree).

The descriptive statistics here indicated that most of the respondents (n=103) 79.8% argued that they are highly capable of being creative and innovative when starting a business. On whether they have had adequate training on how to develop a business plan, most of the respondents (n=80) 62.0% reported herein that they are highly capable of developing a business plan. More so, most of the respondents (n=69) 53.5% argued that they are highly capable of diagnosing business performance. In agreement, most of the respondents (n=76) 58.9% also argued that they are highly capable of executing business accounts. Similarly, measuring whether the respondents have had adequate training on how to do market negotiations, the descriptive statistics here suggested that most of the respondents (n=66) 51.2% are highly capable of executing market negotiations. Considering whether respondents' degree has prepared them well for an entrepreneurial career, the majority of the respondents (n=85) 65.9% argued that they are highly capable to take on entrepreneurship as a career.

Table 4. 17: Respondents' capability towards entrepreneurial intention (n=129)

Entrepreneurship Education questions	Less Capable	Moderately Capable	Highly Capable	M	SD
Question B20	4 (3.1%)	22 (17.1%)	103 (79.8%)	2.76	.492
Question B21	16 (12.4%)	33 (25.6%)	80 (62.0%)	2.49	.708
Question B22	17 (13.2%)	43 (33.3%)	69 (53.5%)	2.40	.712
Question B23	24 (18.6%)	29 (22.5%)	76 (58.9%)	2.40	.785
Question B24	25 (19.4%)	38 (29.5%)	66 (51.2%)	2.31	.780
Question B25	11 (8.5%)	33 (25.6%)	85 (65.9%)	2.57	.646
Total scores	14 (10.9%)	42 (32.6%)	73 (56.6%)	14.96	3.375

Thereafter, with a mean score of 14.96 and a standard deviation of 3.375, the overall analysis conducted on the 6 items suggested that most of the respondents (n=73) 56.6%are highly capable towards entrepreneurial intention as compared to the (n=14)10.9% of the respondents who have less capability towards entrepreneurial intention. More so, the descriptive computation here also indicated that about (n=42) 32.6% of the respondents are moderately capable towards entrepreneurial intention.

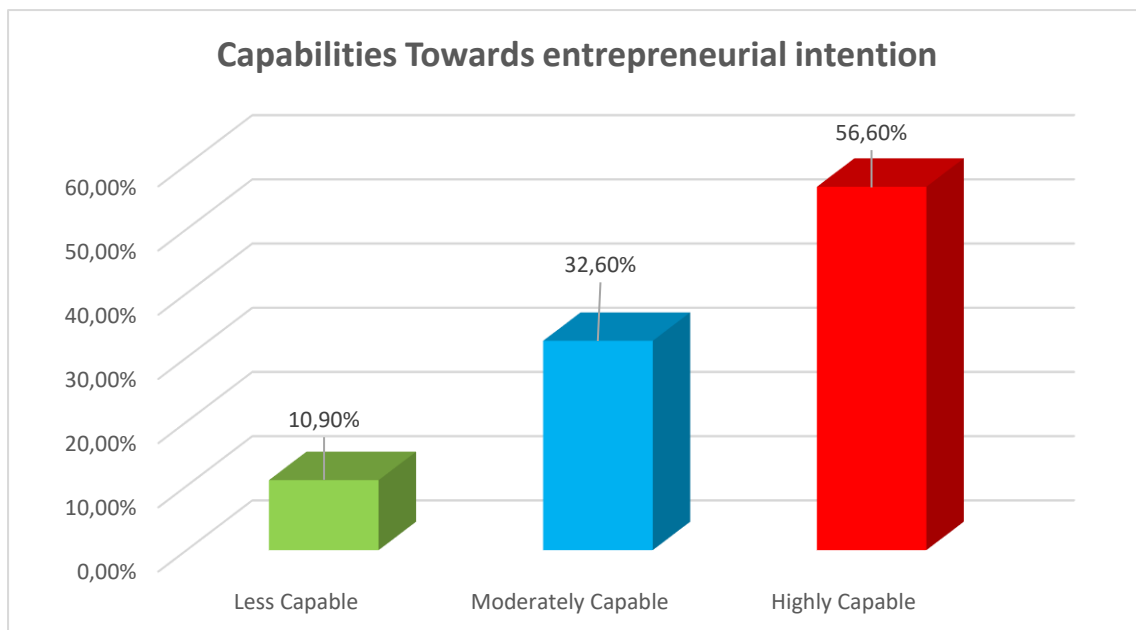


Figure 4. 9: Respondents' capabilities towards entrepreneurial intention

Again, a crosstab analysis between respondents' capabilities towards entrepreneurial intention and respondents' current degrees indicated that most of the respondents currently doing their master's in Business Administration are highly capable towards entrepreneurial intention as

compared to those currently doing their masters in Commerce, with (n=52) 62.7% and (n=21) 45.7%, respectively. This finding suggests that more of the MBA students are highly capable towards entrepreneurial intention than the Management students.

Table 4. 18: Respondents' capabilities towards entrepreneurial intention versus current degree

Degrees	Capabilities of Entrepreneurial Intention		
	<i>Less Capable</i>	<i>Moderately Capable</i>	<i>Highly Capable</i>
Master of Commerce	8 (17.4%)	17 (37.0%)	21 (45.7%)
Master of Business Administration	6 (7.2%)	25 (30.1%)	52 (62.7%)
Total	14 (10.9%)	42 (32.6%)	73 (56.6%)

The crosstab analysis between respondents' capabilities towards entrepreneurial intention and whether respondents' family own a business suggested that most respondents that come from families that own a business are highly capable towards entrepreneurial intention as opposed to those respondents that come from families that do not own a business, with (n=35) 61.4% and (n=38) 52.8%, accordingly. The findings suggest that more respondents from families that own a business have higher capability towards entrepreneurial intention than respondents from families that do not own a business.

Table 4. 19: Respondents' capabilities towards entrepreneurial intention versus family owning a business

Family own a Business?	Capabilities of Entrepreneurial Intention		
	<i>Less Capable</i>	<i>Moderately Capable</i>	<i>Highly Capable</i>
Yes	4 (7.0%)	18 (31.6%)	35 (61.4%)
No	10 (13.9%)	24 (33.3%)	38 (52.8%)
Total	14 (10.9%)	42 (32.6%)	73 (56.6%)

- **Respondents' personality traits towards entrepreneurial intention**

To quantifying the personality traits of UKZN postgraduate students towards entrepreneurial intention within the MBA and Management programme, the researcher transformed the 20 Likert scale questions of the "Personality Traits" in Section B of the questionnaire into three categorical variables. This aided the researcher to easily quantify the means scores into three categories of "Poor Personality Trait" = (1 Strongly Disagree + 2 Disagree); "Neutral" = (3 Neutral); and "Good Personality Trait" = (4 Strongly Agree + 5 Agree).

The analysis here indicated that most of the respondents (n=124) 96.1% have good personality traits about being passionate about things that interest them with reference to entrepreneurship. On whether they are self-motivated in terms of their entrepreneurial intention, most of the respondents (n=117) 90.7% also have good personality traits in terms of being self-motivated with reference to entrepreneurship. More so, the analysis on whether respondents are willing to risk their time and money on their businesses suggested that most of the respondents (n=100) 77.5% have good personality traits about risking their time and money on their businesses. Again, most of the respondents (n=121) 93.8% also argued that they believe in themselves and their abilities with reference to entrepreneurship. Similarly, on measuring whether the respondents are willing to work hard to succeed in their businesses suggested that most of the respondents (n=125) 96.9% have good personality traits based on being willing to work hard to succeed in their businesses. Therefore, the analysis conducted on each of the 20 items under respondents' personality traits towards entrepreneurial intention within the MBA and Management programme in UKZN suggested that most of the respondents have good personality traits on each of the items, which ranges from 65.1% to 96.9%. Please see **Table 4.20** for a detail presentation of the results.

Table 4. 20: Respondents' personality traits towards entrepreneurial intention (n=129)

Personality trait questions	Poor personality trait	Neutral	Good personality trait	M	SD
Question B26	0 (0.0%)	5 (3.9%)	124 (96.1%)	2.96	.193
Question B27	0 (0.0%)	12 (9.3%)	117 (90.7%)	2.90	.291
Question B28	6 (4.7%)	23 (17.8%)	100 (77.5%)	2.72	.541
Question B29	7 (5.4%)	24 (18.6%)	98 (76.0%)	2.70	.564
Question B30	0 (0.0%)	8 (6.2%)	121(93.8%)	2.93	.242
Question B31	0 (0.0%)	4 (3.1%)	125 (96.9%)	2.96	.174
Question B32	0 (0.0%)	8 (6.2%)	121(93.8%)	2.93	.242
Question B33	0 (0.0%)	8 (6.2%)	121(93.8%)	2.93	.242
Question B34	0 (0.0%)	20 (15.5%)	109 (84.5%)	2.84	.363
Question B35	0 (0.0%)	13 (10.1%)	116 (89.9%)	2.89	.302
Question B36	1 (0.8%)	8 (6.2%)	120 (93.0%)	2.92	.296
Question B37	0 (0.0%)	5 (3.9%)	124 (96.1%)	2.96	.193
Question B38	0 (0.0%)	4 (3.1%)	125 (96.9%)	2.96	.174
Question B39	0 (0.0%)	17 (13.2%)	112 (86.8%)	2.86	.339

Question B40	2 (1.6%)	24 (18.6%)	103 (79.8%)	2.78	.450
Question B41	1 (0.8%)	30 (23.3%)	98 (76.0%)	2.75	.451
Question B42	7 (5.4%)	38 (29.5%)	84 (65.1%)	2.59	.593
Question B43	0 (0.0%)	18 (14.0%)	111 (86.0%)	2.86	.347
Question B44	3 (2.3%)	11 (8.5%)	115 (89.1%)	2.86	.402
Question B45	2 (1.6%)	16 (12.4%)	111 (86.0%)	2.84	.404

Furthermore, with $M = 57.25$ and $SD = 3.466$, the overall analysis conducted on all the 20 items of respondents' personality traits towards entrepreneurial intention suggested that most of the respondents ($n=124$) 96.1% have good personality traits towards entrepreneurial intention as compared to the ($n=5$) 3.9% of the respondents who have poor personality traits towards entrepreneurial intention.

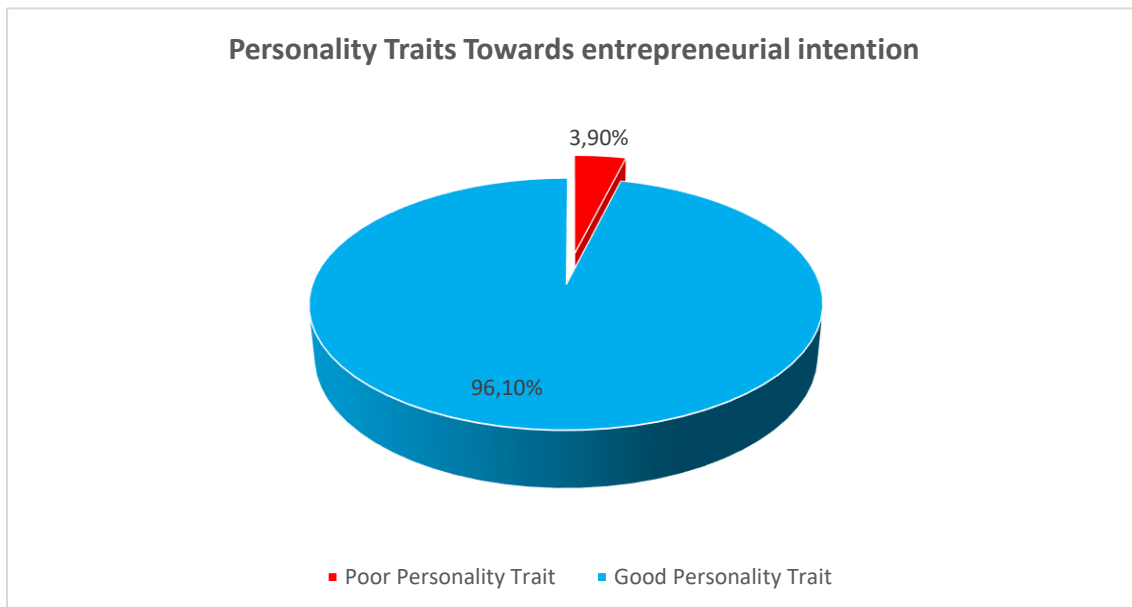


Figure 4. 10: Respondents' personality traits towards entrepreneurial intention

Here, the crosstab analysis between respondents' personality traits towards entrepreneurial intention and respondents' current degrees revealed that most of the respondents currently doing their master's in Business Administration have good personality traits towards entrepreneurial intention as compared to those currently doing their masters in Commerce, with ($n=80$) 96.4% and ($n=44$); 95.7%, respectively. This finding suggests that more of the MBA students have good personality trait towards entrepreneurial intention as opposed to the Management students.

Table 4. 21: Respondents' personality traits towards entrepreneurial intention versus current degree

	Personality traits of Entrepreneurial Intention	
Degrees	<i>Poor personality traits</i>	<i>Good personality traits</i>
Master of Commerce	2 (4.3%)	44 (95.7%)
Master of Business Administration	3 (3.6%)	80 (96.4%)
Total	5 (3.9%)	124 (96.1%)

Furthermore, the crosstab computation between respondents' personality traits towards entrepreneurial intention and whether respondents' family own a business suggested that all the respondents that come from families that own a business have good personality trait towards entrepreneurial intention as opposed to those respondents that come from families that do not own a business, with (n=57) 100.0% and (n=67) 93.1%, accordingly. The findings indicate that respondents from families that own a business have good personality trait towards entrepreneurial intention as compared to the respondents from families that do not own a business.

Table 4. 22: *Respondents' personality traits towards entrepreneurial intention versus family owning a business*

	Personality traits of Entrepreneurial Intention	
Family own a Business?	<i>Poor personality traits</i>	<i>Good personality traits</i>
Yes	0 (0.0%)	57 (100.0%)
No	5 (6.9%)	67 (93.1%)
Total	5 (3.9%)	124 (96.1%)

- **Assessment of respondents' entrepreneurial intention**

Using the 5 Likert scale question that measures respondents' entrepreneurial intention in Section B of the Questionnaire, the researcher transformed the 5 Likert scale questions into three categorical variables. This aided the researcher to easily quantify the means scores into three categories of "Not Influential" = (1 Strongly Disagree + 2 Disagree); "Partly Influential" = (3 Neutral); and "Influential" = (4 Strongly Agree + 5 Agree). Therefore, the descriptive results revealed that most of the respondents (n=111) 86.0% argued that their desire to be entrepreneurs is influential towards their entrepreneurial intention. Again, most of the respondents (n=83) 64.3% also argued that their professional goal is to become entrepreneurs.

The analysis also revealed that most of the respondents (n=113) 87.6% considered their determination to start a business in the future to be influential towards their entrepreneurial

intention. Similarly, most of the respondents (n=113) 87.6% argued that they intended to make every effort to manage their own business. Again, the analysis on whether the respondents are serious about starting their own business revealed 86.0% are very serious regarding their entrepreneurial intentions and starting a business. See **Table 4.23: Respondents' entrepreneurial intention** (n=129)

Table 4. 23: Respondents' entrepreneurial intention

Entrepreneurial Intention questions	Not Influential	Partly Influential	Influential	M	SD
Question B46	4 (3.1%)	14 (10.9%)	111 (86.0%)	2.82	.452
Question B47	13 (10.1%)	33 (25.6%)	83 (64.3%)	2.54	.673
Question B48	4 (3.1%)	12 (9.3%)	113 (87.6%)	2.84	.441
Question B49	6 (4.7%)	10 (7.8%)	113 (87.6%)	2.82	.486
Question B50	6 (4.7%)	12 (9.3%)	111 (86.0%)	2.81	.496
Total scores	6 (4.7%)	11 (8.5%)	112 (86.8%)	13.86	2.185

Thereafter, with M= 13.86 and SD= 2.185, the overall analysis conducted on the 5 items suggested that most of the respondents (n=112) 86.8 considered these items to be influential towards their entrepreneurial intention as compared to the (n=6)4.7% of the respondents who considered these items not to be influential towards their entrepreneurial intention. More so, the descriptive computation here also indicated that about (n=11) 8.5% of the respondents considered these items to be partly influential towards their entrepreneurial intention.

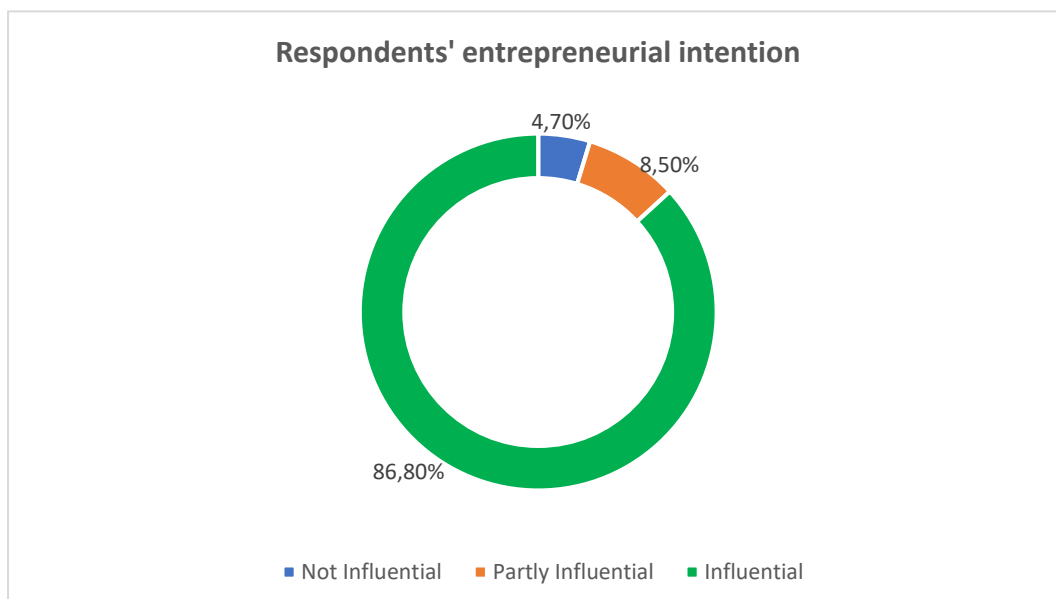


Figure 4. 11: Respondents' entrepreneurial intention

In addition, the crosstab computation between respondents' entrepreneurial intention and respondent's current degrees revealed that most of the respondents currently doing their masters in Commerce considered their entrepreneurial intention to be influential as compared to those currently doing their master's in Business Administration, with (n=40) 87.0% and (n=72) 86.7%, respectively. This finding indicates that there is a minor difference between the responses of the two categories of postgraduate students (.03%)t regarding their entrepreneurial intentions.

Table 4. 24: Respondents' entrepreneurial intention versus current degree

Degrees	Respondents' Entrepreneurial Intention		
	<i>Not Influential</i>	<i>Partly Influential</i>	<i>Influential</i>
Master of Commerce	2 (4.3%)	4 (8.7%)	40 (87.0%)
Master of Business Administration	4 (4.8%)	7 (8.4%)	72 (86.7%)
Total	6 (4.7%)	11 (8.5%)	112 (86.8%)

Again, the crosstab analysis between respondents' entrepreneurial intention and whether respondents' family own a business suggested that most respondents that come from families that own a business considered their entrepreneurial intention influential as opposed to those respondents that comes from families that do not own a business, with (n=53) 93.0% and (n=59) 81.9% respectively.. The analysis suggests that more respondents from families that own a business regarded their entrepreneurial intention influential than respondents from families that do not own a business.

Table 4. 25: Respondents' entrepreneurial intention versus family owning a business

Family own a Business?	Respondents' Entrepreneurial Intention		
	<i>Not Influential</i>	<i>Partly Influential</i>	<i>Influential</i>
Yes	0 (0.0%)	4 (7.0%)	53 (90.0%)
No	6 (8.3%)	7 (9.7%)	59 (81.9%)
Total	6 (4.7%)	11 (8.5%)	112 (86.8%)

4.4 Inferential Statistical Analysis

In this study a Chi-square test was used to determine the differences between the dependent variable (respondents' entrepreneurial intention) and its associate variables. In addition, a regression analysis and a non-parametric test were also used to determine the degree of relationship between the dependable variable and its associate variables.

- **Correlations**

To test the relationship between the dependable variable and its associates variables, the traditional p-value of <0.05 was used for this study.

4.4.1 To establish the attitudes of postgraduate students towards having entrepreneurial intention

H1: There is a significant relationship between attitudes and entrepreneurial intention.

A correlation analysis was used here to determine whether UKZN's Management and MBA post graduate students' attitudes impact on their entrepreneurial intention. Hence, with a p-value set at <0.05 , the analysis indicated that there is a strong relationship between respondents' attitudes and their entrepreneurial intentions, as determined by Pearson Chi-square test and Likelihood ratio test ($X^2 = 47.831$, $p = 0.000$; Likelihood Ratio = 17.948, $p = 0.001$). This correlation analysis was further determined by one-way ANOVA that a strong relationship exists between respondents' attitudes and their entrepreneurial intention, with $F = 21.499$ and $p = 0.000$. This finding indicates that respondents' attitudes towards entrepreneurial intention are an influential factor on their entrepreneurial intention. Therefore, H1 is accepted since the analysis here indicates that there is a relationship between attitudes and entrepreneurial intention. This result is consistent with the studies of Dohse and Walter (2010); Paço et al. (2011); Tkachev and Kolvereid (1999), Krueger et al. (2000), Frazier and Niehm (2006) which revealed the significance between attitude toward behaviour and entrepreneurial intention. It indicates that the students have favourableness of being self-employed. When the students have a more positive view about the outcome of getting a business started, the more favourable will be their attitude towards the behaviour and subsequently, the stronger their intention to take the initiative to start-up a business. Conversely, if students perceived that entrepreneurship will

not bring any advantages for them, they will have a negative attitude towards behaviour and will not have any intention.

Table 4. 26: *Shows the impact of attitudes towards entrepreneurial intention (n=129)*

Test	Test Value	Df	Sig
Pearson Chi-Square	47.831	4	.000
Likelihood Ratio	17.948	4	.001

4.4.2 The impact of respondents' subjective norms on entrepreneurial intention

H2: There is a significant relationship between subjective norms and entrepreneurial intention.

To determine the impact of respondents' subjective norms on their entrepreneurial intention, the researcher used a correlation analysis, with a p-value set at <0.05. Herein, the computation suggested that there is a strong statistical significance between respondents' subjective norms and their entrepreneurial intention. This analysis was determined by Pearson Chi-square test and Likelihood ratio test ($X^2 = 22.547$, $p = 0.000$; Likelihood Ratio = 18.366, $p = 0.001$). The correlation analysis was further determined by one-way ANOVA that a strong statistical significance exists between respondents' subjective norms and their entrepreneurial intention, with $F = 12.844$ and $p = 0.000$. This is an indication that respondents' subjective norms are influential factors toward their entrepreneurial intention. Therefore, H2 is accepted since the analysis here indicates that there is a relationship between subjective norms and entrepreneurial intention. This finding is supported by the studies of Kolvereid (1996); Tkachev and Kolvereid (1999); Kolveried and Isaksen (2006); Yordanova and Tarrazon (2010).whom in their study indicated that subjective norm was found to be significantly associated with entrepreneurial intention,while Yordanova and Tarrazon (2010) found that the more supportive subjective norm on entrepreneurial behaviour, the stronger the individual's entrepreneurial intention.

Table 4. 27: *Shows the impact of subjective norms towards entrepreneurial intention (n=129)*

Test	Test Value	df	Sig
Pearson Chi-Square	22.547	4	.000

Likelihood Ratio	18.366	4	.001
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4.4.3 To determine the relationship between entrepreneurial intent and perceived behavioural control

H3: There is a significant relationship between perceived behavioural control and entrepreneurial intention.

Using a p-value of <0.05, the Pearson Chi-Square test and Likelihood ratio test conducted herein suggested that there is a strong statistical significance between respondents' perceived behavioural control and entrepreneurial intention, with ($X^2 = 21.513$, $p = 0.000$; Likelihood Ratio = 16.898, $p = 0.002$). This correlation was further determined by one-way ANOVA that a strong relationship exists between respondents' perceived behavioural control and entrepreneurial intention, with $F = 10.276$ and $p = 0.000$. This finding indicates that perceived behavioural control impacts on entrepreneurial intention. Therefore, H3 is accepted since the analysis here indicates that there is a relationship between perceived behavioural control and entrepreneurial intention. This result is consistent with the study of Wood and Bandura (1989); Kristiansen and Indarti (2004); Kolvereid (1996b); Basu and Virick (2008); Ruhle et al. (2010) where perceived behavioural control has a significant relationship with the intention. Wood and Bandura (1989) emphasised that perceived behavioural control will increase with the provision of entrepreneurship education, and lead to the higher intention. Apart from this, Ruhle et al. (2010) proposed that self-assessment of perceived behavioural control contributes greatly on students' intention.

Table 4. 28: Shows the impact of perceived behavioural control towards entrepreneurial intention (n=129)

Test	Test Value	Df	Sig
Pearson Chi-Square	21.513	4	.000
Likelihood Ratio	16.898	4	.002

4.4.4 To establish if entrepreneurship education impacts on the entrepreneurial intention of UKZN postgraduate students

H4: There is a significant relationship between entrepreneurship education and entrepreneurial intention.

A bivariate regression was used to ascertain the relationship between entrepreneurship education and entrepreneurial intention. The prime purpose was to examine how well respondents' entrepreneurship education could predict their entrepreneurial intention. A scatter plot of the analysis that demonstrates the relationship between respondents' entrepreneurship education and entrepreneurial intention suggested that it was negative and linear and did not reveal any bivariate outliers. The variable used in this model was respondents' entrepreneurship education. Herein, the correlation between the predictive variables (respondents' entrepreneurship education) and entrepreneurial intention was statistically significant, with $r(129) = .269, p = .002$. More so, as determined by an ANOVA test in the regression analysis, the results suggested that the regression model works better with having only respondents' entrepreneurship education as the predictor than simply predicting using the mean, with $F = 9.927; p = .002$. The p-value here means that the regression model used herein – using 1 predictor – was significantly fitting than predictions without the 1 predictor in the model. Hence, there is a statistical significant relationship between the predicting variables (respondents' entrepreneurship education) and the outcome variable (respondents' entrepreneurial intention) – respondents' entrepreneurship education was used to predict respondents' entrepreneurial intention among UKZN postgraduate students.

Therefore, the regression equation for predicting the entrepreneurial intention of UKZN postgraduate students from entrepreneurship education $\hat{y} = 11.252 - 0.174x$. The r^2 for this equation was .072; that is 7.2% of the variance in respondents' entrepreneurial intention was predictable from respondents' entrepreneurship education. The bootstrapped 95% confidence interval for the slope to predict respondents' entrepreneurial intention from respondents' entrepreneurship education ranges from 0.065 to 0.284. Therefore, the analysis herein suggests that for each one unit of increase of respondents' entrepreneurship education, respondents' entrepreneurial intention increases by about 0.1 to 0.3. Therefore, H4 is accepted since the analysis here indicates that there is a relationship between entrepreneurship education and entrepreneurial intention. The finding of this research proved that entrepreneurship education and entrepreneurial intention is positively linked. This result is particular consistent and

supported by previous researchers (Fayolle & Gailly, 2004; Lee et al., 2013 Matlay, 2008; Izedonmi, 2010), whom in their study revealed revealed that over ten year's period under scrutiny with 64 graduates in the research sample, all of the graduates who had undergone entrepreneurship education became entrepreneurs.

This is because entrepreneurship education has equipped the students with necessary skills and knowledge by preparing them to deal with uncertainty in future by helping them to be entrepreneurs as they have the basic knowledge regarding management of firm, minimizing risk barriers (Izquierdo & Buelens, 2008; Ahmed et al. 2010; Zhou et al., 2012). In addition, entrepreneurship education increases their capability in managing their business venture in future (Peterman & Kennedy, 2003 ; Izquierdo & Buelens , 2008) and improves their attitude towards entrepreneurship, and increases their entrepreneurial intention (Dell, 2008; Tam & Hansen, 2009).

The results affirm the key role of entrepreneurship education in inspiring students' inclination towards entrepreneurship and indicate that universities and higher learning institutions are platforms in developing and exploring potential entrepreneurs (Tam & Hansen, 2009; Izedonmi & Okafor, 2010; Gelard & Saleh, 2011)

Table 4. 29: Regression model of entrepreneurial intention for entrepreneurship education (n=129)

Coefficients							
Model	Unstandardized Coefficients		Standardized Coefficient Beta	T	Sig.	95,0% Confidence interval for B	
	B	Std. Error				Lower Bound	Upper Bound
(Constant)	11.252	.848		13.263	.000	9.573	12.931
Entrepreneurship education	.174	.055	.269	3.151	.002	.065	.284
<i>Dependent Variable: Entrepreneurial intention</i>							

4.4.5 To determine if the personality traits of UKZN postgraduate students influence their entrepreneurial intent

H5: There is a significant relationship between personality traits and entrepreneurial intention.

With a p-value set at <0.05 , the analysis here suggested that there is a strong relationship between respondents' personality traits and their entrepreneurial intention, as determined by Pearson Chi-square test and Likelihood ratio test ($X^2 = 21.472$, $p = 0.000$; Likelihood Ratio = 12.582, $p = 0.002$). This relationship was further determined by one-way ANOVA that a strong relationship exists between respondents' personality traits and their entrepreneurial intention, with $F = 16.287$ and $p = 0.000$. This is an entailment that respondents' personality traits are influential factors towards their entrepreneurial intention. Therefore, H5 is accepted since the analysis here indicates that there is a relationship between personality traits and entrepreneurial intention. The result is particularly consistent and justified by previous researchers (Zain et al., 2010; Costa & McCrae, 1984; Singh & DeNoble, 2003; Taramisi Sama-Ae, 2009; Tong et al., 2011) which found that personality traits have positive impacts on stimulating students' entrepreneurial intentions. The students with high need for achievement, greater internal locus of control, and have the willingness to take risk, lead to higher entrepreneurial intention.

Table 4. 30: *Shows the impact of personality traits towards entrepreneurial intention (n=129)*

Test	Test Value	Df	Sig
Pearson Chi-Square	21.472	2	.000
Likelihood Ratio	12.582	2	.002

4.4.6 To determine if different family backgrounds impact on the entrepreneurial intent of UKZN postgraduate students

Setting the p-value at <0.05 , the associations between the dependent variable (entrepreneurial intention) and independent variables (different family backgrounds) were tested using a non-parametric test of Kruskal-Wallis test (X^2) and Mann-Whitney test (U). The computation herein suggested that there is no strong relationship between entrepreneurial intention and respondents' families' background, as determined by Kruskal-Wallis test in **Table 27**. However, as determined by Mann-Whitney test, the analysis herein suggested that there is a

strong statistical association between entrepreneurial intentions of respondents and families' backgrounds, with regards to respondents' families owning a business and the type of business owned by the respondents' families. This finding suggests that respondents' families' backgrounds – respondents' families owning a business and the type of business owned by respondents' families – impacts on the entrepreneurial intentions of the respondents. These results are only determined by Mann-Whitney test as represented in **Table 32** below.

On the contrary, both the Kruskal-Wallis test (X^2) and Mann-Whitney test (U) suggested that there is no statistical significance between entrepreneurial intentions of respondents and families' backgrounds, with regards to parents' educational level. This suggests that respondents' parents' educational level does not impact on respondents' entrepreneurial intentions. In other words, parents' level of education does not determine the entrepreneurial intention of their children. See **Table 4.32** for a detailed presentation of the analysis.

Table 4. 31: Shows the association between entrepreneurial intention and families' backgrounds of respondents (n=129)

ITEMS	Kruskal-Wallis Test		Mann-Whitney Test	
	X^2	Sig.	U	Sig.
Family own a Business?	5.427	.066	177.000	.024
Type of business own by family	5.570	.062	177.000	.033
Mothers' educational level	0.622	.733	327.500	.915
Fathers' educational level	1.457	.483	294.000	.592

4.5 Summary of chapter four

This chapter considered the data analysis, interpretation of results and discussion of findings. The chapter began by clarifying the realization of the sample and scale reliability. Following this, a descriptive analysis of the data was done to assess the demographic features of the postgraduate students using tables, charts and establish the entrepreneurial intention of the students. Then, cross-tabulations assessed the distribution two or more variable. Again, inferential analysis was performed using correlations and regressions. The findings of the study show the independent variables all have significant relationship towards the dependent variable. the findings of the study were discussed vis-à-vis existing literature and theory, based on the hypotheses of the study. The next chapter shall deliberate on the conclusions and will provide the recommendations that can be made in terms of the findings of this study.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents several sections namely the summary of the research findings, conclusions of the study and recommendations of the study.

5.2 Summary of the Findings

The purpose of this study was to determine the entrepreneurial intention of postgraduate students and to make recommendations for the creation of conditions fostering entrepreneurial intentions within the University of KwaZulu-Natal. The study adopted five variables from the Theory of Planned Behavior which includes attitudes, subjective norms, perceived behavior control, entrepreneurship education and personality traits. Across these variables, the study sought to know the entrepreneurial intention of the students, their behavioural attitudes, and their entrepreneurial knowledge

A carefully constructed questionnaire was used to assess the postgraduate students' entrepreneurial intention towards entrepreneurship. This was done via a field survey with the participation of 130 postgraduate students registered for the 2018 academic session at the Graduate school of business (GSB) and College of Law and Management Studies, University of KwaZulu-Natal. The collected data were subsequently analysed descriptively and inferentially for statistical significance using statistical tools of the SPSS software version 24. The statistical tools included: cross-tabulations, analysis of variance (ANOVA), Chi-square tests, t-tests, correlations and logistic regressions, to determine the relationship among the variables of the study as well as to assess the entrepreneurship intention of postgraduate students.

The study found that these postgraduate students had a strong self-perception towards entrepreneurial intention. Also, it was evident that postgraduates' students doing Masters (Management) consider their entrepreneurial intentions to be more influential than those postgraduate students doing MBA.

5.3 Conclusion and Recommendations

5.3.1 To establish if postgraduate students at UKZN show entrepreneurial intention (EI) that can lead to them establishing new independent ventures.

On their entrepreneurial intention, most of the postgraduate students showed entrepreneurial intentions that can lead them in establishing new independent ventures; they had the desire, determination, and goal and intended to make every effort in managing their own business.

5.3.2 To determine if the personality traits of UKZN postgraduate students influence their entrepreneurial intent.

UKZN postgraduate student's personality traits were noted to play a role in their entrepreneurial intention. This study found that 96.1% have good personality traits that will influence their entrepreneurial intent. This finding is consistent with the views of previous theorists as cited above. One's personality can play a role in being involved in entrepreneurship; students who are keen to learn, ambitious, goal-oriented and passionate are always proactive and would participate more in entrepreneurship, and lecturers can capitalise on this by taking those students and involve them in entrepreneurial activities.

It is, therefore, recommended that lecturers can assist students in understanding entrepreneurship better and train students on ways in which they can be able to take risks in starting up businesses after university. If lecturers are serious about their students being successful in entrepreneurship, they will also keep a track record on the progress of businesses opened by students and assist where they can. These can even be business consultants acquired by the university in helping students get their businesses off the ground by providing advice.

5.3.3 To establish the attitudes of postgraduate students towards having entrepreneurial intentions.

Attitude towards entrepreneurship was found to have a significant relationship towards having entrepreneurial intentions in the study. This serves as a major factor in entrepreneurship as one would argue that for entrepreneurship to take place, one has the right mindset in wanting to pursue an entrepreneurial career that will, in turn, serve as high step to self-employment. This assertion is in line with the views of Lowe (2015:1) which stated that entrepreneurship should be nurtured from a young age so that young pioneers with the necessary willingness to engage in entrepreneurial activities can participate in such programs and have long term goals. Every

economy in this lifetime needs an entrepreneur for the survival of the economy as well as the creation of employment in a country; this will allow the country to be successful in bridging the gap on entrepreneurial intentions amongst students regarding tertiary education.

Therefore, it is recommended that students should also be given practical scenarios for practical business situations like delegating a student to come up with a business idea and then carrying that out to extremes; this could include trading, if need be, and experience first-hand troubles that normal entrepreneurs go through. This strategy may help in developing their attitudes towards entrepreneurship as a career.

5.3.4 To determine if different family backgrounds impact on the entrepreneurial intent of UKZN postgraduate students.

The findings from this study conclude that there was no strong relationship between entrepreneurial intention and student's family background. However, other findings further suggested that there is a strong statistical association between entrepreneurial intentions of respondents and families' backgrounds, with regards to respondents' families owning a business and the type of business owned by respondents' families. This suggests that students' family background – students' families owning a business and the type of business owned by respondents' families – impacts on the entrepreneurial intentions of the postgraduate students.

5.3.5 To establish if entrepreneurship education impacts on the entrepreneurial intention of UKZN postgraduate students.

The study concludes that entrepreneurial education is a good complement for a professional background prerequisite prior to starting a business. It is important as it equips postgraduate students with skills and necessary confidence to engage in entrepreneurial activities. The findings from this study showed that 56.6% are highly capable towards entrepreneurial intention while 10.9% are less capable towards entrepreneurial intention. Furthermore, the study also showed that trainings increase knowledge, skills and confidence of the students to become entrepreneurs. It is, therefore, recommended that more Entrepreneurial education programs be introduced to the university as Entrepreneurial education programs can expose postgraduate students to a business environment and real-life situations. This may reinforce their self-confidence in following entrepreneurship as an alternative career choice.

5.3.6 To determine the relationship between entrepreneurial intent and perceived behavioural control.

The study concludes that there is a significant relationship between perceived behavioural control and entrepreneurial intention. The findings revealed that most postgraduates had good behavioural control in terms of leadership skills and mental maturity to be entrepreneurs, however, few of them had poor behavioural control towards having the necessary resources in starting their own business. It is, therefore, recommended that the government and universities provide students with available resources. Students can, in turn, benefit from these resources and formulate strategic principles as to how they can pursue business ventures because it is guaranteed that they will not have funds to start-up businesses.

5.4 Limitations of the Study

A limitation of this study relates to the target population, as the population is not a representative sample of the entire South African populace. The MBA and Masters (Management) students who participated in the study were 2018 final-year students studying at the Graduate School of Business (GSB) and College of Law and Management Students, at University of KwaZulu-Natal, Westville Campuses. Masters students at the university's Pietermaritzburg campus were not included in the study due to inaccessibility. Also, the study was limited to final-year MBA and Masters (Management) postgraduate students and did not consider students at other levels. Also, the sample of the study was more entrepreneurial intent on commerce related disciplines and did not focus on other different fields or discipline. E.g. Arts, Botany, Maths. These limitations were due to the established scope of the study as well as to time constraints.

5.5 Recommendations for Further Research

The study focused on entrepreneurial intention and five factors that influence it in the study. This information could be exhaustive and cannot be generalised. To arrest this problem, it is recommended that other studies be done to unearth more on the topic (Farrington, Venter, Schrage, & Van der Meer, 2012). This will ensure increased reliability of the data and results and permit some generalisation.

The study covered only one university campus, this shows that the results of this study are skewed regarding the perceptions of data from only one university campus. It is suggested that

such a study be done in other universities campus to increase the statistical power of the study and produce more reliable results.

5.6 Conclusion

The study was focused on determining the entrepreneurial intention amongst postgraduate students at the University of KwaZulu-Natal. In this process, objectives were developed which allowed the researcher to investigate the concept of entrepreneurial intention, as well as identifying a range of variables which were noted to play a role in fulfilling that desire. The study undertook a quantitative research approach and directed its efforts to a UKZN postgraduate students.

This concluding chapter examined the limitations and proposed some recommendations stated to support future researchers. It is important to conduct future research with in-depth knowledge on this topic because entrepreneurship has a very important position in the hastily changing socioeconomic scenario in the world, and entrepreneurs play an important role in assisting the development of nation as they will help to reduce the unemployment rate.

As a conclusion, researchers hope that this study will provide university students a useful knowledge to understand how one's personal behaviour will have an effect on intention to become entrepreneur.

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APPENDIX A: ETHICAL CLEARANCE



UNIVERSITY OF
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ATAL

INYUVESI-YAKWAZIJLU.NATALI

09 October 2018

Mr Moyosore Kolapo Ogun (216072307)
School of Management, IT &
Governance Westville Campus

Dear Mr Ogun,

Protocol reference number: HSS/1723/018M

Project title: Entrepreneurial intention amongst Postgraduate students at the University of KwaZulu-Natal

Full Approval -

Expedited Application In response to your application received on 26 September 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted FULL APPROVAL.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



.....
Dr Rosemary Sibanda (Deputy Chair)

/ms

Cc Supervisor: Professor Ziska Fields
cc Academic Leader Research:
Professor Isabel Martins cc School
Administrator: Ms Angela Pearce

Humanities & Social Sciences Research Ethics Committee
Professor Shenuka Singh (Chair) | Dr Shamila Naidoo (Deputy Chair)
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APPENDIX B: INFORMED CONSENT FORM



UNIVERSITY OF KWAZULU-NATAL
School of Management, IT and Governance

Masters in Commerce Research

Researcher: Moyosore Kolapo Ogun (Cell: 0748871325)

Supervisor: Prof. Ziska Fields (Office Telephone 031 260 8103)

Ethical Clearance Reference Number: HSS/1723/018M

Dear Respondent,

My name is **Moyosore Kolapo Ogun (216072307)**, an M. COM (MANAGEMENT) student in the School of Management, IT and Governance, at the University of KwaZulu-Natal. You are invited to participate in a research study entitled: **Entrepreneurial Intention amongst Postgraduate Students at the University of KwaZulu-Natal**. The study aims to investigate the entrepreneurial intention (EI) of postgraduate students specifically and to make recommendations for the creation of the conditions fostering entrepreneurial intentions amongst postgraduate students at the University of KwaZulu-Natal.

Through your participation, I hope to determine the Entrepreneurial Intention (EI) of postgraduate students at UKZN and the impact of various factors like personality traits, entrepreneurship education and family background have on Entrepreneurial Intention. The result of the survey is intended to contribute to body of academic knowledge in the field of Entrepreneurship. It might assist universities and academics develop conditions that will foster entrepreneurial intention in postgraduate students. This can play a role in decreasing graduate and youth unemployment.

Your participation in this project is voluntary. You may refuse to participate or withdraw from the project at any time with no negative consequence. There will be no monetary gain from participating in this research project. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Management, IT and Governance, UKZN.

If you have any questions or concerns about participating in this study, please contact me or my supervisor at the numbers listed above. It should take you about twenty minutes to complete the questionnaire. I hope you will take the time to complete the questionnaire.

Please complete the section below:

I _____ (full names of participant) hereby confirm that I understand the contents of this document and the nature of the research study, and I consent to participating in the research study. I understand that I am at liberty to withdraw from the research study at any time, should I so desire.

SIGNATURE OF PARTICIPANT.....DATE.....

APPENDIX C: GATEKEEPER'S LETTER

18 September 2018

Mr Moyosore Kolapo Ogun (SN 216072307)
School of Management, IT and Governance
College of Law and Management Studies
Westville Campus
UKZN
Email: ogunmoyosore24@gmail.com fields@ukzn.ac.za

Dear Mr Ogun

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate degree, provided Ethical clearance has been obtained. We note the title of your research project is:

"Entrepreneurial intention amongst Postgraduate students at the University of KwaZulu-Natal."

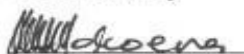
It is noted that you will be constituting your sample by handing out questionnaires to Postgraduate students on the Westville campus.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers approval by the Registrar.

You are not authorized to contact staff and students using 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Public Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely



MR S S MOKOENA
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa

Telephone: +27 (0) 31 260 8005/2206 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za

Website: www.ukzn.ac.za



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APPENDIX D: QUESTIONNAIRE

QUESTIONNAIRE

Entrepreneurial intention amongst Postgraduate students at the University of KwaZulu -Natal

SECTION A: PERSONAL DETAILS

INSTRUCTION: For each question, tick the **ONE** option that best applies to you

1. Gender

Male	Female

2. What is your age?

21 – 23 years	24 – 26 years	27 – 29 years	30 years and above

3. Degree Currently Pursuing

Master of Commerce (Management)	Master of Business Administration (MBA)

4. Does your family own a business?

Yes	No

4.1 If YES to Q4, what type of business does your family own? (Select the **ONE** option that applies most)

Clothes/Footwear/Accessory	
Food and Beverage	
Hair Salon/Beauty Care/Spa/Massage	
Electronic Appliances/Furniture	
Convenience Store/Grocery Store/Mini-market	
Laundry	
Motor/Car Repair and Service	
Book Store/ Stationery/ Photography/ Printing and Photocopy	
Other	

If you ticked 'other', please specify: _____

5. Highest education of your Mother

Some/all primary school	Some high school	Matric	Diploma	Degree	Higher degree

6. Highest education of your Father

Some/all primary school	Some high school	Matric	Diploma	Degree	Higher degree

SECTION B

Indicate your level of agreement with the statements below:

Attitude	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I would rather be my own boss than have a secure job working under someone else.					
2. I find the idea of a career as an entrepreneur attractive					
3. If I had the opportunity, I would like to start a business.					
4. If I had the resources, I would like to start a business					
5. Being an entrepreneur would be very satisfying for me					

Subjective Norm	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6. My parents support the idea of me becoming an entrepreneur.					
7. My friends see entrepreneurship as a good choice of career					
8. People, who are important to me, would be encouraging/ supportive if I pursued a career as an entrepreneur.					
9. In my University, students are actively encouraged to pursue self-employment opportunities.					
10. The community in which I live supports the idea of being an entrepreneur					

Perceived behavioural control	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11. To start a business would be easy for me.					
12. To sustain a successful business would be easy for me.					
13. I know how to develop an entrepreneurial business plan.					
14. I believe that I would be successful in starting a business					
15. I have the necessary determination and work ethic to start a business					
16. I have the necessary skills to start a business					
17. I have the necessary resources to start a business					
18. I have leadership skills that are needed to be an entrepreneur.					
19. I have the mental maturity to be an entrepreneur.					

Entrepreneurship Education	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. I have the knowledge to be creative and innovative in starting a business.					
21. I have had adequate training on how to develop a business plan.					
22. I have had adequate training on how to diagnose business performance					
23. I have had adequate training on how to do business accounts.					
24. I have had adequate training on how to do market negotiations.					
25. My degree has prepared me well for an entrepreneurial career.					

Personality traits	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
26. I am passionate about things that interest me					
27. I am self-motivated.					
28. I am willing to risk my time and money on the business.					
29. I can work on things (a task/hobby etc) over and over again without getting bored					
30. I believe in myself and my abilities.					
31. I am willing to work hard to succeed.					
32. I can focus on something I am doing and persevere till it is finished					
33. I am flexible and welcome suggestions that could help me succeed					
34. When completing a task, I can easily adapt to changes that present themselves along the way.					
35. If I don't succeed the first time with something, I will try again until I do succeed.					
36. I am able to motivate others.					
37. I am an optimist.					
38. I am goal-oriented.					
39. I consider challenges and risks as opportunities and not problems.					
40. I always do a thorough job.					
41. I can come up with original/new ideas.					
42. I handle stress well.					
43. I am curious about many different things.					
44. I am able to generate enthusiasm in myself and others					
45. I follow through with plans I make.					

Entrepreneurial Intention	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
46. I have the desire to be an entrepreneur					
47. My professional goal is to become an entrepreneur.					
48. I am determined to start a business in the future.					
49. I intend to make every effort to manage my own business.					
50. I am serious about starting my own business.					

Thank you for your participation.