

UNIVERSITY OF KWAZULU-NATAL

ENTREPRENEURSHIP EDUCATION

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A dissertation submitted in partial fulfillment of the requirements for the degree of
Master of Business Administration

Faculty of Management Studies
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2010

DECLARATION

I Bradley Ashwin Mungroo declare that

- (i) The research reported in this dissertation/thesis, except where otherwise indicated, is my original research.
- (ii) This dissertation/thesis has not been submitted for any degree or examination at any other university.
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ACKNOWLEDGEMENTS

I wish to express my sincere appreciation and gratitude to the following individuals, without whose assistance, this study would not have been possible:

- Firstly I would like to thank GOD for blessing me with the opportunity to undertake this degree and blessing me to cross the finishing line.
- I wish to express gratitude to my dear wife, Odette Mungroo, and son, Straton Mungroo, who had to endure the sacrifice of a husband and father during the period of completing this MBA. Their understanding and belief in me serves as motivation for how I conduct my life.
- I thank my mum, Shanti Mungroo and my late dad, Sunny Mungroo for setting a wonderful platform of respect, perseverance and responsibility in my years under their wings.
- I also express a big thank you to the respondents input in the research and without your assistance this study would not be possible.
- I thank my business partners, Sheldon Byrne, Vikesh Mungroo and Abinash Ramparsad, the staff of SEALTRON for their support and understanding during the period of completing this degree.
- I would also like to thank Dr. Nisha Singh for her support.
- Lastly but certainly not least, I would like to thank my supervisor, Professor Anesh Maniraj Singh, for his guidance, support and time sacrifice during the writing of this dissertation.

ABSTRACT

Entrepreneurship is gaining popularity for reasons which include: people choose entrepreneurship as an alternate career and governments around the world have started to recognize the economic impact that entrepreneurship has in stimulating economies and reducing unemployment. Another reason for the growth and importance of entrepreneurship is the wide spread nature of capitalism that presents business opportunities. With the high unemployment rates in South Africa one would think that entrepreneurship ranks high on the agenda of students and service providers. The aim of the study was to investigate the quality of entrepreneurship and highlight the effects of entrepreneurship education on students to the point of determining firstly if there is a need for entrepreneurship education and secondly, if such education yields benefits and greater success for entrepreneurs.

As entrepreneurship exponentially gains momentum the desire for knowledge to harness raw entrepreneurship into sustainable and growth business comes to light. Schools, Universities and other educational institutions in developed and developing countries are all embracing the culture of entrepreneurship. A non probability, convenience sample of 190 students at the Graduate School of Business, University of Kwa-Zulu Natal were chosen to answer a questionnaire designed to evaluate the nature, benefits and to check if there is a need for entrepreneurship education. One hundred and twenty one respondents completed the questionnaire.

The study revealed that entrepreneurship is important and education can play a role in fostering and harnessing entrepreneurship. The study illustrates areas of improvements for the courses. This study benefits students who are considering entrepreneurship as an alternate career and service providers who offer entrepreneurship education.

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CHAPTER ONE

INTRODUCTION

1.1. INTRODUCTION

The drivers for growth in modern economies are not large industrial companies but rather new venture creation companies like small business (Drucker, 1985 ; Coulson-Thomas, 1999 and Keogh, 2002 cited in Galloway et al, 2005). Governments around the world have realised that growth in entrepreneurship is critical to economic growth, creating competitive economies and reducing unemployment (Hegarty and Jones, 2008, pp. 626-627). For these reasons, universities and business schools around the world are offering entrepreneurship courses. These courses are offered as a result of government encouragement or student demand.

The essence of entrepreneurship is to detect problems or challenges, apply creative and innovative solutions and go through some thought processes to bring the supply and demand elements together. Education can bridge the gap between innovation, creativity and conversion of a sustained business. There are many topics in the entrepreneurship course that are aimed at teaching entrepreneurship to achieve these outcomes. This study investigates the nature, quality and outcomes of the entrepreneurship education on offer using a sample from the University of Kwa-Zulu Natal, Graduate School of Business.

The reasons for choosing this study will be discussed by providing the motivation for the study, the focus of the study, the problem statement, the research questions, the objectives and the limitations.

1.2. MOTIVATION FOR THE STUDY

The study is intended to provide benefit to students and service providers by understanding what entrepreneurship education is on offer, the quality of the courses and the drivers for choosing entrepreneurship. The contribution of this study is aimed to critically analyse what students think about the courses on offer and provide information on areas of the courses that need improvement. The most important contribution is to illustrate the outcomes of entrepreneurship education on students.

1.3. FOCUS OF THE STUDY

The primary focus of this study is to analyse and explore what students view as important in entrepreneurship education and what outcomes are expected from entrepreneurship education.

1.4. PROBLEM STATEMENT OF THE STUDY

According to Matlay and Carey (2007 cited in Matlay 2008, p. 382) government believes that entrepreneurship can have a positive impact on a nation's socio-economic and political infrastructure. With the current employment conditions in South Africa one must ask what can be done to encourage the growth of successful entrepreneurs. Adcroft et al (2004) suggested that entrepreneurs possess certain traits that allow them to become entrepreneurs but this should be accompanied by skills to grow entrepreneurs. A number of entrepreneurship courses exist but this study examines the effects of entrepreneurship education on students from a South African perspective.

1.5. AIM

The aim of this study is to assess the impact of entrepreneurship courses on students and entrepreneurs. Governments approach towards fostering entrepreneurship is

through education. This may be a positive approach but the important things to note are the outcomes of the education and to determine if it has the desired effect. If this is not the case then it becomes paramount to determine the reasons for the failure of the courses or the lack of engaging such courses. To achieve this aim various objectives have been formulated.

1.6. OBJECTIVES

In order to determine the effect of entrepreneurship education on students, this study sets out to achieve the following:

- To investigate entrepreneurship education.
- To determine the quality of entrepreneurship courses offered by different service providers.
- To determine what drives entrepreneurship education.
- To determine what prospective students look for in an entrepreneurship course.

1.7. RESEARCH QUESTIONS

From the research objectives listed in the previous section, the following questions are listed to guide the research process:

- What in entrepreneurship education has been done?
- What is the quality of the topics offered by different service providers?
- What drives entrepreneurship education?

- What prospective students look for in an entrepreneurship course?

1.8. LIMITATIONS OF THE STUDY

The following specific limitations are listed below:

- The sample was limited to the University of Kwa-Zulu Natal, Graduate School of business and is not a reflection of entrepreneurship courses on offer at a national level.
- The administration of the questionnaire was for respondents to answer an online questionnaire. It was difficult to receive responses from students who had no access or limited access to the internet.
- The sample was a convenience sample and the outcomes were based only on the convenience sample.
- The scope of entrepreneurship education is very wide and to encompass all of the areas were difficult.
- The piloting of the questionnaire was difficult as students found it difficult to offer representation.

1.9. ETHICAL ISSUES

To cover the area of ethics during conducting this research, the researcher obtained an ethical clearance from the University of Kwazulu Natal.

1.10. OUTLINE OF THE DISSERTATION

The dissertation comprises of six chapters as follows:

- Chapter one covers the introduction of the study.
- Chapter two covers the review of the literature.
- Chapter three provides the research problem and the research methodology applied.
- Chapter four provides a presentation of the results from the data.
- Chapter five covers the discussion of the findings.
- Chapter six finally deals with recommendations and conclusion of the study.

1.11. SUMMARY

Evaluating the impact of entrepreneurship education is a very broad topic but a worthwhile one to investigate. A student's perspective on receiving such education and their outcomes are an important element in determining the success of the courses. This study views entrepreneurship education from a student's perspective and aims to understand what areas are progressive and what areas need improvement in terms of topics and delivery. The following chapters provide insight into various areas of the study to provide insight into this vast, yet important topic.

CHAPTER 2

LITERATURE REVIEW

2.1. INTRODUCTION

To understand the many facets of entrepreneurship, a starting point would be to define entrepreneurship. The definition in a sense would unpack the many elements of entrepreneurship and provide some guidance to the important aspects of entrepreneurship. Solomon (2007: 168) and suggested that entrepreneurship is an ongoing process that demands a range of various talents, skills, and knowledge that stimulates the ability to spot opportunities and convert them to economic success. Solomon's (2007: 168) choice of words like talents, skills and knowledge starts to plant a thought that entrepreneurship is a combined effort of inherent qualities and some skills that are acquired through training and knowledge acquisition. This argument suggests that there are links between pure inherent entrepreneurship qualities and a requirement for skills development.

2.2. UNDERSTANDING ENTREPRENEURSHIP

Venter et al (2008, pp. 5-6) suggested that an understanding of entrepreneurship comes from an understanding of what lies in its core which enables an improved understanding of this widely used term. Venter et al (2008, pp. 5-6) suggested that entrepreneurship at its core is really a process of activities in the pursuit of venture creation. Some of the terms used to describe entrepreneurship are; innovation, idea creation, opportunity recognition, achievement orientation, risk taking and resourcefulness.

Venter et al (2008: 5-6) used these terms to describe entrepreneurship and also suggested that there are links in respect of the characteristics. They are inherent and some that lean towards acquired skills and knowledge. Venter et al (2008: 5-6) further

suggested that one must go beyond the understanding of associated terms with an entrepreneur and understand what an entrepreneur actually does. An entrepreneur can only be measured by outcomes and Venter et al (2008: 5-6) suggest that outcomes are achieved by taking the following actions:

- Identifying new opportunities for products and services that offer some kind of solution thus presenting itself as a possible demand.
- Being creative and innovative. This is linked to the point of identifying new opportunities. With the ability to be creative and innovative one can actually identify the opportunities.
- Starting one's own enterprise. This in its own right creates a platform for transacting business.
- Managing one's own enterprise. The entrepreneur has to at inception be the jack of all trades and being able to manage the enterprise is a critical part of the process. It is recommended that once the enterprise is resourceful enough; the appointment of employees to take care of various functions must be addressed.
- Organizing and controlling resources that contributes to profit. This forms an integral part of the business and the effectiveness of organizing and controlling resources results in efficiency thus playing a hand in profitability.
- Marketing and selling the product, service and concept.
- Obtaining financial means to fund ventures.
- Willingness to take calculated risks.

Venter et al (2008, pp. 5-6), with these suggestions peg the characteristics of entrepreneurs and actions they should take to become successful. Once again it is evident that some characteristics and actions can be viewed as something that is inherent and something that requires knowledge or skills development. Kobia and Sikalieh (2009, pp. 120) suggested that there are no clear cut definitions of entrepreneurship and therefore entrepreneurship cannot be wholly confined to a person's character traits, entrepreneurial behaviour and opportunity identification. According to Venter et al (2008:5-6) there are some inherent characteristics that must present in entrepreneurs that drive their ability to relentlessly pursue opportunities, to be creative, innovative, to have the insight to recognize opportunity, be resourceful and to take calculated risks. It is generally accepted that those with ambition, skills and education are more likely to start their own business (Bolton & Thompson 2004: 16, cited in Venter et al, 2008: 5).

2.3. THE ROLE OF ENTREPRENEURSHIP IN THE ECONOMY

The role of entrepreneurship, amongst other things, can be viewed as the ability to create new innovations and affect market processes with these innovative ideas in service and product offerings. Entrepreneurs, through hunger and passion for business, must take this innovation and develop it into marketable products and services that are offered to a willing market (Davidson, 2002 & Amabile, 1996 cited in Hamidi et al, 2008, p.307). It was earlier suggested that an important consideration in the development of entrepreneurs was the entrepreneur's ability to be creative and innovative. Doing more of the same would merely just increase competition in various areas of market and create product maturity earlier but not inject the trust that creates new products, services or new markets (Venter et al 2008, pp. 5-6). This viewpoint is critical in entrepreneurship as it creates a true sense of entrepreneurship. Entrepreneurship over the years has been defined by many authors (Bateman and Snell 1996), (Stoner, Freeman and Gilbert 1995), (Bartol & Martin 1998) and Venter et al (2008, pp. 5-6) definition of entrepreneurship supports the notion that creativity and innovation are essential requirements for true entrepreneurship to be borne. This

type of entrepreneurship is what stimulates the economies of nations and seeks to offer innovative and creative solutions to problems or new opportunities.

This argument continues by further suggestions that entrepreneurs can be seen as responsible for creating new opportunities and new markets thus turning the wheels of the economy. This notion is supported by McMillan and Woodruff (2002: 153) who suggests that entrepreneurs who start up new companies contribute to reinforcement of economies by innovation or innovative ideas that creates products and services. This in turn creates employment which supplies goods and services thus contributing to economic growth.

Another role of an entrepreneur is to consistently seek and pursue opportunities where disequilibrium gaps exist between the demands of customers and supply options. Therefore entrepreneurs occupy a central role in a market economy and it's these entrepreneurs who ignite the economy's engine, activating and stimulating all economic activity (Venter et al, 2008).

2.4. CHALLENGES FACING ENTREPRENEURS

Entrepreneurs by nature are people who thrive on challenges and to entrepreneurs most opportunities are borne from challenges. When the non entrepreneur sees problems, the true entrepreneurs' inherent ability to spot opportunities start to unfold and more often than not service and products are realized (Venter et al, 2008).

Kuratko (2003 cited in Matlay, 2008) suggested that some critical aspects of business can be taught before, during and after the commencement of business. There are counter arguments suggesting that this education is essential and can be useful but is not completely adequate to create a successful entrepreneur (Rae, 1997 cited in Matlay, 2008). Some measures, like entrepreneurship education, to overcome the business challenges mentioned above are better than no measures at all. Gaskill et al., 1993; Jennings and Beaver, 1997; Perry, 2001 (cited in Walker et al 2007)

suggested that poor managerial competencies and skills are often the culprit for the failure of small businesses. Therefore, education could be seen as the answer to providing business skills that equip entrepreneurs to overcome business challenges and flourish in entrepreneurial activity.

Solomon (2007, pg. 168) in his definition of entrepreneurship uses the operative word of “ongoing” and this word bears significance if entrepreneurs want continued success. Entrepreneurs would have to continuously adapt to the business environment by understanding markets better and adapting to the changes of such markets. One doesn't need to look further than the recent turbulent economic climate which bears testimony to this notion of the entrepreneur's ability to adapt. If the entrepreneur cannot adapt in these conditions then participation on an ongoing basis within such market conditions are limited. One can see the significance by taking note that Statistics SA reported some alarming figures regarding business closures, with some analysts predicted the closure of more than 4200 businesses in 2009, 27% higher than 2008, the majority of which are likely to be close corporations (The Business Day, 2009).

Hynes and Richardson (2007, pg. 733) stated that entrepreneurial output is instrumental for economic growth, balanced regional development and creation of jobs. The importance of entrepreneurship starts to unfold as the suggested output is vital to any economy. Hynes and Richardson's argument is supported by Ngundze (2010 cited in Williams, 2010) who suggested that 'Nedbank has long recognized that entrepreneurship is the foundation for future financial prosperity and a key source of job creation, and for these reasons SME's have a key role to play in the sustainable development of our country's economy. Once again, the importance of entrepreneurial output becomes evident. Entrepreneurship does not limit to these benefits, it also offers employment opportunities for people with disabilities and other impairments who have difficulty in participating in the economy. Self employment affords people with disabilities and their families with the ability or potential to create and manage business ventures in which they determine their destinies instead of

reporting to a boss. It provides a sense of contribution to the economy and providers to their own needs and that of their families. At this point one can start to see the importance of entrepreneurship from a macro level.

The whole philosophy of entrepreneurship lends itself to a spectrum of concepts from benefits, challenges and forms of economic contribution. It was earlier suggested that entrepreneurship amongst other things lent itself to the identification of opportunity by spotting the gap for products and services, innovation and creativity, creation of enterprises, management of enterprises, providing resources to build and sustain enterprises, marketing, financial management and calculation of risk. It was earlier suggested that some of these characteristics are inherent and some that lends itself to knowledge acquisition. This brings to the point an argument on whether there is a need for entrepreneurship education and the effects of entrepreneurship education (Venter et al, 2008).

2.5. THE NEED FOR ENTREPRENEURSHIP EDUCATION

Kobia and Sikalieh (2009, pp. 110) stated that heightened attention in entrepreneurship education has come to light due to students either having genuine interest in the subject or students seeking to acquire an individual edge, that adds to their skills levels. The latter is predominately chosen as a career alternative due to the uncertainty of corporate careers. This notion is supported by the earlier statement made by Statistics SA (2009) regarding high company closures.

Kobia and Sikalieh (2009) provided one perspective from a student's point of view as to why entrepreneurship may be studied but that is not the only perspective that focus needs to be drawn to. One should look at other benefits derived from the study of entrepreneurship. Matlay and Carey (2007 cited in Matlay, 2008, p.382) takes a perspective from a Government points of view and suggests that there is agreement by government that entrepreneurship could be the answer to improving the socio-economic position of nations. From the entrepreneur's perspective and government's

this may be a very harmonious relationship as these stakeholders seek a reciprocal relationship in the economy. This argument is supported by Blenker et al (2010 cited in GEM special report on education and training, 2010, p. 10) suggesting that across the globe governments see the importance of entrepreneurs and their contribution towards innovation and the development of new opportunities in creating economic growth. Seemingly, entrepreneurship has a pivotal role to play in every nation and due to its significance; there is a need to promote entrepreneurship. One way of fostering entrepreneurship is through education that creates awareness and provides the foundation for skills development. However, a successful entrepreneur may be derived from a combination of skills development and certain inherent character traits of such entrepreneurs.

There are many arguments about entrepreneurship and education and Matlay (2008, p. 384) suggested that the teaching of entrepreneurship is essential but may not necessarily create a successful entrepreneur. This notion suggests that there may be a combination of elements that need to be combined to create a successful entrepreneur. Kobia and Sikalieh (2009, pp. 120) shared a similar notion by suggesting that there is no clear cut definition of an entrepreneur and more so there is no clear cut recipe for a successful entrepreneur.

The GEM report (2010) suggested that whilst a need for entrepreneurship education exists there are inadequacies in entrepreneurship education to foster entrepreneurial growth. This brings about a need to investigate entrepreneurship education and the various facets that surround its success or failure.

2.6. THE ROLE/NEED FOR ENTREPRENEURSHIP DEVELOPMENT AND EDUCATION

Carter and Collinson (1999) suggested that in small business literature there are arguments that exist about the importance of education amongst entrepreneurs and business owners. There should be no doubt that education has a role to play in

business and that the argument should revolve around the type of education and the adequacy of the education rather than a question of whether it is important or not.

In 2001 2.5 million firms which were categorized as small businesses, were responsible for 98 percent of all Canadian business. Ibrahim and Soufani (2002) found the main reason for the failure of two thirds of Canadian business to be managerial incompetence. The business failure statistic is alarming and the cited reason for this failure suggests the need for entrepreneurial education.

Berryman (1983, cited in Stokes and Blackburn, 2002) suggested, amongst other reasons, that business closures can be attributed to a lack of adequate skills in areas of finance, management and marketing. There is a belief that critical entrepreneurship education may influence the ability of entrepreneurs to read markets and business climates that enable the management of risk (Fiet, 2001; Kolvereid and Amo 2007 cited in Politis and Gabrielsson, 2009).

Venter et al (2008, pp. 44-45) suggested that education is a component of human capital and assists in acquiring knowledge that provide skills that are functional to the entrepreneur. This notion of skills that become functional is paramount as suggested earlier; the success of a business, over and above true entrepreneurship, is effective operation on functions like finance, logistics, administration, sales, marketing and others (Venter et al, 2008).

Thus far, there were discussions on the attributes and characteristics of entrepreneurs, what actions entrepreneurs should take and what the expected outcomes should be. Business functions like marketing, sales, finance, logistics and administration are mandatory for the successful running of a business. Therefore it is necessary to acquire these skills and knowledge to perform such responsibilities and it is evident from the foregoing that there is a need for entrepreneurship education.

Venter et al (2008, p.22) stated that government has a role to play in fostering entrepreneurs and has taken steps to start the process. As part of the school

curriculum, outcomes-based educations at government schools are offering entrepreneurship education to stimulate the process of business. This idea clarifies that the spirit of entrepreneurship needs to be taught and adopted early. This inclusion in the education system fosters the principle that there are other options as a career choice.

Venter et al (2008, p.22) suggested that due to the wide spread of globalization, capitalism and merciless competition there is a tremendous need for entrepreneurs. Whilst this is true emphasis on skill development must be highlighted to ensure that these entrepreneurs aren't just entrepreneurs but developed and skilled entrepreneurs to make a difference to the economy at large. They must acquire the knowledge to move from small business to medium and large businesses and the suggested way of achieving this is through skill and education development. Venter et al (2008) also stated that the level of entrepreneurship achieved is very much determined by the level of education achieved. This indicates that a direct relationship between both ability and skills or education.

Minniti et al (2005 cited in Venter et al, 2008, p.44) found that 30% of those who establish businesses have secondary level education. In first world countries like the United States of America, Australia and the United Kingdom, 57% of entrepreneurs have acquired some degree of secondary education implying that a base for entrepreneurs are created at this level. In poorer, third world countries like Mexico, Brazil and other African countries, only 23 per cent have some degree of secondary education (Acs et al, 2004 cited in Venter et al, 2008, p.44).

It is evident that a relationship exists between education and entrepreneurs

2.7. EDUCATION AND HIGH GROWTH ENTREPRENEURS

Venter et al (2008, p. 44) suggested that formal education is a component that assists entrepreneurs to acquire skills to pursue opportunities. Venter et al further suggests that entrepreneurship education is directly linked to high growth and high opportunity

entrepreneurs. This argument is supported by the “Human Capital Theory” that suggests higher education yields higher reward (Venter et al, 2008). This argument has merit as in the employment environment the highest qualified employees earn the higher salaries. The more trained one is the higher the demand for ones skill. There is a belief that the school dropout population yields the largest number of entrepreneurs and these entrepreneurs are created out of necessity. Venter et al (2008) support this notion but strongly recommend that due to the every changing economic climate, education becomes necessary to understand markets better. By acquiring the skills and knowledge, entrepreneurs are better equipped respond to the economic changes (Venter et al, 2008, p. 44). This statement stands true now more than ever before due to the turbulent global economic challenges.

According to Marais (2009, cited in the The Business Day, 2009) a total of 495 companies and 513 close corporations went into insolvency during the first quarter of 2009, which would impact negatively on the South African economy. Statistics South Africa (2009, cited in The Business Day, 2009) found that liquidations have increased by 46% year on year. When companies close, jobs are lost and the wheels of the economy slow down. Employment suffers and government tax collections are reduced, both from individual tax payers and companies.

Exposure to entrepreneurship education becomes imperative to position a business to deal with economic changes. Education programs, amongst other things, will teach one how to conceptualize a business idea and the mechanics to consider in taking that idea to market. The program teaches one how to analyze risk and understand the economy, how shifts and changes from countries affect the South African economy and the contingency plans that one should have as a counter measure (Venter et al, 2008).

2.8. IMPACT OF ENTREPRENEURSHIP EDUCATION ON ENTREPRENEURS

Venter et al (2008, p. 44) suggested that better educated entrepreneurs:

- Pursue more opportunity based ventures suggesting that these entrepreneurs are more informed and understand markets better;
- They also apply risk based on calculation and reward offerings;
- They have a greater propensity to identify opportunities and take the all important action to pursue these opportunities; and
- Businesses that are developed out of this situation will have a greater chance of sustainability and growth.

Venter et al (2008, p. 44) suggested that less educated entrepreneurs are involved out of necessity, tend to concentrate on short term earning potential and are at risk during turbulent economic times. The education element suggests that there are more successes with an education than without. Being mindful of this, individuals who possess the traits should not be fooled into thinking that without education they will be fine. This school of thought needs reconsideration as the turbulence of the economy and vulnerability of business requires a level of mental dexterity based on sound business principles.

2.9. AREAS OF ENTREPRENEURSHIP EDUCATION

Laukkannen (2000, cited in Jesselyn and Mitchell, 2005, p.4) suggested two areas of entrepreneurship education, namely:

- **Education ABOUT entrepreneurship**

This involves developing, constructing and studying the theories referred to the entrepreneurs, the firm creation, the contribution to economic development, the entrepreneurial process and the small and middle sized firms. It takes into

account undergraduate, Masters and PhD students as well as policy makers and researchers. It views entrepreneurship as a social phenomenon.

- **Education FOR entrepreneurship**

This addresses present and potential entrepreneurs with the objective of developing and stimulating the entrepreneurial process, providing all the tools necessary for the start-up of a new venture both within and outside an existing organization.

The two offerings of education are quite different and whilst one is aimed more creating the theory of entrepreneurship and the latter is aimed at actual practice of entrepreneurship. The latter is aimed at skills development and acts as a stimulant to create the entrepreneur or unleash the entrepreneurial spirit within.

2.10. TYPES OF ENTREPRENEURSHIP EDUCATION

In the 1980's courses designed to introduce students to entrepreneurship were ironically converting students into more proficient employees (Solomon, 1989 cited in Politis and Gabrielsson, 2009). Since then, there has been strides to change the education programs from "about" entrepreneurship to education "for" entrepreneurship that focuses on developing skills for effective business start ups and continual management of developing and growth businesses (Politis and Gabrielsson, 2009).

With Governments belief of the significance of entrepreneurship, education systems have been charged with developing entrepreneurship programs that bring about the skills required to flourish entrepreneurial activity (Kirby, 2004). There is great difficulty in determining the types of entrepreneurship education available as different institutions adopt different approaches to education (Mwasalwiba, 2010). This notion is supported by Fiet (2000, cited in Mwasalwiba, 2010) who found from his review of

18 entrepreneurship courses that 116 different topics existed. The diversity of the topics provided a poor stance on the type of education entrepreneurs are exposed to. Bennet (2006, cited in Mwasalwiba, 2010) suggested that the assortment of topics in the education offering was reflecting a lack of a common definition of entrepreneurship and a cohesive framework.

2.11. WHAT ARE ENTREPRENEURSHIP COURSES OFFERING

Bennet (2006, cited in Mwasalwiba, 2010) suggested that an assortment of topics in entrepreneurship courses reflected a lack of a common definition of entrepreneurship and a cohesive framework. Mwasalwiba (2010) was of the opinion that entrepreneurship courses offered eighteen popular topics but suggested that nine were the most prominent to be; resources marshalling, finance, marketing and salesmanship, idea generation and opportunity discovery, business planning, managing growth, organization and team building, new venture creation and SME management and risk and rationality.

Galloway et al (2005) found that students considered skills development as important and perceived benefits from it. Galloway et al (2005) conducted a study on what students considered important subjects and found that the highest rated subjects were; initiative, communication skills, organizational skills, problem solving ability, confidence, perseverance, creativity, people management skills, team working skills, negotiating skills and financial acumen. Sarri et al (2010, pg. 270) suggested that creativity and innovation must be seen as intellectual capital. To continuously be creative and innovative remains a great challenge. The importance of creativity and innovation is that it develops demand for new markets which is essential for economies to succeed.

2.12. EDUCATION GAPS FOR ENTREPRENEURS

Politis and Gabrielsson (2009) argued that education systems that teach subjects like

entrepreneurial processes, opportunity recognition, entry strategies, market opportunities etc. only develop a small part of the successful entrepreneur. A bigger part is harnessing the very traits that make an entrepreneur an entrepreneur. These traits are personal skills, attributes and behaviour that go beyond the commercial aspects of entrepreneurship. Politis and Gabrielson (2009) suggest that true education for entrepreneurs is about harnessing talent which means that the content of courses and learning processes need to be changed.

Rae (1997, cited in Politis and Gabrielson, 2009) suggested that from a course content perspective, courses need to be specifically designed to develop students' awareness and characteristics of the entrepreneur. Rae (1997, cited in Politis and Gabrielson, 2009) further suggested that amongst other things, communication, creativity, critical thinking, leadership, negotiation, problem solving, social networking and time management skills are necessary to develop a well rounded entrepreneur. A more successful approach would be to teach these subjects in an environment where students reinforce and develop these skills.

Van der Sluis et al (2004: 2005 cited in Dickson et al 2008) suggested that the general relationship between education and business is inconclusive but concluded that there is evidence to support a positive relationship between education and the success of business. This notion is supported by Béchard and Grégoire (2005 cited in the GEM report, 2010) who suggested that whilst extensive literature on entrepreneurship education and training exists, there is little evidence to support the impact of this education on entrepreneurial activity. Kyro, Sorgman and Parkison (2008 cited in the GEM report 2010) have shown that many governments in innovation-driven countries have committed to entrepreneurship education and have established this as a key priority to economic development.

Whilst the literature has presented opposing thoughts about entrepreneurship education and entrepreneurial outcomes there is evidence to suggest that a positive relationship exists. Better educated entrepreneurs are more likely to be high growth

quality entrepreneurs with higher levels of success. This notion is supported by Matlay (2008) who suggested that better entrepreneurship education would result in an increase in quality entrepreneurs entering the economy. Personal characteristics, skills, experience and education are required to create the complete entrepreneur. The success rate of such an entrepreneur is likely to be higher than those entrepreneurs born of necessity. Education creates the link between the raw character traits of entrepreneurs, and success.

With the ever growing need for entrepreneurship, education must be associated with awareness, assistance to point out resources and then education to harness the talents of entrepreneurs. Government and individuals both have a role to play. Government should create widespread education and individuals should take advantage of such courses and the potential impact that these courses may have on the entrepreneurs. Education has a major role to play in the development of entrepreneurs that would solve the nation's problem of high unemployment gradually (Venter et al, 2008).

2.13. SOCIAL CAPITAL

Venter et al (2008: 79) suggested that social capital is a means of one being able to extract benefit from social structures, networks and memberships. The nature of social capital to the entrepreneur can be viewed as a resource to supplement education, experience and financial capital. Huvila et al (2010: 295-296) supported this notion and suggested that social capital lies in relationships and communities between individuals and social units where the positive effects of intellect and knowledge resources exchange hands. Huvila et al (2010: 297) explained economic capital as a measure of monetary value, human capital as a measure of skills and technical knowledge and social capital as structures of relationships between people. Bourdieu (1980, cited in Huvila et al 2010: 297) provided another viewpoint and suggested that social capital has two components; the first one being, the social relationship that gives rise to accessibility of resources borne from such relationships

and the second being the quality of such resources to create benefits for the stakeholders. Oxoby (2009: 1136) suggested that social capital's value is realized from sacrifices by individual's time, effort and consumption aimed at promoting cooperation with others.

Firkin (2001 cited in Stringfellow and Shaw 2008: 139) suggested that the role of the entrepreneur is to determine what resources are required, to access such resources and employ these suitable resources to engage in business and the success thereof. Morris (1998, cited in Stringfellow and Shaw 2008: 139) stated that financial resources were historically the major emphasis of entrepreneurs and areas of non financial resources were neglected but it is important to encompass all areas of capital, namely economic, human and social for probability of success. This notion is supported by Anderson and Jack (2002 cited in Stringfellow and Shaw 2008).

2.14. STRATEGIC ENTREPRENEURSHIP

Venter et al (2008: 404-405) suggested that whilst strategy is a concept that is misunderstood and overused it is still an important step for a business to implement in an attempt to compete in a highly competitive and uncertain business climate. Lynch (1997, cited in Venter et al 2008: 405) defines strategy as a direction an entity intends to take in the future whilst being mindful of its context, resources, purpose and objectives. Thompson (1999: 280) supports this notion and suggested that effective strategy takes into consideration core competencies.

Martinez and Aldrich (2011: 9) suggested that entrepreneurship by its nature faces a dilemma in strategy where entrepreneurs have to apply their limited resources in areas that derive the most amount of benefit. Kyrgidou and Hughes (2010: 44) supported this notion and suggested the business entity must use their dynamic capability that transforms knowledge into improvements which in turn acts as a catalyst for sustained strategic entrepreneurial processes. Darling et al (2007, cited in Kyrgidou and Hughes, 2010: 45) suggested that strategy when applied is considered

a primary advantage that delivers business excellence. This literature provides evidence that entrepreneurial strategy is essential to achieve sustained success and to create competitive advantages that deliver operational and business excellence.

2.15. ETHICS

Venter et al (2008: 374) suggested that ethics are desirable behavior where one applies the concept of the right thing to do. Honderich (1995, cited in Venter et al 2008: 374) supported this notion and suggested that ethics are an application of moral criteria in business and personal conduct. Venter et al (2008: 375) suggested that the application of ethics has evolved from slogan to an essential part of business. Venter et al (2008: 379) suggested that the importance has gained momentum to the extent where businesses have to incorporate ethics in their strategy. Machan (1999: 5) provided another viewpoint regarding the importance of ethics in entrepreneurship and gave the notion that entrepreneurial ethics are paramount. This is so because the market needs to receive the entrepreneur in a praiseworthy manner for the entrepreneur to excel in a highly competitive environment. The down side to this is that the system of capitalism plays a part in corrupting human behaviour (Machan, 1999: 596-597). Venter et al (2008: 381) argued that unethical behavior is a result of an absence of an ethical culture. Whilst free will is uncontrollable and may result in unethical behavior, it is important to harness a culture of ethics that provide guidelines as a defense mechanism against such temptation.

2.16. BUSINESS INCUBATION

Eshun (2009: 156) defined business incubation as a designed environment aimed at stimulating growth by improving the opportunities to acquire resources to commercialize business. This definition is supported by Rice and Matthews (1995, cited in Xu 2010: 90) who suggested that business incubation is aimed at supporting entrepreneurship by creating a platform that is conducive to forming, developing and positioning businesses for survival. Eshun (2009: 159-164) suggested that business

incubation must form part of the entrepreneurial strategy to foster sustained growth. According to Eshun (2009) three areas of importance in this regard are; the role of the entrepreneur, creativity and innovation. From the entrepreneur perspective, it is one's ability to seek opportunity, from a creativity perspective, it is about one's ability to recognize ideas useful in solving problems and lastly from an innovation perspective, it is an implementation of ideas that result in improvements which create value to businesses.

2.17. SUMMARY

The literature shows the importance of entrepreneurship and the need for entrepreneurship education. The variations of the courses on offers are very wide spread and the many definitions of entrepreneurship available may attribute to that. This study will aim to contribute to what aspects of entrepreneurship education are important and the outcomes thereof. The ensuing chapter delves into issues regarding the methodology for this study.

CHAPTER 3

RESEARCH METHODOLOGY

3.1. INTRODUCTION

The literature review in the preceding chapter formed the basis for the study to determine the impact of entrepreneurship education on students and entrepreneurs. In the pursuit of research one must be cognitive of the design and research method applied. According to Bryman and Bell (2007, pp. 39-40), there needs to firstly be a distinction between the research design and the research method. Bryman and Bell (2007) suggested that methods can be and are correlated with different kinds of research designs. The research design guides the platform of the research method and the analysis resulting from the research. This chapter describes the steps taken to carry out the research and amongst others it describes elements of the instrument used, the distribution and collection methods and the analysis of the data.

3.2. QUANTITATIVE AND QUALITATIVE METHODOLOGY

According to Bryman and Bell (2007:154-155) quantitative research is the collection of numerical data and a view of the relationship between theory and research that is deductive. Bryman and Bell (2007:402-403) stated that qualitative research on the other hand is concerned with more words than numerical data and is inductive by nature.

The more common distinctions between Qualitative and Quantitative research is that qualitative research has characteristics of; being based on the viewpoints of the participants, unstructured, meaning and conducted in natural settings. Quantitative on the other hand have characteristics of; being based on the viewpoint of the researcher, structured, observes behaviour and is conducted in artificial environments Bryman and Bell (2007:426).

Due to the nature of the research, which involves measurement of results, the need to compare theory to results and to be able to generalise the findings causality, the researcher decided to adopt a quantitative approach.

3.3. STATEMENT OF THE RESEARCH PROBLEM

According to Matlay and Carry (2007) Government believes that entrepreneurship can have a positive impact on a nation's socio-economic and political infrastructure. Being mindful of this one must ask what can be done to encourage the growth of entrepreneurs. Adcroft et al (2004) suggests that entrepreneurs possess certain personal traits that allow them to become entrepreneurs but this should be accompanied by skills to grow entrepreneurs. There are a number of entrepreneurship courses that are available globally and locally. Each of these courses offers a varied range of modules or subjects. This study aims to determine the impact that entrepreneurship courses have on entrepreneurs and the students studying those courses. It also examines the possible reasons of students not taking such courses.

3.4. AIM AND OBJECTIVES OF THE STUDY

3.4.1. Aim

The aim of this study is to assess the impact of entrepreneurship courses on students and entrepreneurs. Governments approach towards fostering entrepreneurship is through education. This may be a positive approach but the important things to note are the outcomes of the education and to determine if it has the desired effect. If this is not the case then it becomes paramount to determine the reasons for the failure of the courses or the lack of engaging such courses. To achieve this aim various objectives have been formulated.

3.4.2. Objectives

In order to determine the impact of entrepreneurship education on students and entrepreneurs, the study objectives are:

- To investigate entrepreneurship education.
- To determine the quality of entrepreneurship courses offered by different service providers.
- To determine what drives entrepreneurship education.
- To determine what prospective students look for in an entrepreneurship course.

3.5. FOCUS

The focus of the study evaluates the impact of entrepreneurship education amongst the students of the Graduate School of Business at the University of Kwa-Zulu Natal. The students of the Graduate School of Business were chosen as the school offers entrepreneurship courses at Masters level and at beginner level.

3.6. SAMPLING

In the pursuit of research at most times it becomes impossible to conduct research on an entire population and some reasons, amongst others, are the costs and time associated with collection of data (Bryman and Bell 2007, pg. 180). In light of these reasons it becomes necessary to adopt a sampling approach to select a sample that represents the population. Bryman and Bell (2007, pp. 39-40) suggested that a sample is a fragment of a population that is selected for research and investigation. This becomes a subset of the population. Sekaran (1992, pg. 227) stated that not

often will a sample be the accurate duplication of the population but if a scientific approach is adopted one can be reasonably sure that the sample statistic will be close to the population parameters.

The method of selecting the sample is mainly through probability and non probability sampling. Sekaran (2003, pg. 270) stated that probability sampling is a chosen option of sampling when elements in the population have a known probability of being chosen. Sekaran (2003, pg. 276) stated that in the case of non probability sampling, the elements in the population don't have any probabilities attached to their being chosen as sample subjects. Translated, this means that the study of the sample cannot be confidently used to generalise the results to the population.

There are various methods of probability sampling and (Bryman and Bell 2007, pp. 185-187) provide the following guide to choosing the sampling method to be employed:

- **Simple Random Sampling**

- Is the most basic form of probability sampling where each unit of the sample has an equal probability of inclusion in the sample.

- **Systematic Sampling**

- This is a variation of the simple random sample and this method allows one to select units directly from the sampling frame. The sampling frame is a listing of all the units in the population from which the sample is selected.

- **Stratified Random Sampling**

- Occurs when the samples is expected to exhibit proportional representation of different population types.

There are various methods of non probability sampling and (Bryman and Bell 2007, pp. 196-201) provide the following guides to choosing the sampling method to be employed:

- **Convenience Sampling**

- This method of sampling is used simply because it is available to the research due to ease of accessibility.

- **Snowball Sampling**

- This is a form of convenience sampling by method of the researcher making contact with an initial group of the sample and uses that group to extend the research to others and continuously expand the contribution.

- **Quota Sampling**

- The aim of this type of sampling is to reflect the population in terms of relative proportions in various categories such as gender, age and etc.

According to Sekaran (2003, pg. 252) both the sample design and sample size play a pivotal role to establish the representativeness of the sample to ensure that the general population is represented. The sample design and sample size are both closely aligned and therefore any sampling decision must consider both elements.

The research will be based on a convenience sampling. This research methodology has been adopted to save on time and money.

3.7. SAMPLE SIZE

According to Roscoe (1975 cited in Sekaran 1992, pg. 253-254) the sample size is paramount if it is to represent the population and too many or too little may be ineffective. The following guidelines are proposed when choosing the sample:

- Sample sizes larger than 30 and less than 500 are acceptable for most research.
- Where samples are to be broken into subsamples (males, females, juniors and etc.), a minimum sample size of 30 for each category is necessary.
- In a multivariate research (including multiple regression analysis), the sample size should be several times (preferably 10 times or more) as large as the number of variables in the study.
- For simple experimental research with tight experimental controls (matched pairs, etc.), successful research is possible with samples as small as 10 to 20 in size.

A non probability, convenience sample of 121 students at the Graduate School of Business, University of Kwa-Zulu Natal was selected as the sample. The sample was achieved by sending out an email link to all students at the Graduate School of Business. This link directed the respondents to an online questionnaire for participation. The research instrument as stated will be a questionnaire which will be distributed through an online web survey using QuestionPro and the same questionnaire will be handed out to persons without internet access. The survey will have open and closed questions plus ranking questions. The questionnaire was viewed by 190 respondents, started by 145 respondents and 121 respondents completed the questionnaire.

3.8. DATA COLLECTION METHOD AND APPROACH

According to Sekaran (2003, pp. 223-248) data collection methods form an important part of the research design. There are many data collection methods but two of the more popular methods are:

3.8.1. Interviews

These may include, amongst other methods, face-to-face interviews and telephone interviews. This type of data collection can be structured or unstructured and its main advantage is flexibility in terms of changes in things like questions to get the most of the interviewee.

3.8.2. Questionnaires

This method involves a written set of questions and the respondents are expected to record all answers. This approach is efficient in that the researcher knows what he or she is looking for and creates the questionnaire to satisfy the research. Some methods many include personally administered questionnaires, mailed or electronically distributed.

Many methods of data collection could have been deployed to conduct research for this study. However, an electronic questionnaire was administered to collect the data relevant to this study. The reason for this choice was the cost effectiveness. The questionnaire was administered personally and via an online survey company called QuestionPro. The use of QuestionPro allows one to collect data and it provides tools for data analysis.

3.9. QUESTIONNAIRE DESIGN

According to Sekaran (2003, p. 237) the questionnaire design should focus on three areas:

3.9.1. The wording of the questions

This covers areas of appropriateness of contents, the level of sophistication in the language used, the type and form of questions asked and the personal data this is asked for.

3.9.2. Planning

This covers the planning off issues and how variables will be categorised, scaled and coded after collection has occurred.

3.9.3. Appearance

This covers the general appearance of the questionnaire.

The questionnaire for this study was based on the literature review specific to the following areas; understanding entrepreneurship, the role of entrepreneurship in the economy, challenges facing entrepreneurs, the need for entrepreneurship education, the role/need for entrepreneurship development and education, education and high growth entrepreneurs, impact of entrepreneurship education on entrepreneurs, areas of entrepreneurship education, what are entrepreneurship courses offering and education gaps for entrepreneurs. The Instrument covered four areas namely; 1) Demographics, 2) Cost, benefit and disadvantage views from those students that studied or were studying entrepreneurship, 3) Those students who was not studying entrepreneurship; what were the reasons driving their choice and 4) Areas of improvement for the entrepreneurship courses.

The questionnaire was accompanied by a covering letter that explained the purpose and the nature of the research (APPENDIX A).

The nature of the questions were; open, closed, ranked and multiple choice questions. The question was designed in such a manner that respondents could respond electronically and by means of answering on a hard copy. The structure of the questionnaire was kept simple to promote answering of the questionnaire to satisfy the objectives of the research and to create reliability and understanding of the questions. Bryman and Bell (2007, pg. 266) suggested that a general rule of thumb when creating research questions should be to make sure that the questions relate to the research with an intention of getting results that add value to the research.

3.10. DATA CAPTURING METHODS

The survey was hosted at QuestionPro (<http://www.QuestionPro.com/>), an online survey hosting website. All of the electronic responses are captured onto QuestionPro by the respondents who had internet access. The researcher captured the responses received from the hard copies of the questionnaire.

3.11. DATA ANALYSIS METHODS

One of the reasons for using QuestionionPro was that it has a data analysis tool that allows manipulation of data. Bryman and Bell (2007, pg. 603) state that computer aided software, like QuestionPro, is fast becoming a popular means of collecting and analysing data. The tools on offer from QuestionPro provide frequency analysis, means analysis and a cross-tabulation function that allows variables to be compared to show relationships between them.

3.12. SUMMARY

This chapter discussed the research methodology followed in conducting the study. This chapter also described the sample, the data collection method and the questionnaire design. The statement of the research problem was presented and followed by the aim, objectives and focus of the study. The sample of the population where data will be collected consisted of students from the Graduate School of Business. The online questionnaire was presented as the research tool instrument and QuestionPro as the data collection method. The motivation for these choices was also provided. And finally the procedures and techniques for analysis will also be specified in respect to the construct to be measured.

CHAPTER 4

RESULTS

4.1. INTRODUCTION

Chapter four summarises the outcomes of this study. The data was collected through an online survey completed by students of the University of Kwa-Zulu Natal, Graduate School of Business. The data collected from the respondents will be analysed and presented in the form of descriptive and inferential statistics. The data is a representation of respondents who either studies entrepreneurship, either studied entrepreneurship or has never studied entrepreneurship. The resulting data allowed the researcher to investigate the impact of entrepreneurship education on students. The data is a presentation of a total of 190 students who viewed the questionnaire, 145 that started the questionnaire and the 121 that completed the questionnaire.

This chapter will be presented in five sections. The first sections describe the reliability of the data. The second describes the demographics of the students who responded to the questionnaire. The third, fourth and fifth sections present data that related to the objectives of the research. These sections will contain descriptive and inferential statistics that aim to create relationships between the objectives and the data collected.

Bryman and Bell (2007, pg.349) suggested two techniques when analysing data. The first suggests that one cannot apply any technique to any variable. It is important to be acquainted with the ways in which different types of variables are classified. The second important consideration is that the size and nature of your sample will impose limitations on the techniques used.

4.2. RELIABILITY OF DATA

The reliability of the questionnaire was determined using the Cronbach's Alpha coefficient. Sekaran (1992, pg. 174) stated that the most popular test for interim consistent reliability is the Cronbach's coefficient alpha.

Table 4.1: Cronbach's Alpha Coefficient

Cronbach's Alpha	N of Items
.821	39

Table 4.1 illustrates the alpha coefficient for the 39 items (N) to be 0.821. This suggested that the items have relatively high internal consistency.

4.3. DATA ANALYSIS

4.3.1. Description of the Sample

A demographic description of the sample is presented in Table 4.2. The table illustrates the various age groups, gender and race of the respondents.

Table 4.2: Demographic Information of Respondents

Description	Percentage
Age: 18-25	13%
26-29	10%
30-35	24%
36-39	23%
40-45	18%
46-49	4%
50-55	6%
56-60	3%
Gender: Male	67%
Female	33%
Race: Black	52%
Coloured	2%
Indian	37%
White	9%

The majority of the respondents were aged between 30-35 years (24%). The second highest age category of 36-39 was 23%. Therefore 47% of the respondents were between the ages of 30-39 years of age which attributed to the highest age group of most part time students at the University of KZN. It was also apparent that only 13% at the ages of 46-60 study at this level with the lowest being 3% at the ages of 56-60.

The majority of the respondents were males (67%) compared to females (33%). This is an indication that more males were studying at the Graduate School of Business. Blacks were the majority, at 52%, of students studying at the Graduate School of Business. This was followed by Indians, at 37%, Whites represented 9% and Coloureds represented by 2%.

4.4. OBJECTIVE 1 - TO INVESTIGATE ENTREPRENEURSHIP EDUCATION

The area of entrepreneurial knowledge will be analysed through question Q4 from the questionnaire. The nature of the courses being offered will be analysed through questions Q5, Q6, Q7, Q9 and Q10 from the questionnaire. The benefits of the courses will be analysed through question Q8 from the questionnaire.

4.4.1. Entrepreneurial Knowledge

Figure 4.1 illustrates the level of entrepreneurship knowledge levels attained by the respondents.

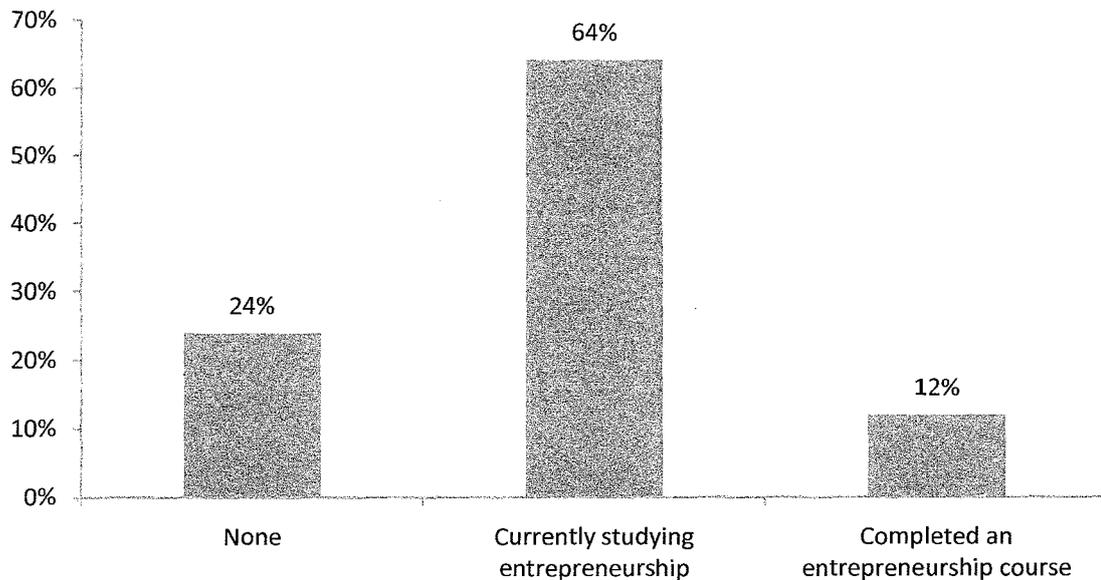


Figure 4.1: Level of Knowledge Attained

Figure 4.1 illustrates that the majority of the respondents (64%) were currently studying an entrepreneurship course. The sample that is not studying contributed 24% of the sample size and those who completed an entrepreneurship course was 12%.

4.4.2. Nature of Entrepreneurship Courses - Duration

Figure 4.2 illustrates the duration of the entrepreneurship courses that were undertaken.

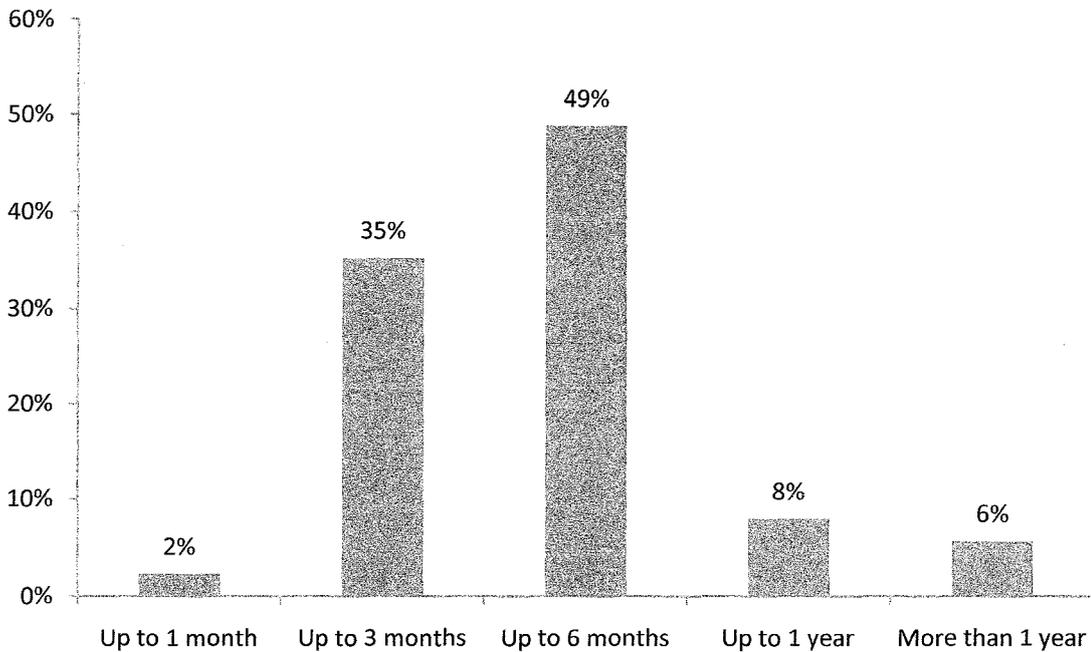


Figure 4.2: Duration of the Entrepreneurship Course

Figure 4.2 illustrates that the majority of the entrepreneurship courses undertaken (49%) were up to 6 months. The other noticeable course duration (35%) was up to 3 months. Very few courses undertaken (6%) exceeded more than a year and very few courses undertaken (2%) were up to one month. For courses, up to 1 year, only 8% were prevalent.

4.4.3. Nature of Entrepreneurship Courses - Costs

Figure 4.3 illustrates the costs of the entrepreneurship courses that were undertaken.

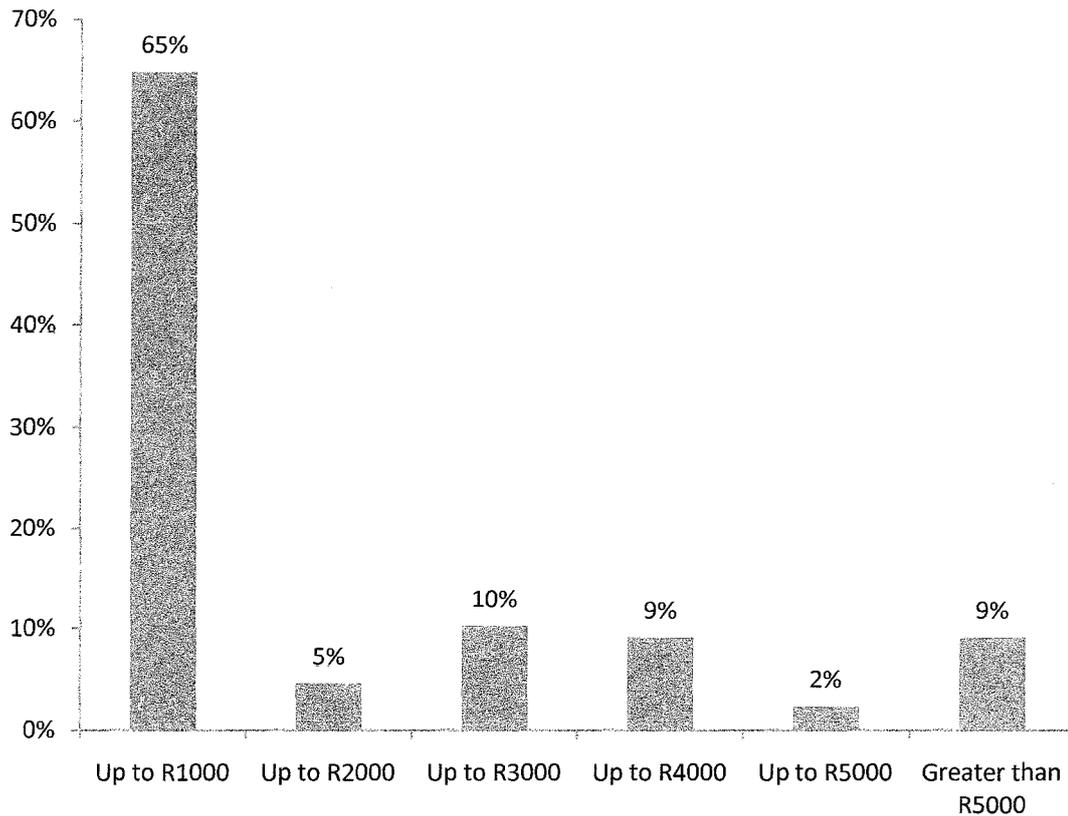


Figure 4.3: Costs of the Entrepreneurship Course

Figure 4.3 illustrates that the majority of the entrepreneurship courses undertaken (65%) cost up to R1000. The other noticeable cost pattern suggests that there are differences in the costs of the entrepreneurship courses on offer. Most respondents pay up to R1000 for the entrepreneurship courses but there are respondents, albeit in the minority, who pay from up to R2000 to over R5000.

4.4.4. Nature of Entrepreneurship Courses - Institutions

Figure 4.4 illustrates the institutions where the entrepreneurship courses were undertaken.

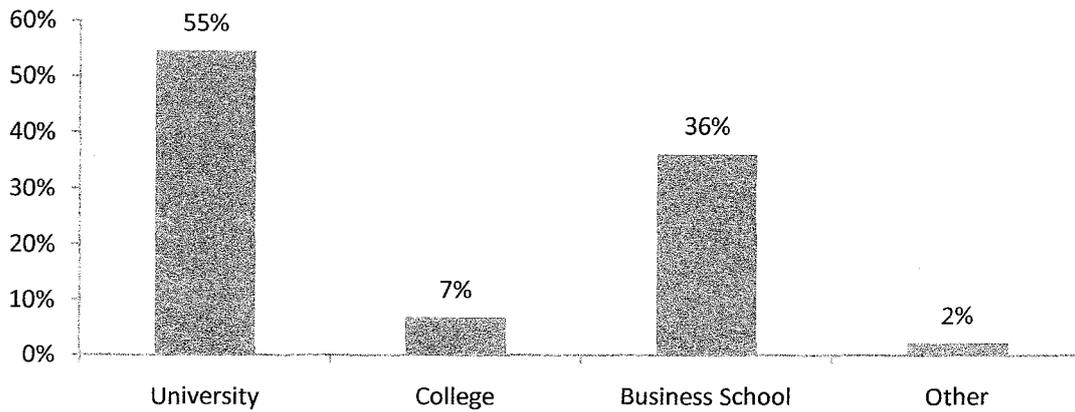


Figure 4.4: Institutions Offering Entrepreneurship

Figure 4.4 illustrates that the majority of the entrepreneurship courses undertaken (55%) was at University. This was followed by 36% of the courses undertaken at Business Schools.

4.4.5 Nature of Entrepreneurship Courses – Topics

Figure 4.5 illustrates the topics on offer for an entrepreneurship course.

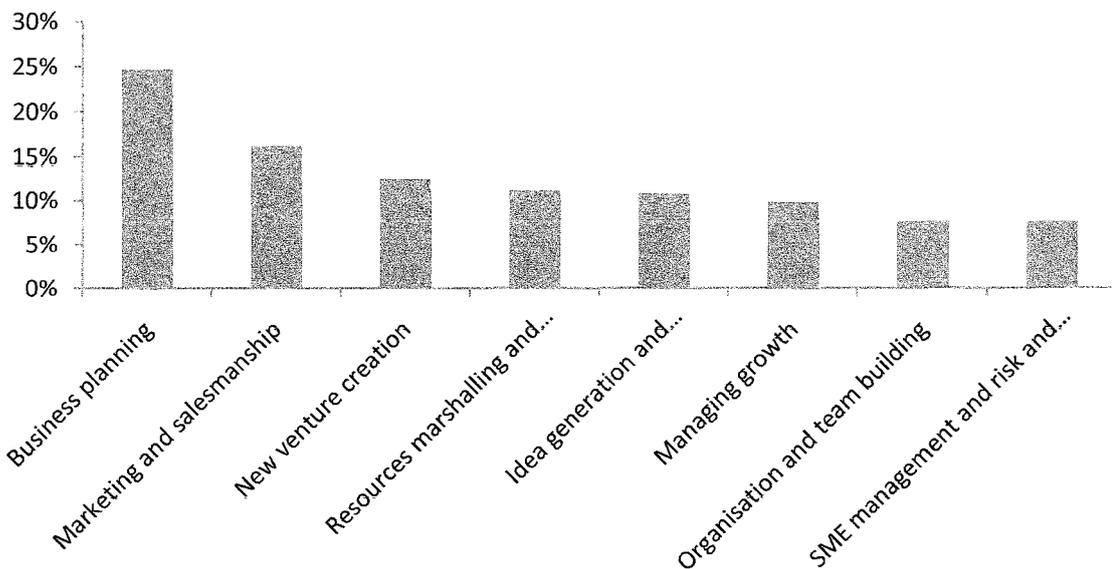


Figure 4.5: Topics of the Entrepreneurship Courses

Figure 4.5 illustrates that the most common topic (25%) covered in an entrepreneurship course is business planning. The next topic (16%) was marketing and salesmanship. The other subjects; resources marshalling and finance, idea generation and opportunity discovery, managing growth, organisation and team building, new venture creation, SME management and risk and rationality, fared between an 8-12% in popularity.

4.4.6. Nature of Entrepreneurship Courses – Topic Improvement

Figure 4.6 illustrates what aspects of the course required improvement.

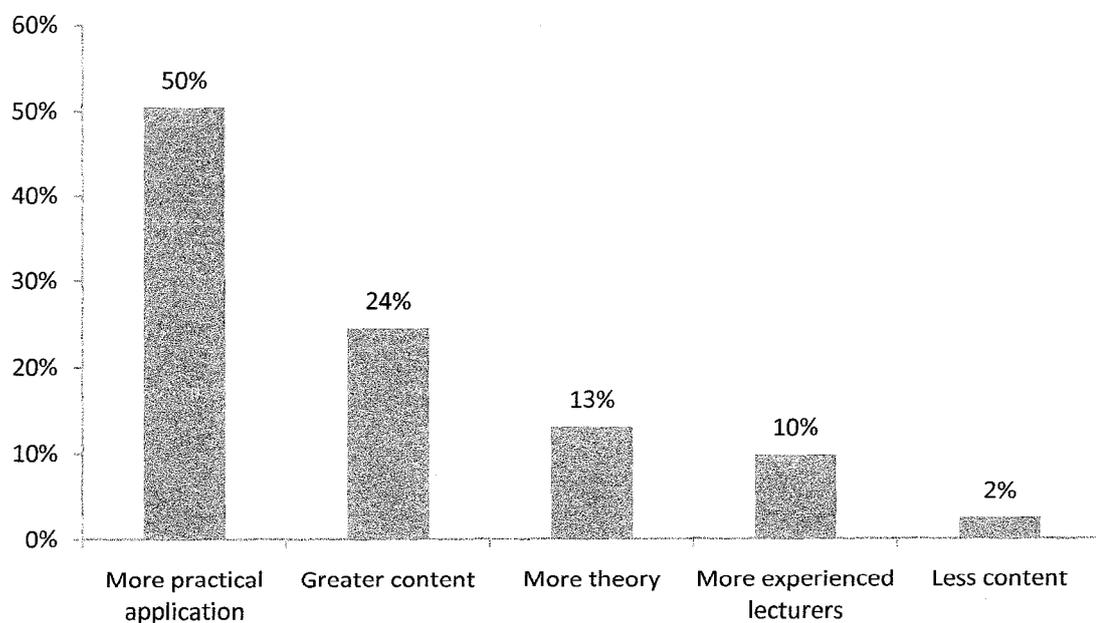


Figure 4.6: Topic Improvements

Figure 4.4.6 shows the responses to which areas of the course required improvement. The majority of respondents (50%) indicated that there was a need for more practical applications in the course. This was followed by improvements for; greater content (24%), more theory (13%), more experienced lecturers (10%) and less content (2%).

4.4.7. Knowledge and Gender

Table 4.3 illustrates what aspects of the course required improvement.

Table 4.3: Knowledge and Gender

		Knowledge		
		None	Currently studying entrepreneurship	Completed an entrepreneurship course
Gender	Male	22%	64%	13%
	Female	26%	65%	9%

Table 4.3 illustrates that a balance in terms of gender where 64% of males and 65% of females are studying entrepreneurship. More males have completed the course (13%) compared to the females (9%). There also appears to be a neutral balance where 22% of males and 26% of females are not studying the course.

4.4.8. Race and Knowledge

Table 4.4 illustrates the relationship between Race and Knowledge.

Table 4.4: Race and Knowledge

		Knowledge		
		None	Currently studying entrepreneurship	Completed an entrepreneurship course
Race	Black	18%	70%	11%
	Coloured	33%	33%	33%
	Indian	29%	61%	10%
	White	25%	58%	17%

Table 4.4 shows that majority of Blacks (70%) are studying entrepreneurship and this was followed by Indians (61%), Whites (58%) and Coloureds (33%).

4.4.9. Nature of Entrepreneurship Courses – Benefits of the Course

Table 4.5 illustrates the relationship between knowledge attained and benefits derived from studying an entrepreneurship course.

Table 4.5 Knowledge and Benefits

		Benefits						Total
		Conditioned me to find business ideas	Provided a platform on how to start my own business	Provided guidelines on how to identify risk	Provided guidelines on how to manage risk	Provided guidelines to convert ideas to business	Motivated me to become an entrepreneur	
Knowledge	Currently studying entrepreneurship	95%	71%	75%	71%	100%	84%	85%
	Completed an entrepreneurship course	5%	29%	25%	29%	0%	16%	15%
	Total	100%	100%	100%	100%	100%	100%	100%

Table 4.5 analysis the relationship of entrepreneurial knowledge and benefits attained from either studying or having studied the course. The results indicate a significant variation between respondents who studied entrepreneurship and the benefits they attained v respondents who are studying entrepreneurship and the benefits they attained.

A significant number of respondents (85%), who were currently studying the entrepreneurship course, attained the benefits of: being able to convert their ideas to business (100%), taught me how to find business ideas (95%) and motivated me to become an entrepreneur (84%).

The respondents all attained results of over 71% suggesting that the respondents are benefiting from the course. On the other hand those that completed studying the course (15%) achieved results of between 5-29% of benefits. The significant benefit exclusion was "Provided guidelines to convert ideas to business". All the students who completed the course didn't attain any of that benefit.

The objective of determining the effects of entrepreneurship has provided some interesting insight. The four main areas investigated were, demographics of the respondents, entrepreneurial knowledge, the nature of the courses being offered and the benefits attained from the course. In the first area, demographics, some highlights were that most students studying were Blacks (52%). The gender classification had a majority of males (67%) and the noticeable age group, studying at the Graduate school was between 30-39 years (47%).

For entrepreneurial knowledge the study revealed that most students were studying entrepreneurship (64%). The most common duration of the course was 6 months (49%). The most evident cost was up to R1000 for the course (65%). The most common topics covered in entrepreneurship were business planning (25%) and marketing and salesmanship (16%). Half of the respondents indicated that more practical application would improve the course.

4.5 OBJECTIVE 2 – TO DETERMINE THE QUALITY OF ENTREPRENEURSHIP COURSES OFFERED BY DIFFERENT SERVICE PROVIDERS

This objective will be analysed through questions 5, 6, 7, 9 and 10.

4.5.1. Topics and Service Providers

Table 4.6 shows the relationship between entrepreneurship topics and service providers offering them.

Table 4.6: Topics and Service Providers

		Service Providers			
		University	College	Business School	Other
Topics	Resources marshalling and finance	10%	11%	12%	10%
	Marketing and salesmanship	15%	26%	17%	10%
	Idea generation and opportunity discovery	11%	11%	10%	10%
	Business planning	24%	26%	27%	20%
	Managing growth	12%	5%	8%	10%
	Organisation and team building	7%	5%	9%	10%
	New venture creation	15%	16%	8%	20%
	SME management and risk and rationality.	7%	0%	10%	10%

The analysis in table 4.6 indicates that all of the service providers offered the most common entrepreneurship topics. It was evident the most common topic offered was business planning (20%-27%) from the various service providers. The least offered topics (5-10%) from all service providers was organisation and team building.

Table 4.7: Service Providers and Improvement Areas

		Service Providers			
		University	College	Business School	Other
Improvement Areas	Greater content	26%	20%	21%	50%
	Less content	1%	10%	2%	0%
	More theory	17%	0%	14%	0%
	More practical application	43%	50%	58%	50%
	More experienced lecturers	12%	20%	5%	0%

Table 4.7 illustrates the respondents views on which institutions required improvement. The most significant observation is a requirement for more practical application from all service providers. There was also a need for greater content in terms of areas that need to be covered. On the evaluation of lecturers there is a requirement for service providers to offer more experienced lecturers with the greatest demand (20%) from Colleges, 12% from Universities and 5% from Business Schools.

4.5.2. Topics and Improvement Areas

Table 4.8 shows the relationship between the most popular entrepreneurship topics and service providers offering entrepreneurship courses.

Table 4.8: Topics and Improvement Areas

		Improvement Areas				
		Greater content	Less content	More theory	More practical application	More experienced lecturers
Topics	Resources marshalling and finance	27%	2%	6%	55%	10%
	Marketing and salesmanship	23%	1%	9%	56%	10%
	Idea generation and opportunity discovery	27%	4%	14%	45%	10%
	Business planning	24%	1%	15%	50%	9%
	Managing growth	25%	4%	19%	40%	13%
	Organisation and team building	26%	0%	15%	47%	12%
	New venture creation	26%	2%	18%	43%	11%
	SME management and risk and rationality.	29%	0%	12%	49%	10%

Table 4.8 illustrates the respondents views on which topics require improvement in terms of content, theory, practical application and lecturers. A significant observation is the requirement for more practical application for all of the topics offered and that ranged from 40-56%. There was also an overall need for lecturers of all the topics to be improved and that ranged from 9%-13%. There was also a requirement by respondents to have more theory covered in these topics.

4.5.3. Service Providers and Duration

Table 4.5.4 shows the relationship between service providers and the duration of the entrepreneurship courses.

Table 4.9: Service Providers and Course Duration

		Duration				
		Up to 1 month	Up to 3 months	Up to 6 months	Up to 1 year	More than 1 year
Service Providers	University	2%	30%	60%	6%	2%
	College	0%	0%	67%	17%	17%
	Business School	3%	47%	31%	9%	9%
	Other	0%	50%	50%	0%	0%

Table 4.9 illustrates the respondents views on the duration of the courses offered at the various service providers. The most significant observation was that most of the courses at most service providers run up to 6 months. This is closely followed by the course duration of up to 3 months offered by most service providers with the expectation of Colleges don't offer 3 month courses. Very few courses at these service providers run up to a month or up to a year.

4.5.4. Service Providers and Costs

Table 4.10 shows the relationship between service providers and the cost of the entrepreneurship courses.

Table 4.10: Service Providers and Cost

		Costs					
		Up to R1000	Up to R2000	Up to R3000	Up to R4000	Up to R5000	Greater than R5000
Service Providers	University	70%	4%	10%	10%	2%	4%
	College	33%	17%	17%	0%	17%	17%
	Business School	66%	0%	9%	9%	0%	16%

Table 4.10 illustrates the relationship between the services providers and cost of the entrepreneurship courses. The most significant observation was that most of the service providers charge up to R1000 for the entrepreneurship course. On the other end of the spectrum, service providers offer courses that cost more than R5000.

The objective to determine the quality of courses by different service providers was explored by creating cross tabulations between service providers and various aspects of entrepreneurship courses. The most noticeable observation was that business planning was offered by all institutions. There was a requirement for more practical application of the subjects offered. Most service providers offered the course for a duration of between 3-6 months and the cost of most courses were up to R1000.

4.6. OBJECTIVE 3: TO DETERMINE WHAT DRIVES ENTREPRENEURSHIP EDUCATION

This objective will be analysed through questions 11 and 12 of the questionnaire.

4.6.1. Reasons for not Studying Entrepreneurship

Figure 4.7 illustrates the reasons for the respondents not wanting to study entrepreneurship courses.

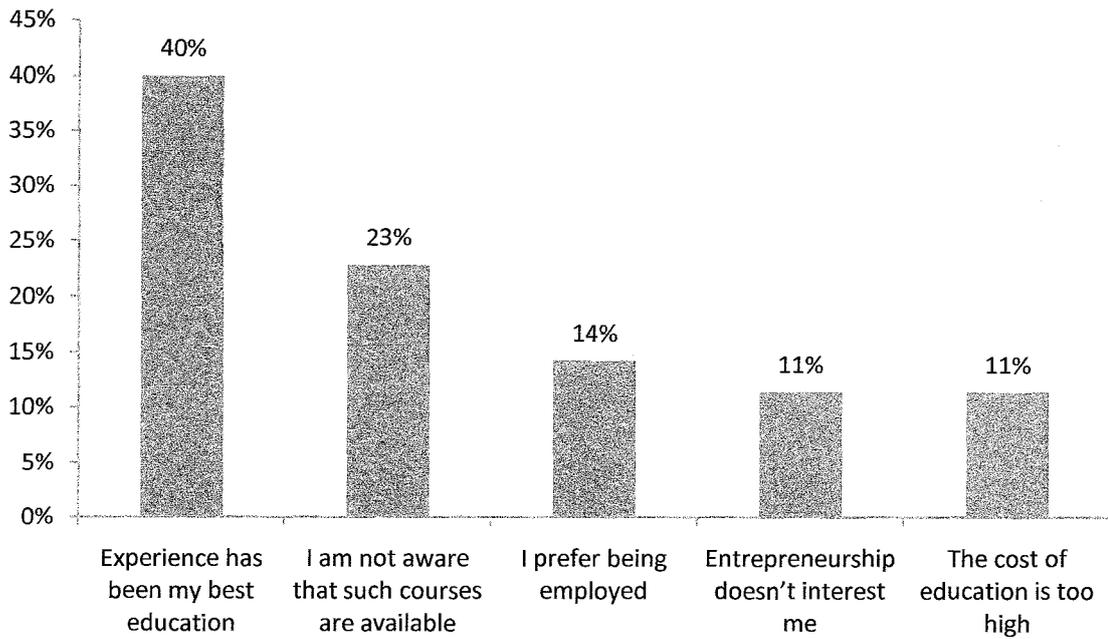


Figure 4.7: Reasons for not Studying Entrepreneurship

Figure 4.7 illustrates the possible reasons for the entrepreneurship courses not being taken. A majority of responses (40%) indicate that experience has been the best form of education. Another reason for not doing an entrepreneurship course was that 23% of respondents were not aware that such courses exist.

The other noticeable reasons were; “entrepreneurship doesn’t interest me” and “I prefer being employed” are closely related as those who prefer being employed don’t seek entrepreneurship as an alternate career choice. The representation of results indicates that 11% and 14% respectively chose these reasons. Amongst the other reasons; the cost of education is high, 11%, featured in the results suggesting that finance can be a stumbling block to studying entrepreneurship.

4.6.2. Drivers for Students Wanting to Study Entrepreneurship Courses

Figure 4.8 illustrates reasons why students would intend to study entrepreneurship.

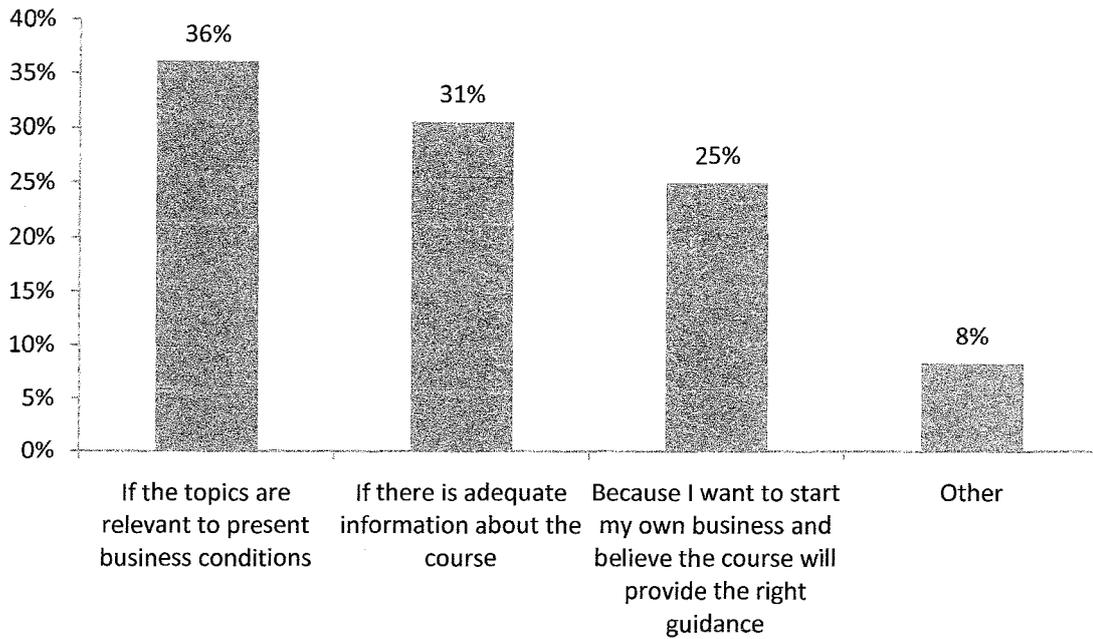


Figure 4.8: Reasons to Choose Entrepreneurship Courses

Figure 4.8 illustrates three significant reasons why respondents would want to study entrepreneurship. The first reason (36%) would be if the topics were relevant to present business conditions. The second reason (31%) would study if there was adequate information about the course and the third reason, (25%) would study the course because they wanted to start their own business and believed the course would provide the right guidelines.

The results indicate an interesting choice in terms of reasons why respondents would choose or not choose to study entrepreneurship. Respondents who were not interested in doing an entrepreneurship course indicated that experience was the best education. Those respondents who would consider studying entrepreneurship would do so if the subject related to present business conditions and if there was enough information about the course. A significant reason by the respondents for wanting to do entrepreneurship would be to start their own business.

4.7. OBJECTIVE 4 - TO DETERMINE WHAT PROSPECTIVE STUDENTS LOOK FOR IN AN ENTREPRENEURSHIP COURSE

To determine if there is a requirement for entrepreneurship education; the study looked at the drivers for students wanting to study entrepreneurship courses which will be analysed through questions 13, 14 and 15 from the questionnaire.

4.7.1 Acceptable Costs for Entrepreneurship Courses

Figure 4.9 illustrates the costs that are acceptable to the respondents to study entrepreneurship courses.

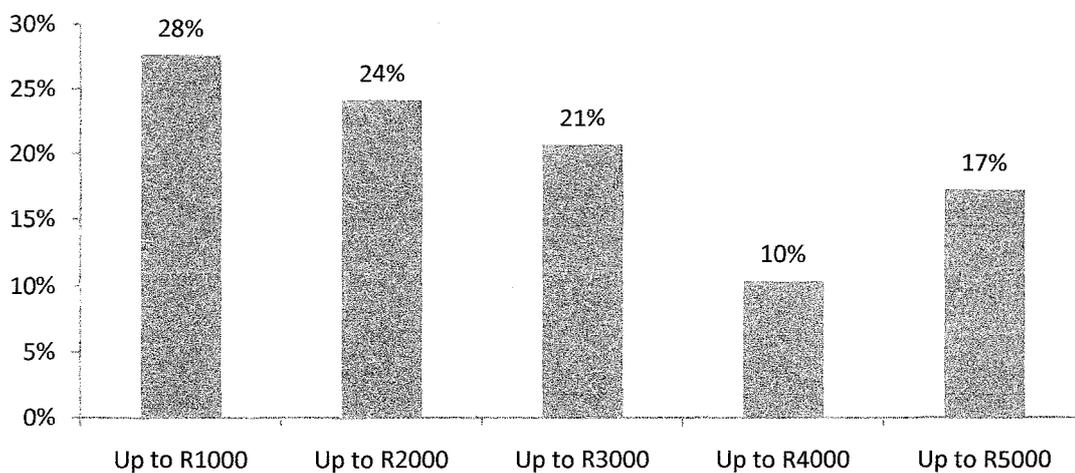


Figure 4.9: Cost of Entrepreneurship Courses

Figure 4.9 indicates that most respondents (28%) would pay up to R1000 for an entrepreneurship course. The other noticeable responses indicate that 24% would pay up to R2000 and 21% would pay up to R3000 to study entrepreneurship. Some respondents, 17% would even pay up to R5000 to study.

4.7.2. Acceptable Institutions for Entrepreneurship Education

Figure 4.10 illustrates the institutions where respondents would like to study entrepreneurship courses.

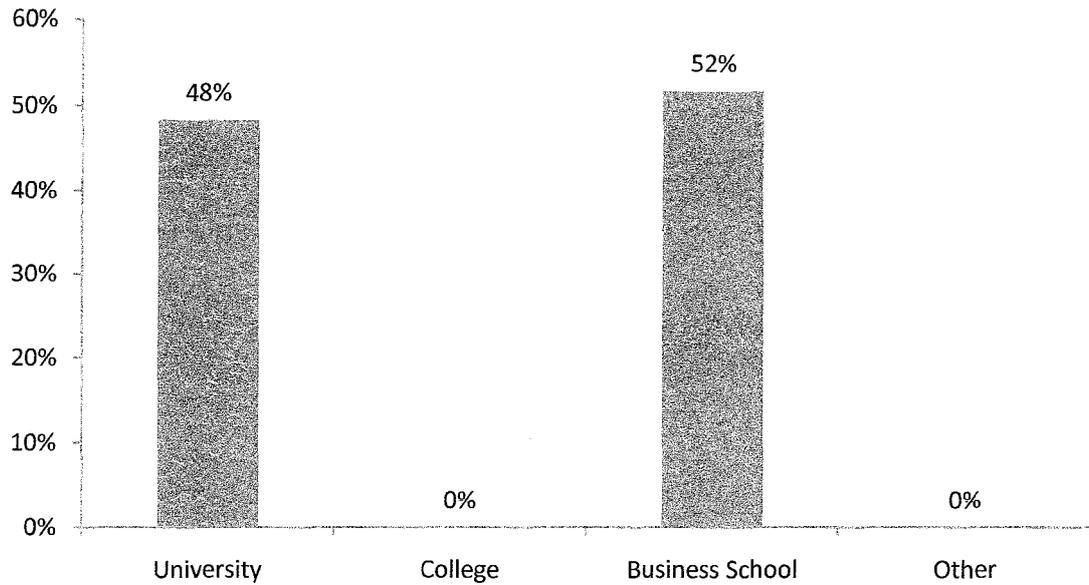


Figure 4.10 Institutions for Entrepreneurship Courses

Figure 4.10 illustrates an overwhelming response to the study of entrepreneurship in higher education institutions like university and business schools. The majority of the respondents (52%) chose business school as the preferred choice of a learning institution. The other significant choice of institution to study at was university (42%).

4.7.3. Expectations of Entrepreneurship Courses

Figure 4.11 illustrates the expectation from students regarding entrepreneurship education.

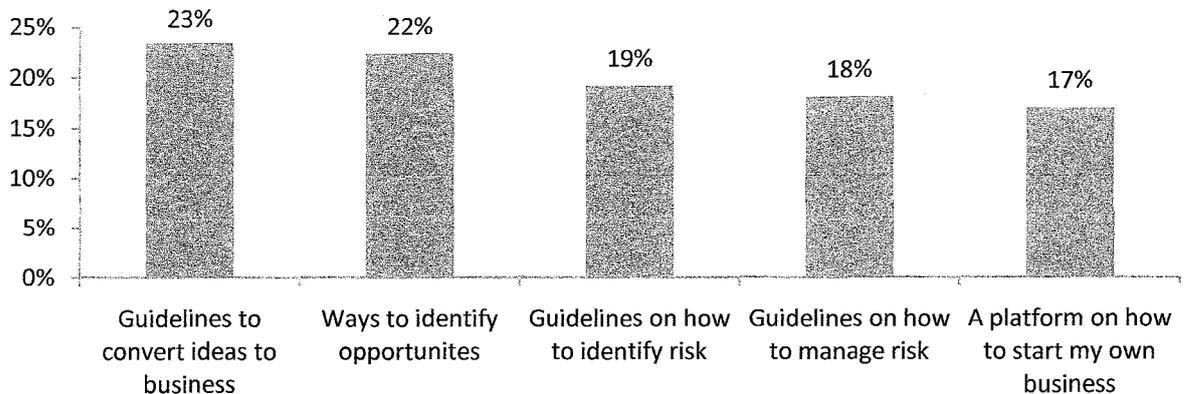


Figure 4.11: Expectations of Entrepreneurship Courses

Figure 4.11 indicates that most of the options provided for in terms of expectations of an entrepreneurship course were important. The range for each option was 17-23%. The most significant expectation (23%) was for guidelines to convert ideas to business. This was closely followed by ways to identify opportunities (22%). The least significant reason was to provide a platform on how to start one's own business. The other expectations that featured were how to identify risk (19%) and how to manage risk (18%).

4.7.4. SUMMARY

To determine if there is a requirement for entrepreneurship education the study investigated areas of acceptable costs of the course, institutions where they would like to study the course and the respondent's expectations of the course.

Respondents who intended to study indicated that adequate information must be available, the topics must be relevant to present business conditions and they wanted to start their own business. The cost of the course was an important consideration and most respondents were willing to pay up to R2000 for the course and the preferred choice of institutions to study at were universities and business schools. When respondents were presented with options in terms of expectations, there was an indication that all expectations were important.

This chapter has presented the results in a factual format. Chapter 5 will discuss these findings in greater detail in order to draw inferences and to make deductions about what the respondent were saying.

CHAPTER 5

DISCUSSION

5.1. INTRODUCTION

Chapter two of this study offered the literature review on entrepreneurship education and chapter four has presented the data collected from the respondents. The data presentation in the preceding chapter provides the structure for interpretation of the study. Chapter five offers a discussion on chapter four and will seek to determine relationships between the literature review and the presentation and interpretation of the data. The problem statement that initiated the study, sought to determine the impact of entrepreneurship education on students. There were four study objectives formulated in this study to answer the problem statement. The findings from each objective will now be discussed

5.2 DEMOGRAPHICS

The analysis of the independent variables presented in section 4.4.2 shows that most of the respondents were Black, 52%. This was followed by Indians, 37%, Whites, 9% and Coloureds, 2%. The largest population group is Black in the KwaZulu-Natal province (68%), followed by Indian (20%), White (9%), and Coloured (3%) (SouthAfrica.info 2008). Therefore the number of respondents for race strongly correlates to the overall population of the province.

Male respondents accounted for 67% of the students and females accounted for 33% of respondents but this is inconsistent with the gender of Kwa-Zulu Natal which is 53% male and 47% female. The data collected illustrated the highest age group, 30-35, of respondents was 24%. This was closely followed by the age group of 36-39 that accounted for 23% of the respondents. At the ages of 40-60, the numbers show an overall decline in the number of students studying at this institution.

5.3 FINDINGS OF THE STUDY

The preceding chapters provided insight into entrepreneurship and entrepreneurship education from different aspects like, costs, duration, service providers, subjects covered, the benefits attained, improvement aspects and what drives students to study or not study such courses. It also provided insight from different literature on education and what in terms of education is available and how education is viewed in industrialised countries. Important findings in relation to each of these factors will now be discussed.

5.4. OBJECTIVE 1 - TO INVESTIGATE ENTREPRENEURSHIP EDUCATION

The first objective of this study was to evaluate the quality of courses by the different service providers and evaluate aspects such as how many students study or have studied entrepreneurship, those that don't, cost factors, course duration, choice of service providers and the effects thereof. Figure 4.4.1 provided insight into how many students studied, how many student currently study and those that don't study entrepreneurship. A majority of 64% were studying whilst 12% had completed a course in entrepreneurship and 24% had no entrepreneurship knowledge. These statistics are consistent with trends in most industrialised countries where the study of entrepreneurship has been widespread due to governmental belief that entrepreneurship can have a positive effect on the economies of nations (Matlay and Carey, 2006 cited Matley, 2008 p. 382).

In terms of course duration, section 4.4.2 indicated that most courses are between 3 to 6 months, 84%. The sample was at the Graduate School of Business which suggests that the courses are taken on a part time basis. This is consistent with Matlay's (2008, p. 387) findings that suggested entrepreneurship courses are most frequently offered as part-time studies at Business Schools and Universities.

Section 4.4.3 revealed that most courses where undertaken at University or Business

Schools and this is consistent with findings from Solomon (2007, p. 174) who stated that most entrepreneurship education programs exist mainly at University Business Schools. This notion is also supported by Matley (2008, p. 384) who stated that most of entrepreneurship education in universities of industrialised countries are designed, delivered and accredited in Business Schools. This argument suggests that there is a need for entrepreneurship education and there is a strong dependence on business schools and universities to offer these courses.

Section 4.4.5 illustrated the various topics on offer in entrepreneurship courses. These topics were; resources marshalling and finance, marketing and salesmanship, idea generation and opportunity discovery, business planning, managing growth, organization and team building, new venture creation, SME management and risk and rationality. Mwasalwiba (2010, p. 29) found that in an evaluation of 18 courses a total of 116 topics were found and according to Benet (2006 cited in Mwasalwiba, 2010 p. 29) one of the main reasons for the variation was due to a lack of a common definition of entrepreneurship. Table 5.4 shows a comparison between Mwasalwiba (2010) findings and this study in terms of the most taught topics in entrepreneurship.

Table 5.1 Data Comparison between Mwasalwiba and this Study

Topics	Course Coverage (From this Study)	Course Coverage (From Mwasalwiba's Study)	Difference
Resources marshalling and finance	11%	16%	-5%
Marketing and salesmanship	16%	Not Compared	16%
Idea generation and opportunity discovery	11%	13%	-2%
Business planning	25%	12%	13%
Managing growth	10%	12%	-2%
Organisation and team building	8%	10%	-2%
New venture creation	12%	9%	3%
SME management and risk and rationality	8%	8%	0%

Table 5.1 shows that the biggest anomaly is in the area of business planning where the research indicated 25% in terms of popularity and Mwasalwiba's findings showed 12%. The difference shows that business planning is more important at the Graduate School of Business than other industrialized countries teaching entrepreneurship. Matley's (2008, p. 390) findings show some similarity on the issue of business planning and from a survey of Higher Education Institutions, found that students viewed business, from an importance point of view, as very low. One can deduce that the more industrialized countries have better business platforms in terms of resources and the service providers and students don't see business planning as a major challenge. However, students at the Graduate School of Business see this as important in all aspects of business and this is probably due to various resource problems like acquiring finance, infrastructure and the nature of how business is conducted in South Africa.

Section 4.4.6 showed areas of improvement that respondents would like to see in the coursework and 50% of the respondents indicated a need for more practical application in the course. The notion is supported by findings of Plaschka and Welsch (1990, cited in Solomon, 2007, p.175) who suggested that the entrepreneurship courses needed to be creative, process-oriented and theory-based practical applications. Smith et al (2006, cited in Matlay, 2008, p. 387) also suggested that entrepreneurship courses needed have more practical application for any value to come of it. Hynes and Richardson (2007, pp. 734-735) stated that entrepreneurship education poses the challenge of delivery to create successful entrepreneurs and the delivery should be aimed towards “doing” more than “thinking” by means of more practical application. The findings of this study are consistent with that of international findings where the need for more practical application is evident.

Section 4.4.9 investigated the benefit of entrepreneurship courses and the research indicated that those students who are studying entrepreneurship have a high propensity to benefit in that it; “Conditioned them to find business ideas”, “Provided them with a platform on how to start my own business”, “Provided guidelines on how to identify risk”, “Provided guidelines on how to manage risk”, “Provided guidelines to convert ideas to business” and “Motivated respondents to become an entrepreneur”. These findings are consistent with the findings by Matlay (2008, p. 385) who suggested that those who undertook entrepreneurship courses had a higher propensity to become entrepreneurs. Leonhardt (1996, cited in Matlay, 2008, p. 385) stated that those who benefited from courses had solid platforms to either start their own business or become efficient employees. This study and literature suggests that there are benefits of doing the entrepreneurship course but there is a need for improvement in terms of delivery from a practical perspective. When analysing the benefits of the course there was a noticeable difference in response between those respondents that studied the course and those respondents that were studying the course. The research showed that those who studied the course had minor benefits and those who are studying had major benefits.

5.5. OBJECTIVE 2 – TO DETERMINE THE QUALITY OF ENTREPRENEURSHIP COURSES OFFERED BY DIFFERENT SERVICE PROVIDERS

The study looked at areas of; topics, improvement areas, duration and costs. Section 4.5.1 indicated that the most popular subject by service providers was business planning. This is inconsistent with the findings by Mwasalwabi (2010) and Matlay (2008) who stated that Business Planning was not a popular subject covered in entrepreneurship courses of most industrialised countries. It becomes difficult to draw conclusions from just this evidence. However, Rae (1997, cited in Politis and Gabrielsson, 2009, p. 515) suggested that course content taught in business schools are essential but not necessarily required and more focus should be channelled towards developing skills, attributes and behaviour that leads to success of entrepreneurs. One can deduce that there are differences in approach towards course work and due to the dynamics of different countries; different service providers seek different outcomes for students studying entrepreneurship.

Section 4.5.2 and 4.5.3 supports the earlier discussion that there is a requirement by students for more practical application in the course work. This section reaffirms that most students (50%) suggested that all service providers should offer more practical application to improve the course.

Section 4.5.4 and 4.5.5 provided evidence that most respondents agreed that service providers offer the course between 3-6 months and most of the courses should cost up to R1000.

5.6. OBJECTIVE 3: TO DETERMINE WHAT DRIVES ENTREPRENEURSHIP EDUCATION

Section 4.6.1 and 4.6.2 presents findings that indicated the reasons for students not taking entrepreneurship courses and reasons why students would take entrepreneurship courses. Figure 4.6.1 illustrates that most respondents (40%)

choose experience as the best education. This goes against some of the literature covered in this study that suggested that those who engaged in the course had a higher propensity to become entrepreneurs (Matlay, 2008, p. 385). However, Venter et al (2008, p. 44) suggested that some entrepreneurs chose entrepreneurship for the following reasons; they did so out of necessity and they tended to concentrate on short term earning potential. The latter viewpoint is specific to South Africa as opposed to Matlay's view that takes research out of most industrialised countries. Another reason for the inconsistency is possibly due to the high unemployment rate, 51.2%, in Kwa-Zulu Natal (STATSSA 2008) which creates the necessity for entrepreneurship.

Section 4.6.1 showed that entrepreneurship doesn't interest all respondents and 11% of the respondents felt that way. Hytti et al (2010, p. 588) supported this notion by suggesting that whilst entrepreneurship is high on the agenda of policy makers and educational institutions, some students prefer to seek employment as a career choice.

Section 4.6.2 showed reasons why respondents would choose entrepreneurship courses and the main reason (36%) indicated that if the topics were relevant to present business conditions they would consider doing the course. If there was adequate information about the course then 31% of respondents would chose it and 25% of respondents would choose the course to start their own business with the belief that the course will provide the correct guidance. Shane (2003, cited in Matlay, 2008, p. 384) stated that the level of interest in entrepreneurship amongst business school students is extremely high. Therefore it can be deduced that the needs for these courses are prevalent and according to the study attractive for consideration if the conditions above are evident.

5.7. OBJECTIVE 4 - TO DETERMINE WHAT PROSPECTIVE STUDENTS LOOK FOR IN AN ENTREPRENEURSHIP COURSE.

Apart from the costs and service providers which has already been discussed; the most compelling reasons were respondents' expectations of perceived outcomes of the course. Section 4.6.3 shows responses to the following outcomes; ways to identify opportunities, a platform on how to start an own business, guidelines on how to identify risk, guidelines on how to manage risk and guidelines to convert ideas to business. On average all of the reasons featured highly on expected outcomes. However, the highest expectation, 23%, was in favour of "guidelines to convert business ideas to business" and this was closely followed by ways to identify opportunity, 22%. Research has shown that entrepreneurial skills can be taught and belief of this is evident in this study as students perceive outcomes by studying the course (Ronison et al, 1991; Mitra and Matlay, 2004; Kuratko, 2005, cited in Harris and Gibson, 2008, p. 570). The pursuit of education and perceived outcomes as shown in figure 4.6.3 are supported by Packman et al (2010, p. 569) who suggested that education has been a driver to equip students with the necessary knowledge and skills required to succeed.

The indication by respondents that suggest the most important expectations are "guidelines to convert business ideas to business" and "ways to identify opportunity". This is followed by "a platform on how to start a business". The expectations in terms of importance are consistent with to Azjen's "Theory of planned behaviour" that suggest a time lag between intentions and actual behaviour (Hytti et al, 2010, p. 588). This theory also provides reasons for why respondents chose guidelines on how to manage and identify risk as the lowest expectation. It is evident that the expectations of respondents are driven by intention and then action.

5.8. SUMMARY

This chapter has presented the analysis of the data in terms of the objectives of the study. The objectives of the study were analysed and compared to the literature review. The data presented had some consistencies and inconsistencies to literature and possible explanations were provided based on the data. These findings will be further discussed in the conclusion and recommendations in the next chapter.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

6.1. INTRODUCTION

This chapter will conclude and summarise the key lessons learnt from the study, and put forward recommendations for improved development in entrepreneurship education. This chapter will also highlight some of the limitations of the study and put forward recommendations for further future research.

The aim of this study was formulated to evaluate the impact of entrepreneurship education on students. The next section will summarise the key findings from the literature reviewed and the analysis of the data.

6.2. KEY FINDINGS

The literature reviewed, started by objectively discussing the different definitions of entrepreneurship. The definition that was adopted for this study was that entrepreneurship is an ongoing process that demands a range of various talents, skills, and knowledge that stimulates the ability to spot opportunities and convert them to economic success. The literature reviewed, illustrated the importance of entrepreneurship and the effect it had on the economies of the world and due to its importance; governments around the world are fostering entrepreneurship through education. The most important reasons for entrepreneurship is that it offers an alternate career, provides a competitive edge to countries and reduces unemployment. The survey administered to determine the effects of entrepreneurship education on students were conducted at the Graduate School of Business showed that most students had enrolled for a course or already completed a course in entrepreneurship which indicates that there is some kind of understanding in this subject. The students who were studying the course indicated that the course is more

beneficial in contrast to those whose completed the course and found the benefits to be lesser. The most noticeable area of course improvement was to have more practical applications. And finally, those students that didn't take the course indicated that if there was enough information and if the course topics were relevant to present business conditions then they would take such a course. On the basis of the research findings the next section will put forward some recommendations.

6.3. RECOMMENDATIONS FOR FUTURE STUDIES

It is important to note the limitations of this study. Firstly, the sample was specific to the University of Kwa Zulu Natal, Graduate School of Business. A larger group size was difficult to obtain due to the time frame constraints (approximately 6 months) for the study. Future researchers should attempt to get a balanced sample that is more representative of the country or from most service providers that would show a better consequence of the impact of entrepreneurship education. The population of Kwa Zulu Natal only accounts for 21.3% of the population (STATSSA 2010).

Another limitation is that respondents only consisted of students and not entrepreneurs. An inclusion of entrepreneurs would provide more factual information as they are out in the real business world and they are in a good position to indicate the impact of education on entrepreneurship. Therefore, attempts to examine this topic in the future could be directed towards using samples from across the country that includes students and entrepreneurs.

Future research might also investigate more specific aspects of entrepreneurship education in terms of the subjects being offered and the delivery methods of the courses from a practical and theoretical perspective. To take this further, the future research could seek to compare the effects of theoretical courses against more practical courses. Future attempts to replicate this study may take into account the potential impact of such factors.

Another area that could be researched is costs of courses and whether or not that has an impact on students or entrepreneurs choosing to study.

Lastly, further exploratory research should be conducted to investigate how the South African Government actually contributes to fostering entrepreneurship.

6.4. SPECIFIC RECOMMENDATIONS FOR THIS RESEARCH

This section will present some recommendations based on the results of this study.

6.4.1. Business Schools and Universities should investigate the nature of the topics offered in conjunction with captains of industry. This should provide more insight from a practical perspective and the study has found that most of these courses lack the practical aspects of delivery. The two important aspects that should be researched from a practical perspective should be creativity and innovation as these topics dwell in practical applications.

6.4.2. An investigation should be conducted to determine why students who completed the course attained limited or no success. This could also be linked to the call for more practical applications.

6.4.3. Finally, research should be conducted in industries to investigate if there is a culture of entrepreneurship adopted to grow employees and the employer.

6.5. CONCLUSION

South Africa has a high unemployment rate and the importance of successful entrepreneurs is of vital importance. Not only will successful entrepreneurs reduce unemployment but, it will also contribute to the economy. The nature and delivery of the courses bear significant importance as this acts as the catalyst to creation of successful entrepreneurs. Finally, education without any significant outcomes becomes a wasted effort.

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APPENDIX A

QUESTIONNAIRE

Researcher: Mr. B. Mungroo

Supervisor: Prof. A.M. Singh (031-2607564)

Research Office: Ms P Ximba (031-2603587)

[Please keep scrolling to the bottom of this page]

Dear Respondent

You are invited to participate in our survey THE IMPACT OF ENTREPRENEURSHIP EDUCATION ON STUDENTS AND ENTREPRENEURS. In this survey, approximately 100 people will be asked to complete a survey that asks questions about Entrepreneurship. It will take approximately 10 minutes to complete the questionnaire. Your participation in this study is completely voluntary. There are no foreseeable risks associated with this project. However, if you feel uncomfortable answering any questions, you can withdraw from the survey at any point. It is very important for us to learn your opinions. Your survey responses will be strictly confidential and data from this research will be reported only in the aggregate. Your information will be coded and will remain confidential. If you have questions at any time about the survey or the procedures, you may contact Bradley Mungroo at 0836537591 or by email at mungroo@sealtron.co.za. Thank you very much for your time and support. Please start with the survey now by clicking on the Continue button below.

I agree

Q1. AGE

1. 18-25
2. 26-29
3. 30-35
4. 36-39
5. 40-45

6. 46-49
7. 50-55
8. 56-60

Q2. GENDER

1. Male
2. Female

Q3. RACE

1. Black
2. Coloured
3. Indian
4. White

Q4. What entrepreneurial knowledge do you possess?

1. None
2. Currently studying entrepreneurship
3. Completed an entrepreneurship course

Q5. What was/is the duration of the course?

1. Up to 1 month
2. Up to 3 months
3. Up to 6 months
4. Up to 1 year
5. More than 1 year

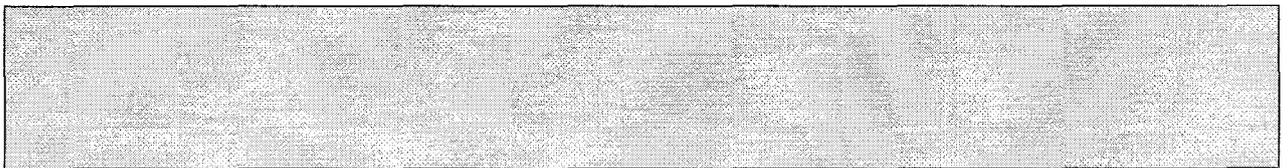
Q6. What was/is the cost of the course?

1. Up to R1000
2. Up to R2000
3. Up to R3000
4. Up to R4000

5. Up to R5000
6. Greater than R5000

Q7. Where did you attend or where are you attending?

1. University
2. College
3. Business School
4. Other



Q8. Rank the benefits of the course. 1 is most beneficial and 6 least beneficial.

- Conditioned me to find business ideas _____
- Provided a platform on how to start my own business _____
- Provided guidelines on how to identify risk _____
- Provided guidelines on how to manage risk _____
- Provided guidelines to convert ideas to business _____
- Motivated me to become an entrepreneur _____

Q9. Which of the following topics were covered in the course you attended? You may choose more than one answer.

1. resources marshalling and finance
2. marketing and salesmanship
3. idea generation and opportunity discovery
4. business planning
5. managing growth
6. organisation and team building
7. new venture creation
8. SME management and risk and rationality.

Q10. What aspects of the course need improvement? You may choose more than one answer.

1. greater content
2. less content
3. more theory
4. more practical application
5. more experienced lecturers

Q11. I am not studying entrepreneurship because...You may choose more than one answer.

1. entrepreneurship doesn't interest me
2. experience has been my best education
3. I am not aware that such courses are available
4. I prefer being employed
5. the cost of education is too high

Q12. I intend studying entrepreneurship

1. if there is adequate information about the course
2. if the topics are relevant to present business conditions
3. because I want to start my own business and believe the course will provide the right guidance
4. Other



Q13. How much are you willing to spend on an entrepreneurship course?

1. Up to R1000
2. Up to R2000
3. Up to R3000
4. Up to R4000
5. Up to R5000

Q14. Where would you choose to study?

1. University
2. College
3. Business School
4. Other

Q15. What would you expect from a course in entrepreneurship? You may choose more than one answer.

1. ways to identify opportunities
2. a platform on how to start my own business
3. guidelines on how to identify risk
4. guidelines on how to manage risk
5. guidelines to convert ideas to business

APPENDIX B

ETHICAL CLEARANCE



UNIVERSITY OF KWAZULU-NATAL

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26 November 2010

Mr B A Mungroo
Graduate School of Business
Management Studies
Westville Campus
DURBAN

Dear Mr Mungroo

PROTOCOL: Entrepreneurship Education

ETHICAL APPROVAL NUMBER: HSS/0142/2010 M: Faculty of Management Studies

In response to your application for amendment dated 24 November 2010, Student Number: **208528774** the Humanities & Social Sciences Ethics Committee has considered the abovementioned application and the protocol has been given **FULL APPROVAL**.

PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

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

Yours faithfully

**Professor Steve Collings (Chair)
HUMANITIES & SOCIAL SCIENCES ETHICS COMMITTEE**

SC/sn

cc: Prof. A Singh (Supervisor)
cc: Mrs C Haddon