

UNIVERSITY OF KWAZULU NATAL

PROJECT TITLE

**The influence of Self-efficacy on Entrepreneurship Interest of Arts Students at
Durban University of Technology**

By

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ABSTRACT

Over the last two decades many countries worldwide experienced great economic challenges, resulting in a continuous growth in their unemployment rates, further stagnating their economic growth. Some of the affected countries have suffered a shortage of employment amongst the University Graduates, particularly in the field of Arts. Compared to Engineering, Business and Commerce graduates, Arts graduates are regarded as disadvantaged due to the perception that they are only employable in specific fields that are directly related to Arts and Design, while the counterparts could be employed in different industries. To counteract the shortage of organizational employment opportunities, entrepreneurship has been suggested as a useful alternative. The theoretical framework used was Self-efficacy. The main aim of the study was to raise awareness about entrepreneurship as a career option, as well as to identify and analyse factors that result in the development of entrepreneurship interest of Arts Students at DUT. A sample of 292 participants was drawn from a population of 1219 Arts and Design students, subsequently there were 307 valid questionnaires from respondents. The study was conducted using quantitative research methods. Simple Random Sampling was used to collect data from 1st, 2nd and 3rd year level Arts students in university venues. The Data was collected using hard copy survey questionnaire. SPSS statistical software was used for the analysis of data. The results affirmed that Arts students perceive entrepreneurship as a career option, however they are not willing to engage in entrepreneurship immediately after graduating, but rather 3 years later. The salient features of this study are that Entrepreneurship Education, Family Background and Strong Self-Efficacy positively influence Arts students to consider careers in Entrepreneurship, while Gender and Entrepreneurship Risk Fear has no significant impact on a student's career decision. The results of the study were confirmed reliable using Cronbach's Alpha which ranged between 0.575-0.937 across all factors. It has been recommended that DUT should invest in the development of student's entrepreneurship through various programmes, so that future graduates from the Faculty of Arts and Design will benefit.

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List of Key Words

Arts Students, Durban University of Technology, Entrepreneurship Career, Entrepreneurship Education, Entrepreneurship Interest, Entrepreneurship Risk, Faculty of Arts and Design, Family Background, Gender, Organizational Employment, Self-efficacy, Self-employment

CHAPTER ONE: INTRODUCTION

1.1. Research Title

The influence of Self-efficacy on Entrepreneurship Interest of Arts Students at Durban University of Technology

1.2. Introduction

The global economic downturn that has been experienced over the last decade has prompted the interest for a serious consideration of entrepreneurship as an alternative to organizational employment (Koe & Majid, 2014 & Kibuka, 2011). As a result of economic decline, a lot of countries, including South Africa have suffered an increase in statistical rates of unemployment. A great research interest has developed around the area of entrepreneurship and organizational employment. Subsequently, this has challenged researchers and economists to actively search for the solutions to the predicament of high unemployment rates. It has been greatly recommended that development of entrepreneurship interest in the society may well be the solution to the scarcity of jobs (Ahmed, Nawaz, Ahmad, Shaukat, Usman, Rehman & Ahmed, 2010 & Azis, Haeruddin & Azis, 2018). In any country, development of Entrepreneurship culture is likely to result into a majority of citizens being economically active, either through being employed or being entrepreneurs. The greater the number of citizens that contribute to the economy, the more the country's economy will be uplifted (Pérez-López, González-López & Rodríguez-Ariza, 2016). Zondo (2016) states that in South Africa, a major contribution to the country's economy comes from the Small-Medium Enterprises (SME's), this statement is further supported by (Staniewski & Szopinski, 2015) who say, SME's play a major role in economic growth. Hence it is important to develop and promote entrepreneurship in the country as a tool to fight unemployment since the new businesses start up as SME's.

According to Zollo, Laudano, Ciappei and Zampi (2017), universities play a major role in societies and in the country as a whole, therefore the entrepreneurship culture promotion through universities could be a good starting point on this subject. Majumdar and Varadarajan (2013) say universities are highly influential in societies, therefore universities should also

take responsibility in encouraging and preparing students for Entrepreneurial career. This is because it is further believed that the future of the country's economic development greatly depends the future graduates. In order for universities to succeed in raising awareness to students, entrepreneurship should be presented as an alternative of organizational employment, which is likely draw attention for consideration from students. This could be done in efforts to fight unemployment, rather than only looking at a bigger picture of economic growth (Vadnjal and Ljubotina, 2016). In 2016, it was reported in Vietnam that there is a high unemployment rate of graduates. The number of unemployed qualified individuals was estimated to be 200 000 (Nguyen, 2018). According to Kraak (2010), the high unemployment rates of graduates in South Africa is not a new predicament, there has been an ongoing trend of growing unemployment graduates over the past two decades.

Vanevenhoven and Liguori (2013) say as much as entrepreneurship is closely linked to almost every discipline in the corporate world, it also a discipline on its own. Hence it requires certain skills in order to be administered successfully. For this reason, it is vital to consider the importance of entrepreneurship education in every discipline in the curriculum of universities. It is further stated that entrepreneurship skills are necessary to every student that aspires to be an entrepreneur, regardless of specialization. This will help better equip and prepare students with necessary skills required in order to engage in entrepreneurship. Chen (2013) further emphasises that even students from fields like Engineering and Information Technology also require entrepreneurial skills in order to administer a business. Technological skills alone would not be enough to sustain and successfully administer a business. This suggests these skills are essential to the majority, if not all students, regardless of the nature of the course a student is enrolled for.

The nature of Arts discipline as a career is not flexible in a way that it can be easily linked to every career discipline like Commerce, Business and Management disciplines. The majority of organizations would most probably need the personnel with skills or qualifications in Commerce and Management in order to keep the operations going and sustainable regardless of what the

organisation specializes in. On the other hand, the Arts specialists may only be employable in certain industries due to the skills they possess, this means the students who graduate from the Arts discipline may only be employed by organizations that specialize in Entertainment and other related fields, which means the Commerce and Management graduates have an advantage when compared to the Arts graduates in terms of employment opportunities in the labour market. The limitation of employability of Arts graduates in different industries, results into graduates not getting the jobs easily. It is therefore important that the students are equipped with entrepreneurship skills, as these skills could be useful if the student decides to choose entrepreneurship as a career (Kraak, 2010).

South African universities produce thousands of graduates every year, but the rate at which the jobs are created in the labour market has not been growing at a similar rate than that of a number of graduates being produced every year. This has resulted into a shortage of jobs available for graduates because the number of jobs demanded by graduates exceeds the number of jobs available in the labour market (Olufunso, 2010 & Herrington, Kew and Kew, 2009). Durban University of Technology is one of the major and productive Universities in South Africa, it is therefore important that the graduates from this institution are equipped with necessary skills to cope in the corporate world, regardless of the field of study. This includes students graduating in the field of Arts and Design, who are considered to be disadvantaged in the labour market in terms of job opportunities (Mellor, Coulton, Chick, Bifulco, Mellor and Fisher, 2009). Students in the field of Arts and Design also require the entrepreneurial skills in fulfilment of the course requirements, as this could be useful in career enhancement if the student decides to take entrepreneurship journey. These skills could also give students from this field a competitive advantage when compared to students from fields like Commerce and Management studies in terms employment opportunities. As a result of the above said statements, such would create a bad reflection on the image of the University to have high unemployment rate from a particular faculty, while graduates from other faculties are easily and highly employable in the labour markets.

1.3. Motivation of the study

The major beneficiaries of the study are the students in the field of Arts, university lecturers, curriculum designers and future students'. The study intend to bring cohesiveness amongst all the affected stakeholders with regards to the promotion of entrepreneurship. The main beneficiaries are the students who wish to become entrepreneurs or who wish to utilize entrepreneurship as a career. The main aim of the study is to investigate the impact of self-efficacy as well as other influential factors on the development of student's interest on entrepreneurship career. The study will help university lecturers and curriculum designers to identify the areas of improvement especially in entrepreneurship education. It is hoped, this will help improve the relevancy in teaching and learning, and then effectively the entrepreneurial interest shall be improved among students. The university will also benefit in a way that the students graduating will be better equipped with skills to pursue entrepreneurial career, which will bring positive image about the university as alumni represent the university. It is also hoped that there will also be a reduction in unemployment of graduates from Faculty of Arts and Design in the university. Hirschi and Fischer (2013) suggest that students are a relevant population to be involved in entrepreneurial research studies because there is a high likelihood that the majority of future entrepreneurs may come from university students.

The study is specifically based on the Durban University of Technology students, under the faculty of Arts and Design. This is because the Arts field seem to have more entrepreneurship opportunities, rather than the labour market employment opportunities (Olufunso, 2010 & Herrington, Kew and Kew, 2009). DUT has been selected as a suitable institution for the study because it produces approximately 600 graduates from the Faculty of Arts and Design annually (Durban University of Technology, 2016). The study will therefore assist and motivate a number of students in determining the entrepreneurial options where there seems to be a shortage of employment. The study is influenced by the shortage of employment opportunities for students and graduates who have specialize in the field of Arts.

1.4. Focus of the study

The study focused mainly on entrepreneurship interest of students, specifically the way students perceive the entrepreneurship as an alternative to the organizational employment. The study is specifically based on the Faculty of Arts and Design students at Durban University of Technology. The DUT institution has been selected because it produces hundreds of graduates every year who specialize in Arts studies (Durban University of Technology, 2015). Some of the students graduate with the hope that there will be easy access to job opportunities as soon as they are qualified. However, it is unfortunate that employment is not guaranteed due to the scarcity of jobs in the labour markets. The shortage of employment opportunities forces the graduates to consider alternatives, such as self-employment or entrepreneurship that become the common alternative (Merwe, 2010).

Although there are different stakeholders who also benefit from the study, the main focus is based of students' interest on entrepreneurship. The study seeks to explore the influential factors that tend to develop an entrepreneurship interest, which is likely to lead to the student's decision of choosing entrepreneurship career.

The study ignored the lecturers' perspectives and experiences in relation to students' entrepreneurial attitudes. This is because the main focus of the study was to investigate the students' interest towards entrepreneurship, with the aim to capitalize on entrepreneurial opportunities where there seems to be the scarcity of organizational employment.

The students who are enrolled in the Teaching or Education courses were excluded from the study because the study is more focused on the Art and Design fields. Although the Teaching or Education courses falls under the Faculty of Arts and Design, the field will not contribute to the research objectives. Other than the Education field having no relationship to this study in particular, there are no Bachelor of Education courses in Durban campuses where the study is conducted.

The study did not go into details about how the students' engagement in Entrepreneurial activities, specifically contribute to the South African economy. South African economy development does not form part of the research objectives, it is merely used as a guideline to the motivation of the study, and the focus is rather limited to the micro influential factors that impact on the student's entrepreneurial interests.

1.5. Problem Statement

Due to the high levels of economic unpredictability, the high levels of unemployment rates have transpired over the last decade. Hence the researchers and economists have had to look at the alternative ways to offset the declining economy. A research interest has developed in the subject entrepreneurship interest. That is because the entrepreneurship is believed to be one of the major contributing factors to economic development (Koe and Majid, 2014).

Majumdar and Varadarajan (2013) say although there has been a decent number of studies done to date around the topic of university student's intention to engage in entrepreneurship as a career, there still seems to be a lack of studies that specifically focus on students within the field of Arts. The previous studies have mainly focused on students in the Commercial fields, rather than looking also at the entrepreneurial interest of non-commercial fields. It is for this particular reason that the study focus will be based strictly on the Faculty of Arts and Design students' entrepreneurial interests.

According to Merwe (2010) it is very difficult to get a job immediately, for graduates who obtained qualification from the universities that are considered to be dominated by the Black Africans in terms of population of student's enrolments. The perception in the labour market is that the graduates from the universities with a majority of Black African students are not as productive as the students who graduated from the universities with the majority of white students. It is approximately 40% of the students who get employed immediately after graduating from universities that have a majority of Black African students, while the 69% of the students from the universities with a

majority of White students get employment immediately after graduating. “this may be due partly to the fact that HBU’s (Historically Black Universities) historically tend to have more students graduating in fields with lower employment prospects, that is, humanities, arts and education” says (Merwe, 2010:110). This raises concerns because as per DUT’s annual report (Durban University of Technology, 2015) it was indicated that 80.5% of the students registered in 2015 were Black Africans. This means the majority of graduates from the DUT are disadvantaged when compared to graduates who graduate from the White dominated universities when it comes to employment opportunities.

The studies have shown that the probability of students getting employment after graduation may also be dependent of the field of study. Historically, in South Africa Engineering and Medical Science students immediately get employed after graduating, employment rates are 77.2% and 79.3% respectively for both fields. These are the top two fields in terms of employment rates, while the field with the lowest employment rate of students is Humanities and Arts, where the employment rate is only 46.8% (Kraak, 2010).

A total number of 22321 graduates from South African universities were surveyed in a research (Universum, 2017) conducted in 2016-2017. 337 of the respondents were extracted from Durban University of Technology Alumni. Figure 1.1 shows the most represented industries by DUT Alumni and other professionals from different universities.

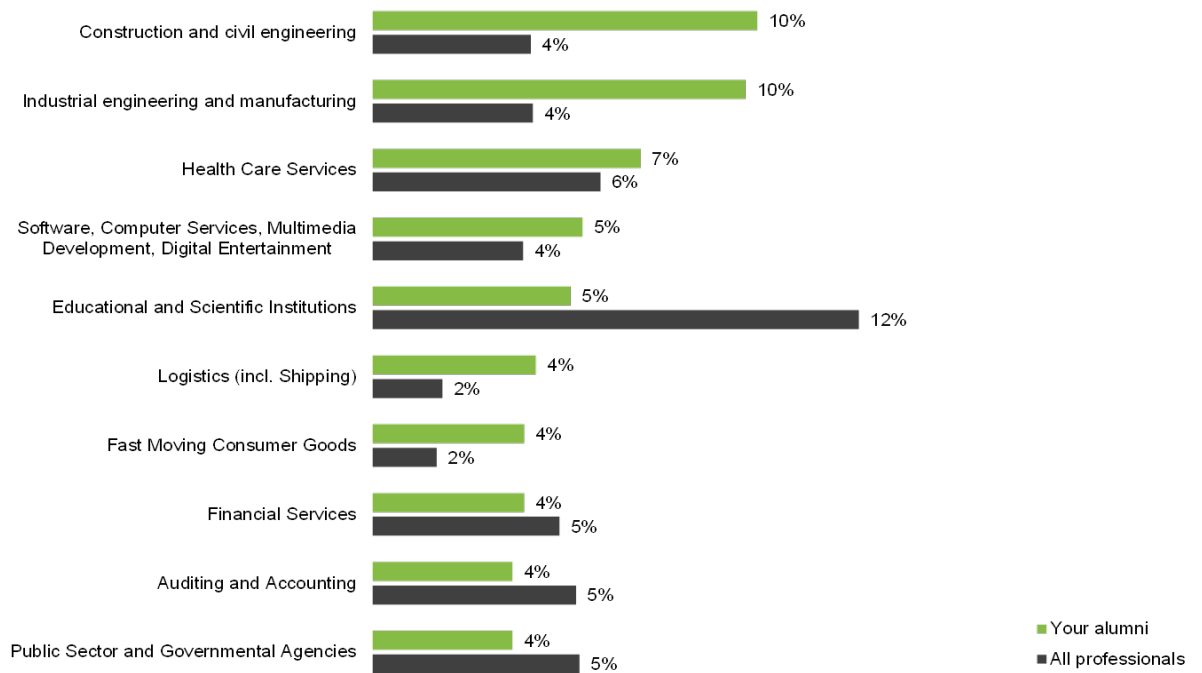


Figure 1.1. - Most represented industries by University Alumni

The Green Bars show a representation by DUT Alumni and Black Bars show a representation by all professionals in the labour markets from South African Universities in each industry. The Graph shows that Engineering and Health industries absorb a greater percentage of DUT Alumni, which means students who graduate from these fields are likely to get employment. The most notable shortcoming is that there is a lack representation in Arts related industries. This is a cause for a concern for students who graduate in the field of Arts and Design, as it indicates that there is a shortage of organizational employment in the field, hence the importance of entrepreneurship as a career option for graduates.

The global predicament of shortage of employment opportunities has spread to South Africa, this has resulted to incline in unemployment rates of graduates from universities (Kraak, 2010). The graduates from Durban University of Technology have been no exception to suffering from the shortage of jobs in the labour market. This has resulted into a number of individuals remaining unemployed after having graduated (Universum, 2017). Amongst some of the most affected fields is that of Arts, predominantly graduates and future

graduates from this field remain affected by this predicament, hence comprehensive measures have to be taken in order to address this issue. Durban University of Technology has a great number of qualifications within the field of Arts and Design. The production of graduates each and every year further lengthens the shortage of employment in the labour market. It is important to investigate and explore the alternative measures that could be used to reduce the high unemployment rates in the field of Arts, with the intention of helping the current graduates and future graduates. The shortage of employment for students graduating in the field of Arts drives the focus to students' interest in entrepreneurship as a career choice. This study therefore seeks to discover and answer to the following question: what are the most influential factors that can develop entrepreneurship interest and effectively persuade the DUT Arts students to consider entrepreneurship career?

1.6. Brief Theoretical Framework

The theoretical model that is applied in the study is Self-efficacy. According to Pihie (2009), self-efficacy is one of the commonly used theoretical models in entrepreneurship studies. The theory is concerned with an individual's belief that a particular planned action will be implemented successfully and the desired results will be achieved. If an individual has a belief that the planned action will be implemented successfully, they are likely to develop an interest to perform the tasks.

Self-efficacy is relevant for this study because the research revolves around the way in which students perceive entrepreneurship as a career. In order for students to develop interest to consider, they have to possess a strong personal belief that the entrepreneurship journey will be successful irrespective of the challenges (Oyugi, 2015). The students who lack self-efficacy are unlikely to consider entrepreneurship as a career because they lack belief that there will be success in the journey. Due to the pessimistic mentality, these students are likely to look at all the challenges ahead as obstacles this may lead to a lack of entrepreneurship interest. In contrary, the students who possess a strong self-efficacy are likely to develop entrepreneurship interest because they are motivated that the planned action will be successful, there is no negative

attitude that there may be failure along the entrepreneurship journey (Owusu-Mintah, 2014). According to this theory, self-efficacy has a considerable influence in a student's decision to consider entrepreneurship career, because it contributes to the development of entrepreneurship interest and help guide an individual to a successful entrepreneurship journey.

1.7. Research Question

What are the factors of influence that could lead to the development of entrepreneurship interest of Arts and Design students at Durban University of Technology?

1.8. Research objectives

- To determine the impact of self-efficacy on a students' decision to choose entrepreneurship career
- To discover if the students' family background particularly from the field of Arts influences the students' decisions to consider an entrepreneurship career
- To find out if entrepreneurship education results in the development of entrepreneurship career interest among DUT Arts students
- To find out if entrepreneurship interest of Arts Student at DUT is dependent on a gender
- To find out if Fear of entrepreneurship risk demotivates DUT Arts students to consider entrepreneurship career

1.9. Hypotheses

Hypothesis 1: DUT Arts Students with strong self-efficacy are likely to choose entrepreneurship career

Hypothesis 2: DUT Arts students from a family with a business background are likely to be interested in entrepreneurship career

Hypothesis 3: Entrepreneurship education develops Entrepreneurship career interest of DUT Arts students

Hypothesis 4: Male Arts students possess greater entrepreneurship interest than females at DUT

Hypothesis 5: The Fear of Entrepreneurship risk demotivates DUT Arts students to choose entrepreneurship career

1.10. Limitations of the study

The study was limited to the DUT Faculty of Arts and Design students. Other faculties in the university are excluded in the study because the main focus was to investigate the influential factors that can help develop the entrepreneurship interest of Arts and Design students, so that entrepreneurship can be utilised as a career option where there seems to be a shortage of employment opportunities.

The research was restricted to DUT Durban Campus because the only Departments that belong to the Faculty of Arts and Design in Pietermaritzburg campuses offer Bachelor of Education courses only. The Bachelor of Education courses were not included in study.

The only population of the research was DUT Arts and Design students, other stakeholders such as lecturers, university management, curriculum champions and administration staff were not part of the study. This is because the main aim was to investigate the factors that influence the entrepreneurship interest of students as well as the way students perceive Entrepreneurship career option.

1.11. Brief Methodology

The study is carried out using the quantitative research methods. Data is presented using inferential and descriptive statistics. Since the study follows a quantitative approach, Spearman's correlation method was used to measure the strength of relationship amongst identified variables. The dependent variable is Arts students' entrepreneurship interest, correlation research is used to measure the influence of the factors identified on the development of entrepreneurship interest. Other tests such as Kruskal-Wallis, Mann-Whitney and Chi-square were also used.

The data was collected using the survey hard copy questionnaires. Once the respondents have completed and returned the questionnaires, data was analysed and presented using the SPSS software. The questionnaire covered the demographics of the respondents, then all the relevant variables of the study. Quantitative seemed to be suitable for the study, because of the large sample size. The anticipated sample was 292 students from 1st, 2nd and 3rd year students. The researcher found it easy to collect data using the self-administered questionnaires rather than conducting interviews with hundreds of students. It was hoped that a quantitative approach would allow data to be collected efficiently, as the questionnaires were to be handed out to the participants in the lecture venues. Besides collecting data quickly, the quantitative approach makes it easy and faster to present the collected data instead of analysing and presenting each and every respondents' interview. In short, quantitative approach allows a large some of data to be collected within a short period of time and further allows convenient analysis of data (Kumar, 2011).

1.12. Chapter Outline

Chapter One

In this chapter, an introduction and the background of the study is laid out. Problem statement that influenced the study is clarified. Motivation is given as to why the study is conducted. The main focus of the study is explained. Research objectives, research question and hypothesis are developed. Then research methods are explained briefly.

Chapter Two

This chapter focuses on the review of literature that relates to the proposed students entrepreneurship. The main focus is on student's development of entrepreneurship interest. Factors that affect the student's entrepreneurship interests are examined. Literature of previous research done on similar studies is discussed in details. The Theoretical Framework chosen is Self-efficacy, justification as to why it was chosen is given. The literature of variables that are believed to be affecting students' entrepreneurship interests is reviewed.

Chapter Three

The chapter focuses on research methods that were employed. The research methods and tools utilized in the study are given and explained. Population and suitable sampling methods are explained and justified.

Chapter Four

The results from the data collection were presented and analysed. These were presented in statistical format, using inferential and descriptive statistics. Tests were conducted and results were analysed focusing on the research objectives. This led to the discussion of the research findings, again with special focus on objectives. Other studies have also been used to either support or refute the results of this study.

Chapter Five

The final chapter focuses on conclusions, implications and recommendations deriving from the results.

1.13. Chapter Summary

This chapter has served as the basis of the study, research has been introduced in details. The motivation and focus of the study has been clearly outlined. The research problem has been developed and supported. Research questions and objectives have been presented. Less details have been given on the Methodology to be used, as more emphasis will be done on Chapter Three, which is the chapter that specifically deals with the Research Methodology.

On completion of the study, new knowledge have been discovered relating to the significance of students entrepreneurship interest development. New knowledge that specifically relates to Arts students' entrepreneurship career aspirations, based on South African context was discovered. The influential factors pertaining to entrepreneurship development of students are revealed. The findings will help raise awareness amongst students about entrepreneurship career. The main beneficiaries of the study are Arts and

Design students, the findings enlighten students about the benefits associated with entrepreneurship.

The next Chapter will focus on the Review of Literature relating to the study. The emphasis will be put on literature of variables that influence the students' interest towards entrepreneurship. Relevant Theoretical Framework is chosen and explained.

CHAPTER TWO: RELEVANT LITERATURE REVIEW

2.1. Introduction

This chapter presents literature that has served as a background and justification for the study. Both international and national literature relating to the study is discussed with an aim to create an insightful argument on issues pertaining to the university students and entrepreneurship interest. The research background and relevant previous research findings are presented. Relevant theoretical framework is chosen and explained on how it relates to the study. Literature on factors that influence the entrepreneurship interest will be reviewed. Nguyen (2018) emphasizes that it is always important that relevant stakeholders understand the factors that can positively affect the entrepreneurship interest of university students and graduates.

2.2. Research Background and Previous Research Findings

Back in 1970's it was very scarce to find young individuals showing interest in entrepreneurship careers (Carter, Henry, Cinneide and Johnston, 2007). However, since the 21st century, a trend of a growing interest in entrepreneurship has been observed globally across different ethnic groups. The growing interest is believed to be as a result of entrepreneurship being identified as one of the major factors that can help fight unemployment and effectively stimulate the economic growth. In economics context, entrepreneurship is seen as a tool for job creation, hence it becomes useful in countries that face high unemployment rates. Frequent entrepreneurship activities improve the country's competitive advantage economically when trading internationally and further improve the employment rate (Olufunso, 2010 & Kibuka, 2011).

According to Shabana (2016) factors like gender and family entrepreneurial background are regarded as some of the most influential factors in the development of student entrepreneurship interest. However, it remains unclear on how exactly the influence transpires and the reasons behind when it comes to gender. A further research on the impact of gender as a contributing factor to entrepreneurship interest could be conducted. Out of the limited number of

studies that have been done to date, it has been discovered that the students who come from a family with entrepreneurial background are most likely develop positive attitude and interest towards entrepreneurship, family background of a student has been proven to be more influential than gender difference.

The university students' career options are mainly divided in two categories, those are organizational employment and self-employment (entrepreneurship) career. Self-efficacy is normally regarded as a factor that guides or influences the decision of a student. Likewise, previous studies have proven that the majority of students who possess strong self-efficacy are likely to choose entrepreneurship, while the majority of students with weak self-efficacy usually prefer organizational employment. It is believed the reason behind this, is that individuals with weak self-efficacy prefer a job with security from an organization, rather than incurring a risk of entrepreneurship. On the other hand, individuals with strong self-efficacy, are more optimistic and have self-belief that entrepreneurship actions will be successful, therefore risk factors will not be effective (Pihie, 2009).

2.2.1 Entrepreneurship in the International Context

High unemployment rate of university graduates appears to be a global concern. The shortage of employment opportunities for graduates is not only limited to South Africa and other African countries; it is spread over different countries. Even the most economically active countries such as China cannot accommodate the university graduates with sufficient number of jobs. Chinese authorities acknowledge the importance of entrepreneurship as a tool to improve the employment rates of graduate, thus comprehensive measures are taken where government commits to supporting university programmes that support the development of entrepreneurship culture and influence the students' involvement in entrepreneurship career. Chinese Government go as far as implementing programmes outside of the university environment to support the graduates who have business ideas. This suggests that government can also play a role in promoting entrepreneurship for students and

graduates, rather than only focusing on the roles of universities (Lee, Nueller and Haixia, 2015).

Santoso (2017) insists that the importance of entrepreneurship among teenagers should be instilled at an early age as possible. When introducing the entrepreneurship, the objective should be to fulfil the societal needs, namely growing the country's economy and reducing unemployment rate. In Indonesia, the percentage of university graduates who become entrepreneurs is only 6.4%, which clearly indicates the lack of entrepreneurship interest among students.

In 2010 the Malaysian government collectively entered into an agreement with the local universities to improve the numbers of potential student's entrepreneurs over a period of 2011-2015. The objective was set that the targeted students to become entrepreneurs within the prescribed period should improve from 1.6% to 5%. The government committed to support university programmes that intend to improve the student's entrepreneurial interest with the hope that by the time student's graduate, they will likely choose entrepreneurship career. In support of the initiative, the funding assistance to support interested students was introduced and programmes like advisory boards for guidance were made available (Mohamad et al., 2015).

Lee, Nueller and Haixia (2015) say based on observations from previous research on the subject, Chinese students' entrepreneurs significantly have low success rates when they decide to become entrepreneurs while they are still at universities. The success rate is less than 1%, which means that the majority of students who attempt to start businesses whilst at the universities fail. The reasons for failure are unknown. One may argue that this could be caused by the lack of adequate support, knowledge and the students' inability to multitask. There seems to be lack of research that focuses on success rates of students whilst at university.

In China there has been a significant lack of entrepreneurship interest amongst graduates. It is only about 1.5% of students who choose Entrepreneurship

career rather than organizational employment. When benchmarking with other countries, 1.5% is significantly low. In other countries, the graduates who choose entrepreneurship career are estimated to be between 20%-30% (Lee, Nueller and Haixia, 2015).

Staniewski and Szopinski, (2015:609) say “Entrepreneurship is an engine for economic growth in both developed and developing countries.” In a study conducted in Poland, a total number of 6.6 million people were employed. 60.5% of these individuals were employed by SME companies, which constitute more than half of country’s employment rate. This is positive proof that SME companies can contribute heavily in fighting unemployment rate. It is therefore important that the students and graduates are encouraged to consider entrepreneurship as a career, as engaging in entrepreneurship would result in more SME companies that can potentially employ local labour. Furthermore, previous research findings have also indicated that the efficient use of human capital contribute heavily in economic growth, this results into a country having a great deal of competitiveness internationally in terms of economy (Staniewski and Szopinski, 2015).

Table 2.1 shows a summary of data of Indonesia university students, the findings specifically relate to students entrepreneurship intention.

Table 2.1: Students Entrepreneurial Intentions or plan after graduation

Entrepreneurship Opinions	Percentage Response
Run Business Directly after Graduation	11%
Work as a Professional, and then become Entrepreneur	72%
Work as a Professional, and never become Entrepreneur	11%
Not sure if want to be an entrepreneur or not	4%
Other	2%

Extracted from Santoso, S. 2016. **Influence of Self-Efficacy to Student Entrepreneurial-Intention with Student Background as a Moderating Variable: Case Study in Indonesia**. International Journal of Information, Business and Management, p. 138.

The research output from table 2.1 suggest that the majority of university students would first like to experience the organizational employment before becoming entrepreneurs. There is only 11% of students who would like to immediately engage in entrepreneurship after the graduating. There is also 4% of the students who are unsure as to whether they will become entrepreneurs or not (Santoso, 2016). It is not clear as to why the majority of students prefer to start working at an organization after graduating, before becoming entrepreneurs. However, one may also assume that it is due to the fear of the unknown and choosing secured employment with a guaranteed salary, as opposed to taking the business risk which has no guarantees of success.

In the study conducted in China, it was concluded that the field of study may also be a factor of influence on the students' entrepreneurship interest. Based on findings, it was noted that the students from Science, Engineering and Business specialization tend to have greater entrepreneurship interest when compared to students from the field of Arts. It was justified that this may be based on the nature of studies within Arts, the context is usually associated with reviewing and analysing situations while the counterparts are concerned with application of theories (Lee, Nueller and Haixia, 2015). Again, such findings cannot be regarded as the umbrella response to this predicament, it could also be the mere fact that the curriculum in the Arts field does not consists of business related context. As a result, the students do not have any sufficient business ideas but rather the mentality of completing the qualification and expecting to be organisationally employed.

2.2.2. Entrepreneurship in the African Context

Owusu-Mintah (2014) says amongst some of the major economic challenges faced by developing countries in Africa is high unemployment rates of youth graduates. The number of graduates produced by universities increase every year and the number of job opportunities is not sufficient for every graduate who seek to get a job. In response to the shortage of employment opportunities for the youth, it has been strongly suggested that the entrepreneurship education should be introduced at a great intensity from the lower levels of education, rather than towards completion of the university qualification. This

may help stimulate the entrepreneurship interest and awareness among youth from the young age. The great involvement of youth graduates in entrepreneurship would help reduce the high unemployment rates and further create more job opportunities in each field, which will likely result into growth of the economy.

Small Medium Enterprises (SME's) play a major role in uplifting the economy of African countries. The countries in the Middle East of North Africa have utilized SME's as a tool to grow the economy, especially fighting high unemployment rates. In these countries, 80-90% of employed citizens are employed by SME's (Mouselli and Khalifa, 2017). It is highlighted that the university graduates should not be ignored when examining the issue of entrepreneurship and employment because the skills acquired at university level could be useful in growing these SME's. Also, it is not only about the importance of skills that are possessed by graduates, it is also about improving the employment rates amongst graduates.

2.2.3. Entrepreneurship in South African Context

Olufunso (2010) says entrepreneurship could be a very useful tool in South African economic development. Ignoring the development of entrepreneurship in the country may result into a stagnant economy in future. It is further stated that the country's economic growth has to be able to maintain the needs of the citizens, for instance, the economy should grow in a way that is it able to create sufficient number of job opportunities for the South African citizens. If the number of citizens seeking jobs increase, the economy should grow at a rate that can accommodate the number of jobs demanded. This also applies to the increase in the number of students graduating from tertiary institutions; the economy should be able to accommodate these graduates with the sufficient number of jobs. The growth rate of the number of people looking for jobs should be in line with the number of jobs being created.

The increase in a number of South African unemployed graduates has been on the incline since 2008 as reported by the Global Entrepreneurship Monitor (GEM) research programme. In order to maintain economic growth, the country

needs to have educated and highly skilled human resources. It is a responsibility of universities to produce highly skilled graduates in order to support the economic growth. However, the challenge is the scarcity of jobs in the labour market, graduates are found job hunting in the labour markets that consist of limited number of jobs. The increase in the number of graduates, while the job creation is stagnant, results in a high rate unemployed graduates. Hence alternative measures have to be taken, like encouraging graduates to consider entrepreneurship career. This will not only help fight high unemployment rate of graduate, but it also improves the country's economic activity, resulting in economic growth (Olufunso, 2010 & Herrington, Kew and Kew, 2009).

The growing interest in entrepreneurship and its significance is justified by the research findings which prove that the Small, Micro and Medium Enterprise (SMME's) make a major contribution to the South African economy as compared to large enterprises. SMME's are considered to be the organizations that are likely to employ local labour force more than international or large organizations (Olufunso, 2010 & Kibuka, 2011). The number of SMME's in South Africa is estimated to be around 2 million, which equates to 98% of the total number of Enterprises. This means the SMME's contribute heavily in fighting the high levels of unemployment rate. Evidently 55% of the people who are employed in the country, work for SMME's, (Zondo, 2016). It makes sense to focus on the development of Students Entrepreneurship programmes, because they are likely to start off as SMME's before developing to large enterprises, therefore the greater the number of graduates and future graduates who choose entrepreneurship career results in a great potential of increased employment opportunities. Entrepreneurship does not only help in reducing the unemployment rate, countries like Malaysia have decided to capitalize on benefits of entrepreneurship, by using it as a tool to develop the economy from Middle-Income to High-Income (Mohamad et al., 2015).

Zondo (2016) discovered some interesting findings in the study, with regards to the reasons why Higher Education Institutions offer entrepreneurship education.

Table 2.2: Reasons for Higher Education Institutions to offer Entrepreneurship Education

Reason for offering Entrepreneurship Education in Higher Education institutions	Response in favour of the Reason (%)
To promote innovative thinking	92.5
To assist students exploit business opportunities	87.5
To inspire students to become entrepreneurs	77.5
To enhance the innate entrepreneurial qualities in students	82.5
To develop entrepreneurial culture among young people	90.0
To contribute to job creation	95.0
To engage students on business start-up	87.5
To help reduce poverty	80.0

Extracted from Zondo, R. W. D. 2016. **Elusive Search on the influence of Entrepreneurship Education in the Private Institutions of Higher Learning in South Africa: A paradigm for developing students into innovative thinkers**. International Journal of Innovative Research and Practices. p.39.

Table 2.2 represent data collected by Zondo (2016). These are the responses by the academic managers of South African private Higher Education Institutions relating to the reasons for offering entrepreneurship education. The reasons mentioned seem to be in line with this study. Amongst some of the stand out reasons, is the issue of job creation and to promote entrepreneurial culture amongst South African university students.

2.2.4. Entrepreneurship in the Universities Context

According to Mohamad, Lim, Yusof and Soon (2015) the level of entrepreneurial interest for university students could also be determined by the academic Degree in which the student is enrolled for. For instance, the Business related degree students are likely to have greater interest when compared to Non-Business degree students. This may be due to exposure that

the business students may have gone through in the coursework. The case studies logically have different contents for entrepreneurial and non-entrepreneurial degree students. However the research findings proved that there was no significant difference between the two groups of students. The students' responses reflected that 5.72% of Entrepreneurship Degree students were interested in becoming entrepreneurs while it was 5.28% for Non-Entrepreneurship degree students. The study conducted by Mouselli and Khalifa (2017) suggests that, the students from Business related courses possess less entrepreneurship interest when compared to students from informatics and engineering. With different studies contradicting, it therefore remains unclear which group (according to the field) of students are likely to have a greater interest in entrepreneurship.

Table 2.3 shows the most preferred career option by Malaysian university graduates between year 2009 to 2013 (Mohamad et al. 2015).

Table 2.3: Self-Employment vs Organizational Employment (Malaysian Graduates year 2009-2013)

Employment Status	2009	2010	2011	2012	2013
Organizational Employment	98.8%	98.7%	98.4%	98.4%	98.3%
Self-Employment	1.2%	1.3%	1.6%	1.6%	1.7%
Total	100.0	100.0	100.0	100.0	100.0

Statistics were extracted from, Mohamad, N., Lim, H., Yusof, N. and Soon, J. 2015. **Estimating the effect of entrepreneur education on graduates' intention to be entrepreneurs.** p. 876.

The research findings by Mohamad et al. (2015) prove that the majority of students graduating from universities choose the route of organizational employment as opposed to self-employment. The relationship between the two variables is inversely proportional, the increase in number of graduates opting for entrepreneurship, results into decrease in number of graduates opting for organizational employment. Over a 5 year period, more than 98% of the graduating students from Malaysian Universities have been employed by the organizations, where around only 1.5% graduates became entrepreneurs. This

raises concerns for entrepreneurship interest by university students, as it proves to be low. Although it is not clear on what other factors may have been influential on the research output, there is a great difference. The statistical improvements are observed where a number of self-employed graduates is increasing. The improvement has not been significant, it has only been 0.5% over a 5 year period, which proves not enough has been done in order to develop entrepreneurship.

In the survey conducted by Universum organization, it was reported that the labour market greatly employs the graduates in fields like Engineering, Construction and Health. The graduates from these studies have greater employment opportunities when compared to other fields. Arts fields were not listed in the fields that are represented by DUT graduates in the labour market, this means there are limited number of organizational employment opportunities for student who graduate in the field of Arts (Universum, 2017).

2.2.5. Lack of Business Funding

According to Olufunso (2010) and Kibuka (2011) some business ideas require a large some of funding or start-up capital in order to be initiated. Lack of funding for business start-ups has therefore become one of the areas that need some scrutiny as it appears to be one of the limitations for students to engage in entrepreneurship. New entrepreneurs generally have limited access to business capital provided by financial institutions such as banks. The financial institutions would easily fund a well-established business as opposed to a new business. For a student who has just graduated from the university, it is very rare that they would have sufficient start-up capital, unless if they come from a wealthy family that can provide financial support. The entrepreneurship intention may therefore be restricted, because a student's decision to become an entrepreneur could be based on availability of the initial capital, it is impractical to have a desire and a good business idea, while there is no financial resource to start up.

In support of entrepreneurship development in the country, South African government has taken measures to support the university graduates with initial

business funding. Some of these funding are open for everyone, not only limited to graduates as a requirement to qualify to have access to the funding. The agencies like Small Enterprise Development Agency (SEDA) were developed to support entrepreneurs. These agencies can help guide the new graduate entrepreneurs with information pertaining to the access to business funding. Where new entrepreneurs, have limited access to information on how to obtain business funding, agencies like SEDA become useful (Olufunso, 2010).

2.2.6. Journalism and Media Entrepreneurship

Journalism and Media has proven to be one of the rapidly growing specializations in the field of Arts in recent years. In the United Kingdom (UK), a lot of journalists lost permanent job positions in the late 20th century, this is because the majority of companies opted to offer freelancers and companies' short term contracts to offer the services rather than having permanently employed journalists. As a result, a shortage of organizational employment have emerged in the field, hence entrepreneurship has been seen as one of good alternatives. A special emphasis is placed on potential entrepreneurs to utilize every chance they get to network in the industry, even if it's informal networking. A broaden network frame helps in obtaining business contracts easily in the industry, because it means that an individual is well marketed, therefore can easily grow to be a potential entrepreneur (Mellor, Coulton, Chick, Bifulco, Mellor and Fisher, 2009). It is suggested that students must use every opportunity to network, as this will not only expose them in the industry, but it also makes it easy to access information regarding career development (Amouri and Boudabbous, 2017). Further, this may make it easy to get referrals once the business has been executed, over and above referrals, the sharing of entrepreneurship ideas with other specialist may help develop business in the field, which will mean more opportunities for future graduates. Whilst an emphasis is put on the tertiary institutions to offer more entrepreneurship related programmes, such must also include special training on the networking skills and writing sound business proposals.

Mellor et al. (2009) say in the past, journalists and media practitioners used to freelance, but with the growing interest of entrepreneurship, the trend has

shifted to offering the services in a form of business rather than at personal level such as freelancing. The market has therefore become highly competitive, with universities producing graduates each and every year, the number of service providers who are highly skilled and qualified increases every year. The journey is not only about making a profit, it is also about the career enhancement, like exploring and gaining more knowledge. It is therefore significant that the journalism and media graduates from universities are equipped with necessary skills and knowledge in order to cope in the competitive industry.

2.3. Theoretical Framework

Koe and Majid (2014) state that academic researchers have been using different theories for so many years to investigate human entrepreneurial attitudes as well as interests. The theory to be examined and applied in this study is self-efficacy. One other common theory that could have been applied in the study is Theory of Planned behaviour (TPB). TPB could have been used instead of self-efficacy, but it was not utilised because it does not focus on individual's personal traits as a drive to successfully implement entrepreneurship, but it focuses on individual's behaviour towards entrepreneurship (Koe and Majid, 2014). So rather than using TPB, self-efficacy was chosen because it studies the individual's character (which hardly changes) rather than how the person behaves towards the entrepreneurship plan. However, Kibuka (2011) argues that since entrepreneurship is concerned with individuals who develop businesses, the focus of examining entrepreneurship should be based on what these individuals do rather than focusing on personal traits of these individuals.

Jorge-Moreno, Castillo and Triguero (2012) emphasize that TPB can be used to predict a student's future entrepreneurship aspirations, but does not say anything about the personal traits of a student. The logic is that a student who possess a strong self-efficacy, would probably have a positive behaviour towards the planned entrepreneurship task, hence it is more logical to apply self-efficacy. Vadjnal and Ljubotina (2016:448) are quoted saying "Theory of planned behaviour assumes that if the outcome of behaviour is expected to

satisfy an individual motive, the probability of performing that behaviour will be higher". Pérez-López (2016) also adds that self-efficacy brings resilience into an individual. A prospective entrepreneur has to possess the resilience character, in order to overcome setbacks that arise during the entrepreneurship journey.

Self-efficacy is one of the globally applied theories that are usually used to measure a human's level of capability to implement a task, when a person performs a task, there is a desired goal to be achieved. Based on self-efficacy, the probability of success of a task to be implemented will then predicted according to the individual's level of desirability. The concept is not only about the desire, but the success can also be dependent on someone's level of belief that the action will be implemented successfully. Usually a person who possess a strong self-efficacy will have a positive attitude towards entrepreneurship. An individual's character also plays a role, because this person will have a greater desire to achieve than an average person. A positive attitude will lead into a greater interest for entrepreneurship implementation, which will result into putting more effort to overcome challenges and subsequently the success transpires (Oyugi, 2015). In a nutshell, self-efficacy is based on someone's belief, optimism, persistence and capability that the desired entrepreneurship goal will be achieved. The level of self-efficacy can be useful on student's development of entrepreneurship interest, in the absence of self-efficacy the student is unlikely to take the entrepreneurship journey because of fear to fail.

According to Owusu-Mintah (2014) self-efficacy could be used to predict the entrepreneurial intention of a student after graduating. There seems to be a strong link between the entrepreneurial intention and a person who possess a strong self-efficacy. Hence the stronger the self-efficacy of a student, implies a greater the likelihood of a student to choose entrepreneurship career.

Santoso (2016) says, self-efficacy is not only applicable to current and future events. An individual who has previously faced some demotivating entrepreneurial challenges, may use self-efficacy to transform the negative mind-set into a positive mind-set that the desired goal can be achieved. Oyugi (2015) adds that, once positive mind-set or attitude has been developed,

entrepreneurial actions can be applied and be successful under high levels of uncertainty. The nature of entrepreneurship revolves under a great deal of uncertainty due to a number of factors and market conditions that could be obstacles. However, a potential entrepreneur would not see these factors as obstacles, but rather see it as challenges which are possible to overcome. Pérez-López, González-López and Rodríguez-Ariza (2016) emphasize that self-efficacy does not only help an individual overcome entrepreneurial challenges, it also helps an individual recover from failure and major setbacks.

According to Oyugi (2015) the students who possess strong entrepreneurial self-efficacy are more likely to choose entrepreneurship career rather than organizational employment. The students, who lack self-efficacy, would look for a job security and be reluctant to take entrepreneurial journey due to lack of belief that the entrepreneurial career will be a success. Vice versa, the students who possess strong entrepreneurial self-efficacy are likely to choose entrepreneurship career, because of belief that entrepreneurship journey will be successful. Self-efficacy could therefore be used to predict the student's future entrepreneurial intention (Owusu-Mintah, 2014 and Oyugi, 2015). Thus the hypothesis has been developed.

Hypothesis 1: DUT Arts Students with strong self-efficacy are likely to choose entrepreneurship career

2.4. Variables affecting Entrepreneurship Interest

2.4.1. Family Entrepreneurial Influence

It has been highlighted that family background is one of the most influential factors in the development of entrepreneurship interest. This suggests that the university students from families that are involved in entrepreneurial activities possess a greater likelihood to develop an entrepreneurship interest. This could be because a student shall have had a descent exposure through family environment, which results into a greater awareness of entrepreneurship career (Mohamad et al. 2014 Ahmed et al. 2010 & Lee, Nueller and Haixia, 2015). It is further added that the student is likely to get the support and motivation from

the experience of the family members, which further helps develop the student's interest to engage in entrepreneurship. According to Santoso (2016) regardless of the presence of strong self-efficacy these students are likely to develop interest in entrepreneurship. Self-efficacy becomes an additional force in influencing a decision of a student who is from a family with a business background.

Vadnjal and Ljubotina (2016) emphasize that in order for students to be involved in entrepreneurship, it does not necessarily mean a new business has to be formed. Family business take over could be an option, provided that the business is in line with the students career goals. In a study conducted in Slovenia, it was found that a lot of families prefer that the business ownership and management be rotated amongst the family generation. The change of ownership to the non-family members and selling of the business was greatly objected as per the research findings. However, without proper induction and understanding of the family business by other family members as per the above said preference, the business is more likely not to succeed in this trend. It is therefore highly recommended that effective training and exposure at an early stage be implemented in order for such to be of success. Again, the appointment of a knowledgeable non-family member could be of great benefit if the appointed candidate possesses the relevant business knowledge and professional work ethics to run the business.

Vadnjal and Ljubotina (2016) argue that the issue of families with entrepreneurial background as an influence to the student's entrepreneurship interest is not as obvious and guaranteed as people assume it is. There are some students from these families who would opt to choose organisational employment rather than entrepreneurship. This may be due to the observation of bad experiences that family business leaders are always going through. However, with the presence of self-efficacy, a student may overlook the challenges that family business leaders always go through, and take a decision to engage in entrepreneurship because of self-belief that there will be success.

Nguyen (2018) state that students from families with entrepreneurial background are usually likely to prefer entrepreneurship rather than the

organizational employment. Students from these families generally have a greater exposure than an average student, when it comes to entrepreneurship environment. These students also have easy access to consult about business ideas from family members. Thus, there is a greater likelihood that students from these families will become entrepreneurs.

Hypothesis 2: DUT Arts students from a family with a business background are likely to be interested in entrepreneurship career

2.4.2. Entrepreneurship Education Influence

As a result of global lack of interest among university students to consider entrepreneurship career, there has been an increase in number of researchers investigating the phenomenon. The studies have strongly recommended the need to incorporate the entrepreneurship education in all academic fields at university level in order to give more exposure to the students. It has been noted that entrepreneurship education has not been included in some of the university courses. Some universities only include entrepreneurship in courses that specifically specialize in business field, and exclude the entrepreneurship in technical courses like Arts and Engineering (Zondo, 2016).

The influence of entrepreneurship education in the development of entrepreneurship interest among university students has been critically reviewed by different scholars. A greater number of studies suggest that entrepreneurship education positively influence a students' decision to choose entrepreneurship career (Ahmed et al, 2010). Salhi and Jemmali (2018) argue that the content of entrepreneurship education in most universities dwell on irrelevant aspects such as growing businesses instead of focusing on innovations and development of entrepreneurship opportunities and creation of new ventures. Normally, it is assumed that, entrepreneurship opportunities already exists, while that could not be the case. It is therefore important that entrepreneurship education focus on content such as creating unique and new business ideas, this could even go as far as creating new markets.

Staniewski and Szopinski (2015) suggest that entrepreneurial process does not end at the implementation phase of the business, it is rather a continuous process that needs to be closely monitored and managed in order to achieve desired results. The low success rate of entrepreneurship by graduates could be due to the lack of sufficient skills that should have been acquired at university level. This means the university students also need the entrepreneurial skills development. The universities have an obligation to equip students prior to graduating with the desired skills for business implementation and development. Hence entrepreneurship education is essential for university students. Olufunso (2010) also adds that the lack of sufficient successful graduate entrepreneurs may also be based on the quality of entrepreneurship education that students go through at university level. Irrelevant and outdated entrepreneurship education content may results into high levels of unsuccessful business ventures initiated by university graduates, as this means they may not be competitive in the business sector.

Zondo (2016) stresses that in reviewing the structure of entrepreneurship education, it is important that the course content is in line with the societal needs, rather than equipping students with skills only. The course content should be able to equip students with the knowledge that will help fill the gaps in the society and a country as a whole. This could be based on creation of employment opportunities, where there seem to be a scarcity of jobs. Jorge-Moreno, Castillo, and Triguero (2012) add that the country could benefit from the graduates who possess entrepreneurial skills in terms of economic development, this suggest that education is not only for students self-benefits. Mohamed et al. (2015:877) are quoted saying “through formal entrepreneurship education, a nation is capable to produce lots of graduates’ entrepreneurs, reduce the numbers of graduate unemployment and boost the nation’s development.” This means the students who decide to choose entrepreneurship career are likely to create employment opportunities, rather than looking for a job.

Ahmed et al, (2010) say entrepreneurship education can positively impact the entrepreneurial intention of an average university student, it can further help develop a strong self-efficacy in a student. It is highlighted that it is essential to expose all university students to entrepreneurship education, this could potentially encourage students to consider entrepreneurship career after graduating. Further, it could improve a student's confidence resulting into a developed entrepreneurship interest. The students who have not been exposed to entrepreneurship education whilst at the university are unlikely to be fully confident around the idea of taking a decision to become an entrepreneur.

According to Zollo et al., (2017) the importance of entrepreneurship education is globally recognised. When examining the issue of university students' career choice in relation entrepreneurship as a career, the issue of entrepreneurship education cannot be omitted for consideration, regardless of the student's field of study. Mohamad et al., (2015) points out that the entrepreneurship education can be divided into two segments, namely formal and informal. The formal entrepreneurship education is referred to as the structured taught course, for example; university taught course content which is in line with the prescribed curriculum and syllabus. Informal entrepreneurship education on the other hand refers to self-experiences that a student shall have been through which develop the entrepreneurial interest. Zondo (2016) also draws some distinctions on entrepreneurship education, saying that each educational programme has different objectives depending on the desired influence that has to be brought to students. Some programmes may aim to raise entrepreneurial awareness to students, some may aim to develop entrepreneurial skills, some may aim to motivate students to consider entrepreneurship and some may aim to give exposure to students.

Although Shabana (2016) agrees with Mohamed et al. (2015) that entrepreneurship education generally develops a positive attitude and interest on university student about entrepreneurship. Oyugi (2015) argues that entrepreneurship education has to be supported by a student's self-efficacy in order to be more influential. The studies show a weakened relationship between entrepreneurial interest and entrepreneurship education where the student

seems to lack self-efficacy. However, there seems to be a strong entrepreneurial interest where a student is found to have been through entrepreneurship education and is in a possession of a strong self-efficacy. The student may have been through entrepreneurship education at university level, however in the absence of self-efficacy, the student may not be driven towards entrepreneurship career. It can therefore be hypothesized that the entrepreneurship education can develop a student's entrepreneurship interest, but this is greatly driven by the presence self-efficacy.

Hypothesis 3: Entrepreneurship education develops entrepreneurship career interest of DUT Arts students

2.4.3. Gender Influence on Entrepreneurial Interest

The trends continue to show that there is a shortage of females in who decide to advance in entrepreneurship career. Instead, there has been a continuous growth in number of male entrepreneurs. When looking at the countries with well developed economies globally, female owned businesses are estimated to be around only 25% across all existing and well established businesses (Lee, Nueller, and Haixia, 2015).

Kibuka (2011) and Lee, Nueller and Haixia (2015) say males generally possess a greater deal of entrepreneurship interest than females, not taking into consideration other factors, such as self-efficacy and family background. A number of research outputs have proven that a lot of females face more challenges than males when involved in entrepreneurship activities, these challenges include for an example the lack of trust and stigma of being regarded as weak in comparison with male entrepreneurs. Ahmed et al. (2010) say in a research study conducted in China, it was further proven that males generally possess a greater entrepreneurship interest when compared to the counterparts. About 70% of males were in favour of entrepreneurship as a career, rather than organizational employment. That means males have greater aspirations to take entrepreneurship journey when compared to females.

When examining the challenges faced by females in entrepreneurship career, discussions go as far as looking at the difficulty of obtaining the capital to pursue a business. Although it is not clear as to how specifically females find it difficult to have access to capital for business advancement, it is practically demotivating for females that males have easy access to business capital while females find it difficult. According to Majumdar and Varadarain (2013), Carter et al. (2007) and Mohamad et al. (2015) this could be the result of the negative perception and stigma attached to gender. Generally, men are perceived as stronger candidates as opposed to women. It therefore becomes a challenge for investors to develop trust and comfortably fund women owned business ventures, unless if the business is already well established. This suggests that more work still needs to be done in terms of motivating women to develop entrepreneurial interest and development.

As a result of this underrepresentation of females in entrepreneurship career, females get demotivated because there is less inspiration of the same gender. This also results to a shortage of role models, leading to a negative attitude amongst females (Hirschi and Fischer, 2013 & Kibuka, 2011). Although a number of studies that suggest that males have an advantage when compared to females, there is a shortage of studies which specifically investigate student's potential to become entrepreneurs. It would not be advisable to conclude based on studies that examine the individuals in general and not university students and graduates specifically (Majumdar and Varadarajan, 2013 & Mohamed et al. 2010).

It is further said that students draw inspiration from the role models, an underrepresentation of female entrepreneurs may end up spreading to the university students who are planning to become entrepreneurs in future, which could result into less females intending to become entrepreneurs. However the female students who possess strong self-efficacy are likely to overcome the negative mentality about success of female entrepreneurship (Lee, Nueller and Haixia, 2015). Not taking into consideration the presence of self-efficacy, males are likely to choose entrepreneurship career than females, thus the hypothesis is formulated.

Hypothesis 4: Male Arts students possess greater entrepreneurship interest than females at DUT

2.4.4. Entrepreneurship Risk

Amongst some of the most common challenges that individuals get to face when engaging in entrepreneurial career is the threat of entrepreneurship risk. The fear of taking risk may limit some individual's ideas and effectively develop fear of engaging in entrepreneurship. This may be due to past experiences or may be due to fear of failing along the entrepreneurial journey (Nguyen, 2018). However, individuals with a strong self-efficacy could overcome this fear, this means self-efficacy plays a significant role in overcoming fear of risk and effectively results in students' decision to choose entrepreneurship career. Educated individuals are usually more tolerant to taking risk when compared to uneducated individuals, this could be because the educated individuals have more confidence and believe there is always a solution should the risk factors arise, hence there are less chances of business failure (Olufunso, 2010).

According to Zondo (2016) the student's level of education can also determine how students perceive entrepreneurship risk. The educational level is more likely to develop the student's entrepreneurial interest, that is because of that confidence and knowledge that shall have been acquired through studying. Although in the study conducted, university managers suggested that the level of education has no major influence on the development of students' entrepreneurship interest. A greater confidence and intention is likely to result into willingness to absorb the entrepreneurial risk and then a student shall not be reluctant to choose entrepreneurship career.

Other than the individual's self-efficacy as a tool to overcome the entrepreneurship risk fear, it is highlighted that an individual's gender could also impact on how the potential entrepreneur sees and overcomes a risk fear as an obstacle to the implementation of a business. In the study conducted by (Majumdar and Varadarajan, 2013) female students showed more willingness to face and overcome risk when compared to male students. Females were also found to have a greater level of desire to achieve entrepreneurial goals

than males. In short, the study suggests that females are more willing to take risks than males; however it remains unclear if it is self-efficacy that influence the level of willingness for females to consider entrepreneurship and absorb risk.

Majumdar and Varadarajan (2013:279) define the risk as “unpredictability or possible downside variability of performance”. There are two sides around the issue of business risk, its either it strikes entrepreneurial activities and effectively lead to failure or it doesn't occur, which leads to high probability of entrepreneurial success. Self-efficacy would then help a potential student entrepreneur to overcome the negative attitude that the risk will occur. The existence of risk may result into a loss of interest for entrepreneurship consideration in students' career choice decision. It is therefore important that the issue of risk is also considered and addressed as one of the determinants that may affect the entrepreneurship interest (Majumdar and Varadarajan, 2013). It is easy for entrepreneurs to minimise the risk, if they are aware of the threat. However ignorant entrepreneurs may ignore the existence of risk until it comes into effect, by then the damage would have been more and loss would have been suffered. In the absence of self-efficacy, the student may look at risk as an obstacle to entrepreneurship success, and effectively decide against entrepreneurship career. However the students who possess strong self-efficacy, would probably view risk as one of the normal challenges in entrepreneurship journey that the entrepreneur can learn from. Self-efficacy may therefore be a decisive measure in a student's of decision to choose entrepreneurship career, because these students have self-belief and are optimistic which can results into additional efforts. Ignoring the presence of self-efficacy, fear of risk could demotivate the students to choose entrepreneurship career.

Hypothesis 5: Fear of Entrepreneurship risk demotivates DUT students to choose entrepreneurship career

2.5. Research Gaps

Amongst some of the research gaps discovered in the knowledge relating to entrepreneurship of students is that there is a lack of studies that have been

found to be specifically investigating entrepreneurship interest of “Arts students” based on South African context. The gap is based on theoretical observation upon the review of literature on the subject. It would be useful to develop and expand the knowledge of how South African Arts students perceive entrepreneurship with reference to employment or career enhancement. Majumdar and Varadarajan (2013) also highlights there is a lack of knowledge that is based on how Arts students perceive entrepreneurship career in an attempt to develop their career.

There is to be a lack of knowledge pertaining to the exact reasons of lack of entrepreneurship interest by females when compared to the males. The studies only dwell on theoretically highlighting the underrepresentation of females on entrepreneurship and lack of interest compared to males (Shabana, 2016), without specifying the reasons for the imbalances. Further, a number of studies focus on individuals in general, rather than investigating the impact of gender difference specifically on university students who wish to become entrepreneurs.

There seem to be a lack of research that investigates the relationship between monetary self-earnings and entrepreneurship interest. Some students could be persuaded by earnings or money benefits to choose entrepreneurship career. The primary objective of becoming an entrepreneur is to make profits, hence if students decide to choose self-employment or organizational employment they expect to make earnings out of the process. This means desire for money could result in a student’s decision to choose entrepreneurship. It is therefore significant to investigate if desire for self-earnings results into the development of entrepreneurship interest.

The only methodological gap identified is that there is a lack of research methods that are designed to be specifically used for university students. The gap is specifically based on the use of questionnaires when collecting data. Currently, there is no method that commands the researcher to ensure that the student (as a respondents) fully understands the concepts on the questionnaire. If students do not ask for clarification, it is assumed they fully understand. As

Kumar (2011) states that quantitative studies using questionnaires are suitable for people with limited knowledge on the subject, while qualitative studies using interviews are suitable populations with extensive knowledge on the subject. Respondents have a chance to ask for clarification of the misunderstood concepts during the interview when compared to filling the questionnaires. Practically populations made up of students have limited knowledge on a number of subjects considering that they do not have extensive practical experience. There is limited direct communication or engagement between the researcher and a student during the data collection process using questionnaires, this could mean students are restricted to ask direct questions for clarification from the researcher. This is because the researcher is not always readily available, while if available at the time the questionnaires are filled, it becomes difficult to attend every student's questions individually. Thus a method has to be developed that will command researchers teach students about the key concepts on the questions, before they can fill the questionnaire. This will also improve the validity of data as the students would have fully understood what the questionnaire is about.

There are no research methods that have been identified to be specifically designed to cater for students with weak ability to read text on normal font size. In instances where questionnaires are used, some respondents may find it difficult to read the normal text, hence provisions shall have to be made to accommodate these students. The reality is that these students form part of different populations, hence they have a right to participate in surveys.

2.6. Chapter Summary

In this chapter, an in depth literature that relates to the relationship between university students and entrepreneurship interest has been reviewed. Research background has been presented as well as previous research on similar studies. The theoretical framework to be applied has been chosen and explained, that is self-efficacy. The relevance of the theoretical framework has also been explained. The review of literature on factors that affect the student's

entrepreneurship interest has been presented; those are entrepreneurship risk, family background, entrepreneurship education and gender.

In the next chapter, the chosen research methods, tools and study population are explained and justifications for the choices are given.

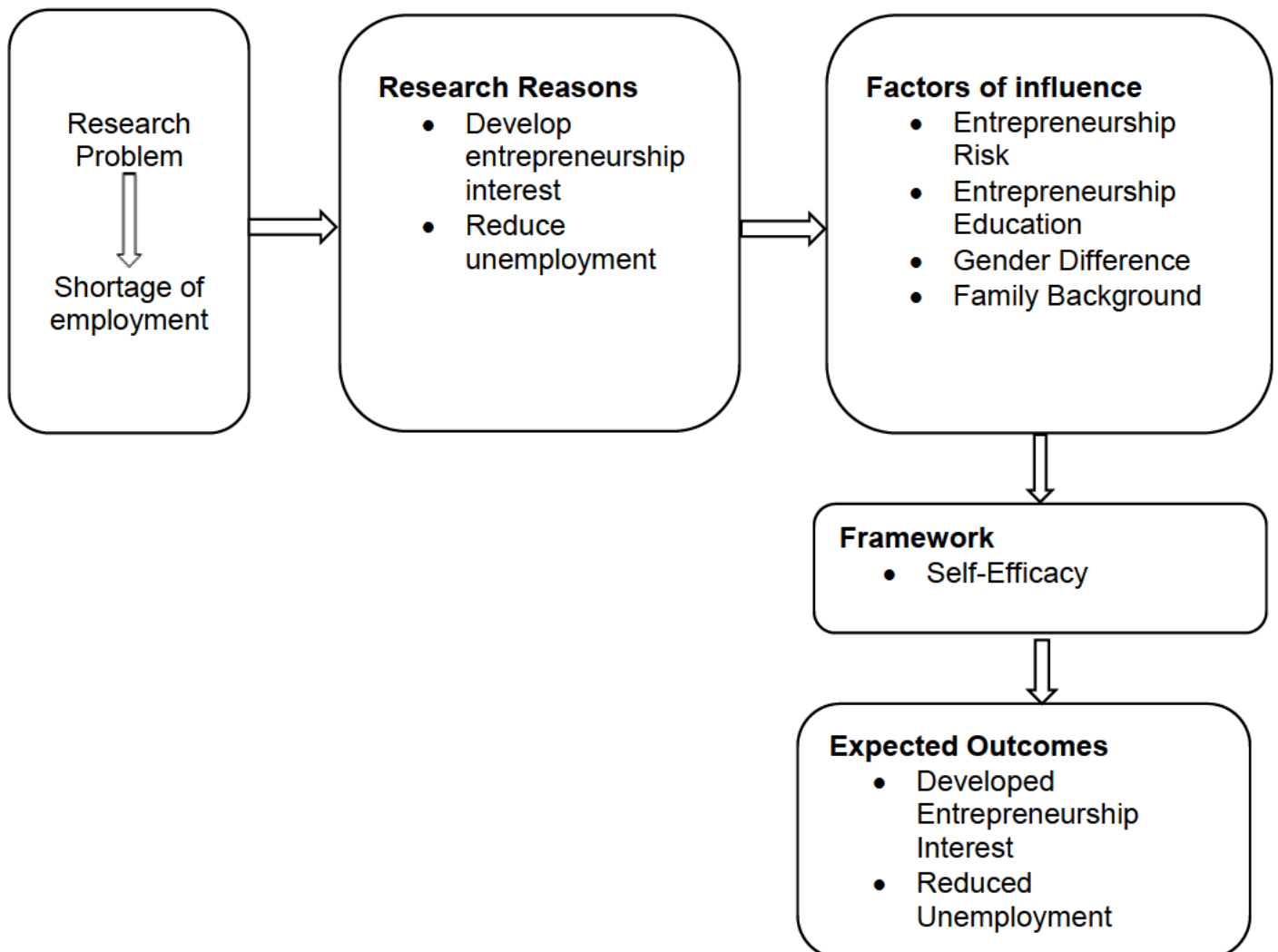
CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, the research methods to be employed are explained and justified. The research is based on quantitative research methods. Research design and paradigm applicable to the study is chosen. The area settings are outlined. Chosen population and sampling methods are described and justified in details. The data collection instruments to be used is also explained. A clear explanation and full justification for each and every method chosen is given.

3.2. Research Structure and Subsequent Assumptions

Figure 3.1.



The above flow diagram shows a demonstration of the overall Research structure and assumptions. The main problem of the research is the shortage employment among university graduates. Thus, the study aims explore factors

that can stimulate entrepreneurship interest so that entrepreneurship is considered and accepted as a career option to university students. The assumptions originate from the hypothesis developed in literature chapter. According to Kibuka (2011) entrepreneurship does not occur by accident, there are developmental stages building up to the intention. During the process, there should be a presence of entrepreneurship interest, before the intention. It starts with the student's strong self-efficacy as a drive to the development of entrepreneurship interest.

There are factors that lead to students' entrepreneurship intention, but first the student needs to have interest. These factors would either positively or negatively affect the student's entrepreneurship interest. A student that has a strong self-efficacy is likely to view entrepreneurship risk as a normal challenge in a business environment, instead of looking at it as an obstacle to entrepreneurship success (Oyugi, 2015). The inclusion entrepreneurship education in the Arts and design courses curriculum, may positively influence the student's interest to consider entrepreneurship as a career choice (Shabana, 2016). However this may not be influential in the absence of self-efficacy. As literature in the previous chapter suggests that gender may also influence an individual's decision to consider entrepreneurship, predominantly females are less motivated to take the entrepreneurial journey compared to males (Kibuka, 2011). However, the presence of self-efficacy may help the discouraged females to overcome the negative attitude and engage in entrepreneurship. As reviewed in the previous chapter, students with business family background are likely to opt for entrepreneurship as a career; these students are believed to be drawing a strong inspiration from the family business (Ahmed et al., 2014). However, huge set-backs on family business that may have been observed by the student may result into a lack of entrepreneurship interest. Self-efficacy would therefore help this kind of students to overcome the negative mentality and effectively drive the students' mind-set towards the advantages of entrepreneurship.

If these factors in figure 3.1 are influential, the student is likely to be interested and effectively choose the entrepreneurship career. However, if the factors are

not influential or not available to the student, the student is unlikely to consider entrepreneurship, therefore will not consider the career. The assumption is that a high rate of entrepreneurship implementation will result in a reduction of graduates unemployment rates, while a lack of entrepreneurship implementation may result in a high unemployment rate of graduates (Pérez-López, González-López and Rodríguez-Ariza, 2016).

3.2. Aim of the Study

The study aims at investigating the influence of Arts students' self-efficacy on the development of entrepreneurship interest. The main aim is to raise awareness about entrepreneurship as a career so that it could be utilised as an alternative option to organizational employment. This will give additional career options to Arts students at DUT. More emphasis is based on factors that can help students develop entrepreneurship interest. Further, the intention was to investigate entrepreneurship interest of the students specifically in the field of Arts. This has helped get deeper insights on what contributes to the development of entrepreneurship as well as what demotivates the students to consider entrepreneurship career.

3.3. Study Design

According to Kumar (2011) the study design that is used in the research is usually determined by the nature of the study. There are three commonly used designs in research, those are; Cross-sectional studies, before-and-after studies and longitudinal studies. If it happens that a nature of the study is cross-sectional, it cannot concurrently be longitudinal as well. The study design that was employed in this study is cross-sectional. The design is identified as appropriate for this particular study because the main aim is to find out what influences the entrepreneurship interest of Arts students at Durban University of Technology, as well as how the interest is developed in order for students to decide on choosing the entrepreneurship career. Chindler and Cooper (2008) say cross-sectional studies are applicable on a once-off research, where the researcher will not make a follow up on what has changed after a while, there is no tracking of changes over a timeline. Since this study was not investigating

the past and future students, but rather the currently registered students' cross-sectional design appeared to be appropriate.

Cross-sectional study has a disadvantage that it does not allow the researcher to make the follow up on future changes that have been brought by recommendations of the study. Another disadvantage is that changes or results cannot be tracked over a number of years since conclusions are made over the current study and there is no follow up, only recommendations for future studies could be made (Kumar, 2011). Cross –sectional study is based on one data set, while before-and-after study requires another data to be collected afterwards in order to measure the influence or changes. Although one of the objectives on this particular study is to determine if entrepreneurship education influences the students' entrepreneurship interest. The study does not practically or scientifically measure the level of interest students had on entrepreneurship before they went through entrepreneurship education. Instead the current interest of students who have been through or still going through entrepreneurship education was measured.

3.4. Research Design and Methods

The survey research design was used to conduct this particular study. This research design seemed to suitable for the study, because the main purpose was to study the influence of factors that affect DUT Arts students entrepreneurial interest, as well as how the self-efficacy contribute on the development of entrepreneurial interest. A quantitative approach was used in the collection, analysis and presentation of data. Since this is a survey research, questionnaires were used in the study.

Quantitative research was considered as a suitable approach to use for this particular study because the target population consisted of more than two hundreds (200) respondents, with the sample size of 292 students, but the final number of respondents ended up being more than 300, where 307 questionnaires were valid and contained no errors. The rationale was that quantitative approach will allow a rapid collection of data, once the data was

collected and captured, the presentation and analysis of data of 307 respondents was better presented and simplified quantitatively. Quantitative approach allows the research to be conducted efficiently as opposed to the use of qualitative approach, since qualitative approach is concerned with data collection of data through interviews or observations (Cooper and Schindler, 2008), it would have been impractical to interview or observe 292 students because of time constraints. The quantitative approach suits the self-administered questionnaires, it therefore made it easy to reach the sufficient number of student using this instrument. Other than the quantitative approach being appropriate for the easy collection of data, it would have been difficult to present and analyse 292 responses which would have been collected using interviews or observations, this could have compromised the validity of data. There would have been no proper structure on the research outcome, as the respondents would not have been guided by a structured questionnaire that limits the open ended questions. Interviewed respondents are likely to respond with completely different opinions based on their feelings, hence trying to present and analyse such responses would be complex (Kumar, 2011).

Qualitative approach requires the respondents to be highly knowledgeable about the field or be specialists or professionals in the subject area, in order to give a valuable input in the research output (Kumar, 2011). Since the target population was a group of students for this study, who have limited or no knowledge about entrepreneurship, it would not have been advisable to use the qualitative approach, hence quantitative approach was chosen to conduct the study. Quantitative approach was suitable for the study because the target population, which are students have limited knowledge about the entrepreneurship career, therefore the students were guided by the structured questionnaires when responding. Nonetheless, Punch (2009) points that quantitative approach has a major disadvantage based on the sample representing the population. The researcher has to generalize the research findings as a representation of the entire population, whilst only the sample had an opportunity to participate in the survey. A further disadvantage of quantitative approach is that a researcher cannot make a follow up if there are

some gaps arising from the responses, as the questionnaires are filled anonymously.

Correlational Research

The study follows a correlational research setup. Correlational research is chosen because it appears to be more suitable for the study than exploratory research. Walker (2005) describes correlation based research as the research that purposefully seeks to determine and measure the level of relationship amongst variables. It is an examination of how does the presence or the change of a particular variables impacts on a dependant variable. Since this study is concerned with examining the factors that affect dependent variable which is entrepreneurship interest, it was appropriate to use correlational research to measure the influence that is brought by these factors in the development of entrepreneurship interest of DUT Arts students. Correctional research also works well with the data that has been collected using the structured questionnaires, because the researcher could go as far as examining if the race or the age influences the entrepreneurship interest of a student. Kumar (2011) and Punch (2009) add that correlational research does not only help in determining the presence of the relationship amongst variable, it also help to show if there is no relationship that exist. In this way, the researcher is able to determine the level of influence for each variable or if there is no influence at all in the development of entrepreneurship interest.

Although correlational research seems to be suitable for this study, it has its own disadvantages. It could possibly mislead the researcher's conclusions that something will occur while it will not (Kumar, 2011). For instance, assume that there a strong positive relationship between a student who has had entrepreneurship education during the course and entrepreneurship interest, in this case the researcher could conclude that the student will automatically choose the entrepreneurship career. Whereas, it is possible that the student may be interested in entrepreneurship but choose not to implement any form of business due to the fear of risk and lack of self-efficacy. Hence, a strong relationship between variables does not guarantee a particular outcome.

Although descriptive statistics are used to present the demographics of respondents as well as highlights of frequencies, inferential statistics are also used to draw major conclusions on the research outcomes. Descriptive research was used to conduct analysis relating to the current perceptions of Arts students pertaining to the entrepreneurship as a career and presentation of demographic information. In support of descriptive statistics, inferential statistics were used to further gain more insights on what could potentially influence students to consider entrepreneurship career. Descriptive statistics alone, would have only focused phenomenon or predicament and raised questions for further studies, without digging deep on what could potentially be the solution to developing entrepreneurship interest. Descriptive survey research follows a deductive approach, which means the researcher can draw conclusions from the collected and analysed data, based on the sample that represents the entire population of Arts students (Kumar, 2011 & Cooper and Schindler, 2008). If the main purpose of the research is concerned with acquiring unknown meanings, determining the existing knowledge and determining the rate at which something happens, then descriptive research alone would have been suitable for the study (Walker, 2005). It was therefore concluded that descriptive statistics will only be used to present major highlight of frequencies and demographics of the respondents for this study, because the main purpose is not only to describe what is currently happening to Arts students of DUT in terms of the development of entrepreneurship interest, instead the purpose is to find out the level of influence that is brought by independent variables to entrepreneurship interest, hence inferential statistics were used. That will give sort of direction in terms of what needs more attention in order to develop entrepreneurship interest amongst students.

3.5. Research Paradigm

The plan of research was driven by paradigm approach, this means the chosen paradigm was applied and there after the research objectives, questions and research methods followed the paradigm approach path. The research paradigm applied on this study is positivism, this paradigm is widely associated with quantitative research studies, rather than qualitative studies which is usually associated with interpretivism. Positivism is described as belief that

objectivity is universally accepted and that the explanations derive from laws, which effectively leads to the development of knowledge (Kumar, 2011). On the other hand, interpretivism is more associated with qualitative studies, it studies the behaviour of humans and the way people interpret circumstances around them. Positivism is advantageous because it allows the research design to be determined, before the actual execution of the research, in that way a researcher is able to properly pre-plan the research approach and methods that are suitable for the particular research such as sample and sampling methods. However, a disadvantage of positivism is that the design cannot be easily changed or modified if challenges arise, once the research process has been executed. A further justification on choosing positivism is that it allows the usage of standardized questionnaires on a large samples to generalize the findings as representation of the entire population (Punch, 2009 & Kumar, 2011). More than 300 students participated in the study and only one standard questionnaire was used across all respondents. Since the study was conducted using the quantitative approach, it was appropriate to use positivism and not interpretivism.

Walker (2005) says quantitative research is closely related to the paradigm that is concerned with human phenomenon, and that is referred to as positivism. Positivism paradigm is suitable for this study because the researcher is seeking to obtain knowledge about the entrepreneurial insights objectively rather than subjectively. Positivism is the research method that is based on quantitative approach, the researcher takes responses from the questionnaires as they are and does not apply personal opinions, except when making conclusions. The paradigm allows the researcher to study each variable separately and statistically measure the influence that is brought by each variable on the entrepreneurship interest.

3.6. Study Setting

The Durban University of Technology (DUT) is one of the highly recognized higher education institutions in South Africa and it holds a great public image. This makes the institution to be highly attractive to prospective students, hence the students graduating from the university have to be equipped with necessary

skills in order to cope in the corporate world. The university produces hundreds of graduates in the field of Arts and Design every year (Durban University of Technology, 2015). However, it is not guaranteed that the students will get the jobs after graduating. In absence of organizational employment, entrepreneurship becomes a good alternative. It is therefore important that the students or future graduates possess the necessary skills to conduct entrepreneurship in enhancement of individual's career. Thus, it is significant to investigate the factors influencing the students' entrepreneurship interest as a career choice after graduating in the unfortunate event of not being able to secure stable organisational employment.

3.7. Study Area

The study was conducted at the Durban University of Technology in campuses based in Durban. Durban campuses were selected in order to minimize the issue of budget constraints, the students that are based in the Pietermaritzburg campuses are excluded from the study. Furthermore, the study is not funded by any form of sponsorship; hence the researcher opted to limit the study to the Durban based campuses in order to reduce the travelling costs. Conducting the study in Durban campuses is also convenient in the process of collecting data in terms of time and easy access to these campuses. Therefore the main justification behind the decision of excluding Pietermaritzburg campus is to conduct the study efficiently.

3.8. Targeted Population

The entire population are students from the Faculty of Arts and Design from the Durban University of Technology. The study is strictly restricted to 1st, 2nd and 3rd year students, sample size of 292 students was drawn from the population of 1219 students. These students were officially registered at DUT for the academic year in which the data was collected. The reason for choosing only 1st, 2nd and 3rd year students is because these students shall not have made a final decision on career choice in terms of choosing between entrepreneurship and organizational employment. Especially the 3rd year students, this is practically the level of university education where students start

to seriously consider the options that are available for career enhancements. Students' preferences in terms of career choice may be different; some students might prefer organizational employment while others may prefer entrepreneurship.

The students were identified through attendance in lecture venues that are designated to the faculty of Arts and Designs courses. The data was collected from the participants either before or after the lecture in order to avoid disrupting the normal academic programmes. At first, the communication was through the lecturer or facilitator at the venue, then respondents were contacted after the lecturers or facilitators consent had been granted to administer the survey questionnaires. Students below 18 years of age were excluded from participating in the study. This is because parental consent would have been required and parents would not have been available at the venue. Students who are 18 years and above were be permitted to participate in the study provided that they are able and willing to participate.

The postgraduate students were excluded from the study, as it was assumed that the majority of those students have already been through different phases of career decision making, therefore may be bias in answering the questions honestly, due to corporate experience that may exist, which could have compromised the reliability and validity of the research findings. There were no exclusions in terms of the gender, both females and males were considered, as one of the objectives was to find out if the gender difference affect the entrepreneurship interest. All races were allowed to participate in the study.

3.9. Sampling Methods and Size

3.9.1. Sampling Method

The sampling technique that is utilized in the study is probability sampling, this technique follows a random format of selecting a sample. The decision to use the probability sampling was based on compatibility of this method to this particular study as compared to non-probability sampling. Probability sampling ensured that the population of 1st, 2nd and 3rd year Arts and Design students of DUT possess an equal chance of being participants in the study, regardless

of where they are seated in a lecture venue. The advantage of random sampling method is that there are no restrictions in terms of who is likely to participate in the study, instead every member of the population possess an equal chance of participation. However, in non-probability sampling, respondents do not possess an equal chance of participation; therefore the results from a sample that was selected based on a non-probability sampling may not be a true reflection of the entire population, which means it may not be fair to generalize the outcomes or findings (Kumar, 2011). The questionnaires available for each class were distributed randomly in the venue, depending on the willingness of the students to participate. The selection of respondents was not based on a researcher's choice, but it depended on students' willingness to participate. There was no particular pattern that was used to select students in the classroom, as long as they belong to the particular class of the prescribed population.

3.9.2. Type of Sampling

The type of probability sampling that was identified to be the most suitable for this study is Simple Random Sampling. This type of sampling was chosen in order to avoid complications during the distribution of questionnaires among students. The questionnaires were distributed with ease because there was no particular pattern that was followed; instead a distribution was done randomly. Allowing participation from a particular group of students either by age, race or by gender could have appeared unfair to some students who are willing to participate. There were some restrictions, where there was a poor attendance in some lectures in which the data was collected, hence the number of participants is not the same across all courses. Simple random sampling follows no particular pattern, data is collected randomly from the participants until the required number of participants is reached. Stratified random sampling could have been used as an alternative, however it could not be used on this study because it is appropriate for studies where population is divided into subgroups for example like age or race (Kumar, 2011). In this regard, the decision was taken to use simple random sampling in order to allow efficient collection of data.

3.9.3. Sample Size

In studies with large population such as this study, it is usually complicated to cover 100% of the population size; hence the sample size has to be determined to represent the entire population. Although the sample is a certain portion of the population, conclusions are regarded as a representation of the entire population (Punch, 2009). Because of the uncertainty that exist, researchers acknowledge that there is a sampling error which is determined by the measurement called confidence interval. Confidence interval determines the level at which the researcher is confident of the research outcome from the sample can be generalised as a true reflection of the entire population (Cooper and Schindler, 2008). The confidence interval that was used in this study was 95%, which means the researcher acknowledged that plus or minus 5% of the finding from the sample may not be a true representation of the entire population. The researcher is 95% confident that if the entire population was to be surveyed again, the results would be the same outcome as those obtained from the initial sample.

The sample size has been calculated and found to be 292 students. 292 is the total number of students that should have represented the entire population. This sample size was arrived at by using the online sample size calculator (Creative Research Systems, 2012) and further verified by the statistical sample size formula (Kadam and Bhalerao, 2010). However the actual number of participants exceeded the calculated sample size, as it turned out to be 307 participants, excluding the questionnaires with errors.

$$\begin{aligned}\text{Sample Size} &= [0.5 \times (1-0.5)] / (0.05/1.96)^2 \\ &= 0.25 / (0.02551)^2 \\ &= 0.25 / 0.0006507 \\ &= 384.16\dots\end{aligned}$$

$$\begin{aligned}\text{Therefore:} &= (384.16 \times 1219) / (384.16 + 1219 - 1) \\ &= 248551.52 / 1030.16 \\ &= 292.28 \\ &= 292 \text{ students}\end{aligned}$$

Where: 5% is a margin of error
 95% is a confidence interval
 1219 is a population

3.10. Data Collection

3.10.1. Research Instrument and Procedure

The only research instrument that was used to collect data was a survey questionnaire. Heads of departments and lecturers were consulted and issued with gatekeeper letter and ethical clearance letter when asking to conduct the research in prescribed population. Once the permission was granted, the questionnaires were distributed in lecture venues. The researcher was present at the time the questionnaires were administered, hard copy questionnaires were handed out manually to the students. The questionnaires were not administered during the lecture, to avoid disruptions, it was either before or after the lecture that the students would be asked to fill the questionnaire. Questionnaire appeared to be suitable for this study, as the number of respondents was anticipated to be 292, hence questionnaire is suitable for collecting data from a large sample. It helped to collect data within a short period of time, as the completion time of questionnaire was anticipated to be between 10 to 15 minutes. An alternative method of distributing questionnaires could have been the electronic method. However, Electronic questionnaires were not made available; as it could have compromised the response rate as well as period it takes for the participants to respond. Questionnaires distributed through emails could have resulted in a delayed or no response as the researcher would not have had any control in persuading the students to respond timeously (Kumar, 2011).

The decision to select questionnaire as the only tool to be used for data collection derived from the choice of research design that is quantitative research. Kumar (2011) says quantitative research suits the usage of questionnaires, rather than conducting interviews or observing. Observations and interviews are suitable for qualitative research studies, these are normally

conducted in small samples because the researcher usually has to observe and/or interview almost the entire population, therefore interviews would not have been suitable for this particular study because there was a large number (292) of anticipated participants. Hence the decision was taken to only use questionnaires.

According to Kumar (2011) the advantages of using a questionnaires is that it is economical to collect data, the costs associated with using this instrument are less expensive. Another advantage is that it allows a researcher to reach a large sample with less limitations and challenges as students were readily available in lecture venues. Through questionnaires, students found it easy to respond honestly, since anonymity was assured in the consent letter, whereas through face to face interviews, some of the students would have not felt comfortable to participate and respond honestly because of the fear of being identified.

3.10.2. Questionnaire Layout

The questionnaire starts with demographic section and the rest of the questions focused more on the variables that are being studied if they influence the students' entrepreneurial interest. There is no section in the questionnaire, where the students are asked about any personal identity information such as student or identity number. The questions start by addressing general issues on the topic, then went on to ask specific questions on the variables.

The questionnaire had questions where a respondent had to rate either on a Likert scale or in terms of agreement or disagreement, depending on a nature of the questions. This means the respondents had choices to choose from when completing the questionnaire. There were few open ended questions, where a respondent could mention something that is not listed on the questionnaire.

3.11. Data Analysis

The data was analysed using the statistical software called Statistical Package for the Social Sciences (SPSS). Since the number of valid questionnaires was 307, it would have been complex and time consuming to analyse data manually,

therefore the software was used. When data collection process was done, data was coded and captured onto Microsoft Excel software and then transferred to SPSS for analysis. SPSS allowed the efficient simplification of data analysis and presentation. Questionnaires that consisted of lot of errors were excluded from the study in order to ensure validity and reliability of results.

Descriptive and Inferential statistics were used to present the outcomes as per the responses from the participants. Frequencies and demographic information were presented using the descriptive statistics. Inferential statistics was then used to conduct tests and relationships amongst variables. Tests such as Normality of Distribution, Chi-Square, Kruskal-Wallis, Mann-Whitney Test and Spearman's Correlation Analysis were used in analysis of data. Cronbach's Alpha method was used to test the validity and reliability of data presented, and it was found that all the factors tested produced a valid and reliable outcomes.

3.12. Reliability and Validity

In order to ensure validity of research outcome, validity measures were taken. Construct validity method was utilised for this study. Kumar (2011) describes construct validity as one of the most reliable techniques to ensuring validity in quantitative studies because it takes into consideration the influence of each and every factor that impacts on the phenomenon being investigated. In this particular study, construct validity allowed a fair measure amongst all factors that influence the Arts students' entrepreneurship interest, instead of only focusing on a single factor.

A number of 10 students were randomly selected to participate in the pilot study in order to test if the questions were of acceptable standard and student friendly to understand. Once these 10 questionnaires were filled, analysis were done in order to check if the respondents fully understood the questions, or if there were no errors. Errors and grammar detected were rectified as per the responses from the pilot study participants. The researcher had to rephrase a number of questions that were not self-explanatory. Thereafter, the data was collected from the entire sample size.

Kumar (2011) says the reliability of a research instrument such as a questionnaire could be determined by conducting a survey over the same sample twice using the similar questionnaires with similar objectives. The responses from these two survey with same sample would determine the reliability by the level of difference in outcomes. The greater the difference in responses comparing the first outcomes with the second outcomes, the less reliable the research instrument is and the lower the difference in outcomes over the similar questionnaire, the greater the reliability of the instrument. When the interviews are used to collect data, the responses are highly likely to be different, irrespective of the same questionnaire and the same respondents. This is because the interview mainly comprise of discussion and open ended questions, the respondents hardly get the options to choose from in order to give responses, and instead responses are given in a long format. Whereas in quantitative studies questionnaires are used and the reliability is easy to achieve, because respondents are guided by the options in a structured questionnaire and there are no new raised up questionnaire just like in an interview, where an interviewer can easily raise new questions in following up to the interviewee responses. Since this is a quantitative study, questionnaires helped to improve the reliability of results from 307 student's that were respondents.

The respondents were only allowed one chance participate in the survey questionnaire in order to ensure the validity and reliability of data. This further avoided the duplication of data, which could have negatively affected the research findings. There were some students who are repeating some modules, hence they were available in different lectures, and thus it was communicated that those students can only participate once. Respondents were not allowed to ask for a second person's opinion during the administering of the questionnaires, however the researcher had no full control over this because there were great number of students simultaneously filling the questionnaires. There were some cases where students did not understand some key words in the questionnaire, the researcher was available and willing to explain to those students, because if there is a term that frequently appears in the questionnaire, and the students does not understand its meaning, it is

likely that the responses will not be valid and be a true reflection. Student were strongly urged to ask the researcher for clarification if there appeared to be some key terms they did not understand in the questionnaire.

Although the number of valid questionnaires was 307, there were more than 307 participants. 18 questionnaires were not taken into consideration when data was captured because these contained errors in responses or were partially filled. The decision was taken to exclude the questionnaires that were incomplete or had errors in order to ensure validity of data. The questionnaires had to be 100% completed in order to be considered, and should not have had errors so that the research output is a true reflection.

A statistical measure called Cronbach's Alpha was used to test the reliability and validity of data. The overall score was found to be 0.566, which is of acceptable norm. Generally the Alpha less than 0.5 is considered as not reliable, while the alpha above 0.5 is acceptable and above 0.7 is satisfactory and considered to be the most reliable outcome (Aaker, Kumar & Day, 2004). The Cronbach's Alpha in this study ranged from 0.575 to 0.937 across all factors, which confirms the validity of findings.

3.13. Alternative options and reasons

Since the hard copy questionnaire was the only research instrument that was going to be used to collect data, arrangements were made for students who would find it hard to read a normal font size. Provision of questionnaires printed in A3 paper with large font were made for students who could not read small font size. Fortunately there were no such cases as all the students could read the normal font size.

The students were approached in laboratories, where they could not be reached in lecture venues. The researcher would explain to the students on what the purpose of the survey is and based on willingness, the students would participate. Some students decided not to participate, for different reasons such as; being busy, questionnaire being long, being in a hurry and so on. Through this method students had to produce student cards in order to ensure that they

belong to the prescribed population.

3.13. Ethical consideration

The ethical clearance to conduct the research was applied for and successfully granted by the University of KwaZulu Natal research office. The ethical clearance certificate number is **HSS/1799/017M**. The research was conducted at the Durban University of Technology, Durban campuses only. The researcher also applied for gatekeeper's permission at DUT as a study area and the permission to conduct the study was successfully granted by the institutions research office. Once ethical clearance and gatekeeper's letter were obtained from UKZN and DUT respectively, the data was collected following the ethical standards. Kumar (2011) describes being ethical as observing the ethical standards and ensuring that no respondents or nature has violated rights during the course of the research. The population reserves the right to be protected from any sort of harm, where respondents are human, identity information should remain confidential unless if the respondent voluntarily permits the researcher to reveal the identity. The researcher shall not deviate from the content which was used in application for ethical clearance when collecting data, if the research content is to be completely changed and cover different aspects, the research ethics committee shall be consulted, so that the review will be conducted and effectively grant a new ethical clearance, fortunately there were no deviations in this study.

The ethical standards of DUT and UKZN were taken into consideration during the process of data collection. The consent letter was attached to the questionnaire, emphasizing the purpose of the study and assuring the confidentiality of respondents' information. The researcher did not influence the choice of responses by the respondents in any manner. No sensitive and confidential information of respondents was required in the questionnaire.

3.14. Summary

In this chapter, the research methods for the study have been discussed, explained and justified. The study is based on quantitative approach and survey

research. The research paradigm that was applied is Positivism, as it suits quantitative research. Survey questionnaire was used to collect data, and justification was given. Random sampling method was used and the type of sampling which was found to be suitable is simple random sampling. Also the target population group of the participants is explained as well as the ethical considerations.

In the next chapter, the results are presented and analysed, as per the responses from the questionnaires administered. Based on the analysis of results presented, the discussions are conducted.

CHAPTER FOUR: RESULTS, ANALYSIS AND DISCUSSIONS

4.1. Introduction

This chapter introduces the results of the analysis carried out as well as discussions. To complete this study appropriately, it is necessary to analyse the data collected in order to test the hypotheses and fulfil the objectives. As already indicated in the preceding chapter, data is presented in a descriptive and inferential statistics. Data was gathered through the questionnaire and it was subjected to frequency counts. In other words, the subjects' responses for each question were added together to find the highest frequency of occurrence (i.e. the number of times that a particular response occurs). These responses to the questions, which are quantified, are then presented in percentage forms. The analysis are also presented in tabular form. The researcher uses tables containing a variable and in some cases, combines two or more variables in a single table. Different types of inferential statistical tools are used to test the hypothesis.

The chapter further focuses on discussion of the findings. Discussions are guided by research objectives and hypotheses outcomes. Critical discussions are based on the results of this research and compared to the previous research findings that revolve around the same context. In the process of discussing the researcher was able to compare the existing knowledge with the new knowledge discovered and then drew conclusions. This allowed the researcher to conclude if the new knowledge extends on the existing knowledge, or if it brings a completely new dimension on the subject.

4.2. Objectives

The objectives of the study were;

- To determine the impact of self-efficacy on a students' decision to choose entrepreneurship career
- To discover if the DUT students' family background particularly from the field of Arts influences the students' decisions to consider an entrepreneurship career

- To find out if entrepreneurship education results in the development of entrepreneurship career interest among DUT Arts students
- To find out if entrepreneurship interest of Arts Student at DUT is dependent on a gender
- To find out if Fear of Entrepreneurship risk demotivates DUT Arts students to choose entrepreneurship career

The study aims to analyse the perceptions of Arts and Design students at DUT, as well as factors that can help develop entrepreneurship interest, which leads to a decision of choosing entrepreneurship career. The responses to the questions are summarized in the tables and figures, of which consist of a maximum of 307 valid responses.

4.3. Demographical Information

Demographical information is presented, it consists of demographic characteristics used to classify the respondents and understand the results.

4.3.1. Respondents Age

With regards to participants' age, it was found that most of the participants were between 21-25 years old (65.1%).

Age		Frequency	Percent
Valid	18-20 years	89	29.0
	21-25 years	200	65.1
	26-30 years	13	4.2
	31 years or more	5	1.6
	Total	307	100.0

Table 4.1 - Age Statistics

Table 4.1 depicts the percentages in terms of the respondent's age distribution. The majority of respondents 65.15% were in the age group 21-25 years, followed by 28.99% who are in age group 18-20 years, and only 1.63% of the respondents were 31 years and above.

4.3.2. Respondents Race

More than two-thirds (91.9%) of the respondents were Black African followed by Indian (3.6%).

Race		Frequency	Percent
Valid	Black African	282	91.9
	Coloured	6	2.0
	Indian	11	3.6
	White	5	1.6
	Other	3	1.0
	Total	307	100.0

Table 4.2- Race Statistics

Table 4.2 presents statistics of the respondents in terms of Race. The majority of respondents are Black Africans, making it 91.9% of the all respondents, followed by Indians, who make up 3.6% of the respondents. Then Coloured's (2%), Whites (1.6%) and other (1%) races make up the remaining portion of the percentage.

4.3.3. Respondents Gender

About two-thirds of the participants were female (58.3%).

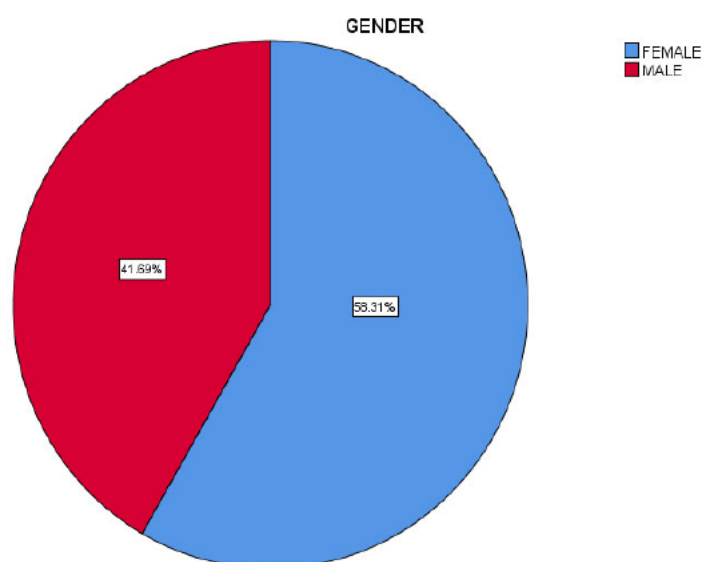


Figure 4.1- Gender Statistics

Figure 4.1 depicts the percentages in terms of the respondents' gender. Females were the majority in terms of respondents by gender, Females

constituted 58.31% of responses. The male respondents held the minority with 41.69%. The difference of 16.62% indicates a relative even gender distribution.

4.3.4. Respondents Course

Out 11 academic courses that were identified to be included in the study, the results showed that 31.6% of the respondents are enrolled for Journalism course and only 0.3% of the respondents are enrolled for fashion course.

	Name of the course	Frequency	Percent
Valid	Drama Studies	26	8.5
	Fashion	1	.3
	Fine Art	26	8.5
	Graphic Design	14	4.6
	Interior Design	43	14.0
	Jewellery Design	5	1.6
	Journalism	97	31.6
	Language Practice	24	7.8
	Photography	14	4.6
	Translation And Interpreting Practice	49	16.0
	Video Technology	8	2.6
	Total	307	100.0

Table 4.3 - Statistics of the courses students are enrolled for

4.3.5. Respondents level of Study

The results on figure 4.2 affirmed that 40.07% of the respondents were in 3rd year level of study while only 28% belong to the first year level of study, then 2nd years make up 31.92%.

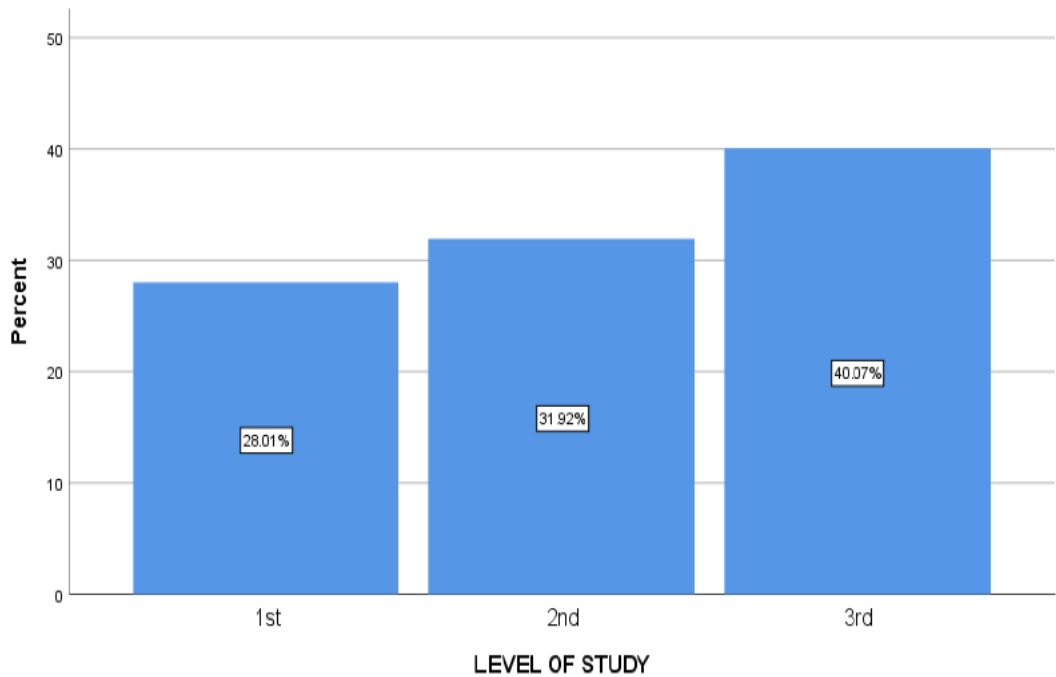


Figure 4.2 - Level of Study Statistics

4.4. Year of entrepreneurship implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Immediately	56	18.2	18.2	18.2
	6 Months	37	12.1	12.1	30.3
	1 Year	59	19.2	19.2	49.5
	2 Years	50	16.3	16.3	65.8
	3 Years	72	23.5	23.5	89.3
	Other	33	10.7	10.7	100.0
	Total	307	100.0	100.0	

Table 4.4 – Year of intention to start a business after graduating

Table 4.4 indicates that the majority (23.5%) of DUT Arts and Design students intend to implement entrepreneurship 3 years after Graduation.

4.5. Career Choice Intention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Get Employed	37	12.1	12.1	12.1
	Start Business	49	16.0	16.0	28.0
	Work For Organization And Never Become Entrepreneur	4	1.3	1.3	29.3
	Work For Organization And Become Entrepreneur	196	63.8	63.8	93.2
	Not Sure	12	3.9	3.9	97.1
	Other	9	2.9	2.9	100.0
	Total	307	100.0	100.0	

Table 4.5 – Preferred Career option

Table 4.5 shows the most preferred career choice option by DUT Faculty of Arts and Design students. The majority (63.8%) of participants indicated that they prefer to start working for an organization before becoming entrepreneurs. There were only 4 (1.3%) students who indicated that they want to work for an organization and never become entrepreneurs.

4.6. Results and Discussion on Variables

4.6.1 Self-Efficacy

With regards to self-efficacy as a factor of influence in entrepreneurship interest of DUT Arts and Design students the results are presented. There were 9 Likert type questions were asked to evaluate the level of self-efficacy students. Self-efficacy questions were asked specifically in relation to entrepreneurship. It was found that the majority of participants agreed or strongly agreed to most of the statements that seek to find out if students who possess strong self-efficacy are likely to choose entrepreneurship career. For example, more than two-thirds of the participants positively responded that they have positive attitude towards entrepreneurship as a career (37.1%). They also responded positively to the questions that asked if “*personal traits or character can influence a student’s decision to become entrepreneur*” (45.3%). Less than one quarter (1%) of the participants reflected a negative attitude towards entrepreneurship and lack of interest to choose entrepreneurship career. The overall average score was

found to be 3.23 indicating more participants were positive that self-efficacy can contribute to the development of entrepreneurship interest of DUT Arts students.

4.6.1.1. Chi-Square Measuring Self-Efficacy Influence

To get further insights on self-efficacy influence, chi square test was conducted. The result presented in the table 4.6 and 4.7 indicate that DUT Arts students with strong self-efficacy possess a great interest in entrepreneurship career. Based on Pearson chi square value (31.501) with $p < 0.05$, it was affirmed that the DUT Arts students are interested in entrepreneurship as a career.

	Students with Strong Self-efficacy					Total
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Entrepreneurship Risk	19	20	28	2	0	69
Gender	11	8	5	0	0	24
Family Background	33	38	20	0	0	91
Entrepreneurship Education	30	40	25	2	0	97
Other	9	8	6	2	1	26
Total	102	114	84	6	1	307

Table 4.6 - Self-efficacy influence on Entrepreneurship interest

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.501 ^a	20	.049
Likelihood Ratio	24.992	20	.202
Linear-by-Linear Association	.470	1	.493
N of Valid Cases	307		

Table 4.7 - Chi Square Test of Self-Efficacy

One of the objectives was to determine the level of influence self-efficacy has on a student's entrepreneurship interest. Based on literature reviewed from the research of different scholars, a hypothesis was formulated that Arts students with strong self-efficacy are likely to choose entrepreneurship career.

It is evident that the students' level self-efficacy could be used to predict the likelihood of a student being interested in entrepreneurship career and the

chances of choosing entrepreneurship career after graduating. The DUT Arts and Design students in a possession of a strong self-efficacy have shown a positive interest in entrepreneurship, this means self-efficacy could play a role in a student's career decision. Students can be divided into two main categories; the first category is the group of students with strong self-efficacy and the second category is the group of students with weak self-efficacy. The group of students' weak self-efficacy have shown a lack of interest in entrepreneurship as a career, while the students with strong self-efficacy have shown a positive interest in entrepreneurship. This means, in absentia of strong self-efficacy students are unlikely to choose entrepreneurship career because of fear to have unsuccessful entrepreneurship journey. The students with weak self-efficacy would lack belief that entrepreneurship will be implemented successfully (Santoso, 2017). This could potentially result into students deciding against entrepreneurship career, while the ones with strong self-efficacy are likely to choose entrepreneurship career because of great self-belief and optimism.

The students who have strong self-efficacy can be described as the students who have high self-esteem, optimistic, great belief in entrepreneurship idea, not scared to fail, perseverance, resilience and innovative (Santoso, 2017). It is believed that these characteristics would be sufficient to influence the student's decision to choose entrepreneurship career, independent of other factors.

The results of this study corroborate with the claim that the strength of students' self-efficacy could be used to predict the entrepreneurial intention (Mouselli and Khalifa, 2017 & Owusu-Mintah, 2014). Students with strong self-efficacy are likely to have a positive attitude towards entrepreneurship career, which results into a decision of choosing the career. These students are considered to have a great self-belief that the planned entrepreneurial action will be successful (Oyugi, 2015). There is a strong relationship between the individual's self-confidence and entrepreneurship aspirations, emphasized (Santoso, 2017).

Descriptive statistics and chi square tests results were analysed in order to measure the influence of self-efficacy on a student's decision to choose entrepreneurship career. Both results suggested that that self-efficacy has an

influence on a student's career choice decision. Based on the results of this study as presented, it has been concluded that students with strong self-efficacy have a greater entrepreneurship interest and therefore are likely to choose entrepreneurship career. Thus the hypothesis was accepted.

4.6.2 Family Background

This section shows the frequency distribution of statements regarding the level of influence family background on Arts students' decision to consider entrepreneurship. It was found that majority of participants positively responded to six out of eight statements. For example, a greater number of the participants (>50%) agreed or strongly agreed that family inspiration has an influence in their decision to become entrepreneurs, "*I have learnt entrepreneurial skills from the family business*", and "*Family business experience has influenced me to choose entrepreneurship career*" as quoted from the questionnaires. On the other hand, fewer participants negatively reported that "*I am in support of family ran businesses*" (24.4%), and those who are neutral on their responses that "*I think my family would financially support my business start-up*" are 28.7%. Overall, the average value was 3.34 indicating that family background can influence a decision of the students to consider entrepreneurship career.

Based on literature reviewed, a second hypothesis was developed, predicting that students who come from a family or belong in a family that has entrepreneurial background are likely to be interested in entrepreneurship career. According to the results presented in this chapter, family background has an influence on Arts students' development of entrepreneurship interest. The overall average score was 3.34 (on a 5 point Likert Scale) where the majority of respondents indicated that family has contributed on them developing interest in entrepreneurship career. Thus, the conclusion is that entrepreneurship interest is dependent on family background (independent of other factors) of a student, which means students from these families are likely to choose entrepreneurship.

When literature was reviewed, it appeared that the majority of studies suggest that entrepreneurial family background results into a student being interested

in entrepreneurship career. Santoso (2016) says exposure to entrepreneurship environment through family engagement and interaction is believed to have a significant contribution into a student's entrepreneurship interest. The students from these families logically have a greater awareness when compared to an average student when it comes to entrepreneurship interest.

The results presented in this research are supported by Santoso, (2016) and Amouri and Boudabbous, (2017) studies that students could draw a great inspiration from family, which could potentially result in influencing the student to decide on choosing entrepreneurship career. Family background is regarded as one of the main influences that can stimulate the student's entrepreneurship interest, because students spend the vast majority of time with their families. The research further suggest that students from these families would have easy access to information regarding entrepreneurship processes as well as mentorship from family members.

The results suggest that DUT Arts students appear to be in agreement with the claim that family background has an influence in a student decision to choose entrepreneurship career. This was observed on both students who come from entrepreneurial family background and students who do not come from a family with entrepreneurial background. A great inspiration is drawn from the family business and effectively the student could decide to choose entrepreneurship career. Although the respondents have indicated that family background can positively influence their decision to choose entrepreneurship, there were very few students who felt their families would financially support their business venture. It remains unclear if students felt they would not get the financial support because of the unavailability of funds or because the family would not like the students' idea.

Since results did not reflect that 100% of DUT Arts students agree that they see family background as an influence to a decision of opting for entrepreneurship career, there was a minority that seemed to have disagreed that they have been influenced by the family background to be interested in entrepreneurship. These students have indicated that they come from a family with entrepreneurship background, but they lack interest in entrepreneurship career.

Vadnjal and Ljubotina (2016) say students could belong to a family with strong entrepreneurship background but decide against entrepreneurship career. The lack of influence by family on students who come from a family with entrepreneurship background, could be based on bad experiences observed when family business was facing challenges. In instances where students are not influenced by family background to consider entrepreneurship career, self-efficacy could play a role in developing entrepreneurship interest. A strong self-efficacy could help the students to oversee the negative perception developed in family business and believe that entrepreneurship could be implemented and sustained successfully. Although a student who comes from a family with entrepreneurship background is likely to choose entrepreneurship career, the student would still need to be in a possession of a strong self-efficacy in order to remain resilient and persistent if challenges arise along the journey.

The vast majority of literature is consistent with the claim that family background has a great influence on developing the students' entrepreneurship interest (Nguyen, 2018) and the results obtained from this study were no different. This means entrepreneurship family background of a student could be used predict if the student will choose entrepreneurship career. Based on the results of this study, it can be concluded that students from family background with entrepreneurship are likely to choose entrepreneurship career, thus the hypothesis is accepted.

4.6.3. Entrepreneurship Education

To find out if entrepreneurship education influences DUT Arts student's decision to consider entrepreneurship, fourteen statements were asked. Results showed that majority of participants agreed or strongly agreed that entrepreneurship education has raised a level of awareness about entrepreneurship as a career (35%), and the primary objective of entrepreneurship education should be to equip students with business skills (45%). Contrary to that, more participants negatively reported that content of entrepreneurship module is interesting (35%), and "*I find entrepreneurship facilitators/lecturers interesting when teaching*" (41%).

A further test was conducted using Chi Square. The results indicate that there is a statistically significant relationship between the entrepreneurship education and entrepreneurship interest of DUT Arts students (chi-square with one degree of freedom = 263.493, $p = 0.013$). That means students who have been taught entrepreneurship are likely to choose entrepreneurship career.

		Factors that are likely influence Entrepreneurship decision	Entrepreneurship Education Influence
Factors that are likely influence Entrepreneurship decision	Pearson Correlation	1	.079
	Sig. (2-tailed)		.166
	N	307	306
Entrepreneurship Education Influence	Pearson Correlation	.079	1
	Sig. (2-tailed)	.166	
	N	306	306

Table 4.8 - Most influential factor on entrepreneurship decision

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	263.493 ^a	215	.013
Likelihood Ratio	187.217	215	.915
Linear-by-Linear Association	1.920	1	.166
N of Valid Cases	306		

Table 4.9 - Chi Square Output of Influential Factor

- a. 258 cells (97.7%) have expected count less than 5. The minimum expected count is 0.01.

Based on literature reviewed, which suggested that entrepreneurship education positively influence a student's decision to choose entrepreneurship career, a third hypothesis was formulated. This hypothesis was developed in order to fulfil the objective which aimed to find out if entrepreneurship education influence DUT Arts students to choose entrepreneurship career after graduating. It was hypothesized that entrepreneurship education can develop the students' entrepreneurship interest, which can effectively result into a decision of choosing entrepreneurship career option. Based on the results of

this study, the hypothesis was accepted, meaning there is a significant relationship between entrepreneurship education and development entrepreneurship interest.

In Part II of the questionnaire, there was a question that aimed to find out what factor is likely to be most influential to DUT Arts student's decision to choose entrepreneurship career. The results (Table 4.17) indicated that the majority of respondents perceive entrepreneurship education as a factor of influence among others such as, risk, gender and family background. The results concurred with that of Ahmed et al. (2010) which say, there is a significantly strong and positive relationship between entrepreneurship education and students entrepreneurship interest of students. Thus, the students who have had entrepreneurship education are likely to develop strong entrepreneurial self-efficacy, which could potentially result in entrepreneurship career decision.

Part VII of the questionnaire mainly focused on entrepreneurship education, the focus was to measure the level of influence education has on a students' decision to choose entrepreneurship career. The results suggest that exposing students to entrepreneurship education could lead to a development of entrepreneurship interest. The results corroborate with studies by (Shabana, 2016 and Mohamed et al., 2015) where they state that students who have been taught entrepreneurship education, are likely to develop entrepreneurship interest, thus resulting in entrepreneurship implementation. The assumption is that a student who has developed interest is likely to choose entrepreneurship career option as opposed to organizational employment because they would look on the positives and become optimistic that entrepreneurship will be successful. However Nguyen (2018) says, although entrepreneurship education positively affects student's entrepreneurship interest, it is not guaranteed that entrepreneurship plan will be implemented. A student could be interested in entrepreneurship career, but decide against the career in order to avoid the challenges.

Findings of this study affirmed that the majority of respondents are in agreement to the claim that incorporating entrepreneurship in teaching and learning could help raise awareness among students that entrepreneurship is a career option

instead of only focusing on organizational employment. As mentioned about 35% of respondents agreed that entrepreneurship education could help raise awareness and 45% agreed that the main content of entrepreneurship should aim at equipping students with business skills, these results are further supported by the study of (Salhi and Jemmali, 2018) which says university entrepreneurship content must aim at equipping students with multiple skills so that they can have variety of options to develop businesses. Based on frequency responses, it appears that DUT Arts students acknowledge the importance of entrepreneurship, although they do not enjoy the facilitation and content of the module. The lack of interest during lectures could be as a result of the lack of basic fundamental entrepreneurial knowledge. This suggests that business awareness should be introduced as early as possible to avoid such from occurring. The introduction of entrepreneurship education, must include proper teaching from the basic education level as well before students enrol at the tertiary institutions. Again, the curriculum must contain practical and implementable business knowledge in order for students to relate and be able to realise the significance of such.

Based on Chi Square test which was used to test the relationship between entrepreneurship education and DUT Arts students' entrepreneurship interest, the results produced a statistically significant relationship, $p < 0.05$, which means there is a strong relationship between the two variables. This further supports the assumption that entrepreneurship education has an influence in persuading students to choose entrepreneurship career. Shabana (2016) also agrees that education contributes greatly in a students' development of entrepreneurship interest.

Although it appears that entrepreneurship education persuade students to consider entrepreneurship career, there was also a portion of students who seemed to have disagreed that education could persuade them to choose the career. This means that the students who negatively responded that education has an influence are unlikely to choose entrepreneurship career. Thus, self-efficacy becomes useful to those students whose entrepreneurship interest is not influenced by entrepreneurship education. Since on this study, strong self-

efficacy was tested to have positive influence on entrepreneurship interest of students. A combination of entrepreneurship education and a strong self-efficacy could practically be more influential in developing interest. Oyugi (2015) also emphasizes that entrepreneurship education could help student develop a strong self-efficacy, which could be useful in implementation and sustainability of a business.

The results of this study have shown that self-efficacy and entrepreneurship education are the factors of influence in interest development. This was concurred by Santoso (2017) study, that when a student has a strong self-efficacy, entrepreneurship education could be more effective in a student's development of entrepreneurship interest. It becomes an additional component because the students shall already be optimistic about entrepreneurship as a result of the presence of strong self-efficacy. Pihie (2009) elaborates that entrepreneurship education could actually help stimulate the students entrepreneurial self-efficacy, as the two factors appear to complement each other. Entrepreneurship education would raise entrepreneurship awareness to students through exposure in course content such as assessments, exhibition, presentations and guest lectures etc.

Based on the results presented, it was concluded that entrepreneurship education improves the entrepreneurship interest of DUT Arts students, thus resulting into a student opting for entrepreneurship career option. Strong self-efficacy becomes an additional force to stimulate the interest. Overall, the hypothesis was accepted that entrepreneurship education positively influence student's entrepreneurship career decision.

4.6.4. Gender

4.6.4.1. Kruskal-Wallis Test

Kruskal-Wallis Test was performed and the results highlighted that the mean ranks for entrepreneurship interest were not significantly different between the two gender groups of the participants ($p > 0.05$). This means that gender is not a significant variable in development of entrepreneurship interest. Thus,

entrepreneurship Interest of DUT Arts and Design students is not dependent on gender.

	Gender	N	Mean Rank	Chi-square	p-value
Entrepreneurship Interest	Female	179	145.17	2.408	0.152
	Male	128	166.35		
	Total	307			

Table 4.10 - Kruskal-Wallis Test output

4.6.4.2. Mann-Whitney Test output

A further test using Mann-Whitney was conducted, the results suggested that entrepreneurship interest of DUT Arts and Design students could be dependent on gender as its mean ranks were less than 0.05 ($p < 0.05$) but the results did not produce absolute significance.

	Gender	N	Mean Rank	Mann-Whitney U	p-value
Entrepreneurship Interest	Male	179	145.17	9875.50	0.036
	Female	128	166.35		
	Total	307			

Table 4.11 - Mann-Whitney Test output

Leading to the development of the study, literature was reviewed and most of the studies suggested that entrepreneurship interest could be dependent on gender. Subsequently, the hypothesis was developed, and it was predicted that entrepreneurship interest is dependent on gender. It was hypothesized that, males have a greater entrepreneurship interest as opposed to females. This means male students are likely to choose entrepreneurship as a career option as opposed to the counterparts.

Kruskal-Wallis and Mann-Whitney tests were used to measure the strength of the relationship between gender and entrepreneurship interest. In Kruskal-Wallis, the results ($P > 0.05$) showed that gender is not an influential factor in entrepreneurship interest. This means, males and females possess an equal likelihood to choose entrepreneurship career. In contrary, Mann-Whitney results showed that a students' entrepreneurship interest and a decision to

choose entrepreneurship career option can be dependent on gender ($P < 0.05$), which means gender can be used to predict if the student will choose entrepreneurship career.

The two tests produced different outcomes, with Kruskal-Wallis test results suggesting that entrepreneurship interest is strongly independent of gender group, which means entrepreneurship interest cannot be determined by the gender of a student. Mann-Whitney test contradicted the Kruskal-Wallis results and suggested that entrepreneurship interest is insignificantly dependent on a gender of a student. The two results were then compared in order to make a decision on whether the hypothesis should be accepted or rejected. The two P values were compared in terms of which test produced a P value with great significance or insignificance. Chi square P value on Kruskal-Wallis test was 0.152, which is greater than 0.05, meaning entrepreneurship interest is greatly independent on gender and Mann-Whitney test produced a P value of 0.036 which is less than 0.05 which means there is a positive relationship. P value of Kruskal-Wallis test was used to arrive at a decision of rejecting the hypothesis because there was sufficient evidence ($P = 0.152$) which proves that DUT male Arts students have a similar entrepreneurship interest to that of females.

According Mouselli and Khalifa (2017), female students have a weak entrepreneurship interest when compared to males. This is in agreement with the hypothesis that males have a greater entrepreneurship interest. In contrary, the results of this study suggest that there is no significant difference in entrepreneurship interest that is based on gender, that means both males and females are equally likely to choose entrepreneurship career option. Azis, Haeruddin and Azis (2018) insisted that males continue to be more involved in entrepreneurship than females, which further refuted the results of this research since there was insignificant difference observed between the two groups.

If the claim that male Arts students are likely to have a greater entrepreneurial interest was proved to be true, it would have been appropriate to conclude that female students need to be supported in order to develop a strong self-efficacy so that they can be on par with males. However, since the hypothesis was rejected and the results suggesting that males and females are equally

interested in entrepreneurship. It can be concluded that both genders are equally likely to choose entrepreneurship career, therefore same strategies should be applied across all students in an effort to develop entrepreneurship interest. Based on the results presented, hypothesis has been rejected that Male Arts students possess a greater likelihood of choosing entrepreneurship career.

4.6.5. Fear of entrepreneurship risk

The result presented in table 4.12 and table 4.13 affirmed that although the DUT Arts and Design students have a fear of entrepreneurship risks, they are still likely to consider entrepreneurship career irrespective of the existence of risk. Based on the result of Pearson chi square value (35.506) with $p < 0.05$, it was affirmed that students would consider risk before embarking on entrepreneurship as a career.

Crosstab

Count		Entrepreneurship comes with risk				Total
		Strongly Agree	Agree	Neutral	Strongly Disagree	
	Entrepreneurship Risk	53	14	2	0	69
	Gender	20	4	0	0	24
	Family Background	66	23	2	0	91
	Entrepreneurship Education	61	34	1	1	97
	Other	14	8	1	1	24
	6	1	0	1	0	2
Total		215	83	7	2	307

Table 4.12 - Impact of fear of Entrepreneurship Risk

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	35.506 ^a	15	.002
Likelihood Ratio	19.685	15	.184
Linear-by-Linear Association	7.980	1	.005
N of Valid Cases	307		

Table 4.13 – Chi Square Test Output of Fear of Risk

a. 14 cells (58.3%) have expected count less than 5. The minimum expected count is .01.

The result presented in table 4.14 is the cross tabulation between those that believe that business risk is normal in entrepreneurship and those who believe it abnormal. From the result, it was affirmed that most of the respondents understand that every business comes with a risk and the results further show that there is a significant association. The chi square value (49.491) with $p < 0.05$ implies that there is an association, which indicates most students understand that risk is normal in every business.

Crosstab

Count

		Business risk is normal in entrepreneurship					Total
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Entrepreneurship Risk	27	37	5	0	0	69
	Gender	13	9	1	1	0	24
	Family Background	40	41	10	0	0	91
	Entrepreneurship Education	45	42	7	1	2	97
	Other	12	8	2	2	0	24
	6	1	0	0	1	0	2
Total		138	137	25	5	2	307

Table 4.14 - Entrepreneurship Risk normality

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	49.491 ^a	20	.000
Likelihood Ratio	26.059	20	.164
Linear-by-Linear Association	.467	1	.494
N of Valid Cases	307		

Table 4.15 - Chi Square Test Output of Risk Normality

a. 17 cells (56.7%) have expected count less than 5. The minimum expected count is .01.

In the literature review section, the vast majority of literature suggested that fear of entrepreneurship risk could become an obstacle in a student's decision of choosing entrepreneurship career. The fifth objective aimed to find out if fear of entrepreneurship risk affects the students' decision of choosing entrepreneurship career. Based on literature reviewed in chapter two, hypothesis was developed that fear of entrepreneurship risk demotivate students to choose entrepreneurship career. Results of this study suggest that this hypothesis is rejected, because the students responded negatively that fear entrepreneurship risk can demotivate them to choose the career. This means students' decision to engage in entrepreneurship career is not dependent on fear of risk.

On the basis of DUT's Arts students understanding and accepting that the nature of entrepreneurship comes with risks, the results suggest that students are aware of potential risks that can impact on administering entrepreneurship. Even though there is great awareness of potential risks, the students are still willing to embark on entrepreneurship careers. Awareness of risks means that students are likely to be considerate of risk factors and take necessary steps to minimize it. The results show that students are willing to sustain risks associated with entrepreneurship. The Pearson Chi square value was found to be 35.506; $P=0.02$. With $P<0.05$, it can be concluded that Arts students acknowledge the existence of entrepreneurship risk, but that does not affect a students' decision to choose entrepreneurship careers. However, these results

are refuted by the study (Majumdar and Varadarajan, 2013) which suggests that the fear of entrepreneurship risk can result into a loss of entrepreneurship interest.

The results from the second test suggest that DUT Arts students think entrepreneurship risk is normal in entrepreneurship activities and it does not demotivate them to choose the career. This means the students are willing to choose entrepreneurship career, regardless of the presence of risks that exist. As stated, the output Chi square value was 49.491 with $P < 0.05$, indicating that students understand the normality of risks. A study (Zondo, 2016) also indicates that, the willingness of students to overcome the fear of risk could also depend on the level confidence and entrepreneurial intention of a student. Thus, the students with strong self-efficacy are likely to be more tolerant of risk factors, since strong entrepreneurial self-efficacy of students was found to have a strong positive relationship with entrepreneurship interest.

With the results suggesting that DUT Arts students' decisions are not affected by the existence of entrepreneurship risk, it cannot be assumed that 100% of the population has the same attitude. There could be a number of students who could decide against entrepreneurship career because of fear of risk. These sets of students could overcome the fear of entrepreneurship risk in the presence of strong self-efficacy, considering that self-efficacy was tested as one of the factors that significantly contribute to entrepreneurship interest development. Likewise, it cannot be assumed that the students who fear entrepreneurship risks will not choose entrepreneurship career. They can overlook or overcome the fear through strong self-efficacy character. There is a strong link between self-efficacy and a student's entrepreneurship career aspirations. Nguyen (2018) says the individuals who have previously been exposed to entrepreneurship environment, shall be aware of potential risks that exist. This experience would have either created risk fear or developed strong self-efficacy that it is possible to overcome risk.

The results have suggested that students are aware of risks that come with entrepreneurship, however that does not compromise their willingness to choose the career. Therefore, the decision has been taken to reject the

hypothesis that DUT Arts students could be demotivated by fear of risk to choose entrepreneurship career.

4.7. Spearman's Correlation Analysis

The spearman's correlation analysis indicated that there was moderate positive correlation that exists between self-efficacy and entrepreneurship education Impact ($r=0.414$, $p<0.05$). Likewise all the other items have a moderate positive correlation as indicated in table 4.16.

		Self-Efficacy	Entrepreneurship Risk Impact	Gender Influence	Family Background	Entrepreneurship Education
Self-Efficacy	Pearson Correlation	1	.414**	.088	.324**	.344**
	Sig. (2-tailed)		.000	.125	.000	.000
	N	307	307	307	307	307
Entrepreneurship Risk Impact	Pearson Correlation	.414**	1	.220**	.258**	.147*
	Sig. (2-tailed)	.000		.000	.000	.010
	N	307	307	307	307	307
Gender Influence	Pearson Correlation	.088	.220**	1	.143*	.059
	Sig. (2-tailed)	.125	.000		.012	.304
	N	307	307	307	307	306
Family Background	Pearson Correlation	.324**	.258**	.143*	1	.414**
	Sig. (2-tailed)	.000	.000	.012		.000
	N	307	307	307	307	307
Entrepreneurship Education	Pearson Correlation	.344**	.147*	.059	.414**	1
	Sig. (2-tailed)	.000	.010	.304	.000	
	N	307	307	307	307	307

Table 4.16 - Spearman's Correlations test output

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.8. Influential Factors

Table 4.17 present the results of which factors respondents felt are most influential as well as which factors are less influential in a student's decision to choose entrepreneurship career option. According to the responses, it appears that students consider entrepreneurship education as the most influential factor among others on the list, while gender is perceived to have less influence on a

student's career decision. Responses suggest that 31.6% of students perceive entrepreneurship education as most influential and 20.6% of students perceive family background influential, on the other hand only 7.8% of students think gender has an impact on student's entrepreneurship career decision.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Entrepreneurship Risk	69	22.5	22.5	22.5
	Gender	24	7.8	7.8	30.3
	Family Background	91	29.6	29.6	59.9
	Entrepreneurship Education	97	31.6	31.6	91.5
	Other	24	7.8	7.8	99.3
	No Response	2	.7	.7	100.0
	Total	307	100.0	100.0	

Table 4.17 - Results on the most influential factors

Over and the factors listed in table 4.17, there were a number of respondents that mentioned “Money” and/or “self-earnings or self-profit” are the factors that influence them to consider choosing entrepreneurship career. Money frequently appeared on “other” responses. This shows that students also consider what the earnings will be when making a career decision.

4.8.1. Kruskal-Wallis Test

To further expand on the factors perceived as most influential by students, Kruskal-Wallis's test (Table 18) was performed. This was intended to compare the overall mean score for entrepreneurship education influence among different factors. It was found that the overall mean rank was higher among those who did not specify (M= 162.29) which factor is most influential in developing entrepreneurship interest followed by those who indicated that gender has an impact on a student's decision to choose entrepreneurship career. However, the mean ranks were not significantly different from other factors (p=0.986). Similarly, for self-efficacy, the mean ranks were similar among the different factors (p=0.344).

	Factors	N	Mean Rank	Chi-square	p-value
Entrepreneurship Education Influence	Entrepreneurship Risk	68	151.06	0.360	0.986
	Gender	24	156.40		
	Family Background	91	148.77		
	Entrepreneurship Education	97	153.62		
	Other	24	162.29		
	Total	304			
Self-efficacy	Entrepreneurship Risk	69	167.10	4.484	0.344
	Gender	24	148.56		
	Family Background	91	147.18		
	Entrepreneurship Education	97	150.58		
	Other	24	148.77		
	Total	305			

Table 4.18 - Kruskal-Wallis Test output

4.9. Test of Normality

The responses of all the statements were added to get the overall score for part III to part VII of the questionnaire. Normality was observed when the overall scores were tested for normality. The results showed that the overall scores were normally distributed ($p < 0.05$) except for variables in family background.

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Self-Efficacy	.074	306	.000	.966	306	.000
Entrepreneurship Risk Impact	.086	306	.000	.975	306	.000
Gender Influence	.062	306	.007	.991	306	.066
Family Background	.045	306	.200*	.991	306	.058
Entrepreneurship Education Influence	.065	306	.003	.970	306	.000

Table 4.19 - Tests of Normality

a. Lilliefors Significance Correction

4.10. Validity and Reliability of Scale

A total of 307 questionnaires were fully completed and contained no errors. Thus 307 questionnaires were considered in data capturing. The reliability analysis showed that the data was reliable as the Cronbach's Alpha value was 0.566.

Reliability Statistics	
Cronbach's Alpha	No. of Items
.566	5

Table 4.20 - Reliability Statistics

Reliability and validity analysis were conducted for part III to part VII of the questionnaire and the results are presented in table 4.21.

Items	Cronbach's Alpha	N of Items
Self-efficacy	.807	9
Entrepreneurship risk impact	.575	11
Gender influence	.670	10
Family background influence	.820	8
Entrepreneurship education influence	.937	14

Table 4.21 - Cronbach's Alpha

The reliability and validity measures for each variable from part III to VII of the survey questionnaire are provided in table 4.21. The coefficient alpha was first computed to assess the reliability of the scale. The coefficient varies from zero to one, and values less than 0.50 generally indicate unsatisfactory reliability, while those above 0.70 are deemed satisfactory (Aaker, Kumar and Day, 2004).

A Cronbach alpha value of 0.807 was computed for part III, 0.575 for part IV, 0.670 for part V, 0.820 for part VI and a Cronbach alpha value of 0.937 was computed for part VII, which are well over the recommended value of 0.70. In addition, Cronbach alphas of above 0.50 were computed for each of the individual dimensions in part III to part VII, which are deemed satisfactory.

In order to test the construct validity, the average inter-item correlation was computed, which according to Aaker, Kumar and Day (2004), needs to be between 0.15 and 0.50. An inter-item correlation value of 0.320 was computed for part III and 0.245 for part V. These values indicate that the items in the scale are both sufficiently correlated to suggest convergent validity, yet not so highly correlated from measures in which they are intended to differ, that indicates the presence of discriminant validity (McDaniel and Gates, 2007). This implies that the research instrument in the study measures what it is supposed to measure (Malhotra, 2010).

4.11. Reflection and Evaluation of the Research contribution

The study has contributed in the research area by investigating the University Arts students in particular. Prior to this study, no studies have been found to be researching the Arts student's entrepreneurial career aspirations in South African context. A number of studies seem to focus on Business, Commercial and Engineering students. The project therefore brings new dimension on student's entrepreneurship aspirations in relation to the field of Arts.

A new knowledge has been discovered relating to the impact of gender difference on a student's intention to become entrepreneurs. As mentioned earlier, a number of studies have investigated general Individuals and not

students in particular. Thus, a new knowledge has been discovered that the decision of Arts students in South African context, is not always dependent on a gender of a student.

The study has contributed to the existing body of knowledge in the research area. Although some results contradicted with the common assumptions, such as the one which claims, males possess a great likelihood of becoming entrepreneurs when compared to females. In this study, this claim was refuted, meaning males and females are equally likely to become entrepreneurs irrespective of self-efficacy. Another claim which was contradicted by the results, is that fear of risk could demotivate students to become entrepreneurs. Other than these two factors which were tested to be in contradiction with claims deriving from literature, others such as self-efficacy, entrepreneurial family background and entrepreneurship education corroborated with claims or assumptions arising from literature. This extend to the existing knowledge in the research area.

Amongst some of the new factors discovered which influence students to choose entrepreneurship is money. DUT Arts students mentioned “Money” and Self-earnings as one of the factors of influence. These were frequently listed on “other” factors that are most influential in a student’s decision to choose entrepreneurship. Further, it was discovered that entrepreneurship education can results into students losing interest in entrepreneurship career. A lot of literature in the subject area focus on the influence of entrepreneurship education in relation to interest for the career. There is a lack of research that investigate if the students find entrepreneurship education boring or interesting. In cases where students consistently find entrepreneurship lectures and content boring, it could potentially lead to the lack of interest for the career. In this study the majority of participants indicated that they find entrepreneurship lectures and content boring, and effectively, lack of interest amongst these students was observed. Thus, a new dimension was observed regarding the entrepreneurship education.

When it comes to new research methods developed, it was discovered that it is useful that the researcher should verbally give definitions of key terms that

frequently appear in the questionnaire, where the study is based on populations such as students. This could give a better understanding to the respondents, rather than assuming that they understand all terms in the questionnaire which could compromise the results validity. In instances where questionnaires are distributed electronically, the researcher could include a page with brief definitions of key technical terms and concepts. The main point is that the researcher should make sure that the respondents with limited knowledge on the subject are provided with definitions of key terms before they can respond to the questions.

Another method that was discovered, is that provisions have to be made to accommodate participants who have weak ability to read text written on normal font size. In this study, the researcher provided survey questionnaire with text written on large font size, this was printed on A3 size paper.

The project brings a new dimension on the utility of the theoretical model. Self-efficacy theory was used throughout the research, it was discovered that this theoretical framework could also be used as one of the main factors that stimulates the entrepreneurship interest of students. Self-efficacy was amongst some of the variables that were measured if they impact on a student's decision to choose entrepreneurship career and indeed it was found to be a factor of influence. A number of researchers commonly use this model as a theoretical framework rather than measuring its influence as a variable. Thus, this adds to the new knowledge on the subject that self-efficacy influence could be measured separately as a variable while it is utilized as theoretical framework concurrently.

4.12. Reflection on the Research process

Although the research process had its flaws just like any other research study, the process was planned and executed successfully. The topic and problem started broad and was narrowed down to the most pertinent subjects through literature reviewed. When the research was introduced in chapter one, the main focus was on the stakeholders that will benefit and the research problem.

The research started to make sense when the literature was reviewed using different sources such as peer reviewed journals and books. This improved the problem statement, highlighted the areas that the research should focus on and sort of gave guidance what theories are most relevant to the nature of this research. In the process of reviewing the literature, research background was laid out, hypotheses were formulated, cone analogy was used to review literature in International, African, South African and University context, that helped improve the structure of the research. Further, a theoretical framework was selected, explained and justified in relation to the objectives of the study. The researcher tried to avoid including irrelevant literature that does not relate to the objectives of the research.

When literature review was completed, the questionnaire was designed with knowledge extracted. There were a number challenges leading to the data collection process, however these were overcome. The researcher considered a different number of research methods, then amongst the available and practical options, decisions were made on what methods should be used based on compatibility.

The study was conducted using the quantitative research methods. Quantitative research was appropriate and proved to be efficient. However it sort of restricted respondents to give deeper perceptions about entrepreneurship career. Structured questionnaire was used as a research instrument, a lot of questions gave respondents as choice to choose from in response, there were limited number of open ended questions.

Although the researcher had easy access to the population, the initial planned period to collect data was two weeks, it ended up taking four weeks to achieve the sample size. This was because there were clashes in timetables, delayed responses by Heads of Departments granting access to students, poor attendance in lecture venues and students reluctance to participate. With regards to achieving the sample size within the reasonable and preferred period, it was a good choice that students below 18 years were excluded in the study. The decision was based on a requirement that the researcher would have to get parental consent in order to have these students participating. This

could have extended the data collection period as the parents are not readily available on campus.

When data collection was completed, SPSS software was used for data analysis. This allowed convenient simplification and presentation of results, which has led to the discussions and conclusion. It would have been impractical to analyse data and present the results manually as there were 307 participants.

4.13. Summary of research outcomes

The table 4.22 shows the summary of research outcomes by means concluding if each hypothesis mentioned on Chapter One is accepted or rejected. The decisions are taken based on the data presented.

	Hypothesis	Decision
Hypothesis 1	DUT Arts Students with strong self-efficacy are likely to choose entrepreneurship career	Accepted
Hypothesis 2	DUT Arts students from a family with a business background are likely to be interested in entrepreneurship career	Accepted
Hypothesis 3	Entrepreneurship education develops entrepreneurship career interest of DUT Arts students	Accepted
Hypothesis 4	Male Arts students possess greater entrepreneurship interest than females at DUT	Rejected
Hypothesis 5	Fear of entrepreneurship risk demotivates DUT Arts students to choose entrepreneurship career	Rejected

Table 4.22 - Decision on each Hypothesis

4.14. Chapter Summary

In this chapter, data was presented through descriptive and inferential statistics. Research objectives were taken into consideration when presenting and analysing data. Illustrations have been done using figures and table that come with an explanation. Tests have been conducted and explained. Validity and reliability of research output was conducted using Cronbach's Alpha scale, and it was found to be satisfactory, which means it meets the acceptable standard. The factors Self-efficacy, Entrepreneurship education and family were found to have an impact in a student's entrepreneurship interest. On the other hand, the results indicated that fear of risk taking and gender does not impact on students' decisions to opt for entrepreneurship.

When results presentation and analysis were completed, discussions were conducted. Three hypotheses were accepted and two were rejected. Discussions were conducted, with special focus on the research objectives. The results were discussed comparatively while highlighting the links with previous research studies conducted on the subject. The study contributions in the discipline have been highlighted. Lastly, the research process was evaluated while highlighting what was achieved as initially planned.

In the last chapter conclusions, implications and recommendations will be presented.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter mainly focuses on conclusions and recommendations of the study. Conclusions are drawn, specifically focusing on objectives mentioned in chapter one and other new knowledge discovered. Recommendations are made on issues that have been raised during the research. Further recommendations that can fill the gaps which have been identified in the research area will be made thereof. Implications of the research are outlined in details. The chapter also highlight the limitations encountered by the researcher during the process of conducting the study. The overall outcomes of the research will be tied up and then the research will be concluded.

5.2. Conclusion on links between variables and self-efficacy

When the study was introduced, there was a strong emphasis on the significance of self-efficacy on the development of entrepreneurship interest as well as how it links to the factors that stimulate the student's intention to implement entrepreneurship. Based on the results of the study, it has been discovered that relationships exist, it was therefore concluded that strong self-efficacy of DUT Arts students results in a development of entrepreneurship interest. Family background and entrepreneurship education were tested to have positive influence in a student's decision of becoming entrepreneurs, but this is stimulated by the presence of strong self-efficacy. On the other hand, gender difference and fear of risk proved to have no influence on a student's decision to choose entrepreneurship career. In absentia of strong self-efficacy fear of risk and race stigma result into a negative attitude about becoming entrepreneurs.

5.3. Study contribution in the research area

The major unique contribution that is brought by the study, is that it unpacked the entrepreneurial perceptions of Arts students that belong to South Africa. There has previously been no study that has studied the links between University Arts students and the student's level of entrepreneurship interest.

Thus, new knowledge has been discovered in relation to South African Arts university student's entrepreneurship aspirations.

In chapter one, when the study was introduced, research objectives were outlined. In order to fulfil the objectives, literature was reviewed on the subjects related to the objectives. During the process of reviewing the literature, factors that are believed impact on entrepreneurship interest of students were discovered. Additional insights were discovered through studying various factors (discussed below) that affect entrepreneurship interest of Arts students.

5.3.1. Self-Efficacy

It has been indicated that DUT Arts students who possess strong self-efficacy have a great desire and intention to engage in entrepreneurship career. It appeared that there are two sets of students; one set is that with strong self-efficacy, these are likely to choose entrepreneurship career because of a self-confidence and optimism that the planned set of entrepreneurial actions will be successful. Another set of students, is that with weak self-efficacy, these students are unlikely to choose entrepreneurship career because of lack of self-belief and pessimistic character which results in a decision against entrepreneurship career. This adds onto the existing literature that a decision to choose entrepreneurship career could be dependent on self-efficacy.

The results have shown that the majority of DUT Arts students believe that strong self-efficacy of an individual could result in entrepreneurship career decision. Overall, it is concluded that self-efficacy has an influence in the development of entrepreneurship interest. Therefore DUT Arts students are likely to choose entrepreneurship career when in possession of strong self-efficacy.

5.3.2. Family Background Influence

The results of this study have extended to the existing knowledge that family entrepreneurial background can stimulate a student's entrepreneurship interest. The results have suggested that students from a Family with

entrepreneurship background have a developed entrepreneurship interest, therefore they are likely to engage in entrepreneurship.

The objective aimed to find out if DUT Arts students from a family with entrepreneurship background are likely to choose entrepreneurship career. The majority of students indicated that family background has an influence in the decisions to choose entrepreneurship career. Thus it is concluded that DUT Arts students from entrepreneurial family background are likely to choose entrepreneurship career.

5.3.3. Entrepreneurship Education

Since the relationship between entrepreneurship education and entrepreneurship interest was found to be statistically significant, it is concluded that entrepreneurship education can result into a students' decision to choose entrepreneurship career. Entrepreneurship education was found to be a factor of influence in entrepreneurship interest, thus Arts and Design students who have been taught entrepreneurship education are likely to choose entrepreneurship career. In contrary it was also noted that students who have found entrepreneurship lectures boring could lose interest in this career.

The results have also indicated that DUT Arts students consider entrepreneurship education as an influence to interest development, which is in line with the existing knowledge. The majority of students feel there is a need for entrepreneurship education in the university in order to raise awareness about the importance of entrepreneurship. It also appeared that a strong self-efficacy comes as an additional force in developing the interest of students, meaning it supplements entrepreneurship education. In conclusion, although the students who have been through entrepreneurship education are likely to have a developed entrepreneurship interest, self-efficacy also brings additional influence.

5.3.4. Gender Influence

A great deal of research in the entrepreneurship subject area suggest that males generally possess greater chances of becoming successful

entrepreneurs when compared to females (Kibuka, 2011 & Lee, Nueller and Haixia, 2015). In this study, a different knowledge has been discovered. Results showed that males and females are equally interested and equally likely to be successful entrepreneurs.

The fourth objective aimed to find out if the level entrepreneurship interest is dependent on gender. Due to the generalization that arises from existing literature based on a relationship between entrepreneurship interest and gender, it was hypothesized that DUT Arts male students are likely to choose entrepreneurship career when compared to females. The results suggest that there is no significant difference on interest that comes as a result of gender difference.

Considering the research results which reveal that DUT Arts students feel there is equality among two gender groups in terms of entrepreneurship career opportunities, it was concluded that male and female students possess an equal likelihood of choosing entrepreneurship career and success would be similar.

5.3.5. Fear of Entrepreneurship Risk

The fifth objective was to investigate the impact of fear of risks in the students' development of entrepreneurship interest. Based on the results, it was indicated that students are aware of risks associated with entrepreneurship career, but this has no impact on their decision to choose the career.

Although the results of the study contradict with the work of majority of scholars that fear of risk negatively affect a student entrepreneurship interest (Majumdar and Varadarajan, 2013 & Nguyeni, 2018), the study has contributed to the existing knowledge in the subject area that fear may not bring negative impact. The results have shown that student's entrepreneurship interest is not affected by the fear of risk. Instead fear of risk raises awareness, which minimizes the chances on business failure.

Based on the results of this study, it is concluded that students are willing to choose entrepreneurship career regardless of the presence of risks. The

hypothesis that suggested DUT Arts students could be demotivated and decide against the career was rejected, thus the conclusion is that students are not restricted by the presence of entrepreneurship risk.

5.3.6. Self-earnings

Self-earnings or “money benefits” were discovered to be one of the most common variables that appear to influence a student’s decision to choose entrepreneurship. DUT Arts and Design students frequently highlighted that the interest of becoming entrepreneurs comes as a result of a desire to money earnings, nothing was mentioned about the career or skills enhancement. It can be concluded that self-earnings or “money” draws student’s attention towards entrepreneurship career. Further it is indicated Money can be regarded as a factor that persuade students to become entrepreneurs, because of the assumptions that self-earnings from the employer are better than remuneration earned from organizational employment.

5.3.7. Year of Entrepreneurship implementation

It has been discovered that DUT Arts and Design students are reluctant to become entrepreneurs immediately after graduating. The knowledge has been discovered that students are not willing to engage in entrepreneurial activities immediately after graduating, instead they prefer to start working for an organization then years later become entrepreneurs. The majority of respondents highlighted that entrepreneurship would only be considered 3 years after graduating. Thus it is concluded that students prefer to start with obtaining organizational employment while having a job security before they can become entrepreneurs.

5.3.8. Business success whilst at university

Some students indicated that they have attempted to start a business either before or whilst at university. There was a frequent reflection of bad experiences and business failure experienced. Further it was indicated that due to limited or lack knowledge and skills, success did not transpire. It can therefore be concluded that with lack of knowledge and attempting to start a

business whilst at university, it is difficult to administer and sustain entrepreneurship successfully. This adds to the body of knowledge in the research area that, business success is difficult to achieve while the student is still focused on university studies (Lee, Nueller and Haixia, 2015).

5.3.9. Business funding

Lack of business funding frequently appeared in students responses as one of the major limitations in entrepreneurship implementation. DUT Arts students felt some business ideas require a large some of funding in order to be implemented. With limited access to business funding, a student may decide against entrepreneurship career, and opt for organizational employment. This adds to the existing body of knowledge that lack of business funding could work against the entrepreneurial aspirations of student (Kibuka, 2011).

5.4. Implications of the Research

The main aim of the research was to identify factors that could potentially develop DUT Arts students' entrepreneurship interest, so that they can consider entrepreneurship career. The research has the following implications:

- Entrepreneurship implementation rate shall be improved amongst future graduate of DUT, considering that the results and recommendations of this study are considered.
- Students and future graduates shall have a greater awareness about entrepreneurship as a “career” and a tool to fight unemployment.
- Developing entrepreneurship culture at DUT could come at a cost, but the graduates will benefit by obtaining entrepreneurial skills and employment rate shall be improved among university graduates or alumni.
- Since the research has highlighted that the students from families with entrepreneurship background have a benefit and an advantage of easy access to information, awareness has been raised. Students shall consider consulting about entrepreneurship processes from experienced family members when planning to start a business.
- The results have shown that both Male and Female Arts students at DUT are equally likely to choose entrepreneurship career. No particular gender have

appeared to have an advantage in terms of entrepreneurship opportunities. Thus, both males and females shall be equally motivated to choose the career.

- The study has emphasized the importance of considering risks associated with entrepreneurship. If recommendations of this study are considered, DUT Arts students shall act proactively in an attempt to minimize risks. Although risk should not limit the students entrepreneurship aspirations, risk factors should not be ignored.
- The study has emphasized the importance of entrepreneurship as a career, but it is highlighted that organizational employment is not disregarded. Organizational employment is still important and valued, however the objective in this study was to identify the factors that could help develop entrepreneurship interest, and thus entrepreneurship was prioritized. Both entrepreneurship and organizational employment are important but entrepreneurship brings more benefits in terms of improving employment rate.

5.5. Limitations of the Study

Among some of the major limitations of the study, was that of time spent to fill in the questionnaires. The initial estimated time to fill the questionnaire was 10-15 minutes. Although some students were fast enough to finish within the estimated time, there were a couple of instances where students were unable to finish within 15 minutes. As a result, a researcher had to grant additional minutes to the respondents taking into consideration that the process does not interfere with the lecture. There were some questionnaires which were not fully completed, that could have been because of time restriction, those partially filled questionnaires were not considered in data capturing. In future, the time taken to fill the questionnaire should be taken into consideration during the pilot study, so that time can be estimated realistically.

Although 100% sample size was achieved during the data collection, there were imbalances in terms representatives per course, by age and gender. For example, 91.9% of the participants were Black Africans and only 1.6% were Whites. The generalization of the findings will be based on the entire population of Arts and Design students while the Whites were hardly represented. Unfortunately the researcher only picked up this limitation during the analysis

phase; in future the researcher must come up with the criteria that will allow balanced participation across all races in the population. Due to the limitations regarding the access to particular group of students, the researcher could not get access to National Diploma Fashion students. This was mainly due to the unavailability of students. Efforts were made, but students could not be reached. Amongst some of the reasons mentioned was that some students were away from campus due to in-service training and could not be reached. As a result, the researcher managed to get only 1 (0.3%) volunteer from the course to participate.

Since study was based on quantitative methods because of large sample size, interviews were not used. The justification for not using interviews has been given in details on chapter three. This may have restricted the students to give more details and insights about perceptions on entrepreneurship as they were only restricted to the structured questionnaire. In future the researcher must including a small sample for interview questions or even the focus group.

The limited number of open ended questions in the questionnaire, sort of restricted the researcher to get more insights on students perceptions about entrepreneurial career aspirations. The questionnaire restricted the respondents to list, give suggestions, and give response to why and how. Consequently, there were restrictions in trying to obtain the new dimensions, other than those listed in the questionnaire. In future, the open ended questions must be included sufficiently in order to get more insights on the subject.

During the data collection process, there were issues raised by students regarding the entrepreneurship lecture experience. It was highlighted that some students had never been through entrepreneurship education at the university level. There was a section (Part VII) in a questionnaire that specifically asked about the students' experiences during the time at which the course was taught, these students could not relate because they had not been taught entrepreneurship. That may have compromised the reliability of research as students could neither agree nor disagree in some of the questions due to the lack of exposure to entrepreneurship education. Instead there were a lot of

neutral responses in those questions. This was mostly common in the first year students, who had just arrived at the university.

The researcher did not have 100% control over the validity of responses given by the participants when data was collected. However through consent, participants were urged to respond as honest as possible so that the research output will be valid for the benefit of all the stakeholders. The researcher could not literally monitor all the students as they were filling the questionnaire, so honesty and validity was based on the students' discretion.

It would have been interesting to compare the students' entrepreneurial intention while still at the university, with students' entrepreneurial interest five (5) years after graduating. Unfortunately since this is not a longitudinal or before-and-after study but rather a cross-sectional study, which means conclusions are made based on current Arts students and there will only be one data set (Kumar, 2011), therefore conclusions were made based on current students.

There were few students who mentioned a couple of questions and some terms they did not understand during the data collection process that the researcher had to explain. Again, one can assume that there could have been some other students who also did not seek clarification regarding terms that they did not understand, but still went ahead and answered with limited understanding. That could compromise the research output as it could have meant some responses were given out of guessing. Unfortunately the researcher had no control over the honesty in responses, only those who raised question could be helped. Participants were urged to ask if there were some misunderstood concepts in order for the researcher to provide the necessary clarity or guidance, while not interfering or influencing students' responses.

5.6. Recommendations to solve the problem

In response to the shortage of organizational employment opportunities for DUT Graduates from the Faculty of Arts and Design, a set of recommendations have been made to relevant stakeholders to overcome the predicament.

- Durban University of Technology must come up with programmes that will continuously raise awareness and persuade students to make use of entrepreneurship as a career. This could be done through workshops facilitated by successful entrepreneurs. Competitions for students with best and innovative business ideas within the field of Arts could be implemented. There must be prizes to be won in order to encourage and attract students with great entrepreneurial potential.
- The university must strive develop strong network with companies, government and other tertiary institutions in an attempt to expose students to entrepreneurship ideas and opportunities. Through this network, there could be easy access to information regarding opportunities. Students who want to attend business conferences and exhibitions should be supported financially, provided that there is a necessity and value.
- Since self-efficacy has been identified as one of the strongest tool that can influence a student's decision of choosing entrepreneurship career, lecturers should aim at developing the students' self-efficacy. This could be done by exposing students to assessment like oral presentations and discussions. One of the teaching objectives should be to develop the students' self-confidence.
- The teaching and learning of students should include entrepreneurship education across all the courses. Entrepreneurship module should be made compulsory in every course. The content in this module should aim at equipping students with necessary skills to start, administer and maintain a business. This could minimize the chances of business failure and further raise awareness about entrepreneurship careers. Furthermore, guest lecturers from the industry should be invited continuously to further raise awareness of entrepreneurship opportunities among students. Over and above equipping students with skills, lecturers must find effective ways to make entrepreneurship more interesting, since the results suggested that some students do not enjoy entrepreneurship lectures.

- The university must aim at giving equal entrepreneurship exposure to both male and female Arts and Design students at DUT. For example, if students are invited to attend business conference or exhibition and there is a limited number of students that have to attend, the university must make sure that the number of males sent to attend is equal the number of females.
- The results of the research have shown that DUT Arts and Design students are aware of risks associated with entrepreneurship, but they are still interested in the career. The lecturers must take the responsibility of raising awareness through entrepreneurship education. It must be emphasized that ignoring risks while administering the business, could results into a huge loss. Therefore, teaching content must include business risk management and assessment.
- Lack of business funding has been highlighted as one of the major limitations in students' business ideas. Some DUT Arts and Design students have highlighted that they have good business ideas that could be fruitful, but they will choose organizational employment over entrepreneurship because of the unavailability of funds to implement the business ideas. DUT must source or raise funds and support the students with good business ideas. The university could apply for funds from either government or private sector to support the students with feasible business ideas. There must be an effective process and the criteria in place in order to identify the potential and suitable students so that funds are not wasted.

5.7. Recommendations for future studies

Based on the study findings, the following recommendations are made for further research:

- In this study, it has been discovered that the students with strong self-efficacy possess a great likelihood of enhancing the career through entrepreneurship due to the great level of entrepreneurship interest when compared to the students with weak self-efficacy. It is recommended that a comparative study between students with weak self-efficacy and students with strong self-efficacy is conducted, in order measure the level of entrepreneurship success among

the two groups. This would help to either refute or approve the assumption that students with strong self-efficacy are likely to be successful in entrepreneurship career.

- Although it has been indicated that students from families with entrepreneurship background are likely to choose entrepreneurship career rather than organizational employment, it remains unclear what the probability of entrepreneurship success is. Rather than assuming that students from these families will be successful in entrepreneurship, it is recommended that the level of success is investigated in future studies.
- It appeared that there were few students from a family with entrepreneurship background who are not interested in entrepreneurship career. It is recommended that future studies are conducted investigating what causes the lack of interest.
- This study has indicated that entrepreneurship education is essential in teaching and learning of DUT Arts students, because it results to a developed entrepreneurship interest. Rather than assuming that the students who are interested in entrepreneurship will most probably implement entrepreneurship processes, it is recommended that researchers investigate what career the students (who had high entrepreneurship interest) choose after graduation.
- It is recommended that a similar study is conducted in a broader frame. In order to improve generalization and validity about Arts students' perspective regarding entrepreneurship, population could be increased through involving Arts students from other universities with similar culture and within a reasonable distance.
- In light of student's entrepreneurship interests being dependent on the field of study, a study is recommended to investigate the entrepreneurship interest of university students comparing different fields of study. For example, the entrepreneurship interest of engineering students could be compared to that of Arts students.
- The impact of lecturers on entrepreneurship teaching (perspectives and attitudes). This would measure the level of influence brought by lecturers on a student's decision to choose entrepreneurship career.

- In this study, there was no difference observed in terms of which gender possess a great likelihood to become a successful entrepreneurs, literature had suggested that females are disadvantaged when it comes to entrepreneurship opportunities when compared to males. A study is recommended to investigate the specific reasons that lead to lack of success amongst females.
- A study is recommended to investigate, what are the exact reasons for Arts graduates not to be as employable as much as Engineering and Health graduates in the labour market.
- An investigative study be conducted to determine what causes the students or graduates to prefer working for organization first, then years later become entrepreneurs.
- The conducting of a similar review study after five (5) years of graduation by the students.
- During the review of literature, it was observed that there is a shortage of studies that specifically investigate the Arts university student's entrepreneurial aspirations. There were no studies found in South African context. Thus, studies based on South African Arts university students are recommended, in order to get deeper insights on student's perceptions about entrepreneurship.
- In trying to keep the focus on research objectives mentioned in chapter one, the research could not cover some topics that would have been useful in unpacking the phenomenon. The following topics could be considered in future research.
 - Business funding for university graduates.
 - Family, financially supporting a student's business.
 - Race as a determinant of entrepreneurship interest.
 - Age as a determinant of entrepreneurship interest.
 - University graduates success in entrepreneurship.
 - Government contribution to the development of students or graduates entrepreneurship.
 - Relationship between educational level and entrepreneurship interest.
 - Post graduates student's entrepreneurship intention.
 - Relationship between self-earnings and entrepreneurship interest.

5.8. Chapter Summary

In completion of this research, a new knowledge has been developed on how university students within the field of Arts perceive entrepreneurship career. This is based in South African context, a great number of studies have ignored Arts students when studying the phenomenon.

The research has highlighted that DUT Arts and Design students are interested in entrepreneurship, however they are not willing to immediately commit to the career after graduating, instead they prefer starting with working for an organization before becoming entrepreneurs.

The presence of strong self-efficacy has been tested as a positive influence in entrepreneurship interest. It supports the influence brought by entrepreneurship education and family background. It also help students overcome the restrictions that are based on gender and further help students overcome the fear of entrepreneurship risk. It is concluded that a students' decision to choose entrepreneurship career could dependent on self-efficacy, entrepreneurship education and family background. The fear of entrepreneurship risks and gender difference were found to have no influence DUT Arts students' decision to choose entrepreneurship career.

In conclusion, the presence of strong self-efficacy among DUT Arts students help stimulate entrepreneurship interest and results into students considering entrepreneurship career rather than only relying on availability of organizational employment.

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APPENDICES

Appendix 1- Questionnaire

Questions directed to 1st, 2nd and 3rd year students of Faculty of Arts and Design at Durban University of Technology

Mark your responses with ✓

1. Part I: Demographic Information

What is your Gender?

Female	
Male	

What is your Age?

18 – 20 years	
21 – 25 years	
26 – 30 years	
31 years and above	

What is your Race?

Black African	
Coloured	
Indian	
White	
Other (Specify)	

What is your Home Language?

Afrikaans	
English	
Ndebele	
Pedi	
Sotho	
Swati	
Tsonga	
Tswana	
Venda	
Xhosa	
Zulu	
Other (Mention)	

Name of the Qualification/Course:

ND: Drama Studies	
ND: Fashion	
ND: Fine Art	
ND: Graphic Design	
ND: Interior Design	
ND: Jewellery Design	
ND: Journalism	
ND: Language Practice	
ND: Photography	
ND: Translation and Interpreting Practice	
ND: Video Technology	

Level of Study:

1 st Year	
2 nd Year	
3 rd Year	

2. Part II: Career Choice Intention

Rate the level of interest you have on Entrepreneurship career (where 10 is extremely interested and 1 is not interested at all)

1	2	3	4	5	6	7	8	9	10

Rate the level of desire in which you intend start a business after graduation (where 10 is extremely interested and 1 is not interested at all)

1	2	3	4	5	6	7	8	9	10

When do you intend to start your own business after graduation? (Only choose one option)

Immediately after graduating	
6 months after graduating	
1 year after graduating	
2 years after graduating	
3 years after graduating	
Other (Specify)	

Have you thought about starting a business before? Yes No

If **yes**, when did you start thinking about the business idea?

6 months back	
Last year	
2 years back	
3 years back	
More than 3 years back	

Which of the following options best suit your career choice intention after graduating? (Only choose one option)

Get employed by the organization	
Start a business immediately after graduating	
Work for Organization and Never become an Entrepreneur	
Work for Organization and become entrepreneur afterwards	
Not sure if I want to become an Entrepreneur or Not.	
Other (Specify)	

Have you tried starting a business?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
How is/was the experience? (if you have answered Yes)		

Do you come from a family that is involved in entrepreneurship? Yes No

Rate the level of fear you have, in relation to business risk or failure (where 10 absolute fear and 1 absolutely no fear)

1	2	3	4	5	6	7	8	9	10

Which of the following factors do you feel are most likely to influence your decision to choose Entrepreneurship as a career? (Tick one only)

Entrepreneurship risk	
Gender	
Family Background	
Entrepreneurship education	
Other (Specify)	

Have you done some research on starting a business? Yes No

3. Part III: Self-Efficacy

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a positive attitude towards Entrepreneurship as a career					
I am optimistic that my character and personality can help me succeed in entrepreneurship					
My personal traits or character can influence my decision to become entrepreneur					
I have a resilience character that can help me recover from business setbacks					
I am confident that if I start a business it will be successful					
I am willing to learn along the entrepreneurship journey					
I can cope under pressure to meet deadlines					
I am frightened by individual accountability					
I find myself innovative in business related ideas and activities					

4. Part IV: Entrepreneurship Risk impact

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am aware that entrepreneurship comes with risk					
I have a fear that business may fail					
I am willing to absorb business risk					
I could easily overcome business failure					
I would look at business failure as a normal challenge					
I take failure as a learning curve					
I believe business risk is normal in entrepreneurship					
I think I have a character to overcome business failure					
I can lose entrepreneurship interest due to the presence of risk					
I would rather choose organizational employment entrepreneurship in order to avoid business risk					
The way I perceive business risk has been the same since I started doing 1 st year of the course					

5. Part V: Gender influence

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel there is equality in access to entrepreneurship opportunities in terms of both gender					
I believe females are as good as males in entrepreneurship implementation					
I think society perceive female entrepreneurs as good as males entrepreneurs					
Females need more motivation to be interested in Entrepreneurship as compared to males					
Males are more motivated to start business than females					
Females are underrepresented in entrepreneurship as compared to males					
Male dominance in entrepreneurship comes as a result of sufficient inspiration from the successful male entrepreneurs					
The high population of male entrepreneurs derives from a strong self-efficacy that males possess as compared to females					
Males possess a strong self-efficacy as compared to females					
Females have equal access to business capital as males					

6. Part VI: Family background influence

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Family inspiration has influenced me to intend on becoming an entrepreneur					
I am willing to take over the family business, in future					
I have learnt entrepreneurial skills from the family business					
Family business experience has influenced me to choose entrepreneurship career					
I am in support of family ran businesses, rather than individual businesses					
I think my family would support my decision to entrepreneurship career over organizational employment					
I think my family would financially support my business start up					
Having family members as my potential business mentors can influence my decision to consider entrepreneurship					

7. Part VII: Entrepreneurship education influence

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Entrepreneurship education is included in my course					
I find Entrepreneurship Education content relevant to my course					
I think entrepreneurship skills obtained in lectures will be useful to my career in future					
I find Entrepreneurship lectures interesting					
Entrepreneurship lectures have raised my level of interest to become an entrepreneur					
Entrepreneurship education has raised my level of awareness about entrepreneurship as a career					
I find content of Entrepreneurship module interesting					
I find entrepreneurship assessments interesting					
I find entrepreneurship Facilitators/Lecturers interesting when teaching					
I think Entrepreneurship Lecturer/facilitator give sufficient attention to students questions raised in a lecture					
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The primary objective of entrepreneurship education should be to equip a students with business skills					
The primary objective of entrepreneurship education should be to raise awareness about entrepreneurship as a career amongst students					
Entrepreneurship module should comprise of practical content					

Appendix 2- Informed Consent Letter

Informed Consent Letter 3C

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

Dear Respondent,

Master of Business Administration (MBA) Research Project
Researcher: Sicelo R. Nxumalo (083 483 5567, sicelon@dut.ac.za)
Supervisor: Dr M. J. Ndlovu (031 260 7825)
Research Office: Ms P Ximba 031-2603587

I, **Sicelo Reginald Nxumalo** an MBA student, at the Graduate School of Business and Leadership, of the University of KwaZulu Natal. You are invited to participate in a research project entitled “**The influence of Self-efficacy on Entrepreneurship Interest of Arts Students at Durban University of Technology**”. The aim of this study is to: raise awareness about entrepreneurship career and investigate the influential factors that result in the development of entrepreneurship interest.

Through your participation I hope to understand **what is likely to influence you to choose entrepreneurship career as well as how will it emerge**. The results from your responses are intended to contribute to the **development of entrepreneurship as a tool to fight unemployment of graduates**.

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

If you have any questions or concerns about completing the questionnaire or about participating in this study, you may contact me or my supervisor at the numbers listed above or alternatively through the mentioned email address.

The survey should take you about **10-15** minutes to complete. I hope you will take the time to complete this survey.

Sincerely
Mr SR Nxumalo

Investigator's
Signature _____

Date _____

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

Master of Business Administration (MBA) Research Project
Researcher: Sicelo R. Nxumalo (083 483 5567, sicelon@dut.ac.za)
Supervisor: Dr M. J. Ndlovu (031 260 7825)
Research Office: Ms P Ximba 031-2603587

CONSENT

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

SIGNATURE OF PARTICIPANT

DATE

.....

Informed Consent Letter 3C

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GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

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Researcher: Sicelo R. Nxumalo (083 483 5567, sicelon@dut.ac.za)
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Mr SR Nxumalo

Investigator's
Signature _____

Date _____

This page is to be retained by participant

**UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP**

Master of Business Administration (MBA) Research Project
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SIGNATURE OF PARTICIPANT

DATE

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DETACH THIS PAGE AND SEND BACK SEPARATELY

Questions directed to 1st, 2nd and 3rd level students of Faculty of Arts and Design at Durban University of Technology

Mark your responses with ✓

1. Part I: Demographic Information

What is your Gender?

Female	
Male	

What is your Age?

18 – 20 years	
21 – 25 years	
26 – 30 years	
30 years and above	

What is your Race?

Black African	
Coloured	
Indian	
White	
Other (Specify)	

What is your Home Language?

Afrikaans	
English	
Ndebele	
Pedi	
Sotho	
Swati	
Tsonga	
Tswana	
Venda	
Xhosa	
Zulu	
Other (Mention)	

Name of the Qualification/Course:

ND: Drama Studies	
ND: Fashion	
ND: Fine Art	
ND: Graphic Design	
ND: Interior Design	
ND: Jewellery Design	
ND: Journalism	
ND: Language Practice	
ND: Photography	
ND: Translation and Interpreting Practice	
ND: Video Technology	

Level of Study:

1 st Year	
2 nd Year	
3 rd Year	

2. Part II: Career Choice Intention

Rate the level of **interest** you have on Entrepreneurship career (where 10 is extremely interested and 1 is not interested at all)

1	2	3	4	5	6	7	8	9	10

Rate the level of desire in which you **intend** start a business after graduation (where 10 is extremely interested and 1 is not interested at all)

1	2	3	4	5	6	7	8	9	10

When do you intend to start your own business after graduation? (Only choose one option)

Immediately after graduating	
6 months after graduating	
1 year after graduating	
2 years after graduating	
3 years after graduating	
Other (Specify)	

Which of the following factors do you feel are most likely to influence your decision to choose Entrepreneurship as a career? (Tick one only)

Entrepreneurship risk	
Gender	
Family Background	
Entrepreneurship education	
Other (Specify)	

Have you done some research on starting a business?

Yes	No
-----	----

3. Part III: Self-Efficacy

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a positive attitude towards Entrepreneurship as a career					
I am optimistic that my character and personality can help me succeed in entrepreneurship					
My personal traits or character can influence my decision to become entrepreneur					
I have a resilience character that can help me recover from business setbacks					
I am confident that if I start a business it will be successful					
I am willing to learn along the entrepreneurship journey					
I can cope under pressure to meet deadlines					
I am frightened by individual accountability					
I find myself innovative in business related ideas and activities					

4. Part IV: Entrepreneurship Risk Impact

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am aware that entrepreneurship comes with risk					
I have a fear that business may fail					
I am willing to absorb business risk					
I could easily overcome business failure					
I would look at business failure as a normal challenge					
I take failure as a learning curve					
I believe business risk is normal in entrepreneurship					
I think I have a character to overcome business failure					
I can lose entrepreneurship interest due to the presence of risk					
I would rather choose organizational employment entrepreneurship in order to avoid business risk					
The way I perceive business risk has been the same since I started doing 1 st year of the course					

5. Part V: Gender Influence

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I feel there is equality in access to entrepreneurship opportunities in terms of both gender					
I believe females are as good as males in entrepreneurship implementation					
I think society perceive female entrepreneurs as good as males entrepreneurs					
Females need more motivation to be interested in Entrepreneurship as compared to males					
Males are more motivated to start business than females					
Females are underrepresented in entrepreneurship as compared to males					
Male dominance in entrepreneurship comes as a result of sufficient inspiration from the successful male entrepreneurs					
The high population of male entrepreneurs derives from a strong self-efficacy that males possess as compared to females					
Males possess a strong self-efficacy as compared to females					
Females have equal access to business capital as males					

6. Part VI: Family Background influence

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Family inspiration has influenced me to intend on becoming an entrepreneur					
I am willing to take over the family business, if needs be					
I have learnt entrepreneurial skills from the family business					
Family business experience has influenced me to choose entrepreneurship career					
I am in support of family ran businesses, rather than individual businesses					
I think my family would support my decision to entrepreneurship career over organizational employment					
I think my family would financially support my business start up					
Having family members as my potential business mentors can influence my decision to consider entrepreneurship					

7. Part VII: Entrepreneurship Education Influence

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Entrepreneurship education is included in my course					
I find Entrepreneurship Education content relevant to my course					
I think entrepreneurship skills obtained in lectures will be useful to my career in future					
I find Entrepreneurship lectures interesting					
Entrepreneurship lectures have raised my level of interest to become an entrepreneur					
Entrepreneurship education has raised my level of awareness about entrepreneurship as a career					
I find content of Entrepreneurship module interesting					
I find entrepreneurship assessments interesting					
I find entrepreneurship Facilitators/Lecturers interesting when teaching					
I think Entrepreneurship Lecturer/facilitator give sufficient attention to students questions raised in a lecture					
I think competent and knowledgeable lecturers in the field of entrepreneurship can help inspire students to choose entrepreneurship career					
The primary objective of entrepreneurship education should be to equip a students with business skills					
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Entrepreneurship module should comprise of practical content					



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

20 October 2017

Mr Sicelo Nxumalo
c/o Graduate School of Business And Leadership
University of Kwa-Zulu Natal

Dear Mr Nxumalo

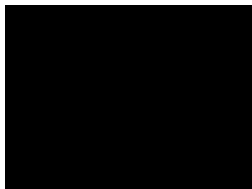
PERMISSION TO CONDUCT RESEARCH AT THE DUT

Your email correspondence in respect of the above refers. I am pleased to inform you that the Institutional Research Committee (IRC) has granted full permission for you to conduct your research "The influence of Self-efficacy on Entrepreneurship Interest for Arts Students at Durban University of Technology" at the Durban University of Technology.

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

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

Kindest regards.
Yours sincerely



PROF CARIN NAPIER
DIRECTOR (ACTING): RESEARCH AND POSTGRADUATE SUPPORT DIRECORATE

25 June 2018

Mr Sicelo Reginald Nxumalo (215066651)
Graduate School of Business & Leadership
Westville Campus

Dear Mr Nxumalo,

Protocol reference number: HSS/1799/017M

New project title: The influence of self-efficacy on Entrepreneurship Interest of Arts students at Durban University of Technology

Approval Notification – Amendment Application

This letter serves to notify you that your application and request for an amendment received on 06 June 2018 has now been approved as follows:

- Change in Title
- Inclusion of additional Sample Population

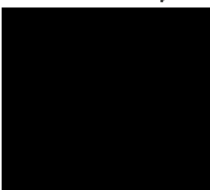
Any alterations to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form; Title of the Project, Location of the Study must be reviewed and approved through an amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number.

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

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

Best wishes for the successful completion of your research protocol.

Yours faithfully



.....
Singh (Chair)

/ms

cc Supervisor: Dr M Ndlovu
cc Academic Leader Research: Dr Muhammad Hoque
cc School Administrator: Ms Zarina Bullyraj

Humanities & Social Sciences Research Ethics Committee

Dr Shenuka Singh (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54001, Durban 4000

Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximbap@ukzn.ac.za / snymanm@ukzn.ac.za / mohunp@ukzn.ac.za

Website: www.ukzn.ac.za



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