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UNIVERSITY OF KWAZULU-NATAL

Exploring the social cognitive factors that motivate individuals to start their social enterprises in
KwaZulu-Natal

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**Graduate School of Business and Leadership
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A dissertation submitted in fulfillment of the requirements for the degree of
Master of Commerce in Leadership Studies

Supervisor

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2019

DECLARATION

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“I can do all things through Christ who strengthens me “– Philippians 4: 13

ABSTRACT

Social entrepreneurship (SE) is increasingly gaining prominence in the academia with its propensity to combine business principles with social sector mindset in addressing community issues that government institutions are failing to address. The increasing inequality is relegating poor communities to poverty and its associated struggles across South Africa. South Africa is currently plagued by a series a complex socio-economic challenges including unemployment, poverty, and inequality. These problems become particularly acute when looking at the previously disadvantaged communities. The province of KwaZulu-Natal is one of the poorest provinces in the country behind Eastern Cape and Limpopo. There is an increase in the number of people living below the poverty line (BPL) which ultimately increases the number of people who are dependent on social grant.

Several studies from developed and developing countries point to ‘social entrepreneurship’ as a vehicle to be used to drive and/or facilitate the development of societies in the world. Social enterprises involve a range of organisations (not-for-profits, for-profits, and hybrid structures) within the social and solidarity economy (SSE) which find alternative ways that directly and indirectly address existing socio-economic challenges. Perusquia and Ramirez (2019) define social entrepreneurship as a practice in which an entrepreneur – either a traditional business-minded individual or someone that emerges from the public or non-profit sector – sets out to solve social problems in a way that combines business management skills with social sector acumen to yield a sustainable enterprise that derives both financial and social returns.

This study develops an understanding of factors that influence the decision for individuals to start their social enterprises. Social entrepreneurs are particularly important in Local Economic Development (LED) because they provide alternative delivery systems for public services such as education, health, employment, and poverty reduction in areas where government has failed. The aim of this study was to explore the social cognitive factors that motivate individuals to start their social enterprises within their communities in KwaZulu Natal. The study used non-probability sampling - purposive sampling to identify participants, and these are the 12 individuals who are part of the Champions Programme hosted at the Graduate School of Business and Leadership (GSB&L) at the University of KwaZulu-Natal (UKZN). The participants were chosen because they have established social enterprises across KwaZulu-Natal through which they are addressing some important socio-economic problems within their communities.

This is a qualitative study based on Albert Bandura's social cognitive theory, which posits that the decision-making process for choosing a behaviour depends on the personal and environmental factors that shape the resultant behaviour. The study is premised on social constructivism as a research paradigm, and the ontological assumptions posit that participants have had different personal experiences with the various community settings, as a result, the motivation behind their decisions to start their social enterprises are different and subjective to the personal experiences and environmental conditions that prevail. Thus, the study sought to define the personal experiences of participants, identify the context and/or community setting, and find out how personal experiences interact with community conditions to encourage them to start their social enterprises. In order to do this, the researcher employed ethnography as a research methodology to collect data and the study used participant observations and semi-structured interviews. The data were analysed using Nvivo data analytical tool.

The sample participants come from townships (Umlazi, KwaMashu, Inanda, and Oribi Village) while some come from poor rural areas (Underberg, Amandawe, Maphumulo, Stanger, and Howick) within the province. These areas are characterised by largescale poverty, increasing population, illiteracy, poor infrastructure (schools, clinics, water, and electricity) which affects the quality of services provided in these communities. Furthermore, economic activities in these areas are based on informal economy and small-scale farming and these are affected by the micro-economic forces such as skills, education and training, access to capital, geographic location and market access. Social problems that emanate include drug abuse, HIV/AIDS, teenage pregnancy, and crime.

The participants have had a blend of personal experiences which range from traumatic childhood experiences to transformative events in their later life course. Childhood experiences are characterised by trauma, for example, of losing both parents to HIV/AIDS, experiencing financial problems and poverty, and/or growing up in a troubled family background. Transformative events include gaining religious beliefs, educational qualification, studying abroad, and relocating from rural areas to live in urban areas. These experiences form an important foundation for participants to become aware of the social problems in their communities. The desire to solve existing problems stems from personal struggles with problems, compassionate feelings, and moral judgement. The participants in the study are motivated by a series of personal and environmental factors to start their social enterprises. These include existing problems in the community, personal struggles, helping behaviour, self-fulfilment, and social impact. These factors are further influenced by the outcome expectation or consequences associated with starting a social enterprise. The

consequences revolve around meeting social needs that government has failed to meet. As a result, social entrepreneurs start their social enterprises to solve the problems that exists within their community setting and apply business principles to sustain and capture the social value. This is done through combining social sector experience with an entrepreneurial mindset.

LIST OF ACRONYMS

GSB & L – Graduate School of Business and Leadership

KZN – KwaZulu-Natal Province

LED – Local Economic Development

SCT – Social Cognitive Theory

SE – Social Entrepreneurship

SEI – Social Entrepreneurship Intentions

SE-OE - Social Entrepreneurship Outcome Expectations

SE-SE – Social Entrepreneurship Self-Efficacy

UKZN – University of KwaZulu-Natal

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

The last two decades have seen a growth of hybrid social enterprises in African countries where there is large-scale poverty, poor education, illiteracy, unemployment, corruption, and poor physical infrastructure (River-Santos, Littlewood, Holt, and Kolk, 2015). These social enterprises are often established in the most vulnerable and poorest communities where social problems are more abundant due to state failure and/or institutional inefficiencies (Stephan, Uhlaner, Strides, 2015; Littlewood and Holt, 2015). Social enterprises use business activities to find sustainable solutions to long-standing issues within various community settings. They combine the business acumen for deriving economic value with social mindset to design alternative delivery systems for communities to meet their development needs (Austin, Stevenson, & Wei Skillern, 2006). As a result, there is an increase in the number of publications that discusses the significance of social enterprises in the development of communities especially in developing countries (Haugh, 2007; Carlos Perez de Mendiguren Castresana, 2013; Manyaka, 2017; Claeys, Brookes, and Ramos, 2019; Elliot, 2019). Haugh (2007, p. 734) posits that “SE is the best healer for our society with its propensity to provide practical responses to unmet individual and social needs, as well as its focus on balancing social and economic objectives through enterprising ventures”.

Social entrepreneurship is an important practice in the development agenda and it is particularly important in South Africa when looking at the sustainable development issues affecting communities today. Germak and Robinson (2014; p. 6) defined social entrepreneurship as “a practice in which an entrepreneur – either a traditional business-minded individual or someone that emerges from the public or non-profit sectors – sets out to solve some social problems by way of combining business management skills with social sector acumen to yield a sustainable enterprise that produces both financial and social returns”. This research explores the social cognitive factors that motivate individuals to start their social enterprises in KwaZulu-Natal Province. The social cognitive factors in this study include personal and environmental factors that interact bidirectionally to motivate individuals to view social entrepreneurship and/or social enterprise development as a legitimate response to the social conditions within their community context. Using Albert Bandura’s social cognitive theory (SCT), the study will define the personal

experiences of social entrepreneurs, identify the context that motivate them to develop the desires for solving problems, and analyse how the personal experiences are shaped by environmental conditions to motivate social entrepreneurs to start their social enterprises.

This is qualitative research and qualitative researchers collect data in the field at the site where participants experience the issue or problem under study (Creswell, 2007). Qualitative researchers hold the belief that people attach meanings to the experiences they face in life and these meanings are different from person to person and become highly subjective. As a result, the study will use social constructivism as a research paradigm, which posit that reality is socially constructed and how a person views and interprets the world around them depends on the context, history, and experiences that may be very subjective and differ from person to person. In order to explore the personal and environmental factors, the data will be collected using ethnography as a research methodology. Creswell (2007, p. 68) defines ethnography as a qualitative research design which dictates that the researcher spends a period of time in the field observing and participating with the participants – in order to get first-hand experience to the lives of the participants. In this study, social entrepreneurs will be visited and time will be spent with in their communities, where the researcher will write field notes and also conduct semi-structured interviews in order to develop a deep understanding of the factors that motivated participants to start their social enterprise. The subjective motivational factors are what the researcher aims to identify. The study sample consists of 12 social entrepreneurs who are part of the Champions Program hosted at the University of KwaZulu-Natal, Graduate School of Business (GSB & L).

1.2 Problem Statement

Social entrepreneurship practice is increasing in South Africa however academic and practitioner research is lagging behind this practice (Urban, 2008; Littlewood and Holt, 2015). Furthermore, there is a discrepancy in the understanding of the motivation behind social entrepreneurship between social entrepreneurs in developing countries and social entrepreneurs in developed countries (Ghalwash, Tolba, and Ismail, 2017). This is because there is a discernible increase in the studies that look at social entrepreneurship motivation in developed countries while research on social entrepreneurship motivation in African developing countries remains nascent (Littlewood and Holt, 2015; Germak and Robinson, 2014; Kolk and Rivera-Santos, 2015). Bacq and Janssen (2011) and Diochon and Ghore (2014) argued that local context is an important aspect

that needs to be recognised when attempting to understand social entrepreneurship motivation in various countries. For example, Rivera-Santos et al (2015) pointed out that there is a need to increase studies that incorporate the African context to the study of social entrepreneurship. Rivera-Santos et al. (2015; p. 48) found that international context is very much different when compared to the African context that is characterised by “acute poverty, informality, colonial history and ethnic group identity”. For example, Littlewood and Holt (2015) mentioned that social entrepreneurs in developed countries focus although not exclusively on higher order needs associated with self-actualisation while social entrepreneurs in South African are focused on providing basic needs. So while there are studies that look at motivation for social entrepreneurs in developing countries (Germak and Robinson, 2014; Christopoulos and Vogl, 2015; Ruskin, Seymour, and Webster, 2016) these studies render the overall understanding of social entrepreneurship incomplete (Ghalwash et al. 2017). Hence, Ghalwash et al. (2017; p. 272) state that “studies that draw results within the developed country context on how to grow the social entrepreneurial landscape – especially in terms of theory and practice – may be inaccurate and ineffective in the developing country context”. Currently, there are few published studies that look at social entrepreneurship motivation in South Africa (Karanda and Toledano, 2012; Boluk and Mottiar, 2014; Nyamanhindi, 2014; Mthombeni, 2016; & Elliott, 2019). This study therefore is a response to the call to fill in the gap in the literature by exploring the social cognitive factors that motivates individuals to start their social enterprises in KwaZulu-Natal province, South Africa.

1.3 Importance of the Study

There are several reasons why this study is important in the academic literature on social entrepreneurship in South Africa. Firstly, social entrepreneurs contribute to the economy of the country by identifying market failures in the provision of basic services such as clean water, quality education, food security, and employment creation in vulnerable community settings. Social entrepreneurs establish social enterprises with the outcome expectation of addressing existing social challenges thereby creating social value. Secondly, this study combines personal and environmental factors to explain the motivation behind social enterprise creation. The results of the study then can be applied in contextually similar environments and personal factors can be synthesized to establish the critical personal elements that are required in running a successful social enterprise. Thirdly, by using social cognitive theory the study will theorise how the decision-making process to establish a social enterprise in South Africa is influenced by personal

experience, personal desires to solve problems, personal motivations, and self-efficacy and outcome expectations. This will be explained using a conceptual framework that will be drawn from social cognitive theory.

1.4 Aim of the Study

The aim of the study is to explore the social cognitive factors that motivate individuals to start their social enterprise.

1.5 Study Objectives

The objectives are to:

- Define the personal experiences of social entrepreneurs.
- Identify the context that creates the environment that motivates a social entrepreneurship behaviour.
- Analyse how the personal experiences and context work together to motivate individuals to start their social enterprises.

1.6 Research Questions

- What are the personal experiences of social entrepreneurs?
- What is the context that creates the environment that motivates a social entrepreneurship behaviour?
- How do the personal experience and context work together to motivate individuals to start their social enterprises?

1.7 Limitations of the Study

The limitations of this study are:

- The study is limited to KwaZulu-Natal province in South Africa.
- The study is limited to people who are part of the Champions Programme hosted at the University of KwaZulu-Natal Graduate School of Business and Leadership (GSB & L).
- The study is limited to 12 participants.

1.8 How is the study organised?

The following is an outline of the chapters of this research:

CHAPTER 1

This chapter introduced the study by providing a brief discussion on social entrepreneurs and the contributions they make within their communities and in national development. The study also stated the personal and environmental factors that will be discussed in the literature review. Furthermore, this section discussed the problem statement and the importance of the study. Lastly the section listed the aims, objectives, and research questions.

CHAPTER 2

This chapter will discuss the theoretical framework that will be applied to the study and introduces a conceptual model that will be used to determine the social cognitive factors that motivate individuals to start their social enterprises.

CHAPTER 3

This section will review the literature on the social economic context for the province of KwaZulu-Natal, define social entrepreneurship as a process, and define social entrepreneurs as founders of social enterprises. More importantly, this chapter will discuss the motivation for social entrepreneurs and merge the conceptual terminologies that underpin social cognitive theory.

CHAPTER 4

This chapter will discuss the research questions this study aims to answer. The chapter will also discuss the research design, philosophies, methods, and methodology that will be used to collect data.

CHAPTER 5

This chapter will present the findings from the collected data from the participants.

CHAPTER 6

This chapter will discuss how the findings interact with the literature and how the social entrepreneurs in the province of KwaZulu-Natal are motivated to start their social enterprises. Also, a conceptual framework drawn from social cognitive theory will be discussed in order to explain how individuals are influenced in starting their social enterprise.

1.9 Conclusion

This study is aimed at exploring the social cognitive factors that motivate individuals to start their social enterprises. The study is underpinned by the social constructivism paradigm that posits that reality or how people respond to situations depends on how they view and interpret conditions or events within a certain environment or context. This study is focused on the personal experiences and environmental conditions that motivate people to become social entrepreneurs. In order to gather data, the researcher will use ethnography, where participant observation and semi-structured interviews will be conducted. The researcher will be the instrument in data collection and will use an emic approach to remove any preconceived assumptions and try to understand the motivations from the participant's point of view.

CHAPTER TWO: THEORETICAL FRAMEWORK

1.1. Introduction

In the previous section, the role of social entrepreneurs in national development and improving living conditions within the communities they live in was discussed. Also discussed was the importance of understanding the motivation behind social entrepreneurship ventures – looking at personal experiences and environmental conditions.

This section will discuss the theoretical framework that guides the aims and objectives of this study. Albert Bandura's social cognitive theory of human behaviour will be used to explain the motivation behind individuals starting their social enterprises.

1.1.1. Overview of the Social Cognitive Theory

Social Cognitive Theory (SCT) was developed by social psychologist Albert Bandura. The SCT offers a modern view on human behaviour which disputes the unidirectional proposition of behaviour as influenced by either internal predispositions such as personality, thoughts, and emotions and/or environmental influences. The theory combines the two (personal and environmental factors) and propose that human behaviour is a product of both internal behavioural predispositions (such as experiences, thoughts processes, and emotions or motivation) in a certain environmental context (Bandura, 2006). According to Bandura (2006 cited on Bergman, Bergman & Thatcher, 2019; p. 2),

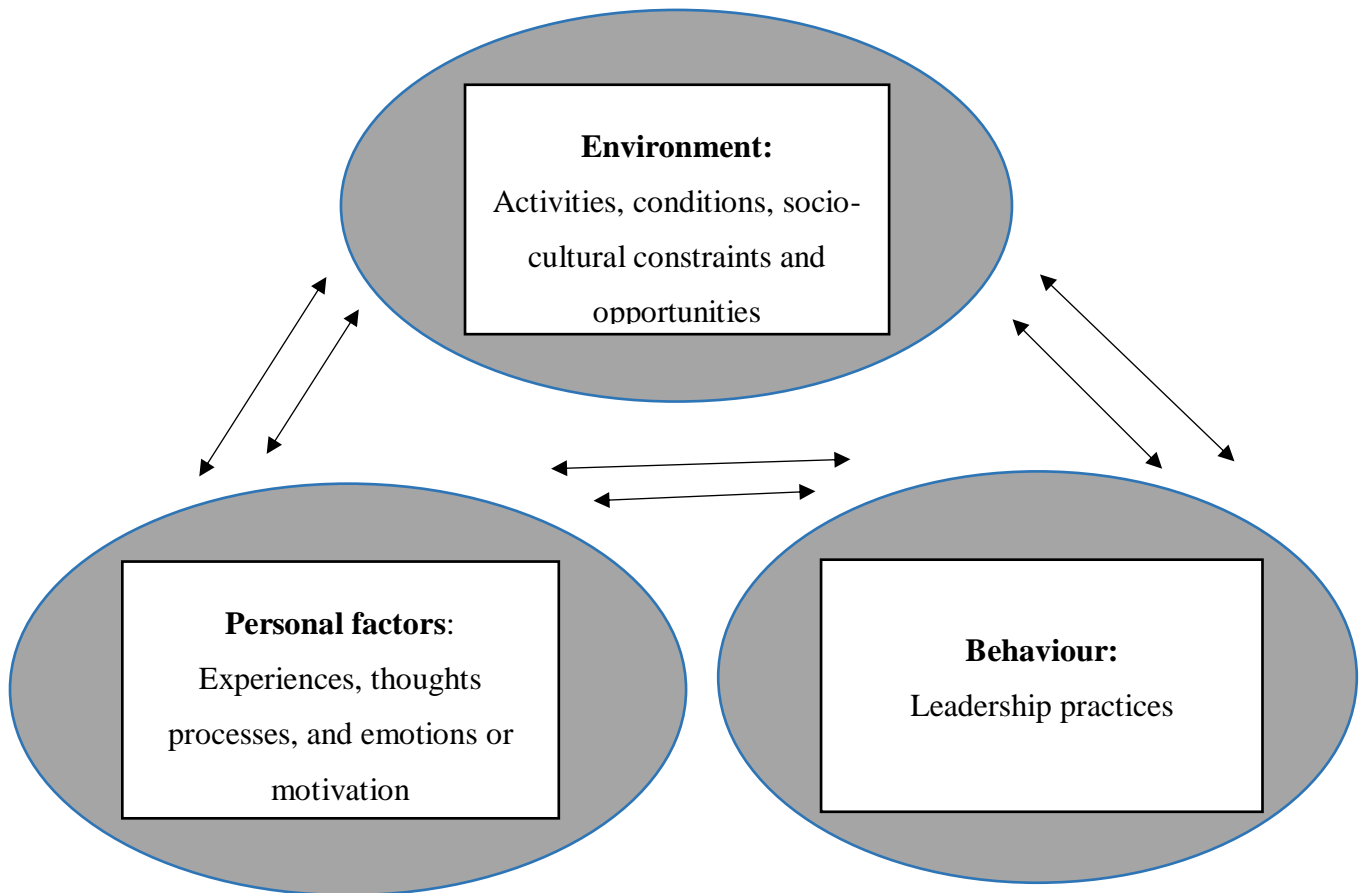
We encounter multiple and constantly changing environments each day, requiring a vast array of choices. Despite ever-changing dynamics, we manage to negotiate a highly complex world because our behaviours are neither hardwired nor mere products of our environment. As active agents, we influence outcomes, we act upon others' behaviour, and we coordinate behaviours with each other.

SCT postulate that the decision-making process related to a behaviour is influenced by both personal and environmental/contextual factors (Tran & Von Korfflesch, 2016). The unique feature of SCT lies in its emphasis on the social influence and its emphasis on external and internal social reinforcement. SCT considers the observations and thought processes that allow an individual to interpret social conditions within their social context and determine his/her behaviour (Bandura,

1999). Bandura used the term *personal agency* to refer to deliberate behaviours, where individuals intentionally consider the unique events and novel courses of action (while choosing) to execute one of them” (Bandura, 2001; p. 5). According to Bandura, every human behaviour is linked to achieving a specific goal or an outcome, as a result, thoughts, feelings, and behavioural control (opportunity and constraints) determines how a person will behave in a specific context. For example, how you behave in school may be different from how you would behave in church, simply because people set different goals to achieve specific outcomes in different settings. The desire influences our intentions to act, as a result, our desires precede our behaviours towards certain goals or outcomes (Bandura, 2001). Subsequently, the desire to achieve a specific goal depends on the negotiated intrapersonal factors which are driven by the expected outcome while being limited around a certain environmental context.

In order to explain this vividly, Bandura used the Triadic Reciprocal Causation model. According to Bandura (2006, p. 6), “internal personal factors in the form of cognitive, affective, and biological events; behavioural patterns; and environmental influences all operate as interacting determinants that influence one another.” Personal agency is facilitated by contextual and cultural influences, for example “activities, situational conditions, and socio-cultural constraints and opportunities” (Bandura, 1999; p. 6). So how a person acts is preceded by the perceived opportunities and constraints that are embedded in the socio-cultural or situational environments. Bergman et al. (2019; p. 3) state that “people assess their environments and depending on their intrapersonal predispositions, their perceptions become influenced by the intended goal or outcome which will facilitate or hinder their ability to act”. Figure 2-1 below shows the triadic reciprocal determinism model developed by Bandura.

Figure 2-1: Triadic Reciprocal Determinism Model



Source: Lockard (2013; p. 15)

In the Triadic Reciprocal Causation model in figure 2-1, the three factors all work as interacting determinants that impact each other bidirectionally (Bandura, 1999). In triadic causation, there is no uniformity in the way variables interact, and instead there are relative contributions of each variable of influence that depends on the activities, situational conditions, and sociocultural constraints and opportunities (Bandura, 1999). Central to this theory is the idea that people bring a lot to their environment (experiences, perceptions, and emotions) which informs their desires to engage in a certain activity, and the environment also plays an important role in shaping what activities people choose by providing socio-cultural constraints and opportunities which may hinder and facilitate the type of activities people choose in a certain environmental setting. So in terms of social entrepreneurship, the behaviour revolve around leadership since social entrepreneurs act on behalf of the community they serve with the outcome expectations of improving the quality of life for the community they serve.

1.1.2. Central concepts in Social Cognitive Theory

➤ Personal experiences

Prabhu (1999) asserts that a social entrepreneur's background is an important aspect that triggers the desire to launch a social enterprise. In the literature on social entrepreneurship motivation, social entrepreneurs are said to have mixed experiences, including early traumatic experiences (Barendsen & Gardner, 2004), past work experiences (Nyamanhindi, 2014), and an entrepreneurial family background (Germak & Robinson, 2014; Elliott, 2019). The experiences and background of social entrepreneurs have been dubbed as an important foundational basis to the understanding of motivations and the creation of social enterprises (Mthombeni, 2016; Nyamanhindi, 2014). These experiences are said to have an influence on the social problems social entrepreneurs identify, due to their closeness to the social problems (Germak & Robinson, 2014; Elliott, 2019). In entrepreneurship, closeness to social problems is interpreted as having 'first-hand' knowledge or experience or having undergone some kind of hardship either as a child (Drennan, Kennedy & Renfrow, 2015) or in your previous work experience (Ghalwash et al., 2017). The bridge that connects the constructs of a motivated individual's experiences and their intention to start social enterprises agrees with social problems theory that posits that individuals who identify a social need can identify a solution to the problem – such as viewing a social entrepreneurship start-up as an appropriate response to the existing issues in the community (Hervieux & Voltan, 2018, cited in Elliott, 2019). Experiences also play a significant role for the development of an emotional compass and moral judgements which are closely associated with the desires to become a social entrepreneur (Mair and Noboa, 2006).

➤ Social entrepreneurial self-efficacy

Self-efficacy is grounded on the social cognitive theory (Bandura, 2010). According to Bandura (2012, p. 11) "human behaviour is a product of the interplay of intrapersonal influences, the behaviour individuals engage in, and the environmental forces that impinge upon them". The triadic interaction between these components has an influence on an individual's beliefs to successfully engage in an activity in a certain environment that also influences the expectations an individual has in terms of the outcomes or consequences of that activity (Pihie & Bagheri, 2013). Bandura defined self-efficacy as "people's judgments of their capabilities to organize and execute courses of actions required to attain designated types of performance" (Bandura, 1986, p. 391). Bandura's (1986, 1997) social learning theory argues that the individual's competency to act is dependent on his cognitive capabilities. In the context of SE, Tran and Korflesch (2016, p. 20)

define social entrepreneurial self-efficacy (SE-SE) as “the dynamic set of beliefs about one’s capacity to start a new social venture and succeed in carrying it out”. In this study, self-efficacy will be used in relation to the individual’s education and past experiences. Pihie and Akmaliah (2009, p. 339) state that “entrepreneurial education influences entrepreneurial self-efficacy through providing students with attitudes, knowledge and skills to cope with the complexities embedded in entrepreneurial tasks – such as opportunity seeking, resource assembling, and leading the business to success. Some of the research literature looks at the experiences of social entrepreneurs and argues that these experiences form an important foundation for the development of skills, knowledge and attitudes (Nyamanhindi, 2013; Mthombeni, 2015; Barendsen & Gardner, 2004). For example, Germak and Robinson, 2014) argued that people who have underwent difficult challenges in life have higher levels of self-confidence and they are more likely to choose activities that are harder to achieve like creating a business structure to address very complex issues.

➤ **Outcome expectations/intentions**

Bandura (1986) views outcome expectations as cognitive processes an individual has about the consequences of performing particular behaviours. In the context of SE, the social entrepreneurial outcome expectation (OE-SE) can be understood to be an individual’s belief about the consequences or effects of starting a social enterprise. These outcome expectations will be collected from each individual’s vision for starting his/her social enterprise. Bird (1988) defines entrepreneurship intention as “the state of mind that directs and guides the actions of entrepreneurs toward the development and implementation of new business concepts”. In the context of social entrepreneurship, intentions revolve around people’s beliefs, desires, and continued determination in using business acumen to solve social problems.

➤ **Environmental conditions**

Environmental conditions refer to situational conditions (resources available in rural or urban areas) that give rise to prevailing activities (unemployment, poverty, illiteracy, crime, etc.) that facilitates or hinders the opportunities or constraints for certain actions to take place. Central to situational factors is the individual’s cognitive and affective processes that influence his interpretations of situations.

Figure 2-2: Initial conceptual model for social entrepreneurship motivation

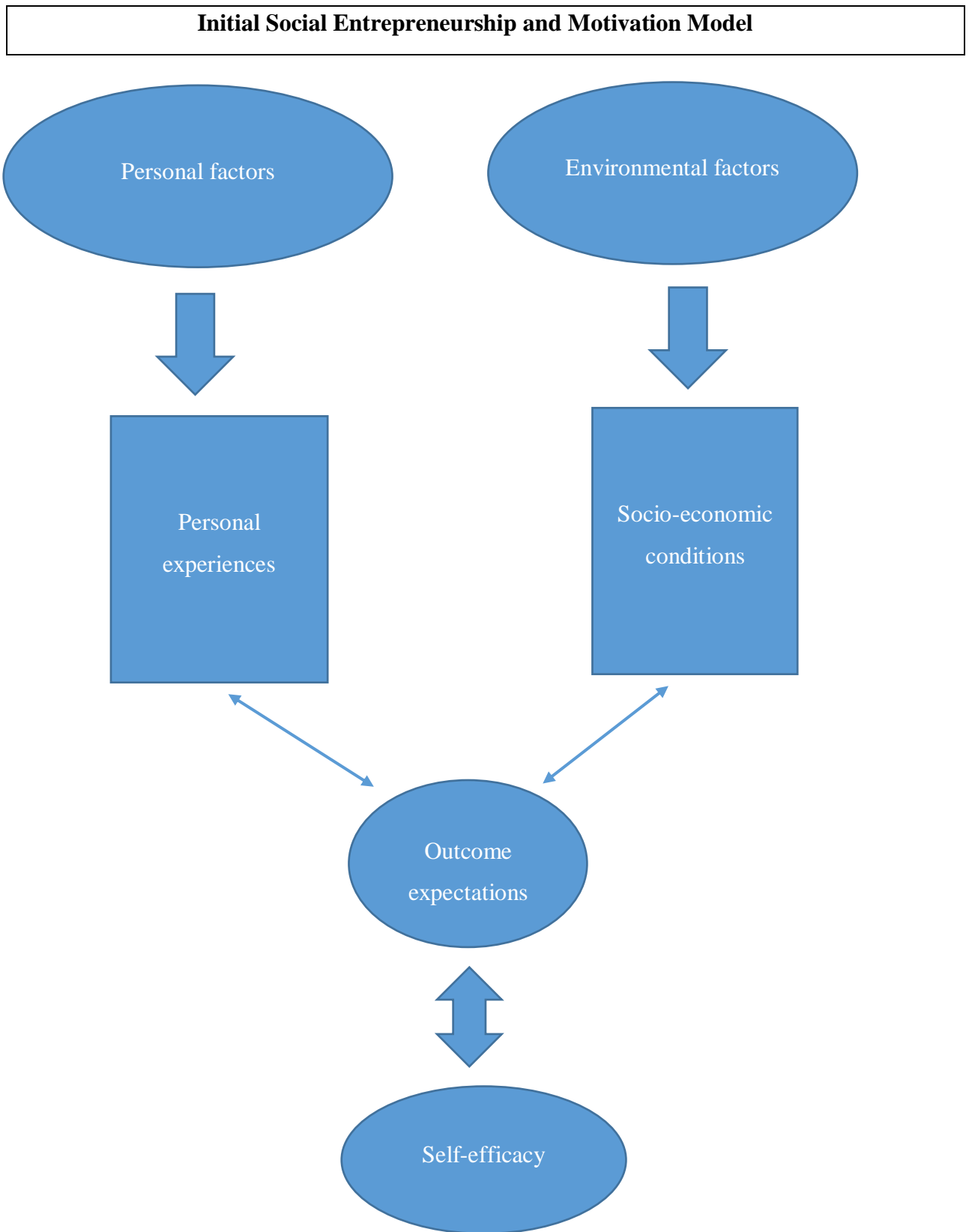


Figure 2-3 shows the initial conceptual framework that incorporates the central concept in the SCT. This conceptual framework is part of the preliminary conceptual framework that will be developed to explain the motivation behind individuals starting their social enterprise. According to figure 2-3 personal factors, namely, social entrepreneurs have personal experiences that they bring into their social environment where work experience, entrepreneurial experiences, or hardship. The environmental context is the physical features of the place, the socioeconomic conditions that prevail which give rise to personal goals that will determine the deliberate behaviour such as drug abuse, crime or small business creation. Depending on the set goal, the individual calculates the consequences or outcome expectations for choosing a certain activity which is reliant on the self-efficacy to successfully accomplish the set goal (s). This then motivates an individual to engage in a certain behaviour such as starting a social enterprise with the aim of improving the living conditions of the people in the community.

1.1.3. Conclusion

The aim of this section was to discuss the theoretical assumptions that will guide the motivation behind individual's decision to starting their social enterprise. In this section, an overview of Albert Bandura's social cognitive theory and the central concepts (personal experiences, self-efficacy, outcome expectations/intentions, and environmental conditions) were discussed. The personal factors in the model include experiences and self-efficacy, while environmental factors refer to situational conditions, activities, and opportunities and constraints that may facilitate or hinder social enterprise creation. The outcome expectation is the bridge that connects the desire to change the socio-economic conditions with the actual activity of starting a social enterprise.

CHAPTER THREE: LITERATURE REVIEW

3.1 Introduction

In the previous section, social cognitive theory was used to develop a conceptual model that will be applied in the theoretical explanations behind motivation for individuals in starting their social enterprise.

In this section, the literature will be reviewed to discuss the relevant articles, journals, and other publications on social economic conditions in KwaZulu-Natal, social entrepreneurs, social entrepreneurship, and social entrepreneurship motivation. This chapter will discuss socio-economic outlook in the KZN Province. Furthermore, this chapter will define what ‘social entrepreneurship’ means and who social entrepreneurs are and their importance in local economic development. Lastly, this chapter will review the literature on motivation behind social entrepreneurship.

3.2 Social Economic Conditions in KwaZulu-Natal Province

Figure 3-1: The Location of KwaZulu-Natal Province in South Africa



Sources: Stats SA. Annual Report 2015/2016

The province of KwaZulu-Natal was created in 1994. The province was given a new name with the advent of democracy when the Zulu Bantustan of KwaZulu (Place of the Zulus) and Natal

Province were merged (Republic of South Africa, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020). This province is where two of the busiest ports are located: Durban and Richard's Bay. The province has 10 district municipalities and 44 local municipalities, with one metropolitan municipality (eThekweni) located in Durban, the largest city in the province. Looking at the provincial disparities, much of the province is rural and urban areas are mostly found along coastal areas. The province is the second largest contributor to the South African economy (16%) behind Gauteng – with a percentage national share of Gross Domestic Product (GDP) of 35.2% (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020). The economy of the province is rested upon diverse economic and social cultures, including agriculture, tourism, manufacturing, mining, trade, construction, finance and community services (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020). In the course of 2015/2016, the province, along with the rest of the country, was hit by a severe drought that affected crop production and livestock. This had a tremendous impact on most people in the country as it forced food prices to increase which had a spill-over effect on health and poverty levels. Although the province is the second contributor to the country's GDP, the reality is that it continues to face many social challenges related to education, unemployment, poverty, and health (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020).

Population growth in the province has been relatively stagnant compared to Gauteng Province between the years 2011 and 2018. Statistics South Africa revealed that population growth in KwaZulu-Natal grew by 5.2% from 10 819 130 in 2011 to 11 384 722 in 2018 (Stats SA, 2018). Declining population growth in the province is attributed to the migration rate, high mortality rate, in tandem with a low fertility rate and a high morbidity rate (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020). The provincial demography suggests that children and young people constitute two thirds of the total population in the province and the increasing unemployment and the lack of employment opportunities are the two main factors that contribute significantly on the socio-economic challenges that exists in the province.

Poverty continues to be a challenge for many households in the province. According to Stats SA (2015, p. 65), KwaZulu-Natal (68.1%) is one the poorest provinces in South Africa after Limpopo (72.4%) and the Eastern Cape (72.9%). Some 36% of the population was found to be living below the Food Poverty Line (FPL) in 2017 (IHS Markit, 2019). This figure was the second highest in the country when compared to other provinces. When looking at the statistical report of income

distribution by households in KwaZulu-Natal in 2017, 40.2% of households were classified as low-income earners (R0 – R54 000 per annum) (IHS Markit, 2019). According to the South African Social Security Agency (SASSA, 2019), 22.2 % (3 938 973) of the population in KwaZulu-Natal are dependent on a social grant. This percentage is the highest in the country when compared with other provinces and the Child Support grant had the highest percentage (71.9%) (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020).

There are various levels of deficiencies in the province of KwaZulu-Natal and this can be observed from the number of people suffering from poverty-related challenges. Income distribution remains an important challenge in the province among different races, and African households are mostly affected. Many African households in the province earn a very low income and this is not even enough to allow for many African communities to meet their basic needs. This is leading to a high percentage of African households living in poverty, and, as a result, there is a high percentage of people with grant beneficiaries in the province. Unemployment is also a contributing factor to the poverty levels in the province. According to Stats SA (2018), the total number of people who are unemployed in the province increased by 16.2% from 786 000 in the third to 913 000 in the fourth quarter of 2018. This makes the official unemployment rate 25.6% in the province. This can be attributed to the fact that economic participation and employment activities are concentrated in the eThekweni metropolitan area and the Mgungundlovu District, which are located in urban areas. District municipalities in the rural areas have the highest unemployment rate and this is attributed to lack of economic activities, poor economic infrastructure, and a highly unskilled labour force in these areas (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020). As a result, more people are migrating to other districts and Durban metropolitan to look for employment opportunities, better education, and access to quality health care. According to RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, (2019/2020, p. 92) Umzinyathi District and Umkhanyakude District remain as the lowest performing municipalities in terms of employment creation and this is due to lacklustre economic activity (only agriculture), and is highly affected by water availability and other resources, and also a lack of skills among the workforce – especially the youth (Stats SA, 2018).

3.3 Social Entrepreneurship

There is no single definition or understanding of the concept of ‘social entrepreneurship’ in the literature. Mair and Marti (2006, p. 40) contend that “social entrepreneurship has different facets and varies according to socioeconomic and cultural environments”. According to the literature, social entrepreneurship means different things to different people. For example, classic research defines SE as “the creation of viable socio-economic structures, relations, institutions, organisations, and practices that yield and sustain social benefits” (Fowler, 2000, p. 649). While Mair and Noboa (2006, p. 122) view social entrepreneurship as “a set of interlocking opportunity-based activities by competent and purposeful individuals who, through their actions, can make a difference in society and are bounded by context”. Seelos and Mair (2005, p. 242) understand social entrepreneurship as a term that is used to “refer to the rapidly growing number of organizations that have created models for efficiently catering to basic human needs that existing markets and institutions have failed to satisfy”.

Fowler’s definition indicates that social entrepreneurship is a response to socio-economic issues with the aim to yield social benefits. Mair and Noboa’s definition views social entrepreneurship as an opportunity-driven activity conducted by competent individuals in a given environment with the aim to create change. Seelos and Mair’s definition adopts the institutional void perspective to social entrepreneurship, where individuals become prompted to devise solutions to long standing problems that existing institutions cannot provide. What is common from all these definitions is the relentless pursuit of creating social impact and/or social value. Some scholars have attempted to differentiate between social entrepreneurship and entrepreneurship. For example, Austin, Stevenson and Wei-Skillen (2006:2) highlighted that social entrepreneurship is an innovative social value-creating activity that can occur within or across the non-profit, business, or government sectors.

To see a more comprehensive table of definitions of social entrepreneurship see Zahra, Gedajlovic, Neubaum and Shulman (2009; p. 521). For this study, a suitable definition will be used that captures the holistic concept of social entrepreneurship. Social entrepreneurship is a practice in which an entrepreneur – either a traditional business-minded individual or someone that emerges from the public or non-profit sectors – sets out to solve some social problem by combining business management skills with social sector acumen to yield a sustainable enterprise that produces both financial and social returns (a so-called double bottom line) (Germak & Robinson, 2014, p. 6).

The mission in social entrepreneurship is bringing betterment to those who have been marginalised so that they can transform their living conditions and improve their quality of life. In conclusion, there is really no single definition for social entrepreneurship. However, it can be deduced that it is a term used to explain activities undertaken by motivated, determined and competent individuals across many sectors – with the aim of bringing about change or transformation to benefit the global communities facing challenges. These individuals utilise entrepreneurship or business principles in order to create value.

3.4 Social Entrepreneur

Classic literature on definitions for social entrepreneurs (Thake & Zadek, 1997) state that social entrepreneurs are driven by a desire for social justice. Social entrepreneurs use their personal experiences to identify problems that exists in their communities and these problems exists due to market failure or state failure to address them. Social entrepreneurs seek a direct link between their actions and an improvement in the quality of life for the people they serve. Manyaka (2015, p. 4) defines social entrepreneurs as “people who identify problems within their communities and become alerted to the opportunities that can solve the problems and devise and implement systems to address those problem(s)”. Social entrepreneur are unique individuals due to their own personal experiences which allows them to reframe social problems to opportunities (Bornstein and Davies, 2010; Barendsen and Gardner, 2004). Nga and Shamuganathan (2010, p. 263) distinguish social entrepreneurs by “their ability to envisage, engage, enable, and enact transformational change in the face of very limited resources”. Social entrepreneurs have very strong beliefs on human potential and their values and attitudes in social life allows them to seek actions that are meaningful and reaffirms their personal identities as change makers and/or community leaders. They often use the entrepreneurial mindset to generate income and reinvests the majority of their income to increase the social impact created by their social enterprises. Innovation is central to their businesses as a result they provide alternative delivery systems for public needs that remain unsatisfied by either government, business, and/or civil society groups (Seelos & Mair, 2005). These social entrepreneurs change the social conditions within their communities by providing new ways to deliver products and services or create new models for the delivery of essential services required in the underserved communities.

3.5 Motivation

Similar to other concepts, there is no one way of defining what is motivation. Understanding exactly what motivation means will help the researcher to explain the drive behind social entrepreneurship. Motivation has been applied in various fields of study, including management studies (Burton, 2012), in psychology (Fry and Moor, 2019); and in education (Morokhovets & Uvarkiina, 2019). Gredler, Broussard and Garrison (2004; p. 106) defined motivation as “the attributes that moves us to do something or not to do something”. Guay et al. (2010; p. 712) viewed motivation as “the reasons that underlie behaviour characterised by willingness and volition”. Lai (2011; p. 2) contend that “motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions”. As a result, motivation is approached in different ways involving cognitive behaviours (monitoring and strategy use) and non-cognitive aspects (such as perceptions, beliefs, and attitudes) or both (Lai, 2011). For instance, Gottfried (1990; p. 525) used a non-cognitive approach in his study of academic motivation and defined it as “enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogeny; and the learning of challenging, difficult, and novel tasks”. In this example, Gottfried explained academic motivation for students as the deliberate action that is taken by students because they are interested in studying and while it can be challenging however they also perceive education to be fun and they hold the beliefs that in order to excel in it students have to be diligent and persistent in order to overcome the difficult task associated with it. On the other hand, Turner (1995; p. 413) approached academic motivation using cognitive views and he defined academic motivation as “voluntary use of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring”. This definition looks at academic motivation as a well-planned deliberate activity taken by students because of their perceived behavioural control of resources needed to successfully excel in education.

3.5.1 Intrinsic and Extrinsic motivation

Motivation is differentiated into two sub categories, namely, intrinsic and extrinsic motivation. Legault (2016; p. 1) defined Intrinsic Motivation (IM) as “an engagement in behaviour that is inherently satisfying or enjoyable”. In other words, IM can be categorised as naturally non-instrumental, as a result, intrinsically motivated individuals engage in behaviour without any instrumental outcome expectations. For example, a person may read several books in a week without any particular reason besides enjoying reading books or finding pleasure in reading books.

As a result, IM is both the means and an end at the same time. Contrary, Extrinsic Motivation (EM) refers to “performance of behaviour that is fundamentally contingent upon the attainment of an outcome that is separable from the action itself” (Legault, 2016; p. 1). Unlike IM, EM is fundamentally instrumental in nature and extrinsically motivated persons engage in an activity with an expectation to gain or attain some kind of outcome or reward. For example, a student will study for a test in order to get good marks or a teenager will wash his father’s car in order to get an allowance. Lai (2011) argued that EM is multidimensional and ranges from external (e.g. studying to get good marks) to internal (e.g. not talking with food in your mouth in order to appear as having good table manners).

3.5.2 Factors that affect motivation

Table 3-1: Four dimensions that affect intrinsic motivation

Four dimensions of motivation	
Dimensions	Indicators
Competence (Am I capable?)	The student believes he or she has the ability to complete the task.
Control/autonomy (Can I control it?)	The student feels in control by seeing a direct a link between his or her actions and an outcome. The student retains autonomy by having some choice about whether or how to undertake the task.
Interest/value (Does it interest me? Is it worth the effort?)	The student has some interest in the task or sees the value of completing it.
Relatedness (What do others think?)	Completing the task brings the student social rewards, such as a sense of belonging to a classroom or other desired social group or approval from a person of social importance to the student.

Source: Centre of Education and Policy (2012; p. 4)

IM is an organic human tendency, in other words, intrinsically motivated people will “strive toward doing things they find interesting or enjoyable” (Legault, 2016; p. 1). Early studies on IM focused on how extrinsic rewards affect intrinsic motivation. The studies found that when people engage in activities out of interests and offered external rewards such as money (Deci, 1971), or points (Lepper, Greene, & Nisbett, 1973) then IM declines. These findings disputed the operant theories (Skinner) of behavioural reinforcement, however, after deliberation it was affirmed that when extrinsic rewards are expected they discourage the intrinsic motivation for engaging in voluntary activities (Deci, Koestner, & Ryan, 1999). This is due to the fact that extrinsic rewards have the propensity to shift the person’s motivation for engaging in the behaviour from internal (e.g. interests and enjoyment) to external (e.g. to again a reward). As a result, extrinsic rewards tend to alter the source of motivation.

In table 3-1 ‘*competence*’ refers to the individual’s capabilities in engaging on specific behaviours. Legault (2016; p. 2) state that “in order for IM to flourish, the social environment must nurture it”. For example, if the social environment discourages the individual’s competency to freely engage on behaviour, then IM declines. Similarly, when the social environment encourages individual’s competency then IM increases. For example, Legault (2016; p. 3) argues that “positive feedback (e.g., verbal praise) tends to fuel perceptions of personal effectance and bolster intrinsic motivation. However, this reinforcement requires that a person should also have the autonomy in addition to feeling competent. Similarly, when the social environment encourages *autonomy* by influencing the person perception that the behaviour is done because of their personal choice then IM increases. In contrast, when the social environment discourages autonomy by introducing extrinsic rewards or making demands, then IM declines. In summary, when the social environment introduces extrinsic factors that acts as behavioural controls, in terms of reinforcers and constraints then motivation become less intrinsic and more extrinsic in nature (Legault, 2016). Extrinsic factors such as threats, punishment, and deadlines tend to discourage intrinsic motivation while increasing extrinsic motivation. Centre of Education and Policy (2012; p. 4) defines *Interest/value* as a “vested interest in the task and a feeling that its value is worth the effort to complete it”. In IM, inherent satisfaction when engaging in the behaviour determined its value. As soon as the individual feels that engaging in a certain behaviour is not satisfying anymore, then intrinsic motivation declines. Centre of Education Policy (2012; p. 4) define “*relatedness*” as the need to feel part of a group or social context and exhibit behaviour appropriate to that group”. Using the last example, individuals tend to close their mouth when eating in the table in order to be perceived as having table manners.

Table 3-2: extrinsic motivation when applied to the example of motivation to regulate racial prejudice

Type of Extrinsic Motivation	Nature of External Contingency	Underlying Reason for Behaviour	Example
External Regulation	Consequences, incentives, compliance	To receive or avoid a consequence; to fulfil an external requirement	“I avoid making prejudiced comments so that other people will think I’m non-prejudiced”
Introjected Regulation	Feelings of internal pressure; to avoid guilt or to boost the ego	Because it “should” be done	“I avoid acting in a prejudiced manner because I would feel bad about myself if I didn’t”
Identified Regulation	Personal valuing of a behaviour, sense of importance	Because it is important	“I avoid being prejudiced because it is an important goal”
Integrated Regulation	Expression of self and identity; congruence with self and other values	Because it reflects core values and self/identity	“I avoid being prejudiced because I see myself as a non-prejudiced person”

Source: Legault (2016; p. 3)

So extrinsic motivation refers to behaviours that are undertaken with a contingent expectation or gaining some sort of outcome. And the previous example used is that a teenage will wash his father’s car in order to get allowance. Legault (2016; p. 2) argued that “not all EM are the same, some forms of extrinsic motivation feel more self-endorsed and self-concordant than others”. In simple terms, this means that people can be motivated to do something and expect an outcome however, the motivation itself is a personal choice more than an extrinsically controlled behaviour. As a result, even if the person does not find the activity personally satisfying or fun (not

intrinsically motivated) however, the decision to engage in that behaviour may be internally regulated as opposed to externally regulated.

Table 3-2 shows a list of extrinsic motivations, namely, external regulation, Introjected regulation, identified regulation, and integrated regulation. Legault (2016; p. 3) defined *external regulation* as “behaviour that is controlled mainly through external factors (e.g., deadlines, rewards, directives, punishers)”. Here, the expectation is incentives and compliance, and behaviour is premised on fulfilling an external requirement. Legault (2016; p. 2) stated that *introjected regulation* refers to “behaviour wherein external pressures have been partially deflected inward, but not truly adopted or internalized”. This behaviour is more controlled by an individual’s internal intrapersonal dispositions with the aim to avoid guilt or boost the egocentric requirements. The pressure stem from internal dispositions than external regulators. Lagault (2016, p. 2) defined *Identified regulation* as “a more autonomous form of extrinsic motivation and denotes the point at which behaviour becomes internally governed and self-endorsed”. Here, the behaviour may not be personally relevant to the individual, but the individual perceives the behaviour as intrinsically important or valuable. For example, avoiding being prejudice, not because the individual wants to stop being prejudice but because it an important quality to have as part of your interpersonal skills when living with people every day. Finally, Lagault (2016; p. 2) defined *integrated regulation*, as “a behaviour that is fully internalized”. Here, identification is integrated together along with the individual’s personal beliefs, value and needs. The decision to behave a certain way here is motivated by self-expression and self-identity more than extrinsically motivated factors.

3.6 Entrepreneurship motivation

In order to understand how people get involved in entrepreneurship, we have to define what entrepreneurship is. Shane and Venkataraman (2000, p. 218) define entrepreneurship as “the process by which opportunities to create future goods and services are discovered, evaluated, and exploited”. As a scholarly field of study, entrepreneurship is approached in a manner “that seeks to understand how opportunities to bring into existence "future" goods and services are discovered, created and exploited, by whom, and with what consequences” (Venkataraman, 2019, p. 119). Now looking at traditional entrepreneurs, they define and identify opportunities in the market and find ways to provide goods and services in order to gain economic value (Austin, Stevenson & Wei-Skillern, 2006).

In this study, entrepreneurship is an activity that involves human agency. The entrepreneurial process occurs because people act to pursue opportunities in order to create value. Entrepreneurs and social entrepreneurs have similar traits in terms of their need to create and innovate. However, they differ in the way they recognise opportunities for them to create and innovate. Austin et al. (2006) state that while commercial entrepreneurs are driven by their need to create economic value (increase profit for shareholders), social entrepreneurs are driven by their need to create social value (solve social problems). Marcus and Ho (2010) state that both social entrepreneurs and commercial entrepreneurs have similar ways in which they recognise opportunities, and the individual's background plays a significant role in shaping those opportunities. Marcus and Ho (2010, p. 636) defines opportunity as "a set of favourable conditions for starting a business". Carsrud and Brännback (2011) and Shaw and Carter (2007) agree that the entrepreneur's background (education, personal experiences, and entrepreneurial mindset and skill-set) plays a significant role in shaping the opportunities people recognise in their communities.

Marcus and Ho (2010) outlined several ways in which social entrepreneurs differ in the way they recognise opportunities. Social entrepreneurship opportunities are more focused on solving social problems with the aim of creating social value (Thompson, 2002; Marcus & Ho, 2010). Creating social value involves providing a solution to social problems – for example, creating income or employment for the disenfranchised population or providing medical services to the rural population who are far away from the city centres. Although some may argue that motivation is enough to generate a response, we may need to look at the literature on social entrepreneurship intention in order to explain the social cognitive factors that shape the individual's behaviour of starting a social enterprise. People may be motivated to do a lot of things, but end up not doing those things. In this study, it is argued that motivation can be supplemented by an individual's intention and/or outcome expectations for engaging in a certain activity. Outcome expectations of any activities are driven by compelling desires to achieve specific goals. As a result, people set goals and think about the opportunities and constraints that may facilitate or hinder the achievement of those goals. Therefore, the desire to transform the socio-economic conditions in a given community setting may be facilitated or hindered by the level of self-confidence to successfully achieve the desired outcome. The self-confidence to successfully start a social enterprise and address existing challenges in the communities may be stronger for individuals who have business background or who have extensive experience in running their own businesses.

Furthermore, personal struggles may act as reinforcements for people to achieve ambitious goals and this may be driven by the desired outcome of creating social value or social impact.

3.6.1 Social Environment

The social environment can positively or negatively shape the behaviour of people living in the certain community setting. According to Stephan et al. (2015, p. 309) “the institutional configuration perspective recognizes that human behaviour is shaped jointly by the constraints, incentives and resources provided by formal and informal institutions, which can be more or less compatible with each other. This means that an individual’s action is determined by the existing incentives, resources and challenges associated with that activity, which reflects the degree to which the country’s formal and informal institutions regulate certain behaviours. Using the institutional void perspective, Stephan et al. (2015, p. 309) argue that SE motivation increases in resource-scarce environments where social problems are abundant. The logic behind this argument is that communities where government is less active may trigger higher social needs, and thus greater demand for SE (Zahra et al., 2009; Dacin, Dacin & Matear, 2010).

Social entrepreneurs have the desire to change the social conditions within their communities that government institutions and/or private sector are failing to address. The ‘market-failure’ provides a perceived legitimacy for ‘action’, which propels an individual toward social venture creation. Hilgartner and Bosk (1988, p. 53-54) define social problems as “putative conditions or situations that are labelled as a problem in the arenas of public discourse and action (e.g. poverty, illiteracy, unemployment)”. Austin et al. (2006, p. 6), define a social entrepreneurial opportunity as “a desired future state that is different from the present, with the belief that the achievement of that state is possible through social entrepreneurship”. Bandura believes that people bring a lot to their social environment, such as interests, values, and experiences, and the social environment also shapes the behaviour of people through opportunities and constraints. This is called reciprocal determinism. As a result, the social entrepreneurs start social enterprise in response to the prevailing problems within their immediate environment and the services provided by a social enterprise are highly contextual and tailored to fit the local context. For example, Ghalwash et al. (2017) found that the decision for Egyptian social entrepreneurs to start their social ventures, is motivated by the current issues within the Egyptian communities.

Research on the contextual meaning in social entrepreneurship emphasises the importance of context – and proposes that social enterprises are specifically set up to solve particular problems in their environments and they continuously adapt to suit those environments. For example, Karanda and Toledano (2012) found that social enterprise opportunity in South Africa has a strongly localised flavour, to the extent that community-level cooperation is needed to solve the social problems identified and so generate social value. This is consistent with Mair and Noboa (2003) and Prabhu (1999), who argue that social entrepreneurs are motivated to create social value as a result of their desire to transform their communities. Similarly, Austin et al. (2006) argue that social entrepreneurs are mainly driven by social problems that they are trying to address in their local communities.

Littlewood and Holt (2015) mentioned that social entrepreneurs in developing countries are different from social entrepreneurs in more developed countries. For example, Littlewood and Holt (2015) mentioned that social entrepreneurs in South Africa are concerned with addressing low order needs associated with meeting basic needs while social entrepreneurs in developed countries focus although not exclusively on high order needs associated with self-actualisation. As a result, the motivation that underpins the two social entrepreneurs may not be the same which fuels more energy for increasing research that looks at motivation for social entrepreneurs with the focus on the developing country context.

3.6.2 Personal experiences

3.6.2.1 Childhood traumatic experiences

Classic literature on social entrepreneurship emphasises the importance of understanding the background and experiences of social entrepreneurs as they form important aspects that trigger the desire to launch a social enterprise (Prabhu, 1999). The study by Drennan et al. (2015, p. 4) found that “social entrepreneurs have had very difficult childhood experiences which were characterised by are poverty, neglect and personal tragedies such as parent’s divorce, parent’s death, family financial difficulties”. This is consistent with Barendsen and Gardner (2004) who found that childhood experiences of social entrepreneurs tend to be traumatic and which essentially explains the development of the deeply rooted beliefs upheld by social entrepreneurs. These childhood tragedies stay embedded within the individual and can be expressed at any given time in the individual’s life course. For example, several studies found that social entrepreneurs use the

negative experiences in their lives to identify social problems they want to address in their communities (Borstein and Davies, 2010; Nyamanhindi, 2014; Germak and Robinson, 2014; Mthombeni, 2016). Borstein and Davies (2010) found that the social mission of any social organisation lies in the difficult experiences of the founder. Germak and Robinson (2014) found that social entrepreneurs often focus their careers on changing circumstances they are familiar with. Other several studies also found that ‘closeness to problems’ is a common theme among social entrepreneurs and the lived experiences of social entrepreneurs’ acts as motivation and inspiration for them to establish structures (for-profits, not-for-profits, and hybrid enterprises) that will cater to the social demands. This is consistent with the social problems theory, which posits that individuals who identify a social need are able to identify a solution to the problem, such as viewing a social entrepreneurship start-up as an appropriate response to the existing issues in the community (Hervieux & Voltan, 2018, cited in Elliott, 2019). As a result, Kedmenek, Rebernik, and Peric (2015) found that social entrepreneurs can recognise and reframe social problems to opportunities for them to provide new products or services in a community where others see an inconvenience that has to be tolerated.

In the study by Nyamanhindi (2014) which focused on the lived experiences of social entrepreneurs in South Africa, found that social entrepreneurs are motivated to address social problems because they feel that their personal experiences are reflect the struggles that exists in the broader society. As a result, social entrepreneurs are committed to the people they serve, and they feel the moral obligation to act on behalf of the people they serve because they themselves have experienced similar challenges.

Borstein and Davies (2010, p. 29) state that “social entrepreneurs believe that they are fulfilling their purpose in life, and those who have undergone traumatic experiences find meaning and comfort by working to relieve the pain of others or to prevent others from having to endure similar pain”. Miller et al. (2012) talk about how difficult experiences can lead to the development of prosocial emotions such as compassion – which the authors define as other-oriented emotion that connects an individual with a suffering community or underserved and neglected segment of the population (including children, women, and the disabled). According to Miller et al. (2012, p. 621) “compassion is other-oriented, because it enhances an individual’s awareness of the other’s vulnerable circumstances, which encourages an effortful response for the benefit of those people”.

Humphris (2017) investigated motivations of social entrepreneurs in England, and found that pull factors for social entrepreneurs include the social awareness of a social entrepreneur which has a lot to do with the personal struggles the individual had faced growing up.

3.6.2.2 Transformative events

Another dominant experience found in social entrepreneurship literature is transformative events that help to shape how social entrepreneurs view and interpret their social environment. Ghalwash et al. (201) point to how transformative events allow social entrepreneurs to gain new ideas or even gain new perspectives that inspire them to provide solutions to long-standing issues. The transformative events found in Egyptian social entrepreneurs include exposure to different environments which happens through relocation to another city or visiting another country. For example, Ghalwash et al. (2017) found that one social entrepreneur in their study was inspired by to start her social enterprise after their visit to the museum for blind people in Germany. She was inspired to start a social enterprise that will replicate the idea to serve Egyptians living with this disability. Drennan et al. (2015) concurs with the findings by Ghalwash et al. (2017) and note that re-location is closely associated with general attitudes for change, achievement and autonomy which are important qualities in social entrepreneurship.

Another transformative event established by Ghalwash et al. (2017) is the religion of Islam in the Egyptian community. The dominant Islamic beliefs inspired social entrepreneurs in Egypt with the idea of cooking 200 meals for poor families in Cairo during the Holy Month of Ramadan. The premise of the religious doctrine is underpinned by the understanding that families will continue to starve (without the intervention) which is not what God wants for the people. In Egypt, Islam plays a dominant role of pushing Egyptian communities towards social work. Barendsen and Gardner (2004) also found that religious beliefs act as transformative events that shape and inspire new ideas for social entrepreneurs. For example, Barendsen and Gardner (2004) found that social entrepreneurs in their sample study described themselves as spiritual or religious, the values they learned through the Judaic ideal of *tikkun olam*, or the “repair of the world” defines their purpose in life which is to repair the world by reaching to those pockets in society that are underserved and neglected. This support the argument by Mair and Marti (2006; p. 40) that “social entrepreneurship has different facets and varies according to socio-economic and cultural environments”. It can be

concluded that religious beliefs play an important role in shaping the desirability for social entrepreneurs to start their social enterprises.

Educational qualification was also identified in the literature as a transformative event in the life of social entrepreneur. For example, Urban (2008) investigated the skills and competencies associated which influences the intentions of university students to start their social enterprises in South Africa. This study found that students with entrepreneurship and management studies have skills and competencies that inspired their intentions to start their businesses. More specifically, Urban (2008) found that unemployed students with entrepreneurship and management skills have higher intentions to engage in social entrepreneurship activities especially as a collective. Pihie and Akmaliah (2009, p. 339) stated that “entrepreneurial education influences entrepreneurial efficacy through providing people with attitudes, knowledge and skills to cope with the complexities embedded in entrepreneurial tasks such as opportunity seeking, resource assembling, and leading the business to success”. Since social entrepreneurship combines social goals and business goals, the difficult experiences allow social entrepreneurs to recognise social problems in the community however, the entrepreneurial education allows the social entrepreneur to deal with the management struggles associated with running a business.

3.6.2.3 Past work experience

Previous work experience has also been identified in the literature as a motivator for social entrepreneurs. Previous work can include people who have had their own businesses, worked in the family business, and/or volunteered or worked in the social-sector. The experiences gained through previous work are critical for the development of skills and competencies that impact on the management capability of social entrepreneurs. Marcus and Ho (2010, p. 652) found that “previous work experiences can influence the individual’s awareness of and information about particular areas that shape the development of opportunities recognised by social entrepreneurs”. For example, one participant in their study mentioned that their time spent in India helping Tibetan refugees convert their handcrafted products such as carpets into a much needed source of income, made them aware of the issues around fair trade. The participant mentioned that her volunteer work in India inspired her with the business ideas of incorporating Trade –Aid products into her shop back in New Zealand as this will ensure that products made by refugees in India have a foreign market. This will in turn ensure survival and sustainability for businesses owned by

refugees. Another participant in their study who was a Trade Aid education director, mentioned that their time spent in a coffee region in Cameroon working with a rural NGO called Veriget – teaching local people how to increase their incomes through sustainable business ideas such as bee keeping – allowed her to learn the importance of fair trade. While teaching the local people, she realised that there are too many people in Europe who are uneducated about Trade-Aid products so she was inspired to educate people back home about the importance of buying trade-aid products as they are a source of income for many poor communities in less developed countries and contributes to a good cause. Ghalwash et al. (2017) also found that past work experience acts as a motivation for Egyptian social entrepreneurs to start their social enterprises. For example, one participant in their study was working at the hospital and discovered that the staff was dishonest to patients and gave out confidential information of patients to the government. This inspired the social entrepreneur to start a social enterprise that acts as a centre for development studies and human rights. It can then be deduced that past work experience, whether business or social-work experience influences social entrepreneur’s awareness and information about areas that demand social innovations.

3.6.2.4 Personal fulfilment

In social entrepreneurship studies, personal fulfilment acts as motivator for individuals to establish businesses that reflect their values and personal identities which are generally beyond profit. For example, Germak and Robinson (2014) found that individuals with business experience and those with public-sector experience are motivated by feelings of self-actualisation and/or personal fulfilment. One participant in their study mentioned that “we all have a purpose in life it can be making millions of dollars or being effective in someone else’s life in terms of helping them become better people in life. But I know my purpose at this point is to create an institution that will poor help people in my community to develop” (Germak and Robinson, 2014; p. 16). The personal fulfilment comes from engaging in edifying activities that brings meaning and value to a person’s life. In the study by Nyamanhindi (2013) found that several social entrepreneurs expressed their unfulfilment with their work and their desire to alternatively start something they are passionate about. For example, one participant (Primrose – 60 years old) who lives in Alexander Johannesburg spent her last two decades helping struggling kids in community through an orphanage. Primrose was previously working as a teacher and felt unfulfilled with just teaching

and so through her negative experiences growing up she decided to quit teaching and open an orphanage dedicated to helping children who are suffering from HIV/AIDS, poverty, and school.

Since social enterprises are not businesses people create to make money, it makes sense when people engage in social entrepreneurship as a way of acquiring personal fulfilment. Social entrepreneurs get personal fulfilment by incorporating social deliverables as part of their value-chain. A few studies found ‘helping society’ to be one of the cognitive factors that underpins social enterprise creation. Elliot (2019) found that desires to help societies transform has an influence on the intentions on people to become social entrepreneurs. According to Germak and Robinson (2014, p. 14) “there are two key components that facilitates the development of a helping behaviour and that is commitment to the public interest and feelings of compassion. According to Miller, McMullen, Vogus and Grimes (2012, p. 621) “compassion is a prosocial emotion which enables individuals to become particularly attuned to social problems by making the suffering or the plight of other people personally relevant – and then generalise this concern to others who are suffering from similar problems”. As a result, Prabhu (1999) argues that the context and background significantly influences the development of compassion, and through personal values and morals, the development of moral judgment, which has been identified as an antecedent that influences desires to help (Mair & Noboa, 2006).

3.6.3 Self-efficacy

Self-efficacy as a concept was coined by Albert Bandura in his social cognitive theory. Self-efficacy is closely associated with intrapersonal motivation and where the level of self-confidence is affected by the perceived competence and autonomy to start a social enterprise. Bandura defined self-efficacy as people’s judgments of their capabilities to organize and execute courses of actions required to achieve set goals (Bandura, 1986, p. 391). This self-judgement increases when the social environment nurtures it in the form of positive feedback or verbal praise by friends and family or colleagues. In the context of SE, social entrepreneurial self-efficacy is defined as “the dynamic set of beliefs about one’s capacity to start a new social venture and succeed in carrying it out” (Tran and Korflesch, 2016, p. 20). The development of those self-beliefs stem from the individual’s education and past experiences, which can also influence the goals set the individual set and the commitment to act on achieving those goals. It can be said that social entrepreneurs often focus on addressing very complex long-standing issues in their communities and this is a

generally very difficult to achieve. However, entrepreneurial education and previous work experience have been identified as factors that specifically acts as reinforcements that positive encourage people to believe they have the required skills and capabilities to successfully start and manage a business that aims to provide social value in a struggling community setting. For example, Pihie and Akmaliah (2009, p. 339) stated that “entrepreneurial education influences entrepreneurial efficacy through providing people with attitudes, knowledge and skills to cope with the complexities embedded in entrepreneurial tasks such as opportunity seeking, resource assembling”. Furthermore, Urban (2008) found that education plays an important role in influencing students to become social entrepreneurs. According to Urban (2008, p. 359) “social entrepreneurship is widespread among young people who are unemployed but have educational qualifications in the areas of management and entrepreneurship studies”. However, for those people without education, past work experiences and either business background and/or social-sector background tend to have desires that direct them to own their own enterprises in their future careers (Boyd & Vozikis, 1994; Germak & Robinson, 2014). This is often fuelled by the personal dissatisfaction in previous work which motivates people to pursue work in areas that adds meaning and value in their lives.

Boyd and Vozikis (1994, p. 72) found that “people with higher self-efficacy levels tend to set more challenging goals for themselves and have stronger commitment to these goals”. This is consistent with the social entrepreneurship literature on traits and character of social entrepreneurs. Ghalwash et al. (2017) found that while Egyptian social entrepreneurs are motivated by the issues that exists in their communities they also have the perseverance and resilience in starting their social enterprises despite the existing institutional inefficiencies that often plague developing countries. This was further echoed by Kedmenek et al. (2015) who found that social entrepreneurs can have the ability to recognise social problems and use their personal experiences to convert problems to opportunities in a space where others see an inconvenience that has to be tolerated. For example, poverty is a global problem that many national governments are failing to address, however, social entrepreneurs view local communities who are struggling with poverty as an opportunity for them to establish organisations that will innovatively ensure food security. Past work experience allows social entrepreneurs to have the information that is needed in terms of designing an entrepreneurial way of addressing a problem. Also, entrepreneurial education allows the social entrepreneurs to have the business acumen to successfully apply business principles to achieve social goals. This concurs with the findings of Mair and Noboa (2006, p. 130) who note that in SE, higher levels of

self-efficacy allow people to perceive the creation of a social enterprise as feasible, which positively affects the formation of the corresponding behavioural intention.

3.6.4 Outcome expectations

Bandura (1986) states that outcome expectations refers to the perceived consequences for engaging in a particular activity. This is part of extrinsic motivation where the decision to engage in a particular behaviour is centred on the perceived outcome. In the study of SE, outcome expectations refer to the intended consequences of starting a social enterprise which may hinder and facilitate the contingent behaviour of starting a social enterprise. These outcome expectations may include the drive to make an impact in the society either by ensuring food security, health care, and/or helping children who are helpless in the community. The outcome expectations in social entrepreneurship often outweigh the difficulties that will be encountered in achieving the desired goal. This is why social entrepreneurs are motivated by strong emotions such as compassion and empathy which encourages an effortful response for individuals to act in a way that will alleviate the pain or the suffering of other people.

In this study, social impact is used to define the organisational goals set by social enterprises or the social needs the social enterprise aims to meet. In South Africa, social problems are more exponential in previously neglected communities such as townships and rural areas – which translates to higher demands for SE. Austin et al. (2006, p. 371) stated that “the central driver for social entrepreneurs is the social problems being addressed, and the particular organizational form a social enterprise takes should be a decision based on which format would most effectively mobilize the resources needed to address that problem. Austin et al. (2006) state that the main difference between commercial and social entrepreneurs lies in their mission. Commercial entrepreneurs are motivated by their mission to create economic value, while social entrepreneurs are more concerned with creating social value. Although social entrepreneurs require financial investments or income-generating activities for the sustainability of an enterprise, profits are not the primary mission for the social enterprise – but creating a social impact is. According to Dees (1998, p. 4), social entrepreneurs play the role of change agents in the social sector, by:

- Adopting a mission to create and sustain social value (not just private value);
- Recognizing and relentlessly pursuing new opportunities to serve that mission;
- Engaging in a process of continuous innovation, adaptation, and learning;

- Acting boldly without being limited by resources currently in hand; and
- Exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created.

In social enterprises the outcome expectations involve the relentless social mission to find solutions to existing problems in the community, and continuous innovation and adaptation to effectively cater to the existing problems, thus increasing social impact.

3.7 Conclusion

This section discussed the socio-economic conditions prevalent in the province of KwaZulu-Natal. The reviewed literature revealed that the province is the second largest contributor to the country's GDP behind Gauteng, and the economy is dependent on agriculture, tourism, manufacturing, mining, trade, construction, and finance and community services. Most of the secondary and tertiary sectors are based in the metropolitan area, while the primary sector such as agriculture and mining are located in the rural parts of the Province. There is high unemployment and poverty levels in both rural municipalities and metropolitan, however, the underlying causes for both geographic areas is different. Firstly, rural areas are dependent on agriculture and these communities are vulnerable to natural disasters such as droughts and floods which impact significantly on the food availability and economic activities. Furthermore, the under-development of these communities in terms of schools and health facilities negatively affects the skills available for people to venture into other forms of economic opportunities. This results in unemployment and poverty. In the metropolitan areas, unemployment is due to slow economic growth and this is linked to the national and global economic crisis which results in companies retrenching people. Furthermore, the lack of skills alignment with corporate demands further exacerbates the levels of unemployment especially among young graduate and uneducated people. As a result, people rely on informal economic activities and low skill labour which translates into low paying work. The per capita income therefore declines.

The section also defined social entrepreneurship as a practice in which an entrepreneur – either a traditional business-minded individual or someone that emerges from the public or non-profit sectors – sets out to solve some social problem by combining business management skills with social sector acumen to yield a sustainable enterprise that produces both financial and social

returns (a so-called double bottom line). Social entrepreneurs are motivated by their desire to transform the local conditions and improve the quality of life within their communities. The literature says that social entrepreneurs are motivated by a range of personal and environmental factors. Personal factors include, early childhood trauma characterised by death of parents, growing up in poverty, and/or having chronic illnesses. Furthermore, past work experience where in business or social sector, or volunteer work is important in helping individuals identify opportunities in their communities. Personal fulfilment is also identified in the literature where individuals engage in activities that expresses their personal values and self-identities and this is closely linked to individuals who experience similar challenges in life. In the literature, self-efficacy is linked to the level of education the person has and the work experience he/she has which determines the level of knowledge a person has about starting and managing a social enterprise. The outcome expectations of these individuals is linked to their personal desires to create social impact by providing solutions to long-standing issues within their community.

The next section will focus on the research methods that will be applied in data collection and analysis.

CHAPTER FOUR: RESEARCH DESIGN

4.1 Introduction

In the previous chapter, the researcher identified Albert Bandura's social cognitive theory as the relevant theoretical lens to understand the subjective motivational bases for social entrepreneurial motivation in KwaZulu-Natal. This lens is used to explore the individual's personal experiences interacting with the environmental conditions that creates a desire for people to start their social enterprises. Social entrepreneurs are concerned with finding solutions to socio-political problems and they do this by using business structures including non-profits, for-profits, and/or hybrid enterprises. Against this backdrop, the researcher has acknowledged that little or no information exists about who social entrepreneurs are and under what subjective bases people decide to start their social enterprises in KwaZulu-Natal. This study explores the social cognitive factors that motivates people to start their social enterprise in the province.

4.2 Research Questions

This study attempts to answer the following questions:

- What are the personal experiences of social entrepreneurs?
- What is the context that creates the environment that motivates a social entrepreneur's behaviour?
- How do the personal experiences and context work together to motivate individuals to start their social enterprises?

4.2.1 Semi-structured research questions

- Tell me about yourself and your life experiences.
- What challenges do you aim to address in this community?
- Why do you feel personally responsible to intervene in community issues?
- What would you say motivated you to want to intervene?
- What are the outcome expectations of starting a social enterprise?
- How is your social enterprise achieving that?

4.2.2 Areas of observation

- Situational conditions
- Activities

4.3 Research Paradigm and Philosophy

The research method is informed by the research paradigm and philosophical assumptions, which leads the researcher to ask questions and use appropriate approaches for systematic inquiry (Chilisa & Kawulich, 2015). Particular research paradigms are associated with certain methodologies. For example, the positivistic paradigm typically assumes a quantitative methodology due to the underlying belief there is only one reality or truth, which remains the same despite how other people experience it, and it can be generalised into a group of people (Creswell, 2007). Against these philosophical assumptions, the positivist researcher will use quantitative methods because they look to quantify or measure the number of people who experienced a certain problem. On the other hand, a constructivist or interpretative paradigm typically assumes a qualitative methodology, because the underlying belief is that people construct and interpret the realities as they see them and a constructivist researcher approaches the study with the perception that the participants understand the world as they experience it (Chilisa & Kawulich, 2015, p. 2). Against this backdrop, different people either through race, religion, or culture, will have different experiences or will respond differently to similar situations. As a researcher, the role is to identify the shared experiences of a multiple number of people and also to identify the different experiences. The aim is to understand how different people deal with similar situations and what factors account for variance or shared experiences. Deciding on a methodology starts with a choice of the research paradigm that informs the study. The five paradigms include “post-positivism; constructivism; advocacy/participatory; pragmatism and relativism” (Creswell, 2007, p. 19).

In this study, the researcher uses the constructivism/interpretative paradigm. Creswell (2007, p. 20) explains that in the constructivism research paradigm, “the belief is that participants seek the understanding of the world in which they live and work”. Similarly, Chilisa and Kawulich (2015, p. 2) explained that “constructivists understand the world as others experience it. People attach meanings to the experiences they face in life and these meanings are different from person to person and become highly subjective”. The subjectivity of a person’s perception of reality depends

on the historical cognitive processes or the subjective social experiences of the person in the given environment or context. Social constructivism was developed from Edmund Husserl's philosophy of phenomenology (the study of human consciousness and self-awareness) and the German philosopher Wilhem Dilthey's philosophy of hermeneutics (the study of interpretation) (Kawulich & Chilisa, 2012, p. 9). Unlike the narrative study that focuses on the single individual, a phenomenological study describes the meaning of several individuals' lived experiences as they relate to a given phenomenon (Creswell, Hanson, Plano & Morales, 2007).

The ontological assumption is that reality is socially constructed and there are as many intangible realities as there are people constructing those (Chilisa & Kawulich, 2015). Reality is, therefore, mind dependent, personal and socially constructed. Reality is, in this sense, limited to context, space, time and individuals or group in a given situation – and cannot be generalised into one common reality (Chilisa & Kawulich, 2015, p. 10). Constructivists believe that knowledge is subjective, because it is socially constructed and mind dependent. The truth lies within human experience, and as a result statements about what is true or false are culture bound, and historically and context dependent – although some may be universal (Creswell, 2007). When using this paradigm, the researcher acknowledges the multiplicity of knowledge and information that will emanate from the participants. This allows the researcher to generate a model that accounts for shared experiences among the participants and also account for variance in the experiences of the participants. The goal is discovering the subjective responses (multiple explanations) from a common group of people, in order to understand what motivates people to engage in or behave in a certain way.

For this study, the researcher will use ontological assumptions to explore the subjective motivational bases of social entrepreneurs. The relativism philosophy holds the belief that there are multiple realities, and since reality is subjective then the motivation to start a social business must also be highly subjective. The social entrepreneurs involved in the study come from various parts of KwaZulu-Natal Province, and since the socio-economic conditions in the various parts of the province are different, this allows the researcher to assume that the reality of the entrepreneurs is also different. The assumption is that social entrepreneurs participating in the study have undergone various individual experiences and their motivation to start a business is significantly different. As a result, the motivation behind individuals starting their social enterprise is subjective to the individual's personal experience and contextual background. Since motivation is contextually, historically and mind dependent, it cannot be generalised into a group of people. It

can only be transferred to similar contexts. The researcher believes that the social entrepreneurs participating in the study perceive their realities differently and they have the agency to influence social changes within their communities. This agency is very subjective and the aim of the study is to understand what influences an entrepreneur's agency to start a social enterprise within their respective community.

4.4 Research Method

This study aims to understand why people start social enterprises in KwaZulu-Natal. Since the central objective of an inquiry is to identify and explain the behaviour than to describe it, the study will take on a more qualitative approach (Ulin, Robinson & Tolley, 2012). According to the social construction philosophy people understand the world as they experience it and construct their own individual perceptions about their experiences. The ontological assumption is that reality is socially constructed and depends on the context, experience, and how people interpret their individual experiences in a given environment. Similarly, the social cognitive theory explains human behaviour as being a result of a bidirectional interaction between the environmental conditions and the personal interpretation of those conditions. The goal is to contribute to theory and practice by exploring the social cognitive factors that motivate people to start their social enterprises. As a result, due to the nature of the study, the adopted research paradigm, selected theoretical lenses and the type of research questions proposed by this study, the researcher will use qualitative research methods to achieve the study objective.

Ulin et al. (2012, p. 1) define qualitative research as the means of looking at and better understanding life's rich tapestry to reach insights into the human heart and mind. This type of research provides information about the 'human' side of an issue – that is, the often contradictory behaviours, beliefs, opinions, emotions, and relationships of individuals (Ulin et al., 2012). Creswell (2007) identified several characteristics of qualitative research. Qualitative researchers collect data in the field at the site where participants experience the issue or problem under study (Creswell, 2007). The data are gathered by talking to participants and observing how they behave within their context. Hence, it is particularly important for a qualitative researcher to collect data in a natural setting (Creswell, 2007). Qualitative researchers use an emergent design process when conducting research. This design means that the researcher can change the questions or forms of data collection as he enters the field. The key is to learn about the problem from the participant's

point of view and to be flexible to gather relevant information for the study (Creswell, 2007, p. 39). In qualitative research, while the researcher might use tape recorders, the researcher is in fact the research instrument as he is the one who will be observing the behaviours, activities, and social conditions. Qualitative researchers generally use multiple data sources, including interviews, observations, and documents (Creswell, 2007, p. 37). These data sources are reviewed by the researcher and analysed using a specialised text-based software.

This study will use an exploratory inductive approach through analysing the experiences of social entrepreneurs in their communities. The study will use a transcendental phenomenological approach in collecting data where knowledge will be gathered through first-hand experience and the researcher has no prior knowledge about how social entrepreneurs process their experiences to influence them to engage in social entrepreneurship activities (Creswell, 2007). The goal is to understand the motivational factors used by social entrepreneurs within their own context – in order to see how they interpret their social experiences in those environments that prompted the decision to start a social business to address the challenges in their communities. The role of the researcher is to listen carefully to what participants say, engage with them according to their individual personalities and styles, and to use probes to encourage participants to elaborate on their answers (Ulin et al., 2012). As a result, qualitative methods will be best suited for this study, because the research questions are structured around discovering the subjective experiences of social entrepreneurs, the social conditions of various communities, and the motivational factors that encourage them to develop business structures to address the social challenges in their communities.

4.5 Research Methodology

This study is informed by the constructivism research paradigm which holds a belief that reality is socially constructed and how a person perceives the world around them is very subjective and depends on the context, history and experiences of different people. Being cognisant of this, it is particularly important to choose a methodology that will allow for the participants to be observed in their natural setting where the researcher can observe the social conditions of the environment and also take note of the ‘everydayness’ of the social entrepreneur’s life. This will enable the researcher to understand the challenges the social entrepreneurs experience in their everyday lives in terms of achieving their social missions.

Due to the exploratory nature of the study, ethnographic research is suitable to answer the research questions proposed in the study. Ethnography is a qualitative research methodology that is very prominent in the fields of anthropology, psychology, and sociology. In recent years, it has been recognised as an appropriate methodology to be used in entrepreneurship studies because it provides fresh insights into the shared cultural values, attitudes, and motivations among entrepreneurs by focusing on the contexts with which entrepreneurs develop their attributes (Johnstone, 2007, as cited in Neergard and Ulhoi, 2007, p. 97). Denscombe (1998, p. 96-99) defines ethnography as “the description of people and cultures and ‘understanding things from the point of view of those involved rather than explaining things from the outsider’s point of view”.

Burgess (1982) explains that ethnography involves unstructured fieldwork or field research:

Field research involves the study of a real-life situation. Field researchers therefore observe people in the settings in which they live, and participate in their day to day activities. The methods that can be used in these studies are unstructured, flexible and open-ended (p. 15).

Against this backdrop, it can be deduced that when conducting ethnographic studies, the researcher must identify the context, choose the study group or unit of analysis, and describe the approach to data collection. Hammersley (1990) identified five features that characterise ethnography research:

1. Behaviour is studied in an everyday context, and there are no unnatural or experimental circumstances imposed by the researcher.
2. Observation is the primary means of data collection, although various other techniques are also used.
3. Data collection is flexible and unstructured to avoid pre-fixed arrangements that impose categories on what people say and do.
4. The focus is normally on a single setting or group and is small scale.
5. The data are analysed by attributing meanings to the human actions described and explained (p. 1-2).

Hammersley’s first point relates to the context to which the participants will be observed, the second and third points relate to data collection, and his fourth and fifth points relate to the study

sampling techniques. In terms of the context, researchers must take a broad of view of a community, as least initially focusing on the geography, social conditions, and cultural values in the designated space (Johnstone, 2007, as cited in Neergard and Ulhoi, 2007, p. 99). Researchers must spend an extended period of time in that space, either as an observer or a participant observer, and must remain immersed in order to develop trust with the participants. The focus of the researcher is on how situations, lives and meanings are lived, rather than just observing and reporting on what occurs (Johnstone, 2007. as cited in Neergard and Ulhoi, 2007, p. 99). In understanding the participant's viewpoints, the researcher takes field notes or records qualitative data in the form of a reflective journal that will be used when doing an inductive analysis of the collected data.

For this study, ethnography is theoretically and practically viewed as a relevant methodology. In the study, individual social entrepreneurs were visited in their natural settings or in their community environments. Unlike what Hammersley said about adopting an unstructured approach to data collection, the researcher had an informal framework on the contextual factors that were particularly important to observe when arriving in the community. These were recorded in an observation guide that looks at geographical location, socio-economic issues, and the resultant social conditions. The researcher highlighted some of the contextual factors to be observed in the study, geography, social conditions, and social interactions between the entrepreneur and community members. This information was recorded in the daily reflective journal to serve as a reminder of contextually relevant factors from each entrepreneur when doing data analysis. The researcher used the observations to collect data by spending a period of time (3 days) with the entrepreneur. This period is sufficient for data collection as it allowed the researcher to gain familiarity with the culture and traditions of the participants. In order to enrich the collected data, the researcher started out with informal conversations with entrepreneurs which were recorded using an audiotape and permission was obtained from the participant in accordance with the University's Ethical Clearance processes.

4.6 Sampling method

Three factors that must be ascertained when defining the scope of the research project: actors, activities, and places (Johnstone, 2007, as cited in Neergard and Ulhoi, 2007, p. 101). The population of relevance consists of social entrepreneurs. The sample comprises individuals who

were part of the Champions programme hosted at the University of Kwa-Zulu Natal. The social entrepreneurs were selected into the program because of the nature of their enterprises (for-profit companies, not-for-profit organisations, and hybrid enterprises) and their mission orientation. The selection criteria for social entrepreneurs are the social challenges their respective businesses are solving in their communities. The social purpose of the business is not included as corporate social investment, but is the main purpose of starting their business. The units of analysis are the current and previous entrepreneurs in the Champions Program.

Judgement or purposive sampling method was used. Gentles, Charles, Ploeg, and Ann McKibbin (2015, p. 1775) define sampling as the selection of specific data sources from which data are collected to address the research objectives. Yin (2011), as cited in Gentles et al. (2015, p. 1778), defines purposive sampling as the selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information in relation to the study's research questions. Purposive sampling is a non-probability sampling method and the chosen participants were selected because of their involvement in social enterprise creation. Furthermore, since there is no legal definition of social entrepreneurs in South Africa and there is no reliable database for people involved in what is referred to as 'social entrepreneurial activities', the researcher selected the participants from a cohort of social entrepreneurs who are part of the Social Entrepreneurs Champions programme hosted at the University of KwaZulu-Natal.

The participants were selected into the programme by virtue of the extraordinary impact their enterprises have in their communities. The selected participants operate for-profit, not-for-profit, and hybrid enterprises as there is no specific legal form for social enterprises in South Africa. All selected participants have enterprises that tackle social challenges within their communities. Since the study is informed by a social constructivist paradigm, the goal is to identify the subjective social cognitive factors that motivated entrepreneurs to engage in social entrepreneurship. The researcher selected 13 social entrepreneurs to participate in the study. The researcher acknowledges the sample size to be sufficient and it represents the overall group of social entrepreneurs.

4.7 Data Collection

Prior to data collection, the researcher obtained the gatekeeper's letter from the Office of the Registrar at the University of KwaZulu-Natal, which gave the researcher permission to collect the data from the participants who are part of the Champions Programme at the Graduate School of Business and Leadership. Secondly, the researcher submitted a research proposal, interview guide and observation guide to the Humanities and Social Sciences Research Ethics Committee for their approval. The research proposal included an overview of the research and interview guide and contained a list of semi-structured, open-ended interview questions, while the observation guide contained a list of observational factors (e.g. geography, social conditions) in the data collection. The committee reviewed these documents to ensure that the study is conducted in an ethically sound manner. After an extensive period the study was approved and the researcher obtained ethical clearance for the study.

The study used two methods to collect data from participants. The two data collection methods were participant observations and semi-structured interviews. When collecting data, the researcher had to choose from an objective approach and subjective approach. Smith, Gannon and Sapienza (1989), as cited in Neergard and Ulhoi 2007 (p. 105), offered a framework for researchers to use when selecting either an objective or subjective approach in data collection. According to Smith et al. (1989), as cited in Neergard and Ulhoi 2007 (p. 105), objective approaches are well suited for studies aiming to study behaviours of entrepreneurs, while subjective approaches are well suited for studies that focus on the strategic intentions for their organisations. The logic is that entrepreneurs may not accurately describe their organisational strategies to external researchers for various reasons, and, in order to overcome this, researchers have to use subjective approaches to uncover deeper meanings behind the strategic intentions, or the researcher collects data from the participant's description of the event rather than using his personal understanding of what is being observed. Objective approaches are deductive and amount to simplistic conclusions which avoid looking at the deeper meanings behind certain actions.

For this study, the researcher used the subjective approach in data collection. The subjective approach allowed the researcher to observe things from the participant's point of view or what the researcher observed was explained by the participant in order for the data to have meaning and to be contextually relevant from the perspective of the participant. Participant observation was the first method used to collect data. O'Reilly (2008, p. 2) explains that "participant observation

involves taking part as a member of a community while making written and mental theoretically informed observations". In this type of data collection, the researcher becomes the research instrument and how they behave around the participant becomes very important, because the researcher has to find the balance between being an outsider and participating as part of the organisation (Johnstone, 2007, as cited in Neergard and Ulhoi, 2007, p. 107). As a participant, the researcher engages with the entrepreneurs, takes part in doing the activities and shares their lives. But, at the same time, the researcher must maintain their role of reflecting critically on what they are observing. Emerson, Fretz, Rachel, Shaw and Linda (1995, p. 4), as cited in Neergard and Ulhoi, 2007, p. 108), assert that:

“Through participation the field researcher sees first-hand and up close how people grapple with uncertainty and confusion, how meanings emerge through talk and collective action, how understandings and interpretations change over time. In all these ways the field worker’s closeness to others’ daily lives and activities heightens sensitivity to social life as a process”.

In such situations, the question becomes: how do you collect data as a participant observer without being personally detached as a researcher? The answer is that the researcher continuously adapts to the situation for acceptance and trust, and also adapts as an observant participant. The continuous fluidity of the researcher has to be balanced to ensure that participant’s behaviour is not based on the researcher’s knowledge or expectations – but it is a naturally observed behaviour. Furthermore, the researcher has to be alert to the ‘staged’ social interactions between the participant and his/her social network. In collecting data, the researcher uses a reflective journal to write down field notes:

According to Johnstone (2007 as cited in Neergard and Ulhoi, 2007; p. 109) “field notes begin by indicating the time and place of the observation and describing the setting, then drawing down a vertical line down the page to record descriptions and direct observations of what is said and done. Verbatim comments should be placed in quotation marks so that they can be distinguished later from general descriptions of what was said. The other side of the page should be used for the researcher’s inferences, reactions, questions, hunches and thoughts. Keeping descriptions separate from inferences greatly facilitate[s] interpretation of the data”.

It must be noted that participant observation is not easy or fast, and time is required to get a full understanding of the phenomenon under study. Due to a very busy schedule by the participants, the researcher only had a maximum of three days to spend with each social entrepreneur.

Furthermore, some of the social entrepreneurs would make time non-chronologically – for example for short periods at different times in different weeks. This had an impact on data collection, which was overridden by the commitment showed by participants to be involved in the study by constantly updating the researcher on their availability on certain days. Also, the researcher transcribed and reviewed the field notes on a daily basis to be alert to the emerging issues and the resultant patterns as the study was being conducted. Brewer (2000) pointed out some of the limitations in participant observation. First is time and availability of respondents, and the observer's selective and partial account which may be due to the researcher's point of view. As a result, Brewer (2000) advises that participant observation must not be used as the only research method.

Semi-structured interviews were the second method used to collect data. The level of structure in the interview questions is a very important design choice. Positivists and quantitative researchers usually favour structured interviews, because they allow for many people to be interviewed quickly over a wide geographic area by interviewers who do not need to have experience or training in data collection (Johnstone, 2007, as cited in Neergard and Ulhoi, 2007, p. 109). However, for qualitative researchers or ethnographers who are looking for explanations and descriptive accounts of social phenomena, semi-structured or unstructured interviews are more appropriate. Semi-structured interviews require the researcher to be alert to some of the interviewing techniques or precautionary measures that must be observed when conducting an interview. For example in terms of questions – do all the participants understand the questions? Do the participants understand what the question means or requires? Are the questions asked reflective of the study purpose? Will the answers be useful for the study? Is there an imbalance in the relationship between the interviewer and the participant in terms of status, class, education, age, ethnicity or gender, as this can influence the responses of the participants perhaps by making the subject more reluctant to admit to an attitude or a belief? (Johnstone, 2007, as cited in Neergard and Ulhoi, 2007, p. 110). These problems can be minimised by standardising the interview questions and by designing a formal or structured interview. However, in semi-structured or unstructured interviews there is much more reliance on the ability of the researcher to communicate, elicit, and record the views of the participant (Johnstone, 2007, as cited in Neergard and Ulhoi, 2007, p. 110).

When conducting interviews, the goal was to add substance to the data collected through observations as the primary aim is to explore the social cognitive factors that influence a decision to start a social enterprise. This demands a qualitative account of the factors that motivate social

entrepreneurs to start their social enterprise. The interviews were semi-structured because the researcher firstly planned for the interview – writing down questions or topics of discussion and considering how they should be ordered to allow for the free flow of the interview. Before the start of any interview, the researcher explained the purpose of the interview, how the data collected will be used, and how participant confidentiality and anonymity will be protected. Furthermore, the researcher explained that the interviews will be recorded and permission obtained from the participants through signing the consent form. The initial conversation was informal and included general questions about the participant (age and place), which are easy questions to answer before the main questions. Thus the interview questions are semi-structured and are open-ended – for example, ‘How did you grow up/how is it like growing up in this community.....’ Open-ended questions allow for in-depth discussions which enable the participant to express themselves fully in relation to the topic of discussion. This is where the subjective account of the participants is captured by giving the participants the opportunity to respond in their own words – instead of forcing participants to choose from fixed responses as quantitative methods do (Ulin et al., 2012; p. 4). Ulin et al. (2012, p. 4) state that open-ended questions evoke responses that are meaningful and culturally salient to the participant, unanticipated by the researcher, and explanatory in nature. The role of the researcher is to listen carefully to what participants say, engage with them according to their individual personalities and styles, and use probes to encourage participants to elaborate on their answers (Ulin et al., 2012).

4.8 Data Analysis

The collected data written in the reflective journal and recorded in the audiotape was transcribed into a Microsoft Word document and inserted into NVivo software. Nvivo is one of the well-recognised qualitative data analytical tools or software programs that converts complex texts by coding them into categories of meanings or nodes (Creswell, 2007). Nvivo allows for a single comment to be coded in a number of ways, which ensures an inductive approach to data analysis. Once the data have been coded, coding will lead the researcher from data to an idea and from an idea to all the data relating to that idea (Creswell, 2007). The coding process enables the software to generate themes that emanate from the analysed data, which will inform the researcher of the common things or factors that social entrepreneurs contend to be the motivation behind starting their social businesses. These themes will be linked with the contextual data collected through observations in order to develop an understanding of the social cognitive features or social domains

that frame the decision-making process for entrepreneurs to engage in social entrepreneurship activities.

4.9 Trustworthiness of the Data

Qualitative researchers have to use trustworthiness criteria in order to ensure the genuineness of the qualitative inquiry. Trustworthiness in qualitative research is closely tied in to the philosophical underpinnings employed by the researcher in data collection. In this study, a conscious decision was made to ensure that the social constructive/interpretative research paradigm was chosen among other research paradigms. In social construction, the underlying belief is that “people construct and interpret the world as they see it and a constructivist researcher approaches the study with the perception that the participants understand the world as they experience it” (Chilisa & Kawulich, 2015, p. 2). The ontological assumptions are that participants perceive and interpret social conditions around them differently depending on their personal experiences and environmental factors. The epistemological assumption is that what may be true depends on how an individual perceives it as true, which leads to multiple perceptions that are created based on the participant’s context, history, and experiences. Guba (1981) found trustworthiness criteria that qualitative researchers must address when conducting qualitative research. These are credibility, transferability, dependability, and confirmability of the collected data.

Credibility

Anney (2014; p. 276) defined credibility in qualitative data as “the confidence that can be placed in the truth of the research findings”. Credibility establishes whether or not the research findings represent plausible information drawn from the participants’ original data and is a correct interpretation of the participants’ original views. In order to establish the rigour in the collected data, the researcher used the following credibility criteria, i.e. prolonged and varied field experience, reflexivity (field journal), and triangulation. Prolonged engagement in the field was achieved when the researcher became completely immersed into the world of the participants. The three days spent with the each participant improved the trust the researcher had with the participants and provided a greater understanding of the participant’s culture and context. This helped the researcher to gain insights into the context of the study, which minimized the distortions of information that might have arose due to the presence of the researcher in the field.

Triangulation helped the investigator to reduce bias and cross-examined the integrity of participants' responses. Triangulation in this study was achieved through using different sources of data or research instruments such as interviews and participant observations to enhance the quality of the data. Furthermore, the researcher used incorporated multiple researcher's findings who investigated the same problem, which brought different perceptions to the inquiry and helped to strengthen the integrity of the findings.

Transferability

Anney (2014; p. 277) defined transferability as “the degree to which the results of qualitative research can be transferred to other contexts with other respondents – it is the interpretive equivalent of generalizability”. According to Bitsch (2005), the “researcher facilitates the transferability judgment by a potential user through ‘thick description’ and purposeful sampling” (p. 85). In this study, the researcher used purposeful sampling to select the participants and the findings of the study can be generalised to other group of individuals who are running their social enterprises in South Africa. The generalisation of the findings can be transferred to other contextually similar areas although personal experiences may be subjective.

Dependability

According to Bitsch (2005), dependability refers to “the stability of findings over time” (p. 86). Dependability involves participants evaluating the findings and the interpretation and recommendations of the study to make sure that they are all supported by the data received from the informants of the study. Dependability of the study was established using the Audit trial strategy. Audit trial involves “an examination of the inquiry process and product to validate the data, whereby a researcher accounts for all the research decisions and activities to show how the data were collected, recorded and analysed” (Anney; p. 278). The dependability of the study was ensured when the researcher cross-checked the raw data from the interview and observation notes, documents and records collected from the field.

Confirmability

Confirmability refers to “the degree to which the results of an inquiry could be confirmed or corroborated by other researchers” (Anney; p. 279). Confirmability is “concerned with

establishing that data and interpretations of the findings are not figments of the inquirer's imagination, but are clearly derived from the data" (Tobin & Begley, 2004; p. 392). In this study confirmability was achieved through audit trial, reflexive journal and triangulation.

CHAPTER 5: PRESENTATION OF DATA AND FINDINGS

This section will explore collected data through an interview schedule and observation notes using Nvivo 12 qualitative data analysis software. The data collected are both the personal and environmental experiences of 12 interview participants who are currently engaging in one social entrepreneurship business or the other. This research study aims to explore the social cognitive factors that motivate individuals to start their own social enterprise. The social cognitive theory guided the researcher in analyzing the results of the study.

The specific research objectives for this study include defining personal experiences of social entrepreneurs; identifying the context that influences the decision to start a social enterprise; and analyzing how the personal experiences interact with contextual factors to motivate individuals to start their social enterprises. The research objectives for this study will be interrogated extensively through the interview questions.

The analysis of the interview data process will adopt the Braun and Clarke (2006) procedure. The procedure has six basic steps to follow when conducting a qualitative data analysis. It includes:

1. Getting familiar with the transcripts;
2. Generating the first set of codes;
3. Searching for themes in the coded data;
4. Reviewing the themes;
5. Redefining the themes & categorization; and
6. Producing the final report.

After gathering data, transcribing the recordings into words was done into Microsoft word documents and thereafter imported into Nvivo 12 software for coding and analysis. This also included the observation notes. To be able to code, the research objectives were used as the main theme, and this was followed by the questions which serve as the sub-themes, and then the various responses serve as the sub-sub-themes. If any, the categorizations and conclusion are derived from the responses.

5.1 Findings from semi-structured interviews

Personal experiences of social entrepreneurs

Themes that emerged from the data:

The following themes related to personal experiences of social entrepreneurs emerged from the data: (1) Childhood traumatic experiences; (2) rural poverty experience; (3) transformative events: education and religious beliefs; (4) entrepreneurial and social work mindset; and (6) social activism. Each theme is described in a separate section below accompanied by data supporting each theme. Quotations presented are verbatim and may contain grammatical errors.

Table 5-1: Personal experiences of participants

Personal experiences of participants	
	Childhood traumatic experiences
	Transformative events
	Rural Poverty experience
	Entrepreneurial mindset and social work mindset
	Social activism
	Education

5.1.1 Tell me about yourself and your life experiences:

- Childhood traumatic experiences

(...) I am someone who was raised by a single parent (mother) and my mom had me and my two sisters. Due to unemployment and home-related challenges I would sometimes go live with my extended family and you know when that happens you get treated differently because this is not home. In 1998, after my father passed away I went to stay in Newcastle. I really had a rough childhood and I got to experience poverty and understood very well how stressful it is to not have food available whenever you are hungry.

(...) My parents died very early in my life and I had to relocate to Pietermaritzburg to live with my grandmother. I was staying in a low-income mixed race community called Oribi, which is drug infested and the majority of young people were into drugs as well. So, due to poverty and my frustration with life, I also got involved in drug abuse for a very long time.

(...) I was born in 1987 in a rural community in the place called Underberg in KwaZulu-Natal – the area is characterized by under-development where there is no water and electricity and my parents were not working so it was very hard growing up coming from a very poor family background.

(...) I was raised by a single parent who was struggling financially because she was unemployed. Social problems exist throughout my community and even at home where I was staying in Bhamshela, small children are dropping out of school, there is also a high rate in teenage pregnancy, there is a problem of substance abuse which includes alcohol and marijuana and the social conditions are just appalling to say the least. Furthermore, while in primary and high school I used to feel that I was different from other kids because while everyone had a clean or at least same full school uniform, I didn't have shoes, jersey and this was very hard to deal with as a child because I even wanted to drop out of school at one point. I know how it feels like to go to school on an empty stomach and I knew that this was not my fault, it was simply because we were very poor and could not afford simple things like school uniform and food. I realised that the prevailing social challenges enabled small children to have a limited scope of life and career opportunities, and I saw that there is no intervention to guide young people in terms of choosing careers and instilling the hope that one day they will make it out of poverty.

(...) I am just a guy from the rural areas in the place called Xhwele in Nkothameni. I did my primary school in the rural school in my hometown and my parents were not working and could not afford to pay for my school fees. So when I got to secondary school I was hustling and paying for my own school fees until I finished standard 10 which is now called grade 12.

(...) As a child I grew up in Port Elizabeth (PE), and when my parents died I had to relocate to Pietermaritzburg to live with my grandmother in a township called Oribi. When I came here I was going through personal distress due to the loss of my parents, as a result I started using drugs, like marijuana, rock, mandrax, etc. when I started smoking I got acquainted with other young people in the community who are also using drugs I mean even my cousin who I am staying with right now is also into drugs, I realised that I didn't like the life we were living, simply because people were getting arrested, and even dying and I wanted to change my life and also wanted to try to change theirs. I know some of the guys do not have even have matric, and they resort to criminal activities for survival.

Looking at the responses of the participants, it is clear that many people in the study had very difficult childhood experiences. Some of the difficult challenges mentioned include being raised by a single mother, growing up without both parents, growing up in a troubled family background, and some described their family background as poor. Participants mentioned facing financial struggles associated with poverty and unemployment. In summary, participants have had difficult personal experiences growing up or became exposed into social struggles at an early age in their lives.

- Transformational events

(...) ever since then I took courses to upskill myself and I was later taken by Durban Tourism who taught me the tourism routes within Ethekwini Municipality. I have so many tourism certificates that pertain to various

tourism-related business skills. I also got a chance to visit Germany and Russia where I was trained in tourism issues and I have certificates as well. I also have awards in tourism, such as a Mayoral Award, Abalilizela Award, and now I am a part of the Champions Programme for social entrepreneurs at the UKZN Graduate School of Business and Leadership.

(...) I also underwent some training, and I remember I was trained by the Japan International Cooperation Agency (JICA) in reinforcement of small businesses in Japan. This experience was very transformative because it was my first time going overseas and I got to learn about innovative ways of developing small businesses especially in the area of agriculture.

(...) So my experience is really based on social businesses and community work, I come from Ladysmith, which is a rural area, my mother was 17 when I was born and my father was 20. So I attended primary school in the rural areas and when my father finished his degree and got a good job we moved into the cities now. So now I got to learn how the world is from different perspectives at an early age so I grew up with that perspective so that's why I was so attuned with community development work.

(...) at home I grew up with my cousins who were criminals and I'm not talking about amateurs who carry knives but I mean real criminals who carry guns and who would kill you for R300. So when the police came at night to search in the house they are not going to ask who is who here they just going to take everyone down. Also, I had witnessed my grandmother being raped by some guys who broke into the house this was night and it was a very traumatic experience I mean me being the child at the time. Then when I finished matric, my mother sent to stay in KwaMashu and I applied to study in UKZN where I did BSS in Sociology and this really transformed my life my view and interpretation of life in general.

(...) So when I finished matric, I didn't have money to further my education in farming and agriculture, so I went to the white farmers who sponsored me to ask for employment so I can save money to pay for my tuition fees. I saved the money and enrolled at Unisa where I continued obtaining distinctions and getting first prizes at Unisa. In doing so, the family offered to pay for me to go study overseas where their children were also studying. So that how I went to study in Sweden for 6 months and went to United States of America where I spent 18 months where I was trained in farming. At this time, I still had not graduated in Unisa I was left with 1 year. So I came back and finished my degree at Unisa.

(...) In high school I was born again Christian and during assemblies I would in front and share some biblical verses with the pupils and even started afternoon sessions where we get together and talk about God and try to transform each other's lives through the gospel message. So I grew up hopeful and determined to change the narrative of children from the rural areas but I didn't know how I was going to do that. All I knew was that my life experiences were very traumatic and I wanted to do something that would prevent this from happening to another child or another person.

(...) Me and Lindo are born again Christian, and we go to Assemblies of God. We believe that everyone has some good in them and we believe in giving people second and third chances in life. This is because we know that everyone has fallen short to the glory of God and no one must be forsaken. So we live by these beliefs and these have helped us in various ways in our own individual journey.

(...) When I came to stay in Pietermaritzburg I studied Business Marketing at Unisa which I used to design marketing strategies for my company (Qagela creations).

(...) When I came to Newlands West I studied accounting at the University of KwaZulu-Natal, Westville. I used this this qualification to better manage the finances and make sure we make a profit in order to sustain the social value we create (Iziko Stoves).

(...) I studied sociology at Howard College in order to have a deeper understanding of societies and how societal issues originate and [are] addressed (Driving to Success - started as a way of giving rural children the

opportunity to get career guidance and help them make an informed decision about what they want to do with their lives).

(...) At school I was always smart and so I have a number of university qualifications (in farming and agriculture) and I had a good paying job (Future Farmers PTY/LTD). I am now helping emerging farmers in the community to get to where I am.

(...) Then I did a diploma in Theology and then I did Business Management at Durban Westville, which is now known as the UKZN Westville Campus (Manqindi Projects).

Participants indicated that growing up they encountered some transformative events which inspired them with new ideas and perceptions about life and how to go about living it. Some of the transformative events mentioned include tourism training abroad in Russia and Germany, small business development training abroad in Japan, and one participant mentioned that they relocated from the rural areas in Ladysmith to stay and study in Durban while another one relocated from Bhamshela to stay and study in Durban. Some mentioned that their religious beliefs really transformed their lives and how they see and interpret things in and around them. Some mentioned that their educational qualifications transformed their lives to be able to identify issues and have the competencies required to successfully address issues. All these experiences have shaped the mindset of the participants and some even gained new perspectives on dealing with issues around them.

- Rural poverty experience

(...) I am just a guy from the rural areas in a place called Xhwele in Nkothameni. I did my primary school in the rural school in my hometown and my parents were not working and could not afford to pay for my school fees. So when I got to secondary school I was hustling and paying for my own school fees until I finished standard 10, which is now called grade 12.

(...) I come from Ladysmith, which is a rural area; my mother was 17 when I was born and my father was 20. So I attended primary school in the rural areas and when my father finished his degree and got a good job we moved into the cities – now in Newlands East.

(...) I grew up in a rural area north of Durban, called Bhamshela, in a small village named Ozwathini. This place is very rural in terms of the level of development, however I feel like rural areas do not differ that much from townships when it comes to social conditions and life experiences. Both of these places are characterized by under-development and poor infrastructure development and it can be seen from the public clinics, schools, and access to basic services such as water and electricity.

(...) I am someone who came from a very humble family background in the rural area called Underberg, and the only economic activity there is farming and/or agriculture.

(...) So I was born in a small rural area outside Scottburgh called Amandawe, and this place is very poor in terms of development and there are very limited opportunities in terms of schools, work, and recreational activities. I come from a poor family background but my parents managed to ensure that I do not feel the struggle and they spent their last cent on my education.

Most of the participants in the study come from rural communities in the province of KwaZulu-Natal. Rural areas included Nkothameni in Port Shepstone, Ladysmith, Ozwathini in Bhamshela, and Amandawe in Scottburgh. Other rural areas included Maphumulo, Howick, and Underberg. Many rural areas are relying on primary economic activities, such as small-scale farming and most rural areas are susceptible to natural disasters such as floods and droughts. This affects food availability and affordability to communities that are already struggling with employment. Furthermore, many rural communities have poor infrastructure and even when they do small-scale farming, but the accessibility of the communities is compromised. This affects their access to markets and the final result is a further push of these rural communities towards poverty. The quality of available social services is poor, in education, for example, rural schools are under-resourced and under-staffed which is similar to the case for clinics. So their education and health is challenging. This makes it difficult to grow up in rural areas and this has an impact on the personal experiences for people who grew up in these areas.

- Entrepreneurial mindset

(...) I am someone who was born in a middle income household, where my father was an entrepreneur and my mother was a teacher, but she also had some businesses on the side. So entrepreneurship was inculcated in me at a very young age, sometimes I don't understand sitting in class and I really struggled with mathematics because I could not count due to maths disability – but I understood exchanging a service or a good for money was the only language I really understood. Growing up, in primary school I used to sell toothpaste, sweets, and chips to other young kids and my father bought those things for me and really encouraged me to be entrepreneurial and make my own money. Then I was employed by SEDA where I worked as an Information Officer and then I was promoted to becoming a Business Advisor for SEDA. Then I worked for Coega Development Corporation as a SMME Manager. I also underwent some training, I remember I was trained by The Japan International Cooperation Agency (JICA) in Reinforcement of small businesses. Then I started my own consulting and training company focusing on small business development.

(...) so I grew up in Umlazi as a child, and I would say I had a fairly decent childhood since both my parents are working very well. My father is an engineer and my mother is a business woman who has various businesses and are doing very well. I never used to like school because I grew up looking up to my mother who had more money than my father and was self-employed. But the real reason I didn't like school is because we were learning theoretical stuff and I am more of a practical guy and I wanted to learn about ideas that I could transform into businesses.

(...) I did so many other things that I cannot even begin to mention because there are so many, but what stood out is business. I have extensive experience working with businesses. I started out as a general worker and then I worked in the hospitality sector in hotels, and then I became a brick layer. But in 1996 I established my own company which was a construction company called Zwelisha Construction. My first project was with the EThekweni Municipality and the project was worth R4000 where I was cleaning and repairing the Lamontville library and then I continued from there with other projects worth millions and millions. But because tendering is not a business and the audience or people participating in it have increased just like taxi businesses – so I then decided to fall back and in 2001 I started a security company called Choice Decision Security Company, which also managed a school at IEB which was teaching ABET.

The participants mentioned that they have entrepreneurial experience that some gained through running their own businesses and some became exposed to entrepreneurship from parents and family businesses. One participant who runs the Harambe PTY mentioned that they gained their entrepreneurial mindset while working for SEDAs and held various senior positions responsible for small business development. Another participant who runs Hlehlufish food enterprise mentioned that he was raised by both parents but the mother is a businesswomen and that also had an impact in influencing his decisions and shaped his entrepreneurial mindset. Another participant who is running an enterprise called Manqindi Projects have a prior experience where he owned several business ventures such as Construction Company and Security Company. The entrepreneurial mindset that the participants have significantly shaped the opportunities the participants identified in the community and also encouraged their self-confidence to successfully achieve their goals through establishing a social enterprise.

- Social work mindset

(...) I have past working experience working at a law firm in Mpangeni and when my job ended in the law firm I moved into Mandeni which I found to be under-developed and under-serviced. Back in the days, there was a non-profit organisation known as the Community Law Centre (CLC) established in 1989 as a pilot project of 5 communities and was affiliated to the then University of Natal, and the status changed in 1998 when [it was] incorporated as Section 21 Non-profit company. It later became independent from the university and the name changed to the Community Law and Rural Development Centre (CLRDC). So I worked for 18 years in this organisation and that is where my passion for community development started. I mean, back then all legal issues within the community were assisted by us and we provided legal services for free because we were a non-profit organisation. At this time the organisation was struggling and our international donor funding was running dry and so I had to look for ways to generate income and support this social initiative.

(...) I was part of an NPO which is called Senzakahle where we tutored township kids in mathematics and physics and we also did some mind stimulating games such as chess and it is just one of those initiatives that aspires to give back to society. I was involved in doing that from 2014 until I met with Lindo in 2016.

(...) When I was a student at UKZN I became part of the on-campus social organisation called Enactus. In my experience there I realised that I really liked what we were doing, the site visits, working with communities and creating solutions for many issues in the communities we visited.

(...) So I worked with various NPOs around my community and also volunteered at the ward councillor's office which is ward 42 Ntuzuma.

(...) While being a student I became part of the on-campus social organisation, called Enactus. In my experience in UKZN I realised that I really like what we doing, the site visits, working with communities and so on but I didn't think I was going to do it as a career. I think for me, I have always had the head for business but I was also having the heart for the community because in Ladysmith I really got to experience the hardships of not having electricity and potable water, a lot of people in household and I had the heart for the community so when I got involved with Enactus as we interacted with communities I could relate to some of the struggles

that they were going through. So I really liked the concept of 'social enterprise' where we can use business to solve social problems within communities.

While some participants indicated that they have an entrepreneurial mindset they gained through past work experience or even from running their own businesses. It turned out that some participants have a social work mindset which developed through volunteer work for NPOs, CBOs and NGOs. One participant spent 18 years working for an NPO dealing with providing paralegal services to poor communities in Maphumulo. Another participant (Iziko Stove) was volunteering at the NPO called Senzakahle in Newlands West, Durban where they tutored township children mathematics and science. Another participant (Iziko Stoves) who was studying in UKZN got involved in the on-campus organisation called Enactus where they visit communities and identify long standing issues that they solve as a collective of students and academics with various skills and knowledge.

- Social activism

(...) I am very much active in advocating for community participation in development projects within the INK area. When I matriculated I enrolled in tertiary (UNISA) where I studied Transport Economics, but unfortunately I didn't finish it due to my preoccupation and participation in community development work. I am someone who is very much involved politically and I am a secretary in the business forum in my ward and I am also a volunteer at the ward office in my community.

(...) So I am very political and I sit in many of the structures that promote youth development and entrepreneurship within my local municipality. I have always had a desire to help people around my community to find solutions for the many problems they face and I believe that community issues can be tackled best by people from the community and no outsiders can come in and devise solutions to our challenges.

One participant (founder of Ubuthebelele Tours) mentioned that he has a political background where he served as a secretary in the business forum and also worked as volunteer in the community ward council in Inanda Township. Another participant (founder of Jali Commodities PTY/LTD) also served as a chairperson of the youth committee in Stanger where he advocated for inclusive participation and opportunities for young people in Ilembe Ditsrict. He mentioned that he also sit in various political structures that fight for social justice. He now has a social enterprise that provides business registration, compliance, and development.

- Feelings of isolation

(...) while in primary and high school I used to feel that I was different from other kids because while everyone had a clean or at least the same full school uniform, I didn't have shoes, or a jersey and this was very hard to deal with as a child because I even wanted to drop out of school at one point. I know how it feels like to go to

school on an empty stomach and this was not my choice but simply because my mother could not afford it or was poor compared to other parents.

(...) so I grew up being an introvert, and I changed so many schools in primary [school level] and because of being an introvert I learnt how to do my school work on my own, but I saw that some of the pupils in my class were really struggling with their work or they weren't grasping it as quickly as I was.

One participant (Driving to Success) mentioned that growing up he felt like he was the only child who is going through difficulty at home and at school due to his socioeconomic background. Another participant (Iziko Stoves) mentioned that because he grew up shy and an introvert, he used to sit along in primary [school level] where he learned how to do his school work independent and got really good as he was a smart pupil. This made him want to help other kids in the township who are struggling with mathematics and sciences.

5.1.2 What community issues are you addressing?

Table 5-2: issues participants aim to solve in their communities

Participants	Issues being addressed
Community Law and Rural Development Centre (CLRDC)	Rural women unemployment, poverty, and community marginalisation from community development projects in Maphumulo.
Iziko Stoves	Drug abuse and challenges faced by former drug users in accessing jobs and acceptance in the community of Newlands East.
Iziko Stoves	Drug abuse and challenges faced by former drug users in accessing jobs and acceptance in the community in Newlands East.
Harambe (PTY/LTD)	Food insecurity/poverty, lack of employment opportunities in Amandawe and the negative narrative for rural economies as backward.
Hlehlufish food enterprise	Self-destructive behaviour among young people in Umlazi.

	Crime and drug abuse.
Ikhuze Farmer	Poverty, food insecurity, and youth unemployment in Howick
Ubuthebelele Tours	Employment, Equality, and Equity Inanda, Ntuzuma, and KwaMashu (INK).
Manqindi Projects	Slow business development in Port Shepstone, lack of education and training for emerging entrepreneurs
Jali commodities	Failure of small businesses, youth unemployment, and poverty in Stanger which leads to series of social issues.
Driving to Success	Lack of career development for rural children and poverty in Bhamshela and KwaMashu
Future farmers	Lack of skills among young people in Underberg in terms of agricultural skills and training. Poverty and unemployment.
Qagela creations	Drug abuse, crime, and unemployment in Oriibi Village in Pietermaritzburg.

Table 5-1 shows the responses made by participants when asked about the community challenges they are addressing. It is clear that each participant is addressing issues they are most familiar with due to personal experiences, educational qualification, observations, and the complexity and longevity of these problems within their communities. These challenges can be summarised as poverty, youth and women unemployment, drug abuse, crime, illiteracy, lack of career guidance and failure of small businesses in townships and rural areas. Most of these issues are associated with primary order needs relating to meeting basic needs of the community. It can be noted that in both community setting, poverty and unemployment are the main community challenges plaguing society today.

5.1.3 Why do you feel personally responsible to do something about the issues in your community?

- Closeness to social problems

(...) I feel like the struggle for children coming from rural areas when they get to cities to study is often overlooked. The culture shock, the struggle to fit in, the exposure to bright lights often causes many children from rural communities to struggle to blend into city life and they often lose themselves and their identity. Which leads to them falling victim to many social challenges such as rape, drug abuse and not finishing their studies. Also, being someone from the rural area who grew up in a troubled family background, struggling, going to school without food, or [having a] school uniform, I really identify with those experiences. Also, I feel like the social challenges that are increasingly affecting our communities stem from the improper identification of men in society. Hence, I feel the obligation to help rural children coming to universities and also to educate men on their role in society.

(...) Going back, when I came here I was very frustrated due to the loss of my parents, and I started taking drugs, like marijuana, rock, mandrax, etc. so as I was smoking and getting to know other young people from here who are using drugs I realised that I didn't like the life we were living, people were getting arrested, and even dying and I wanted to change my life and also try to change theirs. My cousin who I am staying with right now is also in to drugs, and other people around that I know are also into drugs, they do not have matric, and do crime. So I realise how massive the problem is, so I started a project where I was imparting sewing skills and inviting anyone and everyone who is interested to come and learn how to sew so that they can make money and do productive things and stop using drugs.

(...) I was born in 1987 in a rural community in the place called Underberg in KwaZulu-Natal – the area is characterized by under-development where there is no electricity and my parent were not working so it was a very poor family background.

(...) When I was a child I experienced a lot of criminal activities, local community members have limited scope of life in general, and there is no intervention to guide young people in terms of choosing careers and instilling the hope that one day they will make it out of poverty. Small children are dropping out of school, there is also a high rate in teenage pregnancy, there is a problem of substance abuse which includes alcohol and marijuana and the social conditions are just Appalling to say the least.

- Empathy

(...) The illness itself causes guilt and a lot of social awareness (social problems that other people are facing) and I think it creates compassion for other people, and that what I think pushed me towards social entrepreneurship. When you have compassion and empathy you cannot really do anything wrong to another person because you cannot sleep at night knowing that you have caused damaged to another persons' life. So

for me, it helps to have compassion for other people because it allows to me create ideas that would take people out of poverty but using business or entrepreneurship. I realized that I used to use very unsustainable ways to help my cousins who are struggling and live in the rural area of Amadawe in Scottburgh. I used to buy them groceries instead of teaching them how to get their own food. And knowing that I am not going to live forever made me want to create systems that would serve the people even at my absence and I can rest in peace knowing that I done some good and left very stable systems in place for people to continue living their lives without struggling.

(...) Whenever I am in class I always feel like I am not responding well to my obligation in community. I always feel like I am neglecting the people by spending a lot of time in class. So I think it has to do with my calling for community leadership and the sensitivity towards people who are less fortunate and under-represented in the spheres of influence. My compassion and empathy towards people allows me to have personal confidence in fighting for justice for all.

- **Moral judgment**

(...) Being a born again Christian, we learn to have certain values and beliefs, and part of those beliefs are giving people second and third chances in life. So when I see young people using drugs and going to prison because they do not have skills and are unemployed I feel the moral obligation to do something that will help change their lives for the better.

(...) We are just doing it in good faith to help the struggling students who go to underserved schools with poor quality education in townships.

(...) In high school I was a born again Christian and during assemblies I would be in front and share some biblical verses with the pupils and even started afternoon sessions where we get together and talked about God and tried to transform each other's lives through the gospel message. So I grew up hopeful and determined to change the narrative of children from rural areas but I didn't know how I was going to do that. All I knew was that my life experiences were very traumatic and I wanted to do something that would prevent this from happening to another child or another person.

Table 5-3: Factors that encourage the desire to start a social enterprise

Factors that influence desirability to start a social enterprise
Closeness to social problems due to personal struggles faced by participants either as children or in their later life stages
Empathy and compassion which are prosocial emotions associated with a helping behaviour
Moral judgement which develops from transformative experiences such as religious beliefs

Figure 5-1 shows how the desire to start a social enterprise is motivated by the participant's *personal struggles* with social problems. For example, one participant mentioned they he also got involved with drug abuse and has cousins and other family members who are also addicted to drugs. His time spent in his community allowed him to know every other young person that does drugs and he knows very well how drug addiction feels like and the resultant impact that it has on a person and even on the family members. Another participant mentioned that they grew up in a very poor family background where both parents were unemployed, giving him first-hand experience of poverty. Another participant mentioned that growing up in Bhamshela, very poor and not having a full understanding of the career options available and the subjects to be chosen at school, made him struggle when he enrolled at the University of KwaZulu-Natal (UKZN). He saw this as an opportunity for him to start a not-for-profit organisation that aims to facilitate the career choices rural children should have before making their decision to study. He also offers mentorship to overcome the problem. Some participants mentioned that prosocial emotions such as *empathy and compassion* that developed from observing other people struggling with either similar or different challenges has encouraged the desire for them to develop social interventions. Others talk about their *moral judgement* of social conditions within their immediate environment as unfair and socially unjust which was nurtured by their *religious beliefs* and *intrapersonal dispositions*.

5.1.4 What motivated you to want to start a social enterprise?

Below are the themes that emerged when analysing the responses of participants:

The findings in the collected data revealed that participants are motivated by a range of factors, which include long-standing issues in their communities, personal struggles with those problems, helping society meet their needs which is driven by compassion, personal fulfilment and the need to create social impact.

Table 5-4: Factors that motivate SE

Motivation factors for Social Entrepreneurs
Existing issues in the community
Personal struggles with socioeconomic issues
Helping society improve their living conditions
Personal fulfilment and doing positive things to uplift the society
Personal drive to create social impact

Below are the responses of participants to the semi-structured interviews.

- Social problems

(...) I am motivated by social problems that exists in my community and I am mostly motivated by what I am seeing around me, young kids dropping out of school, using drugs, getting pregnant, and it is just the vicious cycle of poverty. I want to change this narrative about rural livelihood.

(...) I am motivated by issues in my community. I don't like seeing young people resorting to crime just because they have no skills and no qualifications. I want to give them second chances in life and show them that they can become whatever they want to be if they are willing to work hard for it.

(...) I am motivated by the deplorable conditions in my communities. Poverty and unemployment are very big challenges that plague many communities in South Africa. If we are going to wait for government they are totally unresponsive to our outcry and the ward councilor is so corrupt. I am motivated by the vacuum in community leadership.

Participants mentioned that their motive for establishing social enterprise is cultivated by the long-standing issues within their community environments. Some have the ability to identify the inefficiencies in existing institutions and become motivated to intervene in a way that is practical and adds social value in the lives of the people they serve. Their desire stem primarily from their closeness to social problems which allow them to be sensitive towards the plight of other people going through similar challenges or even observing people going through struggles. Participants

have strong personal beliefs gained through either traumatic experiences and/or religious values or morals which informs their interpretation of social conditions. Motivation of participants is extrinsically motivated since establishing a social enterprise is a way of self-expression which reflects their personal beliefs and value systems. Furthermore, the motivation is extrinsic because participants are motivated to establish their social enterprise in response of the prevailing conditions and they have goals and outcome expectations for establishing their social enterprises.

- Personal struggles

(...) I am motivated by social problems and I am mostly motivated by what I am seeing around me and what I have experienced. You see when you grow up you have good and bad experiences, but good experiences bring comfort and you feel like everything is good and alright but the bad experiences create discomfort because that's when you feel the uncomfortability and you try by all means to rescue yourself. In the quest to rescue yourself, indirectly you are creating a space for others again to not fall into the same pit that created a discomfort in you and you want to help other people due to the compassion and the relentless feeling of moral obligation to do good in the society and to help yourself as well to heal. So for me I am motivated by the bad experiences in my life or situations that affected me in a negative way.

(...) I do not believe that drug users like the lives they are living and I can say this because I have been there myself. I know they want to quit but even if they do there are no opportunities for them to transform and change their lives. So I am motivated by my own personal struggles with drugs but also I am motivated to create interventions that will not only help my peers stop using drugs but also have something to do once they stopped.

(...) I think for me, I have always had the head for business but I was also having the heart for the community because in Ladysmith I really got to experience the hardships of not having electricity and potable water, a lot of people in household and I had the heart for the community so when I got involved with Enactus as we interacted with communities I could relate to some of the struggles that they were going through. So I really liked the concept of 'social enterprise' where we can use business to solve social problems within communities. So using business for me meant that I didn't have to be a not-for-profit and I could actually make some money as well. So I really liked that side of it.

(...) I was raised by a single parent who was struggling financially because she was unemployed. Social problems exists throughout my community and even at home where I was staying in Bhamshela, small children are dropping out of school, there is also a high rate in teenage pregnancy, there is a problem of substance abuse which includes alcohol and marijuana and the social conditions are just appalling to say the least. Furthermore, while in primary and high school I used to feel that I was different from other kids because while everyone had a clean or at least same full school uniform, I didn't have shoes, jersey and this was very hard to deal with as a child because I even wanted to drop out of school at one point. I know how it feels like to go to school on an empty stomach and I knew that this was not my fault, it was simply because we were very poor and could not

afford simply things like school uniform and food. I realised that the prevailing social challenges enabled small children to have a limited scope of life and career opportunities, and I saw that there is no intervention to guide young people in terms of choosing careers and instilling the hope that one day they will make it out of poverty.

Participants mentioned that they themselves have undergone some difficult challenges in life either as a child or in their later stages in life. Their struggles are characterised by financial struggles, poverty and food insecurity, addiction to drugs such as marijuana and mandrax, witnessing criminal activities or engaging in criminal activities and growing up without a full scope of career opportunities available for people to develop. So the closeness to social problems allows participants to have deeper knowledge about the social problems and the impact those problems have on people. The empathetic feelings that come with deeper understanding of the plight that other people are facing evokes a responsive action on participants as they can see that these are common areas that require intervention. So since they have personal experiences with the issues in the community, they are more likely to know the solutions that can help assist people on the ground. This gives them meaning and adds value to their own personal lives and to the lives of the people they serve.

- **Helping society/compassion**

(...) I had a personal friend who was a drug addict. When the addiction became too much, he was admitted to a rehab. His parents went to visit him at the rehab and they requested that I tag along. Upon arrival, the social worker wanted to talk about family issues and since I was not part of the family I stood outside. While standing outside I realised that it could've easily been me, plus beside that situation I had previously met with people whom I used to go to school with and even went to varsity with who were now drug addicts and I understood that drug addiction could happen to anyone I mean we all face challenges in life but some people resort to drug addiction to cope with problems. So I realised that some of my close friends were addicted to drugs and now I have a friend who is at the rehab due to drug addiction and I realised that this is a common problem. So I wanted to get involved because it was a reality that reflected where I came from and unfortunately my friend later died. When he got discharged and finished his programme at the rehab, he was owing a merchant a lot of money due to his drug addiction and they decided to make a statement and so they killed him and publicly disposed his body so that everybody could see. I have always known I was a social entrepreneur but I didn't know which problem to tackle. So after we visited my friend in rehab and later died it became very clear to me that I must do something to help people dealing with drug abuse.

(....) I know how it feels like to go to school on an empty stomach and this was not my choice but simply because my mother was not affording or poor comparing to other parents. This was affecting my academia

because learning requires one to have food and energy. When I came to the university I was exposed to new things and saw how different things were in a university setting and there was no intervention that helped facilitate and prepare rural children about university life. We want to have a pre-university campus in rural areas where children can get pre-exposure to what the university is about, learn how to type, and do character building so that people will not lose themselves once they are in the cities. The journey must start back in Bhamshela and that is why we call the organisation driving to Success. The aim is transform the minds of children, and guide their career choices.

(...) it is in my blood, whenever I am in class I always feel like I am not responding well to my obligation in my community, I always feel like I am neglecting the people by spending a lot of time in class. So I think it has to do with my calling for community leadership. I am passionate about helping people develop by meeting their needs and becoming productive citizens in society. I see myself as an activist, I challenge conditions that make it possible for people to develop socially and economically. When you look at my past, I was the chairperson of the ANC Youth League in my ward and I attended congressional meetings even at regional and provincial level. And I also participated with NGOs and NPOs and the reason now for pushing Ubuthebelele Tours is because I want to leave a legacy for my children and create businesses that will sustain me and my family and also inspire other people to understand that there are so many opportunities in tourism and they can use their individual skills to participate meaningfully in the local economy. For example, when they built the Bridge City mall, there was a percentage that had to accrue to local people who are disabled, unemployed women, and young people. This was written on paper but when there came the implementation phase this was not happening. So I am challenging these issues and fighting for people to have opportunities and participate in local economic development projects.

(...) There is also an issue of illiteracy which is in tandem with unemployment so what I wanted to address first was unemployment. But I couldn't just employ people, I have to teach them how to become employable by giving them life skills and mentorship. Thirdly, I realized that because people are poor and they were resorting to criminal activities to try to make a living. So I decided I will go to the young kids in my community and share my story with them because they saw me growing up in this place and I made it in front of them so I wanted to inspire them to look for other positive things instead of criminal activities as an option to get out of poverty. So I work with them as a mentor in terms of life skills, where I have one on one sessions with them and talk about what they want to be in life and ways in which they can go about becoming that. I work with creches, primary and high school learners. I really understand business, so I teach them some business skills which includes financial management, and since I am from a farming background I take those children who are interested in becoming farmers and teach them what I know about farming so they can be able to make a living on their own using farming skills I taught them. So now I have hired other people in my community who I have mentored to help share their stories and facilitate some of the sessions and I pay them.

(...) My cousin who I am staying with right now is also into drugs, and other people around that I know are also into drugs, they do not have matric, and all they do whole day is drugs and crime to fund their addiction.

So I realise how massive the problem is, so now I want to help my peers and my cousin to stop doing drugs and help to change the lives of so many young people in my community who got involved into drugs seeking refuge.

Participants indicated that they are mainly motivated by their desire to help people in and around their community who are struggling with social problems. The desire stem from being part of the community and specifically because they know people who live in these communities on a personal level and they share the sentiments of observing them suffering or struggling with problems. Many of the participants understand that some of the problems that exists could be prevented through government structures and civil organisations, but those intervention fail or do not capture the true nature of the problems that exists. So the gap in the social market drives participants to become interested in designing practical solutions to help society meet their needs and develop. In fact, ‘helping the society grow’ is a common theme that arises from the participants.

- **Personal fulfilment**

(...) So despite all my successes in entrepreneurship and the prospects that came with it, I just wasn't fulfilled. Also, while making all that money at the same time I was struggling with mental depression where I was going in and out of hospitals. But ever since I have attached the social economic deliverables in the way I do business, I have never had depression again nor [have I been] admitted to hospital for longer periods from mental depression. The thought of knowing how many people are supported and served by my social business or people who depend on me rehabilitates other areas of my life.

(...) I quit my job because I wanted to work in my community and help other young people who are also passionate about farming. I felt the obligation to come back and do something to change the lives of the people in my community. I have deep passion for community work because I feel it adds meaning and value in my life and I sleep well knowing I have helped somebody today.

(...) well, in life there are people who are work horses and I am not one of those people. I have so many ideas and if you are a work horse people in power can easily shut those ideas down but if you want to start your own thing and you have ideas then entrepreneurship becomes a clear choice. The IT thing started because in New Castle electricity is the main job opportunity and many people wanted to work there and because I had studied IT I started out by repairing laptops from my neighbours and I ended up servicing even primary and high schools. At one point I was looking for IT jobs but due to unemployment in South Africa I gave up and started my own business.

The participants are motivated by personal fulfilment, their intrinsic desire to engage in activities that will reflect their values and core beliefs while still being able to make money or make a living adds value to the participants and to the people they serve as well. The participants are generally combining social goals and economic goals in order to sustainability for themselves and for the community they live in. They see this as something that personally fulfil them spiritually and socially.

- Need to create social impact

(...) All I knew was that my life experiences were very traumatic and I wanted to do something that would prevent this from happening to another child or another person. So I am a driven by a need to create social change and impact people lives in a positive way.

(...) Money is good but for me social impacts is what drive me and keeps me going. I wanted to do something about the social conditions at home and find ways to address some of the issues. I thought about a concept that would talk to the social problems I faced growing up and I came up with Driving to Success which is an on-campus organization which acts as a service provider or stakeholder – but now it is a club society at the University of KwaZulu-Natal.

(...) you know, when I look at Pietermaritzburg standing in the city centre I see poverty, many young people becoming drug addicts, smoking Woonga. I have been trying to speak to the Mayor and telling him that I have a series of projects that can help take these people off the streets and from poverty to make them better people in the city and within their communities. It is unfortunate that I am not getting any support from them, I mean I was thinking about a mobile project that will help all the people in the city centre so that they can benefit from some skills and get rehabilitation so that they can have hope because I don't believe that they anyone likes to live like that and I know they want to quit but they do not have any hope that their situation will change. So I want to restore that back and give them skills to use to create work and feed themselves.

(...) I want to see people gaining full employment, it can be in entrepreneurship, you know enterprising, and then employing other people under them. I want to see a revitalized rural economy in the Amandawe area. I want to change the perception of rural people as inferior; we should not have to migrate to cities to access NYDA, SEDA, and Jobs.

Almost all the participants are more concerned about creating social impact through establishing social enterprises. The social impact is created through advancing solutions to existing social problems thereby creating social value.

5.1.5 What are the outcome expectations of starting your social enterprise?

(...) I mean I was thinking about a mobile project that will help all the people in the city centre so that they can benefit from some skills and get rehabilitation so that they can have hope because I don't believe that they anyone likes to live like that and I know they want to quit but they do not have any hope that their situation will change. So I want to restore that back and give them skills to use to create work and feed themselves. Those people deserve a second chance in life, so my vision is to see those drug abusers change and benefit from skills development programmes because we are all people and we deserve to be given second chances in life in order to become better people and inspire other people who are suffering from similar challenges.

(...) To see our community becoming self-sustainable and stop looking for help from overseas or outside our community. We need to plant crops in our community and sell them in our communities which is what defines LED.

(...) The aim is transform the minds of rural children, and guide their career choices.

(...) I want to make money and use that money to bring about change in the community. The idea is to create better conditions for the people to develop themselves. For example, I have built a kraal right next to my farm, and in the next two years we will have an auction sale Emashingeni Auction sale and we can have local and even white people to come and buy products we produce locally. I want the economy to circulate around the community and not have people going outside to spend their small monies.

(...) To rectify the appalling unemployment rate especially amongst young people in Umlazi in order to address the challenges associated with poverty, crime and drug abuse. I want to create and develop businesses that will help aid in technological, social and economic development.

(...) I want to see people gaining full employment, it can be in entrepreneurship, you know enterprising, and then employing other people under them. I want to see a revitalized rural economy in the Amandawe area. I want to change the perception of rural people as being inferior. We should not have to migrate to cities to access NYDA, SEDA, and jobs. Because when we actually migrate and not find those jobs in the cities because the economy is showing us that the government is failing to provide job opportunities whether it is skilled or unskilled labor, we fall into even worse social ills in the cities. These include crime, being contract killers and sometimes they become homeless, or live in an informal settlement, or in a hostel – they came to cities looking for jobs and did not find them. If we can have robust economies in the rural areas, there will be no need for anyone to migrate to cities and who said the rural lifestyle is not the lifestyle? So part of it is about accepting where we are and trying to create opportunities for people to do better where we are.

(...) I mean I was thinking about a mobile project that will help all the people in the city centre so that they can benefit from some skills and get rehabilitation so that they can have hope because I don't believe that they anyone likes to live like that and I know they want to quit but they do not have any hope that their situation will change. So I want to restore that back and give them skills to use to create work and feed themselves. Those people deserve a second chance in life, so my vision is to see those drug abusers change and benefit from skills development programmes because we are all people and we deserve to be given second chances in life in order to become better people and inspire other people who are suffering from similar challenges.

(...) Reintegrating substance abusers back to society, you know, giving people second chance, third chance, and fourth chance. It fortunate that I and Lindo are Christians, and we believe in forgiveness. So being a social entrepreneurs is actually a good fit for us because we actually practice what we are being taught in church. Giving people second and third chances, and inspiring them to become better versions of themselves and give them an opportunity to say these guys are creating space for us to turn our lives back and make something out of them.

(...) To see someone who was doing crime or using drugs change and develop is very inspiring to see especially when those people turn around and help others. So my vision is to see those drug abusers change and benefit from skills development programmes because we are all people and we deserve to be given second chances in life in order to become better people and inspire other people who are suffering from similar challenges.

(...) to see our community becoming self-sustainable and stop looking for help from overseas or outside our community. We need to plant crops in our community and sell them in our communities which is what defines LED.

(...) To see at risk people, people who are coming jail, and some from the street to be able to self-sustain themselves and help the people here to become what they want to become and be in control of their own destiny. So we want to see our beneficiaries being able to self-sustain themselves and also we want to communicate our impact. This is because we do a lot of good community work but not all of it is communicated and not all of it recorded because we really do not know how.

The desire for participants to start their social enterprise stem from the participant's closeness to social problems, prosocial emotions of empathy and compassion, and their moral judgment of social conditions. The participants are then motivated by long-standing issues affecting other people in the community, the personal struggles of participants which allow them to identify and become aware of the social challenges, compassion pushes them towards a helping behaviour while some are motivated by personal fulfilment or engaging in activities that reflect their self-expression. In the end participants are motivated by the need to create social impact. These motivation are then fuelled by the outcome expectations that the participants have when deciding to start their social enterprises. It is evident from these responses that outcome expectations of

participants revolve around social value creation and social impact by designing practical solutions to help address issues within their communities.

5.1.6 How is your social enterprise achieving that?

Enterprise 1: is an organization I started in 2013 with the aim of trying to change the narrative of where I am coming from – when I speak of crime, high rates of teenage pregnancy, prostitution, and people killing each other. The organization started as a way of giving rural children the opportunity to get career guidance and help them make informed decisions about what they want to do with their lives. When I came to the university I was exposed to new things and saw how different things were in a university setting, and there was no intervention that helped facilitate and prepare rural children for university life. We want to have a pre-university campus in the rural areas where children can get pre-exposure to what the university life is about, learn how to type, and do character building so that people will not lose themselves once they are in the cities. The journey must start back in Bhamshela, and that is why we call it ‘Driving to Success’. The aim is to transform the minds of children and to guide their career choices.

Enterprise 2: “So with my experience in small business development and training, I asked my cousins to start a co-operative (AFRICA FOR AFRICA) where they will use the land in the backyard to establish low cost aquaponics system that will be cost-effective in terms of production costs – but feasible enough to generate money through selling fresh vegetables. So I have a for-profit company ‘Harambe’, and their cooperative supplies me with the produce and I find markets from schools, clinics, and other avenues and sell the produce and make a profit. The cooperative is using aquaponics which is a type of urban farming technique that combines conventional aquaculture (raising aquatic animals such as fish) with hydroponics (cultivating plants in water) in a symbiotic environment. This uses less water and does not require land cultivation, pesticides, and herbicides – which makes the produce become even more nutritious and fresh. Also, my cousins have also learnt how to do carpentry work where they design furniture such as headboards, iron boards, tables and chairs, and they sell them to local households who cannot afford the retail prices from commercial shops. Thus my social enterprise is creating employment, ensuring food security, keeping rural children away from drug and alcohol abuse, and creating hope in the rural areas for other people to believe that you do not have to be in the cities to enjoy life. There are so

many business opportunities they can partake in and serve their rural communities while making money”.

Enterprise 3:”Our social enterprise upskills former drug users and mentors them to start their own business using money they earn from working in our enterprise. Our business recycles geysers and convert them into various types of modern camping stoves, braai stands, house gates, aluminium and window frames, etc. We then sell these products to local butcheries, petrol stations, catering companies, and neighbouring communities. So we are based at the Newlands Park Rehab Centre, where we identified that people who have finished their period in the rehab, often face problems such as defamation of character which causes makes former drug users alienated from the social community. This exclusion often results in the people relapsing back to using drugs especially as they cannot even find employment. So what we do is we recruit people who are determined to change their lives and they go through our program. Our model is divided into three pillars. Firstly, we train former substance abusers when they get to the rehab on how to start their own businesses, how to be job-ready or we help them go back to school depending on what they need. Once they finish rehab we hire them – we identify a petrol station near their home or a butchery, we put our braai stands and they come wearing our company branded t-shirts and sell our braai stands where they get commission for every product they sell. The profit made is reinvested back to buy pressure cleaners, grass cutting machines or a car wash. Often after three months’ people are able to self-sustain ready. While they are undergoing the programme, we ensure they register and attend Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) and they do motivational talks in and around local schools, so as to ‘clean’ their names in their communities. We make sure they launch their business, get a job or go back to school”.

Enterprise 4: “My cousin who I am staying with right now is also into drugs, and other people around that I know are also into drugs. They do not have matric, and do crime. So I realised how massive the problem is, and I started a project where I was imparting sewing skills and inviting anyone and everyone who is interested to come and learn how to sew, so that they can make money and do productive things and stop using drugs. So now I have 10 employees which are former drug users and they are now able to sew and make different products from old clothes such as t-shirts, pants, bags, hats, etc.”

Enterprise 5: Tour guides. Exploring tourism opportunities at INK areas. Also includes community advocacy on behalf of local opportunities. As a tour guide I have people that I have

trained who are working for the municipality. Sometimes I have school programs which run from province to province. Two weeks back I was visited by a school in Bloemfontein and I took them to where the TV program Uzalo is being shot and when there are a lot of tourists I take local people who have studied tour guiding and I teach them about booking (administration), tour guiding (business and leadership), and I also take people from Universities to intern in my company. I was also part of an incubation, Tourism KwaZulu-Natal which took me to Russia and I would take some of those students from the incubation to come gain practical experience in my company and I would later write their letter of participation. There is one guy who is now working as an official at the Durban Tourism who came from me and programs offered by my company.

Enterprise 6: “we do business training and business compliance where we register your business and ensure that you have all the necessary paper work needed in terms of compliance with the available legislations. We do things such as licensing, safety, register on the central database systems (CSD) and any other compliance requirement depending on what your business does. Our focus is on small micro-medium enterprises located in the townships and rural communities”.

Enterprise 7: Precast manufacturing of concrete, lintels, caps and gullies. There is also employment creation and poverty eradication, through skills and innovation learning. The challenges faced are production expansion and non-governmental support. We provide job creation, we do seminars where we discuss ways in which people can start their businesses in the community, and I mean we have assisted over 100 entrepreneurs start off their businesses. These people are young people and their businesses include car washes, tenders, grass cutting, etc. and what is good is that we are not limited to Mandeni we have also assisted people from other districts even from Zululand and eShowe and we even assisted people who cannot pay for our services.

Conclusively, participants shared how they would go about achieving their business vision by showcasing their business offerings. Most of the businesses offer one type of social support or the other to their communities, and hope to change the existing social conditions in those communities.

5.2 Findings from participant observations

Analysis of observational data

This section is focused mainly on analysing the collected observation notes. The questions asked were aimed at interrogating and providing substantive reasons (personal or contextual) from individuals or groups for setting up their own (social entrepreneurs) social enterprise. Twelve participants were observed at different times and places. The focus was on three areas of observation: **social conditions, geographic location and social activities.**

The context of observation were the descriptions of environment the researcher was able to witness during the period of observation. The contexts includes townships and rural villages. The townships include: Oribi village, Umlazi, KwaMashu, Inanda, and Newlands West. The township communities are characterised by poor living conditions, social and economic disparities, a high crime rate, drug abuse, teenage pregnancy, high unemployment and many young people become susceptible to tough choices and bad life experiences as they grow up, and some are even involved in gangsterism. Some townships can be categorised as middle income communities (Newlands and Umlazi, Oribi and KwaMashu), however, economic disparity becomes the main driver for crime and drug abuse. Despite that, there is still a high lack of job opportunities, or high-pay employment opportunities and there is large-scale economic marginalization. The population in some townships is a mix of coloureds, Africans and Indians.

The rural areas include: Amandawe, Howick, Maphumulo and Bhamshela, Mandeni, Port Shepstone, Underberg and Xhwele. The rural areas are characterised by under-development, poverty, crime, unemployment, violence, drug abuse, hopelessness and suicides. These also include a high illiteracy rate, and lack of skills. These issues will definitely lead to low-paying jobs. There is also a prevalence of poor services from clinics, schools and libraries. The local government authorities are not responsive to the social problems of the community. The rural villages are mainly agriculture-dependent economies, with poor infrastructure (such as roads, water and electricity), several drinking pubs, no space for recreational activities, dilapidated homes. Youths often struggle to get jobs because of the lack of education, skills and training and lack of higher education institutions.

In conclusion, the context that motivated participants refers to the description of the physical environment and/or socio-economic conditions. Firstly, participants in the study stay in rural areas and some stay in townships in KZN. These areas are characterised by location – further away from city centres or central business districts, poor physical infrastructure (roads and electricity), lack

of access to basic services such as medical services, educational institutions. Economic activities are often based on agriculture, informal trading and small contracts that come with government projects. The physical environmental conditions observed were deplorable – the environment was neglected and in a sorry state, each needing several social interventions. The social activities in these environments include crime, drug abuse, teenage pregnancy, and alcohol abuse. From observation, each participant took up the individual challenge to rescue and intervene to save their community, and, at the same time, take advantage of the opportunities to make an income for themselves. In conclusion, from the above observed data, one can infer that the behaviour of social entrepreneurs is directly linked to the context/environment where the social entrepreneurs live.

- **Activities observed include:**

Establishing business support structure programmes and opening up business opportunities, employment opportunity generation for youths, mentoring entrepreneurs and tutoring opportunities for youths, offering career advice, engaging the NGOs for community service work and development, income generation, public health services (e.g. substance abusers, teenage pregnancy, HIV/AIDs campaign), operating cooperatives for local women, utilizing legal experts to champion social justice (e.g. housing, health, education, training and employment) for communities. Furthermore, the behaviours also include offering skills development opportunities, job creation opportunities, social justice activism, and identification of business challenges while converting them to business opportunities.

5.3 Results from data analysis

5.3.1 Objective 1: To define personal experiences of social entrepreneurs

Drawing from the responses of the participants, it can be confirmed that social entrepreneurs have had a very difficult childhood experience. These difficult experiences include being raised by a single mother, growing up without both parents, and/or growing up in a troubled family background where even some of the siblings are involved in criminal activities or even drug abuse. Some of the participants defined their background as being poor and characterised by financial struggles, unemployment, and poverty. This means that the participants in the study became exposed to social problems very early in their lives. Growing up, the participants talked about the

transformative events they encountered. Some the transformative events include studying and even getting training abroad in countries like Russia, Germany, United States of America, and Japan. Some talked about relocating from rural areas such as Ladysmith and Bhamshela to cities such as Durban and Johannesburg. Some mentioned the religious beliefs they inherited growing up such as Christianity which they say helped to shape how they view and interpret social situations around them. Some mentioned that their educational qualifications transformed their lives in the sense that it opened their mind to things they would not have seen or realised had it not been for those educational qualification. Some of the qualifications include sociology, business marketing, accounting, and agriculture.

The majority of the participants in the study grew up in poor rural communities while some grew up in the townships where delinquency and socioeconomic issues flourish. For example, rural communities are dependent on small-scale farming which is affected by natural disasters such as droughts and floods. This compromises the availability and affordability of food in the community. Formal employment in townships is declining and people are looking at informal businesses for refuge and survival. Poverty and youth unemployment in both areas is on the rise and the poor infrastructure in terms of water and electricity exacerbates the living conditions in these areas. This ultimately affects the personal experiences of participants in a negative way. However, some of the participants in the study have entrepreneurial mindset gained through past work experience and/or family businesses. Furthermore, some mentioned that they have social work mindset that they gained through volunteer work and their involvement with civil organisations. These experiences are instrumental in the opportunities they identified and the skills and competencies they have in their social entrepreneurship ventures. Some of the participants mentioned that growing up they felt isolated in such a way that they perceived their personal struggles as uncommon which improved their resilience to difficult situations. And lastly, some of the participants come from political backgrounds where some held several political positions in community structures such as ward councillors and community business forums.

5.3.2 Objective 2: To identify the context that influences the decision to start a social enterprise

In this study, context is defined using location, environmental conditions and social activities. The study is located in KZN, and many of the participants live in rural areas, while some live in townships. Rural areas in the province are located within the rural local municipalities in the inner part of the province while townships are located mainly located in Umgungundlovu District (Oribi Village) and the Durban metropolitan (Umlazi, Inanda, Kwamashu, and Ntuzuma). Rural areas in KZN are located further away from the central business districts – for example, Mandeni, Bhamshela, Maphumulo, Howick, Amandawe and Underberg. What characterizes these areas is under-development, poor infrastructure (water and electricity), and poor access to basic services such as primary and secondary schools, clinics, hospitals and early childhood centers (ECDs). The population in the rural areas is ageing and the majority of young people are unskilled, illiterate, and unemployed. This is because there are limited job opportunities for unskilled workers and the small-scale farming is not productive and severely affected by natural disasters such as floods and droughts.

The township communities are characterised by poor living conditions, social and economic disparities, a high crime rate, drug abuse, teenage pregnancy, high unemployment, and many young people become susceptible to tough choices and bad life experiences as they grow up – and some are even involved in gangsterism. Although some townships can be categorised as middle income communities (Newlands and Umlazi), economic disparity becomes the main driver for crime and drug abuse. There is still a high lack of job opportunities, or high-paying employment opportunities and there is large-scale economic marginalization. The population in some townships is a mix of coloureds, Africans and Indians. Poverty and unemployment are the main drivers of social challenges in both of these areas. The deplorable conditions in these areas and the community problems that emanate from those conditions provide the opportunity for social entrepreneurs to become actively involved in establishing social enterprises that advance practical and sustainable solutions thereby improving the quality of life for the people served by the social enterprises established.

5.3.3 Objective 3: Analyze how the personal experiences interact with contextual factors to motivate individuals to start their social enterprises

The difficult experiences faced by participants growing, transformative events they encountered, the education and past work experiences have helped the participants to not only have first-hand experience of the problems facing other people in the community but also for them to identify areas that require social interventions. The interlinkages between the personal experiences and the community context can be seen in terms of the challenges the participants are addressing in their social enterprises. The social problems are focused on primary order needs associated with increasing social demand for social needs. Furthermore, the problems they are solving exists within their home communities and the social enterprises they established focus on designing interventions that contextually fit into the communities they live in. The participants develop their desires to start their social enterprise from their personal struggles with social problem in their childhood years and the transformative events in their later life stages. Their closeness to social problems allows them to identify with other people in the community who are also going through similar or different struggles which informs the prosocial emotions of empathy and compassion. These prosocial emotions are very strong, and they evoke a responsive action from the participants to act in a way that will eliminate the distress facing the people they serve. This is encouraged by the moral judgments they make when observing community struggle or difficulty which stems from personal struggles and religious beliefs. The decision to start a social enterprise in response to the challenging conditions plaguing their communities is shaped by the outcome expectations or the goals they set for themselves. These goals or outcome expectations revolve around improving the living conditions and the quality of life for the people they serve within their communities. The participants are motivated by problems that exists within their communities, their personal struggles with those problems, prosocial emotions that informs their helping behavior, and the personal fulfillment they get by helping people in social need and their need to create social impact. So, people start their social enterprises as an effective way of addressing issues that government, businesses, and civil organisations failed to solve. This allows the participants to provide social value and creating social impact by starting social organisations that solve social problems by applying business principles. This informs their long-term sustainability of their businesses as they combine social and economic goals.

CHAPTER 6: DISCUSSIONS AND CONCLUSION

6.1 Introduction

The findings in Chapter 5 provide an important foundation from which to understand the intrapersonal and environmental factors that inspires participants to establish their social enterprises. This is an ethnographic account of social entrepreneurship motivation which used Bandura's social cognitive theory to explain the decision-making processes behind social enterprise creation in the province of KwaZulu-Natal.

This chapter will discuss the findings mentioned in chapter five in tandem with the literature in chapter three. This will be done in order to see the areas of agreement between the existing literature and the findings of the study. The point is to see if the findings are consistent with the existing literature and to see how social cognitive theory explains the decision making process behind social enterprise creation.

6.2 Background of social entrepreneurs

Classic literature on social entrepreneurship emphasized the importance of understanding the background of social entrepreneurs which is perceived to form the significant foundations that trigger the desires to launch a social enterprise (Prabhu, 1999). According to Nyamanhindi (2013; p. 8) "personal experiences motivates, inspires, and informs the idea generation process in social entrepreneurship, and some of the experiences serve as defining moments within the lives of social entrepreneurs".

6.3 Objective 1: Experience of social entrepreneurs

6.3.1.1 Difficult experiences in social entrepreneurs

The participants in the study indicated that growing up was really difficult for them, some grew up without parents, living in a troubled family background, facing financial struggles due to unemployed parents, and even witnessing traumatic events at a very young age. This is consistent with the study by Barendsen and Gardner (2004) which found that early childhood trauma is a predominant experience among social entrepreneurs and this is often characterised by negative

experiences such as loss of parents, sexual abuse and violence. Drennan et al. (2015) also found that social entrepreneurs have had very difficult childhood experiences characterised by hardship and struggles. The early exposure of social entrepreneurs to social problems or challenges resonates with the construct of ‘closeness to social problems’ which has been identified in other previous studies (Germak and Robinson, 2014; Ghalwash et al. 2017; & Elliott, 2019). Hervieux and Voltan (2018) argues that social entrepreneurs use their traumatic experiences from childhood to identify long-standing issues within their communities because they have first-hand experience. When individuals can truly understand the struggles of other people through empathy and compassion they become more likely to engage in activities that will advance solutions to address existing struggles in the communities. This is consistent with the social problems theory, which posits that individuals who identify with social needs have the ability to also identify a solution to existing problems, such as viewing social entrepreneurship start-up as an appropriate response. ILO (2011) contend that individuals who are involved in community services or continuously try to improve the community they live in feel coerced to do so because of their own personal experiences.

6.3.1.2 Transformative events

Not all participants in the study experienced traumatic incidents, some mentioned very transformative events in their lives. The transformation was shaped by people’s exposure to different environments and /or situations which inspired them with new perspectives and ideas on how to interpret their social environment. The participants mentioned that transformative events included inherited religious beliefs, relocation from rural areas to urban areas or even abroad, while some mentioned that their educational qualifications significantly transformed their lives.

- Inherited religious beliefs

In many developing countries, religion is an important factor that strongly influences the decision-making process for individuals before they engage in deliberate behaviours. Some of the participants in the study indicated that their Christian beliefs played a role in shaping how they perceive drug addiction and the personal struggles faced by people who are former convicts and drug users. For example, Iziko Stoves is a social enterprise based inside the Newlands West Rehab centre and focuses on upskilling former drug users and facilitating their reintegration back into

society. The participants understood the struggles faced by drug addicts through the death of their friend who was addicted to drugs and their educational qualifications helped them to understand the institutional inefficiency by the South Africa government in helping this segment of the population in the country. Through their religious beliefs, they genuinely believe that former drug users should be given second chance to life. So Iziko stoves recruit former drug users from the rehabilitation centre and puts them through a rigorous process that starts by them sharing their stories in local primary schools (in order to clean their image and inspire other young people), then offer them with practical skills in welding where they recycle geysers and make various types of stoves such as braai stands, mobile stands, and gates, and sell them to make a profit. One of the participants mentioned that:

Being a born-again Christian, we learn to have certain values and beliefs, and part of those beliefs are giving people second and third chances in life. So, when I see young people using drugs and going to prison because they do not have skills and are unemployed, I feel the moral obligation to do something that will help change their lives for the better. I understand that the government has a limited capacity to help the increasing number of drug addicts and there is a national problem of unemployment, so we try to intervene in a more innovative way.

This is consistent with previous research (Ghalwash et al., 2017) which found that religious beliefs have an effect on how social entrepreneurs interpret the challenges faced by the people they serve due to the morals and values enshrined in many world religions. Ghalwash et al. (2017) found that Islamic beliefs in Egypt play an important role in directing people towards social work. For example, individuals in their study mentioned that their Islamic beliefs influenced their intention and their actions of cooking meals for many poor families in Cairo during the Holy Month of Ramadan. Similarly, Barendsen and Gardner (2004) found that some social entrepreneurs in their study described themselves as spiritual or religious, contending that their religious beliefs stem from their upbringing. The values they learned through the Judaic ideal of *tikkun olam*, or the “repair of the world”, which according to them defines their purpose in life – is to repair and reach those pockets in society that are underserved and neglected. In social entrepreneurship, religion beliefs are closely linked with the underlying understanding that God created people not to suffer but to live a positive life that is without poverty and struggle.

- Relocation

Relocation is another common theme that arose from the semi-structured interviews. One participant relocated from the rural areas in Ladysmith to stay in Newlands West in Durban where he studied Bachelor of Commerce in Accounting at the University of KwaZulu-Natal. Another participant relocated from Eastern Cape to Pietermaritzburg where he studied Business Marketing. Another participant relocated from the rural areas in Underberg to study agriculture in Sweden and United States of America. Another participant was sent by the Ethekewini Municipality for Tourism training in Germany and Russia and the last one went to the United States of America to study Liberal Arts specialising in Developmental psychology. For many participants in the study, they grew up in the rural communities and their relocation to the city or to foreign countries played an important role in shaping their perceptions of the local conditions within their communities. All the participants mentioned that their exposure to different environments became the source of inspiration for them to develop new ideas on how to go about addressing some of the long standing issues in their communities. Ghalwash et al. (2017) also found that exposure to different environments served as an inspirational source that influenced the transformative ideas and knowledge that Egyptian social entrepreneurs used to address social problems that existed in their communities. Similarly, Drennan et al. (2015) alluded that relocation encourages self-reliance and adaptability to new situations which forms important entrepreneurial qualities such as risk-taking, achievement, and autonomy. For example, one participant mentioned that their chance to go to Russia and Germany to get training on tourism-related services enabled him to identify various tourism opportunities in the Inanda, Ntuzuma, KwaMashu (INK) area and he found a way to get community members to actively participate in the township tourism arena. This motivated him to start a for-profit company (Ubuthebelele tours), which offers a series of services in the tourism sector. Another participant mentioned that their experience in the United States of America, where she was baby-sitting for a year, made her come back to South Africa and study Developmental Psychology to help struggling infants in early childhood development centres (ECDs) located in poor rural communities get proper support in terms of mental development.

- Education

Education has been mentioned by previous studies as an antecedent that encourages the feasibility of starting a social enterprise (Urban, 2008 and Pihie, 2014). Pihie (2014; p. 339) found that

“entrepreneurial education has an influence on the entrepreneurial efficacy by providing students with attitude, knowledge and skills to cope with the complexities embedded in entrepreneurial tasks such as opportunity seeking and resource assembling – leading to entrepreneurial intentions”. Furthermore, Urban (2008) found that student who studied economic and management studies are more have higher efficacy to start and manage their own businesses. In this study, the participants have various educational qualification such as business marketing and management, accounting, sociology, theology and agricultural farming. One participant mentioned that studying sociology enabled him to have a broad understanding of social issues and community development. Another participant mentioned that accounting enabled him to better manage his business finances, and the other participant mentioned that business management enabled him to have a better understanding of how to apply management techniques in order to achieve his social mission. So it is clear that education plays an important role in social entrepreneurship motivation because people without traumatic experiences can have the education that will broaden their mental compass to understand the socioeconomic conditions that are shaped by the existing socio-political struggles in South Africa. Education allows people to have information that can be used to not only identify issues within the community but also have the efficacy to go about solving those issues. Social enterprises are businesses like any other traditional business and education provides the participants with the skills and competencies required in starting and managing a business.

6.3.1.3 Rural poverty experience

The majority of the participants in the study grew up in the rural areas in KwaZulu-Natal. Rural municipalities have challenges related to small municipal budget, limited revenue collection, lack of capacity, political corruption, and mismanagement of public funds. As a result, rural areas are under-developed and they are susceptible to natural disasters such as floods and droughts which hinders their economic activities. Rural poverty is a long-standing problem facing the government, it is characterised by youth unemployment, skills shortage and illiteracy, food insecurity, and poor infrastructure which compromises the overall quality of life for many rural inhabitants. Mair and Marti (2006; p. 40) contend that “SE has different facets and varies according to socio-economic and cultural environments”. As a result, the under-development of rural areas in KZN shows the type of environments many participants in the study come from and the hardship people faced growing up. This means that many of the participants in the study really understand the struggles

facing people in their communities and they probably know how it feels to be that position through observations and/or personal struggles with similar problems.

According to Yui et al. (2014; p. 63) “social entrepreneurs who are closely connected with vulnerable groups are more likely to identify social problems and understand social needs”. For example, the founder of one enterprise grew up in the rural areas North of Durban called Bhamshela, he has first-hand experience of poverty and personal struggles. He grew up in a troubled family background, raised by a single mother who was unemployed and could not afford to buy him school uniform, food to eat, and mentioned that he would even sleep without anything to eat. Furthermore, when he moved to Durban to study Sociology in UKZN he was faced with challenges associated with career choice, computer literacy, and adapting to the university environment. The participant mentioned that he first chose to do Geology because he was told he was going to have money and after second year he switched to study sociology because financial gains were less important than the social impact he want to create in his community. The participant was then inspired by his personal struggles and established a non-profit organisation which assists children from rural areas to make informed decision about their careers by hosting careers expos, mentorship and computer literacy. The organisation also collects donations in order to purchase school uniforms, shoes, and food parcel to under-privileged kids from Bhamshela. This finding is consistent with previous studies, for example, Yui et al. (2014; p. 63) posit that “social entrepreneurs with rural poverty experience are more empathetic toward poverty-stricken groups and are most likely to engage in poverty-reducing programs”. According to Ghalwash et al. (2017; p. 286) one participant in their study decided to specialise in heart surgery after his aunt had died due to a heart disease which could have been prevented if there was a medical clinic providing those medical services in their poor community. It is in these personal struggles that social entrepreneurs develop the desires to seek the welfare and happiness for other people. Literature on institutional configuration says that social entrepreneurship is more pronounced in areas of where government is less active simply because there is a greater demand for social interventions (Stephan et al. 2015). The rural livelihood in relation to social entrepreneurship motivation has been overlooked in previous studies, and this proves just how contextual the understanding of social entrepreneurship is (Dichon & Ghore, 2016) and how social entrepreneurship has different facets and varies according to socio-economic and cultural environments (Mair & Marti, 2006). Social entrepreneurs who grew up in rural communities in South Africa are more likely to engage in social entrepreneurship because of the inefficiencies in the institutional structures created by government which result in greater social needs.

6.3.1.4 Entrepreneurial mindset and social work mindset

Ghalwash et al. (2017) found that Egyptian social entrepreneurs share the mindset of the traditional business entrepreneur. According to Ghalwash et al. (2017; p. 279) “social entrepreneur uses their entrepreneurial skills and experience to discover social problems and create innovative solutions to address them”. For example, one participant in the study mentioned that he has 30 years of business experience and he has established and managed a series of businesses which has heightened his business acumen. Now he started a consultant business where he assists small micro and medium enterprises within the Ugu District to reach a commercial success. Another participant mentioned that she has an extensive experience in small business development because she previously worked for Small Enterprise Development Agencies (SEDAs) for long time as a manager and now she established a hybrid enterprise in Amandawe rural area which combines aquaculture and aquaponics in order to sell fresh and quality produce to local markets as well as schools and clinics in Durban. This is consistent with Ghalwash et al (2017; p. 279) who found that social entrepreneurs use their entrepreneurial skills and previous entrepreneurial experiences to provide new business techniques and models to create social value”. The participants identified opportunities within their communities through their own entrepreneurial experience and mindset which encouraged their desires to launch their social enterprise.

Other participants mentioned their previous experience as volunteers in community-based organisations (CBOs) which exposed them to different social challenges facing communities. Germak and Robinson (2014) found that people with past work experience in the social-sector background are more inclined to engage in a helping behaviour. This is because prior experience in social work raises the individual’s sensitivity towards the well-being of other people and the individual gains deeper knowledge of the problem area - which allows the individual to be in better position to devise solutions. Mair and Noboa (2006) also indicated that past work experiences have an influence on the individual’s self-efficacy and drives their intentions to view social entrepreneurship as a desirable solution to community issues.

6.3.1.5 Feeling of isolation

Some of the participants in the study mentioned that they grew up thinking that their personal struggles were isolated events which are not common in the community. For example, the founder of driving to success mentioned that he thought he was the only kid who was struggling with

poverty and could not afford to buy proper school uniform with shoes and jersey. But when he grew up he later realised that poverty is a common area that plagues rural communities at large and this also affected other children who grew up in rural communities. The co-founder of Iziko Stoves also mentioned that he grew up as an introvert and because he was smart a lot of kid in primary school made fun of him. He ended up thinking smart kids are not cool which further led to his antisocial behaviour. But growing up he realise that many children especially who go to township schools often struggle with their studies and need help so he partnered with women who was working at the local library to start extra classes that will teach township kids in mathematics and science. Feeling s of isolation have not been mentioned in the literature as part of the common areas of personal experiences among social entrepreneurs.

6.3.1.6 Social activism

Two of the participants in the study mentioned that they are politically active within their local community structures. They are part of the political structures because they want to be in a better position to effect change that will affect the day to day lives of the people they serve. For example, founder of Ubethebelele tours mentioned that he serves as a secretary in the ward (eNanda) and he fights for the inclusion of local community actors in municipal development programs. Also, the founder of Jali Commodities Pty/ltd sits in various community structures within the Ilembe district where he fights for opportunities to be given to young people who are unemployed. This was also not found in the existing literature as part of the experiences of social entrepreneurs.

6.4 Objective 2: What is the context that creates the environment that motivates a social entrepreneurship behaviour?

In this study, context is defined using location, social conditions and activities. So the study is based in the province of KwaZulu-Natal which is made up of rural and urban areas. The economy of the province is rested upon diverse economic and social cultures, including agriculture, tourism, manufacturing, mining, trade, construction, finance and community services (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020).

Rural municipalities are mostly based in the inner parts of the province (Sisonke District, Amajuba District, Umzinyathi District, Uthukela District and Zululand District) and the economic activities

are mainly based on primary economic activities such as agriculture, mining, community services and tourism. The economy in the rural municipalities is mostly informal and small-scale and also the predominance of small-scale agriculture among rural communities is largely affected by floods and droughts and this affects the livelihoods of many rural inhabitants in terms of food availability, affordability and security. For example, In the course of 2015/2016, the province, along with the rest of the country, was hit by a severe drought that affected crop production and livestock. This is said to have had a tremendous impact on most people in the country as it forced food prices to increase which had a spill-over effect on rising poverty levels especially for poor people in rural and township areas (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020). Furthermore, illiteracy, lack of skills and rising population growth is increasingly resulting in the declining per capita income which often pushes people toward extreme poverty, migration, and crime and drug abuse. Part of observations made by the researcher during data collection revealed that rural areas often do not have recreational activities and the only recreational activity rural communities engage in include alcohol abuse due to a high number of 'shebeens' and 'tarvens'. Other issues observed in rural areas is the lack of early childhood development centres (ECDs), small number of primary school and clinics which ultimately compromises the quality of services provided in these areas.

Urban municipalities such as Umgungundlovu district, Ugu District, Umkhanyakude District, Uthungulu District and Durban metropolitan are located in the eastern coastal side of the country. The economic activities in the urban municipalities are based in trade, construction, finance, and manufacturing. Social problems in these areas include lack of formal employment opportunities for the rising youth population, rising informal economic activities and small businesses, declining per capita incomes, crime, drug abuse, and teenage pregnancy. According to the rate RSA, KZN Department of Treasury, Socio-Economic Review and Outlook (2019/2020), "increasing unemployment and the lack of employment opportunities are the two main factors that contribute significantly on the socio-economic challenges that exists in the urban parts of the province".

Poverty continues to be the main challenge for many households in the province. For example, 22.2 % (3 938 973) of the population in KwaZulu-Natal are dependent on a social grant. This percentage is the highest in the country when compared with other provinces and the Child Support grant had the highest percentage (71.9%) (RSA, KZN Department of Treasury, Socio-Economic Review and Outlook, 2019/2020) using the institutional void perspective, it can be argued that there is a legitimate social market for social services in the province and the social entrepreneurs

establish social enterprises in response to various challenges that the government is failing to address. In this study, the observational data revealed that poverty, unemployment, crime and violence are the commonly identified problems within the communities. All of these issues are interlinked because illiteracy, rising numbers of unskilled people, and lack of employment opportunities results in low paying jobs, rising unemployment, and contribute to poverty within the province.

6.5 Objective 3: How do the personal experiences and context work together to motivate individuals to start their social enterprises?

Personal experience is difficult to separate from environmental conditions. This is because the personal experiences are often shaped by the conditions prevalent in the social environment. That is, they are interconnected. Bandura argued with classical idea that behavior is a response to environmental conditions or shaped by inner personality and proposed that behavior is a bidirectional product between personal factors and environmental conditions (Bandura, 1999). That is, people bring a host of factors to their environment such as past experiences, perceptions, and emotions which are also shaped by the environmental conditions which may facilitate or hinder certain activities. Bandura then developed a term 'Triadic Reciprocal Determinism' to explain that the decision-making process associated with behavior is influenced by personal factors (cognitive), environmental factors, and the outcome expectations for engaging in certain activities (Bandura, 1999).

The early traumatic experience and/or personal struggles with social problems is a dominant experience that acts as motivation for individuals to start their social enterprises. It is through the negative experiences of an individual that he becomes alert to the struggles of other people in the community. For example, rural poverty, drug addiction, lack career platform for rural children to make informed career choices, and crime are all personal experiences of the participants in the study. And, these personal experiences played an important role in shaping the issues being addressed by the established social enterprises. Nyamanhindi (2014) also found that part of the reason why social entrepreneurs start their social enterprises is because they feel that their personal experiences are also being experienced by other people which reflects the broader picture of social challenges within many communities. Social entrepreneurs feel the moral obligation to act on

behalf of the people they serve especially if they themselves underwent similar challenges (Nyamanhindi, 2014; Mthombeni, 2016). Furthermore, since social entrepreneurs grew up in rural and township environments, they are more closely connected with the struggles faced by various people and more likely to identify problems and understand social needs. The existing social problems in the community are by far the biggest motivation for social entrepreneurs because the primary aim for establishing a social enterprise is to address those problems by using business principles (Austin et al. 2006). The ‘social market-failure’ within the under-resourced communities provides a perceived legitimacy for ‘action’, which propels individuals toward social venture creation.

Austin et al. (2006, p. 6), define a social entrepreneurial opportunity as “a desired future state that is different from the present, with the belief that the achievement of that state is possible through social entrepreneurship”. Bandura believes that people bring a lot to their social environment, such as interests, values, and experiences, and the social environment also shapes the behaviour of people through opportunities and constraints. This is called reciprocal determinism. As a result, the social entrepreneurs start social enterprise in response to the prevailing problems within their immediate environment and the services provided by a social enterprise are highly contextual and tailored to fit the local context. For example, Ghalwash et al. (2017) found that the decision for Egyptian social entrepreneurs to start their social ventures, is motivated by the current issues within the Egyptian communities and the innovation is developed through past work experience, education, and transformative events.

Often social enterprises advance solutions that are practical, cost-effective and very efficient –the social enterprises are specifically set up to solve particular problems in their environments of which they continuously adapt to suit those environments. This is consistent with Mair and Noboa (2003) and Prabhu (1999), who argue that social entrepreneurs are motivated to create social value as a result of their desire to transform their communities. For example, Driving to Success was established because of the personal experiences of the founder who was raised by a single parent in Bhamshela and the challenges he endured growing up (not having school uniform, going to bed hungry, focusing on being a police or nurse) which affected the career choices he made. So he then established driving to success as a way of helping children from his community to make informed decisions about their careers in life and through the organisation, the founder does school tours and shares information on tertiary life, career choices available, and even collaborates with local businesses in order to provide school uniform and food parcels to under-privileged kids. Qagela

creations was also established because the founder had undergone difficult experiences growing up and got involved in drugs and the motivation behind Qagela creations was to help other young people who are also addicted into drugs by imparting skills such as sewing to make bags and t-shirts among other things so that people can create sources of income and stay away from drugs. The last example is Harambe PTY/Ltd which was established in order to provide employment opportunities for the growing rural population in Amandawe so as to improve the living conditions and the quality of life for young people instead of migrating to cities to look for opportunities.

In summary, personal experiences of social entrepreneurs play an important role in creating awareness of social problems (through personal struggles), which allow social entrepreneurs to identify problems areas (opportunities), mobilise resources needed (start a social enterprise) with the aim of addressing existing problems (creating social impact). The problems being addressed are often local and the social entrepreneur is often known in the community and so the social innovations are co-created with communities in order to generate social value.

CHAPTER 7: Towards the theory of social entrepreneurship

motivation

7.1 Introduction

Below is the conceptual model that has been developed from social cognitive theory which is used to explain the factors that motivate individuals to start their social enterprises. The conceptual model below is a preliminary model that has been developed from central concepts in social cognitive theory that simulate how the decision to start a social enterprise happens. The proposed conceptual model can still be refined and tested to see to what degree the various factors will affect each other or motivate individuals to start their social enterprise.

The model in figure 7-1, shows how the personal experiences form the basis for personal desires to start a social enterprise. The difficult experiences mainly allow social entrepreneurs to be alert of the social problems that exists in the community. This is through the personal struggles social entrepreneurs encountered either early in their lives or at later stages in life. Transformative events such as education, relocation, work experience, and religious beliefs allows social entrepreneurs to gain new perspective and ideas that can be used in social innovation in order to derive practical solutions to existing problems. It has been mentioned that social entrepreneurs have the ability to reframe social problems into opportunities where other people see an inconvenience that has to be tolerated (Barendsen and Gardner, 2004; Kedmenec et al. 2015). The feelings of isolation during childhood allows social entrepreneurs to have autonomy to find solutions to the problems they faced and will face in life such as trying to find solutions to complex issues in their community. Social activism is the last personal experience that develops from exposure to political structures in the community.

Environmental factors refer to the physical conditions of the community. These can be geographic location and socio-economic challenges that exists in the community. The study revealed that most social entrepreneurs emerged from under-resourced communities in KwaZulu-Natal. These communities are in rural areas and townships and are often under-developed or have poor physical infrastructure such as roads, electricity, clinics, schools, and hospitals. Furthermore, these communities are very much vulnerable to the triple scourge of poverty, unemployment, and inequality. It is in these communities where government institutions such as social development, department of rural development and land reform, department of water and sanitation, etc. are

inefficient. Their inefficiencies result in the exponential abundance of social issues which social entrepreneurs become alert to and establish social enterprises to address them.

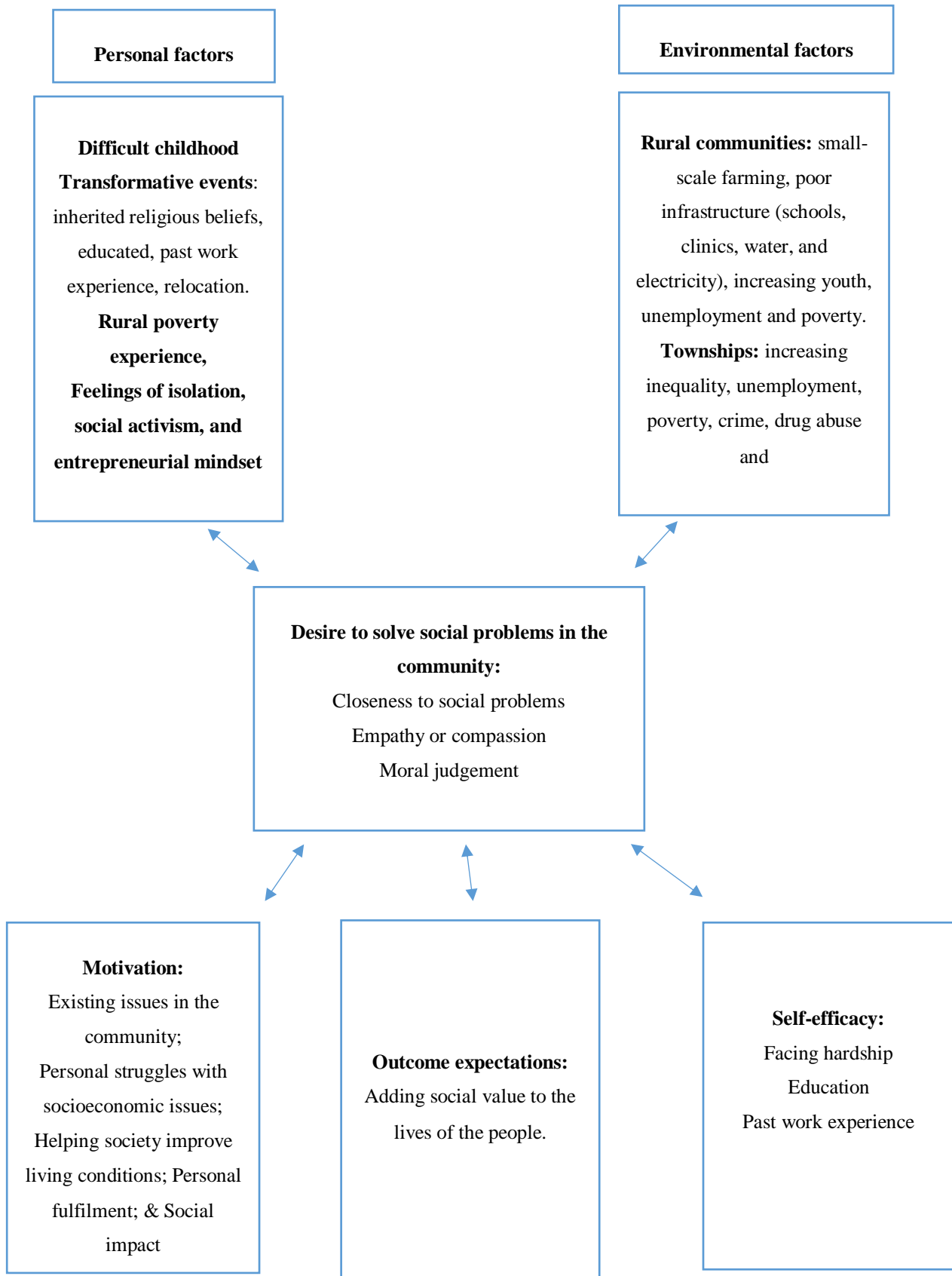
The personal experiences and environmental factors then interact with each other to encourage the desirability to solve challenges that exists in the community. The desire is informed by the social entrepreneur's personal struggles with social problems which informs the prosocial emotions of empathy and compassion which are other-oriented and compels social entrepreneurs to identify with the struggles of other people in the community who are also facing similar challenges. Social entrepreneurs use their deeply rooted beliefs which can stem from cultural, traditional and religious backgrounds. This is why social entrepreneurs are social value driven individuals and very much concerned with rectifying the injustices brought about by historical prejudice and discrimination of previously disadvantaged communities in South Africa.

It is by no surprise then that the motivation behind social enterprise creation stems from existing issues in the communities, personal struggles with social problems, and the desire to improve the living conditions in the community, personal fulfilment of engaging in positive business enterprises that are not exclusively focused on making money but reinvesting money into the business in order to maximise social impact.

Since motivation is not enough to warrant action, social cognitive theory state that decision making to engage in an activity is reinforced by the perceived outcome expectations or consequences for engaging in an activity. In social enterprise creation, social entrepreneurs understand that by starting a social enterprise they will be facilitating an improvement in the quality of life of the people they serve. The social mission of every social enterprise in the study revolves around creating social value and creating social impact. They want to do this by innovatively designing practical solutions to help communities develop and meet their needs. These expectations are then reinforced by the individual's self-efficacy about their capability to establish a social enterprise in resource-constrained environments and successfully address the problems identified. The self-efficacy beliefs are stronger for people who have faced difficult challenges in life because they tend to set more complex goals like addressing long-standing that government has failed to address such as poverty and creating jobs in rural areas. Furthermore, education act as reinforcement that encourages social entrepreneurs to have the knowledge and competency to deal with the complexities embedded in successfully achieving the social mission of an enterprise. If it is not education, then past work experience gives the social entrepreneurs knowledge about a particular

business aspect which such management skills, resource mobilisation and social value creation. The interaction of all these components forms the preliminary explanation as to how the decision making process of starting a social enterprise happens.

Figure 7-1: Final conceptual model for social entrepreneurship motivation



7.2 Conclusion

In this chapter, the study discussed the conceptual model for social enterprise creation using social cognitive theory as the lenses to explain the motivation behind social entrepreneurship. The above model is not the definitive and final model to explain social enterprise creation, it is a preliminary model that can be fully developed using further researcher. The future studies can look at each factor in the model and quantitatively determine the degree to which personal experiences or self-efficacy for example acts motivate people to start their social enterprises. Other studies can look at the transferability and the generalisation of the model to other communities with similar contextual factors. The interaction between the various concepts in the study is important as it shows how the cognitive processes involved in social enterprise creation flow to motivate people to start their social enterprises.

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APPENDICES

8.1 APPENDIX A: INFORMED CONSENT (RESEARCHER)

UNIVERSITY OF KWAZULU-NATAL
GRADUATE SCHOOL OF BUSINESS AND LEADERSHIP

M-COM RESEARCH PROJECT

RESEARCHER: Sphelele Gumede (078 6795 245)

SUPERVISOR: Professor Shahida Cassim (083 786 1097)

RESEARCH OFFICE: 031 260 4557

Dear Participant,

I, Sphelele Gumede, an MCOM student at the Graduate School of Business and Leadership of the University of KwaZulu-Natal, invite you to participate in a research project entitled ‘Exploring the social cognitive factors that motivates individuals to start their social enterprises in KwaZulu-Natal’. The aim of the study is to explore the social cognitive factors that motivate individuals to start their social enterprises in KwaZulu-Natal. This will be done through visiting and spending some time with the participant in their environment and conducting a semi-structured interview to talk about the entrepreneur’s experiences in his/her community environment.

Through your participation I hope to understand the subjective motivational factors that influenced your decision to become a social entrepreneur. This is important to understand as it contributes to the existing knowledge on social entrepreneurship motivation in South Africa. Furthermore, by spending time with the participant I can be able to understand the personality, character, and behaviour of the social entrepreneurs in the entrepreneurship process that helps brings solutions to the community challenges.

Your participation in the study is voluntary and you may refuse to participate or withdraw from the project at any time with no negative consequences. There will be no monetary gain from participating in the study. 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 your participation in the study, you may contact me or my supervisor at the numbers provided above. The observation and interview period will take 2 or 3 days to complete due to the methodology of the study (ethnography). I hope you will take the time to help in making this study informative and will participate as honestly as possible without any judgments from the researcher.

Sincerely,

Researcher signature

DATE

8.2 APPENDIX B: INFORMED CONSENT (PARTICIPANT)

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

M-COM RESEARCH PROJECT

RESEARCHER: Sphelele Gumede (078 6795 245)

SUPERVISOR: Professor Shahida Cassim (083 786 1097)

RESEARCH OFFICE: 031 260 4557

Consent

I (Full names of the participant)
hereby confirm that I have read and understood the informed consent that provides the details of
participating in the study and I consent to participate in the research project.

I understand that I have the liberty to withdraw at any time from participating in the project, should I so
desire.

I hereby agree to spend a few days with the researcher, where I will be observed and interviewed.

Signature of participant

Date

8.3 APPENDIX C: INTERVIEW SCHEDULE

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

M-COM RESEARCH PROJECT

RESEARCHER: Sphelele Gumede (078 6795 245)

SUPERVISOR: Professor Shahida Cassim (083 786 1097)

RESEARCH OFFICE: 031 260 4557

WHAT ARE THE PERSONAL EXPERIENCES OF SOCIAL ENTREPRENEURS?

Semi-structured interview questions

- Tell me about yourself and your life experiences.
- What challenges do you aim to address in this community?
- How do you feel when you see people go through these challenges?
- Why do you feel personally responsible to intervene in community issues?
- What would you say motivated you to want to intervene?
- What do you hope to achieve?

8.4 APPENDIX D: OBSERVATION GUIDE

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

M-COM RESEARCH PROJECT

RESEARCHER: Sphelele Gumede (078 6795 245)

SUPERVISOR: Professor Shahida Cassim (083 786 1097)

RESEARCH OFFICE: 031 260 4557

- What is the context that creates the environment that motivates a social entrepreneurship behaviour?
- How do the personal experiences and context work together to motivate individuals to start their social enterprises?

AREAS OF OBSERVATION

- Socio-economic conditions
- Activities

8.5 APPENDIX E: PROOF OF LANGUAGE EDITING

COPY-WRITING

Specialist Consultants

Date: 18/11/2019

Client: Sphelele Gumede

I, **David Barraclough** - an academic editor of more than 20 years' standing - did a *substantive language and technical edit* of a dissertation by Sphelele Gumede:

Exploring the social cognitive factors that motivates individuals to start their social enterprises in KwaZulu-Natal

My amendments related mainly to *grammatical and other linguistic aspects*. This was in order to improve the clarity/readability of the document, but other changes were also made. Comments & queries were made in Word track changes (a total of 70), to help the author to improve the document further (it was their responsibility to resolve all the issues raised in track changes).

The responsibility for the actual academic content lies with the author and not the editor.

Yours Sincerely,



Dr David Barraclough
Full Member: South African Professional Editors' Guild (PEG)
Member: South African Translators' Institute (SATI)



12A Alfred St, Observatory 7925; [cell 082-0766862](tel:082-0766862); [fax 086-2186461](tel:086-2186461); david.barraclough@copy-writing.co.za
www.copy-writing.co.za

8.6 APPENDIX F: GATEKEEPERS LETTER



29 October 2018

Mr Sphelele Gumede (SN 212560113)
Graduate School of Business and Leadership
College of Law and Management Studies
Westville Campus
Email: sphelelegumede47@gmail.com

Dear Mr Gumede

RE: PERMISSION TO CONDUCT RESEARCH

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

'Exploring the social cognitive factors that motivates individuals to start their social enterprises in KwaZulu-Natal.'

It is noted that you will be constituting your sample by conducting interviews with students in the Social Entrepreneurs Champions Programme in the Graduate School of Business and Leadership on the Westville campus.

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

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

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

Yours sincerely

PER ORO PROPRIA
REGISTRAR

Office of the Registrar

Postal Address: Private Bag X54001, Durban, South Africa
Telephone: +27 (0) 31 260 8005/2208 Facsimile: +27 (0) 31 260 7824/2204 Email: registrar@ukzn.ac.za
Website: www.ukzn.ac.za



100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

8.7 APPENDIX G: ETHICAL CLEARANCE



2 November 2018

Mr Sphelele Gumede 212560113
Graduate School of Business and Leadership
Westville Campus

Dear Mr Gumede

Protocol Reference Number : HSS/1681/018M

Project title: Exploring the social cognitive factors that motivates individuals to start their social enterprises in KwaZulu-Natal

Full Approval – Expedited Application

In response to your application received 17 September 2018, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

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

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

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

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

Yours faithfully

.....
Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Shahida Cassim
cc Academic Leader Research: Professor M Hoque
cc School Administrators: Ms Zariah Bullyraj

Humanities & Social Sciences Research Ethics Committee

Dr Shanuka 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 4608 Email: simbadi@ukzn.ac.za / snymenr@ukzn.ac.za / gs@ukzn.ac.za

Website: www.ukzn.ac.za



Founding Campuses: Edgewood Howard College Medical School Pietermaritzburg Westville

8.8 APPENDIX H: TURN IT IN REPORT

exploring the social cognitive factors that motivates individuals to start their social enterprises in KwaZulu-Natal

ORIGINALITY REPORT

9%	6%	3%	7%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to University of KwaZulu-Natal Student Paper	1%
2	www.kzntreasury.gov.za Internet Source	<1%
3	www.emeraldinsight.com Internet Source	<1%
4	Submitted to Laureate Higher Education Group Student Paper	<1%
5	zombiedoc.com Internet Source	<1%
6	link.springer.com Internet Source	<1%
7	Submitted to University of Pretoria Student Paper	<1%
8	Submitted to Alexandru Ioan Cuza University of Iasi Student Paper	<1%