

**STUDENT ENTREPRENEURSHIP AS A SOCIO-ECONOMIC STRATEGY  
AGAINST POVERTY AND HUNGER AT HOWARD COLLEGE, UNIVERSITY OF  
KWAZULU NATAL**

**By**

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## DECLARATION

I M Mshengu hereby declare that this dissertation is my own original work. All sources used have been accurately reported and acknowledged and referenced. The dissertation has not been submitted to any university to obtain an academic qualification. All graphs pictures and tables have been sourced.

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## **DEDICATION**

I dedicate this dissertation to both my parents Mr BB Mshengu and Mrs KG Mshengu for being great parents to me. They have both raised me to be the young intelligent man I am today. If I do not mention the rest of my family Miss T Mshengu for always having my back in University, my brother Milo Mshengu for we spent our lives together till this day.

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## **ABSTRACT**

Poverty and hunger issues are a major problem in South Africa. They are more relevant to young South Africans as they are the ones who are more exposed to poverty. This is because South Africa has a high-income inequality rate coupled with a high unemployment rate which are mostly experienced by the youth. The study examines how student's entrepreneurship at the University of KwaZulu Natal, Howard College Campus (UKZN-HC) has played an important role in reducing the chances of students being exposed to poverty and hunger while studying at UKZN.

The study is a qualitative in approach and aims at examining the challenges students' face leading them to start income generating projects while being students. The qualitative method used ensures that students subjective meaning as to their hunger and poverty issues were voiced out well. The qualitative method aimed at outlining student's perspective about the socio-economic issues and benefits of being student's entrepreneurs. Participants of the study were recruited using the convenience/ non- random sampling which ensured direct choice on population to be interviewed with easier access. A total number of 10 students were interviewed both in formal and informal businesses on the Howard College Campus. The data collection methods used are in-depth interviews and observations. This was done with research instruments such as a voice recorder during in-depth interviews and a camera for taking pictures during observations.

Evidence from this study suggests that students came from mostly a harsh poverty-stricken background which has pushed them to start entrepreneurship ventures. Student's entrepreneurship has not only changed their lives and livelihoods positively on campus, but it has had a positive effect on other students who face similar problems in the country. Entrepreneurship has a positive effect as students with businesses are now able to send money back home and assist their parents. The key findings of the study included how student entrepreneurs have employed other student, developing their livelihoods and solving South Africa's socio- economic challenges

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## **ABBREVIATION**

ABCD	Asset based Community Development
CA	Capabilities Approach
DHET	Department of Higher Education & Training
NSFAS	National Student Financial Aid Scheme
RSA	Republic of South Africa.
SLA	Sustainable Livelihoods Approach
UKZN-HC	University of KwaZulu Natal - Howard College
USA	United States of America
EDTA	Economic Development and Tourism

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# **Chapter 1: Introduction and Background**

## **1.1 Introduction**

South Africa is a developing country with high unemployment rates, high levels of poverty, inequality and high levels of hunger. Stats SA (2017) states that young South Africans are more exposed to hunger and poverty in the country due to lack of employment especially amongst the youth. The study argues that young people are more vulnerable in spaces such as tertiary institutions where there are individually exposed to challenges of hunger, poverty and poor access to money away from family.

The instinct and adaptation of students to start entrepreneurship as a means to face these socio-economic challenges at University of KwaZulu Natal, Howard College prompted this study. The study reveals how student entrepreneurship affects their livelihoods at Howard College. Chapter 1 presents the background of the study, statement of problem, rationale and significance of the study, the objectives, aim and research questions. It will conclude by presenting the structure of this dissertation.

## **1.2 Background**

Poverty is defined as the state of depriving or lack of socially acceptable amount of money or resources to sustain your life (The Hunger Project, 2014). The results of poverty would then result to the exposure to hunger as people cannot access money or nutrition's to feed themselves. The United Nations (2015) envision 2030 Sustainable development goals (SDGs) also highlight the importance of achieving no poverty and zero hunger issues across the globe. As South Africa is a developing country the two SDGs no poverty and zero hunger are the main focus and these factors target the youth of South Africa especially young adults of whom are students in both secondary school and tertiary.

Student struggles have been a major problem in South Africa since the Apartheid system came into power in 1946 (Brown, 2016). This saw students partake in the first powerful student's strike of 1976 better known as the Soweto Uprising which was against the apartheid political regime in general and the Bantu education system in particular (Brown, 2016:156). By 1985, the apartheid system had established 18 higher education institutions for the 15% of white population and only 6 African higher education institutions which had to cater for 80% of the black population (Bunting, 1998:89). Despite the students' struggles during apartheid and with

the political victory in 1994, the Post-Apartheid higher education institutions face similar problems of black south African students being financially excluded in DHET sector.

Nelson Mandela's speech on the 16<sup>th</sup> of July 2003, was one of the most popular speeches across the globe on how "education is the most powerful weapon" a country could use to change its future and world. With reference to himself, his testimony narrated how his father who was a mine worker invested in his education that ensured his personal development until he became a president of South Africa (Nelson Mandel Foundation, 2018). In his biography he also mentions how his parents never had the opportunity to go to school but made sure that he attended school and his father at his death bed insisted on Chief Dalindyebo to ensure that Mandela went to school -which he did (Mandela, 2011).

Nelson Mandela whom was the RSA first democratic president also wanted to "transform education into a national asset and instrument one can use for development". This also emphasised on how the youth of the country are the future of the country and investing in their education is the most developmental path a country can create from human capital (Duncan, 2013). Today Students are still faced by barriers such as financial constraints as they cannot afford registration fees, residence fees and accommodation around campus. It is also important to note that institutions that were involved in the 2015 and 2016 Fees Must Fall movement are previously white only institutions like University of Cape Town, UKZN and Witwatersrand University (Langa, 2017:7).

These universities got involved in such a national movement which was fighting against the financial oppression from these very same white owned institutions during apartheid. One cannot ignore the fact that previously black owned universities did not take part in the Fees must Fall movement such as Fort Hare university and University of Zululand because the issue of financial constraint, poverty and hunger exposure to students in these campuses is not there (Gwala, 2019).

From 1991 till 2014 NSFAS has only contributed R50.5 billion to about 1.5 million students in South Africa (Booyesen, 2016:264). This is not enough for UKZN students as NSFAS is the only income they receive and life is very expensive at the Howard College Campus as it is also based in the Glenwood suburb of Durban. The NSFAS National guidelines for subsistence including living and meal allowances for the KwaZulu Natal area is R25 900 per year (University of Kwa-Zulu Natal Fees, 2018:29). University of KwaZulu Natal has therefore split

the NSFAS meal allowance to be paid out only ten times per year of which students only receive a sum of R1000 per month (University of Kwa-Zulu Natal, 2018).

Entrepreneurship can be defined as business venture that is taken by people or a person willing to develop, organise and manage their business with an interest of profit making (Fernandes, 2018). Entrepreneurship relies on self-driven determination on solving societal problem and finding new innovations to make life much easier for everyone (Fernandes, 2018). While young South Africans face a high unemployment rate of 38.2% the need for students to get involved in entrepreneurship and its culture is there for a high need in this country (Stats SA, 2018). While developed countries like the United States of America encourage entrepreneurship amongst their youth and university students of which have shown a positive outcome for the country (GEDI, 2014). It is therefore empirical to ignore such facts with South Africa facing such socio-economic challenges especially amongst the youth. Entrepreneurship has been seen as a crucial role and factor in the stability of the U.S economy and has helped create employment across the globe increasing the standards of living in the U.S.

Januta (2018) stated that the increase in student entrepreneurship in the U.S has increased the number of incubators or accelerator programs in half the countries universities in support of student entrepreneurship. Together with the history of successful global entrepreneurs such as the likes of Bill Gates, Steve Jobs and Mark Zuckerberg student entrepreneurship becomes one of the possible recommendations of poverty and hunger issues amongst students and the youth. The hunger for student entrepreneurship development in the U.S have shown great influence in poverty reduction and increasing the living standard of the country also with international students who have become billionaire entrepreneurs in America (Anderson, 2016:5).

Anderson (2016) also found out that out of the 87 privately held companies in the U.S with a net worth of \$1 billion or more, 21 of them are created by international student who came to study. This shows the high availability of support programs in universities that provide entrepreneurs from the higher education sector. Such programs still lack in South Africa as there is a high need of developing them to reduce poverty and hunger amongst students in universities.

Student entrepreneurship to some students is the main source of their livelihoods while to others it becomes an additional income source which attempts to address some of these livelihood challenges. UKZN InQubate has created outreach programs on student's

entrepreneurship as requested by the DHET in ensuring the need to improve student's entrepreneurship and graduate unemployment (Shinga, 2017).

### **1.3 Statement of Problem**

Youth unemployment, inequality, poverty and hunger issues around the world has been a major problem with the youth being more exposed to these problems at a global scale. According to Shah (2013), stated that at least 80% of the worlds human lives live on 10\$ a day, more than 80% of the world's population live in countries where there is a high-income inequality difference. Shah (2013) further states that 40% of the world's population accounts for only 5% of the global income while only 20% accounts for a third of the worlds income which shows the level of inequality across the world.

South Africa as a developing country remains one of the two most poverty-stricken continents across the globe together with Asia (Hussain et al, 2014:562). An international pilot study done at the Deakin University, Burnwood Victoria in Australia showed that there was an estimate of 72% food insecurity amongst university students while the national rate was estimated at just 5.2% (Micevski et al, 2013:258). A food insecurity study done at University of Hawaii in USA also discovered that students experience more food insecurity with up to 21% and only 6% with hunger (Micevski et al, 2013:259).

Australia and USA are both developed countries, yet it is remarkable to note that students in universities are exposed to poverty and hunger related issues. South Africa has a high unemployment rate of 27.2% Stats SA (2018) and the unemployment rate is worse amongst the youth especially in tertiary as this is the years students are being independent and away from home. Munro et al, (2015:6) states that one of the main reasons RSA students dropout from universities is because of financial problems and exposure to poverty and hunger. A pilot study done in 2015 at UKZN concluded that only 38.8% of students experienced no food insecurity (FI) while 40% experienced low FI and 16% faced serious food insecurities (Munro et al, 2015:7).

This has seen a rise in student income projects and the establishment of entrepreneurs due to the poor socio-economic livelihood situation faced by learners at Howard College.

Students have started businesses as a backup plan to sustain their lives while away from home. This has ensured they support their families back at home, pay their fees and buy food while at tertiary institution. Therefore, the need for policy implementation to support student's projects

from the DHET, UKZN and the whole state in general is needed as there is a need to reduce poverty rates in RSA, create more employment and ensure that students do not dropout of tertiary institution as they are away from home.

#### **1.4 Rationale and Significance of the Study**

It been 26 years since South Africa has had its first Democratic government and yet poverty and hunger amongst University students in the country is still a major issue (Wegerif and Adeniyi, 2019). There is indeed a huge gap that both the government and higher education institutions need to close when it comes to uplifting the economy of South Africa using young innovative skills determined by the youth in universities. Such a path has been adopted by the United States of America which encourages entrepreneurship amongst university students which has had a positive effect amongst poverty and hunger reduction amongst the youth in universities, in the country in whole. This is because these entrepreneurial projects can penetrate both local and international markets, for example Uber, in the passenger transport sector and Facebook, social networking platform which are worth more than 5 billion Dollars (Forbes, 2018).

These multibillionaire businesses have increased the livelihood of USA citizens as they create employment and develop families. The KZN province is one of the poorest provinces in South Africa (Stats SA, 2016). This results in young students who come from poor backgrounds finding it hard to adjust in the city and away from home. Out of observation students have made means to overcome poverty and hunger yet structural, policy and financial support has remained one of their obstacles in their entrepreneurial progress. This study therefor seeks to compile perceptions of student entrepreneurs themselves in university of KwaZulu Natal Howard College. This will help them as developing business men and woman have an opportunity to voice out their concerns and give possible interventions that can be done to assist their needs.

This finding of the study will also help Universities across the country on how to understand student's entrepreneurship as a socio-economic strategy. Together with challenges they face in tertiary institutions and come up with better university policies to support the needs of students. The government of South Africa can also make good use of outcomes suggested in the study. This will help improve the national policy to help understand students' perceptions on entrepreneurship as the drivers of the future. This is also a bottom up approach for the government which helps the state implement changes to policy to best fit the majority at need.

## **1.5 Objectives and research questions**

### **1.5.1 Aim**

The aim of the study is to investigate how student use their entrepreneurship as a socio-economic strategy against poverty and hunger at Howard College.

### **1.5.2 Objectives**

This aim will be achieved by advancing the following objectives:

1. To analyse students entrepreneurship ventures at Howard College.
2. To compile a profile of student entrepreneurs.
3. To assess the impacts of student entrepreneurship on their livelihoods?
4. Assess how student run income projects are reducing hunger and poverty at Howard College.
5. To make recommendations on how students' businesses could be improved at the Institution.

### **1.5.3 Research questions**

1. What is the role of student entrepreneurship in addressing students' socio-economic challenges?
2. What are the impacts of entrepreneurship on student's livelihoods?
3. What are the student's perceptions of how their businesses are helping them to alleviate their poverty and hunger?
4. What recommendations can be made to improve student businesses at the Howard College?

## **1.6 Structure of Dissertation**

The paper will consist of five chapters:

**Chapter 1** includes the introduction and background of the study with reference to student's entrepreneurship at University of Kwa-Zulu Natal Howard College. The chapter also includes the aim, problem statement, objectives and rationale of the study.

**Chapter 2** presents the theoretical framework and literature review. It focuses on three theories, Asset Based Community Development, Capabilities Approach and Sustainable Livelihoods Approach. It also focuses on local and international literature on student poverty and hunger related issues.

**Chapter 3.** Covers the methodology. It presents the sampling methods used in this study and the processes of collection of data. This includes the fact that the data collecting method was a qualitative approach which consisted with one on one interviews, observation and a desktop data collection method.

**Chapter 4.** Presents the findings and analysis. After gathering data from participants in interviews, this chapter consisted of how the information was decoded and put into themes identified by the researcher due to participants outcomes.

**Chapter 5.** presents the conclusions and recommendations. These would be students, Department of Higher Education & Training (DHET), University of Kwa-Zulu Natal Howard College and state.

## **Conclusion**

Students entrepreneurship is seen as the key development tool in countries like USA. The outcomes of their investment on student entrepreneurs has indeed payed off as almost everyone is directly affected by innovations such as Microsoft which was established by Bill Gates as a tertiary institution student. Entrepreneurship in South Africa amongst students remains at a slow developing pace. With the high rates of unemployment in South Africa the need to assess students' businesses as a development strategy is indeed a need for such a developing country.

Chapter one thus has included the background of the study, statement of problem and the rational of the study. It also includes the research questions, aims and objectives of the study with abbreviations of terms used in the first part of it.

## **Chapter 2: Literature Review**

### **2.1 Introduction**

The literature in this study covers student entrepreneurship. Student entrepreneurship is defined as one of economic development tools based on translating knowledge acquired by students into income generating businesses (Bailettai, 2011). Student's entrepreneurship provides socio-economic opportunities whereby student's entrepreneurial skills are used as intellectual property to advance their economic needs in society (Endeavor South Africa, 2011; Marchand et al., 2015).

This chapter further elaborates on different sections relating to the research. It elaborates on Students Entrepreneurship, Poverty and the following theoretical frames: Sustainable Livelihood Approach, the Capabilities Approach and Asset Based Community Development theoretical frameworks. The last section of the chapter focuses on literature on hunger and food insecurity, looking at both international and local university studies done to examine hunger issues in universities.

### **2.2 Students entrepreneurship**

Marchand et al., (2015) define student entrepreneurship as a creative and broadmindedness approach on how students have more than just their chosen career field of study to do on their college lives but another opportunity to expand it in business. It is a combination of networks and friends developed for students to become better connected in the creation of their working environment to work and develop in (Oxford Enterprising, 2014). Chimucheka (2014) puts an emphasis on the entrepreneurial education in the South African higher educational system, where the link to Small Micro Medium Enterprises (SMMEs) is essential to national economic growth. Therefore, universities are suitable institutions to develop entrepreneurship, entrepreneurial values, beliefs and behaviors (Hoffer and Potter, 2011).

For student entrepreneurial projects to succeed, universities support is imperative. This entails balancing academic development with business development as students in the academic environment (Endeavor South Africa, 2011:12). Proponents of student's leadership such as Bailetti (2011:8) and Pattnaik and Panday (2014:45) have highlighted the benefits of students run enterprises by looking at the importance of student's spinoff companies, especially with their contribution to economic development and linking institutions via learning to industries.

Through such linkages Pattnaik and Panday (2014) argue that new ideas of entrepreneurship could be developed into proper businesses. Additionally, universities could benefit from student's spinoff companies whereby student's research and findings could be used as devices to solve societal problems (Pattnaik and Panday, 2014).

In the South African context, considering the financial challenges faced by students, entrepreneurship is imperative (Terriquez and Gurantz, 2015:204). This has been demonstrated by tertiary institutions such as Stellenbosch, University of Pretoria and University of Cape Town which have reshaped their tools for ensuring entrepreneurship education (Endeavor South Africa, 2011). Govender and Jacob (2009:1) highlight the additional challenges facing tertiary education in South Africa, which include the extension of access to previously disadvantaged individuals, through the provision of bursaries and additional support. A need has therefore arisen to supplement traditional sources of funding to help more students have a better access to tertiary education and be able to sustain their livelihoods.

As part of the commitment to promote student's entrepreneurship the University of KwaZulu Natal has passed a policy that encourages and support income generating projects through the InQubate Unit (Govender and Jacob, 2009). Despite the UKZN's entrepreneurship programme, due to financial pressure students have set their own informal economy projects aimed at supplementing the NSFAS or the stipends from home. This research therefore investigates student entrepreneurship at UKZN Howard College campus as a socio-economic strategy to fight poverty and hunger experienced by students.

Bailetti (2011:8) also highlighted on how most universities do not have the skills, discipline, financial power and resources to transform university knowledge into a wide range of commercial goods. UKZN Innovation is highly driven with its main objective being to generate third stream income for UKZN. The institution therefore ensures that every spinoff company within the institution, UKZN Innovation must own 40% of that spinoff company (Govender et al., 2009:7). Project proposals for commercialisation within UKZN are highly encouraged from staff employed within the institution rather than from students. The intellectual property management office therefore regularly evaluates all research projects that may be suitable for commercialisation Govender et al., (2009:9) which leaves out the entrepreneurship projects by students.

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Entrepreneurship in universities has largely remained within the purview of employees and PhD students, support for which is provided by university management and institutions such as the Technology Transfer Office (Cleyn and Festel, 2016:181). This is aimed around technological commercialisation which is only a portion of what entrepreneurship is and most students and graduates are left out of the classic technological transfer approach (Cleyn and Festel, 2016:181).

Business Retention and Expansion (BRE) has a variety of activities in business development for a community. Its main aim is to ensure business development by increasing the value of already existing businesses in an area focusing on developing them in the area rather than allowing them to relocate to other areas (Pitman and Richard, 2009:212). Like students BRE, the local government, institutions and local executives can ensure that business expansion for potential student spinoff companies is supported and allow the creation of relationships between these stakeholders to develop the local economy (Pitman et al., 2009:212). Students businesses can be used to benefit the institution as well as the local community by creating employment on campus and locally as some students have their businesses outside campus. Business expansion is the key goal of every entrepreneur since they want to see their business expand to other communities and globally and allow them to remain competitive in the global economy (Pitman et al., 2009:214).

Basci and Alkan (2015:857) emphasise that there is a lack of funding for entrepreneurship education and programs in universities. Universities lack financial support to be able to ensure that students are able to investigate and start-up businesses. Despite the increasing interest in academic entrepreneurship and new-venture creation by students, there is little research identified that can foster entrepreneurial intention among university students (Walter, Auer & Ritter, 2006:451).

Entrepreneurship education in South Africa needs an upgrade as it is only done by those who have registered for entrepreneurship degrees. There is a lack of motivation to start a business for students at universities (Friedrich, 2017). This therefore goes against the goal of ensuring improvement in enhancing student's entrepreneurial skills. In the development of student entrepreneurship Joseph (2005) also states how there is lack of tools, textbooks and approaches to cultivate creativity in the field of entrepreneurship.

### **2.2.1 Importance of entrepreneurship**

Pattnaik and Panday (2014:45) also focused on spinoff companies as a link between the institution and industry to allow new ideas of entrepreneurship to develop into commercialised ideas and businesses. They also explain how university spinoff companies from students and teachers are developed using their research to create new inventions that solve society problems. The University of KwaZulu Natal has also worked together with the Department of Higher Education in ensuring that a student entrepreneurship program is introduced at UKZN. It helps develop students into entrepreneurs who will create employment and not seek it (Fatyi, 2017). There are some fascinating entrepreneurial success stories of individuals who dropped out of school to start a new venture, (McIntyre and Roche, 1999:31).

It is said that entrepreneurs are encouraged to fail early and learn from their mistakes. Failing while in university and perusing an educational career can be a healthy way to reduce the fear of failure among students (Cleyn and Festel, 2016:181). The employability rate amongst student entrepreneurs is high since newly established companies are looking for graduates with entrepreneurial skills and academic knowledge which increases their motivation to study and enhance personal awareness of their competences (Cleyn and Festel, 2016:182). When entrepreneurial culture takes root within the university setting and then spreads across universities, this will develop the establishment of infrastructure that support and drives a thriving entrepreneurial ecosystem together with how students will use their academic and entrepreneurial abilities to start-up businesses that will benefit the country (Cleyn and Festel, 2016:185).

One of the countries that has mastered the culture of entrepreneurship is the United States of America. Its citizens are more driven with entrepreneurial aspirations with the Global Entrepreneurship Monitor's estimating that from 2009 and 2016, Americans have a 55% ability rate to start a business (Donna, Abdul, et al, 2016:9). The impact on the United States economy is positive due to a culture of entrepreneurship encouraged among the youth between aged 25-35. These have the highest impact on the Total Entrepreneurial Activity in the country as assessed by Global Entrepreneur Monitor in 2016 (Donna and Abdul et al., 2016:11).

Individuals who have mastered global entrepreneurial skills and used them to expand their businesses across the globe have a rich history of being higher education drop-outs who saw an opportunity in their entrepreneurial career or graduates who obtained their skills from university and used them to create innovative ideas (Kochar, 2016). Many of the youngest successful entrepreneurs come from United States, for example, Mark Zuckerberg, the co-founder of the global social networking company “Facebook”. Mark created Facebook at the age of 20 while being a student at Harvard University in 2004 and by 2012 it had spread out across the globe making his net worth to be US\$73, 4 billion in 2018 (Forbes, 2018). Bill Gates created his multibillion-dollar software company, Microsoft while he was a student at Harvard College in 1975 when he was just a 20year old young man. Today his net worth is US\$93.2billion (Forbes, 2018). Travis Kalanick of UBER transportation also adds on the list of what student entrepreneurship can do for society. Today these companies have branches employing millions and developing millions of people across the globe.

Pitman (2009:214) mentioned a list of BRE advantages which create economic development in a community around student businesses. These are concerned with how local authorities can create business relationships with business managers to ensure that business has a connected flow with other sectors to assist the business. It also invites new business people to open new businesses in the same environment.

UKZN Innovation, the DHET and local government have been calling for an inclusive student entrepreneur development approach with other national universities to allow students to attend student’s entrepreneurship programs. At UKZN, the InQubate promotes entrepreneurship development such that it has helped young business students to develop entrepreneurial skills; created relationships for them in the business sector; and ensure understanding and the application of winning business models (University of Kwa-Zulu Natal eZone, 2017).

### **2.3 Poverty**

The World Bank (2013) defines poverty in absolute terms, extreme poverty is defined by a person living on less than US\$1.90 per day and moderate poverty as living of US\$3.10 a day per person. Some indicators of measuring poverty are the level of access to water and sanitation, education, employment opportunity and South Africa is a country with high inequality rates which makes the poverty different amongst its people vary a lot as some are very rich and some are very poor (Stats SA, 2018:23).

The Eastern Cape province, Limpopo and KwaZulu Natal provinces are one of the highest poverty alleviated provinces in the country, this could be the historical implementation of apartheid law which resulted in these provinces having the highest inequality laws as they consisted of more Bantu Stan's, a state for black people which was created by apartheid government (Stats SA, 2018:25). Today KwaZulu Natal has the highest poor share of South Africans at 26% which is because of also the population rate of the KZN province alone (Stats SA, 2018:23).

With such poverty driven results one can tell how majority of the students are most likely to be exposed to poverty in their lives in general. If parents are unemployed and they make way to tertiary institutions it is more likely they would have to learn to survive on their own. Instead parents can expect something in return from students as going to study in tertiary is seen as a step close to success and for those living in rural areas, Durban is seen as a step closer to success. The community tends to even praise those who study in big cities with a lot of expectations in return.

### **2.4 Hunger amongst students in tertiary institutions**

Hunger can be defined as a condition where people cannot sustain their access to sufficient food or to meet basic nutritional needs(Wilkinson, 2018).More than 7,4 million people in south Africa reported to have experienced in hunger and the total estimation is that 26% (14 million)South African experienced hunger with a majority being the youth (Stats SA, 2018; Wilkinson 2018).Hunger amongst tertiary student is not only a problem faced by South African students but rather also internationally in both developing and developed nations such as Australia and the United States of America (Micevskiet *al*, 2013).

## 2.4.1 An International Perspective

A study on food insecurity amongst students done at Deakin University, Burwood, Victoria in Australia states that during the period when students are attending higher education represents one of the most vulnerable times when they face hunger (Micevskiet al, 2013:258) (See Table 3 below). Australia has a very low estimate of food insecurity which is just 5.2% of the national population yet when the figures are researched among university students, it shows that students in university are at a 72% food insecurity level with 47% without hunger and 25% with hunger (Micevskiet al, 2013:259). A food insecurity study was also done in the United States of America at the University of Hawaii. It discovered that 21% of students experienced food insecurity (15% without hunger and 6% with hunger) (Micevskiet al, 2013:259).

**Table1:** Deaken University Food Security Status

**Table 1** The food security status of Deakin University students according to demographic and student characteristics, and socioeconomic and social support factors, measured using the USDA

	No.	Food security status			$\chi^2$ (P-value)
		Food secure %	Food insecure without hunger %	Food insecure with hunger %	
Sample	124	52.4	17.7	29.8	
Age					
19–24 years	87	47.1	19.5	33.3	3.283
≥25 years	37	64.9	13.5	21.6	(0.194)
Gender					
Male	30	60.0	23.3	16.7	3.432
Female	94	50.0	16.0	34.0	(0.180)
Campus location <sup>(a)</sup>					
Burwood	54	57.4	12.9	29.6	
Geelong	31	45.2	19.4	35.5	2.056
Warrnambool	37	51.4	21.6	27	(0.725)
Living arrangements					
Not living with family	58	39.7	20.7	39.6	7.440
Living with family	66	63.6	15.2	21.2	(0.024)
Employed					
No	43	46.5	16.3	37.2	1.716
Yes	81	55.6	18.5	25.9	(0.424)
Personal annual income					
\$0–\$16 000	81	51.9	14.8	33.3	2.098
≥\$16 001	43	53.5	23.3	23.3	(0.350)
Main food contributor					
Parental support	48	58.3	12.5	29.2	
Employment	49	53.1	20.4	26.5	2.928
Government	27	40.7	22.2	37.0	(0.570)
Receive government Benefits					
No	66	63.6	15.2	21.2	7.440
Yes	58	39.7	20.7	39.7	(0.024)
Deakin support services Knowledge					
Yes	39	43.6	28.2	28.2	4.408
No	85	56.5	12.9	30.6	(0.110)

<sup>(a)</sup> Two students study off-campus.

**Source:** Micevskiet al.,(2013:61)

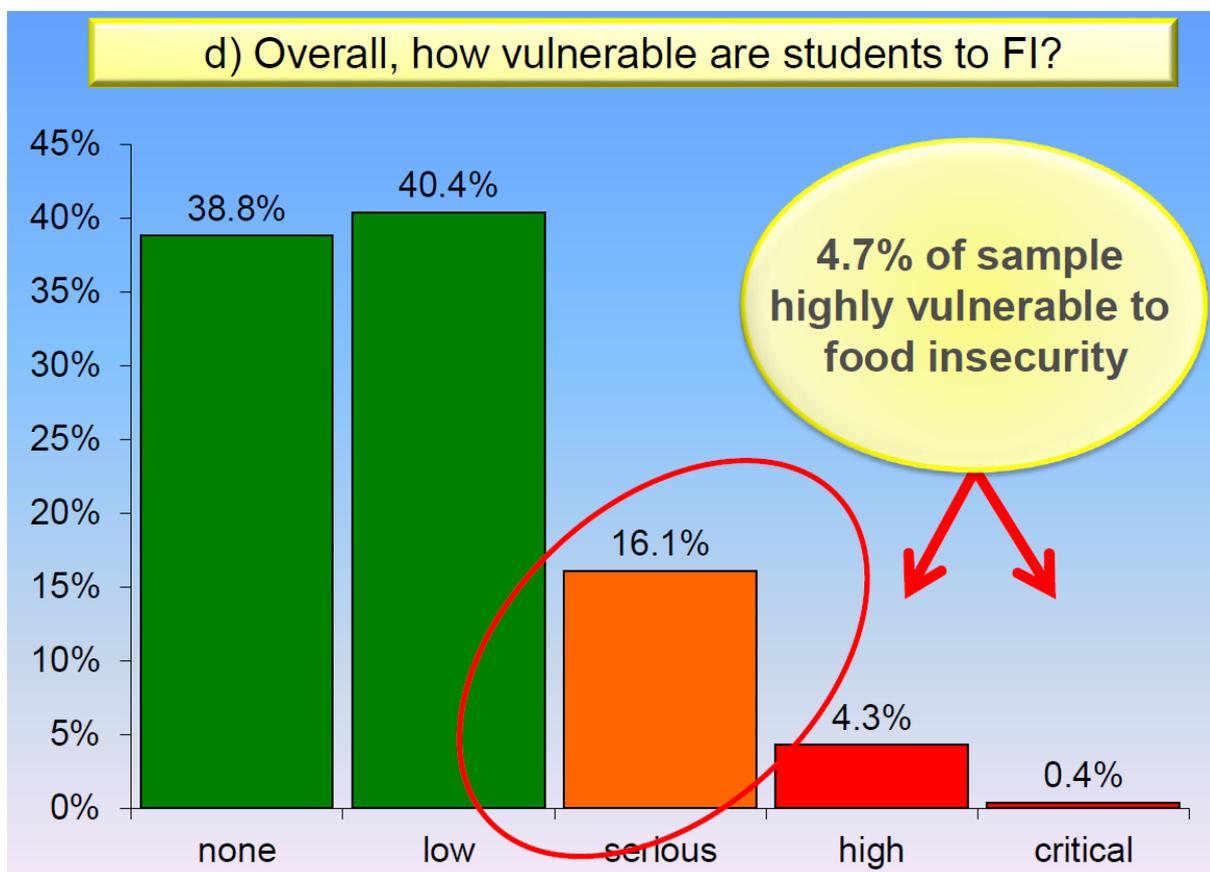
Table 1 shows that even in developed countries, university students still face hunger and lack of access to food. The study shows how out of the 60% of students not living with their parents experience 40% of food insecurity with hunger and 21% of students living with family experiencing food insecurity with hunger (Micevskiet al, 2013:260).

It was also reported that 60% of students who received government grants also had a high shortage of food as they were exposed to hunger while on campus which is an international problem. They were as twice as exposed to hunger as those whom depended on family for food monthly and lived at home (Micevskiet al, 2013:61).

### 2.4.2 A Local Perspective

According to Quayle, et al., (2015:6) one of the reason South African students' dropout from universities is because of financial problems and exposure to hunger or food insecurity.

**Table2:** University of KwaZulu Natal Pilot Study



**Source:** Munroet al, (2015:13)

Table 4 shows how 16% of student had serious food insecurity problems and 4, 3% had high shortage of food. About 40% had a low exposure to food insecurity and this was informed by the fact that some students had NSFAs, a grant from government rather than depending on themselves and family for grocery money (Munroet al., 2015:13).

Compared to Australia and the USA, South Africa has a higher food insecurity rate in its whole population. South African students face more exposure to hunger than on the USA and Australia. The issue of hunger amongst students becomes a serious problem as the pilot study reasoned on some of the negative impacts hunger has amongst students by affecting their livelihoods and academic lives while on campus. Food insecurity can cause reduction in efficiency, decrease ability to learn, increase stress and anxiety and also decrease the ability of students to socially interact (Munro et al., 2015:7). Stats SA (2016) shows how hunger amongst households and individuals is a serious problem amongst South Africans: For instance, 22.3% of South Africans were exposed to hunger in 2016.

## **Theoretical Framework**

### **2.5 Capabilities Approach (CA)**

The capabilities approach is defined by Sen as a human capital tool which assesses how humans react to conditions that do not favor how they want to live (Sen et al. 2007: 2). It is such conditions that push humans to identify and pursue an entrepreneurial opportunity by exploring its potential availability towards the kind of life they value (Wilson and Martin, 2015: 159). In studying community development, Phillips and Pitman (2009) noted how communities respond to their livelihood situations using the capabilities approach. The capabilities approach is motivated by various functions a person may value and have reason to value doing or being (Denuelin and Shabani, 2009). The approach is also used to promote research on key issues such as poverty, justice and well-being using human capital (Denuelin and Shabani, 2009:207).

#### **2.5.1 Capabilities Approach and Poverty reduction**

Entrepreneurship is defined as something that can be taught rather than believing it is a rare talent which people are born with (Saskia, Harkema and Schout 2008:515). They also see entrepreneurship as a capability that one needs to identify in society whether it is based on skills, knowledge or resources available around them to execute business start-ups. Saskia, Harkema and Schout (2008:515) believe that entrepreneurship can be learnt by teaching people to have the right capabilities. Also, the looking at entrepreneurial opportunities of which they can use to fulfil their objectives. One of the capabilities shown by student in UKZN in their business is the learning process while they are studying (Saskia, Harkema and Schout, 2008:516).

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Students face various challenges while studying and learning on campus which pushes them to use their learning skills to open businesses. Kim, (1993) also distinguishes two capabilities among students entrepreneurs which motivated their business creation, namely, “know how”, this means that a student is able to use his skills after learning and knows how to use them, and another is “know why” which is what motivated students to start their businesses. In the context of Howard college poverty and hunger play a larger role in accounting for the reason why businesses are created by students.

Innovation and entrepreneurship is an important capability that young students should possess in pursuit of businesses. Most of multimillionaire innovations have been established by young minds through their capabilities to identify new gaps for innovation (Saskia, Harkema and Schout, 2008:518). These would be the likes of Bill Gates, Mark Zuckerberg of Facebook and Kalanick and Camp of Uber Cabs, these were young innovative students saw an opportunity to innovate a new business idea.

Sen (1985) also touches on how people or students can have different capabilities within the same space, this is evident in how innovative students become on campus with their businesses. Majority of student’s entrepreneurs at Howard college start their businesses when they are on campus. This is after seeing the need to create such a profit-making environment for them to survive in. It can be therefore imperative to state that students’ entrepreneurs that have running business of which they started at Howard College have helped in reducing poverty in their livelihoods. Through observation the development in their assets attests to how their ability to start businesses has helped them despair away from poverty. Some have bought cars and built homes for their parents back home with simple money made through income projects in and outside of Howard College

### **2.5.2 Disadvantages of Capabilities approach**

Woman Aid International, (2000) states that human development indexes should examine the average state of people’s capabilities that make people not be able to develop their lives. Should student not have minimum support, then their capabilities are minimised making their businesses fail. If the infrastructure is not there and the UKZN policy is against their businesses as some are informal than they are destined to fail. The capabilities approach needs certain utilities and resources to be able to practice development sufficiently, the lesser the resources the more it is difficult for individuals to perform their capabilities in developing their lives (Shaker, Zarha et al, 2006:917).

Sen (1985) further explained how people have different access to goods and services to utilise and turn them into their own goods, this is because people have different social, and locational arrangements in their lives. Students have limited resources, based on where they come from in terms of background, as the quality of education is based on previous schools, their location or community in which they grew up and with no assets to give students opportunities to test their capabilities to the maximum.

Some of the disadvantages of the capabilities framework alone is the mere fact that at the end of the day human beings are not the same. Humans differ from person to person and the framework is being person specific. While students come from similar back grounds at home and into tertiary institutions, they somehow differ in their capabilities. The mere fact that they respond differently in their business ideas, and make use of their different skills differently while others remain non-business minded and driven while they face similar situations. This shows how the capabilities approach can be different to every person.

## **2.6 Sustainable Livelihoods Approach (SLA) and poverty reduction**

Sustainability in community development can be defined as how communities aim to maintain their way of living to a standard approved by the community. It looks at how communities continuously adjust to social and economic needs of the neighbourhood (Morse, Mcnamara and Acholo, 2009:4). Should it be shocks experienced from natural disasters or financial shocks that leave families exposed to poverty and hunger, the ability for them to be able to live through the shocks and be able to cope socially and economically in society is an act of how people sustain their own livelihoods.

A livelihood is explained as a method of activities one requires for living, these can be stores for shopping or access to food, capabilities, resources from infrastructure, skills of students and access to resources (Chambers and Conway, 1992:7). A livelihood is how people make means to make a living in their daily lives to be able to put food on the table daily. This conception is relevant in explaining how students have started their businesses to secure their livelihoods based on their capabilities in order to sustain their lives. This income gives them access to food, resources and provision of their own fees if not funded by NSFAS.

The sustainable livelihoods approach framework was first introduced in 1992 at the United Nations conference on environment and development (Serrat, 2017). Serrat, (2017:22) argues that a sustainable livelihood consists of objectives by a person who prioritises developmental activities based on evolving thinking around poor people when experiencing challenges and

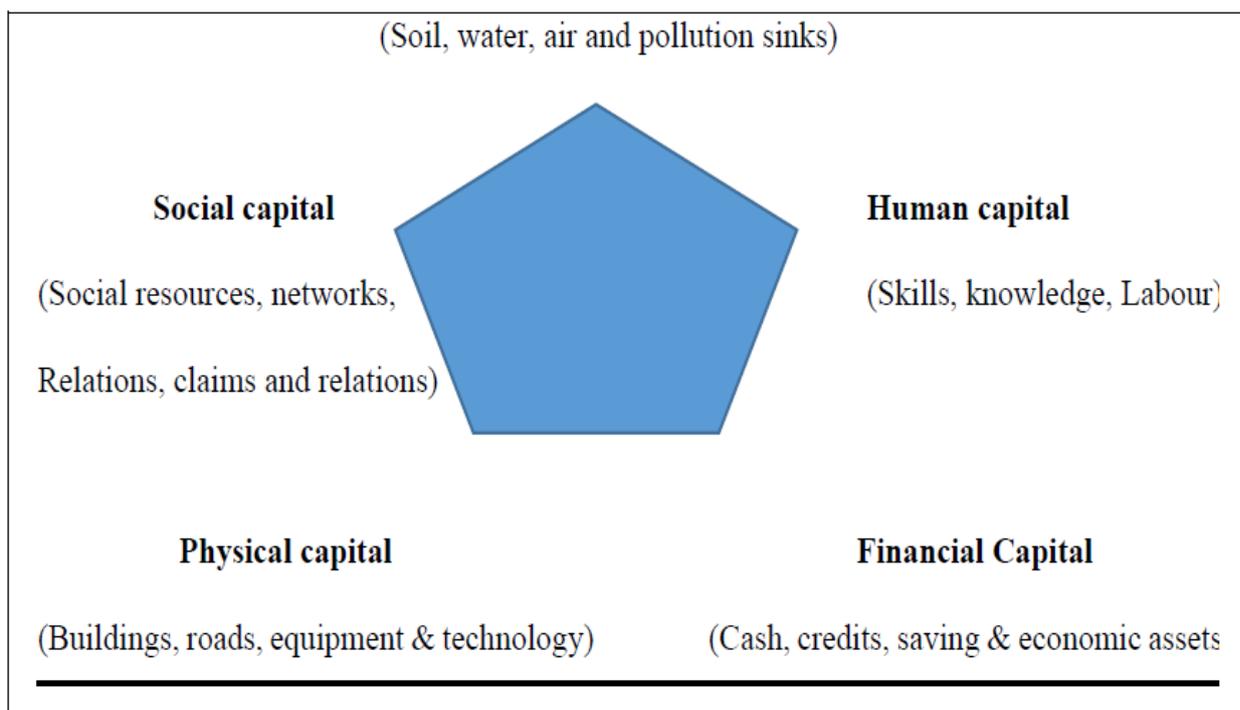
shocks of which they then develop already existing capitals around them to ensure they create security for their lives around food security, money for fees or institutions.

### 2.6.1 Components of the Sustainable Livelihood Approach

The approach aims to improve variables that can have a positive impact on human livelihood by developing their health, income and also well-being (Davies, White, et al 2008). Student's entrepreneurship as a sustainable livelihood is a positive approach as students have created the means to sustain their lives presently and for the future by investing in themselves through their businesses that will help move out of poverty today and in future. In support of this statement, it highly supports by Chamber and Conway, (2006:2) perspective if you compare their statement on sustainable livelihood towards human livelihood and them as students. Resources remain the main base of the framework for people to enjoy sustainable livelihoods. In other words, one must have resources in order to be able to form livelihood capabilities (Chamber and Conway, 1991:20).

Below is figure 1 of the 5 capitals under the sustainable livelihood's framework by Scone (1995). The capitals include, natural, social, human, physical and financial capital.

**Figure 1.** Presents the 5 capitals of sustainable livelihood ( Scoones, 1995)



McNamara and Acholo (2009:7) further explained how the five capitals named by Scoones work hand in hand to ensure development of communities. As student entrepreneurship is the

main focus in ensuring students' progress in their livelihoods, it is essential to also look at how other capitals play an important role in changing over time due to their financial capital increasing. The availability of human capital amongst students ensures their businesses are capacitated which increases the financial capital of students in business and stakeholders within their businesses. This is the fact that student entrepreneurs develop human capital skills either through being in university as it opens one's mind on how they look at life in general. The awareness of the whole world is some human skill that is acquired in university institutions. Perhaps it is such an exposure to the global and national studies students see a gap to start businesses that will generate profits for them.

. The availability of physical capital, which includes equipment such as technology plays an important role in the development of students businesses as they would need these assets to ensure they provide for their customers and for advertisement (McNamara and Acholo, 2009:7). "Livelihood outcomes are more income, increased well-being, reduced vulnerability, improved food security and more sustainable usage of natural resource base" (McNamara and Acholo, 2009:23).

The sustainable livelihood approach has its negative aspects. Chamber and Conway, (1991:22) also highlight the importance of the availability of resources which can be physical capital which can indirectly assist people to run their businesses, gain financial support to improve their livelihoods. However if such capital is limited then students entrepreneurship is futile. While the UKZN policy support student's entrepreneurship however the lack of resources for students to build on remains a problem which disadvantages students and jeopardises their livelihoods (Govender and Jacob, 2009). The lack of a policy framework from KZN Department of Economic Development and Tourism, Department of Higher Education on student's entrepreneurship can be a disadvantage to student's livelihoods if they do not or lack support towards students businesses which is a similar case stated by the (Canadian Women's Foundation, 2001:4).

The reason for choosing a second framework after the Capabilities approach is because the capabilities approach focusses more on what people can do individually. It is also important to consider that human beings in general adapt differently in society and they have different capabilities. Introducing the second framework ABCD which focuses more resources available in the student community to execute their businesses is not covered by the CA framework. This

is because it doesn't focus on assets of which is very important in the study to understand student entrepreneurship in the making at Howard College.

## **2.6 Asset Based Community Development Approach (ABCD)**

Asset Based Community Development (ABCD) was an approach first introduced by Kretzman and McKnight (1993), as an approach that advocates for assets based community development (Candice, et al. 2008 and Turner, 2000: 2). This was due to global changes which led to the decline in state being the sole provider of services in the communities (Schenck, 2010: 60). ABCD is differentiated from needs-based on the basis that it focuses on how community's capabilities and skills are appreciated and used to enhance development within the community (Mathie, Cunningham, 2002 and Candice et al. 2008).

ABCD was further defined as allowing communities to rectify their own problems using skills they already have which are assets, these would include: associations, institutions, physical assets and connections (Kretzman and McKnight, 2013: 1).

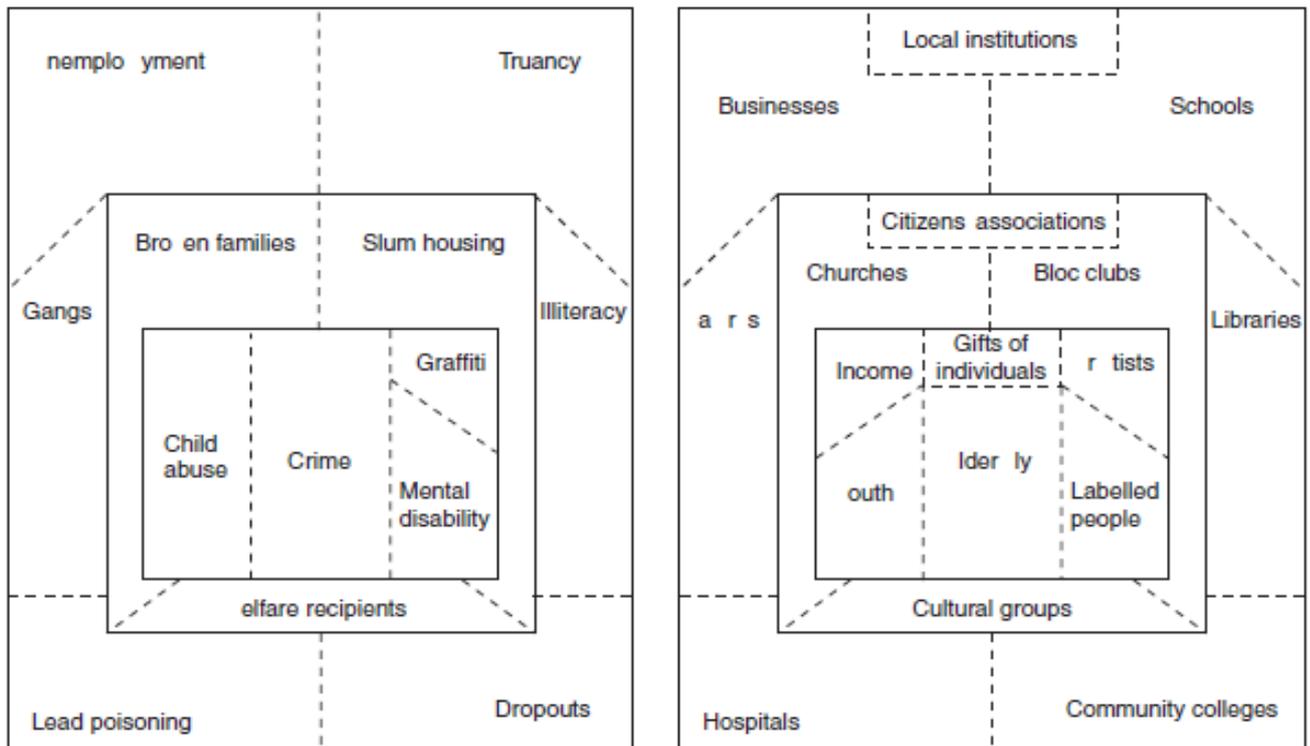
Philips and Pitman (2009:38,39) further define asset based community development as an essential key component of ensuring community building as it ensures people in a community identify opportunities, improve their quality of life by increasing the capacity of their residents and economic and social sustainability. Like student entrepreneurs at Howard college, they have managed to identify assets available within their communities, whether be it on campus or around the city of Durban and have used these assets to ensure that their quality of life is improved.

Asset Based Community Development (ABCD) in the establishment of student businesses has however impacted negatively on the institution's resources (Philips and Pitman, 2009:40). Such as the increase in electricity usage in residents as students also sell fast foods, the tarnishing of the schools image and infrastructure as we have students selling on school premises in an unorganised way. ABCD in students entrepreneurship will allow students to identify the four keys of ABCD which is physical capital which would be the infrastructure already existing for their businesses; human skills which are their skills, knowledge and talents to be able to use develop their livelihood; social capital which will help develop their

relationships attained within the business environment and financial capital which will help them develop themselves out of poverty (Phillips and Pitman, 2009:41).

Below is figure of the needs and asset community map of what can be found in a community.

**Figure 2:** Presents the needs and assets map



**Community Needs Map**

**Community Assets map**

**Source:** Philip and Pitman, (2009)

Physical, human and social capital plays an important role in the identification of how assets can be used to develop a community or see the missing gaps due to assets within a community (Phillips and Pitman, 2009:40). Howard college is surrounded by two different types of communities, Cator Manor a poor neighbourhood with RDP housing and, Glenmore and Glenwood which are suburbs. The institution has enough assets from clinics, HIV & AIDS centre, library, churches and businesses as shown in figure 1 and 2 above. However, improvement is needed as there are student who live in Cato Manor who do not have access to some facilities on campus. Also some facilities on campus are not allowed to be used for informal commercial activities such that students do not have a free zone to run their businesses on campus (University of KwaZulu Natal Support services, 2018). Being given a free zone

could boost their standard of living as some of the businesses operate on spaces that strictly say they can't be run in such as residents. Majority of students sell in informally in residents compared to students whom sell formally on campus.

As shown by Robert and Pitman (2009) the need for students to identify assets available and work on improving them to make their livelihood and quality of life better is very important in perusing their businesses. Student entrepreneurship is highly motivated by availability of human capital which are the skills and talents acquired by students, social capital which refers to the relationship students have with stakeholders within campus, from UKZN InQubate, the SRC and DHET which ensure business ideas are developed and also physical capital which includes the support of services for student to run their businesses, from the availability of computer labs, printing machines and infrastructure provided to students.

One of the disadvantages of ABCD in student entrepreneurship would be the negative response of UKZN policy on not being able to identify spinoff companies from undergraduate students. This is because the UKZN policy seems to only support students entrepreneurs whom are only postgraduate and not undergraduate students. This becomes irrational as it is not only postgraduate students that have businesses but also most are undergraduate students. Also the DHET policies and Student representative council of UKZN to be implementing students entrepreneurship policies without proper consultation with One of the negative approaches used by the University and DHET in recognising the ability of student entrepreneurship is the Top down Approach.

The top-down approach is defined as how community development programs are implemented in society through the provision of professionals who ensure that development programs are done with their guidance rather than focusing on what students would want in their community (Christopher and Larson, 1999:68). The DHET and UKZN innovation seem to be taking this approach in the development of student entrepreneurship. This has left gaps between student businesses as we cannot ignore the fact that by observing, there are more informal businesses in student's residents than those formally recognised by the institution. This is a question one should think of when looking at the top-down approaches used in student entrepreneurship rather than using the bottom-up approach which was going to ensure that students in the informal sector had an input in the development of student entrepreneurship (Christopher and Larson, 1999:68).

Another disadvantage of ABCD would be the failure of relevant stakeholders to be able to ensure that all people involved in formal and informal businesses at Howard College are invited to participate in planning of business development ideas from point A-B. One would find that student the Representative Council held meetings on behalf of students businesses as it has been an issue at Howard College and they implement plans without proper consultation of the public which leaves issues unresolved around students businesses on campus.

Lack of social capital between stakeholders involved in the network of students remains a vital problem for businesses. Wolf, (2009:49) states that social capital is an important form of capital which creates norms and positive interactions with communities and individuals in the neighbourhood. He also states it important by stating how a child's success depends on many integrated social networks within the community which determine its future. Student's entrepreneurs lack proper social networks amongst themselves and stakeholder networks need proper improvement and flow of information. (Wolf, 2009:49).

Asset based community development is an essential important approach in community development. It helps develop the community in all aspects of the community, from social development to economic development which reduces poverty and hunger (Pitman and Philips, 2009:47). ABCD is relevant in this study as students could make use of their skills, talents and knowledge to grow their enterprises. Entrepreneurial activities require students to identify available spaces around the campus space and using them without wasting the usage of new structures such as buildings designed for studying only and not running businesses. It is also notable on how these students have created connections in their businesses through which they do stocktaking together to make their businesses a success.

ABCD guides the study in understanding the concept of community development using assets available to the community that they can use to develop or sustain their lives (Pitman and Philips, 2009). Students entrepreneurs rely highly on assets already in existent in the campus space such as computer labs for printing and marketing their businesses. Also university kitchens and buildings used by students to help develop their businesses and create a sustainable livelihood for themselves. ABCD helps understand assets usage within the study and how scholars such as Pitman and Philips referred to how ABCD ensures or guides the development of the community focusing highly of assets and services available to the community.

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The campus space has not only physical assets but also people and students in their own are assets. It has social services such as clinics, formal shops and banks too which can be highly used in the development of student's businesses.

## **2.7 Summary**

This chapter has reviewed literature on student entrepreneurship. It focused on development theories used to improve the community which focus on student entrepreneurship as the main objective in driving student socio-economic development to reduce poverty and hunger in universities. Research suggests that student's entrepreneurship amongst varsity students in the USA has made a positive impact on young students becoming global entrepreneurs. South African students have not been able to make it in entrepreneurship as USA students. The literature also suggests how university students across the developed and developing countries face similar hunger issues such as in Australia, USA and at UKZN

## **Chapter 3: Methodology**

### **3.1 Introduction**

This chapter will be discussing the research methodology that was adopted in this study. This study will take on a qualitative approach. The research design, the choice of study area, data collection, sampling and data analysis will be discussed in this chapter.

### **3.2 Research Design**

This study sought to identify student's entrepreneurship at Howard College Campus using a qualitative research method. "Qualitative research is concerned with the opinions, experiences and feelings of individuals, producing subjective data and social phenomena as they occur naturally" (Hancock, 2002). Qualitative methods to collect information is important in this study as it gives a true sense of the "can do attitude" or subjective meaning of students faced with poverty and hunger at Howard College that has shaped them starting businesses. This helped in unpacking student entrepreneurship and their project profiles.

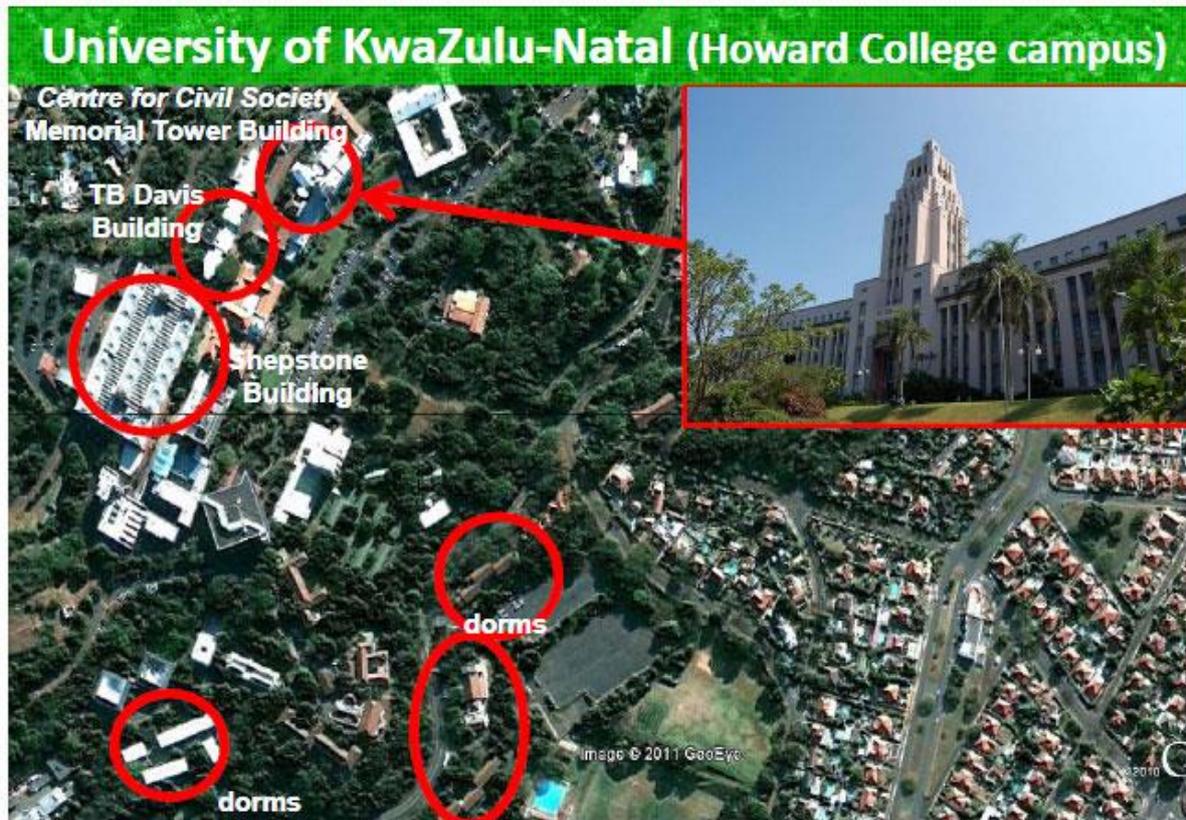
### **3.3 Rationale and Significant of the Study**

Since 1994, when South Africa had its first Democratic African National Congress government, poverty and hunger amongst University students in the country is still in existence as in the past. There is a gap that both the government and higher education institutions need to fill when it comes to uplifting the economy of South Africa using young innovative skills found in universities. Such an attitude has been adopted by the United States of America which encourages entrepreneurship amongst university students which has had a positive effect in reducing poverty and hunger amongst the youth in universities and in the country (Ozaralli and Rivernburgh, 2016). Entrepreneurial projects are able to penetrate the local market and protrude to the international markets. For instance, in the transport sector there is Uber, social networking - there is Facebook and both these companies are worth more than 5 billion Dollars (Forbes, 2018).

The province of KwaZulu-Natal is one of the poorest provinces in South Africa (Stats SA, 2016) which results in young students who come from poor backgrounds finding it hard to adjust to the city away from home. Out of observation, students have made means to overcome

poverty and hunger yet structural, policy and financial support has remained one of their obstacles in their entrepreneurial endeavours.

### 3.4 Location of Study



**Figure 3. University of KwaZulu Natal Howard College.**

**Source:** Durban Climate Justice (2018)

The study is located at the University of KwaZulu-Natal, Howard College. Howard College is in the suburbs of Glenwood, Durban. It was founded in 1931 by the Governor General of South Africa, Earl of Clarendon and it was funded by Mr TB Davis after his late son Howard Davis (University of KwaZulu Natal, 2017). Howard College less than 4km away from the campus lies a township called Cator Manor, a poor resourced township with a high poverty rate and low socio-economic status with more than 35% of adults who have secondary schooling, 90.3% of the people attend public hospitals and clinics when they feel ill which is an indication of them not affording medical aid due to unemployment or low wages in the informal sector, and a further 39% of the people depend on social grants as their main source of income (Manzi, 2018). According to the eThekweni Municipality IDP (2017). The eThekweni region has the second largest number of people living in poverty and 41, 8% of the population are subjected

to conditions associated with poverty. Students at the University rent out rooms in this township as it is affordable as most come from low socio-economic status families in order to support themselves as a result of poverty. In order to make an income to support themselves students turn to entrepreneurship.

Howard College consists of a range of different departments from Law, Engineering, Nursing, Humanities and Social Sciences including Architecture, Housing and Music (University of KwaZulu Natal Prospectus, 2018:12). The campus consists of 12 individual residences which are on campus and two on the Western side of Howard College. All these on campus residences carry a capacity of 2,162 students who live in single rooms (University of KwaZulu Natal Prospectus, 2018:47). UKZN has a total of 45 638 students altogether on the five campuses, of which 31 420 of them are black African students. (University of KwaZulu Natal, 2016:22).

The study took place from May 2018 to July 2019 and all data was collected at Howard College campus. Howard College is located in the suburbs of Glenwood however it is less than 4km away from Cator Manor, a poor resourced township with a high poverty rate and low socio-economic status with more than 35% of adult having secondary school, 90.3% of the people here attended public hospitals and clinics when they feel ill which is an indication of them being unemployed in formal sectors and 39% of the people depend on social grants as their main source of income (Manzi, 2018). Students also rent out rooms in this township as it is very cheap for them and affordable based on their low socio-economic status background. In conclusion the EThekweni Municipality stated that the eThekweni region has the second largest number of people living in poverty with one of their main key issues faced by the municipality being the fact that and 41, 8% of the population are subjected to conditions associated with poverty (EThekweni Municipality IDP, 2017/18:68).

### **3.5 Sampling**

Convenience non-random sampling where the target population is directly chosen and easy to access around the geographical space (Etikan, 2015). This sampling method was used to select the participants. Ten student entrepreneurs were interviewed based on the type of business either as formal or informal businesses at Howard College. The selection criteria was also supported by visiting all on campus residents and identifying if there are students with income projects. These residences included, female residence, males and mixed residences.

The participants were chosen on also the fact that it was also easy to access them. Going to each residence gate, one found posters of student's businesses they provided with their dorm

numbers too. All one had to do was to try and find a balance between male and female participants. Also to go to postgraduate residences and undergraduate residences.

### **3.6 Data collection**

The study used two types of data collection methods, namely, in-depth interviews and observation in-depth interviews allowed the study to get authentic insights regarding how students' experiences manifest in entrepreneurship. Interviews are beneficial in collecting data as they can provide detailed information on the feelings, opinions and perceptions allowing open-ended questions to be asked. The sample that was chosen for this study was enough in order to give in-sight on student entrepreneurs. In-depth interviews are best used in qualitative studies as they ensure that the best of information is taken from the person being interviewed (Steber, 2017). All the research questions were open ended questions which resulted in people having a lot to say with regards to the questions posed.

Data was also collected using audio-recordings, with the permission of the participants. The usage of field notes was also used as It allowed the researcher to write down notes commenting on student businesses as a way of eradicating poverty. A consent form was signed by the participant and the researcher to ensure anonymity and confidentiality. The form clearly stated that their personal information will remain confidential and will not be distributed to outside sources. Participants also gave consent to be audio-recorded during the interviews.

In-depth interviews are best used in qualitative studies as they ensure that the best of information is taken from the person being interviewed (Steber, 2017). While taking formal interviews the voice recorder also helped get the details of the mood the interviewed person was in on. Taking down hand notes was also essential in this part to write down part of the whole interview which the voice recorder shall miss such as the assets students have in their shops, in their residents which could help give insight of their income.

The usage of in-depth interviews will also helped using getting the best out of the questions we have asked to entrepreneurs as questions were all using open ended questions. With the flow and tone of the interview, one was able to add questions which were not even on the interview guides questions. This allowed us to even get more depth answers from the study. All questions

were open ended questions which resulted in people having a lot to say with regards to the questions posed.

For interviews the researcher presented each person to be interviewed with the consent form, an interview guide with open- ended questions which were to be asked in the interview and the whole aim of the study. This was done two or three days before the initial interview. This helped by the students not to stuttering or getting lost in their answering the of questions during the interview.

Data collection using observation involved the researcher's personal experiences and personal interaction with student entrepreneurs. Observation in research is a form of data collection which requires observing the nature of the student's businesses and daily activity first-hand and getting insight on what is going on. Observation also gives out a systematic setting of information people may not want to discuss in interviews (Marshall and Rossman, 1998: 79). The usage of a camera for pictures was useful when the researcher was roaming around campus to observe the types of businesses in residents which are run by students. The researcher took notes and pictures of various businesses on campus while also making conversations with the business owners or the students employed on their shift.

The researcher started observing student entrepreneurs as early as March 2018 and observed developing and interesting changes and trends of businesses on campus. During the first semester and during exam preparations, the researcher also took note of how student entrepreneurs were continuously running away from campus Risk Management Services (RMS) who were assigned to stop informal trading on campus and also in residences.

Some of the participants were not comfortable with doing interviews or had no time to conduct in-depth interviews with them due to their busy schedules related to their education and businesses. Questionnaires were then given to them and they responded to them. Those students who were selling commodities illegally on campus were not comfortable with the researcher taking pictures of their business within residences because this was against UKZN-HC residence rules.

### 3.7 Data Analysis

Thematic analysis is the analyse of research findings after conducting the interviews. Braun and Clark (2013) stated that thematic analysis is an analytical method that is used in qualitative research. Thematic analysis data and derives themes with the data collected. Thematic analysis required the researcher to look into the data collected and locate common issues found during the interview and identify main themes that will assist in identifying main themes that will summarise all opinions and data collected. “A theme also represents a level of patterned responses and meaning within a data set” (Sivakumar 2017:5).

All recording from the data collection was transcribed, noted that were taken during the interview process was also put together in text form. Themes that derived from this study were made in relation to the research questions in this study. After themes were identified from the data, data was visualized through precise quotes. “The presentation of data in quotations is meant to provide support, evidence and validate interpretations” (Miles and Huberman 1994:10). The latter assisted the researcher in exploring interrelationships among views, concepts and differences,

It will include a transcription of which will transcribe verbal data into written data (Bryman, 2012). Conducting data analysis evolved using the six phase guide by Bruan and Clarke (2006) which involved, becoming familiar with the data, generating initial codes, searching for themes, reviewing themes, defining themes and write up.

After conducting the interviews, the researcher then transcribed the audio recording into text data. Transcribing is an essential process in a qualitative study as it helps get the depth and meaning of that the interviewees d person was were saying (Barbara and Crabtree, 2006:318). Written information was also added to the thematic process and to our surprise the observed data also had it part in the coding of the data. Reading over the transcription and coding over again ensured the understanding of the information which was then used to understand the findings more clearly.

The whole goal of doing thematic analysis is to identify similar patterns which aim to emphasise say an important point on an issue (Maguire & Brid Delahunt. 2017:3353). The

quotations of various themes and findings from the participants formed was then done as the evidence that reflected understand the whole perspectives of students on and the research study on student entrepreneurship with themes evolved around the topic. Quoting the same relevant information provided by the participant help give the true meaning of the research findings and their trueness and similarities amongst the student's interviewees.

### **3.8 Ethical Considerations**

#### *3.8.1 Credibility*

Credibility in a qualitative study can be quite hard to achieve especially in a study that involves human perceptions, one had to use research instruments which were going to produce consistent results (Paul et al, 2015). The usage of in-depth interviews, observations and pictures was a strategy to ensure the study produces reliable and credible results in whole. Credibility in a qualitative study ensures that the study produces consistent and worth trusting data in research (Annay, 2016:276). Credibility was achieved by using different strategies to collect data from different participants. Participants led on their fellow mates who are entrepreneurs with guidance of trying to have different types of available businesses, formal and informal. This avoided the researcher being biased and interviewing people he found easy to find and already had a relationship with which may hinder them not being open when answering questions.

To achieve the trust of the participants, the researcher spent time observing different businesses around campus. During his spare time, the researcher would go and support the businesses by spending time with student entrepreneurs while they were busy at work. As a result, this made it easier for the researcher to obtain detailed information on student entrepreneurship. After gaining the trust of the participants, some would reveal not only their livelihood challenges at a tertiary institution that resulted in them being entrepreneurs but also hunger and poverty problems back at home. *3.8.2 Transferability*

Transferability is the degree to which research findings can be generalized and applied to other settings and groups. To ensure transferability, the researcher gave in-depth 'details of the studies research method used. The study settings were also stated to obtain adequate information in order to judge the applicability of the research findings to other settings.

#### *3.8.2 Dependability*

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Dependability is work that is relevant, and well researched. Dependability includes reporting in detail the data collection method. This study ensured dependability through explaining the data research design, data gathering and analysis. Furthermore, dependability helps other researchers when repeating the study to ensure that sufficient research practices were followed.

### *3.8.3 Confirmability*

Confirmability refers to collected data being of its true sense, not made up or based on the biasness of the researcher (Annay, 2014:279). To ensure data that is not bias, the researcher used the triangulation method and audit trial. Confirmability was ensured by having the researcher not pose their own viewpoints and beliefs onto the participants.

### *3.9 Peer debriefing*

Peer debriefing is defined as process of the researcher allowing colleagues or researchers who have done research before and have an idea on the topic to assist in some points of the research (Hail et al, 2011:74). To ensure trustworthiness, the study included two supervisors who have experience and good knowledge of the topic on student's entrepreneurship. The proposal was also sent to two reviewers who put their own suggestions to enhance the quality of the study.

To get more information, the researcher also discussed the topic with peers who also had an input together with references on students who are entrepreneurs away from campus.

### *3.10 Triangulation*

Triangulation involves doing a lot of different methods to gather information on a study as evidence of its value (Annay, 2014:277). There are a total of three triangulation methods first being the usage of different researchers who have done research on almost a similar topic and get their own perspectives on it. The study included three major theories surrounding student's entrepreneurship. It also used a South African case study and an international one done in Australia on student's entrepreneurship in tertiary institutions.

The second triangulation technique involves the usage of different research instruments to gather data. The research instruments used was observation which was the first step before doing the research. During observation the researcher mingled with various students entrepreneurs on campus and within residences. Taking of pictures was the second part of the research instruments used to gather the sights on entrepreneurs on campus. In-depth interviews were then used with student entrepreneurs.

The last part included the research method used which was the qualitative research method which helped to get a human perspective with respect to the knowledge on the topic rather than mere statistics as found in a quantitative study. The usage of interviews was the main research method to support this point to obtain in- depth information from student entrepreneurs on their successes and challenges as entrepreneurs on campus.

### **3.11 Conclusion**

Qualitative research was adopted in this study while conducting research, this study made use of interviews in order to collect data. Through the use of purposive sampling method, the right participants were selected for this study in order to obtain relevant information. Further, this chapter also discussed how data was analysed through thematic analysis. The researcher fully abided by the norms and ethical principles of qualitative research.

## Chapter 4: Data Analysis and Interpretations

### 4.0 Introduction

This chapter will present the main findings of this study. Chapter four analyzes the data given by the participants in this study of student entrepreneurship as a socio-economic strategy against poverty and hunger at Howard College. This chapter will present data that was collected through interviews. After the coding of data was done, the information was put into relevant themes that emerged from the response of the participants. The second part of this chapter will discuss the observations that took part as early as February 2018 till October 2018. Observation helped in showing the different kinds of student's income projects as well as the challenges and how students benefit in these businesses.

Themes that emerged from the study are as follows:

**Table 3:** Emerging Themes from the study

<b>Social factors</b>	Hunger problems in residents. Poverty issues in residents.
<b>Economic factors</b>	Gap to start business High Dependency Unemployment problems.
<b>Recommendations</b>	Finance assistance Advertisement of their businesses. Infrastructure development on campus.
<b>Financial assistance</b>	NSFAS Bursary Stipend from home
<b>Entrepreneur impacts on livelihood</b>	Ability to Spend More Income from their projects They are now independent on themselves. Profits made from their projects. Employment creation

<b>Challenges</b>	Lack of Infrastructure support. Risk Management Services (RMS). Lack of Balance on studies. Loss
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This chapter will firstly present give out the participant information as students and entrepreneurs at Howard College. The participant information reveals the students gender, age and level of study. This further highlights how students become innovative as young entrepreneurs. This study proved how University policy on businesses does not support income generating initiatives by undergraduate students on campus, however giving preference to post graduates and staff members to be entrepreneurs on campus. The second part of this chapter will enlighten and shows the on observations that took part as early as February 2018 till October 2018. Observation aimed to helped in showing the different kinds of student’s income projects as well as the, challenges and how students benefitted in these businesses.

The aim of the study is to investigate how students use their entrepreneurship as a socio-economic strategy against poverty and hunger at Howard College. The final part will therefore outlines the key themes and found during data analysis and state their importance to of the whole study. Themes emerged from interviews, observation and questionnaires which were used towards the participants.

#### 4.1 Participants Profile

There was a total of 10 participants that were interviewed in this study. One participant was further added onto the study during the observation phase of data collection.

**Table 4: List of Participants**

<b>Name</b>	<b>Gender</b>	<b>Age</b>	<b>Study level</b>	<b>Residence status</b>	<b>Business location</b>
Nokwa	Female	21	4 <sup>th</sup> year	On campus	Residence
Zuma	Female	20	3 <sup>rd</sup> year	On campus	Mobile
Miya	Female	30	3 <sup>rd</sup> year	On campus	Residence

Nzuzo	Male	20-25	3 <sup>rd</sup> year	On campus	Residence
Zipho	Female	21	4 <sup>th</sup> year	On campus	Residence
Khule	Male	23	3 <sup>rd</sup> year	Off campus/ renting	Students Concourse (café)
Zee	Male	25	2 <sup>nd</sup> Masters	Off campus	Student concourse (café)
Meli	Male	23	3 <sup>rd</sup> year	Off campus	Mobile/ online
Peace	Male	24	3 <sup>rd</sup> year	Off campus	Residence
Dale	Female	19	3 <sup>rd</sup> year	On campus	Residence
Maphanga ( <b>observation participant</b> )	Male	20-25	Masters	Off campus	Residences and on campus

The initial plan was to interview a total number of 10 students. There is a balance in gender where five males and five female entrepreneurs took part in the study. The youngest entrepreneur was 19 years old while the oldest was 30 years old with the rest ranging from 20-25 years of age. Only one student was doing a postgraduate degree and was in the 2<sup>nd</sup> year of his Master's degree. Of these students, seven were doing their 3<sup>rd</sup> year.

Six students lived on campus while four lived off-campus. One of the participants, Khule decided to cut out residence on his NSFAS loan and now lives in a cheaper place in Cator Manor. Six of the businesses are being run within university residences which is against University policy (University of Kwa-Zulu Natal Fees, 2018: 29) and two are mobile businesses while the last two are formal businesses recognized by the institution as they are based on university approved business premises for students.

#### **4.2 Observation: Kaleidoscope of student entrepreneurial activities**

During observation, the researcher compiled a lot of information that answered various questions from the study such as, what kind of businesses were being run on campus, the nature of partnerships and employment in these businesses as students were working together. Observation started from February 2018 till August 2018. During observation I would go sit

with student entrepreneurs mostly those who worked illegally on campus during trading hours to gather enough information about their livelihood as student's entrepreneurs.

When you go to the shop you find that the owner of the shop has a friend with whom he works with to achieve their daily goals. When one of the students who sells goods illegally in Shepstone building during study periods on how they manage their time since they also must study their responded by saying:

*"It is hard indeed but we cannot afford to lose the opportunity to make money we need it. The RMS has tried all means to stop us but we are still pleading with SRC to help us sell here as we help both the students and ourselves"*(Maphanga, Male, Postgraduate).

Another participant added:

*It is also hard for us as we sell here but have exams to write but we need the money! It's even heartbreaking when RMS has to chase us away. These are the very same people we were fighting for their cause outsourcing a year back. We understood their struggles as black parents but now they act like they do not know what challenges we face as black children here on campus. We do not choose to sell but the conditions force us* (Nhlanhla, Male, Undergraduate).

When asked how much they make considering the risk involved Nhlanhla answered:

*Popcorn has little money now as it is during exam times but on good days you sleep with R400. But with fries we make a lot of money even almost a thousand rands a day especially as students are on campus till late so they rely on our goods for supper.* (Nhlanhla, Male, Undergraduate).

With most of the illegal entrepreneurs selling on campus, their reasons on taking the risk of selling was due to them not seeing any other income generating ways, therefore resulting in trading. Most participants expressed that they saw no other way as they needed the money to secure their livelihoods as the University and government has failed to do so. Through observation in residences tuck-shops, one could not help but see how much was made by student's business woman and men as you would find people waiting in the kitchen for orders such as fried chips and Wors rolls.

Another selling chips, biscuits, energy drinks and cake stated that:

*I make more than R700 daily during this busy study period.* (Sbongiseni, Male, Undergraduate).

Nhlanhla also added on what goods they are now able to buy themselves, he showed off his new smart phone and stated that:

*I now have clothes and I thank Mgazi, my friend who was selling last year and left the business to me. He would pay me. Last year for helping him at one time he gave me R2500 a week when it was during exam time. (Nhlanhla, Male, Undergraduate).*

Student entrepreneurship is assumed both informal and formal at UKZN-HC. There are a number of student businesses on campus and as the researcher I have met majority of them as we support their businesses on a daily. There are hair stylists in almost every female residence on campus. During observation there were two at Tower Residence Complex, two at Ernest Jansen Hall, one at Florence Powell residence and one at John Bews.



**Picture 1:** Seaboard Residence hair stylist

There are mini tuck-shops that are situated in almost every on-campus residences, these tuck-shops are mostly owned and run by male students. In Pius Langa residence, there are three shops, two were owned by males, including Mr Sokhela, who was interviewed in this study. There are two shops at Mabel Palmer male residence, one works there with his friend in his room and the other, Ndu, has got a spot at student's concourse at the cafeteria. There is one female owned shop at Florence Powel residence and one at Lovedale, it is owned by a female law student at Ernest Jansen Hall who also participated in this study. (See picture 2 and 3).



**Food available @ Mabs Rez ,call 084 490 9984  
for more information**

**Picture 2:** Ndu, Mabel Palmer Men Residence



**Picture 3:** Ansel May Residents fast food shop

This study found that there are no student needs that are not met due businesses run by students, ranging from food, clothing and cosmetics. (See picture 4)



**Picture 4:** Students selling during midyear exam study period at UKZN-HC Shepstone building

### **4.3 Social factors linked to backgrounds**

According to Stats Sa (2015) the poverty headcount for young South Africans counted at 60.1% for ages 18-24 in 2015, this was the second highest with the youth from 0-17 being more exposed to poverty at 66.8%. When participants were asked their reasons for choosing to be entrepreneurs, some were forced by social factors back at home. As a result, they had to adapt to dealing with these problems while on campus, therefore entrepreneurship came as a solution.

While many participants gave economic reasons, some shared their social factors which resulted in them starting businesses on campus to sustain their lives. One of the interviewees responded as follows:

*Being an entrepreneur is something I started when I was small due to challenges back at home. My mom and sibling left home when I was also very young. We grew up in a small room which was previously a toilet. I lived there with my mom until I built my own shack when I was in late high school years. That is when I had been already selling sweets and chips at school to make money. I started the business that I am in right now and photography in 2014. (Meli, Male, Undergraduate)*

Another participant said:

*It was based on different reasons. Firstly, it was because of what I experienced in 2015 during my first year. I remember one day I had to go to venues to collect left-overs of foods and then had to continue with assignments. So, it was just desperation and many challenges as a student.*

*(Khule, Male, Undergraduate) Moreover, through observation and engaging with student entrepreneurs, social factors from their home has resulted in them resorting to business as an alternative to make a living on campus. Through the support of the capabilities approach by Sen which states that it is a human capital tool which assesses how humans react to certain conditions (Sen et al, 2007:2), it is such absolute poverty and hunger that has pushed some of the students to resorts to entrepreneurship.*

The participant also added when he was asked if he experiences poverty or hunger since he started being an entrepreneur. The response was:

*(Jeh) that is why I have a student who also had the same problem and who I have now hired as she told me about her background and her story. That touched me as I know the situation. I have also received a call during exams someone asking for money for food as they want to carry on studying.*

*So I like helping people that are in the situation I was once in before. Even though you can't help everyone. Even in the shop, some do arrive and ask for help and can notice that not because they are joking but because they are really hungry (Khule ,Male, Undergraduate)*

There also seemed to be a trend on the motive of not being too dependent on parents anymore which pushes students to start entrepreneurship ventures on campus. Hunger and poverty has always been one of the reasons why tertiary students find themselves involved in strikes seeking assistance against the institution and government in the streets fighting with. It is such social factors that have pushed students to be entrepreneur as realisation of what is going on in the country and in higher education institutions.

Sens et al (2007) defines the Capabilities approach to how humans react to conditions that do not favour them. Student entrepreneurs have proven that this theory relies on people's reactions to deal with unfavourable situations to their advantage. With some participants selling illegally within university premises, this is linked to not only their capabilities of selling but how they sell to make a better living in order to sustain their livelihoods. The researcher also identified how these students have managed to use assets available to run their businesses such as the little space in residents and space in the Shepstone building foyer.

ABCD looks at how communities use assets available within their communities to develop themselves (Philips and Pitman, 2009). Students like, Mongameli, Makhathini, Maphanga and Peace started their businesses using their NSFAS monthly meal allowances. The researcher has also identified that students have been able to use not only financially available assets including

buildings such as resident's kitchens, their dorms and Shepstone building which is one of the busiest buildings in UKZN Howard College.

Upon discussing social factors of student's entrepreneurship, the next subtheme will explore and explain different dimensions of Economic factors as drivers to entrepreneurship by students in UKZN.

#### **4.4 Economic Factors as drivers to entrepreneurship**

Where there are poverty and hunger issues, social economic factors always play some role. Economic factors that have emerged from the questions asked in the study are, unemployment, economic gap and self-dependency (self-sufficiency) which has driven students to explore entrepreneurship.

##### **4.4.1 Economic Gap**

Krants (2001) states that the sustainable livelihoods approach realizes that economic growth may mean poverty reduction and this relies on the poor's capabilities and being able to take advantage of their capabilities. The state of powerlessness has also been the main motive for students to try and avoid the dependency on parents to sustain their lives while they are in university. Students have realized there is an economic gap on campus, and to solve unemployment and dependency on parents, they have resorted to entrepreneurship. On the question to what was the reason they chose to be entrepreneurs on campus these were the responses:

*In previous years, I chose to be an entrepreneur on campus because I saw a gap that there was no one producing genuine leather products and most of the students were producing clothes (Peace, Male, undergraduate).*

Another participant stated:

*I realised I was going to be here for 4 years starting and ending my degree so since I was selling and doing some entrepreneurial work back home, I decided I should not stop but continue because I was just changing places. Otherwise there are still people who can receive my product even here so it was just a matter of relocating and continuing in another place (Zee, Male, Postgraduate).*

A female hairstylist also added on how she saw an economic gap on campus and used it to her advantage:

*In 2016 I came into campus for my first year. I already knew I could do hair as I did it for free back at home but when I got here on campus I saw an opportunity to make extra money while at university (Miya, Female, Undergraduate).*

Another tuck shop owner also added:

*I saw a gap in the market, as students at my residence needed specific products on daily basis. And I also needed an extra income. (Dale, Female, Undergraduate).*

This is what another participant had to say when the researcher asked about Durban not having much of opportunities in the film industry compared to Gauteng:

*Yeah, everyone that is saying that is actually telling the truth. That is very factual, JHB is the place of opportunities and so much smell of successes and Durban has very few of these opportunities. But me, personally I believe in order for you to be successful, and to go forward, you need to create your own opportunities, if you need great deals and to create big things, you must create your own opportunity. This because if you wait for big things to come, if you choose to wait for opportunities, I swear you going to wait in your life time. Create your own opportunities, and believe me, you if you create your own opportunities you are going very far. So that is what I'm trying to do right now. I'm trying to create my own opportunities and at the same time I'm trying to create opportunities for others and for the people that I care for. So that the plan! (Meli, Male, Undergraduate).*

The last participant added:

*It was to get extra cash and helping students since this is a Nursing student only residence so we do not have time to go to JUBS, the nearest tuckshop, so it would be better if they get everything they needed here (Zipho, Female, Undergraduate).*

Other participants also agreed on seeing a gap in the institution which resulted in them starting their business. Zee and Meli saw that resources are all available on campus to perform his online channel which provides him with money due to views based on the videos he posts on YouTube. Students entrepreneurs have shown the ability to effortlessly adapt to certain environments as means of sustaining their livelihoods. The sustainable livelihoods approach looks at how people in communities are able to look at resources available and their skills to make best use of as a survival strategy (Petersen and Pedersen, 2010). Students such as Zipho who did not start her business out of the ordinary but was able to identify a gap in her Nursing students only residence.

UKZN-Inqubate, (2018) discouraged undergraduate students from partaking in entrepreneurship projects as trying to decrease the amount of failure of students in undergraduate studies. It indeed makes sense for UKZN Inqubate to set such policies against

undergraduate students, however, hunger, poverty, and the adaptation to university from home affects undergraduate students more than postgraduate students. The participants in the study have outlined how using their capabilities has allowed them to show their entrepreneurship capabilities resulting to successful businesses.

Students entrepreneurs such as Peace and Mongameli who are undergraduate students have seen a gap in their businesses. Both participants concluded that should they businesses go well, they will not seek employment in their field of study but will however continue being in business as entrepreneurs. Using the main sustainable livelihoods approach, they have shown understanding of their human capital skills, social capital, financial and physical capital skills to sustain their livelihoods. (DFID, 2000). To start their businesses, they used NSFAS funding and realized their social environment will also help their business grow. Mongameli understands that his business requires Wi-Fi, Computers and students support of which is all available in the University premises.

#### **4.4.2 Self-dependence**

Most participants have seen that dependency on parents and NSFAS, is not sufficient to support them throughout their studies. Every person needs personal and self-stability to ensure they leave their lives to the fullest and freely so that if they fail or succeed, they have all the blame on themselves (Huitt, 2011). The participants were thus of the same vein motivated by such to ensure they can support their own lives while on campus.

Participants were asked who supports their financial needs, the participants responded as follows:

*No one is supporting me financially but I can say there are people supporting me especially eThekweni municipality Durban Fashion Fair, Trade and Investment in KwaZulu. Sometimes they call me to participate in their exhibitions which they usually host. That is the support I get so far so that my business will be exposed to different people and different sectors. (Peace, Male, Undergraduate)*

Another participant said:

*Financially I am not supported, I support myself because there is no other income besides being a residence assistant. I am not really supported. In terms of running the shop, I am running it on my own. The shop has now started to run itself and now supplies the other businesses that I do on the side like photography. Sometimes I would need something for the shop and I would get from photography. When I need something for photography, I would go to the shop. However, I do have some degree of mentorship assistance here and there from my mentors. (Zee, Male, Postgraduate)*

Another participant added on how now he is self-dependent, and it is the family that depends on him now:

*I am able to take care of myself and I'm able to take care of my family. I'm able to make a living, and also the people that I'm working with should be able to make a living (Meli, Male, Undergraduate).*

Another stated:

*I am supported but not to a large extent as even my parents believe that a student must just study and go to work afterwards even though you give them money. They don't believe in being an entrepreneur they just believe in you going to do school and working afterwards. Even when I send them money to support them they still have hesitations.*

*These days my parents can call me and ask for money and I will give them the money they need. She wants to build a shack to rent out and get money so I assisted (Khule, Male, Undergraduate).*

A female student also added to how self-dependent she is most of the time on campus:

*This is the only form of money I receive monthly that is guaranteed. My parents send money when they have it. So I choose to do hair in order to support myself on campus daily. (Miya, Female, Undergraduate).*

Dale, female entrepreneur stated that she is not supported by anyone and to raise capital for her business she had to save her NSFAS meal allowance money.

Drawing from what students had to say in response of them being supported financially or not at home, they concluded positively showing to discredit the University assumptions about them being undergraduate entrepreneurs. Gates (2015) mentioned that some of the common challenges faced by college students is exposure to hunger, money and stress from home. 5 of the participants have responded with positive responses on how entrepreneurship has helped them not only to be able to pay for their own monthly needs but they are now able to financially assist their families back at home. UKZN Inqubate (2018) promotes the inclusion of only postgraduate and University staff members as entrepreneurs on campus side-lining undergraduate students. With national university strikes as a result of fighting against poverty, hunger and high fees in universities in South Africa, the Inqubate itself is proved wrong by the outcomes of student's entrepreneurs as students can run their businesses successfully.

Students that run these projects are mostly undergraduate students with only 2 out of 10 participants being postgraduate students. This study proved how even though the university does not acknowledge businesses run by undergraduates, however, their businesses has helped them fight against poverty, solving their socio-economic challenges both at home and in

university. Entrepreneurs such as Zee, Mongameli and Khule have also proven how their businesses can potentially permanently solve South Africa's crises of the 29% unemployment rates especially amongst the youth as they have staff members who work for them (Stats SA, 2019).

With observation and trends of student entrepreneurs, the researcher could also identify and see that entrepreneurship truly supports students when they are away from home with possibilities of being full time businesses, solving South Africa's problem in both the university community and outside community. The fact that these students are now helping to pay their siblings bills, paying their own fees, their own household goods and employing fellow students indicates how the outcome of university support for also undergraduate students businesses can help solve many socio-economic challenges.

With student entrepreneurs outlining some of the important points and challenges surrounding being a student and being self-dependent and having their siblings depend on them, unemployment issues was one of the major reasons to entrepreneurship drive.

#### **4.4.3 Unemployment**

Unemployment is another reason student gave reason for embarking on entrepreneurship journeys. Participant, Meli and Khule, saw themselves supporting their parents as they were unemployed. Participants Dale, Zipho and Miya also stated that they sometimes send money home to assist as their parents were also unemployed. On a follow up questions asking where does he see his business in future or it is something that will only last while he is on campus. When asked were they see their businesses in the future, participants gave the following response.

*What I can say is since I started the business of mine last year. I started it with the realisation that there are no jobs and most people who studied with us but now they sit at home and are unemployed. So they sit at home and become exposed to drugs and there is a high unemployment rate which is caused by poor job creation. So I started thinking if maybe I can come up with a business or something that can help others sustain their livelihood so it can be a good contribution to the South African community in lower level to bring them to a higher level. When I started it my wish was to get work after graduation and be employed but only to find out and see there are challenges after graduation. So I started saying that maybe I can start a business for myself. It can help me a lot. So, right now my passion is based on the experience I have had. I've seen that something that is very valuable and can change my life and other people's lives at the same time was to then continue with the business, get funds as much as I can and in that way many people can be assisted (Peace, Male, Undergraduate).*

Another participant also added that unemployment resulted in him being an entrepreneur. When asked who supports him financially while at school he stated:

*Well brother, one of the reasons why I did entrepreneurship is, besides loving entrepreneurship and having dreams of being an entrepreneur, there is no one helping me. It is not because there is someone who disowned me or so but there is no one working or employed at home. The only income stream that there, is my business. So, I don't have any financial support from anyone or anything besides my business right now (Meli, Male, Undergraduate).*

Participants, Dale and Miya, agreed that unemployment is a big problem in the country which is why they chose to be entrepreneurs on campus than to look for part time jobs. To support this statement and findings, South Africa current unemployment rate ranges at 27.2% (Stats SA, 2018). Entrepreneurship is all about the willingness to take a risk and invest the little capital that you have to ensure your businesses kickstarts. Walles (2017) highlights on how USA has embraced the “culture” of entrepreneurship which has resulted in great business start ups with support and the culture of not being afraid to fail.

USA is one of the most developed countries in the world and entrepreneurship has been one of their major economic development driving force. It has helped the country's GDP growth linked with a good tax system that allows even a high population to be able to maintain access to resources for everyone. With using USA entrepreneurship support structure and linking it with the participants overall outcome in this study, entrepreneurship is indeed a good tool in ensuring unemployment rates are dropped, hunger and poverty rates are demolished too in a country.

The USA unemployment rate is currently at a very low 3.7% (Trading Economics, 2019). South Africa on the other hand is rating at a high rate of 29% (Stats SA, 2019). With links to socio-economic challenges faced by students' entrepreneurs on the effects of unemployment the researcher can also conclude that unemployment is indeed bad as students cannot support themselves financially while in university institutions. Students also cannot get access to money back at home as their parents are unemployed.

The next subtheme will also state how the lack of unemployment in the participants families has resulted in students being forced to start income generating projects due to a lack of financial support. On the other hand, governments financial support system for university students is very little as the current 2019 UKZN monthly funding rate is R1440 per month (UKZN-Funding, 2019). Such constraints has resulted into students outlining financial support challenges as it discussed in the section below.

#### **4.5 Lack of financial support from Government (NSFAS) and home.**

##### **4.5.1 NSFAS**

There has always been a trend for tertiary students advocating for financial support in universities from apartheid government to the democratic government. The increase in NSFAS funding at universities from 2014 has shown a great impact on students' entrepreneurs (Booyesen, 2016:264). The theme emerged when participants were asked if they are supported financially by anyone while in university.

In 2015 students in universities had fee debts of up to R4 billion Rands on unpaid fees and residents expenses (BusinessTech, 2015).

The participants responded in a similar manner as NSFAS being their main source of financial support which assisted in them starting their businesses through savings. This is what one of the participant had to say on how he started his business:

*I started last year 2017 July after saving money from the meal allowance from NSFAS (Peace, Male, Undergraduate).*

Another participant stated the following on financial support:

*I think in 2016, I have the capital I had then to support my business until today. So it was R3,500 and I told myself this capital shall build more money for myself and never be in the same situation I was before. (Khule, Male, Undergraduate).*

Another participant who is a hair stylist also added on how NSFAS is the only income received that is guaranteed which also assisted her to support her livelihood:

*Yes I have NSFAS which pays for my fees, accommodation and a R1,000 monthly stipend for food. This is the only form of money I receive monthly that is guaranteed. Parents send money when they have it so I choose to do hair in order to support myself on campus daily (Miya, Female, Undergraduate).*

Some participants, Zuma, Nokwe, Dale and Miya, said that they do get financial assistance whether it is a stipend from home or NSFAS. Nzuzo and Zipho also mentioned that their bursaries are the main source of financial assistance that is supporting them while on campus.

While 8 out of 11 participants stated that they do not receive any financial support from home instead they contribute to their home steads by sending money made from their projects. It is such factors that led students to seek additional sources of income as they stayed in university. NSFAS has seemed to contribute a lot in business start-ups such as Maphanga, Khule, Peace, Mongameli and Dale using their semester book allowance money to fund their income generating projects.

#### **4.6 Entrepreneurship impacts on livelihoods**

Entrepreneurship seems to have positive impacts on the whole globe just as how USA has supported the idea of entrepreneurship especially amongst the youth and graduates (Myers, 2014). Entrepreneurship has created not just local jobs but international jobs since the world represents a lives in a global platforms. This has saw the growth of businesses like Microsoft, Apple phones, Uber transports which are not only in the USA but in various global markets including South Africa.

When participants were asked how their businesses have impacted their livelihoods, some positive impacts were mentioned in their responses. These included the spending ability, income, profits, being independent and employment creation. These positive aspects are highlighted below.

##### **4.6.1 .Profits**

This is what participant had to say about profits:

*Eh I can say life is better because I am able to get nice profits which help me to buy nice things that I need for school and for business. Jah I can say it quite good so far (Peace, Male, Undergraduate).*

Another participant added entrepreneurship impact as follows:

*It has brought joy because that is what I enjoy doing. I just enjoy talking to people and getting money out of it and so to me it just a game. If Im just sitting and not doing anything to generate money I get bored. I realised this when I was doing my social work*

*practical's. I used to sleep a lot in the office until I go out of work and came back to sell and I would be energised. So I can surely say it has brought a lot of challenges and joy (Zee, Male, Postgraduate)*

Another hairstylist added:

*Regarding hair styling students on campus, students do their hair now and then, which often makes them end up spending a lot of money. therefore this benefit both of us since I don't cost much per hair style at the same time I make profits (Nokwe, Female, Undergraduate).*

This motivation and drive is what makes entrepreneurs to be outstanding and make a lot of money for themselves. It is the drive of creating employment, making money and profits for themselves which benefits them more rather than working for someone else. Another participant, Meli, also stated that the only reason he would work for someone is to generate money to invest in his business.

One of the participants first realised being an entrepreneur will have a positive impact in his livelihood when he was a little boy:

*In 2006 I remember one incident where I was coughing, so my parents gave me R40 to buy medication, instead of buying that medication I took that R40 and bought a packet of chips and biscuits. I sold the items where I was staying to generate more money so that I could end up buying that medication as well as having extra cash. Although fortunately I self-healed without buying the medication and had the extra cash to continue doing business(Zee, Male, Postgraduate).*

The sustainable livelihood Approach looks at how human beings are able to generate a sustainable living environment for themselves by creating systems that will allow them to live in by using their natural, human, social and structural capital (Serrat, 2017). Student entrepreneurs in the study have proven how their profits are making in changing their lives. Students are able to spend on themselves, decreasing the high rate of hunger and poverty in universities. Munro et al (2013) highlights how 21% of students go through food insecurity in universities with one of the major influences being away from home.

Since student entrepreneurs in the study have decided to embark on entrepreneurship, they have managed to employ other students as well to run their businesses in their absence. As a result, this could solve many challenges outlined by university management across universities with students facing hunger and poverty in universities.

Students across South Africa strike due to financial exclusion, lack of funding from the NSFAS office and socio-economic challenges faced in higher education such a high

registration fees and for studying and residents (Feni and Mama, 2012). Through the development of entrepreneurial support in UKZN this could decrease reasons for students to strike yearly as their problems would be solved. Some participants expressed that they are able to pay their own debt, they are able to buy more food and stationary from the money they make from their businesses. Zee and Khule stated that they are renting their own places and no longer relying of NSFAS funding to pay for their residents.

#### **4.6.2 Business as a source of income**

For most participants, entrepreneurship has given them more income as they get a monthly allowance from their parents or sponsors.

*After getting my degree I do not plan to use it as I have seen the potential of my business as the main source of income in future(Peace, Male, Undergraduate).*

One participant added on how he now never experiences poverty or hunger due to the successes of his business:

*I can say that when I started the shop, I had a lot of money coming in and a lot of money coming out, especially after buying the car. My expenses can amount to about R7000 but before I had the car, there were no expenses of such magnitude. But at the same time, I am now receiving more money because there is a car which makes it more mobile, more flexible (Zee, Male, Postgraduate).*

One of the major challenges faced by the youth in South Africa is the unemployment rate which leads to many social illnesses amongst the youth such as drugs and crime. According to Stats SA (2019) the current youth unemployment rate is estimate at a rate of 55.2% with the graduate unemployment rate at 31%. Entrepreneurship could assist in addressing these issues amongst the youth if great support is given to student entrepreneurs. Potential positive development of such a goal is visible based on the researcher's findings in this study.

According to Rose (2018), June 2016 to June 2017 findings showed that YouTubers made up to \$127 million from the online platform. These stats highly show how Mongamelis production channel is a job and business which is very secured in terms of it income. Mongamelis source of income per month was way more than an average qualified teacher earned in South Africa.

Two participants have bought cars being Khule and Mongameli. Even after the interviews had taken place, 6 months later we have identified great progress in the businesses as profit increased and more students were employed to work for them.



Picture 5: Khules new car



Picture 6: Mongameli and his car.

### 4.6.3 Spending power

Entrepreneurship has meant more positive impacts for students with businesses. They are now able to spend more on food, textbooks for school, clothing and are able to send money to their families. This has limited their exposure to poverty or hunger on campus as they now have financial power through the money made from their businesses.

This is what the participants had to say about spending and how their businesses assisted them to do such:

*It has helped me to become kind of a better person. Because of it, it has helped me to shape my life and also helped me make a living because without it I wouldn't be able to eat, I'm wearing the clothes I'm wearing because of it, and I have not been in trouble and that because of it (Meli, Male, Undergraduate).*

Another participant who sells fried chips stated:

*I don't usually spend most of my money, I save it. But I decided to use some of the money I had saved to grow my business and bought the second machine and then bought a third grilling machine which we could use next year. it's an oven which we can use to grill meat and bake cakes.*

*I also have this brand "hustlepreneur" that I'm wearing right now which I also started it now with the money from fries (Nzuzo, Male, Undergraduate).*

In addition another participant added:

*Positively because I can now sustain myself, my family, my employees yeah as I said I enjoy doing this work so there is pure joy (Zee, Male, Postgraduate).*

**Picture 7:** shows Zee's car, which he just bought by doing business on campus. The money was all made on campus.



**Picture 8:** Zee store at the Students concourse, the student business hub created by UKZN

#### **4.6.4 Employment creation**

Another positive impact these entrepreneurs have done thus far is to create employment in their businesses especially for students who are on campus and need extra money to sustain themselves. This is what the participants had to say when asked about employees and partnership in their businesses:

*I do have both, but it is not actually a partner but a colleague I work with closely as we do not have anything like a contract. I do have employees back home and I have one*

*here but a lot of employees are back at home where I have about 8 (Zee, Male Postgraduate).*

Another participant also added on his business employees and partners:

*[Ehm] yeah I do have partners or people I have employed. For instance, I have a company that I'm working with right now, it's called "CoolNerds", they are sponsoring us with clothes when we are shooting, Especially for the presenters. We also have another company that is in partnership with us called Rare. Honchos is also another one but we are still in negotiation with them as they are planning to sponsor us with food.(Meli, Male, Undergraduate).*

Below in picture 7 is the team Mongameli productions has partnered with in ensuring his online YouTube channel grows.



**Picture: 9.** Mongameli productions team shooting an online Campus Crush episode with his partners and employees

Khule who has a shop at the student concourse stated the following regarding having employees or partners:

*Fortunately some of them are students and some I took them where people hunt for jobs by my residence. So I found someone looking for work there, asked them how much they were expecting to earn so I took them after that. We worked then (Khule, Male, Undergraduate).*

When the researcher asked how many employees to be specific this is what he added:

*Two in total but sometimes if I have to go sell outside maybe like Curries Fountain grounds I add more or when I go to ceremonies, I add and perhaps go with three.*

*But I prefer students, although I have one who's not going to be a full-time employee as students are sometimes not available (Khule, Male, Undergraduate).*

While the rest of the participants had no employees, but they had friends or partners who assisted them in their businesses and they also got a certain share of profits for their time spent in the business. Dale, Zipho and Nzuzowho are entrepreneurs, had such partners in their business who assisted them when they had to study or needed to take a break from their businesses.

Using their entrepreneurship, students have done a lot to support themselves and families. This is consistent with theories that state that students are able to identify assets available on campus and used them to develop not only their lives but the community of Howard College through creating employment. This resonates with the Asset Based Community Development approach (Boyd et al. 2008) and (Turner, 2000: 2). Their ability to adapt being away from home and resort to start businesses is of no question and this how they indirectly practice what by Sen et al (2007: 2) said with regard to the theory on the Capabilities Approach which advocates that on how human beings adapt to a certain environment and find means using their capabilities to sustain their lives in that environment.

#### **4.7 Challenges faced by student entrepreneurs**

There are a lot of challenges students face in higher education environments. The most known would be the lack of financial support, unemployment and hunger within the student's environment. Entrepreneurship has its advantages and disadvantages. The were challenges that emerged when participants were asked how they balance running their businesses and being students at the same time. Some of the major challenges that were identifies were: Infrastructure, Risk Management Services (RMS), social life/ study time and permits and rents.

##### **4.7.1 Infrastructure**

While many of the students that run their businesses on campus residences, these include Miya, Zuma, Dale, Nzuzo, Nokwe and Peace, one of the sub-themes that emerged on challenges is the problem of infrastructure. This is because their rooms are too small for two people live in and let alone run a shop in it. This is what participants had to say during observation and asking questions:

*Being an entrepreneur on campus like me is very hard, as I have to make shoes in my room which is small. It is also not healthy as I use strong glue which now smells in my room permanently and not to mention the leather straps I have to pick up every night (Peace, Male, Undergraduate).*

Another stated:

*[Ehm] a bigger room would do because the space is little here, the only big rooms that are here at res are normally for the house committee but one does not have the power to get these rooms (Zipho, Female, Undergraduate).*

Another who is a hairstylist added:

*Perhaps space at res to do the hair as my room is small and hair can be messy. So it is not healthy to do hair in one room, sleep in that room and eat in a room full of hair (Miya, Female, Undergraduate).*

Students that saw their businesses being challenged by the lack of infrastructure on campus space highly depended on their businesses to be on campus residents. Running a business in university dorms is against the Department of Students Residents Affairs DSRA rules, which manages students residences and implements rules (DSRA, 2017). While the UKZN Inqubate states that it supports student's entrepreneurship development while students are part of UKZN, with it building spaces such as students business concuss in the cafeteria.

Even with the newly built Sphiwe Zuma residence which was opened in the beginning of 2019, saw updated infrastructures but none were student entrepreneurial support. Rooms are still small, students now share in these residents and there is no free open spaces for participants like Miya, Dale, Peace or Nokwe to run their businesses within residences premises.

#### **4.7.2 Lack of social life**

Another challenge stated by students after starting their businesses that they had less time to socialise and spend time with their friends. While their friends made way to soccer games, clubbing, dinner dates, they had to stay behind and be there for their customers. A participant stated:

*The most challenge is balancing between the two, being a student, and being an entrepreneur and by extension also being a person, being a boyfriend, being a friend and son because being an entrepreneur is that additional task that one puts consciously but it ends up consuming a lot of your time.*

*Like I remember when I opened the shop, before even opening the shop I would wake up at 11 during week days but once opened the shop, I had responsibilities of having to open the shop every morning whether I like it or not, whether you are sick or not you had to come open because your customers will be waiting at your door. So those are real challenges, even when you have to do something that is important personally, but*

*because you are a business man you have to commit yourself at being at the shop (Zee, Male, Undergraduate).*

At some point participants started their income generating projects alone and as a result, they had to invest a lot of time in their businesses. While their issue of hunger and poverty was being solved from interests made in their businesses, time for fun and being a young adult was being taken away. With more than 7 participants in the study being undergraduate students such social life experience is needed for students at early stages of university. This can lead to depression, higher academic failure rates as students don't find joy in anything related to university.

#### **4.7.3 Lack of school and studying**

Schooling and studying problems also emerged as one of the themes students find common as entrepreneurs on campus. Running a business requires a lot of time and it is a challenge when on campus as students come to university to study but now mingle it with entrepreneurship which can be a strain. This is what they had to say regarding school and entrepreneurship:

*Well that is what is negative about the business even when you want to sleep people will knock. So this sometimes disturbs my studying pattern which is why I don't study at res anymore because when you try studying people will knock. So I just go to the lan straight on campus because even if you write on the door that you closed, they will still knock (Zipho, Female, Undergraduate).*

A hair stylist stated that the challenge of doing hair alone is that it can take an average of 3-4 hours.

*Doing hair takes hours and you'd find that it hard to do school work after doing hair as I am tired. Being a nursing student means I spend most of my days at the hospital doing practical's and when I come back from the hospital, I am already tired but due to the fact that I have already allowed myself to be booked, I have to do hair afterwards (Miya, Female, Undergraduate).*

Another responded:

*The challenges I face as an entrepreneur and students are too much, increased school work, as I find myself having to attend classes, at the same time my customers are here for the service. Therefore I have to focus on one thing at a time, so everything goes smoothly (Khule, Male, Undergraduate).*

Another cosmetic business owner stated the following on the challenges she faces:

*Yes there are some challenges I, people placing orders and then cancelling them when I have already paid for the order. Sometimes when I'm at the hospital for school, my customers come to campus to look for me and I miss them so I have to make other plans to meet them. So they end up not relying on me (Zuma, Female, Undergraduate).*

A female shop owner stated how challenging it is to start a business while pursuing a Law degree.

*I don't get enough time to sleep as my customers knock while I am sleeping as students need these products 24 hours a day. I also struggle with concentrating on my studies as my customers knock while I am busy studying. Nevertheless, this taught me how to multi-task. And I am now an organized student as I must plan well in advance of how I should tackle my studies and social life in the course of running my business(Dale, Female, Undergraduate).*

Govender and Jacob (2009) stated that project proposal support is concentrated at staff members and postgraduate students under the UKZN Enspire program to avoid undergraduate students'academic failure. Such a statement makes sense in order to ensure undergraduate students pass their studies and not focus on businesses. With the responses from the participants 9 out of 11 of them highly support the notion that running a business does take a little of their time away from books. One can also question the fact that why are we in University in the first place? Is it not to learn skills to help provide for our families through working and getting money? Successful business men like Bill Gate himself and Mark Zuckerberg dropped out of university when they saw an opportunity in their businesses.

South African Youtubers like Sibule Mpanza and Buhle Lupindo have also dropped out of university to create content on their online channels (Samanga, 2019). If a participant like Mongameli made R30 000 a month on YouTube why should he not drop out of university if he can maintain that income. University is also very expensive so why should they waste their time on university if they can make it without a degree online.

#### **4.7.4 Access to Permits and Rents**

Other participants also stated that one of the major problems they encounter is getting access to permits. Peace mentioned that it is hard to get permits to sell on campus. The participants stated that they knew many people who started selling on campus before him and other entrepreneurs he knows but they have not gotten their trading permit.

While other students who sell sweets and chips complained about rents at the students market place being high for them so they resort to selling in their residents. This issue seems to be a problem in many informal businesses in south African universities.

## **4.8 Recommendations**

These are the following themes that emerged under recommendations after interacting with the students. Financial assistance, infrastructure and advertisement/marketing of their businesses by the institution. To assess students' problems and find out the possible solutions or recommendations, the researcher then asked the students what would they like to be assisted with as entrepreneurs on campus.

### **4.8.1 Financial assistance**

This is what the student's participants had to say about the financial assistance.

*First of all, the main need is financial assistance because we as entrepreneurs especially the young entrepreneurs are faced with financial challenges whereby, we have to fund ourselves, [ehm] you are supposed to buy materials, that you need for production if you are producing.*

*It then becomes a big challenge if you do not have that money but then you have an idea of what you want to do, it becomes the biggest challenge because without finance, the business won't survive.*

*Then secondly maybe if the university can give me a permit to sell my products on campus and then also the place to sell my product on the campus environment that all I need (Peace, male, undergraduate).*

Nokwe, Miya, Khule, and Meli also stated that financial assistance is indeed a need for them to ensure that their businesses are successful. They stated that the institution should assist with finances, as they would be able to have the power to not only purchase products and resources to invest in their businesses. They would now have an opportunity and ability to invest on a larger scale to ensure their businesses grow and compete at a global scale.

### **4.8.2 Required infrastructure to run successful businesses**

Eight participants that took part in the study have businesses that require infrastructure and space to run. The ability to identify such assets on campus from students lies in the ability to

practice ABCD whereby students entrepreneurs are not asking for new buildings to be built but for them to be accommodated in the existing buildings.

This is what one of the participants had to say about infrastructure:

*What I can say is here on campus there are buildings I know they are dilapidated and unused. They are now like storerooms and I have seen many which need to be fixed but can be a great opportunity for those spaces to sell. The most important thing that can help young entrepreneurs here on campus is to get a venue here on campus as the institution has a capacity of close to +- 16000 students and staff member.*

*So once you have a business here the university is like a community which is made up of different people from different places. Once people get exposure to your product here on campus there is a possibility that they can spread their, advertise your product to their communities where they live in different places. So that will be a good platform for young entrepreneurs here at UKZN. So I think that can help a lot with those vacant buildings to be renovated and divided to accommodate different businesses (Peace, male, undergraduate).*

Another participant whom is into photography and owns his own online show stated that although he does not rely on being assisted, he is driven by working with what he has. Equipment upgrade would be one of his suggestions and this is what he had to say.

*Joh I don't want to lie, I am not a successful entrepreneur right now but I know in future I will be because I believe in myself. Right now, I have nothing, literally nothing, the equipment that I have right now helps me but I still need more. I am also not waiting for this bigger person who is going to come and help me but rather I'm working towards it. I would like if someone or people or organisation could try and help me get equipment, maybe not the equipment but help me get to the right places. Because I actually am in a lower stream right now but I plan to take my business to bigger stream (Meli, male, undergraduate).*

Zipho also stated that if she had a bigger room to get her business going to the next level, she would add extra goods to sell as her customers need them on daily basis. Zuma whom also owns a shop suggested the same when it came to be recommending bigger rooms for their businesses in residents. Studies done in the USA and China also talk about social environmental factors through institutions which help government play a vital role in assisting entrepreneurs (Stephan, Urbano and Van Hemmen, 2009). The role of government in China and USA help student entrepreneurs have a very fond foundation to help the businesses develop socially, economically and physically. There are laws which support these kinds of young entrepreneurs which has made it easy for their businesses to strive even better.

*The most important thing I need is a facility to run this tuckshop as my residence is way too small to cater for all the products I sell. Therefore, having a designated facility*

*inside my residence to run my business will allow me to expand my business, thereby maximizing my profits and also serving the needs of the students at my residence. Another aspect is having business seminars where one can be taught how to expand her business and also how to register it (Dale, Female, Undergraduate).*

With the available minimum resources most participants have outlined lack of support in facilities as another major constraint into ensuring their businesses run well. To identifying their challenges, most participants could identify available facilities that they could use within the university institution premises. Facilities such as computers, printers and access to information is already available to them with Mongameli Productions being one of the entrepreneurs who relies more on such facilities.

The researcher also witnessed the building participants mentioned being one of the best buildings to upgrade and create a student market place which is bigger. The building is a two-story building which is designed like a hall. It currently used as store room by the DSRA.

#### **4.8.3 The need for marketing**

The final theme that emerged under recommendations was that most of student entrepreneurs request to be supported by the institution at least in marketing their products and services to the rest of the community of UKZN-HC. This is what one of the participants had to say about marketing assistance.

*The area in which I need assistance: it would be marketing, I always imagine where there would be lecturers allowing us to make presentations where they teach and there 's 700 students and I am there to tell them about perfumes and how I would assist them.*

*Also there is emails here at school so if businesses can be advertised and given slots, than maybe we can make advertisements and posts. There is also Facebook pages officially if we get the official opportunity to post on Facebook account that are official for school and even in the, [Lost in thinking]. This thing of introducing new students? [Orientation]*

*Jah those people even if during the orientation, if they can pass here at the shop that will help because you are programing students to three or four years of study to know where you are based(Zee, Male, Postgraduate).*

Another participant who owns a shop at the cafeteria (Student concourse) also stated his perception on marketing assistance as a student entrepreneur. This is what he had to say.

*Firstly it would be financial assistance, secondly be given and exposed to opportunities here on campus. Also be given a platform to be exposed in the city as a whole and also be there and known I am sponsored by UKZN. This will also show how the university cares for its own students and that will help a lot.*

*Also, to be supported for instance if I am doing an event, even an advert showing “ sponsored by UKZN” that will help a lot. Also about the contracts we sign, we wish for them to be of long term up until we grow and leave the place. Even one day on interview on TV I shall then state that I started on UKZN-HC (Khule, Male, Undergraduate).*

Zuma, Meli and Peace also suggested advertisement as one of the major ways the institution could assist them with. Peace also stated how effectively the EThekweni municipality has helped him grow in terms of advertisement as he is even asked to take part in conferences.



Picture 10: Peace showcasing his hand work at ICC Durban business fair

Through such assistance from the municipality, Peace is able to make up to R10 000 during such conferences and people from all over the world always show interest in his handmade products. Makwakwa (2016) also highlight on the important of student's businesses advertisement with support from University of Zululand Richards bay campus. Such can assist many student businesses if it was done at University of KwaZulu Natal where they have entrepreneur day and markets days for students. Zibele also highlighted on this on his interview on how during orientation day for first years if their businesses can have a slot to be introduced to new students. This will help them develop as first year students will know about their

businesses the day they get into the university environment. Parents also attend orientation days, so more possibilities and chances are there.

#### **4.9 Conclusion**

It is of no doubt that student entrepreneurs that took part in the study have been affected positively by their innovation and income generation projects. While stats SA (2018) states that the current unemployment rate in South Africa ranges at 27, 2% it is even worse as it is concentrated among the youth. Poverty and hunger in tertiary institutions is not only a South African problem but also in developed countries, where students do find themselves in hunger situations when they are on campus and away from home (Munro, Quayle et al, 2015:13).

This chapter has helped identify student entrepreneurs' perceptions on their daily livelihood challenges that they face while on campus. It has identified various themes which aim to tackle the whole topic and aim of the study, which is student entrepreneurship as a socio-economic strategy against poverty and hunger at UKZN-HC. Analysing data in this chapter has allowed the researcher to identify find similar pertinent themes students related to had to say about such which are social factors that they face on campus. Also economic factors, and other needs and wants to sustain their lives on campus and also how entrepreneurship has helped them sustain their lives at Howard College.

The next chapter will discuss the finding in chapter four and suggest recommendations for which will be to the development of the student entrepreneurs s, at the University of KwaZulu Natal, for DHET and South Africa as a in whole.

## **Chapter 5: Discussion, Conclusions and Recommendations**

### **5.0 Introduction**

The aim of the study is to investigate how student use their entrepreneurship as a socio-economic strategy to fight against poverty and hunger at Howard College Campus which is located at Glenwood UKZN. In total the study consisted of five chapters, namely, of which chapter one presented was the introduction, background, statement of problem, rationale, research questions, aim and objectives. Chapter two of the research included theoretical framework: such as the Sustainable livelihoods approach (SLA), Asset Based Community Development (ABCD) and the Capabilities Approach (CA).

Chapter two also included literature on students student's entrepreneurship at and both local and at the international level using case studies y on poverty and hunger at in universities. Chapter three presented included the research methodology used in this study, significant of the study, the location of the study area, sampling, data collection methods, data analysis, as well as aspects of validity, reliability and credibility. Chapter four presented had data the analysis and interpretation and chapter five presents the has discussions, conclusions and recommendations. and conclusions.

### **5.1 Research Findings and Discussions**

After considerate field work, this chapter will outline the research findings and observation of the study. Themes that will be discussed after findings of the research include, Social Factors affecting students, economic factors affecting students, inadequacy of financial assistant, entrepreneurship impacts on livelihood and challenges faced by students' entrepreneurs.

The second part will discuss the infrastructure challenges, the lack of a social life for students entrepreneurs, less time for them to also study and focus on school-work and challenges faced in getting permits to run their businesses and access to the available infrastructures. The last part will focus on the realisation of objectives stated as key guidance for this paper, state recommendations after research findings and conclusions.

#### **5.1.1 Social Factors affecting students**

The study investigated how students adopted to social challenges they face in university and how they are using entrepreneurship to deal with those challenges. Stats SA (2015) stated that over half of South Africa's population lives in poverty with a rate of 55.5%. The study found

that 8 of the participants that took part in this study experienced poverty and hunger while on campus.

Out of observation the University of KwaZulu Natal Howard College is in the province of KwaZulu Natal and the institution is dominated by Zulu speaking people from around the province. Xhosa speaking people are the second largest African group in this institution, most of whom come from the Eastern Cape Province. KZN is the third poorest province in terms of GDP per capita which is R66 254 and the Eastern Cape Province is the poorest with up to R55 094 of GDP per capita (Sen Nag, 2018 and Stats Sa SA, 2017).

Social factors like poverty and hunger affect many students in UKZN. Because most of students come from these two poor provinces, they are more exposed to poverty and hunger as these provinces have large rural populations accompanied with high unemployment rates. Seven participants stated that they send money home or find ways to survive on their own as their parents are also struggling to make a living due to unemployment. These social factors have played a huge role in driving students to pursue entrepreneurship as means to sustain their livelihoods while studying at UKZN.

### **5.1.2 Economic Factors affecting students**

Economic factors also played a huge role in the shaping of students to become entrepreneurs while studying at UKZN-HC. One of the objectives of the study was to understand trajectories of student entrepreneurship at Howard College, emerging evidence suggests that social and economic factors played an important role in understanding that many of the student entrepreneurs have resorted to starting businesses because they have been able to notice the challenges South Africa is facing currently. With the high unemployment rate, students more unlikely to get money from parents as they are unemployed while for the students, getting a job while in university is also a challenge on its own. Students have resorted to entrepreneurship not for fun but rather to change the economic challenges faced by their parents and themselves as students.

Two of the participants in the study have employed more than one person usually students as their businesses are operated around campus. While three of the participants have partners who they work with and share profits made on the business when they assist. This alone has solved the problem of hunger and poverty not only on campus but has done some positive ripple effects

in their communities from where they come from. This is because more than 14 people are employed now in the 10 businesses that were researched. This shows that the student entrepreneur can do more in terms of employing people if proper support and guidance is provided to them by the institution or any other philanthropist.

Student entrepreneurs also found economic gaps in which they see potential growth for their businesses and to improve their lives. To be able to study for a degree and but notice an economic opportunity resonates with indeed support the notion of American entrepreneurship amongst university students when taking the Facebooks and Microsoft as examples. Global known entrepreneur's such as Mark Zuckerberg, Bill Gates and Kalanick and Camp are entrepreneurs of note who whom have emerged while studying in higher education in the USA (Forbes, 2018).

These entrepreneurs were able to successfully find entrepreneurship as means of finding solutions to societal problems. Mark Zuckerberg created Facebook, the social network that allows people to communicate on a global scale. Bill gates for creating Micro-soft, a soft-ware used in computers today in business, universities y itself and government sector to make working easier. Kalanick and Camp have created Uber, a mark-able transportation network thereby creating employment and easy access to travelling. These businesses have impacted made our lives around the world much easier.

Peace gave thanks to the University system for exposing him to the global market and thrusting him to market on a local and global scale. For instance, his invitation to the Durban Business Fair has led him to meet international tourists, business women and men who show interest in his genuine leather products. A genuine leather bag at top stores in South Africa can cost up to a minimum of R2,000 and more while he charges his bags at a lower price of R1200 depending on the size.

### **5.1.3 Inadequacy of financial Assistance**

Findings of this research show that NSFAS has been one of the major financial aid schemes students receive to sustain themselves- which some have used as capital to start their businesses. Two participants stated that they have bursaries that support their livelihoods and studies but they are not enough, as a result, they have resorted to entrepreneurship to generate an income. While other participants received NSFAS and financial assistance from home, however they stated that the money they received was too little.

When there is a new semester, students receive book allowances plus money for meals which sums up to R2600 (University of kwaZulu Natal- Fees, 2018). Some students receive more money as some receive travel allowances if they live in communes or at home. Three of the participants used these funds from NSFAS to buy their first stock to sell. Thereafter, they have never had problems with money, hunger or poverty issues on campus as their businesses thrived.

Student entrepreneurs are able to make profits out the funding received from the government, not only to sustain their lives here on campus but have managed to provide for their families and siblings at home. Two student entrepreneurs have managed to create employment opportunities for 14 people which meant 14 families were taken care of. This is a good number based on the fact that two student's entrepreneurs have made 14 families benefits from their businesses.

#### **5.1.4 Entrepreneurship impacts on livelihood**

The study has found that entrepreneurship has had a positive impact on students livelihoods. After starting their businesses, the research found out that all students have positive impacts on their livelihood from their businesses. Entrepreneurship has given the students the ability to do positive things for themselves which include the ability to employ other students and spending power has increased as they have more money.

Student entrepreneurs are now not dependent on their parents, NSFAS or bursaries to provide for them financially. Some participants expressed that they can now save money for themselves to purchase goods which are valuable like a car and building a house for themselves back at home.

For student entrepreneurs, income is no longer achieved by working part time in retail and promotions, but they are now making their own incomes. The fact that student entrepreneurs can now build shelter back at home as Meli, Zee and Khule stated, this indeed represents positive impact not for themselves alone but for the government too as the state has also invested in these people by giving them funding to study at university. They now have built houses without having to rely on the government to aid them or give them in Reconstruction Development Program (RDP) houses.

### **5.1.5 Challenges faced by student entrepreneurs**

While student entrepreneurs had many successes in their ventures, this study also found various challenges students face while studying and being entrepreneurs on campus. These challenges included infrastructure, lack of social life, school and study problems and access to permits and rents. While conducting observation and asking the student entrepreneurs on campus the issue about not getting permits, this was a huge hindrance to conduct legitimate business. Student entrepreneurs also mentioned the struggles of even getting onto the University data base for bidders for university work which allows them to conduct their business on campus unencumbered.

### **5.1.6 Infrastructure challenges**

The research showed that many student entrepreneurs find it challenging to conduct business on campus due to the lack of infrastructure which is not provided to them. When infrastructure is provided to them, the participants complained about the space being too small especially if they want to carry out fast food businesses where they serve fried chips, sausage rolls and burgers. ABCD requires using available assets to sustain your livelihood and business. Even though there are limited assets such as space, student entrepreneurs still tried to make use of what is available which is consistent with what Russel (2017) suggest.

Student entrepreneurs that did their businesses in their residence rooms also complained about the size of their rooms. Nzuzo, for example, decided to use the university shared kitchen to cook fries and sell them due to the fact that his room is too small. This does not only affect their study space but also their health as it is not healthy to sleep, eat and study in the same room that has been preparing food.

While 8 student entrepreneurs complained about infrastructure, 1 complained about the lack of support in purchasing equipment that they need for their businesses. These are cameras, drones and hard drives needed to conduct online shows. While 7 of the participants were studying using NSFAS from government, it was evident how they faced challenges of buying equipment and getting proper infrastructure themselves.

### **5.1.7 Social Life**

While the study showed that only one student entrepreneur did not complain about lack of social life or having free time to mingle with other students due to being committed to their businesses, Miss Dale, however saw this as an opportunity to socialise even more with people. Being a tuck shop owner has allowed her to know new people and that is good for growth and business in general.

Capriello (2011) stated the definition and importance of networking in entrepreneurship, which means that it is indeed good to talk and network with different people so you can get better knowledge and contacts to develop your business. Miss Dale also used the researcher as an example of the fact that she has been chosen to do the interview in this study because of her networks in business. This, to her, marked the beginning of bigger things for her business as she will now feature in research study and one day may make it on television too and be a global entrepreneur.

Nine participants complained about not being able to get into relationships as they were always busy. They saw business as being prohibitive in having access to a full social life. The fact that they cannot join their friends when they go out on weekends was one of the main reasons they complain about not having a social life.

### **5.1.8 School and Studying**

The findings also showed that being able to attend, study and complete school assignments in time is also another challenge student entrepreneurs face on campus. While most degrees require students to do four modules per semester in UKZN, this meant that most student entrepreneurs had four modules to deal with and a business to handle which became a problem.

Nzuzo, one of the participants, studies engineering which demands a lot of his time. Being an entrepreneur came as a big challenge as they have to juggle their studies and being entrepreneurs. While three of the participants were nursing students, they spent most of their time daily doing practical's in hospitals. The only free time they had was dedicated to their books and running their businesses. This becomes a challenge as they cannot study without being disturbed as they even operate till late not because they want to but because customers even come as late as 1am in the morning to purchase chips and cigarettes.

UKZN Application and Information Office (2018) clearly states that students should not lose their Duly Performed (DP) so they can be credited to write the exam in each college handout book. To attain their DP, students must attend at least 75% of their lecturers and tutorials, submit assessment and write their tests but this becomes even harder as student entrepreneurs invest too much time in their businesses causing their marks to drop.

### **5.1.9 Access to permits and paying rent**

The other challenge student entrepreneurs stated in the study is the challenge of accessing permits and rents to do their businesses on campus. Only two of the participants out of eight have a permit to do their businesses on campus. When asked why they do not have access, two of the participants mentioned that it is hard to get permits as one needs to be in good terms with people issuing them out. Student's governance and the Student Representative Council seemed to be the main reason students claimed they cannot get access to permit unless they knew people in these offices.

One of the participants had mentioned that he knew student entrepreneurs who had applied for a permit before he started business but have not yet received them. however, there were some who applied after him but have received it. Rent is also a challenge. Students found it much better to work in their own spaces as they are not paying for rent as rent decreases their profits.

## **5.2 Realization of the Objectives**

### **5.2.1 Objective 1: To understand student entrepreneurship activities at Howard College**

This objective was indeed achieved as the study clearly gave out the different dynamics of student entrepreneurship around Howard College. The study clearly showed how students started their entrepreneurship ventures and how they operated while being students on campus. Based on research findings the study showed the different types of businesses and different kinds of entrepreneurs such as Tuckshops, hairstylist, decoration and online channels run by undergraduate students which is against university policy which gives preference to projects run by post graduates rather than undergraduates.

The study clearly showed that entrepreneurship is also active among undergraduate students as it is among postgraduate students. Two of the participants were postgraduate students and 8were undergraduate.

### **5.2.2 Objective 2: To describe student entrepreneurship and profiles**

This objective was achieved in the study as it found out that student backgrounds played an important role in shaping their entrepreneurial life. The study found out that there is indeed a huge market available on campus which can help alleviate the country's unemployment crisis in its own way and measure. Students provided clothing, fast foods, snacks, cosmetics and hair styling on campus. Services which are available daily on campus without travelling to town.

Only two of the businesses had a formal business profile and 8 were informal businesses. However, all had positive effects on the Howard College community as a whole. There was also an online business, a test of the new technology the global world is shifting towards to. Such online businesses are good for the growing technology scene in South African as they can learn from it by just having a camera, laptop and Wi-Fi on their hands and they could also make more than R10,000 within a month by just uploading their own lives on camera.

### **5.2.3 Objective 3: To make recommendations on how student businesses could be improved at the institution**

This objective was also achieved by stating what challenges student entrepreneurs face on campus. They mentioned that they find getting access to do business on campus hard, because the infrastructure provided is not convenient at all and lack of financial support was another big issue. The study recommends addressing these three major challenges mentioned by the students.

The university therefore needs to create better structures to provide students with more permits so that they can run their businesses formally. The institution also needs to provide business space in residences as students run their businesses on campus residences.

### **5.2.4 Objective 4: Assessing student ran income projects and their impact on reducing hunger and poverty**

The study proved that all of the participant are no longer exposed to poverty and hunger ever since they started their businesses. Two of the participants have a total number of 14 people who they have employed, 8 of them being students. Although they are students, these

entrepreneurs have had the ability to employ other students to help them fight against hunger and poverty.

NSFAS is not enough to sustain students monthly needs while they are on campus. They must use the R1,000 they receive for food, clothes, cosmetics and sometimes support their parents or siblings back home with. Students who run income generating projects have therefore reduced these challenges and are giving students the ability to sustainable their livelihoods.

### **5.3 Recommendations**

South Africa is still a developing nation with many socio-economic problems. These socio-economic problems such as poverty, hunger, unemployment and human development in whole struck and affects young South Africans more than any other age group (Ngonyama, 2016). It is such socio-economic factors that results in South Africa being one of the countries with the highest crime rates due to citizens trying to find other means to make a living. The current 27.2% unemployment rate suggests that such a socio-economic problem with bad results continue to hinder the development of the country with an increase in problems like crime rates increasing (Stats SA, 2018).

This study has identified a possible solution to all these challenges South Africa has. Firstly, students in university come to study skills and different perceptions and knowledge is gained from studying in UKZN. During their studies, within months students are able to have knowledge of the global market by studying various degrees in the institution. They then use this knowledge to adapt to the current socio-economic challenges they face on campus as students.

From the study the participants have made it very clear what would they recommend for them to better to help their lives and succeed in and their entrepreneurship ventures. These are the following recommendations which will help improve students livelihoods, the economy of South Africa and increase employment.

Firstly based on the study, it is recommended that infrastructure for students on campus projects should be created at universities. These infrastructures should be used by students who have businesses aside from studying their degrees while at universities. There are already vacant

buildings that are not working at UKZN-HC which the participants themselves identified for money and livelihood development which are not being put to proper use.

University residences are not designed properly as the sizes of the rooms are too small. It is indeed understandable because of with the crises of less residences to accommodate all students in the university. However as students have shown interests in entrepreneurship and every residence at UKZ-HC has a student's running a business inside their dorms. It can therefore be recommended that space for businesses should be made available for students to run their businesses also in residences. This does not only benefit the student entrepreneurs but also the safety of students as they are the customers since crime rates have been a major issue surrounding Howard College.

Secondly students do have brilliant business ideas however they lack financial support to be able to start. It is therefore recommended based on the study that the institution should provide financial assistance to upcoming potential businesses if they invest in them. It is also recommended that there is partnership formed with the municipality when such investments are made because as when these businesses may make it in the go global market the state will have a say in them and help regulate policies to control the profits to avoid the current inequality problems in this capitalist society we live in.

The last recommendation would be marketing assistance. While the students have started their businesses on campus, there is no support after that from the institution in terms of marketing their businesses. By having "University of KwaZulu Natal Entrepreneurs logo" written in business posters of these student entrepreneurs would make a huge positive difference in attracting customers and investments in their businesses. The UKZN logo speaks volumes alone, when students do posters for the streets, online social media pages and around campus for advertisement of their businesses, it will do well for them and help their businesses spread their reach quickly. Based on the study, one of the participants recommended the usage of the January campus orientation for entrepreneurs to have sessions to educate first year students on the available services provided by students as they also come with parents.

It was also recommended that lecturers can help assist them in advertisement as guest speakers before the semester starts. This is where student entrepreneurs can advertise their businesses to students who attend lecturers as they are in large numbers up to 300 per lecture. The last

recommendation would be for the institution to create programs that develop these students into real developed formal entrepreneurs. Hosting conferences and inviting them to present their businesses in the intellectual cabinets/ Dens, businessman and woman entrepreneurs who can invest in these businesses.

Implementing these recommendations will reduce some social conflicts such as protests which are a norm at UKZN and the main problem is always students being hungry and finding it hard to sustain their lives while on campus.

#### **5.4 Further research suggestions**

Student's entrepreneurship is indeed a growing phenomenon in South Africa. There is indeed huge research gaps where research can be conducted. These include investigating both primary and secondary school student entrepreneurs who are doing businesses as a survival strategy to address the current socio-economic problems in their communities and their families. Also similar research can be conducted in more rural and township schools which need more development. Further research can be done in other institutions of South Africa including TVET Colleges and University of technology.

#### **5.5 Conclusion**

Chapter five has covered the findings of the research and discussed them various findings. It has also presented the realisation of objectives of the study, gave recommendations for the University, government and students as these are the direct audiences of this study crowds. The USA is thriving with in entrepreneurship and has created global employment opportunities through student's entrepreneurs. It is imperative for the institution, DHET and government to ensure that future policy makers should consider such findings when looking at entrepreneurship in universities. This can be expanded to even secondary schools in the country as findings of the research showed that these student entrepreneurs started being entrepreneurs at a young age. With good mentorship in lower grades, students can end up being global entrepreneurs and making the lives of South Africans better through employment creation.

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## **Appendices**

### **Appendix 1**

#### **Research instruments (Observation)**

**Author:** Mpumelelo Mshengu

**Degree:** Masters of Development studies

**Direct crowd:** Students in universities

**In directed crowd:** Universities, government and it policy formers.

**Dissertation Topic:** Student entrepreneurship as a socio-economic strategy against poverty and hunger at Howard College, UKZN.

1. Camera
2. Notebooks

### **Appendix 2**

**Research instrument (in-depth interviews)**

**Questionnaire for interviews**

**Author:** Mpumelelo Mshengu

**Degree:** Masters in Development studies

**Direct crowd:** Students in universities

**In directed crowd:** Universities, government and it policy formers.

**Dissertation Topic: Student entrepreneurship as a socio-economic strategy against poverty and hunger at Howard College, UKZN.**

**Name:** \_\_\_\_\_

**Surname:** \_\_\_\_\_

**Gender:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**Student level of Study:** \_\_\_\_\_

Interview questions.

- 1) What is your business product?  
Ngabenhloboniyebhizinisionalolo?
- 2) When did you start being an entrepreneur?  
Ngabeuqaleniniukubausomabhizinisi?
- 3) Why did you choose to be an entrepreneur on campus?  
Isiphiisizathuesenzauqaleukubausomabhizinisienyuvesi?
- 4) Do you have partners or employees?  
Ngabeunaboyiniabantuobabisenenabonomaiziqashikwibhizinisilakho?
- 5) Where is your business located?  
Lizizekuyiphiindawoibhizinisilakho?
- 6) Is it a registered formal business or not?  
Ngabelirejistiwekumkhandluwamabhizinisina?
- 7) How has your life been on campus since you started being an entrepreneur?  
Ngabeimpiloyakhoseyinjanilaphaenkundleniephakemeyemfundoselokhuwaqalaukuba usomabhizinisi?
- 8) What challenges do you face while being an entrepreneur and student?

Iziphi indinkamba okubhekene nazowusomabhizinisi  
nomfundoesikhathiniesisodwa?

Kanye

9) Are you supported financially and on your daily livelihood?

Ngabe ukhona okulekelelangokwezimaliempilweniyakhonjeungumfundi?

10) Are you supported by anyone as an entrepreneur?

Ngabe ukhona okulekelelayongokwezamabhizinisi?

11) How does your business impact on your livelihood?

Ngabe ibhizinisi lakhoselibenomtheleloonjaniempilweniyakho?

12) Do you experience poverty or hunger since you started being an entrepreneur?

Ngabe uke uzithole ulambilenomaungenamali yokudlaselelokuwaqala ibhizinisi lakhona?

13) If there is anything you could be assisted on as an entrepreneur, what would it be, on campus?

Ngabeyini ofisaisikhungosaseHowadisikusizengayonjengobauwumfundi  
nosomabhizinisi kulesikhungosemfundo?

Kanye

### **Appendix 3**

#### **Information Sheet and Consent to Participate in Research**

Date: \_\_\_\_\_

Dear Respondent

My name is **Mpumelelo Mshengu**, I am a Master of Development Studies student from the University of KwaZulu-Natal – Howard College Campus, at the School of Built Environment and Development Studies. My contact details are: 0761468254 (cell phone), [214522347@stu.ukzn.ac.za](mailto:214522347@stu.ukzn.ac.za) (email address). My student number is **214522447**.

You are being invited to consider participating in a study that involves research on “**Student entrepreneurship as a socio-economic strategy against poverty and hunger at Howard College, UKZN**”. The purpose of the study is to investigate the effects students’ entrepreneurship has on campus as a strategy to reduce poverty and hunger. The study involves, 1: visiting the business space provided by the students, 2: one on one interviews, 3: and a picture of the business. The participant will be part of the study for 15-20 minutes.

The study will contribute to the growing entrepreneurial and development literature in South Africa with focus to the youth, DHET and University of KwaZulu Natal.

This study has been ethically reviewed and approved by the UKZN Animal Research Ethics Committee (approval number \_\_\_\_\_).

In the event of any problems or concerns/questions you may contact the researcher at 0761468254 (cellphone), [214522347@stu.ukzn.ac.za](mailto:214522347@stu.ukzn.ac.za) (email address) or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Your participation in this research is voluntary, and you may withdraw participation at any point, and that in the event of refusal/withdrawal of participation you will not incur penalty. There will be no monetary gain from participating in this research study. Confidentiality and anonymity of records identifying you as a participant will be maintained by the School of Built Environment and Development Studies, UKZN. The original hard copy transcripts will be handed over to the Supervisor of this research (Prof Oliver Mtapuri - [mtapurio@ukzn.ac.za](mailto:mtapurio@ukzn.ac.za) /Tel: 031 260 1031) and will be safely stored for a period of five (5) years from the date of publishing of this research.

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## CONSENT

I \_\_\_\_\_ have been informed about the  
study \_\_\_\_\_ entitled  
\_\_\_\_\_ (name of

study) by \_\_\_\_\_(name of researcher).

I understand the purpose and procedures of the study (add these again if appropriate).

I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time.

I have been informed about any available compensation or medical treatment if injury occurs to any of the animals as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at 0761468254 (cellphone), [214522347@stu.ukzn.ac.za](mailto:214522347@stu.ukzn.ac.za) (email address).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

**HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION**

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview YES / NO

Use of my photographs for research purposes YES / NO

\_\_\_\_\_  
**Signature of Participant**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Witness**  
**(Where applicable)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Translator**

\_\_\_\_\_  
**Date**

**(Where applicable)**

#### **Appendix 4: Informed consent (Zulu)**

##### **Incwadi yesivulelwano socwaningo**

Igama lami ngingu **Mpumelelo Mshengu**, ngingumfundi waseNyuvesi yaKwaZulu-Natali (inombolo yokuba umfundi ithi: **214579158**). Ngenza ucwaningo oluqondene nama bhizinisi ezingane zase Nyuvesi Yakwa Zulu Natal esigumbini sase Howard College, njengezinye zezindlela abafundi abenza ngayo imali ukuze baziphilise.

Ngiyabonga ukuthi uvume ukuba yingxenywe yalolu cwaningo. Imibuzo izoba ingxoxo nje esikhundleni sokuba kube imibuzo ebhalwe phansi. Inhloso yemibuzo ukuthi kube nengxoxo phakathi kwethu, ngizocela

ukhululeke ukuzwakalisa imibono yakho ngokuphelele. Imibuzo izothatha isikhathi esingangamaminithi angamashumi amabili (20). Ngicela imvume yokuba ngiqophe inkulumo yethu. Engikutholayo kulolu daba esikhuluma ngalo ngizokusebenzisa ukubhala umbiko ofeza izinjongo zezifundo zami. Isthombe sebhizinisi naso sizoqoshwa ngemvumo yakho.

Lolu cwaningo lusingethwe ngu **Phrofesa Oliver Mtapuri** ngaphansi kwesikole seBuilt Environment and Development Studies eNyuvesi yaKwaZulu-Natali lapho ngifunda khona. Yimi ozobe enza ucwaningo, uma unemibuzo noma kukhona ofisa ukukhala ngakho ungathinta **uPhrofesa Mtapuri** kuleli kheli:[mtapurio@ukzn.ac.za](mailto:mtapurio@ukzn.ac.za). Inombolo yocingo: 031 260 10. Noma ungathintana nehhovisi lakwa **HSSREC Research Office**: Ms. P. Ximba. Tel: [+27312603587](tel:+27312603587)/ [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za).

Ngaphambi kokuba siqale ngithanda ukugcizelela ukuthi ukuvuma kwakho ukuba ingxenye yocwaningo kukuwena. Esikukhulumayo kuphakathi kwethu, igama neminingwane yakho ngeke kudalulwe uma ungafisi. Ayikho inkokhelo noma ingozi ekubeni ingxenye yalolu phenyo. Ungahoxa noma inini futhi uvumelekile ukungaphenduli eminye yemibuzo uma ungakhululekile. Ungabuza noma imiphi imibuzo noma inani uma kukhona okungakhanyi. Uma weneliswa tile mibandela, ngicela usayine isivumelwano ngezansi.

Mina .....(igama) ngiyakuqinikisekisa ukuthi ngiyifundile futhi ngayiqondisisa kahle imibandela ethulwa ngu\_\_\_\_\_ mayelana nocwaningo lwakhe. Nginalo ithuba lokubuza imibuzo futhi ngiyagculiseka ngezimpendulo ezibekiwe. Ngiyavuma ukuthi ingxoxo yethu iqoshwe.

Ngiyaliqonda ilungelo lame lokuthi ngingahoxa noma yinini.

Ngiyaqonda ukuthi awukho umnikelo engizowuthola kulolu cwaningo

Ngineminyaka engaphezulu kuka-18 futhi ngivumelekile ukuzibandakanya kulolu cwaningo.

Ngiyavuma ukuzibandakanya kulolu cwaningo

Ngiyavuma ukuba inkulumo iqoshwe

Igama \_\_\_\_\_

Isiginesha \_\_\_\_\_

Usuku \_\_\_\_\_