

An assessment of entrepreneurial potential amongst grade nine learners in the Zebediela
area of the Limpopo Province

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DECLARATION

I, Betlehema Japhter Thoka, hereby declare that this research report submitted to the University of the Limpopo for the degree Masters of Business Administration (MBA) has not previously been submitted by me for a degree at this or any other University, that it is my own work, and all sources consulted from, are properly acknowledged.

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ABSTRACT

This study focused on finding out whether or not the grade nine learners in the Zebediela area displayed an entrepreneurial potential. The main purpose was that those learners with entrepreneurial potential would be considered for appropriate training so that at the end they would contribute positively towards the economic development and growth of the community, province and country.

The population consisted of 2 693 learners from 35 secondary schools in the Zebediela area. The sample of 45 respondents (learners) from a total of 658 grade nine learners was drawn from nine secondary schools. The respondents filled in the General Enterprising Tendencies (GET) questionnaire each (to assess five elements such as the need for achievement, the need for autonomy, a creative tendency, moderate risk-taking , as well as drive and determination) and also took part in a group and structured interview. This study discovered that the respondents indeed showed the entrepreneurial potential and therefore, the strategies were recommended in the last chapter in order to nurture this potential.

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CHAPTER ONE: INTRODUCTION AND CONTEXTUALIZATION

1.1 Introduction

This study focused on the issue of assessing the entrepreneurial interest amongst grade nine learners in the rural secondary schools in the Zebediela area. The assessment precedes the inculcation of a culture of entrepreneurship. The key concepts explored are *entrepreneur* and *entrepreneurship*. In South Africa entrepreneurship enjoys little or no attention at secondary schools, particularly in the rural areas, hence it is not offered as a learning area/subject. The concept is only entailed in the learning area called Economic and Management Sciences that forms part of the Outcomes-Based Education package. Interestingly, entrepreneurship enjoys more attention at tertiary institutions such as universities where it is taught as a module/course. Jacobs (2005:42) states that “--- a great many things are being written annually regarding entrepreneurship. Courses at higher institutions are being devoted in an attempt to understand this evasive but exciting concept.”

According to Lambing and Kuehl (2003:2), entrepreneurship is flourishing in many places around the world. For instance in the USA, new venture creation has been the chief source of economic vigour a number of years. Orford, Herrington and Wood (2005:10) reveal that South Africa showed an entrepreneurial level (total entrepreneurial activity-TEA) of about 5,4% in 2004 which is low compared to other countries that participate in the Global Entrepreneurship Monitor (GEM) survey. The latter has been conducted in South Africa by the University of Cape Town since 2001 with 34 respondent countries. The reasons for the low entrepreneurial levels may be structural, and appear, to include a shortage of people with the required skills, knowledge and experience to start businesses.

The economy can flourish in a province, a country or across the globe where there are certain people who are able to identify opportunities and turn them into successful businesses. Such people are referred to as ‘entrepreneurs’. Lambing and Kuehl (2003:24) indicate that the general public often believes that entrepreneurs have a “flash of genius”

that result in the new business. According to Smit (2000:14), the primary functions of the entrepreneur are to gather and coordinate production factors (such as capital, labour and natural resources); determine the remuneration of the production factors; planning; acceptance of risks; and expansion of a business.

1.2 Background information

Zebediela is a rural area located in the Limpopo Province, one of the nine provinces in the Republic of South Africa. South Africa is characterized by high levels of poverty, illiteracy, HIV/AIDS, and a high unemployment rate due to a shortage of skills. Wessel (2004:5) quotes President Thabo Mbeki who mentioned that two economies are existing in South Africa, namely, a modern economy which despite all of its problems has been developing, growing in all kinds of ways and diversifying. There is another economy, in which people are illiterate, without skills, live in areas without a proper infrastructure, and do not have even access to clean water and sanitation. Zebediela is one of the areas classified under the latter kind of economy, which can also be referred to as the second economy. Furthermore, it is a rural environment where few business ventures, such as the Zebediela Citrus Estate (Pty) Ltd; Zebediela Bricks; a small number of black businesses as well as the other well-managed businesses enjoy a competitive advantage. Unfortunately, most of the small scale businesses such as spazas are not sustainable.

Furthermore, most persons running a business are experiencing huge capacity problems due to a lack of proper training in business management programmes such as supervision skills, general management, customer service and care, after sales service, marketing skills, financial abilities, and project management. Even today, most of the businesses are spaza shops that are informal, and cannot grow and are not sustainable because the owners lack business skills. At this point it is important to briefly describe the population and education level of the people of Zebediela.

1.2.1 Population

According to *Statistics South Africa* (2001:2) a total of 95 107 persons were counted in 2001, a total which constitutes the population of the Zebediela area. It is mainly

dominated by Black Africans totaling 94 990 (99,9%); followed by 66 (0,07%) Coloureds; 39 (0,04%) Indians or Asians; and lastly, 12 (0,01%) Whites. Furthermore, the statistics also classify the races according to gender (see appendix A).

1.2.2 Education

With regard to education in Zebediela, *Statistics South Africa* (2001:3) reported that 20 071 persons, namely, 21,1% had received no schooling and are illiterate. The education status of 10 626 citizens (comprising 5 240 males and 5 386 females) was, however, not accounted for. There were about 4 945 learners in grade nine. Since 2001, the number of grade nine learners has decreased drastically in the Zebediela area (by 2 252). In 2005, for instance, there were only 2 693 grade nine learners in the area, comprising of 1 320 males and 1 373 females (*Zebediela Area office*, 2005:1-3). A total of 64 422 persons, namely, 67,7% were schooling (see appendix B), but unfortunately many secondary school learners do not seem to be furthering their studies in order to improve their education since it appears that only a limited number of those learners who do not complete their secondary school education, start their own businesses.

The National Department of Education under the new government introduced the education system called Outcomes-Based Education (OBE). The main aim was to aid learners so that when they reach grade nine and beyond they will become independent thinkers in terms of decision-making. In other words, the education is learner-centred and not educator-centred. According to Shuter and Shooter (2005:4), OBE is divided into three phases, namely, the Foundation Phase (Grades R-3), the Intermediate Phase (grades 4-6) and the Senior Phase (grades 7-9).

This study focuses primarily on grade nine learners who are in the senior phase. According to the Department's strategic plan, grade nine is regarded as the exit point where learners are expected to go into tertiary education and/or employment. Unfortunately, this effort seems to have failed even though learners do study commercial subjects at school in which entrepreneurship receives attention. The *National Department of Education* (2003:19) clearly states that

--- the inclusion of EMS is crucial in equipping learners with the knowledge, skills, values and attitudes that will enable them to become economically literate. This will enable them to adapt to, and participate and survive in, an economically complex society and to promote productivity, social justice and a healthy environment.

Shuter and Shooter (2005:8) mention three major groups of outcomes in OBE which learners need to achieve, namely, critical outcomes; developmental outcomes and learning outcomes. There are four learning outcomes in EMS, where one of them states that the learner will be able to develop entrepreneurial knowledge, skills and attitudes (*National Department of Education, 2003:21*). This education system has shifted away from the old system which denied the majority of learners who were historically disadvantaged, the right to learn. The current education system is accessible to every single learner in South Africa.

1.3 Focus of the study

As already indicated, South Africa has relatively low levels of entrepreneurship compared to other low-income developing countries in the world. The low levels of entrepreneurship may, according to the *2004 GEM Report* by Orford, Herrington and Wood (2005:26), be attributed to the three factors (most frequently identified by 184 expert interviewees) that limit entrepreneurial activity in South Africa as human capital (education and training and entrepreneurial capacity), financial support, and government policies and programmes.

According to Orford, Herrington and Wood (2005:3), the differences between Whites and Black South Africans largely reflect the lower levels of education and higher probability of being located in the rural area for Black Africans compared to Whites. It is a setback to realize that Black Africans are less likely to be entrepreneurs compared to their White counterparts. However, it is fundamental in this study to stress the need for education as the key to unleash the entrepreneurial potentials of the historically disadvantaged learners.

The focus of this study is based on the preliminary research which according to Orford, Herrington and Wood (2005:4) suggests that entrepreneurship education can have a

significant positive influence on four areas crucial to entrepreneurship that will help to build:

- Learners' self-confidence and ability to start a business;
- Learners' understanding of financial and business issues;
- Learners' desire to start their own businesses; and
- Learners' desire to undertake higher education.

For this reason, the study focuses on grade nine learners (population) in the hope that they can be identified and then be exposed to strategies to enhance their entrepreneurial interest so that they can pursue entrepreneurial ventures after secondary school.

1.4 Problem statement

South Africa is hit hard by the high rates of unemployment and low entrepreneurial activity rates, and this can be attributed to inadequate skills development. The worrying factor is the fact that the school going learners frequently drop out from school, thereby denying themselves the right to learn. In addition, after they have dropped out from school they usually do not have any alternative but to roam around the streets where there are certainly no opportunities. Therefore, they tend to develop a negative self-concept which may result in rape, alcohol and/or drug usage, as well as other forms of crime. If not addressed, this may have a negative impact on the economic growth and development of the country. Orford, Herrington and Wood (2005:53) reveal that education is the key towards solving the problems of low rates of entrepreneurial activity and unemployment. Therefore, a need arises for a training system to develop the skills and mindsets needed for entrepreneurship in order to enhance the potential of the population (learners) to become entrepreneurs.

In addition, most South African youths, especially in rural areas, do not view themselves as being potential entrepreneurs who can be creative and innovative in this new democratic atmosphere filled with opportunities. They often do not have self-confidence that makes an entrepreneur successful. Nieman, Hough and Nieuwenhuizen (2003:48), as well as Nieman and Bennett (2002:401), state that the concept 'creativity' is derived from the Latin root *creare*, which means to produce - thus creating something new. In addition,

O'Neill, Terblanche' and Keyter (1999:3) define innovation as the introduction of a new idea into the market-place.

Thus, the problem is that South Africa is faced with high levels of unemployment, which can be alleviated by starting entrepreneurial ventures. However, most black young South Africans do not view themselves as entrepreneurs. Therefore, the results from this study will hopefully encourage them in the right direction.

1.5 Research questions

- Do the grade nine learners in the Zebediela area have entrepreneurial potential?
- Is there any difference between the entrepreneurial potential of males and females in this area?
- Is there any difference across schools?
- What strategies can stimulate entrepreneurial initiatives amongst grade nine learners at secondary schools in the Zebediela area?

1.6 Aims and objectives of the study

In this study, the following are aimed at:

- To assess if grade nine learners in the Zebediela area have entrepreneurial potential.
- To assess if there is any difference between the entrepreneurial potential of boys and girls.
- To assess if the entrepreneurial potential of grade nine learners differs according to the school they attend.
- To assess if there is any difference between the entrepreneurial potential of pupils who are 14-15 years and those who are 16-18 years old.

1.7 Significance of the study

This study intends to have an impact on serious issues such as economic growth and development within the Republic of South Africa. Economic growth implies doing away

with poverty, generating more income, creating employment opportunities, gender equity as well as increasing the pool of entrepreneurial capacity.

In addition, the results of this study are expected to be useful to academics, for curriculum development, policy-makers, learners and their teachers, non-governmental organizations, and the community at large.

1.8 Definition of key terms

Since there is no consensus concerning the definitions of *entrepreneur* and *entrepreneurship*, it is significant to concisely define these two concepts which are the core issues in this study.

1.8.1 Entrepreneurship

In Timmons (1989:1) and Nieuwenhuizen (2004:34), as well as in Nieman, Hough and Nieuwenhuizen (2003:9), the word *entrepreneurship* is defined as creating and building something of value from practically nothing, that is, the process of creating or seizing an opportunity and pursuing it regardless of the resources currently controlled.

1.8.2 Entrepreneur

According to O'Neill, Terblanche' and Keyter (1999:2), an entrepreneur can be defined in simple terms, as an "ordinary individual who does extraordinary things which other ordinary individuals hesitate to do." Such an ordinary individual can easily be distinguished from other ordinary individuals as he or she can implement his or her well-defined business idea without fear of taking calculated risks. An entrepreneur is primarily characterized by innovation.

1.9 The delimitations of the study

The study is limited to the Zebediela area. The targeted respondents are grade nine learners with a total population of $N = 2\ 693$ out of which a sample of $n = 45$ learners was selected. The respondents were between 14 and 18 years of age.

1.10 Outline of the study

The research report comprises of the following five chapters:

- Chapter 1: Introduction and contextualization.
- Chapter 2: Review of related literature.
- Chapter 3: Research methodology.
- Chapter 4: Analysis and presentation of empirical data.
- Chapter 5: Summary, conclusions and recommendations.

1.11 Ethical considerations

The permission to conduct the study has been granted by the Senior General Manager of Strategic Management and Support of the Department of Education in the Limpopo Province (see appendix C). The inspectorate and the principals of the schools (where the survey was conducted) as well as the respondent learners gave an unequivocal support and cooperation to enable the researcher to successfully collect the required data.

1.12 Summary

Chapter One shows a need first, to assess the sample of secondary school learners in grade nine (for the purpose of this study) who were required first, to take part in an interview and second, to complete a questionnaire. The questionnaire sought to examine entrepreneurial elements (characteristics) such as the need for achievement; the need for autonomy or independence; the need to be creative; the ability to take moderate or calculated risks; drive and determination. Second, the chapter investigates the need to instill in learners the desire to be entrepreneurial and provide them with the confidence to become self-reliant, autonomous, classic, and goal-orientated entrepreneurs and business managers. The report will finally suggest a number of strategies to stimulate entrepreneurship as a recommendation in the last chapter.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In Chapter One the concepts *entrepreneur* and *entrepreneurship* were introduced and defined. Entrepreneurship should be viewed as the key to economic growth in South Africa since it gives rise to new enterprises and creates more job opportunities which are essential for growth and prosperity in South Africa. In Nieman, Hough and Niewenhuizen (2003:9), entrepreneurship is described as “the emergence and growth of new businesses.”

Juul (2002:4) reports that “there are an estimated 45 million people in South Africa and nearly two million businesses. Over 95% of all businesses are small businesses.” In South Africa and elsewhere, economists and governments agree that small business is an efficient vehicle towards economic growth and development. It is probably the most effective way through which to lower unemployment and improve the health of an economy because entrepreneurs create value for themselves and the society.

In this chapter various sources of literature that are particularly related to entrepreneurship will be discussed, analysed and compared.

2.2 Entrepreneurship

Burch (1986:4) states that the word *entrepreneurship* is derived from the French verb *entreprendre*, which means “to undertake, to pursue opportunities; to fulfil the needs and wants through innovation and starting businesses.” During the early years, Frenchmen who organized and managed military and exploration expeditions were referred to as entrepreneurs. The *South African Concise Oxford dictionary* (2002:1280) defines the verb *to undertake* as to commit oneself to and begin (an enterprise or responsibility).

According to Kirby (2005:5), the entrepreneur is an undertaker – someone who undertakes to make things happen, and does. As a consequence, he or she disturbs the status quo and may thus be regarded as a change agent. In such a capacity, the

entrepreneur does not just work for himself or herself in a small firm but may be employed in a large organization. Frequently such organizations are in the private sector but, increasingly, in the public and voluntary sectors. Entrepreneurs are engaged in large, medium or small businesses where their primary objective is profitability and growth.

2.2.1 Definition of entrepreneurship

Various authors view or define entrepreneurship differently. It is maintained that there is no agreed single definition of what constitutes an entrepreneur. Nieman and Bennett (2002:57) maintain that “defining an entrepreneur remains a problem as academics and researchers have not yet agreed on a definition.”

Allen (2001:9) states that entrepreneurs are at the centre of entrepreneurship, and are a unique breed. Furthermore, she defines an entrepreneur as “someone who creates a new opportunity in the world of business and assembles the resources necessary to successfully exploit that opportunity - money, people, and organization.”

O’Neill, Terblanche’ and Keyter (1999:2) regard an entrepreneur as “a person who initiates an enterprise, organizes it, and acquires capital to finance it, taking into consideration the risk and reward that accompanies it.” The capital acquired to finance the enterprise can either be own, borrowed, or both.

According to Nieman, Hough and Niewenhuizen (2003:29) as well as Nieman and Bennett (2002:58), “an entrepreneur sees an opportunity in the market, gathers resources, and creates and grows a business venture to meet these needs. He bears the risk of the venture and is rewarded with profit if it succeeds.”

Kroon (2002:2) identifies fundamental elements in his endeavour of defining entrepreneurship and they are: innovative action, the ability to organize and manage the business, and the willingness to risk money and reputation by establishing a new business with the aim of self-actualization and the realization of profits as well as the corporate social responsibility.

De Coning, Hill and Naude' (1989:22) describe the prospective entrepreneur as someone having the ability to identify business opportunities, the willingness (ability) to exploit such opportunities, and the ability to manage his or her own business.

For the purposes of this research report, the definition according to Nieuwenhuizen (2004:34) is sufficient and is, therefore, adopted because she encapsulates the general consensus of what an entrepreneur is. She states that there is evidently considerable agreement between the various definitions of *entrepreneur*, though some definitions are more comprehensive or specific than others. According to her, an entrepreneur can be described as someone who:

- starts and manages his or her own enterprise;
- identifies new products or opportunities;
- is creative and/or innovative;
- organizes and controls resources (such as capital, labour, materials) to ensure a profit;
- has the ability and insight to market, produce and finance a service or product;
- has financial means or can obtain financing so as to realize the enterprise; and
- is willing to take calculated risks.

In addition to defining the term *entrepreneurship*, it is imperative to note that the concept is viewed differently by various academics and researchers. In Nieman, Hough and Nieuwenhuizen (2003:8), this concept is approached from five perspectives, namely

- a) From an economic perspective;
- b) From a behaviourist perspective;
- c) From a management science perspective, namely, finance, marketing, operations, and human resources;
- d) From a social perspective, including economists, geographers and sociologists;
and
- e) From an entrepreneurial perspective.

The five perspectives are briefly discussed as follows:

(a) An economic perspective

This perspective is advocated by authors and researchers such as Cantillon, Say and Schumpeter (Nieman, Hough and Nieuwenhuizen, 2003:4). In addition Nieman, Hough and Nieuwenhuizen (2003:4) claim that “Richard Cantillon and Jean-Baptiste Say are the pioneers in the entrepreneurship field and the above-mentioned authors had to qualify the popular belief that this field has been originated from the science of economics alone.” However, Schumpeter clearly associated the field of entrepreneurship with innovation (Nieman, Hough and Nieuwenhuizen, 2003:5).

In Nieman, Hough and Nieuwenhuizen (2003:6) Baumol proposes two categories of entrepreneurs: the entrepreneur-business organizer (including the classical entrepreneur as described by Say) and the entrepreneur-innovator (as described by Schumpeter).

In Jennings (1994:11), Schumpeter continues his argument that innovation develops from entrepreneurship (that is, it should be the criterion of entrepreneurship.) He furthermore, states that entrepreneurs “--- may also be capitalists, managers, or inventors, but as entrepreneurs they provide a recombination of preexisting factors of production where the outcome of this recombination cannot be clearly predicted.” Schumpeter mentions that it took an individual who possessed the unusual traits and will to “found a private freedom, a drive to overcome obstacles, a joy in creating, and satisfaction in exercising one’s ingenuity” to become an entrepreneur.

(b) A behaviourist perspective

Nieman, Hough and Nieuwenhuizen (2003:8) reveal that Weber, McClelland, Rotter, and De Vries are the proponents of this view. The term *behaviourists* includes psychologists, psychoanalysts, sociologists, and other specialists of human behaviour. Max Weber was reported as one of the first authors to show an interest in entrepreneurs and further identified the value system as a fundamental element in explaining entrepreneurial

behaviour. Weber views entrepreneurs as innovators, independent people whose role as business leaders conveys a source of formal authority.

However, in Nieman, Hough and Nieuwenhuizen (2003:8), McClelland defines entrepreneurs differently from most writers by remarking: “--- an entrepreneur is someone who exercises control over production that is not just for his personal consumption.” According to this definition, for example, an executive in a steel-producing unit in the USSR is an entrepreneur. Thus, one can deduce that the behaviourists regard entrepreneurs to be managers of large organizations (intrapreneurs).

(c) A management science perspective

According to Nieman, Hough and Nieuwenhuizen (2003:8), researchers such as Drucker and Mintzberg advocate this perspective. In Lambing and Kuehl (2003:25-26), it is indicated that Peter Drucker did not believe that traits are a deciding factor for an individual to become an entrepreneur since Drucker’s philosophy is that anyone who is able to acquire the ability to coordinate the production resources and business functions such as financing, can be taught to be an entrepreneur.

However, many believe that entrepreneurs have a special personality and that these traits cannot be taught. Some researchers who disagree with Drucker’s viewpoint argue: “while Drucker is probably right that the nuts and bolts of entrepreneurship can be studied and learned, the soul of an entrepreneur is something else altogether. An entrepreneur can be a professional manager, but not every manager can be an entrepreneur.”

(d) A social perspective

According to Dees (2001:4), various researchers such as Say (who emphasizes discipline and accountability with the notions of value creation), Schumpeter (the proponent of innovation and change agents), Drucker (stressing pursuit of opportunity), and Stevenson (emphasizing resourcefulness), were able to approach entrepreneurship from a social perspective. Here the social entrepreneur occupies the central and primary position.

Social entrepreneurs spot an opportunity where others see only problems. In addition, the author illustrates the definition of a social entrepreneur as follows:

- Adopting a mission to create and sustain social values (not just private values);
- Recognizing and relentlessly pursuing new opportunities to serve that mission;
- Engaging in a process of continuous innovation, adaptation, and learning;
- Acting boldly without being limited by resources currently in hand; and
- Exhibiting heightened accountability to the constituencies served and for the outcomes created.

The concept *social entrepreneurship* is, according to Dees (2001:1), described differently by various people. First, there are people who associate it exclusively with not-for-profit organizations starting for-profit or earned-income ventures. Second, others use it to describe anyone who starts a not-for-profit organization. Third, there are still others who use it to refer to business owners who integrate social responsibility into their operations.

(e) An entrepreneurial perspective

Allen (2001:1) indicates that entrepreneurship is about creativity, innovation and change. Furthermore, entrepreneurship involves challenge, persistence and planning. He also describes that for the past two decades or longer, entrepreneurship has been viewed simply as a process for starting new businesses. Nieman and Bennett (2002:61) speak about the (business) opportunity from an entrepreneurial perspective, namely, that

it is a gap left in the market by those who currently serve it. Timmons states that an opportunity has the qualities of being attractive, durable, and timely and is anchored in a product or service that creates or adds value for its buyer or end-user.

According to Oates (2000:155), would-be entrepreneurs should ask themselves numerous questions before setting out on the road to business survival. They must be honest with themselves about whether they are entrepreneurial material, in other words, whether they have got what it takes. They must examine their own inner resources and try to gauge whether they have the stamina, dedication and sheer bloody-mindedness to keep going against all manner of adversities.

From the above discussion of the perspectives, it is clear that there are overlaps in the definitions. Thus, for the purposes of this study, there will be no differentiation between these perspectives.

2.2.2 Characteristics of entrepreneurs

This section of the report looks at the qualities that strongly characterize entrepreneurs who believe that hard work earns success. For the purposes of this study, these characteristics can also be referred to as competencies, qualities, factors, strengths or even tendencies. Five main characteristics based on the General Enterprising Tendencies (GET) approach, are used as an entrepreneurship measurement tool. The purpose is primarily to evaluate/assess (through the use of the questionnaire) the entrepreneurial capabilities of grade nine learners in the Zebediela area. These characteristics are: the need for achievement, creative tendency, need for autonomy/independence, moderate or calculated risk taking, and lastly, drive and determination. Various authors discuss the entrepreneur's qualities which are believed to complement the above mentioned ones.

However, *Caird* (1992:6-17) developed the GET approach in Durham University Business School. The questionnaire has thus been designed to be utilized in the assessment of school learners in order to unlock their potential. The five characteristics mentioned above, are discussed as follows:

(a) The need for achievement

According to Kirby (2005:7), the need for achievement was first propounded by McClelland in 1961. McClelland was amongst the people who approached entrepreneurship from a behaviourist perspective. He pointed out that entrepreneurs have a high need for achievement, and further maintained that achievers will choose situations that are characterized by:

- Individual responsibility;
- Moderate risk-taking;
- Knowledge of results of decisions;

- Novel instrumental activity; and
- Anticipation of future possibilities.

It is the prospect of achievement (not money) that motivates them. In Cromie (2000:17) it is generally held that “although people with a strong need to achieve might well act entrepreneurially, there are problems with elevating need for achievement to a central position in explaining entrepreneurial motivation.”

In Mullins (2002:434), McClelland explains that people with focus have a high achievement need. In his research studies, he used the Thematic Apperception Test (TAT) as a tool to gauge an individual’s motivation. Furthermore, he identified four characteristics of people with a strong achievement need as follows:

- A preference for moderate task difficulty and goals as an achievement incentive. Once an individual starts to do the job, he or she should reach completion and reap success.
- A preference for personal responsibility for performance. High achievers focus on their own abilities and efforts rather than by teamwork or chance factors outside their control.
- The need for feedback on how well they are performing.
- Such individuals are innovative. They prefer doing increasingly challenging work.

Furthermore, in Mullins (2002:435) McClelland suggests four steps in attempting to develop achievement drive:

- Striving to attain feedback on performance.
- Developing models of achievement by seeking to emulate people who have performed well.
- Attempting to modify their self-image and to see themselves as needing challenges and success.
- Controlling day-dreaming and thinking about themselves in more positive terms.

(b) Creative tendency

In Nieman and Bennett (2002:401), the following terms may be regarded as central to the notion of creativity:

- Being unusual, uncommon, unique, something with surprise value;
- Being practical, functional, feasible; and
- Being understandable, able to be used by others.

In an entrepreneurial context the word *creativity* concerns developing new ideas, products or services. Nieuwenhuizen (2004:55) quotes Ted Engstrom as having mentioned that “creativity has been built into every one of us; it’s part of our design.” In Mullins (2002:372) the term *creativity* is defined as “the application of imaginative thought which results in innovative solutions to many problems.”

Moreover, imaginative thought may lead to new ways of seeing things (opportunities) which may be novel for the person or completely novel in time. Nieuwenhuizen (2004:56) describes “creativity as referring to a person’s imagination and to his ability to think of something original.” Goodman (1995:86) suggests that “actively creative people have a talent for getting to the heart of a problem. They are not confused by detail and by the need to invoke standard approaches.”

Much of the entrepreneurial literature suggests that entrepreneurs are more creative than others. Entrepreneurs certainly tend to think in non-conventional ways, to challenge existing assumptions and to be flexible and adaptable in their problem-solving. All of these are integral to creativity and the creative process (Kirby, 2005:9). However, some would argue that entrepreneurs are not so much creative as opportunistic. Rather than creating the new idea, they see opportunities and make them happen.

In Kirby (2005:9) Utsch and Rauch suggest that there is a powerful link between innovativeness and venture performance and that innovativeness is linked to achievement orientation. Entrepreneurs with a low achievement orientation avoid innovation, give up

quickly, demonstrate little effort and lack self-confidence. On the other hand, those with high achievement orientation exert considerable effort and persist in the face of problems and barriers. Hence Utsch and Rauch conclude that “an entrepreneur need not be high in achievement orientation to be successful, but it is helpful to be innovative. Especially in fast-growing areas or in high technology areas--- a high achievement orientation is important.”

Successful entrepreneurs combine creative thinking with innovative action and their business knowledge and management skills (Nieuwenhuizen, 2004:56). The combination ensures success. According to Kuratko and Hodgetts (1992:37), “the successful entrepreneur identifies what others see as a problem as an opportunity, and finds innovative ways of acting on it.”

(c) The need for autonomy/independence

In Kirby (2005:8) Caird as well as Cromie and O’Donoghue explain that entrepreneurs want to be in control – hence they have been found to have a higher need for autonomy and a greater fear of external control than people in many other occupational groups. It is believed that entrepreneurs value individualism and freedom more than do either the general public or managers and have a dislike of rules, procedures and social norms. According to Kirby (2005:8), Cromie observed that some entrepreneurs are even regarded as deviants.

According to Nieman, Hough and Nieuwenhuizen (2003:30), “to be one’s own boss is one of the biggest reasons why people become entrepreneurs. Many individuals leave their traditional jobs to become entrepreneurs. They are tired of working for somebody else and therefore establish their own ventures. Entrepreneurs do not like to be tied to rules and regulations.” They certainly have a high need to be independent.

(d) The ability to take moderate or calculated risks

According to Kirby (2005:6), the classic economic theory suggests that entrepreneurs are risk-takers. Businesses that have a potential of generating big profits are exposed to very

high risks, whereas those with survival profits are fond of low risks. By the very nature of their activities and roles in economy and society, it is clear that entrepreneurs cannot be averse to taking risks. However, there is no apparent consensus with respect to risk-taking, and the prevailing belief appears to be that entrepreneurs are more predisposed to taking calculated risks than are leaders in other sectors of society (Kirby, 2005:6), and that they are more able to cope with the consequent ambiguity and uncertainty than are non-entrepreneurs. An entrepreneur may also be regarded as a leader in times of uncertainty and unpredictability.

Interestingly, the work of Busenitz in Kirby (2005:6) indicates that entrepreneurs are more confident than managers in large organizations and as a consequence, tend to distort their perceptions of risk. This introduces a further concept, that of self-confidence, which Koh believes to be a pre-requisite of successful entrepreneurship, while Ho and Koh regard as being linked to tolerance for ambiguity and creativity (Kirby, 2005:6).

(e) Drive and determination

Nieman, Hough and Nieuwenhuizen (2003:32) maintain that there are pull factors which are able to drive individuals to grab the opportunity of becoming entrepreneurial. Orford, Herrington and Wood (2005:11) describe them as opportunity entrepreneurs as they are able to take advantage of a business opportunity. Such factors are:

- Independence;
- Achievement;
- Recognition;
- Personal development; and
- Personal wealth.

Furthermore, there are those factors that can push individuals (especially youths who do not have access to higher education) into running small businesses (Nieman, Hough and Nieuwenhuizen, 2003:32). In other words, these individuals are not faced with any other alternative but it becomes a necessity for them. Orford, Herrington and Wood (2005:11)

categorize such individuals as necessity entrepreneurs because they have no better options for work. The push factors are:

- Unemployment;
- Job insecurity;
- Disagreement with management;
- Does not “fit in” with the organization; and
- No other alternatives.

Timmons, Smollen and Dingee (1985:153) indicate that: “--- we do not believe that there is any single set of characteristics that every entrepreneur must have.” Rather, they suggest that there are behaviours which are required by the entrepreneur, depending upon the situation in which he or she is to be found. Importantly, they conclude that these can all be learned. These behaviours of entrepreneurs include:

- Total commitment, determination and perseverance;
- Drive to achieve and grow;
- Orientation to goals and opportunities;
- Taking initiative and personal responsibility;
- Veridical awareness and a sense of humour;
- Seeking and using feedback;
- Internal locus of control;
- Tolerance of ambiguity, stress and uncertainty;
- Calculated risk-taking and risk sharing;
- Low need for status and power;
- Integrity and reliability;
- Decisiveness, urgency and patience;
- Learning from failure; and
- Team building and hero making.

Nieman, Hough and Nieuwenhuizen (2003:30); Nieman and Bennett (2002:59) as well as Nieuwenhuizen (2004:43) mention that entrepreneurs are characterized (driven) by sound human relations, commitment to the enterprise, involvement in the enterprise, positive

attitude and approach, passion, opportunity-seeking, self-reliance, internal locus of control, ability to adapt, motivation to excel, as well as determination and persistence. Entrepreneurs are not necessarily born with these characteristics but they can be acquired through life experience and even through the entrepreneurial process itself.

McGill (2002:2) states that an entrepreneur is able to start and maintain a small business to make a profit and in doing so, attempts to satisfy consumer needs and wants. An entrepreneur is characterized by:

- Creative thinking, in other words, he or she has numerous ideas and plans;
- Good planning and organizing skills;
- Good problem-solving skills;
- The ability to get along with and inspire others;
- Self-confidence and assertive personality; and
- A positive attitude about success and willingness to work for it.

Primarily, entrepreneurial success is, according to Kroon (2002:4-5), characterized by among others: leadership and opportunity orientation. For an entrepreneur to achieve profitability and growth, he or she has to display hard work, the ability to see and exploit opportunities, and a sense of independence. An entrepreneur has to constantly adopt a proactive approach in his or her business dealings.

In Kroon (2002:6) the author states that entrepreneurial success also has secondary characteristics such as energy, health and emotional stability, intelligence, ability to inspire, and values. The fact that an entrepreneur is inspirational to his or her subordinates (personnel) will help towards the achievement of the business aims and objectives.

Macleod (1995:5) too describes the qualities/characteristics that a successful entrepreneur may possess. They are a high degree of drive and energy, a high level of self-confidence, the capacity for long-term commitment, the ability to set clear goals, the ability to cope with uncertainty, a high level of determination to solve problems, enthusiasm for taking

moderate but challenging risks, the ability to accept failure as part of the learning process, a desire for feedback about performance, self-imposed standards, the perception of money as a measure of performance, thorough knowledge of a proposed business, an awareness of the need to utilize the expertise of others, as well as the ability to build a sound entrepreneurial team.

Bekker and Staude (1988:8-10) clearly spell out the characteristics of the successful entrepreneur as a moderate risk-taker but not a gambler, being decisive, versatile, a “finisher”, being self-confident, and a benevolent despot. The entrepreneur may be viewed as a “Jack of all trades and master of all.” He or she is someone who, when he or she starts a project(s), is zealous about completing it on time. Bekker and Staude (1988:10) further state that another study was carried out by Pickle, who identified the following five important characteristics of an entrepreneur:

- Drive accompanied by responsibility, vigor, initiative, persistence and health;
- Thinking ability which involves original/creative and critical/analytical thinking;
- Human relation ability, emotional stability, sociability, good personal relations, consideration, cheerfulness, cooperation, tactfulness, and cautiousness;
- Communications ability, including verbal, oral and written communication; and
- Technical knowledge which refers to understanding of the physical process of producing goods or services.

To summarize, an entrepreneur is driven by the urge or passion to achieve, in other words, he or she desires to achieve high but realistic and attainable goals rather than being led by fear of failure.

Meggison, Byrd, Scott, and Meggison (1994:27) view successful small entrepreneurs as people who are motivated by personal and family considerations, expect quick and concrete results, are able to react quickly, are dedicated to their business, and enter a business as much by chance as by design. The entrepreneur is often geared towards his or

her business and also needs the unconditional support of his or her family. He or she cannot hide the fact that he or she has a need for autonomy as well as drive and determination. Entrepreneurs desire to use their ideas, abilities and aspirations to the greatest degree possible. Furthermore, they have the willingness to work long, hard hours to reach their goals and also tend to be capable, ambitious, persevering individuals.

Today, in this turbulent environment, the success in managing small business is, according to Megginson, Byrd, Scot, and Megginson (1994:31-32), to a great extent attainable, by paying attention to the factors such as:

- Serving an adequate and well-defined market for the product;
- Acquiring sufficient capital;
- Recruiting and using human resources effectively;
- Obtaining and using accurate information;
- Coping with government regulations effectively;
- Both the owner and the employees having expertise in the field; and
- Managing time effectively.

According to Kiam, in Megginson Byrd, Scot and Megginson (1994:27), small business entrepreneurs are characterized by the willingness to make sacrifices, decisiveness, self-confidence, the ability to recognize and capitalize on opportunities, and confidence in the venture.

2.2.3 Routes to entrepreneurship

In South Africa an entrepreneur has to choose between four routes based on his or her skills, expertise or aptitude. South Africa advocates the system of a free market economy. Though all the routes have pros and cons, it is the core responsibility of an entrepreneur to decide which route presents more opportunities, that is, has competitive advantage. According to Nieman and Bennett (2002:59-61), an entrepreneur can engage in one of the following:

(a) Starting a new business venture

In O'Neill, Terblanche' and Keyter (1999:2), Cantillon used the word *entrepreneur* to refer to an *originator*. An entrepreneur is able to found and mould a new venture (Nieman and Bennett, 2002:59). An entrepreneur starts small but is not expected to remain small due to his or her innovativeness, ability to take moderate risks and inventiveness. In addition, he or she has to display a mentality of preparedness and openness to exploit opportunities and possible new combinations.

In Lambing and Kuehl (2003:25) three possibilities are mentioned in which an entrepreneur can be engaged, namely, new concept/new business (that is, innovative business people such as Bill Gates are successful entrepreneurs due to the fact that he innovated/founded Microsoft), existing concept/new business, and existing concept/existing business, (for instance franchising). Thus, many small entrepreneurs prefer to pursue the second possibility.

(b) Buying an existing business

According to O'Neill, Terblanche' and Keyter (1997:83), should the option of building up a new business from scratch or a franchise business opportunity not meet a person's needs, the purchase of an existing business presents another option. Nieman and Bennett (2002:60) recommend four steps to be followed by an entrepreneur just before he or she enters into a business purchase agreement, namely:

- An entrepreneur has to conduct a search for all the businesses that are for sale, in other words, he or she can view advertisements in the newspapers and magazines or may consult with property sellers;
- An entrepreneur should investigate and evaluate the available businesses;
- An entrepreneur should notice how the business is to be valued, namely, whether the valuation is based on either of the following:
 - asset-based valuation (the value of the business' assets determines the business value);
 - market-based valuation (the value of the business under consideration is compared with the actual market prices of firms within the industry);

- earnings-based valuation (the ability of the firm to produce future income or profits determines its worth); and
- cash-flow-based valuation (future cash flow movements determine the value of the business); and
- Lastly, an entrepreneur has to negotiate the price and terms of the purchase agreement.

(c) Buying a franchise

The transaction takes place between the franchisee (buyer) and the franchisor (seller). In Bounds, Maila, Rall and Tonetti (2001:15), a franchisor is described as

an established business that sells the rights to sell its products or services'; whereas the term 'Franchisee' is defined as 'the buyer of the rights which entitle him/her to sell the product or service of an established business (being a franchisor).

This type of a business is busy gaining momentum in South Africa, especially in towns and cities.

(d) Entering a family business

This section will be continued under the discussion of models of entrepreneurship. In Neubauer and Lank (1998:8), a family business is also regarded as a family enterprise which can be in the form of sole proprietorship, partnership, close corporation or any form of business association where the voting control is in the hands of a given family. However, in South Africa examples of the family enterprises are, amongst others, ZZZ (Pty) Ltd in the Limpopo Province and Kaizer Chiefs FC in Gauteng Province. The principles of this kind of business seem not to be popular, especially amongst Black communities in South Africa. One can, however, deduce that the majority of White South Africans understand the concept.

According to Neubauer and Lank (1998:13), powerful family members become entrepreneurs and are able to:

- Introduce excellent management development systems within the family but not prejudicing against non-family employees;

- Train other family members in ownership rights and responsibilities;
- Treat employees fairly and with loyalty that is usually reciprocated;
- Have a strong sense of responsibility to society;
- Emphasize value for money and quality, as the family's good name depends on the product or service;
- Take decisions quickly as everybody knows where the locus of power is;
- Take a long-term strategic perspective to maximize wealth; and
- Remain innovative and entrepreneurial, which are the keys to future success.

It is important to note that the family businesses also face challenges such as amongst others, unmanaged conflict between the cultures of the family, the board and the business and an inability to develop appropriate governance structures that assign optimal roles to each of the governance institutions or bodies.

2.2.4 The entrepreneurial process

The process is applicable to starting a new business venture with four phases, namely, an entrepreneur has to:

(a) Identify and evaluate the opportunity

According to Nieman and Bennett (2002:61), an entrepreneur can identify an opportunity by applying two tools, namely, a feasibility study (a general examination) and a viability study (an in-depth investigation of the potential of the idea to be converted into a new business venture).

(b) Develop the business plan

As part of planning, the entrepreneur has to prepare and use the business plan as a management road map, a business instrument to which management has to refer to measure performance and align the strategic vision of the business to the hard-knock realities of the market environment. Smit (2000:247) suggests a number of important points that an entrepreneur should keep in mind when drawing up the business plan. These include the fact that the business plan should be:

- Attractive in its appearance;
- Concise;
- Comprehensive;
- Logical;
- Simple and easy to read; and
- Based, as far as possible, on facts and evidence.

Kroon (2002:197) in turn defines a business plan as “a written document which provides detail regarding a proposed opportunity which is to be exploited.” It is the single most important instrument in the funding process. There are many ways or formats on how a business plan can be developed but the entrepreneur should seek those formats that may be preferred by the financiers. When it comes to drafting the business plans, the traditional, time-consuming method is still the most effective. The aim of the business plan is to make a detailed analysis of future business activities, with profit as a goal. Therefore, learners need to be taught how a business plan is to be drafted.

In his article, Phakathi (2005:2) gives some tips on how an entrepreneur should want to develop a solid and convincing business plan. He gives a logical sequence (a simple eight-step process) to be followed during the preparation stages:

- An entrepreneur should gather the necessary information about the target market in the vicinity of the market area. This should be based on the age, demographic composition, target market’s proliferation as well as its most common denominators.
- Conduct a competitor and alternative product analysis, in other words, the entrepreneur should not undermine products being produced by competitors and alternative products available in the market area.
- An entrepreneur has to lobby the views of the target market about the new product.
- Ask potential clients or a mentor to perform a rigorous SWOT analysis of the business.

- To examine the current prices and pricing models used in the industry and develop the most suitable pricing structure for his or her business.
- To develop a comprehensive cash-flow analysis. This section carries more weight in the business plan, about 80% of the points.
- An entrepreneur has to consult a business plan specialist who can help to assemble the information in a standard format used and accepted by most financiers.
- Lastly, an entrepreneur should also be part of the business plan development process. The specialist is only there to help as he or she knows the tricks of the trade and understands the financing process.

(c) Determine the resources required

An entrepreneur should plan and organize the resources which will add value to the business venture. According to O'Neill, Terblanche' and Keyter (1999:3), "the entrepreneur has to redirect resources from areas of low productivity and low return to areas of higher productivity and reward." But although the risk is involved, the entrepreneur should guard against exceeding the boundaries of calculated risk.

(d) Start and manage the business enterprise

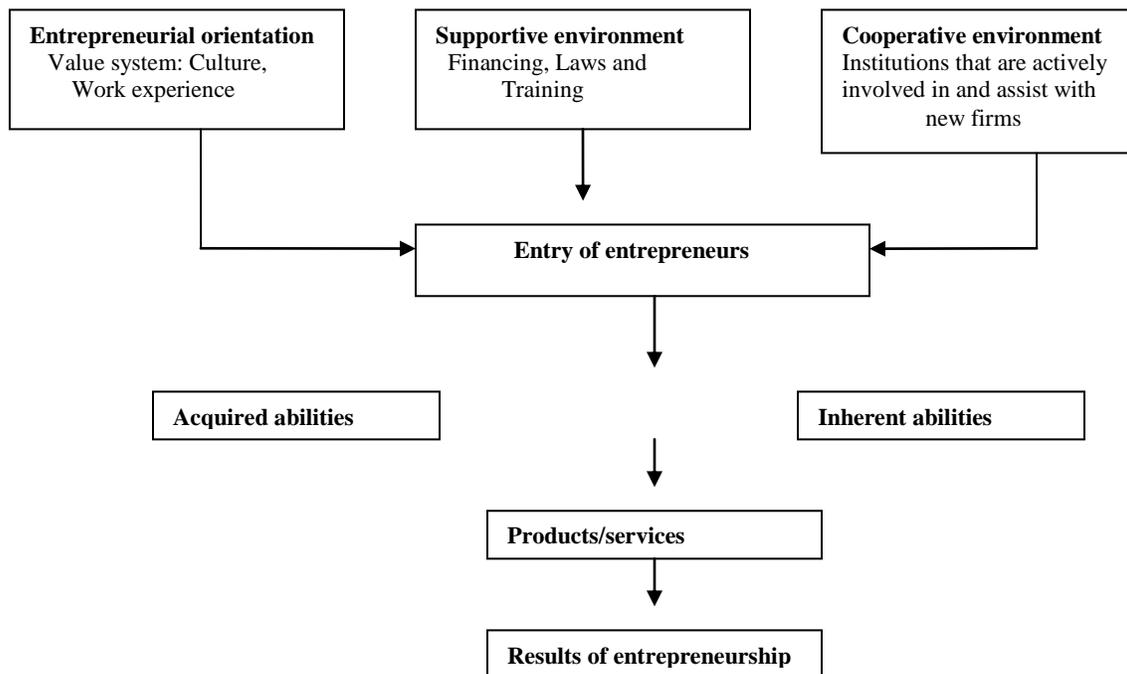
It needs the skills, expertise and aptitude on the part of the entrepreneur to start and manage the business effectively and efficiently.

2.3 A Model of Entrepreneurship

New entrepreneurs are needed to participate in the world of entrepreneurship. One of the means into entrepreneurship is through Maasdorp and Van Vuuren's Model of entrepreneurial development. According to Nieman, Hough and Nieuwenhuizen (2003:11), the model comprises of three important elements, namely, entrepreneurial orientation, supportive environment and cooperative environment. These elements serve as the entrance for entrepreneurs into the world of entrepreneurship.

Entrepreneurs should coordinate the factors of production such as land, labour and capital to produce products and/or provide services which will be ready for consumption. It also implies that the world of entrepreneurship affords them the opportunity to manipulate their abilities, either acquired or inherent. This model is illustrated in figure 2.1 as follows:

Figure 2.1 A Model for entrepreneurial development



Source: Nieman, Hough and Nieuwenhuizen (2003:11) – (adapted from Maasdorp and Van Vuuren, 1998:720).

The elements of the above model are discussed as follows:

2.3.1 Entrepreneurial orientation

This concept concerns orientating the would-be entrepreneurs to enter the world of entrepreneurship bearing in mind factors such as the diversity of cultures, networking with other successful entrepreneurs and personal orientation or motivations. Juul (2002:7)

explains that any person's personal reasons for wanting to get into business could include, among other things, "to enjoy a new experience; to be independent, that is, to regain control of your life to a greater degree; to create employment opportunities for your family members." Entrepreneurial orientation is crucial for the survival and growth of firms and the economic prosperity of nations. It is also crucial for the process of entrepreneurial development at the societal level of countries. Entrepreneurial orientation is fostered by factors such as culture, family and role models, education, work experience as well as personal orientation. These factors that promote entrepreneurial orientation are further discussed as follows:

(a) Culture

Mullins (2002:328) mentions that an organization has a culture that needs to be maintained by the people who are closest to it. At school level, the relevant stakeholders and their culture are inseparable from one another and the educators consistently influence and affect the perceptions and attitudes of their subordinates (learners). Of importance, the school should play a fundamental role in developing a culture of entrepreneurial orientation at a tender age.

According to Nieman, Hough and Nieuwenhuizen (2003:11), "policy makers in the government (of South Africa) need to take heed of the influence of culture on entrepreneurial orientation." Currently entrepreneurship is seen as a desirable career choice and very often the career of first choice. In developed societies, such as, Japan with entrepreneurial cultures, people have a high need for achievement and there is a proliferation of entrepreneurial ventures.

Lambing and Kuehl (2003:29) explain that the effect of culture on entrepreneurial tendencies is not completely clear, because individuals from different cultural groups do not all become entrepreneurs for the same reason. However, some studies have shown that different cultures have varying values and beliefs. The Japanese, for instance, have been known to have an achievement-oriented culture that helps entrepreneurs persist until they succeed, whereas American culture tends to support an internal locus of control.

(b) Family and role models

Nieman, Hough and Nieuwenhuizen (2003:182) initially define a family business as “one that is influenced by family ties in order to achieve the vision of the family over, potentially, several generations.” This definition constitutes the following:

- The family (or a part thereof) is actively involved in that particular business.
- Family members have a definite input into the strategic direction of the business.
- There is more than one family member involved in the business.
- The intention is to continue the family business over time.

The results of the annual survey of family businesses by the Massachusetts Mutual Life Insurance Company in Lambing and Kuehl (2003:51) give a definition of a family business as a firm that meets any of the following criteria:

- In addition to the owner or co-owners of the business, other family members work in the day-to-day operations of the business.
- The owner intends to pass on his or her ownership position to a close relative.
- The owner considers the firm to be a family business.

The owners of the family businesses that run effectively and efficiently normally serve as role models for their children as well as the community at large.

However, it is unfortunate that in Zebediela, the area under study, many children grow up in families where family members are not entrepreneurs. As a result, they are not inclined to start their own businesses or become involved in the family businesses. The schools can, however, serve as role models to the learners. They can for example, engage in small businesses or money-generating projects which will be beneficial to the learners’ acquisition of business skills and education. For instance, one learning outcome in Economic and Management Sciences is related to the second critical outcome (CO) which states that a learner should work effectively with others as members of a team, group, organization, and community (*National Department of Education, 2003:21*).

(c) Education

It is correct to mention that successful entrepreneurship is often directly linked to education. Driver, Segal and Herrington (2001:57) state that “tertiary education can provide valuable additional entrepreneurial capacity, particularly for high-potential entrepreneurs.” It is, however, unfortunate to learn from other literature that the present system of education prepares people (learners) to be job seekers instead of job providers. For instance, in O’Neill and De Coning (1994:10), it is stated clearly that amongst other things “South Africa is a country of salary and wage earners.”

Sunter (1992:20) mentions that

education is the most important condition out of all six conditions for a ‘winning nation’. It was through education that the following nations were capable in certain fields: the Egyptians built the pyramids; the Greeks invented democracy and those nasty geometrical theorems that are learnt at school even today; the Romans had the best engineers who built the straight roads and the aqueducts; the Spanish, the Dutch and the Portuguese had the best navigators who discovered the world; the British, at the time of the Industrial Revolution, had the best scientists; and today the most educated nation on earth is the Japanese with their school children winning every single science Olympiad and mathematics Olympiad- not by a small margin, but by miles.

Education is still experiencing radical changes in South Africa which definitely pose some challenges to educators. The National Minister of Education (Pandor, 2005:3) clearly indicated in her budget speech that four subjects, namely, two languages (with the vernacular included) as well as Mathematics and/or Mathematical Literacy and Life Orientation will soon be made compulsory for all South African learners. These are regarded as fundamental subjects.

Furthermore, a learner has to choose two core subjects and one elective subject - to total a minimum of seven subjects. These changes will be effected in grade 10 as from 2006. In Orford, Herrington and Wood (2005:4) five key policy recommendations are given, and it has been mentioned that amongst other things, “dramatic improvements in the quality of

education are needed, especially for Black African students. A special focus on mathematics and science is needed.”

(d) Work Experience

According to Nieuwenhuizen (2004:41),

successful entrepreneurs have particular skills, expertise and aptitudes that can be applied profitably in any enterprise. It is best to start or run an enterprise in something you feel comfortable with and know a lot about (expertise) or in what you are skilled.

The author thus states that an entrepreneur or small businessperson will not be able to run the business successfully without the appropriate experience. The author then describes skills, expertise and aptitudes as follows:

- **Skills** refer to manual work, and can be learned. For example, one can learn to become a hairdresser and run the business profitably.
- **Expertise** is based on knowledge that one acquires. Therefore, expertise and knowledge are obtained by studying and/or (work) experience. For example, someone who has been working as a marketing consultant can make a successful entrepreneur because he or she will be able to market his or her business, product and/or service.
- With regard to **aptitudes and talents**, each person is born with them. Some people are artistic; some have a talent for communicating, while others have a flair for figures and as such can make successful entrepreneurs. So it is essential for every human being to realize his or her talent in order to operate diligently in the rightful area of his or her giftedness.

Nieuwenhuizen (2004:69) furthermore states that “skills can also be gained from working experience.” Someone can start as an employee who is responsible for certain activities. This individual can gain knowledge of these activities which can enable him or her to start a business of his or her own involving these activities.

(e) Personal entrepreneurial orientation

According to Nieman, Hough and Nieuwenhuizen (2003:12), personal entrepreneurial orientation is based on a number of dimensions such as:

- Creativity and innovation (experimentation);
- Autonomy (independence);
- Risk taking;
- Proactiveness (taking initiative, and pursuing and anticipating opportunities);
and
- Competitive aggressiveness (achievement oriented).

2.3.2 The supportive environment

Nieman, Hough and Nieuwenhuizen (2003:12) describe a supportive environment as “creating a climate favourable to the entry of entrepreneurs.” Nieman, Hough and Nieuwenhuizen (2003:167) furthermore define an enabling small business environment as “a supportive environment in which emerging entrepreneurs can function.” The government plays a vital role by means of regulating this environment through legislation and policies. The following are decisive factors in favour of this environment:

- Financing by ordinary financial institutions such as banks. For instance, Absa Bank is able to provide emerging entrepreneurial and small business ventures with start-up capital which is backed by the Khula Guarantee Scheme. Khula is a government agency tasked with providing wholesale finance to Retail Finance Intermediaries to facilitate SMME business loans.
- Venture capital access which is made available by certain institutions, such as banks.
- Training and development programmes which are aimed at encouraging entrepreneurship. According to the *Umsombovu Youth Fund* (2005:1), there are programmes which are meant to train and develop potential youth entrepreneurs, namely, youth entrepreneur programmes. There is also Ntsika, a government agency tasked to provide institutional support for SMMEs.
- Other infrastructural facilities such as roads, bridges and telecommunication networks must exist before there can be any economic activity at an advanced

level. In the Zebediela area (under study), facilities such as telecommunication networks and tarred roads are seriously needed and should, therefore, be on the municipality's agenda.

- Deregulation of certain economic activities enables the private sector to engage in activities that were previously open to it. All legal regulations and rules that discourage entrepreneurs from exploiting business opportunities should be done away with, more especially if the economy advocates a free market system.

2.3.3 The cooperative environment

According to Nieman, Hough and Nieuwenhuizen (2003:13), this environment includes institutions such as universities, technikons and schools (to provide education and training) as well as other institutions that are actively involved in promoting entrepreneurship. They help to build capacity through formal programmes. In other words, the universities are able to offer Master's of Business Administration (MBA) degrees and small business management certificates/diplomas.

According to Nieman, Hough and Nieuwenhuizen (2003:167), other institutions entail:

- Institutions giving business support, finance and/or training;
- Involvement through SMME development units;
- Non-governmental organizations (NGOs); and
- International aid agencies.

The organizations mentioned above have an important role to play through their social responsibility programmes and funding to help tertiary institutions and schools to develop programmes (as mentioned earlier) and encourage research.

For example, ABSA Bank has started to fulfill its social responsibility by developing a small business competition which is aimed at tertiary as well as secondary school students in all nine provinces in South Africa. The target group is particularly those students who already own small businesses. The participants are expected to answer ready-made questions on the business plan (see appendix D). According to the ABSA

brochure (2005:1), the winners are given prizes in the form of money and/or overseas trips and this is planned to be an annual event.

The three elements, namely, entrepreneurial orientation as well as supportive and cooperative environments should enhance the entrance of entrepreneurs into the economic arena so that they are able to run their businesses in a competitive manner.

2.4 The significance of entrepreneurship

According to Nieuwenhuizen (2004:34), “entrepreneurs are people with the ability to create an enterprise where none existed before. They produce combinations of ideas, skills, money, equipment and markets that form a successful enterprise.” An entrepreneur is also a small business manager who manages his or her enterprise to ensure permanence and growth (Nieuwenhuizen, 2004:35). Entrepreneurs are primary creators and drivers of new businesses, that is locally, nationally and even globally. Entrepreneurship is a vital yet poorly understood ingredient in local as well as national economic growth and development.

Smit (2000:16) highlights the economic importance of the entrepreneur as:

- Taking the lead in developing the natural resources;
- Creating employment opportunities;
- Taking the lead in production; and
- Establishing a free market system that depends mostly on independent entrepreneurs.

In O’Neill, Terblanche’ and Keyter (1999:4), Kent distinguishes five tasks which are exclusively attributed to an entrepreneur as a person who:

- Introduces a new product or service into the market, or implements a new approach to existing problems;
- Develops or implements new technology which could curb costs and improve efficiency;

- Exploits a new market by launching products, services or technologies which did not previously exist in the market;
- Discovers a new source of supply for a scarce resource or discovers methods to make the supply of existing resources more effective; and
- Reorganizes an existing enterprise, whether private or public, by innovative management.

The key word for these tasks to be performed by the entrepreneur is innovation. In this instance, the entrepreneur is viewed as an innovator.

According to Orford, Herrington and Wood (2005:3), “the Global Entrepreneurship Monitor (GEM) is a major international research study that is aimed at increasing the knowledge of entrepreneurship.” In South Africa, this study has been conducted since 2001 by the University of Cape Town through its Graduate School of Business (GSB) under the Centre for Innovation and Entrepreneurship. The respondents in their surveys have included 184 experts (such as professionals and entrepreneurs) on the one hand and school learners on the other. Their *2004 GEM Report* emphasizes the need that appropriate entrepreneurship education should be offered in all schools up to Grade 12.

There were 34 countries that participated in 2004 with South Africa (as a developing country) recording the Total Entrepreneurial Activity (TEA) index of 5,4%, compared to 4,3% in 2003 and 6,3% in 2002. South Africa has been ranked 24th out of the total population and has consistently been ranked within a group of countries with mid to low levels of TEA. From what has been said, one can deduce that South Africa is not as entrepreneurial as other developing countries. One of the reasons may be that it still has a shortage of people with the skills, knowledge and experience to start businesses. However, it can be added that this country has set out on the right path though the process need to be accelerated.

The TEA index is used to estimate the percentage of people aged 18 to 64 years who are actively involved in starting a business they will wholly or partly own or who are actively managing a business that they wholly or partly own. In South Africa, the GEM survey

was conducted and the sample size was 3 274, of which 2 717 were aged between 18 and 64.

According to the GEM Report, the entrepreneurial activity in the participating countries is mainly measured by the Total Entrepreneurial Activity (TEA) index. As already indicated, not much research has been done in the continent of Africa with regard to entrepreneurship, and this is backed by the fact that out of 34 countries participating in the GEM study, only two African countries, namely, South Africa and Uganda, took part. Furthermore, according to Orford, Herrington and Wood, 2005:10; the definition of *developing countries* is given as those countries with a per capita income of less than US\$10 000.

In South Africa today, government, business, non-governmental organizations (NGOs), and other institutions help one another in promoting an entrepreneurial culture. They jointly encourage the proliferation of entrepreneurs (especially youth, women and the disabled), particularly in the SMME sector, by providing multiple business opportunities. However, Orford, Herrington and Wood (2005:46) conducted a survey of small enterprises and the response was that ‘they do not regard the government efforts to promote small enterprises.’ One reason for this might be that small enterprises are unaware of government initiatives to support them or, even if they are aware of them, tend not to use them. According to Manuel (2005:2) small entrepreneurs also enjoy benefits such as the reduction of taxes as announced by the Minister of Finance in his 2005/2006 Budget Speech.

According to O’Neill, Terblanche’ and Keyter (1999:11), “an entrepreneurial culture can be defined as societal values, beliefs, philosophies and actions which encourage and enable members of society to creatively take calculated risks and to take an active role in shaping their own future destinies.” In O’Neill and De Coning (1994:10) a survey was conducted that found that the entrepreneurial culture in South Africa is rated as being almost non-existent. This rating was motivated by the following viewpoints:

- Coherent policies and programmes to foster an entrepreneurial culture in South Africa were lacking;
- Socio-political realities dictate negative community perceptions of entrepreneurs;
- South Africans generally regard innovation as too risky;
- Establishing an enterprise is, for many, an act of desperation rather than a normal way of life;
- An entrepreneurial inclination is not instilled as part of the educational process;
- Small businesses have not traditionally played an important role in this country; and lastly
- South Africa is a country of salary and wage earners.

Orford, Herrington and Wood (2005:10) also indicate in their report in *Global Entrepreneurship Monitor* that South Africa still shows low entrepreneurial levels: “South Africa’s total entrepreneurial activity was estimated in 2004 to be 5,4%; 4,3% in 2003 and 6,3% in 2002.” The percentages show that the culture is still too low. The participation of Black Africans in particular is still extremely low, largely because of their historically disadvantaged background.

According to Orford, Herrington and Wood (2004:26), 184 experts had been interviewed by *Global Entrepreneurship Monitor (GEM)* in South Africa since 2001, and they helped to identify the factors limiting entrepreneurial activity as being:

- Human capital. It entails the ability of the education and training system to develop the skills and mindsets needed for entrepreneurship and the “potential of the population” for entrepreneurship.
- Financial support. It includes adequate access to early stage finance, how well the financial community understands entrepreneurship, how the entrepreneurs understand the investment process, and the entrepreneurs’ capacity for financial management.

- Government policies and programmes. The former refers to the national legislative and policy environment whereas the latter refers to specific programmes, structures and institutions set up to support owner-managed enterprises.

The *2004 GEM Report* further states that South Africa's experts are extremely negative about the extent to which South Africans have the skills, experience and knowledge to start and manage businesses. Therefore, for as long as these limiting factors continue to impact negatively on the culture of entrepreneurship, emerging entrepreneurs will also feel the effect.

2.5 Reasons why entrepreneurs fail

Smit (2000:6-7) discusses the reasons why most entrepreneurs fail in the running of their businesses. The following are a number of them:

(a) Lack of management competence (skills)

A management incompetence or poor decision-making ability is the main cause that leads to business failure. An unskilled entrepreneur is often without the leadership ability and knowledge and this renders his or her business unsustainable. The profitability of the business will thus be negatively affected.

(b) Lack of experience

When an entrepreneur lacks experience, the business will most probably not perform as expected. Balanced experience in purchasing, operations/production, products, customer care, marketing, managing people as well as handling finances, is essential.

(c) Poor financial control

This problem is characterized by an insufficient or lack of capital, granting excess customer credit and over-investing in fixed assets, a lack of credit policy on the average debtors' collection period and the average creditors' payment period and this can lead to

the business venture experiencing cash flow problems. The inability to draw up a business budget as well as business plan is also a serious factor.

(d) Failure to plan

If an entrepreneur fails to plan, it implies that he or she has planned to fail. Entrepreneurs need to plan properly so that they may escape poor planning. Creating a strategic plan helps an entrepreneur discover the value of knowing how to compete in the market place. Planning is one of the functions of management and precedes leading, organizing and controlling. The principle is that proactive planning should be preferred to reactive planning.

(e) Stock shortages

An entrepreneur who buys insufficient stock simply shows his or her inexperience and this will most probably result in shortages so that impatient customers will become disillusioned and often not return. A determined entrepreneur should improve the rate of stock turnover. It is fundamental to notice how many times (it can be on a weekly, a monthly or even on a yearly basis) does the stock move. This will help him or her to maintain the required level of stock and of course purchase stock according to the needs of the customers.

(f) Attitudes

A positive attitude means that the entrepreneurial venture will be able to achieve its objectives. A strong attitude will lead to business success stories but these require hard work which should be maintained as a norm.

(g) Ethics

Entrepreneurs/managers should at all times display commitment and determination in their business dealings. Entrepreneurs who are deceitful may profit in the short run, but in the long run they usually lose.

Bowler (1996:4) notes that “more than 80% of all new enterprises fail within two years. They fail because of poor management methods and incompetence.” Furthermore, the author states the following four reasons for their failure:

(a) Insufficient planning, that includes the poor choice of location, poor or no marketing strategy, and poor financial planning.

(b) Insufficient financing, in that there is insufficient operating capital to purchase fixed assets, insufficient funds to purchase sufficient stock, as well as insufficient funds to bridge the first few months while sales are still low or while the business breaks even.

(c) Outdated methods, include a lack of control over cash; incorrect stock system; wrong pricing methods, and

(d) Personal factors e.g. lack of training in business skills, the unwillingness to work long hours, and the unwillingness to apply new ideas.

According to De Coning, Hill and Naude' (1989:23), small businesses have weaknesses which can cause them to fail. These weaknesses are:

- Financial limitations;
- The failure to keep the right calibre of people (manpower problems);
- Costs are a worrying factor for small business entrepreneurs; and
- A small margin for mistakes can impact negatively on the small business.

2.6 Myths about entrepreneurship

According to Kroon (2002:11-13), research has indicated that successful entrepreneurs enter the market in their forties, while other research has revealed in the thirties. He mentions the following 12 myths which are opposed by reality:

- Entrepreneurs are born, not made.
- Reality: Although the profile of entrepreneurs indicates that they are intelligent and gifted individuals, successful entrepreneurship depends on a combination of mental abilities, training, experience, networking, and self-realisation.
- Anyone can establish a successful business.
- Reality: Successful entrepreneurs only utilize viable opportunities.
- Entrepreneurs are action-oriented risk-takers.

- Reality: Successful entrepreneurs are minimisers of risk because they gather sufficient information before taking calculated risks.
- Entrepreneurs are inventors or innovators.
- Reality: Inventors and innovators may be entrepreneurs, but not all entrepreneurs are inventors or innovators.
- Entrepreneurs want everything for themselves.
- Reality: Successful entrepreneurs use management teams that strive for the realization of a common goal.
- Entrepreneurs are academic and social outcasts.
- Reality: Nowadays successful entrepreneurs are rewarded with heroic status because they are able to plough back into the community.
- Entrepreneurs are their own bosses and independent.
- Reality: Diverse interest groups play a decisive role in the success of business and include co-workers, investors, clients, suppliers, creditors, employees, their families as well as the broad community.
- Entrepreneurs experience unbearable tension.
- Reality: Entrepreneurs experience a larger degree of job satisfaction, are healthier and are less interested in retiring than managers.
- New businesses fail within five years.
- Reality: A business can fail at any point in time. It does not necessarily mean that a period of five years represents a critical point.
- Capital is the most important prerequisite.
- Reality: Capital without an opportunity or a market does not represent a successful business.
- Business success is instant.
- Reality: It takes between three to even seven years to establish a successful business.
- Too much planning creates problems.
- Reality: Opportunities must be realized by strategic planning, setting goals and an accurate timetable.

2.7 Summary

This chapter has reviewed entrepreneurship from different dimensions. Although, different authors define entrepreneurship and entrepreneur in different ways, it is important to consider their views and arguments with regard to the two concepts. The chapter has also highlighted the failures of entrepreneurs so that these could be prevented, particularly in small entrepreneurial ventures. There are a number of myths regarding entrepreneurship which have been examined, as well as a model of entrepreneurial development which can be applied to small businesses in the Zebediela area.

Global Entrepreneurship Monitor has been used to measure the levels of entrepreneurship in the participating countries. South Africa is also a participant though it is reported that the entrepreneurship levels in this country are still extremely low. The study has also elaborated on the five characteristics of the General Enterprising Tendencies, namely achievement, autonomy, creative tendency, calculated risk-taking; as well as drive and determination. Additional characteristics have been considered as well.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

Zebediela is the area of focus for the purpose of this research study. It is located in the Lepelle-Nkumpi Local Municipality in the Capricorn District Municipality (formerly known as Region Two) of the Limpopo Province. Zebediela is about 78 kilometres to the south-east of Polokwane. The Limpopo Province is geographically located in the northern part of the Republic of South Africa. The population of Zebediela consists mainly of Pedi speaking citizens, influenced by Isindebele which is not studied at school. Therefore, the first or primary language is Sepedi.

Although the Limpopo Province is well-known for its difficulties such as amongst other things, illiteracy and the spread of HIV/AIDS, particularly amongst young people, it is regarded as the province of peace and has plenty of raw materials such as platinum, while also having the potential to attract tourists locally, nationally and internationally. The Limpopo Province is divided into six districts (regions), namely, Capricorn, Vhembe, Mopani, Waterberg, Greater Sekhukhune, and Bohlabela. These are the new demarcations of the municipal boundaries.

The Zebediela area is divided into three circuit offices, namely, Moletlane, Magatle and Lepelle. The Moletlane Circuit Office embraces 12 secondary schools with grade 12 classes and another two without grade 12, thus a total of 14. Magatle Circuit Office has 13 secondary schools under its jurisdiction; and Lepelle, eight secondary schools, with one school taking the learners to grade eight. Therefore, the Zebediela area has 35 secondary schools, out of which three secondary schools are without matric.

Almost all the secondary schools in the Zebediela area offer a combination of the general, science, and commerce streams. At present the major threat is the dwindling number of learners at schools which often requires the Limpopo Department of Education to redeploy educators from one school to another.

3.2 Research design

This is a cross-sectional, exploratory study, which looked at nine schools as the sampling unit in order to gather data. From a total of 658 grade nine learners (*Zebediela Area Office*, 2005:1-3) in nine secondary schools selected for the purpose of this survey, 45 learners were chosen, interviewed and tested with the use of a questionnaire. The study focuses on criteria/variables such as gender, age-group, circuit, classification of schools and the geographic location of the schools, in other words, whether the school is rural or semi rural. For the purpose of this study, a school is regarded as rural if it is situated at least seven kilometers away from the tarred road as well as the circuit office. A semi rural school can be reached without much difficulty.

The Zebediela Area Office (with three circuit offices) is under the authority of the Circuit Coordinator and each circuit headed/supervised by a Circuit Manager. In order to ease his work, the researcher has divided the secondary schools into three groups, namely, best-performing schools (class 1); moderate-performing schools (class 2) and under-performing schools (class 3). These schools were divided according to the Oct/Nov 2004 grade 12 examination results (see appendix E). The best-performing schools got a pass percentage of 70% and above, the moderate-performing schools got 50% to 69%, whereas the under-performing schools had a pass rate of up to 49%.

The main reason for classifying the schools is to fairly assess the learners' entrepreneurial potential from all the school categories (in other words, whether or not they were able to think entrepreneurially) so that the feedback should be objective and reliable for future use. The feedback should thus strive to be representative of all the secondary school groupings in the Zebediela area.

3.2.1 Population and sample

The population comprised of secondary schools in the Zebediela area, with a total of 2 693 learners. With regard to the sample, only nine schools were chosen and 45 learners took part in the survey ($n = 45$). The researcher has decided that randomly selecting five

learners each from a sample of nine schools would provide a representative sample of the entire population of secondary school learners in the research area.

In selecting a sample of $n = 45$ learners from the population of $N = 2\ 693$, the researcher used purposive non-probability sampling. This is because after explanation of the study, only those learners interested in filling in the questionnaires were used for the study. Welman and Kruger (1999:61) state that “the probability that any element (unit of analysis) will be included in a non-probability sample cannot be specified. In some instances, certain members may have no chance at all of being included in such a sample.”

However, the advantage of non-probability sampling is that it is less complicated and more economical (in terms of time and financial expenses) than probability samples. Five schools were selected from the Moletlane Circuit Office, two from Magatle and the last two from Lepelle. These schools were selected to serve as the primary sampling units for the purpose of this study. The schools were scattered all over the Zebediela area while the strata were made up of classes 1 (best-performing schools), 2 (moderate-performing schools) and 3 (under-performing schools), therefore, each stratum consisted of 15 learners.

The schools that were included in the sample are listed in table 3.1 and the learners selected were expected to showcase their initiatives during an interview.

Table 3.1

Total number of schools and learners used in the study

<u>Best-performing</u>		<u>Moderate-performing</u>		<u>Under-performing</u>	
<u>School</u>	<u>Learners</u>	<u>School</u>	<u>Learners</u>	<u>School</u>	<u>Learners</u>
Sebitja	5	Seraditola	5	Ramabele	5
Moropa	5	Setuka	5	N/Bahlalerwa	5
Mack Semeka	5	Makgwading	5	Lehlasedi	5
Total	15		15		15

Note: The full name for N/Bahlalerwa is Ngwana Bahlalerwa Secondary School.

3.2.2 Data collection method

The nine schools were visited during May 2005 when the grade nine class lists were collected as the basis to help the researcher to select the learners to be included in the sample. The interviews were conducted in all nine schools with the respondents while one teacher was allocated in each school to help with the data collection. It was a group and structured interview.

Regarding the interview, the learners had to answer a total of ten questions. Each question had three sub-questions which were designed to address three categories, namely “ready”, “needs work” and lastly “think again”. According to the *Umsobomvu Youth Fund* (2005:1-2), the questions were used to assess the entrepreneurial ability of grade nine learners. The three categories are described as follows:

- The Ready category meant a respondent had good entrepreneurial qualities.
- The Needs work category meant a respondent could try to improve the areas in which he or she falls short.
- The Think again category indicated that a respondent should seriously think about whether he or she was ready to go into business.

3.2.3 Research instrument

The researcher used a questionnaire which was in English, and tested the learners' General Enterprising Tendencies (GET). It was extracted from *Caird* (1992:6-17). The GET questionnaires as well as the answer sheets were distributed to the respondents for completion in their respective schools (see appendix F).

All the questions answered by the learners were based on five elements such as the need for achievement, the need for autonomy/independence, a creative tendency, moderate or calculated risk taking, as well as drive and determination.

The GET questionnaire had 54 questions in total. From these questions, 12 were based on the need for achievement, six on the need for autonomy or independence, 12 on creative tendency, 12 on the ability to take moderate or calculated risk, while the last 12 tested drive and determination. An answer sheet was also provided on which every question had boxes with the letters A and D. The letter A was used to indicate "agree" with the statement, whereas the letter D was used to indicate "disagree" with the statement or question. Therefore, questions 1 up to 54 had A and D options and so the learner was expected to encircle one answer only.

The researcher used a score sheet to analyze the data. The score sheet comprised of nine rows arranged as follows:

Section 1 consisted of rows 1 and 6 and tested the need for achievement;

Section 2 consisted of row 3 only and tested the need for autonomy/ independence;

Section 3 consisted of rows 5 and 8 and tested creative tendency;

Section 4 consisted of rows 2 and 9 and tested moderate/calculated risk-taking ability; and lastly

Section 5 consisted of rows 4 and 7 and tested drive and determination.

3.2.3.1 Allocation of score

The learners were expected to answer all the questions based on the five sections. The primary aim in this case was to assess the learners' initiative as far as entrepreneurship is concerned. The sections were arranged as follows:

Section 1 – Need for achievement

The questionnaire comprised of 12 questions which were arranged as 1, 6, 10, 15, 19, 24, 28, 33, 37, 42, 46, and 51. The maximum score was 12 and the average was 8. The questions on the need for achievement were intended to measure or assess the following qualities: forward looking, being self-sufficient, optimistic rather than pessimistic, task oriented, results oriented, restless and energetic, self-confident, persistent and determined, and dedication to completing a task.

Section 2 – Need for autonomy

The following questions were intended to assess the need for independence: 3, 12, 21, 30, 39, and 48. The maximum score was 6 and the average score 4. So a learner who scored high marks in this section proved to be someone who likes doing unconventional things, prefers working alone, needs to do his or her "own thing", needs to express what he or she thinks, dislikes taking orders, likes to make up his or her own mind, does not bow to group pressure, and is stubborn and determined.

Section 3 – Creative tendency

The questions determining the ability towards creative tendency were 5, 8, 14, 17, 23, 26, 32, 35, 41, 44, 50, and 53. The maximum score for this section was 12 and the average score 8. A learner scoring high points in this section is imaginative and innovative, has a tendency to daydream, is versatile and curious, has numerous ideas, is intuitive and guesses well, enjoys new challenges, and likes novelty and change.

Section 4 – The ability to take moderate or calculated risks

The questions that tested the ability to take calculated risks from the Caird's questionnaire were 2, 9, 11, 18, 20, 27, 29, 36, 38, 45, 47, and 54. Twelve was the

maximum score and 8 the average. A learner doing well in this section can act on incomplete information, judge when incomplete data are sufficient, accurately assess his or her own capabilities, be neither over nor under-ambitious, evaluates likely benefit against likely costs, and lastly, can set challenging but attainable goals.

Section 5 – Drive and determination

The following questions tested this attribute: 4, 7, 13, 16, 22, 25, 31, 34, 40, 43, 49, and 52. Twelve was the maximum score and 8 the average. Taking a high score in this case would mean that the achiever is able to take advantage of opportunities, discount fate, make his or her own luck, is self-confident, believes in controlling his or her own destiny, can equate results with effort, and finally, has the ability to show considerable determination.

Four sections each had a maximum score of 12 thus totaling 48, and one section a maximum of 6. The total average score for all the sections was 36.

3.2.3.2 Determining the score

For every letter “D” crossed by the learner in the shaded box, one point was awarded. In the same way for every letter “A” crossed in the unshaded box, the learner would be credited with a point. There was no point for a letter “D” in the unshaded box or letter “A” in the shaded box. On the answer sheet there was a column for the score that was for researcher’s use, particularly for adding up the points obtained by the learners. Finally, the score consisted of the total of sections 1 to 5. Therefore, a full analysis of scores awarded to the learners will be done in Chapter Four.

3.2.4 Data analysis

The analysis of results (in Chapter Four) engaged tools such as the cross-tabulations, analysis of variance (ANOVA) and the frequency tables.

3.3 Summary

The study was conducted in the Zebediela area which comprise of three circuit offices, namely, Moletlane, Magatle and Lepelle. The area had a total of 35 secondary schools. However, the survey was conducted to include only nine of them. This chapter discussed the research design, the population and sample, data collection method, research instrument, and data analysis. The variables under examination were gender, age-group, circuit, the classification of schools, as well as the geographic location of the school, namely, whether rural or semi-rural and will be discussed further in the next chapter. Correlations, cross-tabulations, analysis of variance (ANOVA), as well as frequency tables were used to analyse these variables (data). This will be done and discussed in Chapter Four.

CHAPTER FOUR: ANALYSIS AND PRESENTATION OF EMPIRICAL DATA

4.1 Introduction

In this study, nine schools were selected and a total of 45 learners participated in the survey. These learners were selected from a population of grade nine learners registered in 2005, N = 2 693 from 35 secondary schools in the Zebediela area (Zebediela Area Office, 2005:1-3). Fortunately, all 45 respondents returned the questionnaires which enabled the researcher to assess the General Enterprising Tendencies (GET) elements.

The questionnaire contained 54 questions to be answered by the respondents. However, it is important to note that only 13 questions (namely, questions 2, 12, 18, 20, 23, 26, 29, 34, 42, 43, 44, 48, and 49) showed significant differences against variables such as gender, age-group, circuit, classification of schools, and the geographic location of the schools respectively. Therefore, the results presented are based on these questions that showed significant differences, for instance, those that had p-values below 0.05 (statistically used as a norm). The results were analyzed through the use of frequency tables, cross-tabulations as well as the analysis of variance (ANOVA).

With regard to the GET questionnaire, the study aims to assess grade nine learners on five elements, namely, the need for achievement; the need for autonomy/independence; creative tendency; the ability to take moderate or calculated risks; as well as drive and determination. The whole process of assessment was aimed at determining the presence or absence of entrepreneurial initiatives and/or potential amongst the learners.

4.2 Analysis of variables

The variables (such as gender, age-group, circuit, classification of schools, and location of schools) were analyzed by means of frequency tables and pie charts.

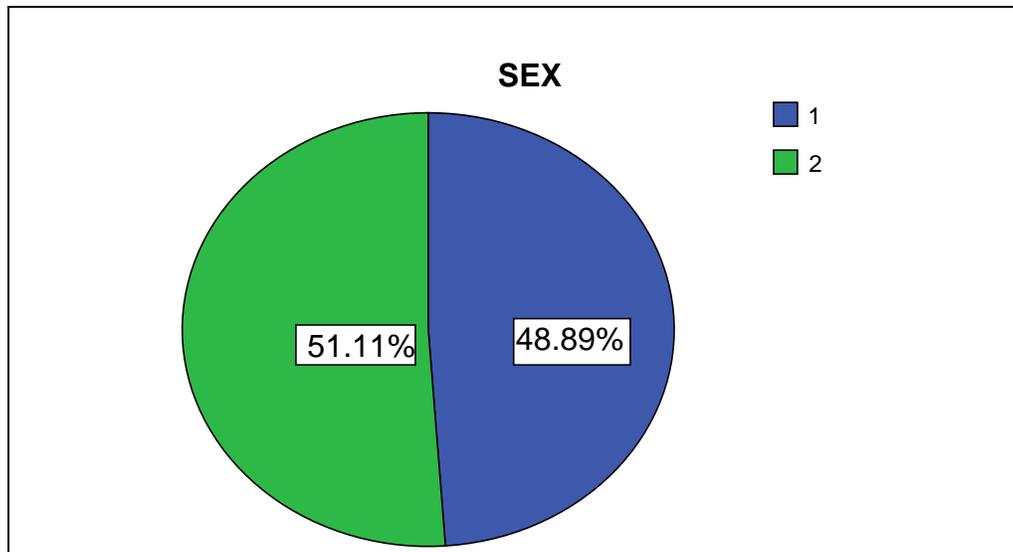
4.2.1 Gender

In this study the respondents comprised of 22 males and 23 females totaling 45 as presented in table 4.1 and illustrated by figure 4.1.

Table 4.1: Distribution of gender

Gender Group	Frequency	Percent
Male	22	48.9
Female	23	51.1
Total	45	100.0

Figure 4.1: Gender percentage representations



Key: 1 = males, and
2 = females.

According to figure 4.1, the females represented 51,1% of the participants in the survey, with the male participants representing 48,9%.

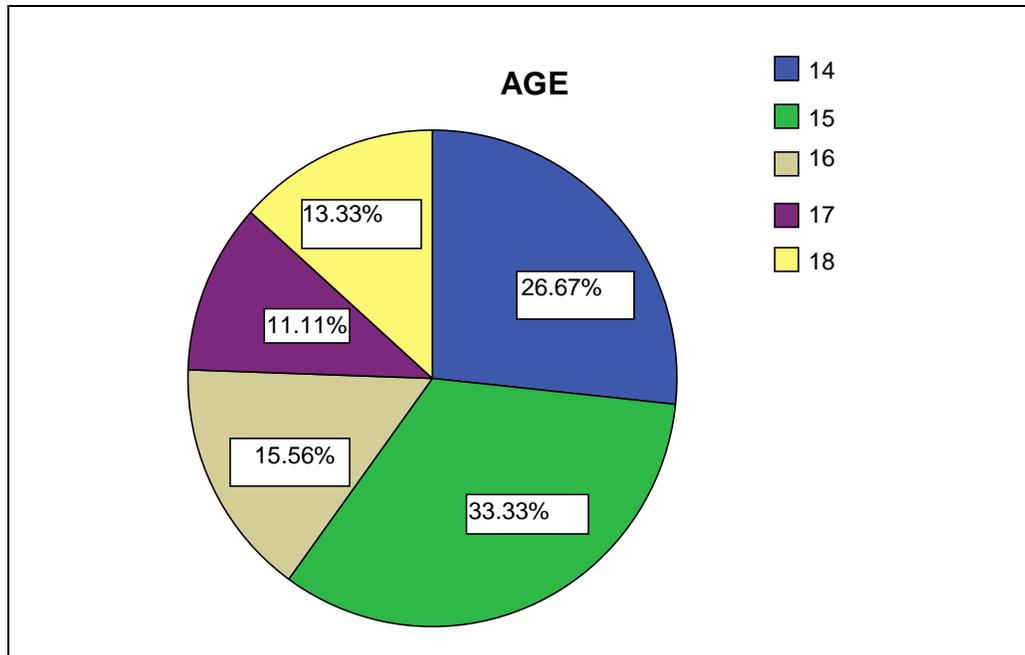
4.2.2 Age-group

The statistical analysis of the sample of 45 respondents revealed that 12 were 14 years of age; 15 were 15 years; 7 were 16 years; 5 were 17 years old, while 6 were 18 years of age. Furthermore, the respondents between 14 and 15 years were classified as *Young*, while the 16 to 18 years were classified as *Old*. Table 4.2 and figure 4.2 illustrate this distribution.

Table 4.2: Distribution based on age and age-group

Age (Age-group)	Frequency	Percent
14 years (Young)	12	26.7
15 years (Young)	15	33.3
16 years (Old)	7	15.6
17 years (Old)	5	11.1
18 years (Old)	6	13.3
Total	45	100.0

Figure 4.2: Percentage representations by age



According to figure 4.2, respondents between 14 and 18 years participated in the survey. Those who were 15 years were in the majority by 33,3%, followed by the 14 year olds with 26,7%. However, those who were old comprised of 16 years with 15,6%; 17 years with 11,1% and lastly, 18 years totaled 13,3%. Therefore, the data can be divided into two age-groups, namely, the younger age group comprising of 60% and the older one totaling 40%.

4.2.3 Circuits

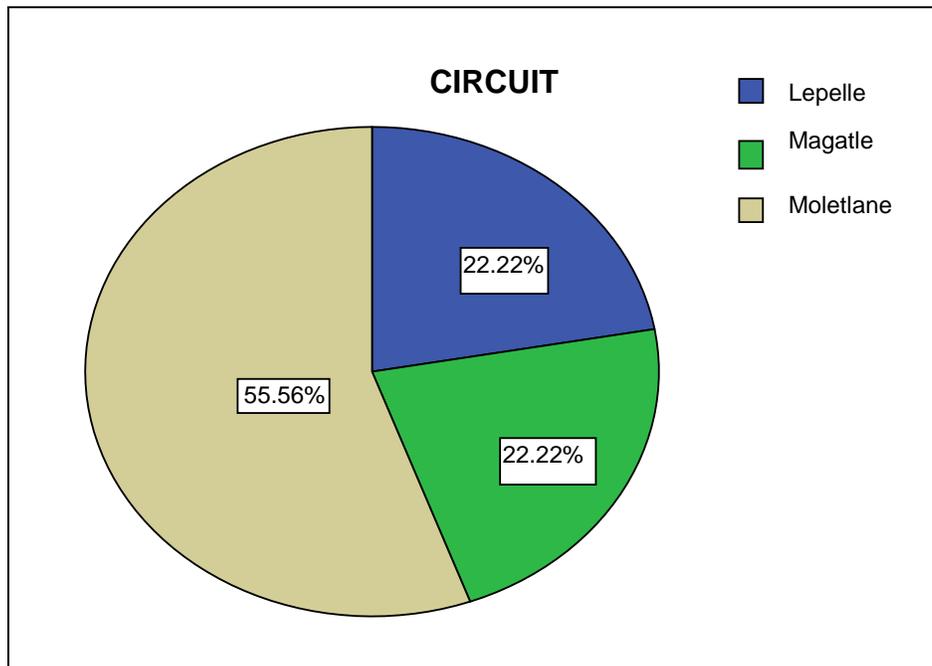
The Zebediela area is divided into three circuits, namely, Lepelle, Magatle and Moletlane. Ten respondents were randomly selected from Lepelle and Magatle respectively, while 25 respondents were selected from Moletlane. Although Moletlane circuit had more respondents in the survey, it does not necessarily mean that they were selected on the basis of the size of the circuit, but respondents were selected on the basis of merit (among the three circuits) as in accordance with the Oct/Nov 2004 grade 12 examination results. For instance, Moletlane circuit had one best-performing school, one

moderate-performing school and the other three schools were under-performing. Both Magatle and Lepelle circuits did not have under-performing schools. The total distribution of the respondents is reflected in table 4.3 while the percentages are illustrated by figure 4.3.

Table 4.3: Distribution according to circuit

Circuit	Frequency	Percent
Lepelle	10	22.2
Magatle	10	22.2
Moletlane	25	55.6
Total	45	100.0

Figure 4.3: Percentage representations by circuit



Two schools were selected from Lepelle and Magatle respectively. Each school contributed five respondents comprising 22,22% respectively of the sample. Furthermore, five schools were selected from Moletlane, contributing 55,56% to the sample.

4.2.4 Classification of schools

The schools were selected according to three categories, namely, best-performing, moderate-performing and under-performing. As previously explained, the three categories were developed on the basis of the 2004 grade 12 final examination results. In both the best-performing as well as the moderate-performing categories, for instance, Lepelle and Magatle circuits, were equally represented.

Three schools were classified as under-performers and were in the Moletlane circuit. These schools were each represented by five respondents participating in the survey (11,1% respectively). Table 4.4 and figure 4.4 illustrate these distributions.

Table 4.4: Distribution on classification of schools

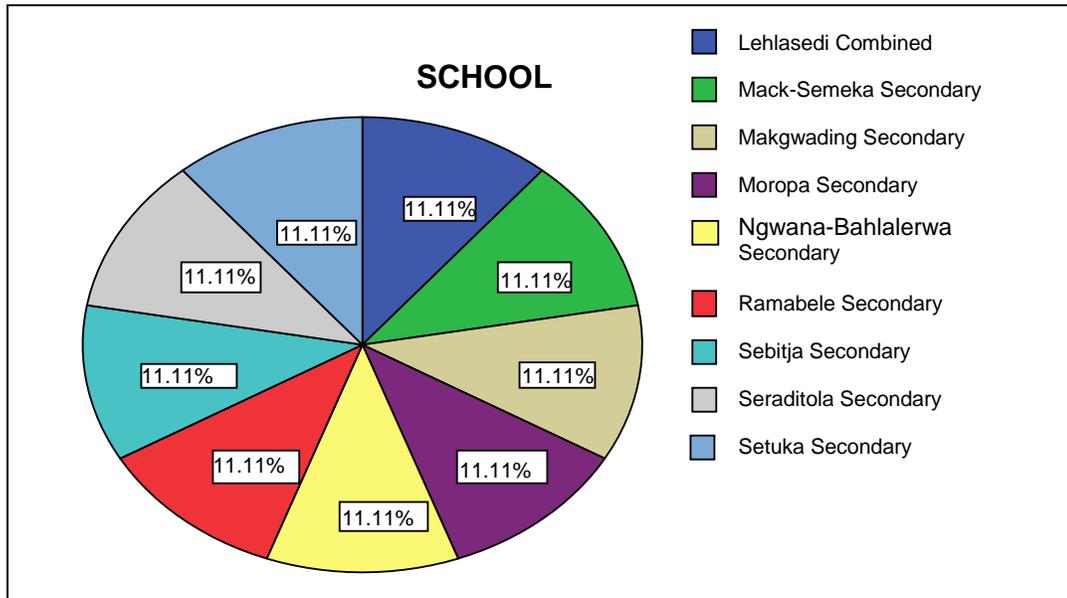
Classification of schools	Frequency	Percent
Lehlasedi Combined (UP)	5	11.1
Ngwana-Bahlalerwa Secondary (UP)	5	11.1
Ramabele Secondary (UP)	5	11.1
Makgwading Secondary (MP)	5	11.1
Seraditola Secondary (MP)	5	11.1
Setuka Secondary (MP)	5	11.1
Mack-Semeka Secondary (BP)	5	11.1
Moropa Secondary (BP)	5	11.1
Sebitja Secondary (BP)	5	11.1
Total	45	100.0

Key: UP = Under-performing schools

BP = Best-performing schools

MP = Moderate-performing schools

Figure 4.4: Percentage representations by school



Of importance to note is the fact that the schools represented all the three circuits and were distributed evenly throughout the Zebediela area.

4.2.5 Location of schools

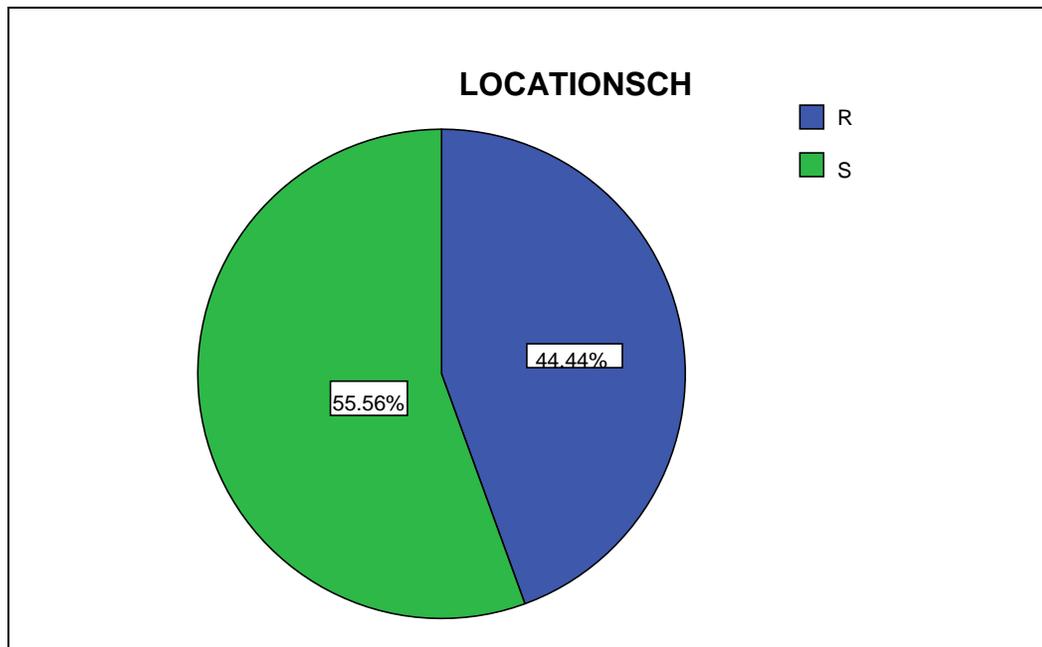
For the purpose of this study, the schools were categorized into rural and semi-rural, for instance, four of them were regarded as rural schools (because amongst others, the roads are gravel and rough), whereas the other five were classified as semi-rural schools since they were easily accessible.

Therefore, twenty (44,4%) of the respondents came from rural schools, while twenty-five (55,6%) of the respondents were receiving their education in semi-rural schools. These patterns are reflected in table 4.5 and figure 4.5 respectively.

Table 4.5: Distribution on location of schools

Location of schools	Frequency	Percent
Rural	20	44.4
Semi-rural	25	55.6
Total	45	100.0

Figure 4.5: Percentage representations according to location of schools



Key: R = rural, and
S = semi-rural.

4.3 Analysis of the individual elements of entrepreneurial initiatives

This study assumes that five important elements could be utilized to determine the entrepreneurial initiatives amongst grade nine learners. These elements are reflected in table 4.6.

Table 4.6: Cross-tabulations

Variables	P-value	Element	Significance
Gender vs. Q26	0.023	Creative tendency	Yes
Gender vs. Q29	0.040	Moderate risk	Yes
Circuit vs. Q18	0.008	Moderate risk	Yes
Circuit vs. Q20	0.036	Moderate risk	Yes
Circuit vs. Q43	0.030	Drive and determination	Yes
Circuit vs. Q49	0.039	Drive and determination	Yes
School vs. Q34	0.024	Drive and determination	Yes
Location vs. Q23	0.011	Creative tendency	Yes
Location vs. Q26	0.005	Creative tendency	Yes
Location vs. Q42	0.044	Achievement	Yes
Location vs. Q43	0.045	Drive and determination	Yes
Location vs. Q48	0.033	Autonomy	Yes
Age-group vs. Q2	0.014	Moderate risk	Yes
Age-group vs. Q12	0.026	Autonomy	Yes
Age-group vs. Q29	0.010	Moderate risk	Yes
Age-group vs. Q44	0.022	Creative tendency	Yes

4.3.1 Analysis of variance (ANOVA)

Cross-tabulations are mainly used to establish the association between any two variables. This is achieved by way of setting up the Chi-square test of independence where the null hypothesis (H_0) means that there is no association between the two variables whilst the alternative hypothesis (H_1) means there is an association.

Therefore, the null hypothesis should be rejected if the $p\text{-value} \leq \alpha$, where α is the selected level of significance. The p-value is a statistic calculated via the method of analysis. The level of significance for the purposes of this study is selected to be 0.05 throughout the analysis. This implies that the study intended to be 95% certain of its conclusions. The p-value is the probability of observing a difference due to chance.

For analysis in this study, if the p-value in the ANOVA table was less than or equal to α , ($p\text{-value} \leq \alpha$) the hypothesis was rejected. For instance, the smaller the p-value compared to 0.05, the more the statistical significance. If $p\text{-value} > 0.05$, it means that the hypothesis was accepted and conclude that there were no differences.

The results are therefore presented according to the following five individual elements:

(a) Creative tendency

A total of 12 questions (i.e. 5, 8, 14, 17, 23, 26, 32, 35, 41, 44, 50, and 53) were used to assess the creative tendency of the respondents. However, questions 23, 26 and 44 were selected for further statistical analysis because their p-value was less than 0.05, thus showing the statistical significance against variables such as gender, location of the schools as well as the age-group.

(i) Gender versus creative tendency

Results of the ANOVA table for gender on question 26 are shown below.

Table 4.7: Effect of gender on creative tendency

	Sum of squares	df	Mean square	F	P-value
Between groups	1.210	1	1.210	5.555	.023
Within groups	9.368	43	.218		
Total	10.578	44			

Table 4.7 shows that the creative tendency between males and females was significantly different at 0.023, which is less than 0.05. Hence, it can be concluded that females have more creative tendency than males.

(ii) Location of schools versus creative tendency

The respondents from rural schools were compared with those from semi-rural schools to find out who had a greater tendency to be creative. Two questions were used to illustrate this, namely, 23 and 26 that had p-values equal to 0.011 and 0.004 respectively. In answering question 23, fourteen rural respondents scored 14 points higher than the eight points by semi-rural ones. The same happened with question 26 where seventeen rural respondents got more points than the eleven respondents from semi-rural schools. This is illustrated in table 4.8 as follows:

Table 4.8: Location of schools versus creative tendency

	Source	Sum of squares	df	Mean square	F	p- value
Q 23	Between groups	1.604	1	1.604	7.157	.011
	Within groups	9.640	43	.224		
	Total	11.244	44			
Q 26	Between groups	1.868	1	1.868	9.221	.004
	Within groups	8.710	43	.203		
	Total	10.578	44			

The manner in which the respondents from rural as well as semi-rural schools responded to question 23 showed that there were significant differences. Hence, the null hypothesis should be rejected in favour of the alternative hypothesis. In addition, question 26 also

showed statistical significance. Thus, the results above indicate that the rural respondents performed significantly better on measures of creative tendency.

(iii) Age-group versus creative tendency

There were two age-groups, namely, *old* and *young* categories. In answering question 44, the older group’s responses were higher than those of the younger respondents. The p-value was found to be 0.022, which implies a significant difference between the two groups. This is illustrated in table 4.9.

Table 4.9: Age-groups versus creative tendency

Q 44	Sum of squares	df	Mean square	F	P-value
Between groups	1.200	1	1.200	5.663	.022
Within groups	9.111	43	.212		
Total	10.311	44			

The conclusion may, therefore, be drawn that the older age-group tended to have more creative tendency as measured by question 44 compared to the younger age-groups. This is perhaps to be expected as an older age-group is naturally more exposed and hence matured than the younger ones.

(b) The ability to take calculated risks

The questions addressing the three variables (namely, gender, circuit and age-group) were found to have significant differences. The questions assessed the ability to take moderate risks. One has to be proactive in his or her business dealings when taking moderate risks. The variables were:

- Age-group versus questions 2 and 29
- Circuit versus questions 18 and 20

- Gender versus question 29.

(i) Age-groups versus the ability to take calculated risks

The results for age-groups regarding questions 2 and 29 are given in table 4.10 below:

Table 4.10: Effect of age-group on the ability to take calculated risks

		Sum of squares	df	Mean square	F	P-value
Q 2	Between groups	1.481	1	1.481	6.615	.014
	Within groups	9.630	43	.224		
	Total	11.111	44			
Q 29	Between groups	.533	1	.533	7.371	.010
	Within groups	3.111	43	.072		
	Total	3.644	44			

Table 4.10 shows that the ability to take calculated risks (regarding question 2) was significantly different at 0.014 which is more than the 0.05 level. The older respondents that totaled fourteen (78%) scored more points than the eleven (41%) younger respondents. Therefore, the null hypothesis is rejected. The assessment from table 4.10 shows that older respondents take more calculated risks than younger ones.

The manner in which the respondents responded to question 29 implies there was a significant difference between the two age-groups. This question appeared to be complex

especially for the young respondents because they scored no point. Only four older respondents obtained points. The responses to the above two questions indicate that the older group took more calculated risks than the younger ones.

(ii) Circuit versus the ability to take calculated risks

The respondents were assessed according to their respective circuits and questions 18 and 20 were used for this purpose. Table 4.11 is given below:

Table 4.11: Effect of circuit on the ability to take calculated risks

	Sum of squares	df	Mean square	F	P-value
Q 18					
Between groups	2.084	2	1.042	5.790	.006
Within groups	7.560	42	.180		
Total	9.644	44			
Q 20					
Between groups	.871	2	.436	3.630	.035
Within groups	5.040	42	.120		
Total	5.911	44			

Twenty-one (84%) respondents from Moletlane scored high points, followed by seven (70%) from Magatle and lastly, Lepelle had three (30%) respondents scoring points. The p-value was found to be 0.006, that is, it has a statistical significance. Looking at the multiple comparisons, the mean difference is significant at the 0.05 level between the following circuits:

- Moletlane and Lepelle
- Lepelle and Moletlane

- Lepelle and Magatle
- Magatle and Lepelle.

The respondents from Moletlane obtained more points than those from Lepelle. On the other hand, Magatle also scored higher points than Lepelle. Question 18 was measuring the chances of taking risks only if the probability of success was 50/50. However, the high score by the respondents from Moletlane could be attributed to the practice developed by the organization known as *Mogoto Community Development Council*. This organization holds career exhibitions on an annual basis. These events rotate from one school to the other, that is, within the participating schools in Moletlane. This move has been extended (in 2005) to Magatle schools. Therefore, career exhibitions expose the school learners to various fields (opportunities) such as commerce and science.

Regarding question 20, twenty-two respondents from Moletlane answered and agreed with the statement or question that some money should be borrowed to enable users (investors) to carry on with a money-generating project; 10 from Magatle also agreed and, finally, six respondents were from Lepelle.

(iii) Gender versus the ability to take calculated risks

ANOVA on Question 29 versus gender has a p-value equals to 0.041 as illustrated in table 4.12. Forty-five respondents answered question 29 in which four females scored points where no male was able to accumulate points.

Table 4.12: Gender versus moderate risks

Q.29	Sum of squares	df	Mean square	F	P-value
Between groups	.340	1	.340	4.426	.041
Within groups	3.304	43	.077		
Total	3.644	44			

Therefore, table 4.12 above indicates that females tend to take calculated risks more often than males.

(c) Drive and determination

The respondents were tested on 12 questions which measured their drive and determination. However, questions 34, 43 and 49 showed a statistical significance. The following variables were analyzed and interpreted:

- School versus question 34
- Location versus question 43
- Circuit versus questions 43 and 49.

(i) School versus drive and determination

In answering question 34, all the respondents from the four schools (that is, Moropa and Seraditola from Magatle, Mack-Semeka from Moletlane, and lastly, Makgwading from Lepelle) obtained full points each, that is, they fully agreed that success comes as a result of hard work and not luck. Only one respondent from one school known as Sebitja in Lepelle agreed to the statement, and he or she attained one point (20%) for the school. The last four schools, namely, Ramabele, Lehlasedi, Setuka, and Ngwana-Bahlalerwa (from Moletlane) had four (80%) respondents each agreeing to the statement, that is, hard work and not luck. The finding is thus that the respondents from Moropa, Seraditola,

Mack-Semeka, and Makgwading outperformed those from the remaining five schools. Therefore, the manner in which the respondents from the nine schools responded to this question was significantly different at 0.013, which means the null hypothesis was rejected in favour of the alternative. Table 4.13 presents the results as follows:

Table 4.13: School versus drive and determination

	Sum of squares	df	Mean square	F	Sig.
Q. 34					
Between groups	2.578	8	.322	2.900	.013
Within groups	4.000	36	.111		
Total	6.578	44			

(ii) Location versus drive and determination

According to table 4.14, the p-value equals 0.046. So ANOVA shows that it is the rural respondents (14) who had the upper hand over the semi-rural ones (10). In table 4.14, the rural respondents performed significantly better than the semi-rural ones. The points came as a result of disagreeing with the belief that other people can determine who you are. One can deduce that respondents from rural schools believe in determining their own destiny.

Table 4.14: Location versus drive and determination

	Sum of squares	df	Mean square	F	P-value
Q 43					
Between groups	1.000	1	1.000	4.216	.046
Within groups	10.200	43	.237		
Total	11.200	44			

(iii) Circuit versus drive and determination

Table 4.15 shows that there were significant differences between the circuits. It is essential to indicate that the p-value (for question 43) amounts to 0.029. Moletlane performed better than Magatle with two points higher (that is, 11 points versus 9 points). Magatle also had more points (9 points versus 4 points) than Lepelle. A conclusion can be substantially reached that learners from Moletlane are able to think entrepreneurially, thus tend to be driven by their determination.

Table 4.15 Circuit versus drive and determination

	Sum of squares	df	Mean square	F	P-value
Q 43					
Between groups	1.740	2	.870	3.863	.029
Within groups	9.460	42	.225		
Total	11.200	44			
Q 49					
Between groups	1.118	2	.559	3.525	.038
Within groups	6.660	42	.159		
Total	7.778	44			

The multiple comparisons that were made showed that the manner in which the respondents (per circuit) responded to question 49 revealed significant differences as illustrated below.

- Moletlane versus Magatle
- Magatle versus Moletlane.

According to table 4.15, ANOVA on question 49 versus circuit showed a p-value equals 0.038. The results indicated that the respondents from Moletlane had outperformed those from Magatle with nine points against nil points. The respondents disagreed with the statement in question 49 that people’s failures might not be the result of their poor judgement but could be attributed to their ineffectiveness and inefficiency that result in a lack of drive and determination.

(d) The need for autonomy

The need for autonomy was also measured with the selected questions (namely, 12 and 48) against the variables such as age-group and location. These questions had been

selected from a total of six but only two had been answered differently by the older respondents and younger ones as well as by the rural and semi-rural respondents, that is, they were found to be statistically significant. The analysis will be done on these variables.

- Age-group versus question 12
- Location versus question 48.

(i) Age-group versus the need for autonomy

ANOVA on question 12 versus age-group has a p-value equals to 0.026 as this is in accordance with table 4.16 below.

Table 4.16: Effect of age-group on the need for autonomy

Q12		Sum of squares	df	Mean square	F	P-value
	Between groups	.726	1	.726	5.334	.026
	Within groups	5.852	43	.136		
	Total	6.578	44			

The results showed that the younger respondents had higher points than the older ones (that is, 25 points versus 12 points). The younger respondents thus performed significantly better on measures of the need for autonomy.

(ii) Location versus the need for autonomy

According to the statistical data in table 4.17 below, the p-value is 0.033.

Table 4.17: Location versus the need for autonomy

	Sum of squares	df	Mean square	F	P-value
Q 48					
Between groups	1.068	1	1.068	4.828	.033
Within groups	9.510	43	.221		
Total	10.578	44			

The finding was that the respondents from rural schools once again performed better than those from semi-rural schools. This could be attributed to the fact that most rural schools in the Zebediela area (and in other areas) were part of the project known as the Quality Learning Project (QLP). This project assisted the schools in various fields, namely, good governance; strategic and financial management capacity; as well as funds to procure valuable items such as overhead projectors, TVs, decoders and computers for both educators and learners. The learners directly benefited from the project. However, the project came to an end in 2004 but seems to have left the legacy behind.

(e) The need for achievement

The assessment also focused on the need for achievement on the part of the respondents. One variable known as location (of schools) was assessed against question 42 and the results revealed the following.

(i) Location versus the need for achievement

The p-value as illustrated in table 4.18 below equals 0.045.

Table 4.18: Effect of geographic location on the need for achievement

		Sum of squares	df	Mean square	F	P-value
Q 42	Between groups	.751	1	.751	4.272	.045
	Within groups	7.560	43	.176		
	Total	8.311	44			

The results throughout the analysis showed that the rural respondents obtained higher scores than those from the semi-rural environment. This is evidenced by high points scored (18 versus 16) for the rural respondents against the semi-rural ones. They seem to believe in success rather than failure. Question 42 measured success and not failure, that is, the need for achievement.

4.4 Overall analysis of results

Finally, it is important to highlight the overall results based on the 54 questions as answered by the 45 respondents according to these five variables. First, the need for achievement was tested through 12 questions. The data collected through the questionnaire indicated that the score ranged between 4 – 12 with 39 (86.7%) respondents showing a high need for achievement. Second, six questions were used to assess the need for autonomy and the results showed that 33 (73.4%) of the respondents tended to have a need for high autonomy.

Third, 12 questions determined the tendency to be creative. The results indicated that 26 (57.8%) of the respondents could be more creative. Fourth, 28 (62.3%) of the respondents were high risk-takers. Lastly, 39 (86.7%) of the respondents showed a strong drive and determination. The entire assessment thus revealed that grade nine learners indeed have an entrepreneurial potential which implies that strategies to nurture this process, have to be formulated

4.5 Summary

Five elements, namely, achievement, autonomy, creative tendency, calculated risk, as well as drive and determination, were measured and the respondents were assessed on variables such as gender, age group, circuit, classification of school, and geographic location of school. The results concentrated only on those variables that showed significant differences.

The results from this study indicated that on creative tendency, the females outperformed the males, the rural respondents performed better than the semi-rural ones while the older subjects outperformed the younger ones. There were no significant effects on the location of the schools as well as the classification of the schools. On measuring the ability to take calculated risks, the results showed that the older respondents performed better than the younger ones and that those from Moletlane had performed better than the others while the females outperformed the males.

With regard to the need for autonomy, the younger respondents performed significantly better than the older ones, and the rural respondents proved that they could work more independently than the semi-rural ones. With the need for achievement, the rural respondents showed that they had a desire to achieve. There were no significant effects on age-group or gender. Finally, on drive and determination four schools had respondents who were performing very well, hence they stated in their answers that hard work is preferred to luck. In this respect the rural respondents were the better side compared to semi-rural ones. Lastly, the respondents of Moletlane circuit revealed more drive and determination. With this variable again there were no significant effects on age-group or gender.

From the overall analysis of results, the study showed that the learners in this study have entrepreneurial interest and/or potential. Thus strategies to nurture this potential need to be put in place. The conclusions and recommendations for the study will be presented in Chapter Five.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the results of the study, draws conclusions and offers certain recommendations.

5.2 Summary of the results

The entrepreneurial abilities of the learners were assessed through the use of the General Enterprising Tendencies (GET) questionnaire as explained earlier in the study. The main idea was to establish whether or not the learners were entrepreneurial, that is, whether they possess entrepreneurial interests through their current attitudes, the way they were behaving and their skills and then come to general conclusions about learners.

The assessment was done based on five elements, namely, the need for achievement, the need for autonomy, creative tendency, calculated risk-taking, as well as drive and determination. These elements are summarized as follows:

5.2.1 The need for achievement

Forty-five learners were assessed to measure their level of achievement. The need for achievement is considered to be an entrepreneurial trait. This study found that only one question, that is, no. 42, out of twelve questions measuring the need for achievement, showed a significant difference, that is, it had a p-value smaller than 0.05. Only one variable, namely, location of school, showed a significant difference and the results indicated that the rural respondents seemed to have a higher need for achievement than the semi rural respondents.

5.2.2 The need for independence

Someone who is independent may not necessarily follow other people's ideas and ways of doing things. The adjective *independent* in this context implies that an individual relies on his or her thinking capability. In this instance the need for autonomy was used to

measure against variables such as age-group and location of schools. The results revealed that the younger respondents were more independent in their thinking than the older respondents. On the other hand, it was found that the respondents from rural schools obtained higher scores as compared to the semi-rural respondents.

5.2.3 Creative tendency

Creativity goes together with innovation and refers to one's ability to see the world and think about life differently. It is the ability to invent good ideas and see things from many angles. Innovation refers to one's ability to use his or her knowledge, ideas and creativity to design and build something new, different or useful (*Umsobomvu Youth Fund, 2005:1*). From this study, three variables showed significant differences, namely, location of school, gender and age-group.

These findings indicated that the respondents from the rural environment seemed to have a high tendency to be creative; females also tended to be more creative. Regarding age group, the older respondents showed a tendency to be more creative than the younger ones. This is important as creativity is an important element of entrepreneurship.

5.2.4 Calculated risk-taking

A risk is taken with some caution. Taking a risk cannot be associated with gambling but it means that someone has done his or her homework, has enough information and some control over the outcome of a situation (*Umsobomvu Youth Fund, 2005:1*). An entrepreneur has got this characteristic, in other words, he or she is not averse to risk. The assessment results revealed that first, Moletlane circuit had more respondents who tended to take risks in decision-making, second, the older respondents were not scared to make calculated risky decisions, and lastly, the females tended to take more risks than their male counterparts.

5.2.5 Drive and determination

According to *Umsobomvu Youth Fund (2005:1)*, a characteristic that sets entrepreneurial people apart from other people is their strong drive and determination – their willpower.

The respondents from Moletlane circuit; with eight participating schools, and finally, the rural respondents proved to be strong in their drive and determination. It would seem that these learners often see giving up as being a failure and, therefore, prefer to finish what they have started.

5.2.6 Overall results

Overall, study results show that learners in this study have entrepreneurial interest and/or potential. The results showed that these learners are risk-takers, they have the need for achievement, the need for independence, drive and determination and they are creative. All these traits have been identified by the GET as the key to entrepreneurial potential.

It must be cautioned that the development of entrepreneurs and small business owners may however be hindered by the problems facing the stakeholders in the education system. The researcher has observed all these problems during the period of study. The key problem is the fact that most learners stay alone at home and lack parental support in their studies. This may result in them using drugs and alcohol. The stakeholders are the curriculum advisors, inspectorate, educators, parents, and learners. Unless these problems are solved by the education authorities, learners will not exercise their right to learn and, therefore, will be unable to face the challenges of growing the economy in the future South Africa. Since details in respect of these problems are not given in this report, further research on these issues is necessary as they may hinder the future of a learner.

5.3 The limiting factors

Accessibility to nine schools visited by the researcher was satisfactory as all the principals were 100% responsive. All the respondents (grade nine learners) were willing to participate in the survey, that is, to complete the questionnaire and also to participate in an interview. However, one of the problems encountered was the distance between the schools. One would plan to visit all the participating schools in two days but would end up taking five days in order to accomplish the assignment.

Finally, as the research study was self-funded, the researcher had to limit it to the Zebediela area. Thus, as this study was limited to one, rural area of the Limpopo Province, with a small sample, it may be difficult to generalize the results.

5.4 The conclusions from the study

This study has shown that the subjects in this sample tended to have high need for achievement, a high need of independence, a tendency to be creative, and a high tendency to take moderate risks as well as a strong drive and determination.

Although Zebediela is a rural area, almost every village has a school. It is, therefore, the primary responsibility of these schools to unlock the potential of the learners so that they may discover their talents and abilities at a tender age and be useful to the economic development of the community at large. However, this will only happen when the schools have well-capacitated educators.

The results of capacitating educators will only be evident once the learners have acquired knowledge, skills and attitudes which will enable them to embark on entrepreneurial and small business venture in order to contribute towards SMME development. It has been emphasized throughout this study that new business creation is fundamental to the growth of the South African economy and to the future socio-political stability. However, a growing and successful venture will, according to Nieman, Hough and Nieuwenhuizen (2003:11), result in:

- Economic growth;
- Increase in income;
- Improvement of living standards;
- Increase in GDP;
- Creation of investment opportunities;
- Tax base enlargement as a result of a greater number of new firms;
- Technological developments; and
- Creation of job opportunities.

5.5 The recommendations

5.5.1 Enhancing entrepreneurial potential

Overall, the subjects in this study have shown that they do have the entrepreneurial potential and/or interest. They thus lack factors that can nudge them towards developing that potential. Furthermore, grade nine learners are expected to demonstrate entrepreneurial knowledge, skills and attitudes, as per the fourth learning outcome in the Economic and Management Sciences (learning area) in the Revised National Curriculum Statement (*National Department of Education, 2003:21*). It is thus recommended that the Circuit Coordinator with the assistance of the Circuit Managers should consider setting up a Committee comprising of expert educators or reinforce the existing Committee known as the Zebediela District Council (ZDC) with expert educators in entrepreneurship as well as in small business development. In Zebediela, the activities of the ZDC are funded by all schools (both high and primary), that is, R5.00 per learner per annum.

The current contribution of R5.00 is distributed as follows: R3.00 is used for sports activities in Zebediela while an amount of R2.00 caters for academic events such as the setting of common question papers and all expenses related to it. Thus, the fund may be reasonably augmented say, by R3.00, so that it may cater for all the activities concerning entrepreneurship projects. Therefore, the total contribution per learner per year will amount to R8.00.

The Committee should:

- Be willing to venture into the field of entrepreneurship and also direct the projects that concern entrepreneurship for the sake of the learners as potential entrepreneurs;
- Serve the entrepreneurial interests of the learners in Zebediela – the area under study;
- Stimulate the entrepreneurial initiatives of the learners and encourage them to start and manage their own small businesses;

- Arrange entrepreneurial excursions to be undertaken by those learners pursuing entrepreneurship;
- Organize entrepreneurship days on which learners will be given the opportunity to display their skills of running a business;
- Help in the management, moderation and monitoring of the Continual Assessment (CASS) work related to Economic and Management Sciences (entrepreneurship) as well as other commercial learning areas such as Accounting, of grade nine learners;
- Create partnerships with those institutions which have on their agenda the promotion of youth entrepreneurship and small business development. Such institutions are, amongst others, the Umsombovu Youth Fund (they have relevant programmes for youth entrepreneurs), ABSA Bank (with its competition known as the ABSA Top Entrepreneur Competition which is on a yearly basis); NedEnterprise, Standard Bank, and First National Bank;
- Create contact with the providers of entrepreneurship materials such as the South African Institute for Entrepreneurship; Junior Achievement South Africa and Foundation for Enterprise and Business Development. The materials are in line with the EMS curricula;
- Hold regular and meaningful workshops with educators offering Economic and Management Sciences and other commercial subjects/learning areas.

The whole exercise will be a success story if it is supported and taken seriously by all the stakeholders concerned as this should be for the direct benefit of learners as future entrepreneurs.

5.5.2 Knowledge, skills and capacity of educators

There is a serious challenge posed by the lack of entrepreneurial knowledge, skills and capacity of the educators. Therefore, the Provincial Department of Education must, through the circuit offices, put systems in place to appropriately capacitate educators through meaningful workshops. These workshops should be conducted by (external) experts, such as university lecturers and other relevant expert educators from institutes

such as the South African Institute for Entrepreneurship. For example, according to the South African Institute for Entrepreneurship (2005:7) the latter has the Ventures Educator Development System that aims to empower educators to develop the following qualities:

- Enthusiasm for the processes of imparting skills and knowledge;
- Motivation to bring out the best in learners;
- Respect for learners' creative and critical thinking capacities;
- Know-how to manage large classes and track learner progress;
- An entrepreneurial attitude backed up by knowledge and skills;
- Dynamic facilitation skills usable beyond the learning area - Economic and Management Sciences;
- Evaluation skills to manage learner assessment; and
- Problem-solving skills and critical and creative thinking skills.

Furthermore, the Business Ventures System enables educators to achieve the number of outcomes (see appendix G). This process may be extended to other areas outside Zebediela and also to other provinces.

5.5.3 Entrepreneurship as a fundamental subject

The National Department of Education has reached a conclusion in March 2005 that two subjects, namely, Mathematics and/or Mathematical Literacy and Life Orientation and two languages (with one being a vernacular) will be made compulsory with effect from January 2006 in Grade 10; 2007 in Grade 11 and 2008 in Grade 12. Furthermore, these are regarded as fundamental subjects. It is, therefore, recommended that in addition to fundamental subjects, appropriate Entrepreneurship education be offered in schools (also as a fundamental subject) from primary level up to Grade 12.

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APPENDIX A



Space-Time Research
Descriptive - South Africa by Province and Municipality
Table 1
Population group by Gender
for Person weighted, Zebediela Part 1

	Male	Female	Total
Black African	42510	52479	94990
Coloured	36	30	66
Indian or Asian	33	6	39
White	6	6	12
Total	42585	52521	95107

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APPENDIX B



Space-Time Research
Descriptive - South Africa by Province and Municipality
Highest educational level by Gender
for Person weighted, Zebediela Part 1

	Male	Female	Total
No schooling	7085	12946	20031
Grade 1/sub A (completed or in proce	3840	3681	7522
Grade 2/sub B	2056	1868	3924
Grade 3/standard 1	2608	2487	5095
Grade 4/standard 2	2472	2442	4915
Grade 5/standard 3	2230	2241	4471
Grade 6/standard 4	2171	2305	4476
Grade 7/standard 5	2919	3228	6147
Grade 8/standard 6/form 1	2906	3062	5968
Grade 9/standard 7/form 2	2174	2771	4945
Grade 10/standard 8/form 3/NTC I	2020	2747	4767
Grade 11/standard 9/form 4/NTC II	1828	2635	4463
Grade 12/standard 10/form 5/matric./	2238	3510	5748
Certificate with less than grade 12	45	76	121
Diploma with less than grade 12	30	22	52
Certificate with grade 12	131	213	344
Diploma with grade 12	361	679	1040
Bachelor's degree	110	106	215
Bachelor's degree and diploma	72	85	157
Honour's degree	24	21	45
Higher degree (master's or doctorate	24	12	36
Not applicable	5240	5386	10626

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APPENDIX C



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DATE : 16 February 2005

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PERMISSION TO CONDUCT RESEARCH IN MBA : ZEBEDIELA AREA

1. The Department hereby grants permission to conduct research as per your application. It is our understanding that your research will not cause any disturbance to the normal running of the schools and you shall co-operate with our officials at all times.
2. The department hopes that you shall make the findings of your research available to the department for future and study.
3. Wishing you well in your research project.

.....
MR. Z.J. NDLOVU
SENIOR GENERAL MANAGER
STRATEGIC MANAGEMENT & SUPPORT

DEPARTMENT OF EDUCATION
HEAD OFFICE

APPENDIX D

LIMPOPO DEPARTMENT OF EDUCATION
ZEBEDIELA AREA

A. SUMMARY OF RESULTS FOR OCT/NOV 2004 GRADE 12 EXAMINATIONS IN MERIT ORDER
LEPELLE, MAGATLE & MOLETLANE CIRCUITS

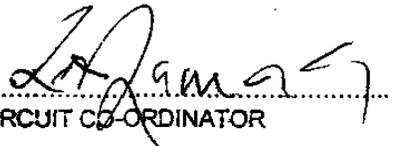
POSITION	SCHOOL	NO. WROTE	M.PASS	M PASS %	S. PASS	S. PASS %	NO. PASS	PASS %	NO. FAIL	FAIL %	IMP	DECL.
1	Mampotjane	19	12	63.1	7	36.8	19	100	0	0	6.7	
	Moropa	12	6	50	6	50	12	100	0	0	33.3	
	Serutle	23	10	43.5	13	56.5	23	100	0	0		
	Sethwethwa	19	7	36.8	12	63.2	19	100	0	0		
5	Sebitja	79	43	54.4	35	44.3	78	98.7	1	1.3	4.6	
6	Mankhole	34	19	55.8	14	41.2	33	97.1	1	2.9	3.3	
7	Mack Semeka	32	16	50	14	43.8	38	93.5	2	6.5		1.2
8	Phalakgoromothoa	41	9	21.9	29	70.7	38	92.7	3	7.3	14.5	
9	Maroba	39	13	33.3	23	58.9	36	92.3	3	7.7		7.7
10	Segaeng	28	6	21.4	19	67.9	25	89.3	3	10.7	6.7	
11	Kgakala	36	7	19.4	25	69.4	32	88.9	4	11.1	4.2	
12	Mpotta	9	1	11.1	7	77.8	8	88.9	1	11.1	8.9	
13	Rehologile	64	11	17.2	45	70.4	56	87.5	8	12.5	17.5	
14	Madibo	59	17	28.8	32	54.2	49	83.1	10	16.9	2.3	
15	Mafsiakgomo	39	6	15.4	25	64.1	31	79.5	8	20.5	2.4	
16	Mmadithakadu	12	3	25	6	50	9	75	3	25	2.3	
17	Mokgohiwe Makopo	20	2	10	13	65	15	75	5	25	15.5	
18	Tubake	99	26	26.3	48	48.5	74	74.7	25	25.3		10.8
19	Piet N. aphané	27	4	14.8	16	59.3	20	74.1	7	25.9		16.8
20	Matladi	146	23	15.8	80	54.8	103	70.5	43	29.5		22.7
21	Sechichi	40	8	20	20	50	28	70	12	30	23.8	
22	Mohlopheng	34	7	20.6	16	47.1	23	67.6	11	32.4	6.6	
23	Seraditola	49	10	20.4	22	44.9	32	65	17	35	12.1	
24	Moremotse	28	2	7.1	16	57.1	18	64.3	10	35.7	15.4	
25	Chita Kekana	143	19	13.3	69	48.3	88	61.5	55	38.5	6.6	
26	Jubana	23	1	4.3	11	47.9	12	52.1	11	47.9		1.2
27	Setuka	33	3	9.1	14	42.4	17	51.5	16	48.5	21.1	
28	Makgwading	46	3	6.5	26	43.5	23	50	23	50		
29	Ramabele	47	5	10.6	18	17.1	23	48.9	24	51.1	5.7	
30	N. Bahlalerwa	32	5	15.6	9	28.1	14	43.7	18	56.3		21.3
31	Lehlasedi	29	2	6.9	10	34.5	12	41.4	17	58.6		25.3
TOTAL		1287	306	23.8	694	53.9	1000	77.7	287	22.3		

**B. SUMMARY OF RESULTS 2004 GRADE 12 EXAMINATIONS CIRCUIT BY CIRCUIT
ZEBEDIELA AREA**

CIRCUIT	NO. WROTE	M.PASS	M PASS %	S. PASS	S. PASS %	NO. PASS	PASS %	NO. FAIL	FAIL %
LEPELLE	204	71	30.9	98	52.7	169	83.6	35	16.4
MAGATLE	474	121	26.4	258	55.9	379	82.4	95	17.5
MOLETLANE	622	105	17.9	309	47.3	414	65.2	206	34.81
TOTAL	1300	297	25.1	665	52	962	77.1	336	22.9

**C. SUMMARY OF RESULTS 2004 GRADE 12 EXAMINATIONS CIRCUIT BY CIRCUIT
SEKGOSESE AREA**

CIRCUIT	NO. WROTE	M.PASS	M PASS %	S. PASS	S. PASS %	NO. PASS	PASS %	NO. FAIL	FAIL %
Sekgosesse Central	653	129	19.8	273	41.8	402	61.6	251	38.4
Sekgosesse West	888	205	23.1	418	47.1	623	70.2	265	29.8
TOTAL	1541	334	21.5	691	44.5	1025	65.9	516	34.1



 CIRCUIT CO-ORDINATOR

