

A Study of the Link Between Individual's Biographical Variables and Propensity for Entrepreneurial Leadership

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Abstract: *After graduation, graduates of higher education institutions are faced with a difficult choice: to work for an organisation or to open their own business. A significant role in the decision-making process is played by the personal qualities of the individual, as well as the presence of initiatives in the higher educational institution aimed at fostering among students the desire for their own entrepreneurial activity as an alternative to traditional employment. The purpose of this study is to test the hypothesis that an individual's propensity for entrepreneurial leadership by starting his own business depends on his biographical data (age, gender, academic level, academic field, race, and nationality). The methodological tools of the research are methods of descriptive, quantitative, and cross-sectional research. The object of the study is a sample of 332 university students in South Africa. The research was carried out in the following logical sequence: at the first stage, 332 respondents – students of a higher educational institution in South Africa - were selected using a random sample. With the help of the answers to the questions, the respondents expressed their attitude towards independent entrepreneurial activity. Data processing and analysis were carried out using SPSS software using descriptive and logical statistics tools. The results of empirical calculations prove the lack of influence of gender, race and entrepreneurial intentions on respondents' propensity to carry out their own entrepreneurial activities. At the same time, there is a statistically significant difference in the attitude to entrepreneurship depending on the nationality of the respondents, their age and specialty of study: respondents under the age of 24 are more inclined to start their own business, compared to respondents older than 35; South Africans are more likely to start their own business than Zimbabweans. The study empirically confirms and theoretically proves the presence of numerous problems that reduce students' inclination to entrepreneurial activity as an alternative option for their career development. Based on the results of the research, it was concluded that starting their own business by graduates requires their social support: the government should change tactics and policies regarding the development of entrepreneurship, and higher educational institutions should pay more attention to measures aimed at encouraging students to open their own business. The results of the conducted research can be useful for activating the development of entrepreneurship in developing countries, from the point of view of understanding the motives and attitude of graduates of higher educational institutions to the development of their careers through the implementation of independent entrepreneurial activities.*

Keywords: unemployment, entrepreneurial intentions, higher education, biographical data, entrepreneurial activity.

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Introduction

University graduates often encounter a diverse range of challenges after the completion of their respective academic programs. Many students struggle with deciding whether to find work or launch a company that involves expertise and capital. The growth in young people who wander after completing their education significantly contributes to the high number of unemployed youths in South Africa. Given the prevailing issue of high unemployment rates among the youth in South Africa and the limited availability of support initiatives within the country, it is imperative to focus on university graduates who aspire to establish their ventures. There is a necessity for enhanced government-backed initiatives to foster youth entrepreneurship in South Africa by implementing policies that facilitate adequate access to financing opportunities (Herrington & Kew, 2014). In addition, University administrators play a crucial role in reshaping the discourse and fostering a culture that promotes student entrepreneurship as an alternative to traditional employment pursuits. Therefore, colleges must cultivate entrepreneurial mindsets and abilities to enhance graduates' capacity to facilitate the creation of novel employment opportunities, thereby enhancing their prospects for personal advancement (Sobuwa, 2021). This proposition posits that an examination of South Africa's entrepreneurial landscape, particularly within the university student population, is warranted to address the nation's prevailing economic challenges, foster growth, and mitigate the issue of high unemployment rates (Nsahlai et al., 2020). According to Rao (2014), many successful entrepreneurs initiated their businesses during college. These students turned their hobbies into businesses while obtaining their degrees. As a result, several university spinoffs have become profitable. Therefore, this study analysed the relationship between biographical variables (age, gender, academic level, academic field, race and nationality) and the precursors of entrepreneurial intention in the Higher Education sector.

Literature Review

Theoretical Background. This study is premised on the Theory of Planned Behaviour. According to the theory of planned behaviour (TPB), an individual's intentions and behaviours are determined by three distinct attitudinal precursors of intention: subjective norm, perceived behavioural control and attitude towards the behaviour in question (Ajzen, 1991). An individual's evaluation of the effectiveness of a particular conduct is referred to as their “attitude towards the behaviour”, and it can either be positive or negative. Subjective norms can be defined as the influence of an individual's immediate social environment on his or her choice to engage in or abstain from a particular action. Perceived behavioural control, which represents an individual's trust in their capability to launch a new company, is the third factor contributing to the formation of intentions (Al-Qadasi et al., 2023).

Entrepreneurial Intention (EI). The concept of entrepreneurial intention pertains to the individual's intention to establish a new business venture and pursue an alternative career path instead of traditional employment. (Ward, Hernández-Sánchez, & Sánchez-García, 2019; Yi, 2020). Students receive the knowledge, skills and training necessary to become successful business owners at educational institutions. Hence, encouraging more people to start their businesses will foster creativity and contribute to economic growth. As a result, educational establishments of a higher level, such as colleges, typically teach entrepreneurship education to accomplish these goals. Education focused on entrepreneurship, in particular, has a significant role in increasing the likelihood that students would launch their own companies (Keat et al., 2011). In recent years, it has become increasingly prevalent for university students in the final stages of their degree programs to initiate entrepreneurial endeavours in South Africa. The phenomenon called “university entrepreneurship” has reached significant prevalence (Shirokova, Osiyevskyy & Bogatyreva, 2016).

In response to the growing importance of entrepreneurship, universities across the country have assumed the responsibility of imparting knowledge and skills to their students to equip them to initiate their ventures and actively participate in entrepreneurial endeavours. This approach serves to address the prevailing issue of unemployment across the entire nation (Amadi-Echendu, Phillips, Chodokufa, and Visser, 2016). The Entrepreneurship Development in Higher Education (EDHE) program has been in operation for over four years, during which it has successfully executed multiple initiatives to foster student involvement in entrepreneurial endeavours. Even with these programs, only a small fraction of students chooses to pursue a

business career, and consequently, the unemployment rate remains relatively high. The unpleasant reality is that the jobless rate among new college graduates is currently between 5% and 7%, a figure that, despite being lower than the general unemployment rate of 27.7%, is cause for concern (Pennington, 2021).

Precursors of Entrepreneurial Intention

Self-efficacy (SE). SE implies that a person's potential to start a company is related to their beliefs. Therefore, self-efficacy can forecast an individual's intention to engage in entrepreneurship. Besides, it is essential to acknowledge that individuals with the potential to become entrepreneurs may choose not to pursue entrepreneurship if they perceive it as incongruent with their objectives or aspirations (Hsu, Wiklund, & Cotton, 2017). Individuals who possess a considerable level of self-efficacy exhibit a robust conviction in their personal abilities and a sense of assurance in their capacity to carry out designated tasks successfully (Palmer et al., 2019). According to Crespo, Belchior, and Costa (2018), self-efficacy drives individuals to engage in entrepreneurial endeavours.

Gielnik, Uy, Funken, and Bischoff (2017) have observed that self-efficacy is believed to enhance motivation and foster the establishment of companies. Previous research has indicated that entrepreneurial self-efficacy (ESE) has a significant impact on entrepreneurial intention (EI) (Sultana, Im and Im, 2019). Furthermore, there are specific cases where SE is believed to influence organisational performance (McGee and Peterson, 2019). Moreover, it is worth noting that self-efficacy plays a crucial role in fostering creative and innovative behaviour, which is important in effectively overseeing the day-to-day activities within a company or organisation (Diez-Martin, Blanco-González & Prado-Román, 2020). Self-efficacy is intimately linked to creativity and invention, which are critical for a company's long-term success and competitiveness. Individuals with high self-efficacy are more likely to try new things, take calculated chances, and think outside the box, which leads to the creation of creative solutions and opportunities (Diez-Martin, Blanco-González, & Prado-Román, 2020). This creative and innovative mindset enables entrepreneurs to adapt to changing market conditions, identify untapped markets, and develop unique value propositions, enhancing their ventures' overall growth and sustainability (Kickul, Janssen-Selvadurai, & Griffiths).

Perceived Behaviour Control (PBC). Perceived Behavior Control (PBC) is a construct within the theory of planned behaviour that pertains to an individual's subjective perception of their ability to control and perform a specific behaviour (Armitage & Conner, 2021). Additionally, it is employed in a variety of situations to forecast persons seeking a job (Lois, Mariano, & Rondinella, 2015), succession planning intentions (Shahrabadi, Karimi-Shahanjarini, Dashti, Soltanian, & Garmaroudi, 2017), and people getting married (Tsang, Wang, & Ku, 2015). Students' views of PBC and EI have been the subject of previous studies (Benachenhou, Fethi & Djaoued, 2017; Marire, Mafini & Dhump, 2017; Saraih et al., 2018), and the findings have shown conflicting relationships. Some studies have shown a positive link between perceived behavioural control and entrepreneurial intention (Fantaye, 2019). However, other studies have concluded that there is no link between PBC and EI (Kadir et al., 2012). According to Lim, Kim, and Kim (2021), one's perception of entrepreneurial perceived behavioural control (PBC) significantly impacts the intention towards entrepreneurship. Thus, individuals are more inclined to pursue their entrepreneurial aspirations when they possess a sense of agency and control over their actions.

Subjective Norms. Existing research suggests that subjective norms, regardless of their strength, may not consistently influence individuals' behaviour. Individuals exhibit not only reactive responses to the actions of others in a particular situation but also possess the capacity to engage in defiant behaviour and resist conformity to prevailing social norms. Several notable historical figures, including Rosa Parks, Nelson Mandela, and Mahatma Gandhi, became famous due to their exceptional discernment and refusal to conform to conventional societal norms. Hence, a characteristic that can be employed to characterise leadership is an individual's ability to establish novel norms. Therefore, in light of the available evidence that presents both the benefits and drawbacks of norms, it is crucial to elucidate the circumstances in which norms can influence behaviour and those in which norms fail to predict behaviour accurately. This assertion holds validity despite the presence of corroborating evidence for both phenomena (Chung & Rimal, 2016).

Anwar, Jamal, Saleem, and Thoudam's (2021) research on the effect of subject norms on entrepreneurship found that based on the "weakest coefficient", the community's viewpoint influences an individual's entrepreneurship intention. Encouragement may be drawn from the fact that a person's decision to pursue entrepreneurship is heavily impacted by their family life, place of work, and circle of friends and peers, regardless of whether they openly support the individual's intention to establish a new firm. Sadly, the findings of this study confirm and contradict the findings achieved in previous studies (Krakauer, de Moraes, Coda, & Berne, 2018).

Perceived Attitude. According to Ajzen (1991), attitude towards behaviour refers to the extent to which an individual holds a positive or negative evaluation or appraisal of the specific behaviour under consideration. The concept of attitude encompasses a variety of sub-categories, such as the experiential or emotional attitude and the cognitive or instrumental attitude. Cognitive attitude refers to reasoning, ideas and thinking (Ajzen, 1991; Fernandes & Proenca, 2013). Affective attitude pertains to the experiential states of individuals, encompassing emotions and feelings such as pleasure, anger, and contentment, which play a significant role in driving and influencing human behaviour. There exists a correlation between affective and cognitive attitudes. Hence, it is imperative for institutions of higher education that offer entrepreneurship education programs to diversify their course offerings beyond the predominant focus on management courses typically provided by business schools, which primarily aim to enhance students' business skills and competencies. Instead, these institutions should also prioritize the cultivation of students' self-confidence and fostering positive attitudes towards entrepreneurship (Vamvaka, Stoforos, Palaskas, & Botsaris, 2020).

To be successful in entrepreneurship, one must first acquire the knowledge and educational skills that may help them improve their chances of success. It is true whether one looks at entrepreneurship from a theoretical or practical perspective. Therefore, acquiring a specific level of education significantly influences individual characteristics necessary for preparing for a prominent role within the business domain. The qualities of ingenuity, dedication, tenacity, persuasion, self-assurance, and confidence are among the attributes that positively impact an entrepreneur's professional trajectory and achievements (Kaur and Bains, 2013).

Biographical Variables and Entrepreneurial Intention in Higher Education. The macro-level environment, particularly within traditional cultures, plays a significant role in forming gender inequalities regarding the desire to engage in entrepreneurial activity. In the Middle East and North Africa (MENA), empirical research has shown that the chance of women becoming entrepreneurs is lower than the likelihood of their male counterparts becoming entrepreneurs (Schott et al., 2015). According to Setti (2017), both a direct and an indirect impact can be attributed to the elements included in the multi-level model. Gender is the factor that has the most significant and immediate impact on whether or not a young person from a MENA country would pursue a career in entrepreneurship. In this study, gender was a crucial factor in determining whether or not young people have the goal of becoming entrepreneurs. As a result, young men in MENA nations have a higher ambition to become entrepreneurs than young females.

In a study conducted by Ibrahim et al. (2015) in Malaysia, concentrating on technical and vocational education and training institutions, the impact of entrepreneurship education on entrepreneurship intentions was found to be positive. It was especially the case when education was associated with networking, communication skills, and the ability to identify and evaluate business opportunities. Setti (2017) further alludes that in MENA nations, being jobless enhances the likelihood of starting a business within the following three years. The magnitude of this factor is greater than education and income, which significantly and favourably affect young people's intentions to start businesses there. Thus, biographical factors, such as gender, education, income and profession, particularly unemployment, have a considerable and favourable influence on young people's intentions to start their businesses in MENA nations.

Methodology and Research Methods

A descriptive quantitative and cross-sectional study evaluated the relationship between biographical variables (age, gender, academic level, academic field, race and nationality) and the precursors of entrepreneurial intention. The primary objective of quantitative research is to formulate theories and/or hypotheses about a particular subject matter. The measurement process holds significant importance in quantitative research as it is a critical link between empirical observations and the expression of quantitative associations (O'Leary, 2013). Three hundred thirty-two students were selected for the study using a simple random sampling technique. A simple random sample refers to randomly selecting an element from a population. By employing this sampling methodology, each individual within the population is afforded an equal opportunity to be chosen, thereby requiring a lesser degree of prior knowledge regarding the population. The respondents were asked to rate the extent to which they agreed or disagreed with a series of statements on personal attitude, self-efficacy, PBC and subjective norms using the Likert scale. Data was analysed by means of SPSS using descriptive and inferential statistics.

Results and Discussion

Biographical Variables and Perceived Attitude Towards Entrepreneurship. Table 1 displays the mean and standard deviation of respondents' biographical variables (gender, age group, degree of study, discipline, race and country) and their reported attitude towards entrepreneurship. The statistics show no significant differences in respondent gender, race, age group, degree of education, academic discipline, and perceived attitude towards entrepreneurship ($P > 0.05$). The attitudes towards entrepreneurship based on the aforementioned biographical factors are essentially the same. Another study evaluated the impact of age and education on perceived attitude in two big cities in Bosnia – Tuzla and Sarajevo, and found that age, education and marital status do not significantly affect perceived attitude (Dinc & Budic, 2016). In contrast, the data suggests a statistically significant difference between the respondents' nationality and their perceived attitude towards entrepreneurship ($p = 0.001$). Zimbabweans had a lower mean ($M = 1.75$) than South Africans ($M = 4.03$). It indicates that South Africans see entrepreneurship more positively than Zimbabweans.

Table 1. ANOVA Test of Biographical Variables and the Perceived Attitude Towards Entrepreneurship

		N (332)	Mean	Std. Deviation	P value
Gender	Male	163	4.0138	.85538	0.991*
	Female	169	4.0148	.82902	
Age group	Below 24	170	4.0985	.77703	0.091*
	25–29	127	3.8720	.93905	
	30–34	32	4.1484	.69229	
	35 and above	3	3.8333	.87797	
Level of study	1st Year	84	4.0565	.78613	0.358*
	2nd Year	97	4.1108	.83539	
	3rd Year	96	3.9505	.83163	
	4th Year	55	3.8909	.94006	
Academic discipline	Science subjects	90	3.8917	.91955	0.071*
	Commercial subjects	175	4.1143	.74650	
	Humanities subjects	67	3.9179	.93783	
Race	African	302	4.0323	.84096	0.409
	Coloured	12	3.8125	.93617	
	Indian	16	3.7656	.78776	
	White	2	4.5000	.35355	
Nationality	South African	330	4.0280	.82431	0.000**
	Zimbabwean	2	1.7500	.35355	

Note: $P^* > 5\%$; $P^{**} < 5\%$; $P^{***} < 1\%$

Source: Compiled by the authors

Biographical Characteristics and Perceived Self-Efficacy Towards Entrepreneurship. Table 2 provides the mean and standard deviation of the respondents' biographical characteristics (gender, age group, degree of education, field of study, race and nationality) and their perception of their self-efficacy about entrepreneurship. The findings showed no significant difference in the respondents' perceived self-efficacy towards entrepreneurship based on gender, ethnicity, or other factors ($P > 0.05$). However, the statistics show a statistically significant difference between respondents' age group ($P = 0.021$), degree of education ($P = 0.036$), academic field ($P = 0.001$) and country ($P = 0.009$) and perceived self-efficacy towards entrepreneurship. The mean assessed for respondents under 24 years was the greatest ($M = 3.96$), while the mean measured for respondents 35 years and older was the lowest ($M = 2.83$). Younger respondents had a higher positive self-efficacy for entrepreneurship than older respondents. According to the study's level, the mean value discovered for respondents in their first year of study was the greatest ($M = 4.04$), and the lowest ($M = 3.62$) was for those in their fourth year. It suggests that, compared to respondents at the highest level of the research, respondents at the lowest level exhibited higher levels of self-efficacy. Regarding the academic field, its mean value ($M = 4.02$) implies that commercial courses had higher self-efficacy than those pursuing humanities topics ($M = 3.62$). Regarding nationality, South African citizens had a mean value greater ($M = 3.86$) than Zimbabweans' ($M = 2.25$). It suggests that, as compared to Zimbabweans, South Africans have a higher level of favourable self-efficacy towards business.

Table 2. ANOVA Test of Biographical Variables and Perceived Self-Efficacy Towards Entrepreneurship

		N (332)	Mean	Std. Deviation	P value
Gender	Male	163	3.8298	.93447	0.610*
	Female	169	3.8787	.80968	
Age group	Below 24	170	3.9574	.83339	0.021**
	25–29	127	3.7224	.93075	
	30–34	32	3.9297	.74659	
	35 and above	3	2.8333	.57735	
Level of study	1st Year	84	4.0357	.81139	0.036**
	2nd Year	97	3.9021	.81853	
	3rd Year	96	3.7813	.90992	
	4th Year	55	3.6227	.94019	
Academic discipline	Science subjects	90	3.7139	.92981	0.001*
	Commercial subjects	175	4.0171	.75028	
	Humanities subjects	67	3.6194	1.00600	
Race	African	302	3.8742	.87574	0.449*
	Coloured	12	3.6250	1.00849	
	Indian	16	3.6094	.71279	
	White	2	4.2500	.35355	
Nationality	South African	330	3.8644	.86558	0.009**
	Zimbabwean	2	2.2500	.35355	

Note: P* >5%; P** <5%; P*** <1%

Source: Compiled by the authors

Biographical Characteristics and Perceived Behaviour Control Towards Entrepreneurship. Table 3 provides the mean and standard deviation of the respondents' biographical characteristics (gender, age group, degree of education, field of study, race and country) and their Attitude towards entrepreneurship. In terms of gender, ethnicity, country or PBC towards entrepreneurship, the statistics show no significant differences across the respondents ($P > 0.05$). As opposed to this, the data shows that there was a statistically significant difference between the respondents' age group ($P = 0.026$), level of education ($P = 0.025$), academic discipline ($p0.001$), and Attitude towards entrepreneurship. With regard to age categories, the mean measured for respondents under the age of 24 was the highest ($M = 3.96$), and the lowest ($M = 2.67$) was above 35 years. It suggests that younger respondents have a more positive attitude towards entrepreneurship than older respondents. According to the study's level, the first-year respondents' mean value ($M = 4.04$) was the greatest, while the fourth-year respondents' $M = 3.61$ was the lowest. It suggests that respondents at the lowest study levels had PBCs that were more favourable than respondents at the highest. Considering the academic field, the median result ($M = 4.05$) indicates that those pursuing commercial subjects had a better PBC than those doing humanities studies ($M = 3.55$).

Table 3. ANOVA Test of Biographical Variables and Perceived Behaviour Control Towards Entrepreneurship

		N (332)	Mean	Std. Deviation	P value
Gender	Male	163	3.8405	.85774	0.499*
	Female	169	3.9034	.83325	
Age group	Below 24	170	3.9618	.80576	0.026**
	25–29	127	3.7992	.88649	
	30–34	32	3.8021	.79924	
	35 and above	3	2.6667	.72648	
Level of study	1st Year	84	4.0397	.70740	0.025**
	2nd Year	97	3.9210	.78877	
	3rd Year	96	3.8299	.89866	
	4th Year	55	3.6061	.97677	
Academic discipline	Science subjects	90	3.7630	.88368	0.000***
	Commercial subjects	175	4.0514	.71957	
	Humanities subjects	67	3.5522	.97710	
Race	African	302	3.8924	.83765	0.233*
	Coloured	12	3.4583	.99525	
	Indian	16	3.7396	.85628	
	White	2	4.4167	.11785	
Nationality	South African	330	3.8793	.83702	0.059*
	Zimbabwean	2	2.7500	1.76777	

Note: P* >5%; P** <5%; P*** <1%

Source: Compiled by the authors

Biographical Variables and Perceived Subjective Norms Towards Entrepreneurship. Table 4 provides the mean and standard deviation for the biographical characteristics of the respondents, including their perceived subjective norms regarding entrepreneurship and their gender, age group, level of education, discipline, race and nationality. The statistics show no significant differences in the respondents' perceptions of the impact of subjective norms on entrepreneurship, gender, race or level of education ($P > 0.05$). However, the statistics indicate that there was a statistically significant difference between the respondents' age group ($P = 0.029$), academic field ($P = 0.001$) and nationality ($P = 0.041$) and the perceived effect of subjective norms towards entrepreneurship. In a study conducted in Belgium, Maes et al. (2014) compared the characteristics of graduate students who want to start their businesses with those of men and women. The findings showed that males would base their entrepreneurial ambitions on financial limitations and innovation while considering entrepreneurship as a way to advance. However, females tend to be motivated towards self-employment by the motive of being organized and in consideration of their talents. Females also prefer to follow normative role models than men do, but social norms do not operate as a buffer between gender and entrepreneurial intention.

In terms of age groupings, the mean measured for respondents under the age of 24 was greatest ($M = 4.05$), while the mean assessed for respondents 35 years and older was lowest ($M = 3.08$). It suggests that younger respondents, compared to older ones, have a positive subjective norm influence towards entrepreneurship. When it comes to the academic field, the mean value ($M = 4.12$) implies that respondents who pursued commercial courses had a more positive subjective norm effect than those who pursued humanities subjects ($M = 3.68$). The average mean value for South African citizens ($M = 3.93$) was higher than the average for Zimbabweans ($M = 2.63$) in terms of nationality. In contrast to Zimbabweans, who were more neutral, South Africans were more positively impacted by subjective norms for entrepreneurship.

Table 4. ANOVA Test of Biographical Variables and Perceived Subjective Norms Towards Entrepreneurship

		N (332)	Mean	Std. Deviation	P value
Gender	Male	163	3.9218	.91731	0.966*
	Female	169	3.9260	.88666	
Age group	Below 24	170	4.0515	.82037	0.029**
	25–29	127	3.8150	.97142	
	30–34	32	3.7578	.93646	
	35 and above	3	3.0833	.80364	
Level of study	1st Year	84	4.0536	.81963	0.083*
	2nd Year	97	4.0103	.79297	
	3rd Year	96	3.8516	1.00169	
	4th Year	55	3.7000	.97705	
Academic discipline	Science subjects	90	3.7472	.95289	0.000***
	Commercial subjects	175	4.1071	.75498	
	Humanities subjects	67	3.6828	1.07183	
Race	African	302	3.9437	.90938	0.306*
	Coloured	12	3.5417	.81766	
	Indian	16	3.7656	.77711	
	White	2	4.5000	.35355	
Nationality	South African	330	3.9318	.89488	0.041**
	Zimbabwean	2	2.6250	1.23744	

Note: $P^* > 5\%$; $P^{**} < 5\%$; $P^{***} < 1\%$

Source: Compiled by the author

Conclusion

This study assessed the relationship between biographical variables (age, gender, academic level, academic field, race and nationality) and the precursors of entrepreneurial intention. The results offer important insights, demonstrating that young people must have enough social support to establish their enterprises. To educate younger generations and shine a light on the long-term advantages of autonomous entrepreneurial endeavours, the government needs to alter the tactics and policies it now has in place regarding entrepreneurship. Finally, considering the significance of entrepreneurial activity growth to South Africa's economy, universities' administration and teaching staff need to pay particular attention to events such as seminars and conferences that encourage students to pursue careers in business. The present study makes a valuable contribution to the extant literature on the intention of individuals to engage in entrepreneurial

activities within the Higher Education sector, with specific reference to South Africa, where students face several obstacles on their path towards embracing entrepreneurship as an alternative career path. The study has limitations, such as the findings cannot be generalised beyond the current scope. Nevertheless, the study can be a valuable tool for benchmarking in other institutions of Higher Education that share a similar structure.

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