



South African Undergraduate Students' Entrepreneurial Interest as a Correlate of Achievement Motivation, Individualism and Collectivism

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ABSTRACT The study investigated South African undergraduate students' entrepreneurial interest as a correlate of achievement motivation, individualism and collectivism, using correlational research design and self-administered questionnaires to collect data from research participants. Questionnaires were administered on a sample of 154 business management undergraduate students in the College Street and Potsdam campuses of Walter Sisulu University. Hypotheses were stated and analysed using Pearson Correlation Analysis. The findings of the study showed that entrepreneurial interest is significantly and positively related to achievement motivation; entrepreneurial interest is significantly and positively related to individualism; entrepreneurial interest is significantly and positively related to collectivism; and individualism is significantly and positively related to collectivism. The findings are valuable to policy makers and professionals in promoting the spirit of entrepreneurship among the youth.

INTRODUCTION

Entrepreneurship has been identified as a possible solution to alleviate unemployment and promote economic growth within South Africa (Mmesi 2015; Oosthuizen and Cassim 2015). This is particularly important for South Africa as the unemployment rate, as well as slow economic development, is among the country's major concerns (Rogan and Reynolds 2015). There has been a huge increase in interest among entrepreneurship learners concerning how new ventures emerge and what drives people to grow to be marketers. According to Brownhilder (2014), entrepreneurship has been acknowledged by being the paramount resolution to being without a job, underemployment and dearth among the youths, particularly in occurrences where polished individuals are unable to find jobs (Brownhilder 2014).

According to Statistics South Africa (2017), the official unemployment rate has increased in seven of the nine provinces. The largest increase

in the unemployment rate was recorded in Mpumalanga, Northern Cape, and North West. Year-on-year the official unemployment rate declined by 1.0 percentage point with most provinces recording declines and increases observed in Eastern Cape (up by 3.4 percentage points) and Mpumalanga (up by 0.9 of a percentage point). This then implies that the unemployment rate in the Eastern Cape is slowly but surely rising up. More of job opportunities will be expanded with the growth of student's interest in entrepreneurship, having said that it will increase the economy growth as well. One of the ways to uplift the rate of unemployment among the youth is to promote more entrepreneurial skills and entrepreneurial education as early as possible. In examining entrepreneurial interest, studies have mainly focused on the determinants of entrepreneurial intention with less focus on actual engagement in entrepreneurship (Khan et al. 2011; Malebana 2014). The emphasis, therefore, is on the interest of an individual to start an entrepreneurial activity in the future.

Achievement motivation plays a crucial function in attainment of tutorial desires of students (Kumavat 2017). According to Sikwari (2014),

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striving apprentices were superior educationally compared to the lesser inspired students. Thus, there is a need to inspect the affiliation among entrepreneurial interest and achievement motivation among undergraduate students in Walter Sisulu University, from the perspective of the influence of individualism and collectivism. Individualism/collectivism refers to the extent to which contributors of a society attention on satisfying non-public pursuits and wishes (individualism) over institution interests and wishes (collectivism).

Franke et al. (1991) describes an individualist society as a society wherein the binds between people are free, such that everybody is expected to look after himself/herself and his/her on the spot own family. On the opposite hand, collectivism describes a society wherein human beings from start headlong are cohesive into robust, cohesive in-agencies that, during human being's lifespan, remain to guard them in altercation for unhesitating devotion. The individualist people reward personal control, autonomy and individual accomplishments, while a collectivist society puts a premium on loyalty and cohesion, and imposes mutual obligations in the context of in-groups (Kyriacou 2016). Theoretically, it was therefore assumed that collectivism, individualism will promote monetary development directly by using polishing individual incentives to make investments, innovate and gather wealth (Kyriacou 2016). Collectivism is a sociocultural variable that predicts how people relate to social groups.

In a descriptive-correlation study, Malebana and Swanepoel (2015) investigated entrepreneurial intentions among 355 students from universities in the predominantly rural provinces of South Africa particularly, Limpopo and the Eastern Cape provinces. The study reports that the theory of planned behaviour (TPB) is appropriate and relevant to the understanding entrepreneurial interest, and that the majority of students were interested in starting a business in the future. Likewise, the study by Brownhilder (2014) focused on university students from two universities in Cameroon. The target populations of this research have been the very last year undergraduate college students. The sample size was six hundred college students. The purposive sampling method was used to make sure

that the sample received turned into frivolously distributed with reference to special age companies, gender, and courses studied. The results show that the respondents, in general, possess excessive goal to turn out to be marketers.

Similarly, findings by Ooi and Ahmad (2012) outlined that university students in Malaysia hold high intention to become entrepreneurs. Furthermore, the study indicates that there are dominantly push factors that motivate a number of university students to have interaction in numerous varieties of entrepreneurship. This is in line with the findings of Fatoki (2010), which reports that unemployment (a push element) is a motivator for establishing a business among graduate college students. Additionally, the results of the study by Ghasemi et al. (2011) show a significant positive relationship between achievement motivation and entrepreneurship. The study adopted a quantitative descriptive design, and used the purposive sampling method to sample 249 college students. The study's findings show that entrepreneurship attitude is encouraged by using achievement motivation, adversity quotient, and entrepreneurship revel.

In a study of the relationship between individualism and entrepreneurial interest that was conducted by Pinillos and Reyes (2011). The results show that a country's culture correlates to entrepreneurship, but cannot support the knowledge that higher levels of individualism mean greater amounts of entrepreneurship'. Using statistics from the Global Entrepreneurship Monitor on fifty-two international locations, the consequences in addition display that a country's entrepreneurship fee is related to individualism whilst it's miles medium or low and undoubtedly associated with individualism when the level of development is excessive. Using descriptive statistics, Kume et al. (2013) provide proof of tremendous consequences of subjective standard on entrepreneurial interest among undergraduate students in Albania. Students whose parents had entrepreneurial experience showed higher levels of entrepreneurial interest compared to those whose parents had none. This helps opinions that previous publicity to entrepreneurship both directly or in a roundabout way through the family heritage affects the individual's attitude's regarding entrepreneurship.

Another related study, which was based on a sample of 503 students offering business courses at a university in the United Arab Emirates, conducted by Zeffane (2014), and focused on the idea of *Entrepreneurial Potential (EP)* as a measure of desirability and inclination to start a business. The study reports the principles of individualism and collectivism are not always the polar ends of the same continuum. The study tested the influence of individualism and collectivism on entrepreneurial potential, controlling for age and gender as predominant demographic characteristics. The findings of the study revealed that collectivism has more explanatory power than individualism. Contrarily, the study of Bartha and Gubik (2017) with a sample of selected university students in 21 Organisation for Economic Co-operation and Development (OECD) countries found that there is a strong relationship between collectivism and entrepreneurial intentions. The outcome of collectivism was tested together with the use of GLOBE-like country means and at the individual level. The link changed into high quality in each case.

Objectives

The study aimed at achieving the following objectives:

- ♦ to investigate the relationship between entrepreneurial interest and achievement motivation
- ♦ to examine the relationship between entrepreneurial interest and individualism
- ♦ to examine the relationship between entrepreneurial interest and collectivism
- ♦ to examine the relationship between individualism and collectivism

Hypotheses

Based on the past studies reviewed and on logical grounds, the study states the following hypotheses:

Hypotheses 1

- H_0 : Entrepreneurial interest is not significantly and positively related to achievement motivation.
- H_1 : Entrepreneurial interest is significantly and positively related to achievement motivation.

Hypothesis 2

- H_0 : Entrepreneurial interest is not significantly and positively related to individualism.
- H_1 : Entrepreneurial interest is significantly and positively related to individualism.

Hypothesis 3

- H_0 : Entrepreneurial interest is not significantly and positively related to collectivism.
- H_1 : Entrepreneurial interest is significantly and positively related to collectivism.

Hypothesis 4

- H_0 : Individualism is not significantly and positively related to collectivism.
- H_1 : Individualism is significantly and positively related to collectivism.

MATERIAL AND METHODS

Research Design, Sample and Procedure

The study adopted correlational research design to examine the relationships among the four variables. Hence, the quantitative approach of data collection was used in the study with the aid of a structured and validated questionnaire. The calculation of the sample size for this study was based on the recommendation of Raosoft Sample Size calculation. The researcher liaised with the managers at the student records and administrative section of the Potsdam and College Street (Buffalo City) Campuses of University of Walter Sisulu, to obtain the total number of registered undergraduate students in both campuses, for the 2018 academic session. With the total number of registered undergraduate students available, the online Raosoft Sample Size Calculator was employed to estimate the appropriate sample size for the study. This yielded the minimum recommended sample size at 95 percent level of confidence and 5 percent margin of error.

One hundred and fifty-four male ($n=83$) and female ($n=71$) undergraduate students participated in the study. Ninety-six (62.33%) among the participated students were from 21 to 25 years old, forty-four (28.57%) were from 18 to 20 years old, thirteen (8.45%) were from 26 to 30 years old, and only one student (0.65%) was above 30 years old. One hundred and twenty-five students (81%) who participated have taken a business related course and only twenty-nine students

(19%) have never taken a business related course. Most of the respondents (52.60%; $n=81$) were studying Marketing and 32.47% ($n=50$) were studying Small Business Management. Other respondents were studying environmental science. Sixty-four (41.56%) among the participated students were in Year 3, fifty-six (36.36%) were in Year 2, and the remaining thirty-four (22.08%) students were in Year 1. Eighty-one among the participated study (53%) were studying at the Postdam Campus while the remaining seventy-three (47%) were studying at the East London Campus.

The study used purposive and convenience sampling techniques. The purposive sampling method was considered suitable for the study, because not all students of the university were involved to participate in the study. The research was designed purposefully for the final year students studying entrepreneurship. Convenience sampling technique was also used, because the fieldwork was discovered to be easier when the participants were met in groups at conducive places such as in the lecture-rooms and relaxation centres within the university premises. Furthermore, the researcher addressed the participants in groups, and involved them collectively in the study, rather than individually in their various residences.

A self-administered questionnaire was distributed to participants, consisting of a biographical and student data questionnaire plus four validated scales measuring individualism, collectivism, entrepreneurial interest and achievement motivation. The use of standardized and validated questionnaires in this study had ensured confidence regarding the validity and reliability of the data collected.

Entrepreneurial interest was measured by means of the revised version of the entrepreneurial interest questionnaire established by Linan and Chen (2009) and adapted by Malebana (2012). The items are arranged in a 5-point Likert-type response format ranging from 1/(Strongly disagree) to 5/(Strongly agree). The EI scale consists of five items; an example item for EI is "I am determined to start a business in the future". Malebana (2012) reports a Cronbach's alpha of 0.89 for the scale of entrepreneurial interest while the present study reports a Cronbach's alpha of 0.93 for the same scale.

Achievement motivation was measured using Deo-Mohan achievement motivation scale developed by Deo and Mohan (1985). This scale covers 3 regions along with educational factors, elements of standard discipline and social hobbies. The scale originally was made up 50 items, but carefully modified to 14 items in the present study. The items were organized in a 5-point Likert-kind response format ranging from 1/(Strongly disagree) to 5/(Strongly agree). Deo and Mohan (1985) reports a Cronbach's alpha of 0.75 for the scale of achievement motivation while the present study reports a Cronbach's alpha of 0.73 for the same scale.

Individualism/Collectivism was measured using the Auckland individualism and collectivism scale (AICS). Shulruf et al. (2007) developed the AICS. It consists 26 items derived from a review and meta-analysis of 83 studies by Oyserman et al. (2002). Individualism is measured with three dimensions: Responsibility, Compete, and Unique. The items are arranged in a 6-point Likert-type scale (1 = strongly disagree, 6 = agree). The present study reports a Cronbach's alpha of 0.75 for the scale of collectivism a Cronbach's alpha of 0.69 for the scale of individualism.

The questionnaires were individually administered to the participants, and collected upon completion. Invitations to participate in the study were issued to the participants, and follow-up was done telephonically, requesting students to participate in the study. A venue was arranged in one of the lecture halls and participants were asked to attend a brief session (10 minutes at the most) where the purpose of the study was fully explained, verbally. Questionnaires were handed out in booklet format, and participants were asked to either submit the completed questionnaires in a box that was utilized for this purpose, or directly to the researcher. The respondents were given reasonable time (2 days) to complete and return the questionnaires. No data was missing and no questionnaires were discarded except for a number of students who failed to return the questionnaires. The data collected was analysed by the Statistical Package for the Social Sciences (SPSS).

RESULTS

The results in Table 1 show that participants are favourably responsive to entrepreneurial in-

terest measurement ($x = 4.23$, $SD 0.80$). Next on the rank of dispositions the respondents to the study variables is collectivism ($x = 3.50$, $SD 0.41$), followed by individualism ($x = 3.18$, $SD 0.42$), and the least is achievement motivation ($x = 1.75$, $SD 0.20$).

collectivism ($r = 0.236$; $p = <0.01$) and a high positive significant linear relationships with individualism ($r = 0.429$; $p = <0.01$). Lastly individualism had a low positive significant linear relationships with collectivism ($r = 0.168$; $p = <0.05$).

Table 1: Descriptive statistics showing mean differences and standard deviations of entrepreneurial interest, achievement motivation, individualism and collectivism

Study variables	N	Min	Max	Mean	SD
Entrepreneurial interest	154	1.00	5.00	4.2273	0.80142
Achievement motivation	154	1.07	2.00	1.7468	0.20039
Individualism	154	1.88	4.00	3.1883	0.42450
Collectivism	154	1.63	4.00	3.5049	0.41467

Table 2 shows the Pearson correlations (r) and significance probabilities for relations of the main theoretical constructs of the study that were considered for the hypotheses. For the linear relations between personality traits and entrepreneurial interest, the results suggest that entrepreneurial interest had moderate positive significant linear relationships with achievement motivation ($r = 0.381$; $p = <0.01$), and a low significant positive linear relationship with individualism ($r = 0.187$; $p = <0.05$), and collectivism ($r = 0.205$; $p = <0.01$). Achievement motivation had low positive significant linear relationships with

DISCUSSION

The above presented and interpreted results confirmed the hypothesized relationships among entrepreneurial interest, achievement motivation, individualism and collectivism. Specifically, the results of hypothesis 1 show that there is a significant relationship between entrepreneurial interest and achievement motivation. The results imply that achievement motivation is a significant encouraging factor to entrepreneurial interest. The present finding is supported by the finding of a previous related study conducted by Kumavat (2017), which reports achievement motivation plays a crucial function in attainment of tutorial desires of the student. Similarly, findings by Ooi and Ahmad (2012) outlined that university students in Malaysia hold high intention to become entrepreneurs. Furthermore, the consequences specify that there are dominantly push factors that pressure a number of university students to have interaction in numerous varieties of entrepreneurship. This is regular to the findings of Fatoki (2010) in South Africa who observed unemployment (a push ele-

Table 2: Pearson correlation analysis showing the relationships among entrepreneurial interest, achievement motivation, individualism and collectivism

		Entrepreneurial interest	Achievement motivation	Individualism	Collectivism
Entrepreneurial Interest	Correlation Coefficient	1.000	0.381**	0.187**	0.205**
	Sig. (1-tailed)	.	0.000	0.010	0.005
	N	154	154	154	154
Achievement Motivation	Correlation Coefficient	0.381**	1.000	0.429**	0.236**
	Sig. (1-tailed)	0.000	.	0.000	0.002
	N	154	154	154	154
Individualism	Correlation Coefficient	0.187**	0.429**	1.000	0.168*
	Sig. (1-tailed)	0.010	0.000	.	0.019
	N	154	154	154	154
Collectivism	Correlation Coefficient	0.205**	0.236**	0.168*	1.000
	Sig. (1-tailed)	0.005	0.002	0.019	.
	N	154	154	154	154

** . Correlation is significant at the 0.01 level (1-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

ment) changed into an important motivator for beginning a business among graduate college students. Additionally, the results of the study by Ghasemi et al. (2011) show a significant positive relationship between achievement motivation and entrepreneurship. The study's findings show that entrepreneurship attitude is encouraged by using achievement motivation, adversity quotient, and entrepreneurship reveal in.

The results of hypothesis 2 show that there is a significant relationship between entrepreneurial interest and individualism. The results imply that individualism is a significant encouraging factor to entrepreneurial interest. The present finding is supported by the finding of Pinillos and Reyes (2011) in a study of the relationship between individualism and entrepreneurial interest, which show that a country's culture correlates to entrepreneurship, but cannot support the knowledge that higher levels of individualism mean greater amounts of entrepreneurship. Using statistics from the Global Entrepreneurship Monitor on fifty-two international locations, the consequences in addition display that a country's entrepreneurship fee is related to individualism whilst it's miles medium or low and undoubtedly associated with individualism when the level of development is excessive. Thus, individualism isn't related to entrepreneurship inside the equal way in international locations with differing stages of development.

The results of hypothesis 3 show that there is a significant relationship between entrepreneurial interest and collectivism. The results imply that collectivism is a significant encouraging factor to entrepreneurial interest. The present finding is supported by the finding of a related study conducted with a sample of selected university students in 21 OECD countries by Bartha and Gubik (2017), which found that there is a strong relationship between collectivism and entrepreneurial intentions. The outcome of collectivism was tested together with the use of GLOBE-like country means and at the individual level. The link changed into high quality in each case. This end result supports the road of studies that indicates that belonging to a smaller, closed institution strengthens entrepreneurial intentions. Using descriptive statistics, Kume et al. (2013) provides proof of tremendous consequences of subjective standard on entrepre-

neurial interest among undergraduate students in Albania. Students whose mother and father had entrepreneurial experience were greater in the distribution of respondents who showed interest in beginning their commercial enterprise after commencement. This helps opinions that previous publicity to entrepreneurship both directly or in a roundabout way through the family heritage affects the man or woman's attitudes regarding entrepreneurship.

The results of hypothesis 4 show that there is a significant relationship between individualism and collectivism. The results imply that the collective effort of community members has a positive relationship with the ideas and visions of individuals. The present finding is supported by the finding of a related study conducted among a sample of registered 503 students offering business courses at a university in the United Arab Emirates, by Zeffane (2014). The findings of this examine do not guide the overall assumption that individualism and entrepreneurship ties always cross hand in hand. They surely suggest that collectivism has more explanatory power on this regard, although this can be contextual.

CONCLUSION

The study hereby concludes that entrepreneurship interest is significantly and positively related to achievement motivation. Entrepreneurship interest is significantly and positively related to individualism. Entrepreneurship interest is significantly and positively related to collectivism. Collectivism is significantly and positively related to individualism.

RECOMMENDATIONS

In view of the above discussion and conclusions, the researchers offer the following practical recommendations:

The tertiary education system of South Africa should consider and provide a holistic education to the higher institution students, such that will realistically groom the youth, shape their personality and modify their psyche towards thinking 'outside the box'. This is necessary, because it will assist in producing business minded graduates who are economically driven and

self-reliant, as the era of mainly theoretical-based education is rounding off while the global education is now designed for innovation, creativity, and problem-solving.

Moreover, the present study's findings have revealed that South African socio-cultural environment is not business inclined. Consequently, not many South-African graduates have business mentors, advisors, role-model or supporters in their immediate socio-environment that could attract their admiration and create a strong and lasting impression of "I Can Also Become a CEO of my Private Legitimate Business". The few available influential people of such calibre are the foreigners among whom many are already victims or potential victims of Xenophobic attacks, and therefore afraid of forming an intimate relationship with the locals. In view of the above, the present study strongly recommends that the government should by all means create a more conducive, enabling and supportive business-friendly environment to the youth especially, the university students.

Furthermore, the tertiary institution students should rather consider themselves as agents of economic transformation, and wake-up from their slumbering and irrational thought that every graduate must be provided a job. The university students should start to think of themselves as potential job givers, job creators and employers, not job seekers.

Lastly, all stake-holders including the NGOs, government, educators, parents and students should collaborate efforts in ensuring that the economic potentials of the youth population of South-Africa are gainfully concerted to actual entrepreneurial practices.

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