

SOCIAL ENTREPRENEURSHIP EDUCATION TO ENHANCE BUSINESSES OF  
HAND CRAFT WORKERS IN STANGER KWAZULU NATAL.

by

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## Chapter 1: Introduction

### 1.1 Introduction

The language of social entrepreneurship (SE) may still be perceived as new, but its by advocating that even the most private enterprises in society serve a social function (Urban, 2013). SE is therefore looked at beyond its economic component but also at its social component which recognizes that in the pursuit of independence, people are more drawn to self-employment (Bosma, 2011).

The concept of SE however still remains poorly defined and its boundaries to other fields remains fuzzy (Mair & Marti, 2006) In Belgium for instance, this concept is frequently used to stress the entrepreneurial approach adopted by an increasing number of organizations in the third world sector enterprise (Littlewood, and Holt, 2015). In Denmark, SE is primarily used by insiders of the field, social entrepreneurs themselves and third sector representatives in general. Similarly, in Scotland, there is no legal definition of the concept even though they are the leaders in social entrepreneurship with 5 600 social enterprises operating since 2017 (Scotland census 2017). In South Africa on the other hand, as much as the concept still remains under researched, it is becoming recognized by the public and the government alike as a key aspect of development (Karanda & Toledano 2012).

This research however will make use of the definition by the Global Entrepreneurship Monitor that defines SE as “an attempt at new social enterprise activity or new enterprise creation such as self-employment, a new enterprise or an extension to an already existing enterprise by an individual or team of individuals with a community goal as its base and where profit is invested in the activity itself rather than return to investors” (Bosma, 2011).

Reflecting on the academic literature, SE can be expressed in a vast array of education initiatives. The focus of this research will therefore be on Social entrepreneurship education (SEE) and to find out if it can enhance businesses of hand craft workers in Stanger KwaZulu Natal (KZN). The education of SE unlike the traditional form of education builds a bridge that creates opportunities for young people to create value for others and this is a perfect tool in self-employment.

Hand craft workers in Stanger are mostly residents who have little or no formal educational background or entrepreneurial education for the businesses they run. The lack of employment for those with tertiary education also leads them to taking on this line of work to make a living. According to Statistics SA (2020), the unemployment rate of South Africa stands at 32.5 % with an increase of 4.0% from 27.1% in 2018. While there has been that increase from quarter three and four in 2020 nationally due to the COVID-19 pandemic, the unemployment rate still increased even higher both in KZN and the Eastern Cape (Statistics SA, 2020).

An outline of this dissertation will be duplicated on the table below

**Table 1.1: structure of dissertation**

Chapter 1	Introduction Problem statement Aim and objectives Research methodology
Chapter 2	Social entrepreneurship literature Social entrepreneurship education The creative industry in south Africa Social theories of Learning
Chapter 3	Research methodology
Chapter 4	Research findings
Chapter 5	Conclusion and recommendations

### 1.2 Problem statement

Social entrepreneurship has proven to be one of the drivers in the right direction towards addressing socio economic challenges in some developed and underdeveloped countries (Adam 2004).

In South Africa however as mentioned before, this concept is still in its infancy stage and its slow development has partly been found to be due to the poor understanding of the concept (Nicholls 2008). According to Howorth, Smith & Parkinson (2012), one of the reasons for this poor understanding is brought about by the gap that is evident in the education of this phenomena. To further show the snail pace at which the education of social entrepreneurship is moving, only four tertiary institutions in South

Africa (University of Cape Town, Durban university of Technology, Social Entrepreneurship academy and University of Pretoria Gordon Institute of Business) offer courses in SE.

Therefore, there is a need to look closely at institutions that could implement the education of SE in order to address the identified socio economic challenge of the lack of growth of small social enterprises. Although there is a big debate on whether SE can be taught in order to grow a business, or if it is simply a case of “entrepreneurs are born and not made” the question is whether the education of SE stands to make any difference on the development of hand craft businesses or not.

### 1.3 Aim

This study aimed to establish whether SE education would be able to enhance the work of handcraft workers in Stanger in order to improve their businesses.

### 1.4 Objectives

The study was be guided by the following research objectives:

- To explore international literature on social entrepreneurship
- To examine the effect of social entrepreneurship education
- To establish whether SE education can enhance the business of Handcraft workers in Stanger
- To solicit information from hand craft workers around Stanger on their perception on SE education and if they believe it can help enhance their businesses.

### 1.5 Research methodology

The research methodology provides an overall roadmap of how the research was conducted using various research techniques. It consists of an outline for the research approach and design that was used, as well as collection, measurement and analysis of data used to assist concluding valid outcomes of the research.

#### 1.5.1 Research Approach

The purpose of the research question was to investigate whether social entrepreneurship education can help enhance businesses of hand craft works or not. Interpretation is crucial and the aim was to seek understanding of the subject matter

and its complexity as opposed to assessing frequency. Considering this, a qualitative approach was adopted which focused on socially constructed interpretations and not general laws and rules. A qualitative approach pervades and added benefit to the exploratory potential needed by researchers in order to scrutinize and explore their research studies. With qualitative methodology, the researcher can apply their subjectivity and interpersonal expertise to their research processes (Alase, 2017).

The strength of qualitative research is its ability to yield intricate textual descriptions of the way people experience a specific research issue (Mark, Woodsong, MacQueen, Guest, & Namey, 2005). Denzin and Lincoln (2011:23) state that “qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry”. They continue to describe qualitative researchers as researchers seeking answers to questions that accentuate how social experiences are shaped and interpreted (Denzin & Larkin, 2011).

How ever, Flick (2010) argued that qualitative researchers have a very clear understanding of the correlation between the issue being investigated and the method used to investigate, in addition Wu & Wu (2011) said that qualitative researchers’ cornerstone is context analysis and the exploration of deep-seated caues of phenomena and that they then emphasize the rationale of what happened. Qualitavte research can be designed in different ways and that will be explained on the section that follows.

### 1.5.2 Research design

The research design that was used for this research was a case study. A single case method was found to be suitable for this study in order to gain deeper insights into social entrepreneurship education on business growth (Yin, 2003).

#### 1.5.2.1 Case study

A case study is a technique, which can be used to study an institution in a distinctive setting in as much detail as possible. “A case study allows the researcher to gather as much information as possible about the conditions surrounding the institution and

about the institution itself in a unique manner” (Salkind, 2012:16). The use of a single case can be utilized to explore unusual qualities that could be obtained from a study. Furthermore, it provides precise understanding of the phenomena under study and poses the ability to inform application in similar circumstances (Leedy & Ormrod, 2015). Hand craft workers who worked mainly with wood, animal hides and beats in Stanger KZN were therefore used as a case study for this research.

The benefit of using a case study is that allows the researcher to pay close attention to one institution, therefore giving them an opportunity to explore that institution in more depth which then results into detailed collection and analysis of data (Salkind 2012). Case studies also give the researcher a chance to build good personal relationships with participants, which could assist them in getting the information that the need from participants. According to Morris and Wood (1991), a case study’s ability to generate rich data provides the researcher with an understanding of the research setting and the processes involved.

The case study method however also has some limitations. One of the outstanding limitations is that because of the complexity of conditions that need to be adhered to, this method tends to be time consuming. “There is also no room for speculation based on what has been observed by the researcher. Furthermore, the cause and effect link cannot be determined between what is observed and what the researcher thinks might have led to the outcomes” (Salkind, 2012).

One of the main limitations of case study that researchers agree on is the non-generalizability of the results. That is to say even if another institution presents the same characteristics as the case under study, the researcher cannot base conclusions on the similarities to reach a conclusion (Creswell et al., 2016; Mouton, 2015; Salkind, 2012). According to Leedy and Ormrod (2015:21) “this method poses uncertainty on the generalizability of the findings to other settings, particularly in the use of a single case study.” In cases such as this one, Saunders et al. (2009) suggests that the research setting of what is happening should be followed in an explanatory format. This research used semi-structured interviews as a method of data collection and that will be explained in the section that follows.

### 1.5.3 Data collection strategy

Qualitative research offers a multitude of data collection methods to give the researcher an opportunity to gather rich data (Leedy & Ormrod, 2015). “The benefit of using qualitative methods of data collection is that they offer a good opportunity for the researcher to explore and gain insights into deeper perspectives, while availing room for interpretation” (De Vos et al., 2011).

This study made use of semi-structured individual interviews as a tool to collect data and that will be introduced in the section below.

#### 1.5.3.1 Semi-structured interviews

This qualitative method of questioning was based on a set of themed questions prepared by the researcher in advance (Saunders et al., 2009), with open questions asked first, then interviewees asked to further clarify, and discussions emerge from probing (Creswell et al., 2016). Furthermore, there are important factors that will be taken into consideration when conducting the semi-structured interviews. Whitting (2008) provides some guidance on semi structured interviews to novice researchers, which includes emphasizing the importance of identifying the participants and establishing their appropriateness. “The characteristics of suitable interview participants include the following: the participants’ expertise defined by their active involvement in the key activities within the research setting; their capability to articulate comprehensive information about the setting drawing from their experiences; and lastly, their willingness to participate in the interview” (Morse, 1991; Whitting, 2008:18).

To capture the response and guide the interview in an orderly manner, an interview schedule was be designed. A voice recorder was be used to record most of the interviews for ease of transcription during data analysis (Creswell et al., 2016). The researcher was aware of the amount of time the interviews usually take because of the possibility of deep engagements as highlighted by De Vos, Strydom, Fouché and Delport (2011). Therefore, 30 minutes was strictly allocated for each interview to avoid taking too much business time for the interviewee. Furthermore, language preference of the participants will be greatly considered. Based on Nelson Mandelas’ saying that “speaking to a man in a language he understands goes to his head, but in his own language that goes to his heart” (Mandela, 2013: 46). The study was able most to elicit genuine information from respondents because all questions asked

during the interview were translated to IsiZulu as participants are Zulus in case any of them did not understand English properly or at all.

#### 1.5.2.1.1 Recruitment strategy

Hand craft workers were approached by the researcher in person and the intention of the visit which was to conduct research was clearly explained to them. Furthermore, their rights to participation which are explained in more detail on the ethical consideration section were also precisely explained to them. After having given all the intentions of the research, hand craft workers then advised if they were willing to partake in the study. Upon approval, appointments were scheduled at a time that was convenient for the participant and a reminder in person was given to them two weeks before the interview dates.

The same recruitment strategy was used for management of the social entrepreneurship center and DAC municipal Officials. Furthermore, permission to conduct research for the above officials was drawn and handed to them for written approval.

#### 1.6 Sampling Design

It is not practical to have the whole population participate in a study considering time limitation and financial resources. The sampling technique therefore assists the researcher to extract scientific samples that are representative of the research setting population (Creswell et al., 2016). “Contrary to quantitative research’s goal of generalizing results from the population to interpret data, the objective of qualitative research is to try to solicit insights and perspectives from the participants in order to understand the practices within the research setting” (Onwuegbuzie & Leech, 2007).

##### 1.6.1 Purposive sampling

This study used purposive sampling method for the semi-structured interviews as the researcher had a particular purpose (Creswell et al., 2016). A purposive sampling method is an example of a non-probability sampling technique in which the participants are selected based on the researcher’s judgment about who are the most useful and representative (Babbie, 2013). It also means members of the population did not have an equal opportunity of being selected (Salkind, 2012).

The table below provides information of the participants who took part in the study.

**Table 1.2: Sampling selection schedule**

<b>Participants</b>	<b>Type of sampling</b>	<b>Method of data collection</b>	<b>Number of participants</b>
<b>(Hand craft workers)</b>	Purposive sampling	Interviews	20
<b>Government officials (Department of arts and culture)</b>	Purposive sampling	Interviews	2
<b>Educational institution (Centre for social Entrepreneurship – DUT)</b>	Purposive sampling	Interviews	3

### 1.7 Ethical consideration

Any type of research is subject to ethical considerations for protection of the researcher and the participants, as well as to maintain the research integrity and credibility of the results (Orb et al., 2000). Research offers the researcher an opportunity to engage freely with the participants guided by mutual respect, reasonable expectations, and acceptance. There are limited restrictions guiding this interaction (Sarantakos, 2000), and the researcher exercised great caution in not infringing upon the human rights of the participants

For this study, the researcher drew and used data only from the participants invited to the semi-structured interviews. This was done by taking into consideration issues of voluntarism in terms of participation and sharing of information.

As recommended by Salkind (2012) and Mouton (2015), the researcher considered the following ethical issues for this study:

- A written consent form was developed and disseminated to all the invited participants, as well as to the management of the social entrepreneurship centre in DUT and the Department of arts and culture officials. The form

clearly stipulated the purpose of the study and the participants were requested to sign the form to provide official consent. “Informed consent means that detailed information on the research objectives, the expected length of the participants’ involvement, and the procedures followed to conduct the study will clearly be communicated to the participants, and they agreed to participate” (De Vos et al., 2011).

- As recommended by Salkind (2012), privacy and confidentiality were exercised by the researcher by using pseudonyms for the participants to protect their identity. The participants’ right to maintain their anonymity was also respected.
- The researcher ensured that the participants and the community at large are not subjected to any harm, be it physical or psychological.
- The participants were assured of their right to withdraw from participating in the study at any time, without facing any consequences (Salkind, 2012). The researcher considered the storage of data in both hard copy and electronic format to comply with the Protection of Personal Information Act (Department of Justice, 2013). Hard copies are stored in a locked cabinet, which only the researcher has access to. Electronic copies are stored in a secure password-protected file. The information will be kept for five years and disposed of by shredding the hard copies and deleting the electronic version thereafter.
- Due to the current pandemic (Covid-19), strict restrictions were adhered to. Data collection was done in accordance with the current national disaster regulation under stage one of the lockdown, in order to ensure participants safety. This will include wearing of a mask, keeping reasonable social distancing and bringing along with them a hand sanitizer for use both by the researcher and participants.

### 1.8 Measurement map

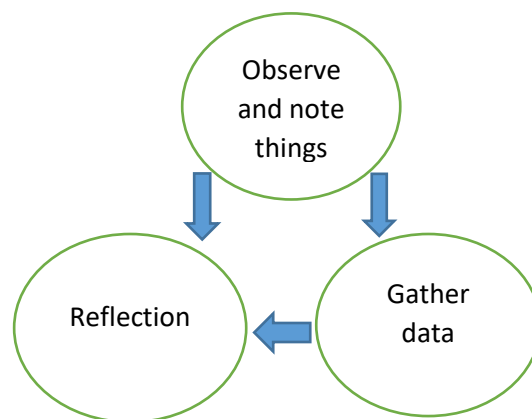
Below is a measurement map that will guide the study on question framing and how analysis of data will be done.

**Table 1.3. Measurement map**

<b>Objective / Question</b>	<b>Variable</b>	<b>Data Source</b>	<b>Data Analysis</b>
<b>Objective 1</b>			
To explore international literature on social entrepreneurship.	Impact Development	Journals and articles	Literature Analysis
<b>Objective 2</b>			
To examine the effect of social entrepreneurship education		Articles and journals	Literature Analysis
<b>Objective 3</b>			
To establish whether SE training can enhance the business of Handcraft workers in Stanger	Social learning theories -Reflective learning -Community of practice -Psychological safety	Interviews	Thematic analysis coding
<b>Objective 4</b>			

### 1.9 Data Analysis

In qualitative research, data analysis is usually co-operative and follows a continuing process. As depicted in Figure 1 below, that process is cyclical in nature as the researcher observed certain elements in the data, then continued to the collection of data, and this process leads to reflection whereby the researcher thought through the data. This reflection usually generates new ideas and follow-up questions, which lead the researcher back to the field to collect more data and to further interaction with the participants (Creswell et al., 2016).



**Figure 1.1: Process of data collection (Creswell et al., 2016:109)**

Analysis of the data encompasses the splitting of a set of data into themes, allowing the researcher to determine the relationships between concepts and perspectives for ease of interpretation. “The main objective is to understand the link between the concepts in order to ascertain their configurations and trends so that they can be isolated” (Mouton, 2015).

Data was analyzed utilizing qualitative thematic analysis with coding according to themes in the data (Bryman, 2012). The application of inductive and deductive reasoning (De Vos et al., 2011) meant that the researcher will explore the research observe and note things gather data reflection problem by asking open-ended questions, first to gather as much information as possible, and to learn as the inquiry was being conducted. This is referred to as analytic induction. Deduction reasoning, as a final process of reflecting on the collected data, is done to determine conclusive

explanations (Saldana, 2017). “This hybrid thematic analysis approach (inductive and deductive) complemented the responses to the research questions in that it allows the views of participants to be integrated in the deductive analysis and at the same time allows for the emergence of themes from the data using inductive reasoning” (Fereday & Muir-Cochrane, 2006:23).

#### 1.10 Limitations

In research, even though the background of a study has been done through literature and how it will be conducted explained through methodology, limitations that a study faces in order to reach its aims and objectives cannot be ignored. According to James (2004:66) limitations are a systemic bias that the researcher did not or could not control and which inappropriately affects the results of a study.

In most cases when the researcher approached the participants, regardless of how the aim of the study was explained to them, respondents still expect the researcher to bring about change to their business or lives, otherwise they perceived the study to just be waste of their time. This might have limited the participant’s full participation in the study.

Lastly, due to the current pandemic, covid-19, participants were not very keen on part taking in a study because of health safety reasons. However safety precautions were taken where hand sanitizers were used when handing out consent forms to participants and there was wearing of masks throughout the interview.

## Chapter 2: Literature Review

### 2.1 Introduction

This section reviews previous literature on social entrepreneurship by looking at it from both the international and South African perspectives and how this concept differs from traditional entrepreneurship. Furthermore, literature on the education of social entrepreneurship will be reviewed under various headings including SEE definition, the objectives of SEE and finally SE in the creative industry will be looked into. The theoretical framework that this study will be based on will also be discussed.

#### 2.1.1 Defining social entrepreneurship

The language of social entrepreneurship (SE) may still be perceived as new but its phenomena are quite the opposite. Peter Drucker introduced the concept of SE in 1979 by advocating that even the private of the most private enterprises in a society serve a social function (Urban, 2013). Dees (2001) also agrees that SE has always existed just presented in a different name where social entrepreneurs were referred to as change agents who recognise and pursue new opportunities to serve the community, adopt a mission that creates sustainable social value, engage in processes of continues learning and innovation and also act boldly without limits with resources they have at hand. In addition, Manyaka (2017) is also of the opinion that SE has always existed through churches which have acted as vehicle for this concept. Pastors in churches were seen as social entrepreneurs by bringing together members to discuss how best to work for the benefit of the community.

In order to understand the SE thoroughly, social and entrepreneurship/entrepreneur will be defined separately.

Social which comes from the word society relates to activities in which a person or a group of people spent time together doing with other people as a community (Eckert 2016). Entrepreneur on the other hand is derived from the French word *entreprendre* which refers to a person who creates new business, bearing risks with an aim of making profit (Eisenmann 2013).

Combining ‘social’ and ‘entrepreneurship’ therefore then leads to a term with characteristics of both individual concepts making a Social entrepreneur an individual who creates new business that is intended to bring about societal change.

As straight forward as this concept can be defined, it does not have a universal definition and scholars disagree on various constructs of the phenomenon in pursuit of an all-encompassing definition. The table below gives some of the definitions according to different scholars.

**Table 2.1: definitions of social entrepreneurship.**

<i>Author &amp; year</i>	<i>Definition of social entrepreneurship</i>
Abu-Saifan (2012:6)	“Social entrepreneurship is the field in which entrepreneurs tailor their activities to be directly tied with the ultimate goal of creating social value.”
Ashoka ( <u>2012:16</u> )	“Social entrepreneurs are individuals with innovative solutions to society’s most pressing social problems. They are both visionaries and ultimate realists, concerned with the practical implementation of their vision above all else.”
(Bruton, Ahlstrom & Li, 2010).	“Social entrepreneurship is ‘a concept that refers to entrepreneurial behaviours, which are employed to address social challenges through

	entities called social enterprises that are financially and self-sustainable.”
(Dees, 1998:4).	“Adopting a mission to create and sustain social value, recognising and relentlessly pursuing new opportunities to serve that mission, engaging in a process of continuous innovation, adaptation and learning, acting boldly without being limited by resources currently in hand and exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created.”

Social entrepreneurship is frequently mistaken for traditional entrepreneurship because of the “entrepreneurship” component that exist in both concepts. The next session will therefore compare the two concepts for a better understanding of SE.

#### 2.1.2 How social entrepreneurship differs from traditional entrepreneurship

Distinguishing between social entrepreneurship and traditional entrepreneurship has been points of discussion; yet a clear definition has not been agreed upon (Uygur & Marcoux, 2013).

SEs are the kind of entrepreneurs who are social both in their means and in their end. That is to say entrepreneurs that are both beneficial to the society while at the same time enhancing the capacity of the society to act (Teasdale 2011). Traditional entrepreneurs on the other hand are primarily about profit maximisation. For example although a business idea may address a social gap that exists for the traditional entrepreneur, this social gap should at the same time generate profit. So generally as much as traditional entrepreneurship may meet an identified social issue, their objective and end goal is be to generate profit (Mulgan 2007).

To get a more clear understanding of the difference between these two concepts, their shared characteristics can be compared. According to Smith (2014) opportunity

recognition is one of the characteristics of entrepreneurial processes that is important in both concepts. Both social and traditional entrepreneurs recognize when society is experiencing difficulties in moving forward and both provide new ways to help the society to move forward. The second shared characteristic is transformation and innovation. Both entrepreneurs are seen as change agents in a social environment providing transformational innovative solutions to identified problems. Finally, both social and traditional entrepreneurs have shared personal qualities and traits which include vision, drive and an appetite for risk taking, in, ambition, innovative attitude and leadership (Kickul & Lyons, 2012).

## 2.2 International perspective on SE

In recent years, social entrepreneurship has attracted increasing attention thanks to existing successful initiatives, such as the Ashoka Foundation (Ashoka, 2015), a global network of social entrepreneurs, and the work of social entrepreneur and Nobel laureate Muhammad Yunus (Yunus, Moingeon, & Lehmann-Ortega, 2010). Ashoka created and invested in a global community of visionaries whose ideas could be scaled to large and self-sustainable initiatives that address national social challenges using small cash investments.

As mention before, SE has been attracting increasing attention for decades now. This concept is making amazing breakthrough in Europe and the United States alike. The United States has given social enterprises positive feedback when the Harvard Business School launched the social enterprise initiative in the 1990s while in Europe, the growth of SE can be attributed to its government's ability to properly fulfil its mission concerning social issues (Defouney and Nyssens 2010).

The academic field of social entrepreneurship on the other hand is gaining prominence, with special issues of entrepreneurship journals being dedicated to social entrepreneurship and conferences being organized across the world. The Social Enterprise Journal was launched in 2008 and Journal of Social Entrepreneurship was launched in 2010. Originally started as a research network of European scholars in 1996 funded by the European Union, the Emergence of Social Enterprise (EMES) is a pioneer academic consortium on social enterprises in Europe.

The work of EMES in the past twenty years has been influential in Europe and has been the driving force behind the Social Business Initiative launched by European Commission in 2011. EMES was one of the main organizations responsible for scientific coordination of 'mapping study of social enterprise ecosystems' launched by European Commission.

In Europe, UK has reported quite an increase in the number of social enterprises due to various reasons (Spear, 2001; Teasdale, Lyon, & Baldock, 2013). In analyzing the history of social enterprise and entrepreneurship, Chell (2007), proposes that the term enterprise was first used officially by government in the UK to identify economic zones in depression. In this sense, she asserts that UK governance policy in social enterprises is practical, in addressing social and environmental issues. The most common social enterprises in the UK are focused on a social mission and reinvest their income in the organization for financial sustainability. However these enterprises are sometimes dependent on grants. Others allow profit accrual by the owners in addition to having a social mission.

Furthermore, the UK has been the most proactive in defining social enterprises legally. In 2005, Community Interest Companies were identified as a new form of organization under the Companies Act 2004 (Nicholls, 2010a; Teasdale, Lyon, et al., 2013). The UK social enterprise model is closer to the US model than the continental 18 European one (Borzaga & Defourny, 2001; Defourny & Nyssens, 2008; Hoogendoorn, Pennings, & Thurik, 2010). In the USA, the term social enterprise was used to describe non-profit organizations which used earned income strategies to become financially self-sustainable (Dees & Anderson, 2006; Lasprogata & Cotton, 2003). The legal bases are emerging for defining the organizational forms of social enterprises. In the USA, depending on the state, social enterprises assume legal form of either low profit limited liability companies, benefit corporations, or social purposes corporations (Reiser & Dean, 2015).

According to Kerlin (2010), faltering economic performance was the reason behind the emergence of social enterprises in countries in Western Europe, such as Scotland. This economic decline led to greater unemployment and social enterprise formed part of civil society's response to this social problem. As a result, Scotland which are the leaders in social entrepreneurship currently has more than 5000 social

enterprises that are operating and this represents an important part of community and business life (Roy, MacLeod, Baglioni, Sinclair 2014). Furthermore, the Scottish government supports the SE sector for the major contribution and sustainability they bring to the country's economy. SEs in Scotland together command a total income of 2.63 Billion, have a net worth of 3.85 Billion and created employment for 112.409 people (Roy et.al 2014).

The educational system in the UK has been supportive of social entrepreneurship. Courses in SE have become widespread, with MSc degrees available at institutions such as the University of Stirling, Glasgow Caledonian University, Saïd Business School, Imperial College, University of Cambridge to name only a few. The educational system of Scotland has active programmes promoting the entry or re-entry of unemployed people into the labour market (Newman, 2011) and this is of particular relevance to social enterprises engaged in welfare-to-work type programmes.

In Atlanta on the other hand, SE emerged because NPOs suffered from a lack of financial resources in the sector and therefore Social enterprises were seen as an innovative answer to their problem. This makes SE appear to be a source of new and innovative solution to persistent social issues that private and public sectors have failed to address and to the lack of financial resources for non-profit organizations (Wulleman and Human 2015).

Similarly, in Mexico, as in many other countries like those in Eastern Asia and Latin America, SE seems to be relatively recent and two origins can be identified: Cooperatives and NGOs. (Auvinet, 2013). Today, the Mexican's largest program to support SE is the national institute of support of social enterprises which created 20 00 enterprises of which 500 were solely initiatives for woman (Wulleman & Hudson 2016). In this context SE can therefore be defined as a process that involves persons, called social entrepreneurs, who bring innovative solutions to social issues and relies on earned income strategies in order to be more sustainable and create greater social impact (Mair and Marti 2006).

In Russia unfortunately, there is a tendency to identify social entrepreneurship with "entrepreneurial activities carried out with the aim of providing social services," which does not quite correspond to world practice. The problem of the development of

social entrepreneurship also lies in the fact that Russia lacks a full-fledged legal framework governing inter-sectorial interaction in solving social problems and a balanced legal policy for the development of legislation to support small and medium-sized businesses, non-profit organizations, and public private partnerships (Moskovskaya et al., 2017; Hodge & Greve, 2017). Without a balanced national legal policy, building a legal model to meet the social and property needs of citizens is almost impossible

Russia has also considered some of the current problems of the society, which have a significant impact on the development of social entrepreneurship which include alcoholism, low living standards, poverty, unemployment, and social tensions.

#### Alcoholism.

According to the report of the World Health Organization, published in 2013, Moldova ranked first in terms of alcohol consumption per capita, Luxembourg took the second place, and Estonia took the third place. Russia in this list ranked 20th in terms of drinking litres of alcohol per person. The study includes data on alcohol consumption from 2006 to 2010 by residents of Central and Eastern Europe at the age of 15 years. However, in terms of total (registered and unaccounted) volume of alcohol consumption per capita (aged 15 and over), Russia ranks fourth, behind Moldova, the Czech Republic and Hungary (World Health Organization. 2013).

#### Low standard of living

As a result of studies conducted by the Legatum Institute on the Legatum Prosperity Index Table Rankings (2017), which assesses the standard of living of 148 countries, Russia ranked 108th in 2011 and in 2012 in this ranking. In 2017 Russia ranked 101st in the standard of living of the countries of the world (The Legatum Prosperity Index, 2017).

#### Social tensions

In a Global Barometer of Economic Pain report (2011), Gallup International placed Russia in the 19th (out of 56) place in terms of socio-economic tension (Gallup International, 2011). Judging by the answers, the social tensions index in Russia in 2012 reached 40% in 2012, this is one of the highest rates for all 22 years of

observations in this country-the last time a similar level of economic tension (above 40%) was observed in 1996.

### Unemployment

According to Rosstat, the total number of unemployed in January 2017 was 4.3 million. The unemployment rate (the ratio of the total number of unemployed to the economically active population) in Russia in February 2010 was 8.6%, in January 2017 this figure dropped to 5.6% (Federal state statistics service, 2017).

### Poverty

The main factors of poverty are low wages of workers, primarily in the public sector, low pensions and a number of social benefits and other social benefits. According to Federal state statistics service of Russian Federation, in 2017 the number of people living below the poverty line increased to 22 million people and is 22 million people (15% of the population of the Russian Federation) (RIA News, 2017). At the same time, the population with incomes below the subsistence minimum remained large. According to Federal state statistics service of Russian Federation, in the first quarter of 2017 in Russia there were 22.0 million people (or 15% of the total population of the Russian Federation), whose incomes are below the subsistence minimum. The same indicator for the IV quarter of 2016-10.1% (19.8 million people), for the I quarter of 2016-16% (23.4 million people), for the II quarter of 2013-13.5% (19.8 million people) (Federal state statistics service, 2017b).

As Africa slowly starts to shift towards movement of business for a common good, the youth across the continent are discovering innovative solutions to socio economic problems and South Africa is no exemption. The next section will therefore investigate South Africa's perspective of SE.

### [2.3 South African perspective on social entrepreneurship](#)

SE in South Africa is still at its infancy stage as opposed to other developing countries like Kenya, Sierra Leone and Tanzania (Pillay 2016). There is limited research on this concept and its slow development has been found to be due to the poor understanding of it. It is therefore for this reason SE has not been included in policies, research and investment programmes. SE in South Africa is viewed from a

traditional perspective where social enterprises are particularly for charitable organisations.

### 2.3.1 The emergence of social entrepreneurship in South Africa

South Africa has a complex history, and with the introduction of a democracy in 1994, a lot of changes in the way business is seen and conducted were experienced (Bobby-Evans, 2015). This is the case for social entrepreneurship as well. Prior to 1994, many people were excluded from mainstream business activities, which as a result created many opportunities, especially in marginalized communities, for social entrepreneurs.

Table 2 below shows that a clear change in the trends regarding social entrepreneurship emerged after 1994 as a result of the start of the post-apartheid democratic era.

**Table 2.2: Social entrepreneurship trends**

Prior 1994	Post 1994
Founding of the Pietermaritzburg Consumers CoOperative.	Non-Profit Organizations Act (1997) repeals restrictive Fundraising Act 1978.
United Nations declares apartheid a crime against humanity.	End of transition to democracy, reduction in international donor funding.
Donors began funding local civil society.	COFTA—World Fair Trade Organization Africa; Amendments to Cooperative Act (2005)
Growth of “civics” campaigning around local material issues (e.g., better service delivery) and wider political issues (overthrow of apartheid).	Broad-Based Black Economic Empowerment Act 2004 COFTA formed; Co-Operative Development Policy for South Africa, 2004.
Agricultural co-operatives, trade	Cooperatives Act (Act No. 14 of

union co-operatives emerge.	2005).
Ashoka Foundation opens offices in South Africa.	SASIX launched 2009 ASEN and UnLtd South Africa created
Informal nature of social entrepreneurship taking place in rural and marginalized areas.	CSESE founded at the University of Johannesburg; GIBS launches SECP; South African Government New Growth Path Framework

Post 1994, many private and public initiatives were formed, and social entrepreneurship started becoming a trend. Many hybrid models were developed, significant changes in the recognition of social enterprises were more prominent and it became trendy among the younger generation to engage in social enterprises.

In South Africa, business plays a very important role in transforming and developing. “This includes not only traditional for-profit businesses, particularly through corporate social responsibility activities, but also social enterprises which combine economic and social objectives. In line with global trends and developments in the rest of Africa, there is increasing interest in and engagement with social entrepreneurship and innovation in South Africa, as mechanisms for addressing complex good sustainable development problems.” (Littlewood and Holt, 2015:45).

In Visser’s (2011) review of the 2009 Global Entrepreneurship Report (GEM), he however found that South Africans’ understanding of the social entrepreneurship phenomenon was poor; thus, they were less likely to start or be involved in social entrepreneurship (Bosma & Levie, 2009). This report found that early-stage social entrepreneurial activity was at a rate of 1.8 percent (Percentage of 18-64 population excluding individuals involved in any stage of entrepreneurial activity who are latent entrepreneurs and who intend to start a business within three years) which was similar to the global average rate (49 countries) (Herrington et al., 2010). As South Africa is one of the world’s most unequal countries (2015 Gini coefficient of 63), many opportunities for social entrepreneurship exist.

### 2.3.2 Policies and legislations governing social entrepreneurship in South Africa

As entrepreneurship has gained much attention in recent years within the political and economic sphere, policy development regarding it has also moved in a more positive direction to some extent. Probably at the centre of policy development in the South African context is the National Development Plan (NDP) compiled in 2011/12.

The aim of the NDP is to address several challenges faced by South Africans, many of which can be classified as social issues such as low quality of education, high unemployment, poor infrastructure, the spatial divide, an unstable economy, a deprived public health system, meagre quality of public services, corruption and racial issues (Alexander, 2017). The NDP focuses on the following areas with regard to entrepreneurship development (The Presidency, 2012):

- Ensure that entrepreneurship training among the youth cohort is improved in order to identify opportunities.
- Ensure that South Africans form a unity to enhance fertile conditions for entrepreneurship.
- Transform ownership to include previously disadvantaged groups by creating an enabling environment for Black owned small businesses.
- Promote entrepreneurship in schools.
- Promote skills development within new and underutilized sectors of the economy.
- Ensure that Education and Training (FET) colleges identify scarce skills and introduce entrepreneurship training programmes.
- Improve and promote entrepreneurial skills development in sectors such as agriculture and tourism.
- Provide financial support.

Although many of these policies and initiatives are aimed at traditional entrepreneurial development, many have the aim to resolve a social issue and the basic principles of these policies also align with social entrepreneurial activities.

According to Bosma et al. (2015), social entrepreneurs are inclined to be rather optimistic in their future growth ambitions. Being optimistic about future growth is

important as this could have a very positive effect on intention to grow and future investment possibilities (Meyer, 2019). However, as with traditional for-profit entrepreneurs, social entrepreneurs also face a myriad of challenges. Of these challenges, probably the most mentioned one, or the highest reason for failure, is chronic financial constraints.

Many social businesses struggle to access enterprise development funds due to the nature of their business models and institutional imperfections (Roth & Kostova, 2003). Among other challenges facing social entrepreneurs is procurement of grant funding, cash flow, limited demand and unfavourable economic environment, access to debt equity finance and public sector procurement policies.

South Africa is further faced with the challenge of lack of legislative framework that specifically governs setting up and operating social enterprises (Watters, Willington, Shutte & Kruh, 2012). In trying to bridge this gap, the Bertha Centre for Social Innovation and Entrepreneurship has developed guidelines to help social entrepreneurs choose legal forms that will assist them in aligning their commercial models with their legal identities in order to take advantage of available funding opportunities (The Bertha Centre for Social Innovation and Entrepreneurship, 2015). The Centre recommends that for-profit social entrepreneurs establish a board of directors to ensure their custodianship of the social mission. It further proposes that social entrepreneurs should position their entities to have access to multiple sources of funding, made up of philanthropic, profit making, private as well as government funds.

The measure of SE activity has further been found to be influenced by the demographic elements such as age, gender and education. There is a narrow gap between male and female social entrepreneurs for SE and this difference is linked to education. There is a positive correlation between an individual's level of education and their ability to view themselves as adequate to establish a business (Karanda, 2012), and the same goes for social enterprises. The section that follows will therefore go into depth on social entrepreneurship education.

## 2.4 Social entrepreneurship education

Education in its general definition according to (Oxford Dictionary) is “the process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits.” Johnson, Becker, Cummins, Estrada, Freeman, Hall, (2016) further elaborate that education goes far beyond earning the “bookish knowledge” but instead emphasises that it inculcates attitude of helping, positive thinking and moulding of ethical values that are also able to bring about social change.

According to Jones and English (2004), social entrepreneurs are first and foremost entrepreneurs; aspiring social entrepreneurs should therefore first be educated on becoming entrepreneurs. Social entrepreneurship education should thus build thoroughly upon the advances of entrepreneurship education to benefit from several decades of experience.

On that note then, entrepreneurship education refers to a formal structured instruction that conveys entrepreneurial knowledge and develops in students, focused awareness relating to opportunity recognition and the creation of new ventures (Sexton and Smilor, 1997). Martinez, Levie, Kelley, Saemundsson, & Schott (2010) defined entrepreneurship education “as the building of knowledge and skills about or for the purpose of entrepreneurship generally, as part of recognized education programmes at a primary, secondary or tertiary-level educational institution”.

Kirby (2002) believed that entrepreneurship education was about learning to integrate experience, knowledge and skills to get prepared to start a new venture. Smith (2014) on the other hand defined it as the formalized program to equip students with the needed skills and knowledge needed to recognize business opportunities, search customer needs, running the business and evaluating environmental and institutional needs.

Jones and English (2004) defined entrepreneurship education as “the process of providing individuals with the concepts and skills to recognize opportunities that others have overlooked and to have the insight, self-esteem and knowledge to act where others have hesitated”. Entrepreneurship education is about transforming ideas into reality and consists of three ingredients: creativity- which is creating all kinds of ideas; innovation- which is finding value in the selected ideas and

entrepreneurship- which is developing a business from the innovative idea. Binks (2005) added that entrepreneurship education refers to the pedagogical process involved in the encouragement of entrepreneurial activities, behaviours and mind-set and seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Binks, Starkey et al, 2006) .

Education plays an important role in society by creating social value and providing opportunities for social change. Furthermore, studies suggest that the provision of entrepreneurship education strengthened the entrepreneurial capacity of students to launch new economic and social ventures in the market place (Mars et al., 2008; Timmons & Spinelli, 2004). Therefore, education plays a significant role in entrepreneurial activity, and if aspirant educators could be equipped with the knowledge and skills to serve as social entrepreneurial mentors, they would be better positioned to contribute to cultivating SE in schools.

Similar to EE, SEE is then defined by its characteristics of allowing acquisition of knowledge and expertise required to successfully engage entrepreneurial activities and providing skills that assist in the recognition of overlooked opportunities/missed gaps in an innovative manner (Santos, Pache & Birkholz 2015).

Social entrepreneurship education is critical for society because it contributes to job creation and helps, considerably, to reduce poverty (Mars et al., 2008; Timmons & Spinelli, 2004). Given that higher education institutions are regarded as the custodians of knowledge in society, by implication they have an important role to play in enhancing social entrepreneurship education. Social entrepreneurship education strategically focuses on bringing about social change (Nicholls, 2006, p. 23).

The latter claim is outlined by the Republic of South Africa (RSA)'s 1997, Education White Paper 3: A Programme for the Transformation of the Higher Education System, as the challenge to "redress past inequalities and to transform the higher education system to serve a new social order, to meet pressing national needs, and to respond to new realities and opportunities" (RSA, 2001, p. 9). Education White Paper 3 also clarified the role of higher education institutions in the knowledge

economy in the “mobilisation of human talent through lifelong learning to contribute to the social, economic, cultural and intellectual life of a rapidly changing society” (as cited in RSA, 2001, p. 9).

In addition, their role includes the enhancement of high-level skills training through the provision of human resources to strengthen South African enterprises, services, and infrastructure. The latter requires not only the “development of professionals and knowledge workers with globally equivalent skills,” but also individuals who are “socially responsible and conscious of their role in contributing to the national development effort and social transformation” (as cited in RSA, 2001, p. 9).

Social entrepreneurship has a strong resonance with distributive justice as outlined in the Education White Paper 3; it is also an aspect of social justice that is concerned with the fair distribution of social benefits among the members of various associations (Miller, 2003). For society to be socially just, it must comply with the principles of need, economic reward, and equality, while institutional structures should ensure that an adequate share of social resources are set aside for individuals on the basis of need (Miller 2003, p. 247). In other words, every individual in society is obliged to contribute to the others’ needs; each individual receives a reward equivalent to his or her contribution—and relationships amongst individuals and groups in the interest of justice remain equal.

#### 2.4.1 Social Entrepreneurship education Model

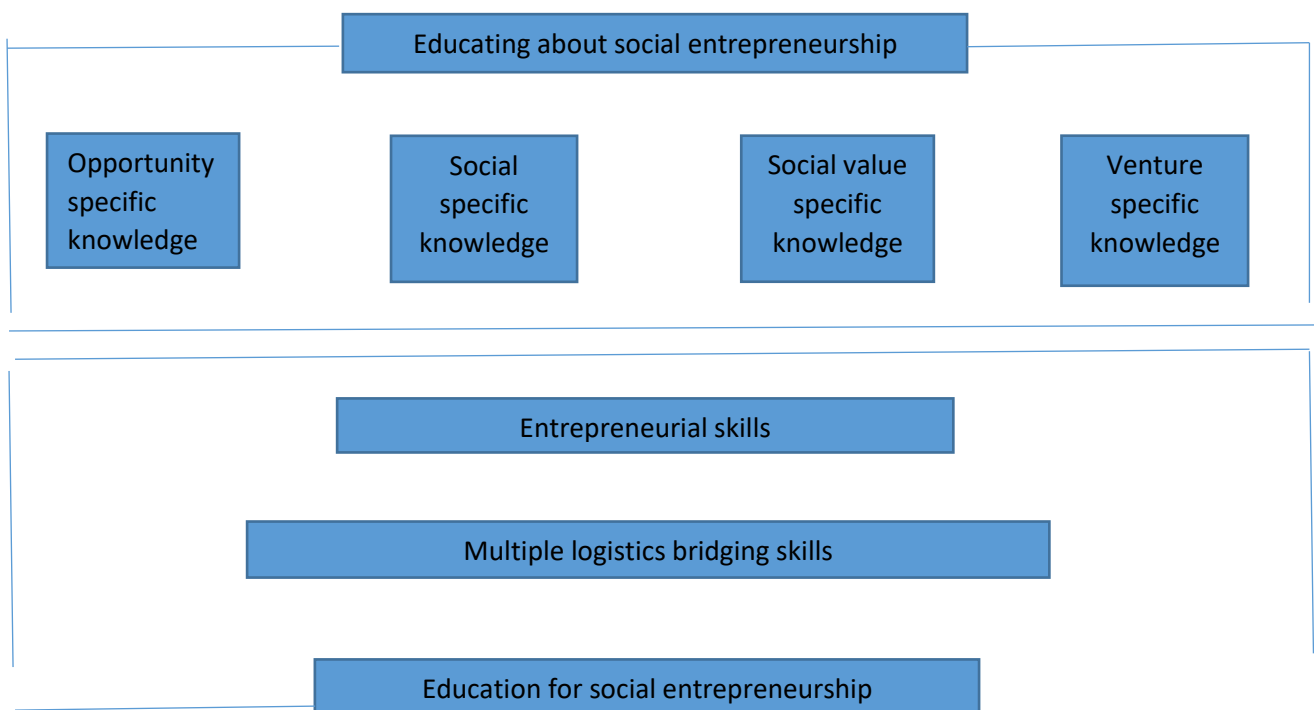
Brock & Kim (2011) are of the opinion that a recent trend in entrepreneurship education emphasizes the need to move away from educating “about” entrepreneurship to educating “for” entrepreneurship. This means aspiring social entrepreneurs be trained “about” entrepreneurship and propose to complement that approach with training “about” the specificities of the social entrepreneurship process. Furthermore aspiring social entrepreneurs should be educated “for” entrepreneurship, to acquire the skills, attitudes and behaviours required to succeed as entrepreneurs.

On educating “for” entrepreneurship, aspiring social entrepreneurs need to acquire a combination of managerial, opportunity-specific and venture-specific knowledge, which will allow them to understand how to set up and manage an organization, how to seize new market opportunities, as well as how to conduct related operations. In

addition to this business knowledge, it is believed that aspiring social entrepreneurs should learn about the specificities of social opportunities as well as of social ventures (Pache and Chowdhury 2012).

On educating “about” entrepreneurship, aspiring social entrepreneurs should develop the skills, attributes, and behaviours of successful entrepreneurs. This part of the program should encourage the development of student’s effectiveness and ability to think both rationally and effectively (Brock & Kim 2011).

Therefore, aspiring social entrepreneurs need to acquire the behavioural skill of bridging competing social-welfare, commercial and public-sector logic. “We argue that our model of social entrepreneurship education has the potential to impact entrepreneurial outcomes in different ways. First, it will allow aspiring social entrepreneurs to better identify the opportunities that lie at the intersections of the three institutional spheres. Second, it will enable them to mobilize resources more efficiently from different types of stakeholders. Third, by providing aspiring social entrepreneurs the tools to build a network of institutional supporters across sectors, it may ensure the sustainability of their vent” (Pache and Chowdhury 2012:5).



**Figure 2.1: Social entrepreneurship education model (Pache and Chowdhury 2012).**

#### 2.4.2 Objectives of social entrepreneurship education

According to Mauchi, et al (2011) social entrepreneurship education is aimed at fostering entrepreneurial mind-sets, skills and behaviours while also bringing about social change (Fayolle and Gailly, 2005). It is often claimed that people who receive education in SE have a higher prosperity of running successful social enterprises (Brown, 1990; Vesper and Gartner, 1996). Hills (1988) identified two important objectives of social entrepreneurship education programs which are; to increase the awareness and understanding of the process involved in initiating and managing a

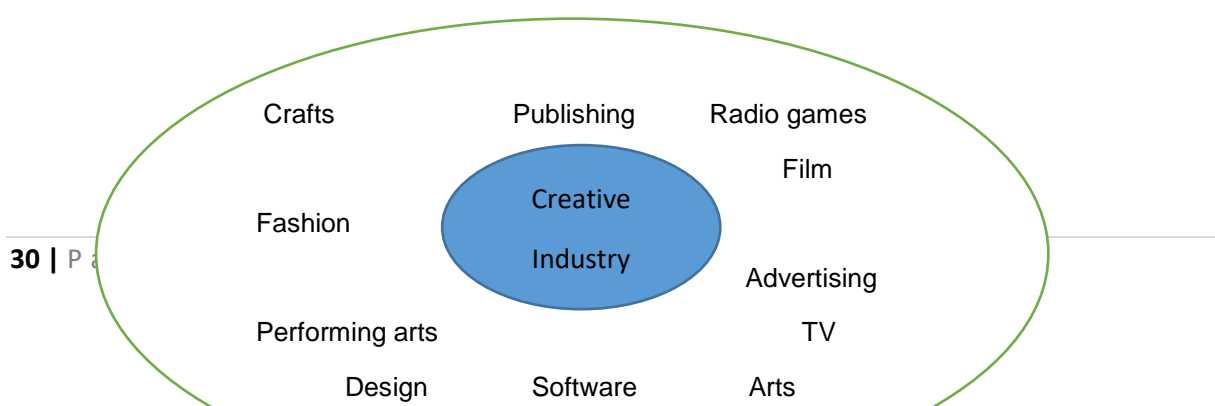
new business, as well as to increase awareness of small business ownership as a serious career option.

Cox (1996) believes that the primary objective of training interventions targeted at the awareness stage of entrepreneurial development is the promotion of self-efficacy with regard to new venture creation. Several other scholars and commentators have set down more objectives for entrepreneurship education. Gibb (1999), Solomon et al (2002) and Kierulf (2005) theorized that the main objectives of an effective education were to obtain an understanding of social entrepreneurship, to acquire social entrepreneurship skills and to learn how to initiate business start-ups Cox (2006). They further pointed out that the primary objective of education targeted at the awareness stage of social entrepreneurial development was to promote self-efficacy with regard to social change and new venture creation. Furthermore, Kierulf (2005) suggests that because of the “social” element in SE, education in this regard automatically promotes engagement as well as creative thinking and participation.

### 2.5 The creative industry in South Africa.

The term ‘creative industries’ comprises a wide-range of activities that link together innovation, professional services, information economy, research and development, and creative activities (Prokopovych & Ganguli 2020). In South Africa this term dates back to the apartheid days when the majority of South Africans were subjected to unfair and discriminatory skills development programmes, including those in the creative industries, with the consequence that the sustained participation of previously disadvantaged persons at entire levels within the creative industries.

The creative industry refers to a range of economic activities which are concerned with the generation or exploitation of knowledge and information. They may variously also be referred to as the cultural industries or the creative economy and different categories make up this industry.



## **Figure 2.2: Creative industry categories**

According to the National Department of Arts and Culture report 2018, for the past 20 years in South Africa, the creative industries have been recognized as the main drivers of tourism, personal wealth, employment and foreign investment. (Department of Arts and Culture, 2018). Cape Town and Johannesburg which are regarded as the most creative 'city hubs' in South Africa regard culture and creativity as one of the biggest drivers of their economic development. This has however left other provinces in South Africa like KwaZulu Natal, with very little room for improvement or growth in this sector even though they are regarded as one of the provinces with high tourism turnover.

Accelerated and Shared Growth Initiative for South Africa (ASGISA) has now recognised that creative industries, and particularly the craft and film sectors, are recognised as the drivers of sustainable economic opportunities and livelihoods for local communities in South Africa. At the same time, the Creative Industries are expanding business opportunities for small, medium and micro enterprises (SMMEs) (Joffe and Newton 2008:3).

South Africa now has a colourful, diverse and vibrant craft sector as illustrated on figure 1.2 above and it has been measured as a significant part of the cultural and creative economy (Mignosa, & Kotipalli, 2019). Hand craft work in particular plays a big role as a way of making a living. This sector, governed by the department of arts and culture is however still to a great extent informal, uncoordinated and its potential still remains not fully maximised (DAC 2018).

According to the European Union (2012) report, the creative industries have huge potential in the GDP growth and employment; local and regional development, and overall growth of the economy, innovation, and social well-being.

The following are however some key challenges that the South African's creative industries face.

- Competition for flexible income has never been greater in any sectors, and it is sometimes difficult for locally produced work to compete with internationally produced work, such as films, created with large budgets.
- Knowing the low-income levels for creative workers in creative sectors, a large number are dependent on income from other employment to support themselves.
- There is a gap between a large number of graduates from arts and creative industry disciplines with a limited number of opportunities in the sector. There is a slight connection between the tertiary sector and the arts industry concerning employment and future career prospects for professional arts workers.
- The small size of local markets for the products and services of the creative industries.
- The unstable background of the creative industries provides that most enterprises are small and micro, in some sectors at least, have very low-income levels.
- The lack of co-ordination among government departments at levels in their developmental efforts.
- The low levels of capital and investment in the creative industries.
- The lack of access to conventional business finance and loan opportunities.

It is considered that if the proper policies are adopted in developing countries, creative industries could have an important potential for the creation of wealth (unido 226 o. a. abisuga-oyekunle and m. sirayi2005:11). Creative industries need a policy framework that will support the improvement of their development potential (UNIDO 2005:110). The European Union (2013:10) attests that "Creative industry development has become a prominent feature of the South African policy landscape since the publication of the Cultural Industries Growth Strategy report in 1997, which was followed by a series of more industry-specific development programmes on the part of both the national Department of Arts and Culture and the Department of Trade and Industry."

The South African creative industries are highly diverse, and characterised by small businesses and concentrated in urban areas. Research has shown that most of the products and services growing from creative industries are consumed mainly at local and provincial level with a small percentage open to national and export markets.

The next section introduces the theoretical frame work that this study will be based on.

## 2.6 Theoretical framework

Several factors have been identified as influencing social entrepreneurship both internally and externally, with the external ones classified as either push or pull factors and these include education, personality traits, peer and family influences, experience and social conditions. The effectiveness of education of social entrepreneurship on small businesses is still fuzzy and subject to intense study. Some of these studies are based on social theories of learning which posits that in social entrepreneurship, learning takes place socially among and through other people.

### 2.6.1 Social theories of learning

Social theories of learning are interested in what kind of social engagement provides the best context for learning to take place (Hanks, 1991: 14). The complexities and uncertainties of social entrepreneurs' worlds require them to juggle social and business aims, leaving them with no room to reflect, develop and grow.

Furthermore because social entrepreneurs are more focused and are driven by adding a social value, they tend to shy away from being labelled as social entrepreneurs, and many are particularly resistant to the "entrepreneur" element of the term and its connotations of business and profit (Parkinson & Howorth, 2008). Such ambivalence could impact on social entrepreneurs' engagement with business schools and management education. To achieve their social aims, social entrepreneurs need to act entrepreneurially in identifying and exploiting market opportunities, and they will use business skills to ensure that their venture is sustainable.

The main components of social theories of learning include reflection and learning, communities of practise and psychological safety.

#### *2.6.1.1 Reflection and learning*

Social entrepreneurs have very little opportunities for learning because of the location of their business which sometimes might be isolated. Much education or learning that they get is either “on the job” or through experience (Cope 2005). Furthermore, social entrepreneurs often have no role model to learn techniques on how to develop a business. In addition, they are faced with a lot of pressure that range from uncertainties of the environment to constraints in resources. They therefore always work more towards “firefighting” and give little time to reflect on their businesses (Cope 2005).

Reflective thinking is particularly important as it could equip SEs with skills to provide creative solutions and allow them to step back from their situation and lead the board and the organization in critically assessing their issues. The social learning theory therefore aims to develop skills of reflective thinking to SE. Reflection involves questioning and reformulating taken-for-granted assumptions and is essential in developing the ability to make sense of uncertain, unique, or conflicting situations.

#### *2.6.1.2 Communities of practice*

Social theories of learning point out that learning comes from participating in and being a recognized member within the community as identity is the key feature of the learning process. A social entrepreneur’s identity is more likely to be associated with communities of practice related to their social aims and values. According to Lave & Wenger (1999), people develop their identities as learners, allowing knowledge to shift from “possession” to practice where newcomers can learn from old timers all with an aim of increasing their legitimacy within a group (Cook and Brown 2009).

#### *2.6.1.3 Psychological safety*

In order for people to overcome their learning anxiety and take part in the learning process openly, psychological safety is needed. The antecedents of psychological safety include trust, positive relations and familiarity. When there is trust amongst members of a group of social entrepreneurs, then they individually feel more comfortable to express their experience, thoughts and expectations. Positive relations that crafters have amongst themselves create a sense of mutuality and respect that help nature a safe environment for the development of businesses. Familiarity on the other hand explains that the more members of the same group are

found of each other, the more they feel safe and engage easily in group learning behaviors (Edmondson 1999).

There are different social theories of learning which all employ Albert Bandura's social cognitive theory as a unifying framework. Examples of some of these theories include the social cognitive career theory which posits that career choices, goals and interests are related to self-efficacy belief and outcome expectations. An example of another theory is the social learning theory which proposes that new behavior can be acquired by observing and imitating others. This study will however draw a theoretical perspective from Ajzen's theory of planned behavior and that will be explored in detail in the next section.

#### 2.6.2 Ajzen's Theory of Planned Behavior

The theory of planned behavior started as a theory of reasoned actions to predict an individual's intention to engage in a certain behavior or activity. Ajzen (1991) in (Muofhe and du Toit, 2011) postulates that, "behavioral beliefs produce a favorable or unfavorable attitude toward the behavior; normative beliefs result in perceived social pressure or subjective norm; and control beliefs give rise to perceived behavioral control. In combination, attitudes toward the behavior, subjective norm, and perception of behavioral control lead to the formation of a behavioral intention"

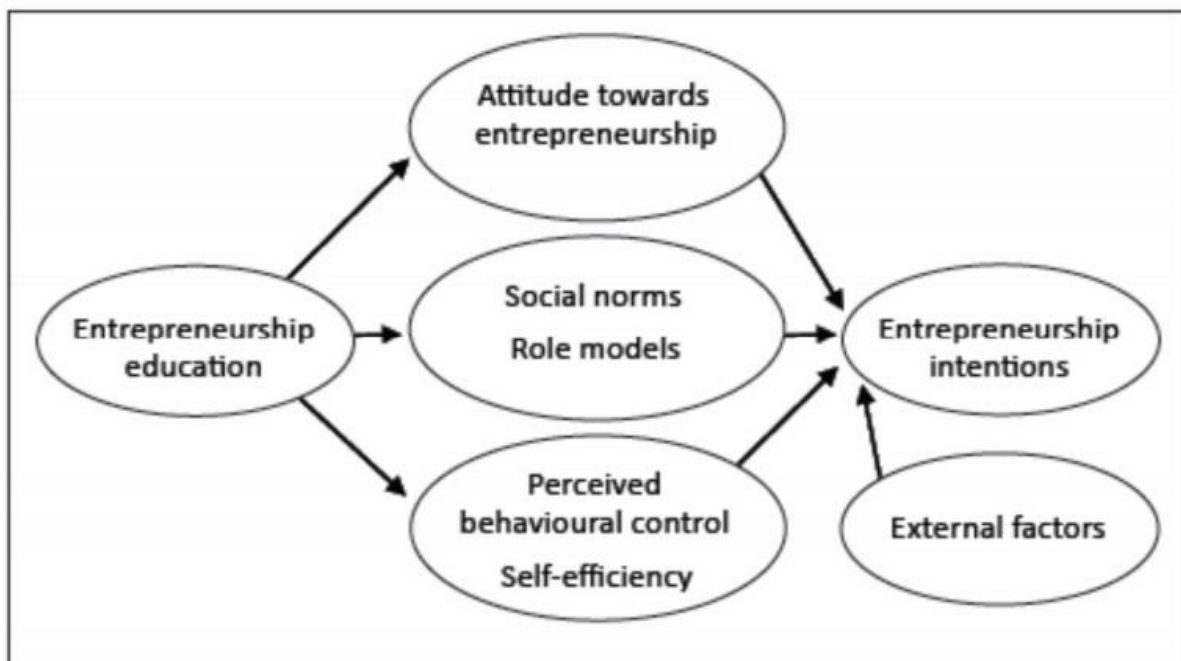
This theory was initially applied to the area of entrepreneurship by Krueger and Carsrud (1993) who tried to match it for compatibility with Shapero and Sokol's intentions theory. Their model explained that entrepreneurship intentions depended in part from external influences on entrepreneurial activity as well as the perceived attractiveness of the entrepreneurial behavior, perceived social norms about entrepreneurial behaviors and the perceived self-efficacy or control for entrepreneurial behaviors all subject to exogenous influences "that may play a role in the development of beliefs and attitudes" (Fayolle, et al, 2006). According to Ajzen's theory, the formation of intention is preceded and guided by three variables, namely (1) attitude towards a given behavior, (2) subjective norms and (3) perception of control over the behavior or simply what (Muofhe and du Toit, 2011) call the behavioral, normative and control beliefs. Attitude toward behavior is the extent to which someone personally positively or negatively values being an entrepreneur

while perceived social norms measure social valuation or perceived social pressure to carry out or not to carry out entrepreneurial behavior (Ajzen, 2006). Perceived behavioral control is defined as the perception of the easiness or difficulty in fulfilling the behavior of interest which is becoming an entrepreneur (Muofhe and du Toit, 2011).

### 2.6.3 The Theory of Planned Behaviour as a Predictor of Entrepreneurial Intention

Behavior in Entrepreneurship of any discipline can be viewed as planned and intentional because one actively and intentionally seeks to become an entrepreneur (Goksel and Aydunta, 2011). Krueger (1993) postulated entrepreneurial intention as a commitment to performing behavior that is necessary to physically start the business venture” (Krueger (1993). Ajzen’s theory of planned behavior is one of the most popular, common and influential theoretical frameworks adopted for analyzing human behavior. It “is also part of the larger family of intentional models that have been used to explain the emergence of entrepreneurial behavior” (Muofhe and du Toit, 2011) Figure 1.2 depicts the schematic of the theory of planned behavior as outlined by Ajzen (1991).

In other words, he theorizes that intentionality translates to entrepreneurial behavior, an assumption that has been fiercely challenged by other researchers (Nabiet et al, 2010) who argue that intent is just a good predictor of behavior but is not the behavior itself.

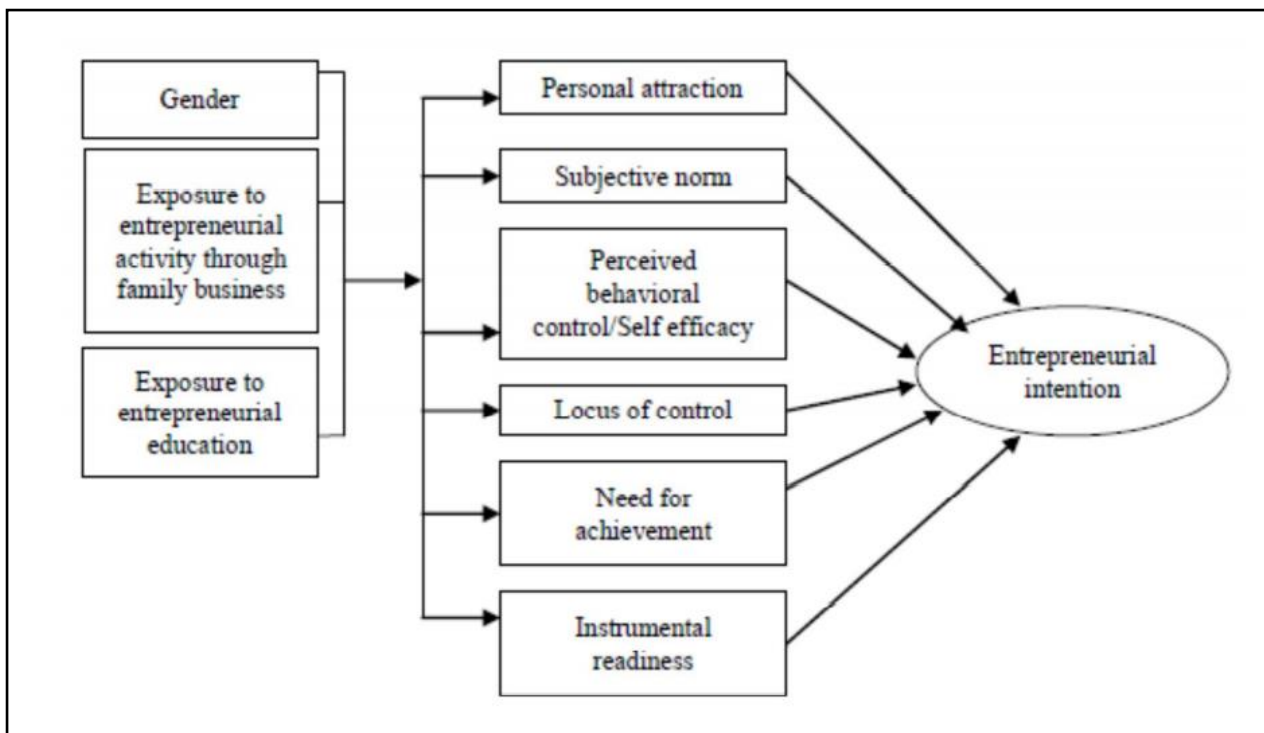


### **Figure 2.3: The Integrative Theory of Planned Behavior**

Dyer's (1994) model of entrepreneurial careers adds role models and education as social factors that influence people's entrepreneurial career intentions. Figure 2.3 integrates Ajzen's model to incorporate other variables identified by other researchers like those identified by Dyer and depicts entrepreneurial education as the independent variable. The integrated model identifies antecedents of entrepreneurial intentions namely; attitude towards entrepreneurship, social norms, role models, perceived behavioral control, self-efficacy and entrepreneurial intentions, as the dependent variables.

Taking the same line of reasoning, Gerba (2012) used the model reflected in Fig 2.3 which was also based on Ajzen's theory of planned behavior (TPB). He outlines those entrepreneurial intentions are influenced directly and indirectly respectively by external (environmental) and internal (personality) variables. Policies that influence these internal and external variables impact on entrepreneurial intentions. Gerba identified external variables as gender, exposure to entrepreneurial activity through family business and exposure to entrepreneurial education.

Personality level factors include: personal attraction towards entrepreneurship; subjective norms such as culture and customs, perceived behavioral control or self-efficacy; locus of control; need for achievement and instrumental readiness to undertake entrepreneurial activity.



**Figure 2.4 Variables that Impact Entrepreneurial Intention**

Shapero and Sokol (1982) postulate that the intentions and propensity towards entrepreneurship is predicated on perceived desirability and feasibility of entrepreneurship as a career resident in an individual and his or her propensity to act on opportunities. Shapero (1982), Learned (1992) and Kennedy et al. (2003) suggest that situational factors converge with attitudes to determine entrepreneurial intentions. Attitudes are measured in different ways. The GEM (2011) survey includes the following indicators of attitudes about starting a business: “individual self-perceptions; awareness about good opportunities for starting a business in one’s area; belief in one’s skills and experience to start a business; attitude towards failure; whether starting a business is considered a good career choice; opinion about the association of entrepreneurship with high status and awareness of positive media attention for entrepreneurship”. Shapero (1982) further described situational variables as “life path changes” and subsequent research has classified them as push factors that extrinsically lead people into entrepreneurship.

#### 2.6.4 What Motivates Entrepreneurial Intentions?

Entrepreneurial orientation is critical to the survival and growth of firms as well as economic prosperity of nations hence it is crucial for the process of entrepreneurial development to be promoted at societal level of countries. Entrepreneurial

orientation is fostered by, among other things, a unique blend of factors such as culture, family, role models, education, work experience and personal orientation. Researchers have focused on a wide array of potential drivers, motivations or antecedents, of entrepreneurial activity (Ahmed, et al, 2010). It is widely acknowledged that individuals who chose entrepreneurship as an alternative career are subjected to various push and pull factors that ultimately determine and shape their chosen entrepreneurial paths (Matlay and Storey, 2003).

Entrepreneurial action is most often intentional. Intentions capture the motivational factors that influence people's behavior and orientation towards a certain disposition- an indication of how hard people are willing to try, how much of an effort they are planning to exert in order to perform the behavior (Ajzen, 1991). Individuals have an intention to act when the action is perceived to be both feasible and desirable. The perception of feasibility has much to do with an entrepreneur's self-efficacy which refers to the conviction that one has what it takes to successfully execute the behavior that is required. People with high self-efficacy tend to perform well. High self-efficacy leads to increased initiative and persistence and thus improved performance whilst low self-efficacy reduces effort and thus performance (Hisrich, et al, 2008).

Entrepreneurship scholars have found that self-efficacy is positively associated with the creation of a new independent organization (Krueger and Brazael, 1994). Byabashaija et al, (2010)'s approach singles out entrepreneurial education, personality factors, societal subjective norms and situational factors (specifically availability of paid employment and perceived future family commitments) from the wider spectrum of environmental factors and explores their influence as contributing factors in shaping student attitudes towards entrepreneurship careers. Perceived desirability refers to an individual's attitude towards entrepreneurial action- the degree to which she has a favourable or unfavourable evaluation of the potential entrepreneurial outcomes. For example, creative actions are not likely to emerge unless they produce personal rewards that are perceived as relatively more desirable than more familiar behaviours (Ford and Gioia, 1995).

## 2.7 Conclusion

The literature provided a rich insight on social entrepreneurship and social entrepreneurship education. Social entrepreneurship education is the pedagogical process involved in the encouragement of entrepreneurial activities, behaviours and mind-sets and seeks to provide individuals with the knowledge, skills and motivation to encourage social entrepreneurial success in a variety of settings. Education was noted as one of the many antecedents of entrepreneurial intentions and its impact depends on the type of entrepreneurship program, approach, and its content and teaching methods among other things.

The chapter that follows will then go into details on the methodology that this study will employ.

## CHAPTER 3: STUDY AREA AND RESEARCH METHODOLOGY

### 3.1 Introduction

The last chapter provided an overview of the literature concerning social entrepreneurship and the education thereof. The aim of this paper was to investigate if social entrepreneurship education can enhance businesses of hand craft workers. It sought to investigate how this concept impacts on the business

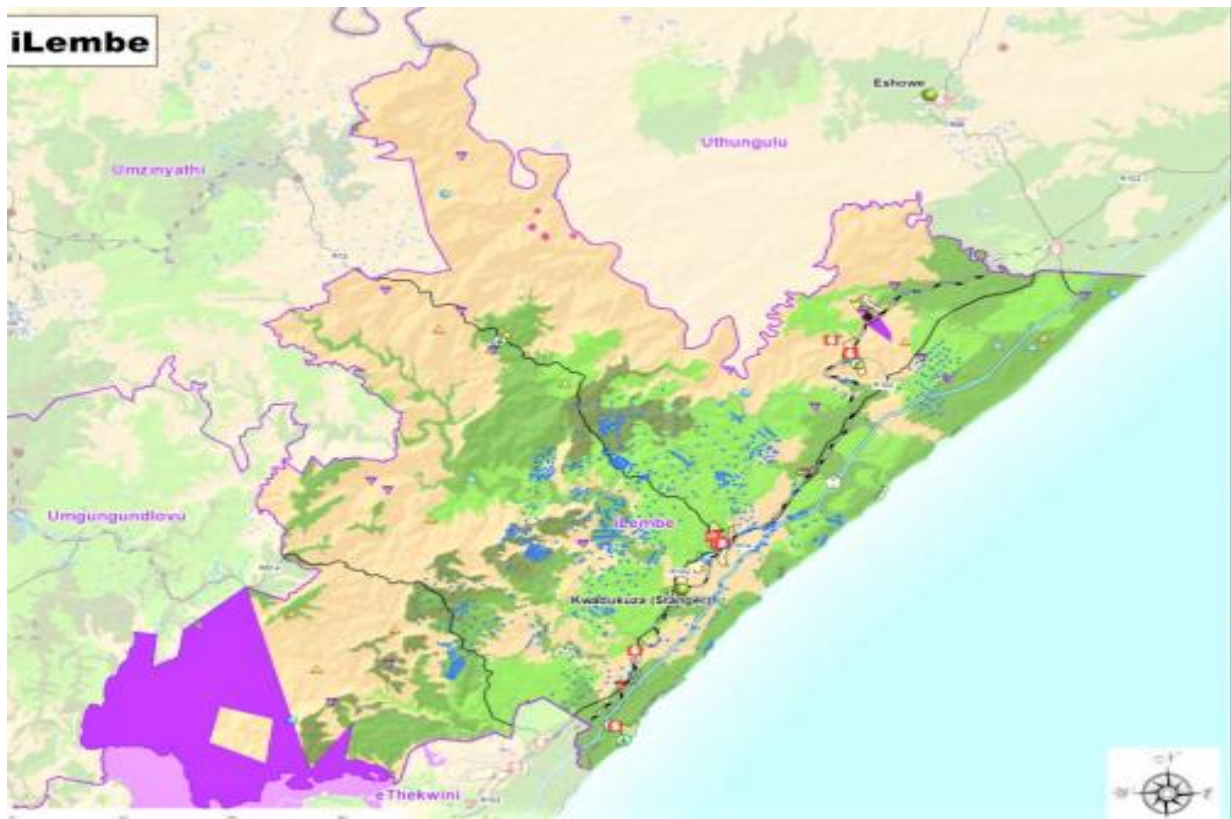
growth and social change and livelihoods of crafters. The specific objectives of the study were to explore international literature on social entrepreneurship, to examine the effect of social entrepreneurship education, to establish whether SE training can enhance the business of Handcraft workers in Stanger and to solicit information from hand craft workers around Stanger on their perception on SE training and if they believe it can help enhance their businesses.

This chapter provides a description of the study area and the research methodology for the dissertation. In more detail the author outlines the research strategy, method of data collection, sampling design and general administration. The chapter concludes by describing how the collected data was analysed.

### 3.2. Study area

The research study was conducted in Stanger also known as KwaDukuza in the Province of KwaZulu Natal, South Africa. Stanger is a small town situated in the North Coast, about 80KM from the city of Durban. Stanger and three other districts (Maphomolo, Mandeni and Ndwendwe) fall under the iLembe District municipality which lies between the eThekweni Metro to the south and King Cetshwayo District to the North. To the west, iLembe is bordered by the districts of uMgungundlovu and uMzinyathi. At 3 260km<sup>2</sup>, it is the smallest of the 10 District Municipalities of KZN.

According to the iLembe district municipality report (2020) iLembe is located between two of Africa's busiest ports, Durban and Richards Bay, on the primary economic development corridor in the province, and is well positioned not only to local, but also international markets. In addition, with the King Shaka international Airport and the Dube Trade Port just a few kilometres from the southern border, iLembe has amplified what was already a prime investment destination.



**Figure 3.1: A map of iLembe District Municipality.**

### 3.2.1 Socio Economic Profile of Stanger.

According to Statistics South Africa (2018), Stanger has an estimated population of 134 525, with a dependency rate of 65%. In 2018, the number of households was 91 284 with an average household size of 3, of which 39.1% of these households are female-headed while 11.3% are headed by children.

The main economic sector in the iLembe district in general is agriculture, which directly contributes 44.7% to the economy. However, manufacturing as well as the finance, real estate and related business services sectors, which include entrepreneurship, are the largest sectors respectively contributing 18.1% and 18.35%. The commercial sector, which includes financial intermediation, insurance, real estate, and business services, wholesale and retail trade, community, social and personal services, employs 51.41% of the employed in the district.

The unemployment patterns within Stanger closely mimic those of the province. There has been a general decline in unemployment in the district generally, which had decreased by 17.4% between the two censuses from 48% in 2001 to 30.6% in 2018.

during the 2018 census. Youth unemployment also decreased by 18,6% from 55,8% to 37,2%, during the same period (iLembe.Census,2018)

According to Enterprise iLembe (2020), about 46% of the population is unskilled or semi-skilled, 39% are skilled, 15% are highly skilled. According to the Census data, 32,4% of the citizens in iLembe have completed matric or have higher qualifications. 2% are in possession of an undergraduate degree and only 1% have higher. 15% have no education at all and 16% have some primary education.

Stanger is located a few kilometres from Ballito which is a fast-growing town with an equally growing tourism sector. The key tourism attraction falls in the rubric of the KZN tourism established product known as the North Coast/Dolphin Coast which stretches from Zimbali to the Thukela River (iLembe municipality report 2020). Arts and crafts which are the mostly in demand to tourists in the region are currently being collected from all the local municipalities and sold at a satellite hub that is located in Sangweni Centre, Ballito. This hub is strategically located as Ballito is one of the booming tourist destinations in the North Coast. The tourism sector is growing in the region and has offerings such as cultural and beach tourism as well as nature-based tourism (iLembe district municipality report 2020).

### 3.2.2 Hand craft workers in Stanger

Stanger is home to some of the great arts and crafts and a range of ethnic communities including Zulus, Indians, Xhosas, Swatis and Mozambiquens live here. Zulus are people who are very rooted in their culture and some continue to maintain this culture through hand crafting which includes sculpturing, bead work, animal hide crafting and woodwork. As mentioned earlier, the hand craft sector in this town continues to grow because of the elite settlement, Ballito with attracts a lot of both local and international tourists. However, the hand craft workers suffer a lot due to being unorganized, lack of education, low capital, poor exposure to new technologies, absence of market intelligence and a poor institutional framework.

The section that follows will map out the methodology and research design used in this study.

### 3.3 Methodology and research design

This section documents the research design and methodology applied in this study. A research design is a plan of how the research was conducted while the methodology focuses on the research process and the kind of tools and procedures used (Mouton, 2000).

Two main methodological approaches were used to complete this study. Firstly the research was designed in the form of a case study on hand craft workers and semi-structured interviews were carried out. This approach was employed to carry out a detailed analysis of hand craft worker's understanding and interest of social entrepreneurship education, if SE education can enhance their businesses and what hand the government lands in assisting with the growth of their businesses as far as SEE is concerned. According to Yin (2003), a case study constitutes an empirical enquiry that investigates contemporary phenomenon within a real-life context and showed the benefit of the tool in answering the 'how' and 'why' questions.

Secondly, international, African and South African literature on SE as well as the effects of SEE were analysed through literature analysis of research findings of selected peer-reviewed research published in scholarly journal and articles. The researcher chose research articles with an almost similar design and approach for comparison of results.

Literature analysis is a study in which the results of other studies, all published on the same topic, are combined so as to gain more information regarding the shared area of inquiry (Yeung,2020). Through literature review of these research conclusions were drawn as to where south Africa is in terms of SE and SEE in comparison to other African and international countries. The researcher reviewed selected literature and conducted a structured evaluation of current knowledge and research on topics related directly and indirectly to SE and how the education thereof stands to have on small businesses. The reviewed literature comprises of research conducted by various researchers in both developing and developed countries on the research problem of education/ entrepreneurship nexus.

### 3.4 Data collection

The study made use of semi structured interviews as a method of data collection. Semi structures interview questions were handed out to the respondents on the day of the interview. The researcher's aim for giving respondents the actual interview questions was so that they are aware of the questions because the first part of the interview questions (see appendix A) contained various groups of questions relating to the respondent's demographic data. The interview questions were designed in line with the research objectives as well as feedback from the ethics committee of the University of the Free State. A set of questions were developed for the different categories of participants in the study; hand craft workers, iLembe municipality Government officials and Officials from the Social entrepreneurship centre in DUT. Table 3.1 below clearly indicates the structure of the interview questions per category.

**Table 3.1: Interview questions per category**

<b>Category</b>	<b>Description</b>	<b>Number of questions</b>
Hand craft workers	Socio economic and demographic information	11
Hand craft workers	Research question 1	3
Hand craft workers	Research question 2	4
Hand craft workers	Research question 3	4
DAC officials	Research question 1 and 2	6
SEC officials	Research question 1 and 2	11

### 3.5 Population and sampling

Given limited time and financial resources, having an entire population participating in any study is not practical. The sampling technique therefore assists the researcher

to extract scientific samples that are representative of the research setting population (Creswell et al., 2016). Contrary to quantitative research's goal of generalising results from the population to interpret data, the objective of qualitative research is to try to solicit insights and perspectives from the participants in order to understand the practices within the research setting (Onwuegbuzie & Leech, 2007).

### 3.5.1 Purposive sampling

This study used a purposive sampling method for the semi-structured interviews as the researcher had a particular purpose (Creswell et al., 2016) of understanding a how much hand craft workers if at all know about social entrepreneurship. A purposive sampling method is an example of a non-probability sampling technique in which the participants are selected based on the researcher's judgement about who are the most useful and representative (Babbie, 2013). It also means members of the population did not have an equal opportunity of being selected (Salkind, 2012).

For the semi-structured interviews, the researcher interviewed hand craft workers around Stanger, government officials from the Department of Arts and Culture (iLembe municipality) and management officials from the Durban University of Technology (Social entrepreneurship centre) and adequate information was acquired during the first contact with the case study. The researcher then reached data saturation. Data saturation refers to a situation during data collection where no new information on the phenomena is emerging, with respondents repeating the same response (Creswell et al., 2016). Furthermore, Pseudonyms were used in order to protect the participant's identity.

The researcher approached 25 participants but only 16 took part in the study. The table below illustrated participants who took part in the study.

**Table 3.2: Purposive sampling of participants**

<b>Participants</b>	<b>Data collection method</b>	<b>Interview date</b>	<b>Category</b>	<b>Reference</b>
XO 1	Semi structured interviews	13/08/21	Hand craft workers	X1, 2021
RJ 23	Semi structured interviews	13/08/21	Hand craft workers	RJ23, 2021
LW 0	Semi structured interviews	13/08/21	Hand craft workers	LW0,2021
GQ 002	Semi structured interviews	13/08/21	Hand craft workers	GQ002, 2021
PM 4	Semi structured interviews	13/08/21	Hand craft workers	PM4, 2021
ZN 11	Semi structured interviews	13/08/21	Hand craft workers	ZN11,2021
MK 88	Semi structured interviews	13/08/21	Hand craft workers	MK88,2021
BS 09	Semi structured interviews	13/08/21	Hand craft workers	BS09,2021
MS 78	Semi structured interviews	14/08/21	Hand craft workers	MS78,2021
LG 45	Semi structured interviews	14/08/21	Hand craft workers	LG45,2021
KS 44	Semi structured interviews	14/08/21	Hand craft workers	KS44,2021
WI 880	Semi structured interviews	08/09/21	Government officials (DAC)	WI880,2021
QM 85	Semi structured interviews	19/09/21	SEC official	QM85,201
MM 5	Semi structured interviews	08/09/21	Government official (DAC)	MM5,2021

HP 1	Semi structured interviews	14/08/21	Hand craft worker	HP1, 2021
NS 2	Semi structured interviews	14/08/21	Hand craft worker	NS2, 2021

### 3.6 Data presentation and analysis

In qualitative research, data analysis is usually co-operative and follows a continuing process. The type of data analysis method used was through the coding and thematic analysis. Maxwell (2012) and Berg (2009) state that one of the most appropriate ways of analyzing qualitative information is through coding and the use of thematic analysis. Babbie (2007:320) defines thematic analysis as the “study of recorded human communications such as books, websites, speeches, paintings and laws”. This type of analysis was appropriate in analyzing the data because information gathered from the interview (base on the various perspectives and experiences of research partakers) was interpreted in text format together with the researcher’s observation. Berg (2009:338) defines thematic analysis as “a careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, theme, biases, and meanings.”

According to Remler and Ryzin (2011:76) coding refers to “a process of tagging the text or other qualitative data using a system of categories, used by qualitative researchers to code their data to make the task of analyzing and interpreting it more systematic”. With this being said, the coding method was used by the researcher to categorize and group response based on themes. Flick (2014:24) further states that in coding, data segments are labelled and grouped by categories which are used by many qualitative researchers in data analysis.

Berg (2009) also mentions that responses from participants in qualitative research can be analyzed by the use of coding which involves identifying similar themes, topics or issues based on the recurrence in the responses of the different participants. The coding process used in analyzing interview data for this research

was the process as suggested by Remer and Ryzin (2011:79) which is summarized in the table below:

**Table 3.3: Coding process**

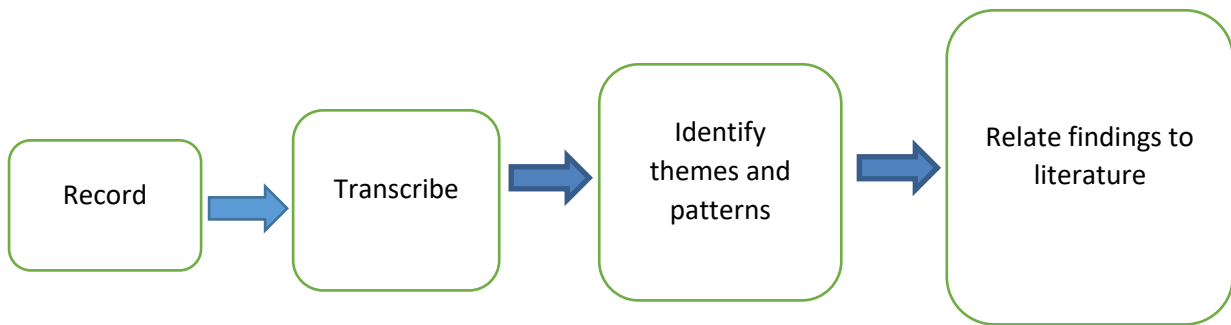
(i)	Store and organize qualitative data in electronic forms, including text, images and audio files.
(ii)	Reading through all the responses to gain a broad understanding of the contents of data collected.
(iii)	Search interviews or notes for key words or phrases.
(iv)	Create coding categories and the themes (by using the interview questions as a Guide), as well as flexibility edit or rearrange categories as the analysis proceeds.
(v)	Identify the frequency of categories or themes.
(vi)	Information and recordings received through the interview will then be converted into text format and presented as the findings of the research.

**Source: Remler and Ryzin (2011:79)**

The data analysis steps for the interviews proposed by Remlar and Ryzin (2001:79) above is similarly supported by Hoyos and Barnes (2012:5) which involves data collection and management; organizing and preparing data; coding and describing data; conceptualizing, classifying, categorizing, and identifying themes; coding and interrelating data; and finally, interpreting and providing meaning.

According to Aronson (1995), thematic analysis is used to put into categories themes and patterns of people’s occurrences and activities. Themes are defined as units taken from patterns like conversation topics, vocabulary, feelings and proverbs Taylor and Bogdan (2018). As explained by Braun and Clake (2006:57), “thematic analysis is a method of systematically identifying, organising and offering insight into patterns of meaning(themes)across a data set-through focusing on meaning across a data set, thematic analysis allows the researcher to see and make sense of the collective and shared meanings and experiences.

Aronso (1995) further explains that thematic analysis involves recorded research inputs from participants, then transcribing the data in order to get common themes and patterns. The diagram below fully illustrates this method.



The advantage of using thematic analysis is that because it allows the researcher to do a proper analysis of qualitative data and be able to relate that data to a wider theoretical literature and concepts (Braun & Clarke, 2006).

### 3.7 Conclusion

This chapter explained the study area of the case study and the research methodology that was used. Data was collected through semi structured interviews and was analysed using coding and thematic analysis.

The research took a qualitative approach as it was believed by the researcher to produce better results. Findings from the collected and analysed data will be fully presented in chapter 4 that follows.

## Chapter 4: Research findings

### 4.1 Introduction

The purpose of this study was to find out if social entrepreneurship education can enhance businesses of hand craft workers. This chapter will present the findings that emerged from the data collection and were analysed using a thematic and literature analysis. A qualitative study using a single case study method was conducted with data collected from semi structured interviews with Government officials from the Department of Arts and Culture, Social entrepreneurship centre officials from the Durban University of technology and hand craft workers in Stanger in KwaZulu Natal.

To ensure that confidentiality of study participants is maintained, pseudonyms were used. Furthermore, the term social entrepreneurship was well explained and further simplified to community business education in order to make it more understandable and less academic for some participants. This research was conducted to respond to the research questions outlined below:

- Is there understanding of SE education?
- Is there a need for SE education?
- Can SEE improve businesses of hand craft workers?
- What influence does SEE have on hand craft worker's businesses?

The data collection schedule (Appendix A) for hand craft workers was divided into different sections where section A of the schedule was demographic information and that will be clearly explained below.

### 4.2 Demographic information of hand craft workers.

The research's demographic characteristics were made up of gender, age, race, nationality, skills categories, craft sector, duration in Stanger, duration in crafting business, Dependency and income. A summary of findings is illustrated below.

**Table 4.1: Biographic information of hand craft workers**

Gender	Male	Female						
	64%	37%						
Age	18-25	26-30	31-35	35 and above				
	19%	21%	34%	26%				
Race	African	White	Mixed	Indian				
	72%	0%	7%	21%				
Nationality	South African	Other	Not South African, specify nationality					
	82%	18%	Swati (11%)	Mozambique (7%)				
Educational qualification	Primary	Matric	Graduate	Post graduate	Other			
	16%	32.4%	2%	0%	0%			
Skills category	Skilled	Semi-Skilled	Unskilled	Other				
	44%	26.4%						
Craft sector	Animal hides	Sculpturing	wood work	Beads	Other- Specify			
	12%	26%	19%	38%	5%			
Duration of stay in Stanger	Below 2 years	3-5 years	6-8 years	9 years and above				
	3%	7%	20%	70%				
Duration of crafting business	Less than 2 years	3-5 years	6-8 years	9 years and above				
	10%	11%	37%	42%				
Dependents	No dependents	1-3 dependent	4-7 dependents	7 dependents and more specify				
	0%	26%	56%	18%				
Business generation	R1000-R7000	R8000-R13 000	R14 000-19 000	R20 000-25 000	26 000-31 000	32 000-37 000	38000 and above	
	57%	26%	11%	6%	0%	0%	0%	

#### 4.2.1 Age and gender of hand craft workers.

According to table 4.1 above, most participants fall on the age group of between 31-35 years and the minority group is between age 18-25 years. According to the iLembe district municipality report (2020), Stanger in general has more females at 51.2% than males, but the hand craft sector shows to be more dominated by males than females. This could be due to the fact that hand craft work in general is mostly done by males than females.

#### 4.2.2 Race and nationality of hand craft workers

Table 4.1 indicates a majority of hand craft workers as South African while others specified that they were from Mozambique and Eswatini. In an interview with HF1(2021) who is a foreign national, he indicated that he relocated to South Africa in pursuit for greener pastures and because there is more market for hand craft work in south Africa than there is in Eswatini. The majority of hand craft workers were African, closely followed by Indians, then a minority of Mixed and no white hand crafters.

#### 4.2.3 Skills category and level of education

The majority of hand craft workers as indicated on table 4.1 above are matriculants or have at least completed their high school education. From the interviews conducted, only 2% of hand craft worker has post graduate qualification and a minority of them have only primary school qualifications. In an interview with NS2 (2021) who is a marketing diploma graduate, he indicated that it has been two years since he completed his diploma but has not found any employment, that is the reason he joined his father in the hand crafting business.

According to the iLembe district municipality report (2020) about 46% of the population in the iLembe district is unskilled or semi-skilled and 39% are skilled. However, in the hand craft sector, it is the opposite with skilled crafters constituting 44% and semi-skilled contributing only 26.4%.

#### 4.2.4 Craft sector and Duration of crafting business

As per table 4.1 the craft sector that holds majority of crafters is the beads sector, followed by sculpturing then woodwork. Animal hides crafters represent the minority of the sector while other sectors that fall under this sector include painting and bucket weaving. Regarding duration of crafting business, a majority have been in their respective crafting businesses for more than 9 years and a minority stated to have been in the business for less than 2 years. Furthermore, FQ002 (2021) indicated that he had been in the crafting business in his country already before he moved to South Africa. ZN 11 also explained that his father was a crafter, he grew up around craft work and that is where he developed the love for it.

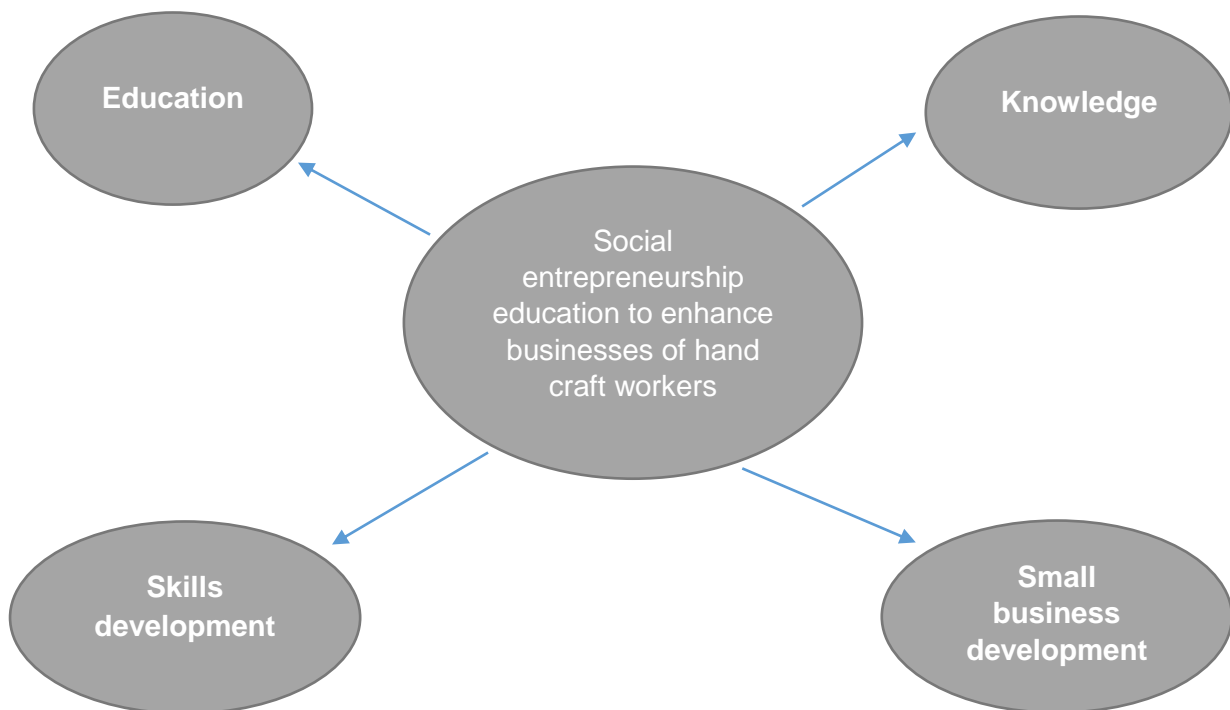
“Crafting is my life, it’s the only job I know and in which I do best” ZN 11(2021)

#### 4.2.5 Dependents and business income

A Majority of crafters have more than 6 dependents and this includes extended family members while a minority of them have 2 dependents, and this were female crafters who are single parents. Most of the hand craft workers made a monthly income of between R1000 and R7000 while no one indicated to be generating anything more than R25 000. *“There are those times during the cause of the year where we make more money. During the festive season for instance, we make double what we normal make.” (PM4 2021)*

In summary, most hand craft workers in Stanger are African males from South Africa who are between the ages of 31-35 with matric as their highest level of education. The highest craft sector is beading and most of these crafters are semi- skilled for the work that they do with more than 9 years in the crafting business. Majority of crafters were born and breed in Stanger and most of them have 6 or more dependents of which are mostly extended family members.

From data collected hand craft workers, government officials and SEC officials, different themes emerged and those are illustrated on the figure below.



**Figure 4.2: Research finding themes**

#### 4.3 Knowledge

This section discusses knowledge of social entrepreneurship as one of the themes that emerged from the data analysed on the understanding of social entrepreneurship. XO1, (2021) explained that he has never heard of social entrepreneurship but his understanding of it from how I explained it is that it serves more or less the same purpose that a church serves.

He further went on to explain that growing up his local church had a shelter for the homeless where youngsters were taught how to grow vegetables and sell them on the local streets around Stanger therefore that in his opinion was social entrepreneurship. GQ 002(2021) on the other hand was of the opinion that SE is just work done by joined people which is not in any way profit making and can never sustain their families. He went on to explain that community businesses are just created to benefit the people who implemented them and can never grow their businesses in any way.

PM 4, MK88 and BS 09 (2021) gave an understanding of traditional entrepreneurship even after social entrepreneurship was explained to them. They were of the opinion that entrepreneurs are high profiled businessman and no one running a small business can be defined as an entrepreneur. Upon the researcher's explanation of SE, MK 88(2021) went on to ask "how then do we as small business fit into any of this, we are here for one purpose only and that's to put food on the table"

KS 44(2021) who is a government official who took part in this study admits to not knowing anything about social entrepreneurship and even kept referring to it as entrepreneurship. He did however take great interest in finding out exactly how it differs from traditional entrepreneurship and what impacts it has. *" I know of initiatives that serve the same purpose that SE as you have explained, I just never know of the actual term Social Entrepreneurship(KS 44,2021)."*

QM 858 (2021) who is an official at the social entrepreneurship centre at the Durban university of Technology showed full and detailed knowledge of Social entrepreneurship. In her explanation of the term, she kept making reference to existing social enterprises around the Ethekwini municipality in Durban, how they are structured and what impact they are making.

In response to question one which asked if community business education can improve businesses of hand craft workers, HJ01(2021) was of the opinion that education of social entrepreneurship was of no use if a crafter is not talented enough in the work they do. He further went on to explain that the two go hand in hand, education about SE can not enhance any business if the crafter themselves are not talented already in the work that they do and versa versa.

Similarly, PM4 (2021) also emphasised how entrepreneurs are born not made, so therefore no amount of education or training can make one a good entrepreneur. Residents of Stanger are mostly people who have stayed there all their lives and therefore understand different struggles of their communities. This was a response given by LW0(2021) as he agreed that SEE can enhance businesses of hand craft workers. “we work better together, we grow up seeing our parents do it and we continue to do. This then means should we be introduced to education of SE, with out a doubt there would be a positive growth in our hand craft businesses LW0(2021). His response can closely be linked to the social theories of learning from which this study draws theoretical perspective from. According to Cook & Brown (2009) a social entrepreneur’s identity is more likely to be associated with communities of practice related to their social aims and values

#### 4.4 Education

As indicated earlier, a majority of hand craft workers only have matric as their highest level of education. RJ23 (2021) explained that her father was a hand craft worker and she and her siblings grow up assisting him in the business and she know from a young age that she would follow in his footsteps because finding employment was difficult in Stanger. She continued to explain that they were taught all they know about hand craft work by their father through watching him and there was no prior training or education.

LG45 (2021) on the other hand is of the opinion that social entrepreneurship education can improve their businesses in a positive way especially if they are being intentional about it. According to Gerba (2012), positive societal attitudes reflect entrepreneurial ambitions and societal support. “*I had no education or training of any kind for the work that I do, I literally just do it with an aim of putting food on the table for my 3 children. (LG 45 2021)*” She went on to explain that should an opportunity arise where they are to be taught about SE, she would be more than willing to participate.

One 23 year old MS 78 who has a certificate in office administration explains how he ended up taking on the hand craft work because of unemployment. “*My father has been in the business all his life and I have been working with him. Its hard to get a*

*job and hand crafting seems like the only way to make a living around here.*” He went on to say that he would be willing to be educated about SE and he believes it would assist in the growing of their businesses and to the growth of Stanger in general.

QM 858 (2021) who is an official at the social entrepreneurship centre at the Durban University of Technology gave the following response when asked about how social entrepreneurship education can enhance businesses of hand craft workers

*“We as a centre are committed to developing and promoting sustainable social entrepreneurship through mentorship and strategic partnerships with Industry, Government, Community and Educational Institutions. We have given training and mentorship to small business and that has proven to impact their businesses in a positive way QM 858 (2021)”*

One point that QM 858 (2021) specified that they encounter challenges in and which could be what is causing the slow progress of SEE in small businesses is that, small business owners are very reluctant to attend any form of training or take part in small business education because they complain that it takes them away from their daily jobs. BS 09 (2021) also confirms this “I cannot leave my business and go attend training, what will I eat on that day, my business depends on me, one day away from work costs me a lot. ” He did however indicate that he is interested in SEE but would only participate in it provided the education is brought to him.

#### 4.5 Skills Development

This theme captured the concept of skills and small business development as a benefit that could be brought by SEE. Upon understanding what SE was, ZN 11 (2021) was of the opinion that if he was to receive education/ training on top of the talent he already has in the woodwork business he runs he would surely do even better. He explains that the hand craft work industry in Stanger is very limited and he believes this is brought about by the lack of exposure which he believes education can provide. “Education of any kind opens your eyes and broadens your mind” ZN11 (2021).

KS44 (2021) added that their businesses are not growing at all and ways of doing business remain the same. *“We sell the beads that we produce to shops in Ballito who keep increasing their selling prices but keep buying from us at the same amount they have been buying at for years and that is how we do not grow”*(KS44,2021)

WI 880 (2021) who is a government official when addressing the similar concern said “Businesses of crafters do not grown because they do not have interest in attending programmes offered to them by the government that are aimed to helping them with the right business skills. When asked if they know about government programmes that are designed to help with business skills for small business, most crafters explained that they were not aware and those who know about them explained that they were never interested because they believe the programmes would not help them in any way.

#### 4.6 Small business development

This section discusses small business development as a theme that emerged from the data analysed on whether education of Social entrepreneurship can enhance businesses of hand craft workers. This theme was mostly brought about by government and social entrepreneurship centre officials.

In his response to the question of what the department of Arts and culture does to develop businesses of hand craft workers, KS44 (2021) mentioned that crafters are very reluctant to participate in any programme that stands to grow their businesses but instead request for funds. *“In 2018 there was a skills development programme that was arranged for by the department here in the iLembe district where artists were to be taught how to best run their businesses in order for them to be more profitable and sustainable. Only a few artists attended, people are just not interested”*

This speaks directly to Ajzen’s social psychology and planned behaviour theory as explained in chapter 2. Entrepreneurial behaviour can be viewed as planned and intentional because one actively and intentionally seeks to become an entrepreneur behaviour (Goksel and Aydunta, 2011). Crafters first and foremost have to be intentional about the development and sustainability of their businesses this way it becomes easier for them to take steps in the development. One cannot be intentional about part taking in something they do not understand. The lack of

interest could also be brought about by lack of understanding of the impact that the development programmes could bring to their businesses.

In an interview with XO1(2021), it was noted that he participates more when talking about social entrepreneurship alone and shy away when the element of “education” is brought up. The 34-year-old LW0 also explained that he never went to school so he finds education very intimidating to him and he knows he would never succeed in anything that involves education. This related to social theories of learning where psychological safety plays a big role in the out come of an entrepreneur.

## Chapter 5: Conclusion and recommendations

### 5.1 Introduction

The previous chapter presented the research findings in a thematic analysis format, while this final chapter summaries the whole study. Firstly, the aims and objectives are revisited to provide insights into how they were achieved, with links drawn from the literature.

These reflections also form the basis for recommendations while future research recommendations will be provided in the last section of this chapter.

## 5.2 Context of study: Research aim and objectives

The main aim of the study was to find out if social entrepreneurship education can enhance businesses of hand craft workers in Stanger KwaZulu Natal. This was conducted using a case study with data collected from interviews and the below objectives of this study were achieved.

### 5.2.1 To explore international literature on social entrepreneurship

Literature on social entrepreneurship was first explored by gathering full understanding of the concept from different scholars. The researcher found it advantageous to first explore different definitions social entrepreneurship before going it to what purpose it really served.

The difference between social entrepreneurship and traditional entrepreneurship was then defined for further understanding. Literature of social entrepreneurship was then examined both from the international and South African perspective.

Internationally, social entrepreneurship is making amazing waves in the United Kingdom, Europe, Asia and parts of the United States of America. There are however different definitions and reasons for the emergence of SE in all these parts of the world. In Scotland for instance SE was introduced to address social and environmental issues while in the United States, Atlanta uses SE to describe nonprofit organizations that use earned income strategies in order to reach self-sustainability.

In Asia, two origins of SE exist, cooperative and NGO's while in Russia entrepreneurial activities are carried out with the aim of providing social services.

In South Africa, the concept of social entrepreneurship is still in its early development stages. Literature reviewed on this shows that the slow development of SE is mainly brought about by lack of understanding of the concept. This proved to be true because of the findings from the interviews done on hand craft workers. From the study, the researcher found that most of the hand craft workers are hearing the term SE for the very first time while some associate SE with traditional entrepreneurship.

Moreover, there is still only four institutions which provide training and education of SE. As much as there are fewer institutions giving education of this concept, given that SE was just recently introduced in South Africa, one would argue the said slow progress of the concept.

#### 5.2.2 To examine the effect of social entrepreneurship education

Before the actual understanding of SEE was asked, the researcher first aimed to find out if the respondents knew anything about SE as a concept. From the finding it can be concluded that the participants had no knowledge of the concept. According to Timmons (1999) sufficient appropriate knowledge of social entrepreneurship and the education there of leads one to create a venture and succeed in it. In short, increased knowledge of venture creation through education, results in increased ability for venture creation. It can be suggested from the findings therefore that one of the main effects of social entrepreneurship education is increased knowledge of the concept.

According to data collected on hand craft workers, education emerged as one of the themes when collecting data. According to data collected, most respondents indicated that they were interested in the education of social entrepreneurship, and they believed it would help them better in the way they do business and in the community at large, however they were not willing to take time off work to attend to any programme related to SE.

With regards to literature analysis of social entrepreneurship education, the findings show that social entrepreneurship education often stimulates motivation for innovation and venture creation (Wu and Wu, 2008). One of the most important roles of education today is the preparation for future success and to eventually become effective hand craft workers with innovative ways of doing business.

#### 5.2.3 To establish whether SE education can enhance the business of Handcraft workers in Stanger

Hand craft workers in Stanger are mostly locals who grew up around hand crafting business. They have learned their hand crafting skills from watching those around them do it and it can therefore be concluded that the community around them has a

huge influence in how they live their lives and make a living. This closely relates to Ajen's theory of learned behaviour from which this research draws perspective from. According to Ajen(2006), entrepreneurial intentions are influenced directly and indirectly respectively by external (environmental) and internal (personality) variables which amongst others include exposure to family business and entrepreneurial activities.

Therefore, this shows that there is an interest to continued learning should an opportunity arise and should this learning happen within the crafter's community. In conclusion, if social entrepreneurship education could be introduced to the community of crafters in Stanger, it stands a good chance of helping to enhance their businesses and the Stanger community at large.

### 5.3 Recommendations

According to iLembe district municipality report (2020), a majority of the population has at least a matric qualification. Similarly, according to data collected from hand craft workers in Stanger, matric is the highest level of education that crafters have. Therefore, if social entrepreneurship education could be introduced in high schools, learners grow up with the knowledge and skills of social entrepreneurship. Social entrepreneurship education should be made integral component of the study curriculum for all learners, so that should they need to follow the hand crafting route or any other business they may want to start, they will find themselves sufficiently equipped without having to seek additional training anywhere else.

Effective incorporation of social entrepreneurship education elements into a school curriculum may motivate and enhance interest in social entrepreneurship careers and further social entrepreneurship education. Similar to life orientation and social studies, social entrepreneurship education should be made an integral element of the high school curriculum.

As stated by Watters et al. (2012), South Africa lacks a legislative framework that governs the establishment of social enterprises. This means there are no policies tailor-made for social enterprises or support programmes by the government to sustain them. The vagueness in usage of the label 'social enterprise' and its varying definitions also makes it difficult for policy makers to shape policies tailor-made for

social entrepreneurial activities in South Africa. Therefore, there is a need to closely look into a legislative framework that exclusively governs social entrepreneurship.

Most of the crafters who were interested in the education of social entrepreneurship had a similar concern of the possibility of leaving their businesses to attend therefore, community based social entrepreneurship programmes that happen where the crafters businesses are located could be recommended. This way crafters do not have to leave their business and they will be learning about how best to do business at the same time.

If social entrepreneurship education was to be introduced in Stanger, the DAC officials should be the first ones to be educated about it so that they are able to portray what they understand to the community.

#### 5.4 Recommendation for Further Research

Further research that can be carried out in this area include investigating:

- South African policies that govern social entrepreneurship compared with international case studies.
- Entrepreneurship education can improve businesses of hand craft workers
- The role that government plays in the sustainability of small social enterprises
- Effective methods of delivering social entrepreneurship education
- Impact of other entrepreneurial factors like role models and mentors

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## APPENDIX 1

### INTERVIEW GUIDES

**Research Instrument Guide for semi-structured interviews:**

Hand craft workers

**Research topic:** *Social entrepreneurship education to enhance businesses of hand craft workers in Stanger Kwazulu Natal.*

**Researcher:** Mosebatho Sekhesa

**SECTION A:** socio economic and demographic information.

**1: Age**

1	18-25	
2	26-30	
3	31-35	
4	35 and above	

**2: Gender**

1	Male	
2	Female	
3	Other	

**3: Race**

1	African	
2	White	
3	Mixed	
4	Indian	
5	Other, specify	

**4: Nationality**

1	South African	
2	Other, specify	

**5: Educational Qualification**

1	Primary	
2	Matric	
3	Graduate	
4	Post graduate	
5	Other, specify	

**6: Skills Category**

1	Skilled	
2	Semiskilled	
3	Unskilled	
4	Other, specify	

### 7: Craft Sector

1	Animal hides	
2	sculpturing	
3	Wood	
4	Beads	
5	Other, specify	

### 8: Duration of crafting business

1	Less than 2 years	
2	3 years	
3	4 years	
4	5 years	
5	6 years	
6	7 years	
7	8 years	
8	9 years and more	

### 9: Duration of stay in Stanger

1	Less than 2 years	
2	3 years	
3	4 years	
4	5 years	
5	6 years	
6	7 years	
7	8 years	
8	9 years and more	

### 10: Dependency

1	No dependents	
2	1 dependents	
3	2 dependents	
4	3 dependents	
5	4 dependents	
6	5 dependents	
7	6 dependents	
8	7 and more dependents	

### 11: How much does the business generate monthly

1	R1 000- R7000	
2	R8 000- R13 000	

3	R14 000-R19 000	
4	R20 000-R25 000	
5	R26 000-R31 000	
6	R32 000-R40 000	
7	R41 000 and above	

## Section B

**Research Question 1:** Can Community business education improve business of hand crafters?

### Interview questions

- What is your understanding of community business?
- Do you think there could be a difference in your business if you received community business education and what would it be?
- What challenges do you experience in your business that could be associated with lack of community business skills?

**Research Question 2:** What is your perception on community business education?

### Interview questions

- Are community business man born or made, elaborate?
- What is your community business education exposure?
- What is your level of interest in community business education? Do you think it is needed?
- What would hinder you from taking on community business education?

**Research Question 3:** What influence does community business education have on businesses of hand crafters?

### Interview questions

- What role does the government play in the development of your business?
- What areas of your business would community business education help to improve?
- Education of community business, would it have any lasting effects on your business and what would those be?
- Would community business education bring any change towards business growth, profitability and social change?

<b>Research Instrument Guide for semi-structured interviews:</b>
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Government officials (DAC)
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Envisaged population: **Government officials (department of social development)**

**Research topic:** Social entrepreneurship education to enhance businesses of hand craft workers in Stanger Kwazulu Natal.

**Researcher:** Mosebatho Sekhesa

-Overview of craft businesses under the iLembe district municipality (DAC)

**Research Question 1:** Can community business education enhance business of hand crafters?

Interview questions

- What plans are in place for the development of hand craft businesses in Stanger financially and otherwise?
- What policies are in place for skills development and empowerment of Hand craft workers?
- What does the department do to assist community businesses?

**Research Question 2:** What is your perception on community business education?

Interview questions

- What is your understanding of community business?
- Is education necessary for the development of hand craft businesses?
- How can hand crafters achieve business-sustainability through education?

**Research Instrument Guide for semi-structured interviews:**

Social entrepreneurship centre officials

**Research topic:** *Social entrepreneurship education to enhance businesses of hand craft workers in Stanger Kwazulu Natal.*

**Researcher:** Mosebatho Sekhesa

**Biographical Questions:**

-Over view of the social venture

-what is the social mission

-what are the challenges that the social venture aims to address?

**Research Question 1:** How can Social entrepreneurship education enhance business of hand crafters?

Interview questions

- What are the focus areas of social entrepreneurship education and how do they address/add to skills development, empowerment and business sustainability?
- What mechanisms are used in the provision of education to social entrepreneurs?
- What is the business progress of other social entrepreneurs who were on your programme in the past years?
- Is the government involved in any way on the programme and to what extend?

**Research Question 2:** What is your perception on Social Entrepreneurship education?

Interview questions

- What does the programme do to assist social Entrepreneurs?
- Is social entrepreneurship education necessary? Elaborate.
- How can Social entrepreneurs achieve business-sustainability through education?
- Could social entrepreneurship education bring any change towards business growth, profitability and social change?