

**GENERAL ENTERPRISING TENDENCIES AMONGST GRADE TEN
LEARNERS IN POLOKWANE, CAPRICORN DISTRICT MUNICIPALITY**

BY

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DECLARATION

I declare that the dissertation: **GENERAL ENTERPRISING TENDENCIES AMONGST GRADE TEN LEARNERS IN POLOKWANE, CAPRICORN DISTRICT MUNICIPALITY** hereby submitted to the University of Limpopo, for the degree Master of Commerce in Business Management has not previously been submitted by me for a degree or any other university; that it is my work in design and in execution, and that all materials contained herein has been duly acknowledged.

Maoto MK.

Date: 14 May 2013

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ABSTRACT

The purpose of the study was to assess the general enterprising qualities such as the need for achievement, need for autonomy, creative tendency, calculated risk taking and drive and determination amongst learners at selected secondary schools in the Capricorn District Municipality of Limpopo Province. The intention was to suggest strategies to be used to enhance entrepreneurial qualities and to develop these learners to become successful entrepreneurs in future.

Commercial and non-commercial learners participated in the study. Data were collected from 1931 respondents constituting 31% of the population. The findings revealed that the majority of learners did not possess entrepreneurial qualities. Among others, the following recommendations were offered:

- Schools should teach learners to put theory into practice by offering a learner's mini business program within their curriculum.
- Career guidance programmes should be improved and commence at grade eight and continue to grade twelve.

Key concepts: entrepreneurship, entrepreneur and entrepreneurship education.

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CHAPTER ONE

1. INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

This study focuses on assessing the entrepreneurial qualities amongst grade ten learners in secondary schools in the Capricorn District Municipality (CDM). The key concepts that relate to the study are general enterprising tendencies (entrepreneurial qualities), entrepreneurship and learners' abilities. An entrepreneur is a person who starts a business to follow a vision, to make money and to be master of his or her own destiny, both spiritually and financially. The key success of the entrepreneur lies in his or her ability to take a calculated risk, strive for achievement; be independent, creative and innovative; have locus of control; have determination; and be persistent.

The chapter addresses the following aspects: background to the study, research problems, research hypotheses, research question, motivation for the study, definition of concepts, short summary of literature review, aim and objectives of the research, research design and methodology, reliability, validity and objectivity of the study, ethical considerations and significance of the study, as well as the layout of the proposal.

1.1.1 BACKGROUND TO AND RATIONALE FOR THE STUDY

The Limpopo Province has a population of approximately 4,9 million, of which 4,7 million are Africans. Compared to the other eight provinces, Limpopo has the largest rural population (about 89 %) of which the majority are unemployed (Statistics South Africa, 2009).

According to Statistics South Africa (Stats SA) (2009) the total number of the unemployed in South Africa stands at 4,165 million for the last quarter of 2009. Stats SA indicates that Limpopo Province had an increase of 1.4% in its unemployment rate for the last quarter compared to the third quarter of 2009. At the same time the other provinces experienced smaller increases in their unemployment rates. Mpumalanga, for instance, had an increase of 0.9% and Eastern Cape of 0.2% during the same period. Although the unemployment rate in Eastern Cape and North West provinces is slightly higher than the other provinces, Limpopo

Province still recorded an alarming rate of 26.9% at the fourth quarter. Stats SA highlighted that the official unemployment rate of South Africa dropped from 24.5% to 24.3% during the fourth quarter of 2009 (Refer to figure 2.1).

Presently, entrepreneurship is not offered as an independent learning subject at secondary schools in Limpopo Province. The only commercial subjects offered at secondary school level are: Economics, Business Studies, Accounting and Management Sciences. Therefore, the rationale for the study is to determine whether entrepreneurship programmes could be developed at secondary school level to prepare learners for entrepreneurial ventures.

1.2 RESEARCH PROBLEM

The research problem for this study is that there is a high unemployment rate and a lack of entrepreneurial skills amongst the population in Limpopo Province which needs to be addressed. This problem is linked to the inadequate training in entrepreneurial skills and abilities taught at secondary schools in the Limpopo Province. At this stage it seems to be appropriate to assess the entrepreneurial potential of learners and to consider the introduction of entrepreneurial education at secondary schools.

1.3 HYPOTHESES TO BE TESTED

1.3.1 MAIN HYPOTHESIS

Certain demographic factors and the selection of school subjects have an influence on the entrepreneurial qualities of grade ten learners in CDM.

1.3.2 SECONDARY HYPOTHESES

Certain demographic factors and the selection of school subjects among grade ten learners have an influence on:

- Drive to achieve.
- Need for autonomy.
- Creativity.

- Calculated risk taking.
- Drive and determination.

1.4 RESEARCH QUESTION

According to Mason (2001:15), a research question is a question which the researcher designs to address and emphasise the essence of the enquiry. The research question for this study is formulated as follows:

Is there any difference between the entrepreneurial qualities of grade ten learners who are enrolled for commercial subjects and those who are not enrolled for commercial subjects and what effect do demographic factors have on the entrepreneurial qualities of such learners?

1.5 MOTIVATION OF THE STUDY

The alarming rate of unemployment in Limpopo Province and the rest of South Africa has inspired the researcher to assess the entrepreneurial qualities of grade ten learners in the Capricorn District Municipality with the idea to suggest strategies for entrepreneurial studies at secondary school level. For this study, the researcher has decided to choose grade ten learners, because they still have two years of study at secondary school level. Therefore, they could benefit from entrepreneurship education by acquiring valuable skills to prepare them for a future career or to start their own businesses and reduce or alleviate poverty in the province.

1.6 DEFINITION OF CONCEPTS

- Entrepreneur

An entrepreneur is a person who sees an opportunity in the market, gathers resources, creates and grows a business venture to meet market needs. He or she also bears the risk of the venture and is rewarded with profit for its success (Rwigema & Venter, 2004:14). According to Steyaert and Hjorth (2006:240), entrepreneurs are all humans that use opportunities to self-fulfilment in relation which bring economic value.

- Entrepreneurship

Entrepreneurship is the process that causes changes in the economic system through innovation of individuals who respond to the opportunity in the market. In this process, entrepreneurs create value for themselves and society (Davidssons, 2008: 10 and 45).

- Entrepreneurship Education

Entrepreneurship education should endeavour to provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Davidssons, 2008: 10 and 45).

1.7 LITERATURE REVIEW

The researcher consulted the library for the reviewing of literature on aspects of entrepreneurship, entrepreneurial qualities and entrepreneurship education and other matters related to entrepreneurship whereby books, journals, reports, papers and internet sources were read in order to add to the theoretical body of knowledge with the purpose of solving the research problem. Literature survey provides the researcher with information which helps her to understand the topic better and enables her to refer to the work done by other authors. The consulted sources were utilized and acknowledged. According to Leen and Lings (2008:80-81), literature review serves as a “look again” of what has already been written about a topic

1.8 PURPOSE OF THE STUDY

1.8.1 AIM OF THE STUDY

This study aims at assessing the general enterprising tendencies (entrepreneurial qualities) such as the need for achievement, need for autonomy, creative tendency, calculated risk taking as well as drive and determination amongst grade ten learners at selected secondary schools in the Capricorn District Municipality of Limpopo Province. The intention was to suggest strategies to be used at secondary schools to enhance entrepreneurial qualities amongst secondary school learners and to develop these learners to become successful entrepreneurs in small businesses in future.

1.8.2 OBJECTIVES OF THE STUDY

The objectives of the study are to:

- Identify tendencies which will enable the researcher to assess and compare the entrepreneurial qualities among grade ten learners, those who were enrolled for commercial subjects and those who were not enrolled for commercial subjects, in the Capricorn District Municipality: Limpopo Province.
- Identify tendencies which would enable the researcher to assess and compare the entrepreneurial qualities among grade ten learners based on gender, age group, parents/guardian supervision as well as circuits.
- Suggest strategies to enhance the entrepreneurial potential of learners at secondary school level.

1.9 RESEARCH DESIGN AND METHODOLOGY

1.9.1 RESEARCH DESIGN

The research design adopted for this research was a comparative research design which attempted to compare the answers which were provided by the grade ten learners who were enrolled for commercial subjects and not enrolled for commercial subjects, with a view to discover their entrepreneurial qualities. In using this type of research design, the differences became the focus of the study.

1.9.2 RESEARCH METHODOLOGY

1.9.2.1 SAMPLE SIZE AND SAMPLE SELECTION

The sample procedure which was employed in this study was multi-stage sampling. It is a combination of two or more variable types of sampling. This multi-stage sampling is divided into two categories, namely, multistage cluster sampling as well as multi-stage stratified sampling. In this study, the researcher adopted multi-stage cluster sampling, which is defined as a complex form of cluster sampling. For instance, using all the sample elements in all the selected clusters may be expensive and in this situation, multi-stage cluster sampling

becomes useful because it allows the researcher to randomly select elements from each cluster.

1.9.2.2 BIAS

Grade ten learners were addressed at different schools to explain the questions so that misinterpretation could be eliminated. Great care was taken not to influence the learners in providing the answers.

1.10 DATA COLLECTION METHODS

Collected primary and secondary data were employed to analyze the entrepreneurial qualities amongst grade ten learners from the selected schools in Capricorn District Municipality, Limpopo Province.

The researcher used an adopted questionnaire form Caird (1992: 6-17) who developed the General Enterprising Tendencies (GET) approach at Durban University Business School to assess the entrepreneurial qualities of learners.

1.11 DATA ANALYSIS METHODS

Data collected through questionnaires were coded and captured using advanced software called Statistical Package for the Social Sciences (SPSS).

1.11.1 RESEARCH INSTRUMENTS.

- **Pre-testing questionnaire**

The researcher used the GET approach which was developed by Caird (1992: 6-17) in Durban University Business School. The questionnaire met the requirements for reliability and validity relating to the necessity of pre-testing. The questions captured in the questionnaire address the five categories of entrepreneurial qualities as accepted by Nieman and Niewenhuizen (2009:32-33) and other experts on entrepreneurship.

1.12 RELIABILITY, VALIDITY AND OBJECTIVITY

The researcher adopted a pilot study in her research with the aim to detect possible mistakes in the measurement procedures; to identify unclear or ambiguous formulated items by putting the actual questions to the participants and to be asked to indicate how they interpret the formulated questions. This method was selected by the researcher because it was regarded as “dress rehearsal” for the actual research investigation (Welman, Kruger & Mitchell 2005:148). The method was chosen because it helped the researcher to do time estimation for completing the whole research questionnaire and to eliminate possible discomfort or embarrassment about the content or wording of the questions. The research rehearsal was conducted at Greater Sekhukhune District Municipality.

1.13 ETHICAL CONSIDERATIONS

The purpose of the research and how the information was obtained from the respondents were utilized and explained to the respondents. However, the participation by learners was absolutely voluntary and no person was forced to take part in the assessment process, no names were required and the results were processed in mass so that no individual was identifiable. The researcher made a verbal undertaking to the respondents that no sensitive information would be disposed.

1.14 SIGNIFICANCE OF THE PROPOSED STUDY

This study intends to contribute knowledge and guidelines on entrepreneurship development at secondary schools within the CDM of Limpopo Province. It was anticipated that the results of this study would be useful for academics and for curriculum development in secondary schools.

The introduction of entrepreneurship education as a compulsory subject at school level would play an important role in preparing and developing the youth for an entrepreneurial career and to alleviate poverty.

1.15 CONTEXTUALIZATION

Chapter One

This chapter gives an orientation and background of the study on the general enterprising tendencies amongst grade ten learners from selected secondary schools in Capricorn District Municipality of Limpopo. The chapter further focuses on the problem statement, aims and objectives of the study, the significance of the study and the research question. It contains the layout of the study as well.

Chapter Two

Chapter two explores literature relevant to the study. It reviews literature on General Enterprising Tendencies in order to expose the availability of theories and knowledge covered by this survey.

Chapter Three

This chapter discusses the research methodology and procedure used in the study.

Chapter Four

Chapter four presents, analyses and interprets the empirical data.

Chapter Five

Contains a summary of the study, draws conclusions and offers recommendations.

CHAPTER TWO

2. LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on the background of an entrepreneur, definitions of concepts, entrepreneurial qualities, entrepreneurial mind-set, characteristics of an entrepreneur, entrepreneurial motivations, reasons why entrepreneurs fail and shortcomings of entrepreneurs, relevance of entrepreneurship, entrepreneurship motivation, tradition/myths about entrepreneurship, route to entrepreneurship, the entrepreneurship process, entrepreneurship education (benefits, common objectives), entrepreneurial support and development(looking at financial and non financial institutions) as well as unemployment.

Entrepreneurs have an important effect on the economy by establishing new businesses that provide not only goods and services to customers, but also job opportunities for individuals in various industries. Both entrepreneurship and the entrepreneur ensure growth in the economy, (Hisrich & Peters, 2002:6). Entrepreneurs are the drivers of businesses and create value for themselves and the society as a whole.

This chapter is based on the available literature on entrepreneurship and entrepreneurs.

2.2 BACKGROUND OF AN ENTREPRENEUR

Nieman, Hough and Nieuwenhuizen (2003:29) state the background of entrepreneurs. They indicate the following commonalities:

- Childhood family environment

Informal learning opportunities, acquired through contact with family members who are entrepreneurs play a key role in developing entrepreneurial capacity. A family with one or both parents who are entrepreneurs become a positive motive to their children to follow their footsteps, too.

- Education

Matriculation increases one's capacity to pursue entrepreneurial activities while tertiary education increases the durability of entrepreneurial activity. Higher levels of education are associated with higher levels of entrepreneurial activity (Driver, Wood, Segal & Herrington, 2001: 22).

- Age

Driver et al (2001:42) mention that a large number of entrepreneurs are found in the 35 to 54 age category. They indicate that these people worked before embarking on their own businesses.

- Work experience

They say entrepreneurs are most likely to succeed where they have gone from schooling to training, combined with work experience.

2.3 DEFINITION OF CONCEPTS

Entrepreneur

An entrepreneur is a person who sees an opportunity in the market, gathers resources, creates and grows a business venture to meet market needs. He or she also bears the risk of the venture and is rewarded with profit for its success (Rwigema & Venter, 2004:14). Timmons (1999:17) indicates that entrepreneurs were conventionally viewed as movers and shakers-people who challenged convention in pursuit of new venture creation. He said, through innovation, entrepreneurs guide the way people live, work, learn, play and lead.

Today, entrepreneurs are considered to be the heroes of free enterprise since innovation and creativity have helped many to build large enterprises from small business. In reality, they are those who, through hard work and long hours, generate business success (Van Aardt, Hewitt, Bendeman, Bezuidenhout, Janse van Rensburg, Naidoo, Van Aardt, Van der Bank & Visser, 2011:4).

The Penguin Dictionary of Economics (Bannock, Baxter & Davis, 2003:4-5) defines the term "entrepreneur" as an economic agent who perceives market opportunities and assembles the factors of production to exploit them in a firm.

Entrepreneurship

Entrepreneurship is the process that causes changes in the economic system through innovation of individuals who respond to the opportunity in the market. In this process, entrepreneurs create value for themselves and society (Davidssons, 2008: 10 and 45).

According to Timmons and Spinelli (2006:79), entrepreneurship is a way of thinking, reasoning and acting that is opportunity obsessed, holistic in approach, and leadership balanced. Entrepreneurship results in the creation, enhancement, realization, and renewal of value, not just for owners, but for all participants and stakeholders. At the heart of the process are the creation and/or recognition for opportunities, followed by the will and initiative to seize these opportunities.

They mention that it required a willingness to take risk-both personal and financial but in a very calculated fashion in order to constantly shift the odds of success, balancing the risk with the potential reward. Typically entrepreneurs devise ingenious strategies to marshal their limited resources.

Van Niekerk, Pelser, Rangongo and Beyers (2008:9) quoted Van Aardt, Van Aardt and Bezuidenhout (2002: 5) defining entrepreneurship as the act of initiating, creating, building and expanding an enterprise or organization, building in the marketplace long-term gain.

Entrepreneurship education

Entrepreneurship education should endeavour to provide students with knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings (Davidsson, 2008: 10 and 45).

2.4 RELEVANCE OF ENTREPRENEURSHIP IN SOUTH AFRICA

According to Venter, Urban and Rwigema (2008:19-26) entrepreneurship is associated with facilitating national economic growth, creation of new ventures, re-orientation of existing business toward more entrepreneurial goals, and event the redirection of national institutional infrastructure. According to them South Africa's entrepreneurs played, and continue to play a seminal role in economic vitality. They mention the following names: Oppenheimer (mining and numerous other fields), Donald Gordon (insurance), Anton Rupert (tobacco and luxury goods) as looming large in the annals of South African entrepreneurship.

Venter et al postulated that through decades, entrepreneurial organizations have inspired and funded myriad start-ups. Cumulatively, entrepreneurial ventures have served as South Africa's economic bedrock. Nowadays, the economic growth of nations is intertwined with

the volume and caliber of its entrepreneurs. Innovative start-ups create wealth that trickles into the general economy, triggering secondary growth.

Venter et al (2008: 20) say that the profile shows how Raymond Ackerman transformed four retail stores into South Africa's largest chain and how Herman Mashaba founded and grew Black Like Me against all odds into a vibrant producer of niche cosmetics.

They further, say these examples illustrate a general point of high growth ventures have modest origins but with a strong-minded, inventive entrepreneur behind them; they can have tremendous lasting impact on economic growth and job creation in a country where unemployment, poverty, and inequality are rife. Venter et al (2008: 20-21) indicate that the success of entrepreneurs will determine South Africa's job creation and growth potential. They suggested that entrepreneurship is relevant to government departments, parastatals, the arts, non- governmental organization (NGOs), farmers, informal businesses, and other pursuits. In an increasingly globalised world, survival depends on people who are driven by opportunity and who seek to maximize their goals in a sustainable way. They further mention that entrepreneurship has social and economic dimension.

2.4.1 Entrepreneurship and job creation

South African Survey, 2006/2007 quoted by Venter et al (2008: 21-22) postulate that in South Africa, the role of small business is pivotal. They mention that the growth and development of the small and micro enterprise business sector has identified many stakeholders as being of the utmost importance in an effort to create employment and address poverty.

Venter et al (2008:21) mentioned that growth in respect of a number of entrepreneurs in the both formal and informal sectors reflects the accelerated growth rate experienced by the South African economy. South Africa's Total Entrepreneurial Activity (TEA) rate is dominated by necessity entrepreneurs with low expectations of growth and job creation (Autio, 2007:23). Necessity entrepreneurs are involved in a entrepreneurial efforts because they have no other choice; returns are low and intermittent and motivation is personal survival. Many South Africans are making a living out of the informal sector.

They emphasize that few small-scale businesses may grow into giants with a disproportionate impact on employment and wealth creation. Without a steady supply of entrepreneurs, South Africa is likely to stagnate and deteriorate economically.

2.4.2 Entrepreneurship and education

Venter et al (2008:22-23) show that in South Africa, entrepreneurial education is partially institutionalized as part of the new outcomes-based education(OBE) school curriculum; and entrepreneurial education forms part of academic offerings at several higher education institutions. In industrialized countries, entire schools exist for entrepreneurship. With the spread of capitalism and globalization, entrepreneurship continues to gain importance and this trend is also gaining momentum in South Africa (SA). Globalization exposes entrepreneurs everywhere to merciless competition (actual and potential) from 190-odd countries (Niewenhuizen, 2008: 15). As tariffs reduce and trading straddles national borders, survival will depend upon the creativity and resilience of a South Africa's entrepreneurs.

Variation in levels of entrepreneurship can be explained in that individuals with more education and from households with higher incomes are more likely to pursue opportunity entrepreneurship (high-growth venture) than those with less education and from poor households who are more likely to pursue necessity entrepreneurship (survivalist venture).

Education has a positive impact on the greater post-secondary educational activity and on increase in opportunity entrepreneurship. Identifying business opportunities and having confidence in personal skills to implement a business may be enhanced through education and training. The evidence suggests that those with advanced education are more likely to pursue opportunity entrepreneurship, which may have overall benefits for national growth (Raynolds, Bygrave & Autio, 2003).

Entrepreneurial education is growing fast not only in the United State of America (US) and Europe but also in South Africa with the number of schools in the hundreds, and dozens of programs offered by top business schools at graduate and undergraduate levels.

Katz (2003:279) states that there are too many academics, too much established infrastructure and too much demand from students, organizations and governments to let entrepreneurship fall into disuse or disarray.

2.4.3 Entrepreneurship in government and parastatals

Venter et al (2008:23) postulate that entrepreneurship is commonly discussed in the context of private business; however, government departments, parastatals, and other organs need to think and act entrepreneurially. They mentioned that in government, one is used to lumbering bureaucracies, funded from the public tax revenue and often deaf to public services.

Government departments, parastatals, and other organs's mission is largely undefined or unfulfilled. Instead, it is replaced with inordinate reverence for rules and procedures, and contempt for civilian concerns. Venter et al (2008: 23-24) indicated that this depiction is admittedly overstated and stereotypical, but, nonetheless, largely true. Organizations such as parastatals are condemned to permanent dependence on public funding because they create little value and eschew innovation in the face of changing times.

They further postulate that in South Africa and internationally, government departments face shrinking budgets and growing public expectations. As a result, government departments have to compete for legitimacy and funding in the same market as private organizations and non-governmental organizations. For these organizations to survive, they should act entrepreneurially with the hope of staying competitive. Essentially, they need to identify and acquire entrepreneurial skills with which to turn their organization around. Venter et al recommend to these organizations that the integration of opportunity, resources and a dynamic team applies every bit as strongly as it does in the private sector. Activity similar to that in government is occurring in parastatals such as Eskom, Telkom, Transnet and others who are facing unprecedented competition. The trend will culminate in the reorientation of the public sector along basic entrepreneurial principles.

Venter et al (2008:24) indicate that turning these organizations around; involve a change of culture, which takes time. However, it is possible to predict with some confidence that winners will emerge from among those who choose the entrepreneurial path rather than dig in their heels.

2.4.4 Entrepreneurship in NGOs and social entrepreneurs

Venter et al (2008:24-25) indicate that during post-1994, many found themselves without a cause, and folded. Others underwent transformational change to survive in this brave new world. Success has varied, as it has in the business sector, but many are flourishing, e.g. IDASA (the Independence Democratic Association of South Africa) has moved on to greener pastures as political analysts and development experts. They sought and developed new opportunities. Over the last decade, a critical mass of foundation and non-profit organizations has emerged. Perado and Chrisman, (2006) quoted by Venter et al (2008:24-25) indicate that worldwide policy-makers were using the language of local capacity building as a strategy to assist impoverished communities to become self-reliant. They mention that social

entrepreneurs are reformers and revolutionaries and they affect fundamental changes in the way things are done in the social sector.

Venter et al (2008:25) perceive social entrepreneurs as mission-based businesses rather than as charities; they seek to create systematic changes and sustainable improvement, and they take risks on behalf of the people and organizations they serve. These people may act locally; their actions have the potential to stimulate global improvements in different fields, whether that is education, health care, economic development, the environment, the arts or any other social fields.

2.4.5 Entrepreneurship in politics

Venter et al (2008:25) postulate that the impact of change and the need for entrepreneurship is pertinent in education, sport, charity work, law- virtually every aspect of life, including politics. Those who analyze the situation accurately and reposition strategically, change the odds in their favour. In every threat lies an opportunity. Voters can be fickle and parties that take them for granted may find themselves without an electorate. They indicate that certain South African parties have shrunk to the verge of extinction in only nine years. A case in point is the Pan African Congress (PAC). Particularly after the departure of Patricia de Lille, the party is having no apparent strategy and weak leadership. By contrast, the African National Congress (ANC) appears to have refocused itself from merely opposing apartheid to running a modern state.

Venter et al (2008:25) indicate that in the United State and other industrialized western nations, parties are run on business principles, parlaying their leaders as marketable 'products'. Different South African political parties are trying to reposition themselves in a post-democratic world as new opportunities and danger arises. Those organizations and politicians who continually apply entrepreneurial skills may weather the storm much more easily than those who cling to the status quo. Entrepreneurial leadership remains relevant in the political arena, non-profit organizations, social and cultural ventures, and in other areas. They regard entrepreneurship as pertinent to every endeavour and its principles may apply wherever people aspire to manage change.

2.4.6 Entrepreneurship in the arts

The legacy of great artists is their work. The ability of some artists to exploit the far more limited opportunities that were available to them in order that they might utilize and exploit

their natural gifts and talents - is testimony to the fact that many artists do possess a number of critically important entrepreneur character themes. They would have to look for commissions and patrons who demanded networking skills and emotional intelligence. In reality, many of them had to overcome a wide range of obstacles, especially the envy and hostility of their rivals, in order to pursue and complete their work indicating the presence of ego, dedication and courage. Most great artists are the ones that surpass what is currently accepted as great art and innovative to create a new art form (Venter et al, 2008:26).

Many did not attain wealth when they were alive-although some of them did become wealthy, but it seems achievement was the driving motive that led them to overcome material poverty and mental anguish to pursue their art (Bolton & Thompson, 2004:16).

2.5 ENTREPRENEURSHIP MOTIVATION

According to Bhargava (2008:206) entrepreneurship motivation is the socio-psychological drive among people that leads to economic development of a country. He further indicates that entrepreneurial behaviour, such as becoming self-employed or starting a business, is intentional and is thus predicted by intentions towards behaviour, not by attitude, beliefs, personality or demographics. Intentions are assumed to capture the motivational factors that influence behaviour.

He mentions that there are different schools of thought proposing different motivations or reasons for starting a business:

- The economic view of entrepreneurship suggests that entrepreneurs are motivated by the objective of profit maximization.
- Psychologists contend that entrepreneurship is a matter of individuals and therefore, consider issues, such as personality characteristics.
- Sociologist explains entrepreneurial motivation in terms of such factors as religious, beliefs, ethnicity, class and caste identities.

Bhargava(2008: 209), asserts that the combination of all these three approaches would give a holistic picture of what motivates people. He mentions the number of motivational characteristics that have been found in the entrepreneurial research and these include

innovativeness, independence, and respect of work, economic considerations, affiliation, power, self-actualization and achievement.

Van Aardt et al (2011:6-7) has quoted Kuratko (2010) where he makes use of the schools of thought approach which consists of a micro view and macro view of entrepreneurship. He indicates that the macro view of entrepreneurship presents a wide range of factors that relate to success and failure in modern-day entrepreneurial ventures. He says these are the outside processes that are occasionally beyond the control of the individual entrepreneur as they demonstrate a strong locus of control.

The macro view:

It is represented by three schools of entrepreneurial thought, namely: the environmental, financial, and displacement school of thought.

1. The environmental school of thought looks at all the external factors that affect a potential entrepreneur's lifestyle.
2. The financial school of thought is based on the capital-seeking procedure.
3. The displacement school of thought focuses on the negative side of group phenomena, where someone feels out of place or is literally 'displaced' from the group. This school of thought recognizes three types of displacement:
 - Cultural displacement. It deals with social groups barred from skilled fields.
 - Political displacement-stretches from an entire political regime to government regulations.
 - Economic displacement is concerned with the economic variation of recession and depression.

The micro view:

- The micro view of entrepreneurship looks at the factors that are specific to entrepreneurship and are part of the internal locus of control. It is the ability of the entrepreneur to control or re-direct the outcome of each major influence in this view. The micro view, unlike the macro view, focuses on looking from the inside outwards. The micro view is also represented by three schools of entrepreneurial thought,

namely: the entrepreneurial trait, venture opportunity, and strategic formulation school of thought.

- The entrepreneurial trait school of thought is the most commonly known and includes four factors that are usually demonstrated by successful entrepreneurs: achievement, creativity, determination, and technical knowledge.
- The venture opportunity school of thought concentrates on the opportunity aspect of the venture development and maintains that the key to entrepreneurial success is developing the right idea at the right time for the right market place. Other key factors are the ability to recognize an opportunity when it arises, and then to carry out the required steps.
- The strategic formulation school of thought focuses on the planning process that is required for successful venture development and requires an interdisciplinary approach with four characteristics, including: unique markets, unique people, unique products, and unique resources.

Bhargava (2008:210), as quoted from a study by Kavereid (1996), has explored the reasons given for self-employment versus organizational employment. He proposes eleven types of reasons for choosing between self-employment and organizational employment: security, economic opportunity, authority, autonomy, social environment, work load, challenge, self-realization, participation in the whole process, avoiding responsibility, and career choice. He has further states that individuals who are self-employed were more likely to choose economic opportunity, authority, autonomy, challenge, self-realization, participation in the whole process, compared to those choosing organizational employment. School learners must be shown the positive aspects of working for themselves than working for the other organizations by informing them about successful entrepreneurs around their place which will serve as a motivational factor for them.

2.6 ROUTES TO ENTREPRENEURSHIP

Van der Berg (2007:22-25) states that in South Africa, an entrepreneur has to choose between four routes based on his or her skills, expertise or aptitude. South Africa advocates the system of a free market economy. Though all the routes have pros and cons, it is the core

responsibility of an entrepreneur to decide which route presents more opportunities, that is, has competitive advantage.

Nieman and Benett (2002:59-61) indicate that entrepreneurs can engage in one of the following:

2.6.1 Starting a new business venture

They said an entrepreneur is able to found and mould a new venture. An entrepreneur starts small but is not expected to remain small due to his or her innovativeness, ability to take moderate risks and inventiveness; in addition, he or she has to display a mentality of preparedness and openness to exploit opportunities and possible new combinations.

2.6.2 Buying an existing business

Nieman and Benett (2002: 60) recommend steps to be followed by an entrepreneur just before he or she enters into a business purchase agreement, namely:

- An entrepreneur has to search for all the businesses that are for sale, that means they can view advertisements in the newspaper and magazines or may consult with property sellers;
- An entrepreneur should notice how the business is to be evaluated, namely, whether the valuation is based on either of the following:
 - ✿ Asset-based valuation (the value of the business' assets determine the business value);
 - ✿ Market- based valuation (the value of the business under consideration is compared with the actual market prices of firms within the industry);
 - ✿ Earning based valuation (the ability of the firm to produce future income or profits determines its worth); and
 - ✿ Cash-flow-based valuation (future cash flow movements determine the value of the business).
- An entrepreneur should investigate and evaluate the available businesses;
- Lastly, an entrepreneur has to negotiate the price and terms of the purchase agreement.

2.6.3 Buying a franchise

According to Bounds, Maila, Rall and Tonetti (2001:43), a franchisor is described as an established business that sells the rights to sell its products or services while a franchisee is

defined as the buyer of the rights which entitled him or her to sell the product or service of an established business. This type of business is booming in South Africa, especially in towns and cities e.g. Mac Donald, KFC and Spur.

2.6.4 Entering a family business

Neubauer and Lank (1998:8) quoted by Van der Berg (2007:24) recommends that a family business should be regarded as a family enterprise which can be in the form of sole proprietorship, partnership, close corporation or any form of business association where the voting control is in the hands of a given family. They indicate that powerful family members become entrepreneurs and are able to:

- Introduce excellent management development systems within the family but not prejudicing against non-family member or employees;
- Train other family members in ownership rights and responsibilities;
- Treat employees fairly and with loyalty that is usually reciprocated;
- Have a strong sense of responsibility to society;
- Emphasize value for money and quality, as the family's good name depends on the product or service;
- Take decision quickly as everybody knows where the locus of power is;
- Take a long-term strategic perspective to maximize wealth, and
- Remain innovative and entrepreneurial, which are the keys to future success.

Neubauer and Lank explain that amongst other reasons, family businesses face challenges such as unmanaged conflict between the cultures of the family, the board and the business as well as an inequality to develop appropriate governance structures that assign optimal roles to each of the governance institutions or bodies.

2.7 ENTREPRENEURSHIP PROCESS

2.7.1 Identify and evaluate the opportunity

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

2.7.2 Develop a business plan

Kroon (2002:197) defines a business plan as “a written document which provides details of a proposed opportunity which will be exploited”. The aim of the business plan is to make a detailed analysis of the future business activities, with profit as goals.

2.7.3 Determine the resources required

He also remarks that an entrepreneur should plan and organize the resources which will add value to the business venture.

2.7.4 Start and manage the business enterprise

He also indicates that starting and managing the business enterprise needs skills, expertise and aptitude on the part of the entrepreneur to start and manage the business efficiently and effectively.

2.8 TRADITION OR MYTHS ABOUT ENTREPRENEURSHIP

According to Kroon (2002:11-13), research indicates that successful entrepreneurs enter the market in their forties, while other researchers reveal in thirties. Van Aardt et al (2011:19-20), Kuratko (2010: 5-6) and Allan (2010: 27) fully support Kroon concerning these myths and realities. They mention the following myths relating to entrepreneurs:

2.8.1 Entrepreneurs are born, not made

Reality: while entrepreneurs are born with a certain natural intelligence, a flair for creativity, and energy, these talents in themselves can be linked to unmoulded clay or an unpainted canvas. The development of entrepreneurs takes place by accumulating the relevant skills, know-how, experience, and contacts over a number of years. It also involves large doses of self-development. The development of entrepreneurship as a discipline assists with the dismantling of this myth.

2.8.2 Entrepreneurs are doers and not thinkers

Reality: Entrepreneurs recognize the difference between idea and an opportunity and think big enough, start businesses that have a better chance of succeeding. The easiest part is starting up a business. The difficulty faced by entrepreneurs is surviving and sustaining and building a venture so that its founders can reap the harvest. Research indicates that new ventures which are based on pre-prepared and complete business plan have a better chance of successes. This is an indication that “thinking” is as important to entrepreneurs as “doing”.

2.8.3 Entrepreneurs are gamblers

Reality: successful entrepreneurs take very careful, calculated risks. They try to influence the odds by getting others to share their risks with them, and by avoiding or minimizing risks if they have a choice. They often slice up the risk into smaller quite digestible pieces; only then do they commit the time or resources to determine whether that piece will work. Entrepreneurs like to be on the control side of their destiny and therefore carefully plan to achieve their vision.

2.8.4 Entrepreneurs are inventors

Reality: inventors are not necessarily entrepreneurs. Entrepreneurs require a complete understanding of innovative behaviour in all forms.

2.8.5 Entrepreneurs are unacademic and social nonconformists

Reality: this myth has its origin in the fact that many famous entrepreneurs, left school or university at an early age. Degree and education are focused on creating employees. Many famous entrepreneurs also do not fit corporate requirements. People see entrepreneurs differently today and they are now often seen as role models.

2.8.6 Entrepreneurs depend on luck

Reality: Entrepreneurs are prepared and to most people it seems that they have struck luck. Kuratko (2010:6) has mentioned that “luck” happens when preparation meets opportunity.

2.8.7 Entrepreneurs are unstructured and chaotic

Reality: entrepreneurs are well-organized individuals. They like to be in control and normally have more than one area of focus. Their systems are personally designed to focus and to prioritize their objectives.

2.8.8 Starting a business is risky and often ends up in failure

Reality: talented and experienced entrepreneurs often head successful ventures because they pursue attractive opportunities and are able to attract the right people and necessary financial and other resources to make the venture work. In addition, business fail but entrepreneurs do not. Failure is often the fire that tempers the steel of an entrepreneur’s learning experience and street savvy.

2.8.9 Money is the most important start-up ingredient

Reality: If the other piece and talents are there, the money will follow but this does not mean that an entrepreneur will succeed if he or she has enough money. Money is one of the least important ingredients in new venture success. Kuratko (2010:6) reports that failure due to financing is often an indication of other problems, such as managerial problems, poor planning or a lack of financial understanding.

2.8.10 Entrepreneurs fit a specific profile

Reality: Basic entrepreneurial characteristics are reported in most entrepreneurial textbook. In the past 40 years the discipline has attempted to fit the entrepreneur to a specific profile. Academics today realize that it is not easy to do this and now turn their focus more towards the entrepreneurial mindset of a specific individual.

2.9 CHARACTERISTICS OF ENTREPRENEURS

Nieman et al (2003:29) postulate that every entrepreneur is unique; and for that reasons is hard for the researcher to list the characteristics that would describe all entrepreneurs. However, they do have many characteristics in common, such as:

2.9.1 Passion

Nieman et al (2003: 32-33) indicate that entrepreneurs have a passion for business. Entrepreneurs are committed to the business and are willing to work hard for the success of the business and they do not give up easily.

2.9.2 Locus of control

Nieman et al (2003:29-30) add that entrepreneurs have an internal locus of control as opposed to an external locus of control. The internal locus of control means that entrepreneurs can control the success and failure of the business and they can influence the results of their actions. The success and the setback of the business depend on the entrepreneurs' own effort. They furthermore state that people with an external locus of control believe that external forces or factors are responsible for their luck or fate. These entrepreneurs believe in their luck.

2.9.3 Need for independence

Wickham (2004:23-24) mentions that entrepreneurs should have a need for independence, in other words, they should wish to be their own bosses; they do not like to be tied up with rules and regulations from others.

2.9.4 Need for achievement

Wickham (2001:24) states that entrepreneurs are competitive in nature, they set challenging and dynamic goals for themselves, and on top of that they want to excel. He also notes that

entrepreneurs are self-starters who are driven internally and have a strong desire to compete against self-imposed standards and achieve challenging goals they have set for themselves.

2.9.5 Feedback

Morris and Kuratko (2002:40) mention that entrepreneurs ask for feedback or advice from others on how they are performing. Feedback is vital to them because it help them to learn from their mistakes or others' mistakes. It enables them to evaluate themselves on the basis of Performance Management System (PMS).

2.9.6 Risk taking and uncertainty

According to Wickham (2004:150-152), entrepreneurs are risk-takers. They take calculated risks, this means that risks are taken after the entrepreneur has taken a close look at all factors and thereafter decides if the chances to succeed are enough. Wickham indicates that the entrepreneur faces different types of risks in his or her life, such as: financial risks, career risk, health risks, and the risk of family relationship.

2.9.7 Creativity and innovation

Morris and Kuratko (2002:42) express the creativity as the development of new and uncommon ideas for products and services, while innovation refers to the conversion of these new ideas into marketable products and services. They also believe that everybody is capable of being creative, but it is just a matter of how individuals develop the creativity within themselves to produce favourable results.

Hisrich and Peters (2002: 34) support this statement, indicating that innovation is a crucial aspect of entrepreneurial process. They remark that entrepreneur's task goes beyond simply inventing something new but also includes bringing that innovation to the market place and using it to deliver products and services to consumers.

2.9.8 Determination and persistence

Nieman et al (2003: 65-66) postulate that a real entrepreneur never gives up and he or she must learn from previous mistake. Hisrich and Peters (2002: 34) support Nieman et al by stating: "if you really want to succeed, you must know there is always a price to pay, but also that you must not lose yourself in the process".

Wickham (2001:51-53) mentions the following characteristics for successful entrepreneur:

- Hard work
- Self-starting
- Setting of personal goals
- Resilience
- Confidence
- Receptiveness to new ideas
- Assertiveness
- Information seeking
- Eager to learn
- Commitment to others
- Attuned to opportunity
- Receptive to challenge
- Comfort with power.

2.10 KEY QUALITIES OF A SUCCESSFUL ENTREPRENEUR

According to Geimure at Woopidoo, being an entrepreneur is about having an attitude and the drive to succeed in business. All successful entrepreneurs have the same way of thinking and they have several key personal qualities that make them so successful in the business.

Geimure elaborates that all successful entrepreneurs have the following qualities:

2.10.1 Inner drive to succeed

Entrepreneurs are driven to succeed and expand their business. They set themselves big goals and stay committed to achieve them regardless of the problems they get along the way.

2.10.2 Strong believe in themselves

Successful entrepreneurs have a healthy opinion for themselves and often have a strong and assertive personality. They are focused and determined to achieve their goals and believe completely in their ability to achieve them.

Their self-optimism can be seen by others as arrogance but entrepreneurs are too focused to spend too much time thinking about unconstructive criticism.

2.10.3 Search for new idea and innovation

All entrepreneurs have a passionate desire to do things better and to improve their products and services. They are creative, innovative, and resourceful.

2.10.4 Openness to change

Entrepreneurs know the importance of keeping on top of their industry and the only way of being number one is to evolve and change with the times. They are up to date with the latest technology or services techniques and are always ready to change if they see a new opportunity arise.

2.10.5 Competitive by nature

Successful entrepreneurs thrive on competition. The only way to reach their goals and live up to their self-imposed high standards is to compete with other successful businesses.

2.10.6 Highly motivated and energetic

Entrepreneurs are always on the move, full of energy and highly motivated. They are driven to succeed and have an abundance of self-motivation. The high standards and ambition of many entrepreneurs demand that they have to be motivated.

2.10.7 Accepting of constructive criticism and rejection

Innovative entrepreneurs are always at the fore-front of their industry so they hear the words “it can’t be done” quite a bit. They readjust their path if the criticism is constructive and useful to their overall plan.

The best entrepreneurs know that rejection and obstacles are a part of any leading business and they deal with them appropriately.

The great entrepreneurs are ready to be laughed at and criticised in the beginning because they can see their path ahead and are too busy working towards their dreams (Geimure from Woopidoo.com Online. [s.a].)

2.11 ENTREPRENEURIAL MIND-SET

Mc Grath and Mac Millan from Amazon.com supported by Van Aardt (2011:15-16) state that entrepreneurial mindset is about succeeding in an unpredictable world. It will help everyone from independent entrepreneur to managers of large corporations develop insights that others overlook and act on them to build the truly entrepreneurial organizations of the future. They further mention that:

- Entrepreneurial mind-set offers a refreshingly practical blueprint for thinking and acting in environments that are fast, paced, rapidly changing, and highly uncertain.
- This entrepreneurial mind-set provides both a guide to energizing the organization to find tomorrow's opportunities and a set of entrepreneurial principles you can use personally to transform the market arenas in which you compete.
- It presents a set of practices for capitalizing on uncertainty and rapid change.

According to Mc Grath and Mac Millan from Amazon.com [s.a]. , entrepreneurial mindset will show you how to:

- Eliminate paralyzing uncertainty by creating an entrepreneurial frame that shapes a shared understanding of what is to be achieved and what would be worthwhile.
- Create a richly stocked opportunity register in which you mobilize great ideas for redesigning existing products, finding new sources of differentiation, resegmenting existing markets, reconfiguring market spaces, and seizing the huge upside potential of breakthroughs.
- Build a dynamic (ever changing) portfolio of businesses and options that continuously move your organization towards the future.
- Execute dynamically your ideas so that you can move fast, with confidence and without undue risk.
- Develop your own way of leading with an entrepreneurial mindset to form/ create a vibrant entrepreneurial climate within your organization (Amazon.[s.a]).

The person with an entrepreneurial mindset values uncertainty in the marketplace and seeks to continuously identify opportunities with the potential to lead to important innovations (Van Aardt et al, 2011:16).

2.12 ENTREPRENEURIAL MOTIVATION

Rwigema and Venter (2004: 13-14) indicate that entrepreneurs are motivated to start their own businesses for various reasons which are categorized as pull and push factors. They postulate the following pull and push factors:

2.12.1 PULL FACTORS

Rwigema and Venter (2004: 13-14) show the entrepreneurial motivation. Entrepreneurs build business for various reasons, which might be pull or push factors. They postulate the following pull and push factors:

- Profit motive

They define profit motive as a financial reward from the successful venture and it is a powerful stimulant. They also indicate that profit is crucial for sustainability while it also serve as a barometer for growth. High profitability enables entrepreneurs to surround themselves with status symbols such as fancy cars and houses.

Nieman and Niewenhuizen (2009:34) explain the concept of profit motive by stating that “self employed people are more likely to become millionaires than someone who works for someone else.”

- Challenge

According to Morris and Kuratko (2002: 42), challenge is another pull factor in the sense that building a business from scratch into a respectable enterprise is a motive on its own. They also are of the opinion that entrepreneurs enjoy the cut and thrust of parenting an organization sustainably because it provides them with an opportunity for self- actualization. Entrepreneurs must absorb failure as a learning experience from which important lessons are drawn while failure could be serving as a platform for future success. They mention that the challenge of growing a business creates its own rewards which might be financial or psychological rewards.

- Desire for independence

Bjerke (2007: 26-27) suggests that to be independent is the passion to run one's own firm and control one's destiny, the freedom to work for oneself, and is a perennial drive among entrepreneurs. He mentions that running one's business shows a feeling of achievement. He states that entrepreneurs are able to innovate without supervision.

According to Co, Groenewald, Mitchell, Nayager, Van Zyl, Visser, Train and Emanuel (2006: 51) entrepreneurs have the freedom and independence to take any decision for their businesses, which means they are in charge of them. These authors also indicate that the feeling of being your own boss and being in control of your own business makes most entrepreneurs happy and satisfied.

2.12.2 PUSH FACTORS

Due to the current situation in South Africa, most of the people follow entrepreneurship as a career choice because of desperation of work e.g. retrenchment and early age pension as well as a high level of unemployment, they take entrepreneurship as necessities in order to make a living. This situation is painful and not desirable at all.

- Unemployment

Wickham (2004:13-14) states that unemployment "is a situation where a person does not have a job in an established economy".

- Job insecurity

He also suggests that job insecurity can develop from a situation where a person is appointed on a short-term contract which terminates a job within a stipulated period.

- Disagreement with management, career limitations and setbacks in a conventional job.

Davidsson (2008:20-21) postulates that disagreement with management, career limitations and setbacks in a conventional job is another push factor because if employee cannot perform well in duties due to pressure from management, this could force the employee to start his or her own business.

- Negative displacement or having no other alternatives

According to Nieman, Hough and Niewenhuizen(2003:32), negative displacement or having no other alternatives is another push factor. Because of corporate downsizing, the impermanence of jobs and laid-off workers are often forced to start their own businesses. School leavers and young graduates often find it difficult to find work while older workers are retrenched, so many turn to starting their own businesses out of desperation.

- Social misfits

Nieman et al (2003:32) indicate that there are “social misfits” who vegetate in a corporate environment, perhaps, because they prefer to work on their own or are rejected by colleagues; such behaviour force the employee to an entrepreneurial career in which he or she can control their fate or luck.

- Limitation of financial rewards

Bjerke (2007: 27-28) suggests that the limitation of financial rewards from conventional job might be another push factor. Minimum wages and salaries often force the employee to start his or her own business because the salary which he or she is earning does not cover the basic need such as paying electricity and water bills.

- Misfitting within the organization

According to Bjerke (2007: 27-28), not fitting in within the organization or inability to pursue a personal innovation in a conventional job is another factor which causes an employee to become an entrepreneur. This may be an obstacle for ambitious employee who works under an inflexible management.

Nieman et al (2003:31) and Smit (2000:5) describe entrepreneur as an, independence, ability to reach your full potential, reap unlimited profit and to contribute to society and be recognized for your effort as push and pull factors to entrepreneurship while Molepo (2006:25) quoted by Ntuli (2007:27) argues that entrepreneurial interest and thinking are influenced by the background one comes from such as:

- Child rearing and schooling;
- Cultural background;

- Traditional admonition;
- Absorption of the family attitude; and
- Changing the ideologies and conceptual scheme of the society.

Molepo (2006:25) indicates that an entrepreneurial initiative is shaped by the situation, executive role and personality that one comes from and the social conditions within the generation. But generally, invention and innovation tend to be congenial to the type of conditions.

2.13 SHORTCOMINGS OF THE ENTREPRENEURS

Mashala (2006:31-33) quoted study by Swanepoel (1994:65) mentions personal shortcomings as emanated from the lack of those characteristics that cannot be acquired through any schooling and training. He states the internal characteristics that entrepreneurs are needed to possess, such as attitude and motivation. Their absence could lead to the following shortcoming in an entrepreneur:

- Setting of unrealistic time frame

Entrepreneurs sometimes want to achieve overnight success. This impatience makes entrepreneurs fail to achieve their goals.

- Keeping things for themselves

This is the result of greediness and jealousy. Poor performers often believe that sharing information with others can be of advantage others to do things better than themselves. This attitude often restricts the entrepreneurs from achieving successfully.

- Too many interruptions

Some entrepreneurs do not delegate workers and they want to do everything themselves. In Small Business Advisory Bureau (2004:51) it is mentioned that an employee derives satisfaction when he /she is delegated to perform certain tasks. Most supervisors have confidence and trust in themselves and believe that they will be able to execute their task successfully. If the entrepreneur or supervisor cannot be present, production will be interrupted.

- Working without a plan

Even though entrepreneurs are expected to draw up a business plan at the start of the business, they are often not following their plan. They often forget that a business plan is their road map which shows them which way to follow and what obstacles they are likely to come across and that it also contains suggestions on how to overcome such obstacles. Many entrepreneurs regard a business plan as just a tool to access finance and once used for that purpose, it is forgotten.

- Not doing homework

Quite often entrepreneurs do not conduct extensive market research before the commencement of the business. This means they lack valuable information required for the business to succeed.

Kroon (2002:7) also identifies other shortcomings visible/ noticeable amongst unsuccessful entrepreneurs:

- Invulnerability

Complacency and perception that they can never do anything wrong, has often led to the downfall of entrepreneurs. No person can claim to be faultless or immune to fault. This, therefore, calls for every entrepreneur to take precautionary measures in whatever business activity they undertake.

- Macho attitude

Arrogant entrepreneurs often become victims of their own arrogance. Some entrepreneurs have a tendency of believing that they are better than others and as such become complacent, thereby allowing their competitors an opportunity to lead.

- Autocratic attitude

Entrepreneurs who believe in one way traffic as a form of communication often encounter problems. Such individuals do not want to be corrected and advised by others on anything. They believe that whatever comes from them is always right. These people do not accept constructive criticism. These attitudes cause people with good advice to keep it for themselves. At the end business suffers.

- Impulsiveness

At times, entrepreneurs can take sudden decisions or actions without thinking about the implications or the consequences thereof. Hasty decisions often backfire and affect the business negatively.

- External locus of control

Entrepreneurs with external locus of control always blame external factors for the inability for the business to succeed. They do not attribute poor performance to external factors, but attribute any good performance to external factors as well.

- Perfectionism

The failure of entrepreneurs to strive for perfection creates a serious problem. Entrepreneurs who engage in entrepreneurial activities should always search for information in order to create a sustainable competitive advantage.

- Know all

No person is a walking encyclopedia and should, therefore, acknowledge the fact that one sometimes needs to rely on others with superior knowledge.

- Contra-independence

Team work is regarded as one of the best ways of approaching difficult tasks. In team work or consultation, colleagues could provide valuable inputs that could help to solve difficult problems. He indicated if an entrepreneur claims to be independent and denies inputs from more knowledgeable colleagues problems are likely to occur.

2.14 REASONS WHY ENTREPRENEURS FAIL

Smit (2000:6-7) mentions the reasons why most entrepreneurs fail in running their businesses. He includes the following:

- Lack of management skills

He states that management incompetence is the main cause which leads to business failure. An unskilled entrepreneur is often without leadership ability and knowledge, this leads to his

or her business to become unsustainable. This will have negative effect on the profit of the business.

- Lack of experience

According to Smit (2000:6-7), when the entrepreneur is inexperienced, the business will not perform as expected. Balanced experience in purchasing, production, customer care, marketing, managing people and handling finances is crucial for the business to succeed.

- Poor financial control

He mentions that poor financial control is characterized by the shortage of capital, excess customer credit and over-investment on fixed assets; this will lead to the cash flow problems in the business. The inability to draw up business budget as well as business plan is another serious problem.

- Failure to plan

He remarks that if an entrepreneur fails to plan, it means he or she is planning to fail. Entrepreneurs must plan properly in order to escape poor planning. Creation of strategic plan helps an entrepreneur to discover the value of knowing how to compete in the market place. Planning is one of the functions of management and continues to leading, organizing and controlling.

- Shortage of stock

Smit (2000:7) states that an entrepreneur who buys insufficient stock may cause customers to become impatient and reluctant at the same time and they will get bored to return to the business and this has implications with regard to the entrepreneur's inexperience.

- Attitudes

He further elaborates that positive attitude show that an entrepreneur will be able to achieve his or her objectives concerning business and this requires hard work and commitment which should be maintained.

- Ethics

Smit (2000:7) notes that entrepreneurs should always display commitment and determination in their business dealings. Dishonest entrepreneurs can earn profit in the short-term run but in the long-term losses will happen.

In SBAB (2004: 18) the following factors as the causes of business failure are mentioned:

- Insufficient turnover
- Unsatisfactory ability to compete

- Excessive operating costs
- Poor location
- Excessive investment in fixed assets.

Van Aardt et al (2002:250) identify the following reasons for business failure not mentioned by Smit (2000: 6-7) and SBAB (2004:18):

- Poor record keeping

This weakness often causes businesses or entrepreneurs to clash with the receiver of the revenue. It is also hard to assess the success or the failure of such a business. Financial statements should also be used as control and planning instruments to guide the business on its way to success. The entrepreneur who fails to keep good records of sales may fail to give invoices his clients on time. He may also fail to pay his creditors on time, thereby forcing them to withdraw further credit, causing cash flow problems.

- Poor cash flow management

Some entrepreneurs cannot resist in buying luxury items even if it means depleting the money that a business has. Such behavior will have a negative effect on the cash flow of the business, the business will as a result not be able to grow and develop.

- Too little effort to market the business

Many entrepreneurs often ignore marketing as a tool to keep old customers or attract new ones. This may lead to the instability of the business and subsequently cause its collapse. Businesses at times embark upon intensive advertising when the business is already in a state of collapse due to the lack of marketing experience.

- Poor pricing practices

Customers always want what they believe is value for money. If a product is over-priced, it will drive prospective customers away. If a product is under-priced, the business will realize no profit. This is despite the fact that many more customers would be attracted to the business due to the low price. It shows that unless the entrepreneur has knowledge of costing and pricing the business will fail.

- The entrepreneur's inability to adapt to the changing demands of the business

An entrepreneur should be a hands-on type of a person within an enterprise since he has to do most of the activities by himself. However, as the business grows and develops he is expected to assume a managerial role in which he co-ordinates all the activities within the enterprise. He should have the knowledge of the elements of management. If the entrepreneur is unable

to change his role from doing the work himself to that of being a manager, the business will suffer.

2.15 ENTREPRENEURSHIP EDUCATION

Davidssons (2008: 44-46) states that entrepreneurship education seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. He also shows that entrepreneurship education focuses on the realization of opportunities, while management education is focused on the best way to operate existing hierarchies.

United States Department of Labour mentions that through entrepreneurship education, youth including those with disabilities, learn organizational skills such as time management, leadership development and interpersonal skills, all of which are highly transferable skills sought by employers. School learners would be able to face this ever changing environment if they acquired these skills during their years of study. Even if they cannot start their own business, they can still be employed in any government and /or private companies because they will be having relevant skills which they can provide to up-lift the economy as a whole.

Bjerke (2007: 18) adds that entrepreneurship education helps to decrease the chances of failure by stressing a consistent and proven set of practices.

2.16 COMMON OBJECTIVES OF ENTREPRENEURSHIP EDUCATION

Alberti, Sciascia and Poli (2005: 146-8) mention the most common objectives of entrepreneurship education. Namely

- To gain knowledge, concepts and techniques about some specific area related to entrepreneurship.
- To promote skills of analysis and synthesis of entrepreneurship in a holistic way.
- To undo the risk-averse bias of many analytical techniques.
- To help individuals to understand and learn concepts related to entrepreneurship.
- To increase an individual's awareness of new venture career possibilities and support them in developing such possibilities.
- To educate people on how to encourage their subordinates to innovate.

- To encourage new start-ups and other entrepreneurial ventures.

2.17 BENEFITS OF ENTREPRENEURSHIP EDUCATION: BENEFITS TO SECONDARY SCHOOL LEARNERS.

Entrepreneurship education can positively impact on learners at secondary levels in a large number of contexts. Consortium for entrepreneurship education (2004) explains why there is such a wide variety of entrepreneurship programmes, all of which can provide crucial outcomes at different stages of the learner’s life, such as:

- Developing the ability to prepare a business plan by themselves.
- Be able to apply economic principles , basic accounting principles, and basic marketing skills
- Using strategies for idea generation, assess feasibility of ideas, translate the problem into opportunities and engage in ethical business practices.
- Determine individual entrepreneurial interest.
- Identify legitimate sources of capital, demonstrate financial management and speak “business” and “ entrepreneurship”
- Manage risk and be able to apply the principles of human relations management
- Evaluate the ownership structures.

2.18 ENTREPRENEURIAL SUPPORT AND DEVELOPMENT

Institutions supporting entrepreneurs are categorized into two, namely financial and non-financial support institutions.

2.18.1 NON-FINANCIAL SUPPORT INSTITUTIONS

Nieman and Bennett (2006:429-430) indicate the institutions that will ensure that all people who have an interest in starting and managing their own businesses are provided with financial assistance to get their businesses off the ground.

- The International Development Corporation (IDC) provides support to enterprises that take part in Black Economic Empowerment (BEE). It also gives capital, provide

knowledge and technical support. In other words it offers a network together with capital financial support.

- The National Empowerment Fund (NEF) offers support to those who are previously disadvantaged. This is done through investment in equity and through financial support to black enterprises.
- Khula Enterprise finance agency promotes access to loans and funding for small and medium enterprises. It also offers technical support, but not funding. It provides collateral and guarantees to financial institutions on behalf of an enterprise.
- The Danida Programme gives credit guarantees for start-up firms that employ previously disadvantaged people.
- Black suppliers programme provides support to black suppliers in the form of financial backing and it also offers them technical and management support. Only A-category/class enterprises qualify for this programme.
- The Entrepreneurial Fund provides up to 100 000 at 4(four) percent interest per annum to new entrepreneurs. The funding is open for everybody but first priority is given to disadvantaged individuals.
- The Small and Medium Development Programme provides support to domestic and foreign persons with start-up firms or extensions to existing firms.
- National Youth Development Agency (NYDA) which was formally called Umsombovu youth fund - aims to economically empower the youth. This programme is funded by both government and donors.

Ntuli (2007:19) has indicated that the institutions above are available to all South African citizens, more especially our previously disadvantaged people who want to go into business. The South African government is using all the available tools to stimulate entrepreneurial interest in its people, the main target group being black people. He stated that most of these financial and investment companies have programmes that support the development of black-owned enterprises by providing specialist knowledge to BEE enterprises.

Molepo (2006: 29) identifies the institutions that support entrepreneurs financially and/or non-financially. Only those not mentioned by Nieman and Bennett (2006:429-430) are mentioned here. These institutions are also mentioned in the Limpopo Growth and Development Strategy (2004:11). The institutions that provide non-financial support are:

- Limpopo Business Support Agency (LIBSA) – it offers services such as the drawing of the business plans, registration of close corporations, and training and development of entrepreneurs.
- Trade and Investment Limpopo (TIL) - it helps to market the products produced by Small, Medium and Micro Enterprises (SMMEs), nationally and internationally.
- Small Enterprise Development Agency (SEDA) - It was formerly known as The Ntsika Enterprising Promotion and Development Agency. It was established through the Department of Trade and Industry. Its main function is to expand, coordinate and monitor the provision of training, advice, counseling and any other non- financial services to small businesses in terms of National Small Business Amendment Act, Act 29 of 2004.
- The National Development Agency (NDA) - is a statutory organization. The NDA reports to the Minister of Social Development. Its mandate is to “eradicate poverty by granting funds to civil society organizations for the purposes of implementing development projects, strengthening the institutional capacity of other civil society organizations in poor communities.”

2.18.2 FINANCIAL SUPPORT INSTITUTIONS

- Development Bank of Southern Africa(DBSA)
- Land Bank of Southern Africa
- Limpopo Economic Development Enterprise (LIMDEV), is one of the provincial development corporations in South Africa that are promoting and supporting entrepreneurs.

Lambing and Kuehl (2003:29) mention that the decision to become an entrepreneur is sometimes precipitated by changes in the market place, and people who find that their skills do not match with those of employers; they choose entrepreneurship as an adaptive response

to marginality and a means to social integration. The workers who have been downsized/retrenched by companies are forced into self-employment. .

2.19 UNEMPLOYMENT

Pollin, Epstein, Heintz, and Ndikumana (2007:5) state that unemployment is the state of an individual looking for a paying job but not having one. They mention that it does not include full-time students, the retired, children, or those not actively looking for a paying job.

2.19.1 Unemployment rate by Provinces

Figure 2.1 shows a slight decrease and increase in the unemployment rate in some provinces in South Africa for the fourth quarter of 2009 when compared to the unemployment rate of the third quarter of 2009. Free State Province as well as Northern Cape Province showed major declines of 3.3% and 5% respectively in the unemployment rate from the third quarter of 2009 to the fourth quarter of 2009. However, Kwa Zulu Natal revealed a slight increase in the unemployment rate of 0.5% and it also had the lowest unemployment rate for both the third and fourth quarters of 2009. During the third quarter it was 18.7% while during the last quarter it was 19.2%.

Research in Limpopo Province, the province where the study has been conducted, indicated highest increase in the unemployment rate of 1.4% from the third quarter to the fourth quarter of 2009, while Mpumalanga Province also had a rise of 0.9% in unemployment during the last two quarters of 2009. North West Province as well as Western Cape had a reduction in the unemployment rate of 0.9% and 1% for the third and fourth quarters respectively, while Gauteng Province had a slight decrease of 0.1% compared to Eastern Cape indicating an increase of 0,2% during the same quarter. This information is reflected in figure 2.1 (Statistics South Africa, 2009).

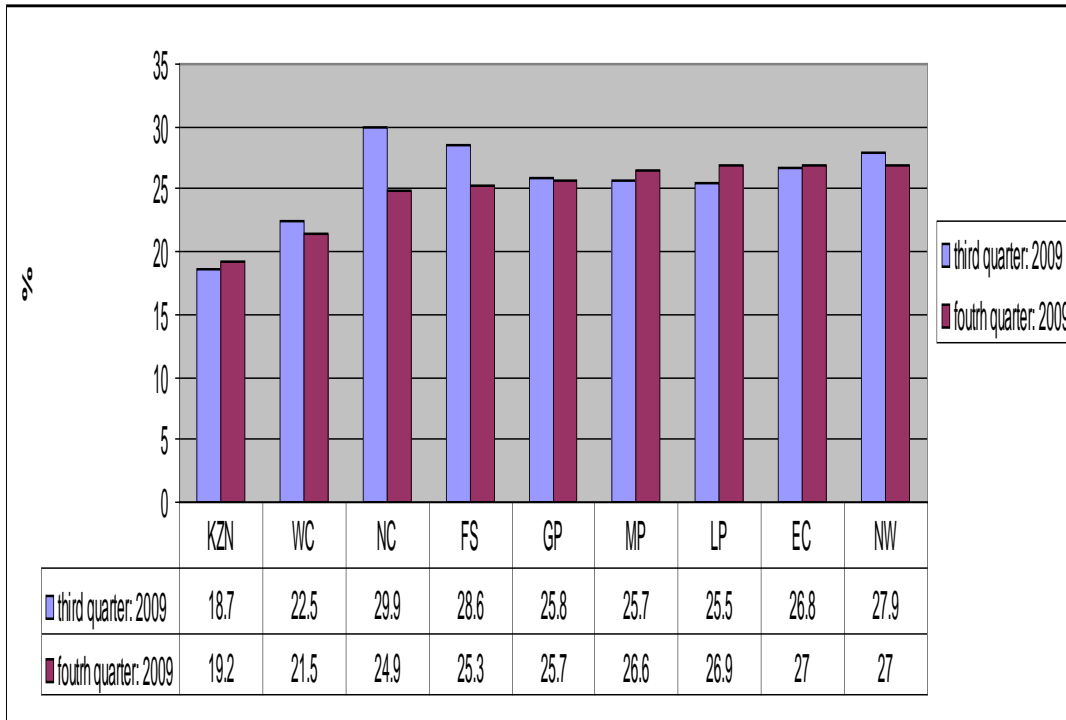


Figure 2.1 Unemployment rate by Provinces

Source: Statistics South Africa: The quarterly Labour Force Survey for the fourth quarter of 2009.

KZN=KwaZulu-Natal Province, WC= Western Cape Province, NC= Northern Cape Province, FS= Free State Province, GP= Gauteng Province, MP= Mpumalanga Province, LP= Limpopo Province, EC= Eastern Cape Province and NW= North West Province.

2.20 SUMMARY

This chapter elaborated on the characteristics of an entrepreneur, definition of entrepreneurship as well as the processes and opportunities of an entrepreneur. It also revealed entrepreneurship from different perspectives and highlights the failure of entrepreneurs, particularly in small entrepreneurial businesses. The tradition/or myths about entrepreneurship, entrepreneurship education, the benefits of entrepreneurship education as well as common objectives of entrepreneurship were also examined.

Other additional characteristics were also considered and the issue of unemployment was also addressed.

CHAPTER THREE

3. RESEARCH METHODOLOGY AND PROCEDURES

3.1 INTRODUCTION

This chapter deals with research methodology followed to gather primary and secondary data. The research methods include the type and the nature of the research design, data collection methods, the population and sampling procedure, data analysis, as well as validity and reliability measures.

The research was conducted in Capricorn District Municipality of the Limpopo Province of the Republic of South Africa. Limpopo Province is one of the nine provinces which is characterized by high levels of unemployment, poverty, escalating crime, xenophobic attacks, child abuse, a fast spread of HIV/AIDS infection amongst youth as well as a huge number of illiterate people. Above all these, the low matriculation pass rate. This province is divided into five District Municipalities namely: Vhembe, Greater Sekhukhune, Capricorn, Mopani and Waterberg of which Capricorn District Municipality is further divided into 32 circuits. From these circuits, ten circuits were selected for the purpose of this study.

Thereafter, from each selected circuit, five secondary schools were selected providing fifty secondary schools of which only forty nine secondary schools took place in this research. One thousand learners doing commercial subjects and one thousand learners not doing commercial subjects were intended to be interviewed, but only one thousand nine hundred and thirty one grade ten learners completed the questionnaire.

Capricorn District Municipality was chosen because of its convenience to the researcher in terms of cost, time and accessibility. Capricorn District Municipality accommodates general subject schools, Physical Science schools, Agricultural Science schools, Computer schools and Technical schools. The variety of circuits in this district municipality made it possible for the researcher to make comparisons based on a number of criteria, such as, gender, age groups, subject specialization, and parents/guardian supervision as well as circuits.

An adopted questionnaire from Caird (1992) was used to collect primary data from grade ten learners who were enrolled for commercial subjects and those that were not enrolled for

commercial subjects. The purpose of the questionnaire was to determine and compare the entrepreneurial qualities among grade ten learners at large.

Approval was obtained from the Department of Education Limpopo Province to use their data of all secondary schools in the Province, specifically Capricorn District Municipality. Thereafter, the researcher interacted with the circuit managers from various circuits in the district in order to gain permission to interview their grade ten learners. The permission was granted by circuit managers thereafter the researcher visited secondary schools. Meetings were scheduled with the Principals or Head of departments (Hod) of the secondary schools before she met with the grade ten learners in class. In all secondary schools visited, the researcher was responsible for the distribution, and collection of the question papers.

3.2 RESEARCH DESIGN

According to Cooper and Schindler (2001:75), a research design is a blue print for fulfilling objectives and answering questions. Maswanganyi (2005:5) quoted a study conducted by Mouton and Marais (1994:16) where they explained research design as an exposition or plan of how the researcher decides to execute the formulated research problems. They mention that the objective of the research design was to: “--- plan, structure and execute the project concerned in such a way that the validity of the findings was maximized”.

Maswanganyi indicates that Bless and Higson-Smith (1995:63) show that research design has different meanings. They reveal that research design can be understood as the planning of any scientific research from the first to the last step. In this sense, it is a programme to guide the researcher in collecting, analyzing and interpreting observed facts.

The research design applied in this study is comparative research and it attempts to compare the answers provided by respondents in order to discover their entrepreneurial qualities. Comparison study is one of the most efficient methods for explicating or utilizing tacit knowledge or tacit attitudes. This can be done by showing two parallel slides or two slightly different objects or situations. In this study, comparison is done among a group of learners who were doing commercial subjects and those who were not doing commercial subjects. The goal was to find out why the cases are different, in order to reveal the general underlying structure which allows or generates such variation (Albright, Wiston & Zappe, 2006:54).

They also mention that this method is versatile, which means you can use it as a complement to other methods.

Secondary data was collected through literature reviews while primary data was collected through an adopted questionnaire from Caird (1992) and interviews. The researcher sat with grade ten learners in class and took them through each question in the questionnaire in order to eliminate misinterpretation. This method enabled the researcher to obtain quality information.

3.3 SAMPLING DESIGN

3.3.1 STUDY AREA

Limpopo Province consists of five district municipalities, namely: Capricorn, Mopani, Greater Sekhukhune, Waterberg, and Vhembe. This study was conducted in the Capricorn District Municipality (CDM) of Limpopo Province. Polokwane is the capital city of Limpopo Province. Capricorn District Municipality is a parent municipality of the five local municipalities, namely, Polokwane, Blouberg, Aganang, Molemole as well as Lepelle-Nkumpi. Capricorn District Municipality's physical location is in Polokwane and it comprises of thirty-two circuits.



Figure 3.1 Area map of the Limpopo Province

www.limpopo.gov.za

3.3.2 POPULATION

Wiid and Diggines (2009:26) argue that population is the group from which the sample is extracted. They also indicate that population should include all the people or the establishments whose opinions, behaviour, preferences and attitudes will yield information for answering the research questions.

The target population of this study comprises of grade ten learners who are enrolled for commercial subjects and those that are not enrolled for commercial subjects from selected secondary schools in CDM of Limpopo Province, their principals as well as their subject heads. Capricorn District Municipality has 381 listed secondary schools from which a random sample was drawn (Refer to annexure A).

The total number of learners from all the selected circuits amounts to 6 214, therefore, 2 000 learners were intended to be interviewed to provide a representative sample of 32%, of which an equal percentage (16%) from each of the two groups: grade ten learners who are enrolled for commerce subjects and those grade ten learners who are not doing commercial subject (Limpopo Department of Education).

Only those learners interested in completing the questionnaire were engaged in the study. It was decided by the researcher that only randomly selecting learners, from a sample of fifty selected secondary schools that provided a representative sample of the population learners in the CDM would be interviewed. The responses obtained from the principals and subject heads provided additional information which helped the researcher to make some recommendations, but did not have an impact on the study. However, eventually only one thousand nine hundred and thirty-one learners participated, still providing a representative sample of 31%.

3.3.3 SAMPLE SIZE AND SAMPLE SELECTION

Wiid and Diggines (2009:26) define a sample as a subset of the population. They mention that a sample is chosen in view of the magnitude of elements and unmanageability of the problem under investigation. The sample procedure employed in this study is multistage sampling. It is a combination of two or more variable types of sampling. This multistage sampling is divided into two categories, namely multistage cluster sampling and multistage stratified sampling. For the purpose of this study, multistage cluster sampling was adopted,

which is defined as a complex form of cluster sampling. For instance, using all the sample elements in all the selected clusters may be expensive and under such a situation, multistage cluster sampling becomes useful, because it allows random selection of elements from each cluster. Also, because of the difficulty in creating a list of the entire learners in the CDM, this method plays an important role, in allowing the creation of a list of grade ten learners from the selected secondary schools only (Wikipedia Online. [s.a]).

Therefore, the sampling procedure for this research unfolds in stages:

- First stage: a simple random sample was drawn from all the circuits (32) in the CDM to select ten circuits only, providing a 31, 3% representation.
- Second stage: from each selected circuits a simple random sample of five secondary schools was drawn. In total, fifty secondary schools were visited.
- Third stage: an equal amount of grade ten learners who were doing commerce subjects and those grade ten learners who were not doing commercial subject from the selected secondary schools were selected to answer all the questions in the questionnaire, i.e. 50% of those who are enrolled for commerce subjects and, also 50% of those who were not enrolled for commerce subjects in order to obtain an equal distribution of respondents (Refer to annexure B).

Cooper and Schindler (2001:167) define simple random sampling as a sampling technique adopted as a method where each element in the population has a known and equal probability of selection.

All in all, one thousand learners who were doing commercial subjects and one thousand learners who were not enrolled for commercial subjects were expected to be interviewed but only one thousand nine hundred and thirty one were interviewed, because the learners were given the opportunity to answer the questionnaire voluntarily resulting into some not participating in this research.

3.4 ETHICAL ISSUES RELATED TO SAMPLING

3.4.1 BIAS

Grade ten learners were addressed at different schools, to explain the questions so that misinterpretation was eliminated. Great care was taken not to influence the learners in

providing the answers. The questionnaires were answered anonymously so that no individual could be identified.

3.5 DATA COLLECTION METHODS

Aaker, Kumar and Day (2001:77) postulate that data collection methods differ depending on the managerial style and the culture of the organization. Collis and Hussey (2003:45) regard data collection technique or methods as one or more collection technique selection that depends upon your choice of research topic, your research method, and the availability of information that is crucial to the successful outcome of any research project.

Collected primary and secondary data were employed to analyze the entrepreneurial qualities amongst grade ten learners from the selected schools in Capricorn District Municipality, Limpopo Province. Secondary data were documented from existing sources while primary data were collected by way of interviews and a structured questionnaire. In addition, interviews were selected as a method of collecting data from principals and subject-heads because the researcher was provided with valuable information needed to equip her with knowledge about schools that were included in the research.

A pilot study was firstly undertaken before the real data collection was done at grade ten learners of CDM in order to assess their entrepreneurial qualities. This study was conducted at Greater Sekhukhune District Municipality (GSDM) in Fetakgomo and Makhuduthamaga local municipalities. The purpose of this approach was to determine whether relevant information could be obtained from the respondents.

The aim for conducting a pilot study was to verify whether the questionnaire was understandable or not. This was done to maximize quality of the findings of the study. A few grade ten learners from the above-mentioned local municipalities were selected to respond to the questionnaire. After the pilot study, necessary changes to the questionnaire were affected. As the obstacles were cleared, the collection of data was carried out at CDM.

The researcher used an adopted questionnaire form Caird (1992: 6-17) who developed the General Enterprising Tendencies (GET) approach at Durban University Business School to assess the entrepreneurial qualities of learners. The questionnaire was thoroughly explained

to the Grade 10 learners from selected secondary schools in the CDM so that they would know what was required of them (Refer to Annexure B).

3.5.1 DATA COLLECTION APPROACH AND METHOD

Collis and Hussey (2003:171) indicate that the choice of one or more data collection approach/technique will depend upon researcher choice of research topic, his or her research method, and the availability of data. They mention that the availability of data is crucial to the successful outcomes of any research project. They further indicated that any selected data collection method should enable the researcher to collect all the information needed to answer question.

The researcher formally introduced herself and then explained the purpose of her visit and verified whether the respondents' were willing to answer the questions in the questionnaire or not since the initial consent was obtained from the principal. The researcher adopted the direct approach method in this research whereby she explained the main purpose of the research to the respondents and how the respondents were expected to answer the questions in order to contribute to the success of the study.

Personal interviews were also conducted with the principals and commerce subject heads of the selected schools. Their response did not have an impact on this study; it was basically to gain additional information surrounding the situation at the particular school.

3.5.2 DEVELOPMENT AND TESTING OF THE DATA COLLECTION INSTRUMENT

3.5.2.1 QUESTIONNAIRE FORMAT

Leen and Lings (2008:144) defines a questionnaire as “a preformulated written set of questions to which the respondent records the answers, usually within rather closely delineated alternatives”. To add, Crouch and Housden (2003:171-172) refer a questionnaire as a list of questions to be answered by the respondents. They also regard questionnaire as one of the primary research tools used to acquire or gather data. Furthermore, Housden

(2008:170) defines a questionnaire as a structured data collection mechanism involving a range of questions and completed orally or in print.

The questionnaire that was adopted for this study contains questions structured in dichotomous format. Wiid and Diggins (2009:177) mention that dichotomous questions have only two alternative answers. They indicate that the main purpose of a dichotomous question is to collect factual information or to obtain a point of view on a matter for example, 'agree' or 'disagree'.

3.5.2.2 QUESTIONNAIRE SECTIONS

SECTION A

The questionnaire comprises of two sections, namely: Section A and B. Section A collected demographic information. This section required the respondents to provide information about themselves e.g. on the issue of gender, age group, etc, while section B gathered data related to entrepreneurial qualities such as need for achievement, need for independence, creative tendencies, calculated risk taking and drive and determination.

SECTION B

- Need for Achievement

The respondents that scored high in this section, had many, if not all, of the following qualities: being forward-looking; self-sufficient, optimistic rather than pessimistic; task-oriented, results-oriented, restless, energetic; self-confident; persistent; and determined and dedicated to complete a task. This section has a maximum score of 12, an average of 8 and minimum of less than 8. The following questions, contained in the questionnaire, assessed the need for achievement: 1,15,19,33,37,51,6,10,24,28,42,and 46. Those learners that showed a strong need for achievement disagreed with the statements in questions 1,15,19,33,37 and 51 and agreed with the other six questions namely 6,10,24,28,42 and 46 (Refer to Annexure B).

- Need for Autonomy/ Independence

The respondents who scored well in this section likes to do unconventional things, prefers working alone, needs to do his or her own things, needs to express what he or she thinks, dislikes taking orders, likes to make up his or her own mind, does not bow to group pressure

and is stubborn and determined. This category has a maximum of 6, an average of 4 and minimum of less than 4.

There were six questions that measured need for autonomy or independence, namely: 3, 21,39,12,30 and 48. Those respondents that showed a need for autonomy or independence agreed with the statements in questions 12,30 and 48 and disagreed with the statements in questions 3,21, and 39 (Refer to Annexure B).

- Creative tendency

A high score in this section implies that the respondent is imaginative and innovative, has a tendency to day dream, is versatile and curious, has lots of ideas and enjoys novelty, new challenges and changes. In this section a respondent can score a maximum of 12, an average of 8 and minimum of less than 8.

From the questionnaire, the following questions tested creativity tendency, 5,17,23,35,41,53,8,14,26,32,44 and 50.

Of all these questions, one had to agree with six questions, 8,14,26,32,44 and 50 and disagree with the other six questions, 5,17,23,35,41 and 53 (Refer to Annexure B)

- Calculated risk taking

If one did well here, it means that they have acted on incomplete information, judges when incomplete data are presented, accurately assesses his or her own capabilities, is rather over and under ambitious, evaluates and sets challenging but attainable goals. This category has a maximum score of 12, an average of 8 and minimum of less than 8.

The questions that determine calculated risk taking were 9,11,27,29,45,47,2,18,20,36,38 and 54.

From all these questions, one had to disagree with the following questions:9,11,27,29,45 and 47 and agree with the other six questions,2,18,20,36,38 and 54 (Refer to Annexure B).

- Drive and Determination

If the respondent had done well in this section, he or she tends to take advantage of opportunities, discounts, fate, makes his or her own luck, is self confident, believes in controlling his or her own destiny, equates results with efforts and shows considerable determination. This section has a maximum score of 12, an average of 8 and minimum of less than 8.

The questions that determine drive and determination were 7,13,25,31,43,49,4,16,22,34,40 and 52. Of all these questions, one had to agree with questions,4,16,22,34,40 and 52 and disagree with questions, 7,13,25,31,43 and 49 (Refer to Annexure B).

3.6 CHARACTERISTICS OF THE DATA COLLECTION INSTRUMENT

3.6.1 DATA COLLECTION PROCESS

The researcher obtained approval from the Department of Education Limpopo Province to use their data of all secondary schools in the province but focused only on Capricorn District Municipality. Thereafter, the researcher interacted with the circuit managers of different circuits under Capricorn District Municipality in order to gain permission to conduct the study. Permission was granted and the researcher visited the principals of selected secondary schools, to gain permission to interview their grade ten learners who were the main focus of the study. The researcher travelled to the secondary schools on the specific dates and time agreed upon by the principals where she personally met with the grade ten learners in class to explain the aim and the purpose of the study. Thereafter, simple random sampling was exerted by randomly picking learners to participate in the research. In all secondary schools visited, the researcher was responsible to ensure that selected learners filled in the questionnaire and she collected the papers directly from their hands.

The information from the completed questionnaires was coded, captured, cleaned and then analysed using the SPSS.

3.6.2 RESEARCH INSTRUMENTS

Aaker et al (2001:80-81) supported by Kumar, Aaker and Day (2002:110), regard a research instrument as any sort of data collection device or technique. They further refer to it as any plan of action that helps the researcher in gathering relevant data. In this study, pre-testing questionnaires were utilized as a research instrument.

- Pre-testing questionnaire

The researcher used the GET approach which was developed by Caird (1992: 6-17) in Durban University Business School. The questionnaire met the requirements for reliability and validity elating the necessity of pre-testing. The questions captured in the questionnaire addresses the five categories of entrepreneurial qualities as accepted by Nieman and Niewenhuizen (2009:32-33) and other experts on entrepreneurship.

The questionnaire was also successfully administered by the Richards Bay Mineral Company (2011) to assess the general enterprising tendencies amongst learners in KwaZulu-Natal. Furthermore, the researcher conducted a pilot study in GSDM (Greater Sekhukhune District Municipality) to ensure validity.

Questions were closed-ended and could be answered by simply checking a box from a set given. These types of questions were chosen because a comparison across respondents was desired and it is important that the answer could be coded for analysis/ evaluation.

3.6.3 ETHICAL CONSIDERATIONS RELATED TO DATA COLLECTION

The respondents were assured that their anonymity would be protected and that the report would not be made available to anyone not directly involved with the research. They were also assured that data collected would only be used for the explicit objectives of this research. They were also informed that a copy of this report would be made available to the Limpopo Province Department of Education on request.

3.7 DATA ANALYSIS

According to de Vos, Strydom, Fouche, and Delport (2003:339), data analysis is the process of bringing meaning to the mass of collected data.

Data collected through questionnaires were coded and captured using advanced software called Statistical Package for the Social Sciences (SPSS).

3.7.1 DATA PREPARATION AND ANALYSIS

- Data coding

According to Myers (2009:167), a code can be a word that is used to describe or summarize a sentence, a paragraph, or even a whole piece of text such as an interview. He further defined a code as a tag or label for assigning units of meaning to the descriptive or inferential information compiled during survey and he regarded coding as analysis because as soon as you start coding piece of text, you have already started to analyse it.

- Data preparation

The quality of the data coded was checked and transferred into electronic format so that it could be read and manipulated by computer software. The main purpose for this was to ensure that more quality data were available for statistical analysis.

- Data entry

Data were converted into SPSS, Word as well as Excel software to allow the researcher to manipulate and transform the raw data into meaningful information so that analysis could be done efficiently.

- Data cleaning

After capturing the data, the researcher listed all the mistakes in order to keep the information clean; checking missing variables/values and variables that were wrongly coded and / or captured.

3.8 INTERNAL AND EXTERNAL VALIDITY OF THE STUDY

Field (2005:743) defines reliability as: “--- the ability of a measure to produce consistent results when the same entities are measured under the same conditions”. He further indicates that validity means “whether the questionnaire measures what it intends to measure”.

The researcher adopted a pilot study in her research with the aim to detect possible mistakes in the measurement procedures; to identify unclear or ambiguous formulated items by putting the actual questions to the participants and to be asked to indicate how they interpret the formulated questions. This method was selected, because it was regarded as a “dress rehearsal” for the actual research (Welman, Kruger & Mitchell, 2005: 148).

The method was chosen because it helped the researcher to do time estimation for completing the questionnaire and to eliminate possible discomfort or embarrassment about the content or wording of the questions. In this study, the pilot study, as another form of external measure, was taken to ensure reliability, validity and objectivity of the questionnaire.

3.9 SUMMARY

The methodology adopted in this study has been outlined in this chapter. The population of the study consisted of 6 214 grade ten learners doing commercial subjects and those not doing commercial subjects, from randomly selected circuits, in CDM. In total, 1931

respondents, which constituted 31% of the population, were sampled and participated in the research study. This chapter also discussed how collection, analysis and interpretation of data were approached. The SPSS method was used to analyse collected data and to transfer the information into Word and Excel software for processing. The researcher drew conclusions based on the evidence collected.

CHAPTER FOUR

4. DISCUSSION, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 INTRODUCTION

This chapter analyses and interprets empirical data collected by the researcher to explore the entrepreneurial qualities amongst grade ten learners of Capricorn District Municipality of Limpopo Province. Data collected were analysed using Statistical Package for the Social Sciences (SPSS) while tabulation and cross tabulation were done to determine if there was any relationship between the different variables affecting the respondents. Furthermore, to facilitate analysis, and interpretation, the empirical data questionnaire was categorised into two sections. Section A of the questionnaire, comprises of personal and demographic information. This section required the respondents to provide information about themselves. They had to answer four questions covering the following issues:

- Gender.
- Age group.
- Parents/guardians with who they stay.
- Subjects enrolled for.

In Section B, the analysis of information is conducted in the following categories: need for achievement; the need for autonomy; creative tendency; calculated risk taking; as well as drive and determination. These categories had different scores such as: maximum (adequate ability); average (moderate ability); and minimum (lack of ability). The respondents could therefore, score points that were adequate, moderate and minimum. The categories were identified in the questionnaire by Caird (1992: 6-17).

4.1.1 RESEARCH SAMPLE

The research sample was drawn from a list of grade ten learners from selected schools (N=6214) sourced from the database obtained from the Department of Education in Limpopo Province. A total of 2 000 (n=2 000) respondents were selected randomly, but only 1 931 (97%) of 2 000 randomly selected respondents agreed to participate.

4.2 DATA MANAGEMENT AND ANALYSIS

From the collected data obtained from grade ten learners at selected secondary schools from various selected circuits in CDM, the researcher started by giving each questionnaire a code ranging from code one to the last questionnaire which was given code one thousand nine hundred and thirty one. Thereafter, she captured that information using SPSS where she again gave each question's answer a code, e.g. in section A of the questionnaire relating questions to demographics, all males were given a code of one and all females a code of two. In section B, codes were given to all answers related to entrepreneurial qualities. Since section B comprises of dichotomous answers which is agree or disagree, agree was given a code of one and disagree a code of two. Missing values and wrongly coded data were scrutinise and cleaned by using descriptive statistics, frequencies of variables as well as cross tabulation, and exported to Microsoft Excel in order to draw figures and tables.

In order to calculate the scores obtained in each entrepreneurial quality question, information was transformed and all variables were computed and related to each quality and thereafter descriptive statistics, cross tabulation, were used and then exported to Microsoft Excel to construct histograms and tables. The information was analysed using pie charts, histograms, as well as tables. The information in tables was presented in numbers and percentages while information in pie charts and histograms was presented in percentages only.

4.3 RESEARCH RESULTS

4.3.1 GENERAL DEMOGRAPHIC INFORMATION

This section of the questionnaire required the respondents to provide information about themselves. The researcher regarded the commercial subjects as those subjects which consisted of two or three subjects in the commercial stream such as Economics, Accounting and Business Studies, while non-commercial subjects include all streams without commerce subjects such as Physical Science, Life Science, Geography, Computer Application Technology, History, Agricultural Science and many more.

Figure 4.1 indicates the Capricorn District Circuits (CDC) which the researcher visited and was granted permission to conduct research. This figure shows that Bahlaloga and Pietersburg circuits were represented by 10.4% of the respondents each. Kgakotlou and Mogodumo circuits were represented by 10.3% respectively, Lebowakgomo circuit by 10.2%

of the respondents, Lebopo circuit highlighted 10.1% of respondents, Dimamo and Mphahlele circuits had equal percentages of 9.9% of the respondents, Mamabolo circuit was represented by the majority (10.6%) of the respondents while Mankweng circuit had the smallest representation of 7.9% of the participants.

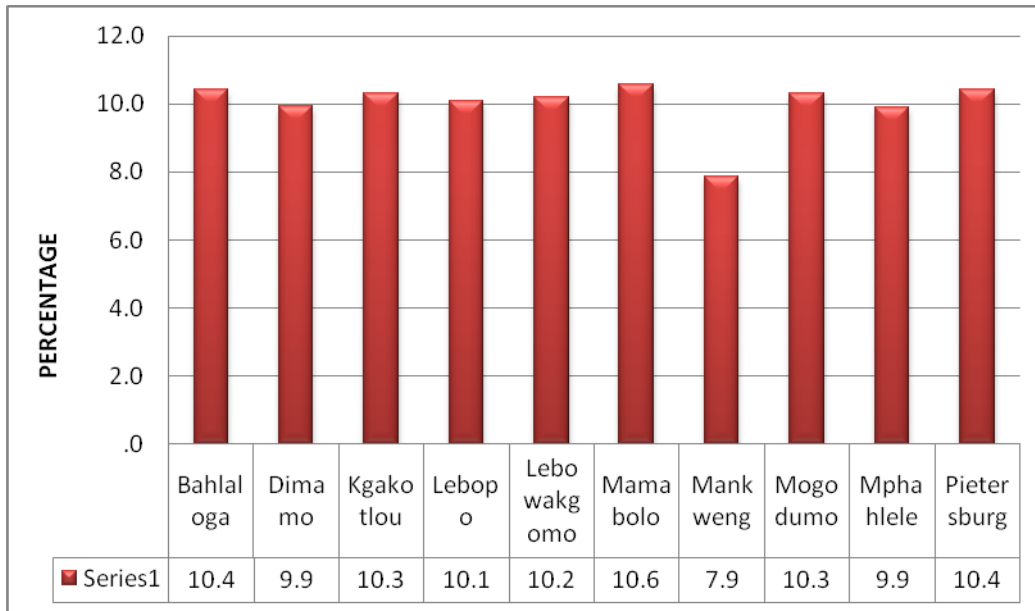


Figure 4.1: Circuits in percentage

Source: Own research

Figure 4.2 indicates that respondents who enrolled for the commercial stream represented 49% of the sample while those not enrolled for the commercial stream had a larger representation (51%).

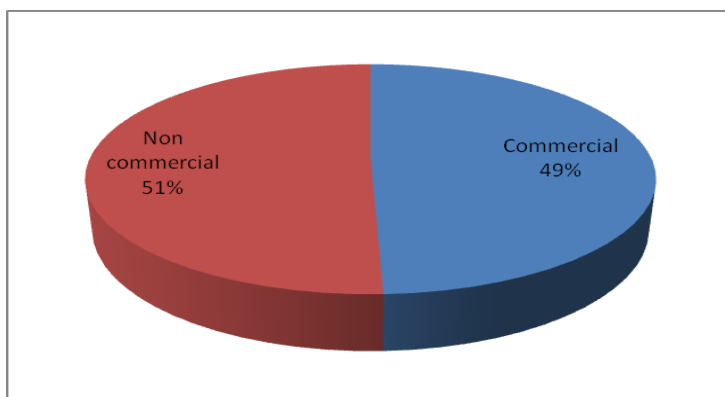


Figure 4.2: Subjects enrolled in percentage

Source: Own Research

Figure 4.3 shows that 51% of the respondents were females and 49% males.

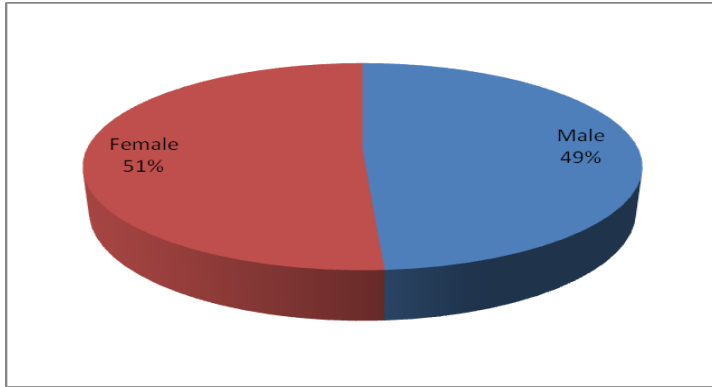


Figure 4. 3: Gender in percentage

Source: Own Research

Figure 4.4 indicates that the majority of the respondents was in the age group 16 to 18 years (79%), followed by those in the age group 19 and above (17%) and lastly, the age group 13 to 15 (4%).

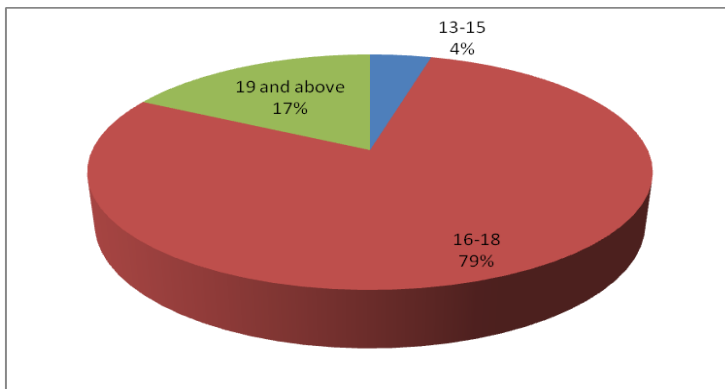


Figure 4.4: Age group in percentage

Source: Own Research

Figure 4.5 reflects that the majority of the respondents (47%) live with both parents (mother and father), 30% are living without fathers, meaning they live with their mothers only, 13% are living with their grandparents, 7% with their mothers, but their fathers return occasionally and lastly, 3% are living with their fathers only.

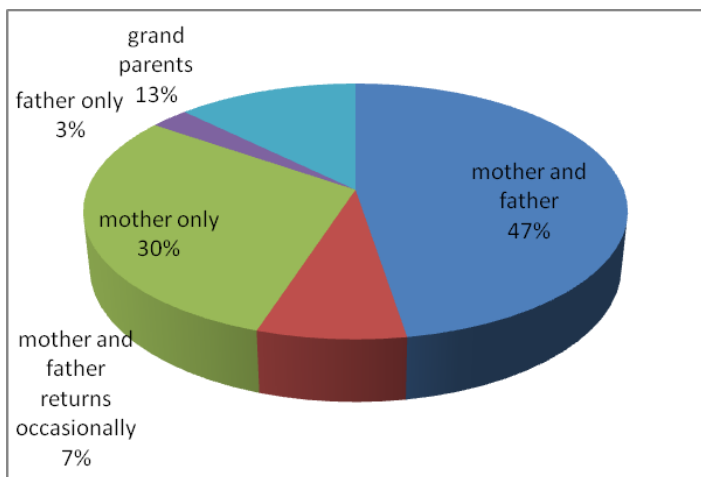


Figure 4.5: Parents/ Guardians with whom the learners stay (%)

Source: Own Research

4.3.1.1 CROSS TABULATION OF DEMOGRAPHIC INFORMATION

Table 4.1 and figure 4.6 indicate the responses obtained from male and female grade ten learners who were enrolled for commercial subjects and those who were not enrolled. The figure shows that 47.7% were males doing commercial subjects, while 52.3% were males not enrolled for commercial subjects. Females who enrolled for commercial subjects show a larger percentage amounting to 51.0% as compared to those who were not enrolled for commercial subjects (49.0%). On the female aspect, the study indicated that the majority of grade ten female learners who were enrolled for commercial subjects took part in the study while the minority of learners who were not enrolled for commercial subjects also participated in the study. On the contrary, a larger percentage of male, grade ten learners who were not enrolled for the commercial stream participated in the research as compared to male counterparts who were enrolled for commercial subjects.

Table 4.1: Subjects enrolled by Gender

			Gender		Total
			Male	Female	
Subjects enrolled	Commercial	Count	451	503	954
		% within Gender	47.7%	51.0%	49.4%
	Non commercial	Count	494	483	977
		% within Gender	52.3%	49.0%	50.6%
Total		Count	945	986	1931
		% within Gender	100.0%	100.0%	100.0%

Source: Own Research

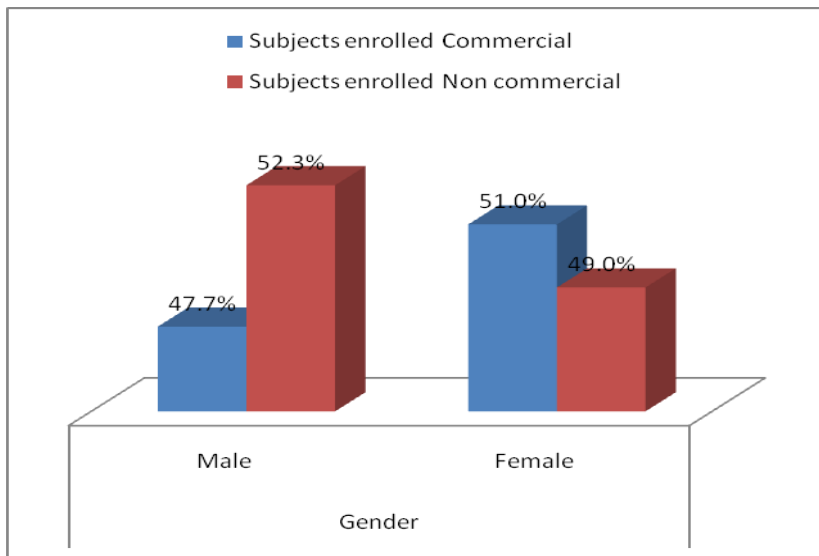


Figure 4.6: Subjects enrolled by gender

Source: Own Research

From an age perspective, table 4.2 and figure 4.7 provide information based on grade ten learners who were enrolled for commercial and non commercial subjects according to different age groups. In the age category 13 to 15, 29.6% of the learners were enrolled for commercial subjects while 70.4% were not doing commerce subjects. In the 16 to 18 age group 49.3% of learners were enrolled for the commercial stream while 50.7% were not enrolled for commercial subjects. The age group 19 and above revealed that 54.8% of the

grade ten learners who were enrolled for commercial subjects took part in the study, while 45.2% of the participants in this age group were not enrolled for commercial subjects.

Table 4.2: Subjects enrolled by Age group

			Age group			Total
			13-15	16-18	19 and above	
Subjects enrolled	Commercial	Count	24	746	184	954
		% within Age group	29.6%	49.3%	54.8%	49.4%
	Non commercial	Count	57	768	152	977
		% within Age group	70.4%	50.7%	45.2%	50.6%
Total		Count	81	1514	336	1931
		% within Age group	100.0%	100.0%	100.0%	100.0%

Source: Own Research

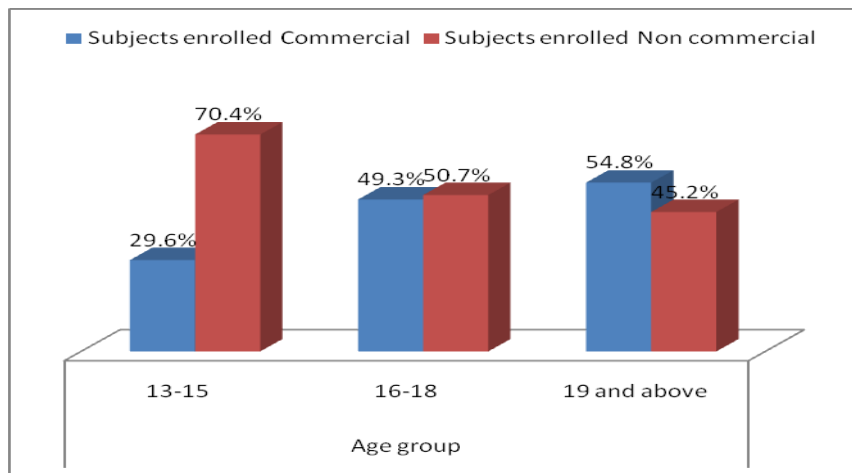


Figure 4.7: Subjects enrolled by age group

Source: Own Research

Information on the family background on the basis of who live with the grade ten learner on a regular basis is reflected in table 4.3 and figure 4.8. The following information was revealed: 49.2% of the respondents who were enrolled for commercial subjects were living with both parents (mother and father) while 50.8% of the participants who were not doing commercial subjects were also living with both parents. Only 43.2% of the learners who took part in the survey who were in the commercial stream indicated that they were living with their mothers only, but that their fathers came back occasionally e.g. at month-end or after two months, while 56.8% of the respondents who were not enrolled for the commercial stream were living with their mothers only with their fathers returning occasionally.

The research revealed that 52.5% of the respondents who were enrolled for commercial subjects were living with their mothers only and 47.5% of the learners not registered for commercial subjects lived with their mother only. The research also indicated that 50% of both commercial and non commercial learners are living with their fathers while 46.3% of the grade ten learners who were doing commercial subjects were living with their grand parents and 53.7% of the respondents who were not doing commercial subjects were living with their grand parents.

Table 4.3: Parents/guardians with whom the learners stay

			Which of the following situation fits you best? living with					Total
			mother and father	mother and father returns occasionally	mother only	father only	grand parents	
Subjects enrolled	Commercial	Count	451	63	301	26	113	954
		% within Which of the following situation fits you best? living with	49.2%	43.2%	52.5%	50.0%	46.3%	49.4%
	Non commercial	Count	465	83	272	26	131	977
		% within Which of the following situation fits you best? living with	50.8%	56.8%	47.5%	50.0%	53.7%	50.6%
Total		Count	916	146	573	52	244	1931
			100.0%	100%	100.0%	100.0%	100.0%	100.0%

Source: Own Research

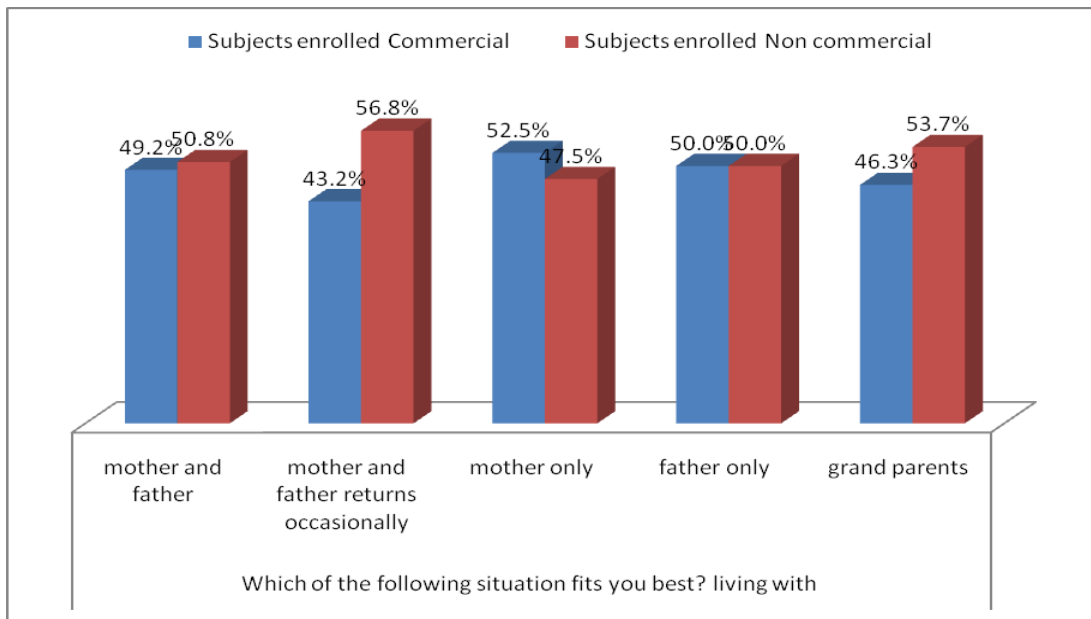


Figure 4.8: Parents/guardians with whom the learners stay.

Source: Own Research

4.3.2 ENTREPRENEURIAL QUALITIES OF RESPONDENTS.

This section presents and analyses the responses of the respondents regarding their entrepreneurial qualities. The scores for their entrepreneurial qualities were divided into three categories, namely, adequate ability, moderate ability and lack of ability. The results are presented in both numbers and percentages. The responses provided by learners, gave a clear indication about their need for achievement, need for autonomy, calculated risk-taking, creative tendencies as well as their drive and determination.

4.3.2.1 NEED FOR ACHIEVEMENT

4.3.2.1.1 Need for achievement by gender

Table 4.4 and figure 4.9 reflect a summary of the relationship between a need for achievement according to gender. Table 4.4 shows that 31% of the male respondents had an adequate ability for need for achievement; 19% had a moderate ability, while 50% showed a lack of ability. Females in grade ten revealed that 35% of them had an adequate ability for

need for achievement, 20% a moderate ability, and 45% a lack of ability. The results show that females had a slightly higher need for achievement than their male counterpart.

Table 4.4: Need for achievement by gender

Gender	Adequate ability	Moderate ability	Lack of ability	Total
Males	290 (31%)	180 (19%)	475 (50%)	945 (100%)
Females	351 (35%)	193 (20%)	442 (45%)	986 (100%)
Total	641 (33%)	373 (19%)	917 (48%)	1931(100%)

Source : Own Research

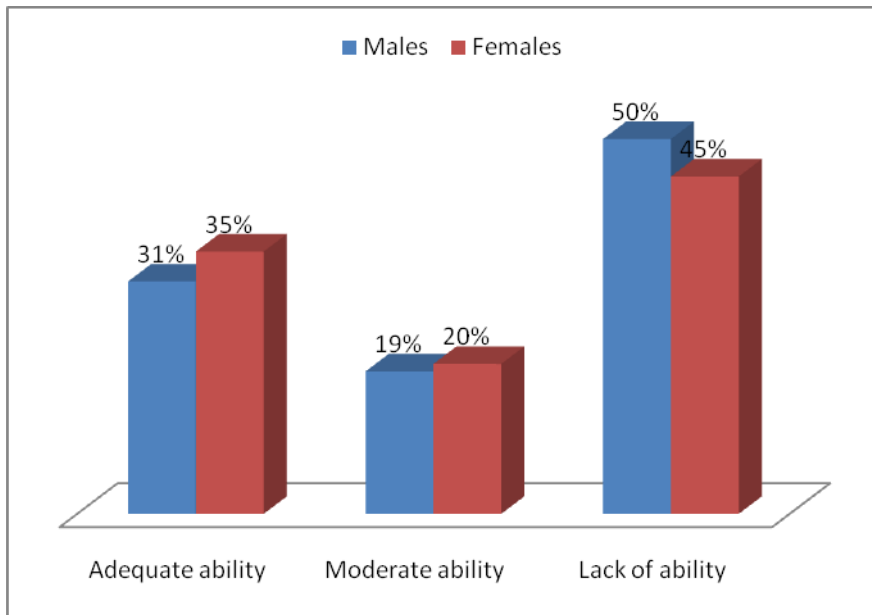


Figure 4.9: Need for achievement by gender

Source: Own Research

4.3.2.1.2 Need for achievement amongst age groups

Table 4. 5 and figure 4.10 reflects the relationship between need for achievement and age groups. Table 4.5 reflects that 53% of the respondents, in the age category 13 to 15 years, had an adequate ability for need for achievement, 14% a moderate ability, while 33% had a lack of ability. In the age group 16 to 18 years, 35% showed an adequate ability for need for achievement, 20% a moderate ability, and 45% a lack of ability. In the age group 19 years and above only 22% showed an adequate ability for need for achievement, 15% a moderate ability, whereas 63% had a lack of ability for need for achievement.

Table 4.5: Need for achievement by age group

Age group	Adequate ability	Moderate ability	Lack of ability	Total
13-15	43 (53%)	11 (14%)	27 (33%)	81 (100%)
16-18	524 (35%)	310 (20%)	680 (45%)	1514 (100%)
19 and above	74 (22%)	52 (15%)	210 (63%)	336 (100%)
Total	641(33%)	373(19%)	917 (48%)	1931(100%)

Source: Own Research

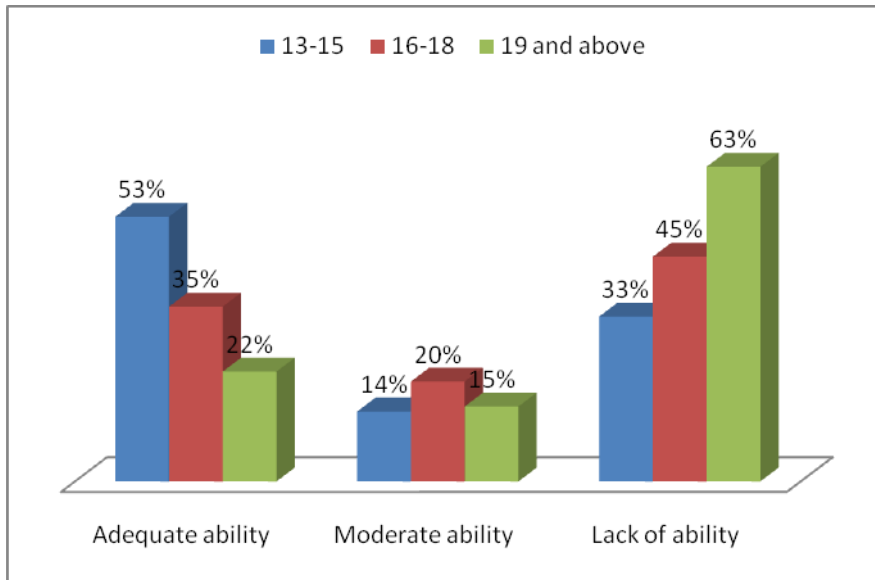


Figure 4.10: Need for achievement by age group

Source: Own Research

4.3.2.1.3. Need for achievement according to subjects enrolled

Table 4.6 and figure 4.11 reflect that 30% of grade ten learners who were enrolled for commercial subjects had an adequate ability for need for achievement, 19% had a moderate ability, while 51% had a lack of ability for need for achievement. Of the grade ten learners who were enrolled for non commercial subjects 36% had an adequate ability for need for achievement, 20% had a moderate ability, and 44% had a lack of ability for need for achievement. The table shows that learners who were not doing commercial subjects had a 6% edge over those learners who were doing commercial subjects when tested for need for achievement.

Table 4.6: Need for achievement by subjects enrolled

Subjects enrolled	Adequate ability	Moderate ability	Lack of ability	Total
Commercial	290 (30%)	176 (19%)	488 (51%)	954 (100%)
Non-Commercial	351 (36%)	197 (20%)	429 (44%)	977 (100%)
Total	641 (33%)	373 (19%)	917 (48%)	1931(100%)

Source: Own Research

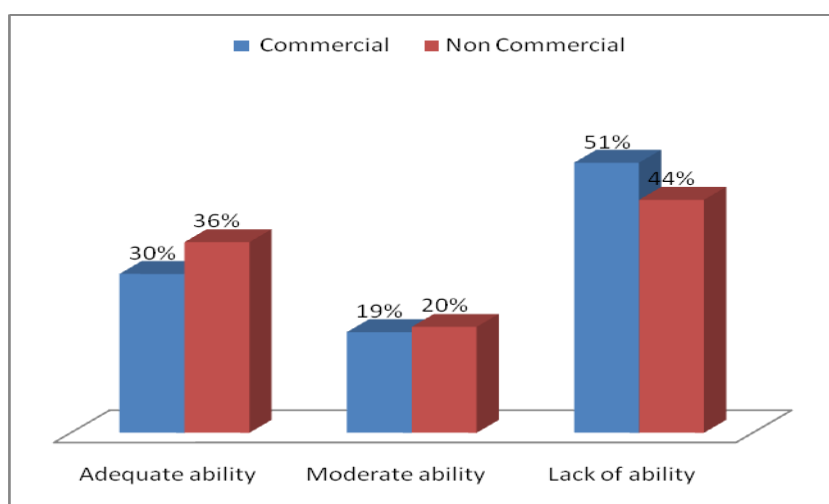


Figure 4.11: Need for achievement by subjects enrolled

Source: Own Research

4.3.2.1.4 Effect of parents/guardians on need for achievement

Table 4.7 and figure 4.12 show the relationship between respondents living with parents/guardians and their need for achievement. Table 4.7 reflects that 34% of grade ten learners who were living with both parents had an adequate ability for need for achievement, 21% had a moderate ability, while 45% had a lack of ability to achieve. Thirty six percent of the learners who were living with their mothers on a regular basis with their fathers returning occasionally, had an adequate ability for need for achievement; 18% showed a moderate ability, and 46% had a lack of ability for need for achievement. Thirty one percent of learners who were living without fathers, meaning living with their mothers only, had an adequate ability for need for achievement, 19% a moderate ability, and 50% had a lack of ability for need for achievement.

Table 4.7 reflects that 29% of the learners who were living with their fathers only, had an adequate ability for need for achievement; 13% a moderate ability, and 58% a lack of ability for need for achievement. Furthermore, 33% of respondents who were living with their grandparents had an adequate ability for need for achievement, 18% a moderate ability, and 49% a lack of ability for need for achievement. It can be concluded that those learners who were living with their mothers, but fathers return occasionally displayed the highest percentage (36%) having a need for achievement.

Table 4.7: Need for achievement by respondents living with parents/guardian

Respondents living with	Adequate ability	Moderate ability	Lack of ability	Total
Mother and father	313 (34%)	189 (21%)	414 (45%)	916 (100%)
Mother but father returns occasionally	53 (36%)	26 (18%)	67 (46%)	146 (100%)
Mother only	179 (31%)	108 (19%)	286 (50%)	573 (100%)
Father only	15 (29%)	7 (13%)	30 (58%)	52 (100%)
Grand parents	81 (33%)	43 (18%)	120 (49%)	244 (100%)
Total	641 (33%)	373 (19%)	917 (48%)	1931(100%)

Source: Own Research

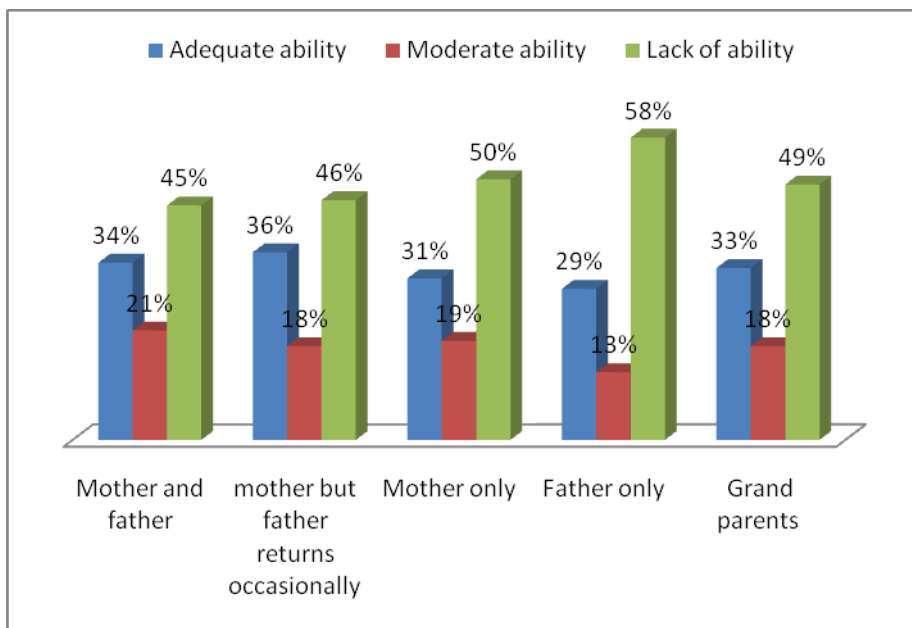


Figure 4.12: Need for achievement by respondents living with parents/guardians

Source: Own Research

4.3.2.2 NEED FOR AUTONOMY/ INDEPENDENCE

4.3.2.2.1 Need for autonomy amongst gender groups

Table 4.8 and figure 4.13 depict a summary of the relationship between gender groups and need for autonomy. The table shows that 4% of the males who participated in the research had an adequate ability for need for autonomy; 17% had a moderate ability, while 79% showed a lack of ability for need for autonomy. Females in grade ten revealed that 4% had an adequate ability for need for autonomy, 16% a moderate ability, and 80% a lack of ability. From the results, it is obvious that the need for autonomy was quite similar amongst the two gender groups.

Table 4.8: Need for autonomy by Gender

Gender	Adequate ability	Moderate ability	Lack of ability	Total
males	34 (4%)	156 (17%)	726 (79%)	916 (100%)
Females	36 (4%)	160 (16%)	770 (80%)	966 (100%)
Total	70 (4%)	316 (17%)	1496 (79%)	1882 (100%)

Source: Own Research

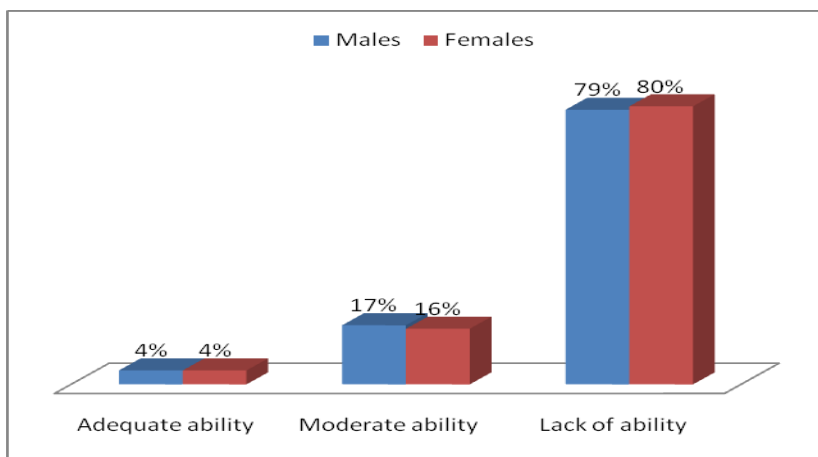


Figure 4. 13: Need for autonomy by gender

Source: Own Research

4.3.2.2.2 Need for autonomy amongst age groups

Table 4.9 and figure 4.14 indicate that only 1,3% of the learners between 13 and 15 years of age had an adequate ability for need for autonomy. In the age category 16 to 18, only 4% had an adequate ability for need for autonomy, while in the age category 19 and above 3% had an adequate ability for need for autonomy. The results for all showed that only 4% had an

adequate ability for need for autonomy, 17% had a moderate ability, while the vast majority 79% had a lack of ability for need for autonomy.

Table 4.9: Need for autonomy amongst Age groups

Age group	Adequate ability	Moderate ability	Lack of ability	Total
13-15	1(1.3%)	10 (13.3%)	64 (85.3%)	75 (100%)
16-18	59 (4%)	238 (16%)	1181 (80%)	1478 (100%)
19 and above	10 (3%)	68 (21%)	251 (76%)	329 (100%)
Total	70(4%)	316(17%)	1496(79%)	1882 (100%)

Source: Own Research

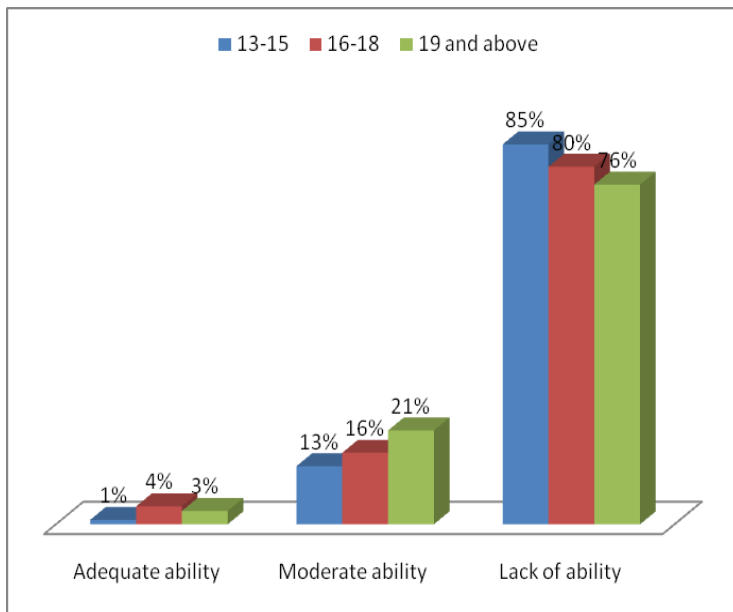


Figure 4. 14: Need for autonomy by Age group

Source: Own Research

4.3.2.2.3 Need for autonomy according to subjects enrolled

The need for autonomy amongst grade ten learners according to subjects enrolled, as reflected in table 4.10 and figure 4.15 did not reveal significant differences. Four percent of all learners tested, showed an adequate ability for need for autonomy, 17% a moderate ability and again the vast majority (79%) had a lack of ability for need for autonomy.

Table 4.10: Need for autonomy according to subjects enrolled

Subjects enrolled	Adequate ability	Moderate ability	Lack of ability	Total
Commercial	38 (4%)	152 (16%)	744 (80%)	934 (100%)
Non-commercial	32 (3.4%)	164(17.3%)	752(79.3%)	948 (100%)
Total	70 (4%)	316 (17%)	1496 (79%)	188(100%)

Source: Own Research

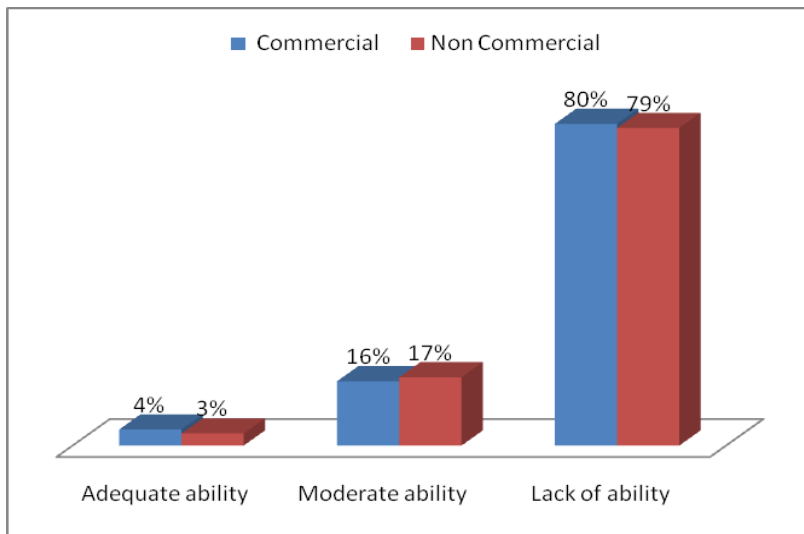


Figure 4.15: Need for autonomy by subjects enrolled

Source: Own Research

4.3.2.2.4 Effect of parents/guardians on need for autonomy

Table 4.11 reflects very little differentiation among the parent/guardian categories. Only 4% of all the respondents showed an adequate ability for need for autonomy with the lowest in the parent/guardian categories 3% and the highest 4%. Those that had a moderate ability for a need for autonomy, fluctuated from 12%, the lowest score, to 18% the highest score, in the case of those residing with their mother only. Again, most of the respondents 79% had a lack of ability for need for autonomy. Respondents staying with a father only (84%) had a lack of ability for need for autonomy.

Table 4.11: Need for autonomy by respondents living with parents/guardians

People living with	Adequate ability	Moderate ability	Lack of ability	Total
Mother and father	35 (4%)	149 (17%)	704 (79%)	888 (100%)
Mother but father returns occasionally	5 (3%)	21 (15%)	116 (82%)	142 (100%)
Mother only	19 (3%)	101 (18%)	444 (79%)	564 (100%)
Father only	2 (4%)	6 (12%)	43 (84%)	51 (100%)
Grand parents	9 (4%)	39 (16%)	189 (80%)	237 (100%)
Total	70(4%)	316(17%)	1496(79%)	1882(100%)

Source: Own Research

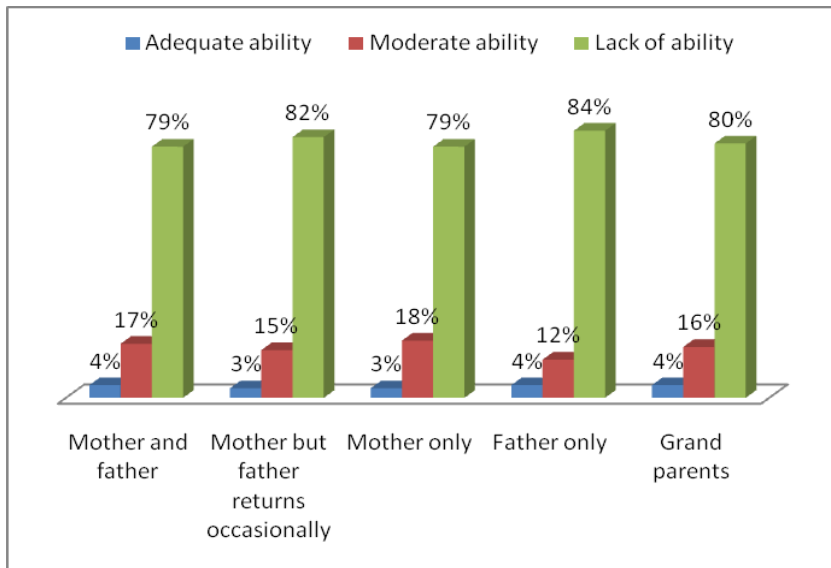


Figure 4.16: Need for autonomy by respondents living with parents/guardians

Source: Own Research

4.3.2.3 CREATIVE TENDENCY

4.3.2.3.1 Creativity and gender groups

This section shows the relationship between creative tendencies of the participants by gender, age groups, subjects enrolled and parents/guardians living with.

Table 4.12 and figure 4.17 reveal that 15% of all male respondents showed an adequate ability for creativity, whereas 17% females had adequate ability for creativity. Twenty percent of all the respondents had a moderate ability for creativity with only 1% difference

between the gender groups. Again, the vast majority (64%) had a lack of ability with 3% less females falling in this category.

Table 4.12: Creative tendency by Gender

Gender	Adequate ability	Moderate ability	Lack of ability	Total
Males	145 (15%)	181 (19%)	619 (66%)	945 (100%)
Females	167 (17%)	197 (20%)	622 (63%)	986 (100%)
Total	312 (16%)	378 (20%)	1241 (64%)	1931(100%)

Source: Own Research

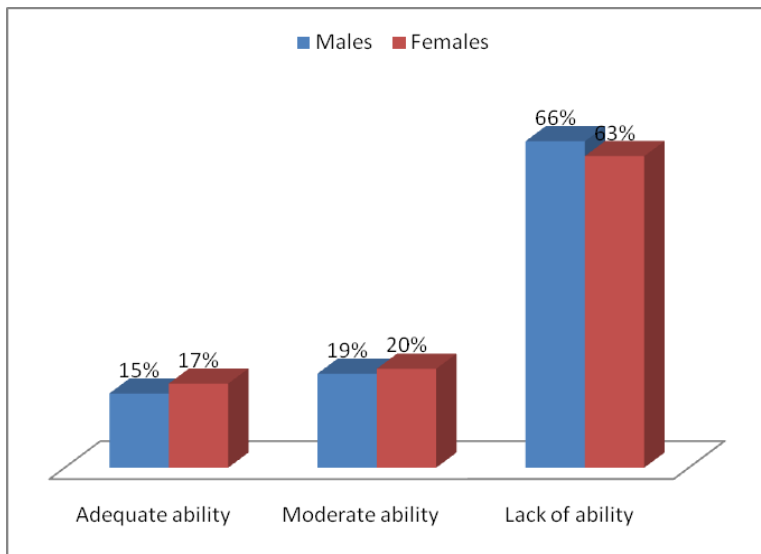


Figure 4.17: Creative tendencies by Gender

Source: Own Research

4.3.2.3.2 Creativity and age groups

This section determines whether there is any relationship between creativity and age groups. Table 4.13 and figure 4.18 reflect that only 16% of all respondents tested, had an adequate ability for creativity, however, 17% of the age group 16 to 18 years had an adequate ability while only 11% of the 13 to 15 group and 13% of the 19 and above group displayed an adequate ability for creative tendency. Twenty percent of all the age groups did, however, managed to maintain a moderate ability for creativity, with 25% of the 13 to 15 age group managing a moderate ability for creativity too. A large percentage (64%) of all the age groups had a lack of ability for creativity.

Table 4.13: Creative tendency by Age group

Age group	Adequate ability	Moderate ability	Lack of ability	Total
13-15	9 (11%)	20 (25%)	52 (64%)	81 (100%)
16-18	259 (17%)	304 (20%)	951 (63%)	1514(100%)
19 and above	44 (13%)	54 (16%)	238 (71%)	336 (100%)
Total	312 (16%)	378 (20%)	1241 (64%)	1931(100%)

Source: Own Research

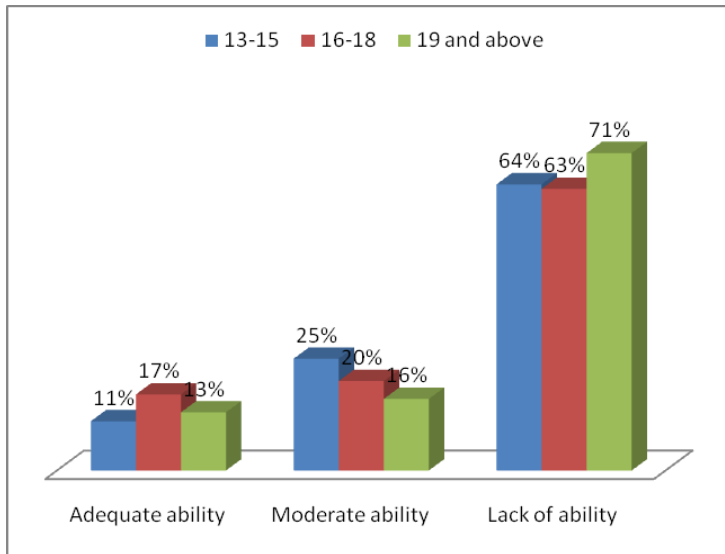


Figure 4.18: Creative tendencies by Age group

Source: Own Research

4.3.2.3.3 Creative tendency by subjects enrolled

Table 4.14 and figure 4.19 reflect that 15% of grade ten learners who were enrolled for commercial subjects had adequate ability for creativeness; 20% had a moderate ability, while 65% a lack of ability for creative tendencies. Grade ten learners who were enrolled for non-commercial subjects outscored grade ten learners enrolled for commercial subjects by 2%. Seventeen percent of those enrolled for non-commercial subjects managed to maintain an adequate ability score, while 19% managed a moderate ability for creative tendencies. Comparing the two groups, revealed that the differences in scores were rather insignificant with respondents enrolled for non-commercial subjects having a slight edge.

Table 4.14: Creative tendency by Subjects enrolled

Subjects enrolled	Adequate ability	Moderate ability	Lack of ability	Total
Commercial	148 (15%)	189(20%)	617 (65%)	954 (100%)
Non-Commercial	164 (17%)	189(19%)	624 (64%)	977 (100%)
Total	312 (16%)	378(20%)	1241 (64%)	1931 (100%)

Source: Own Research

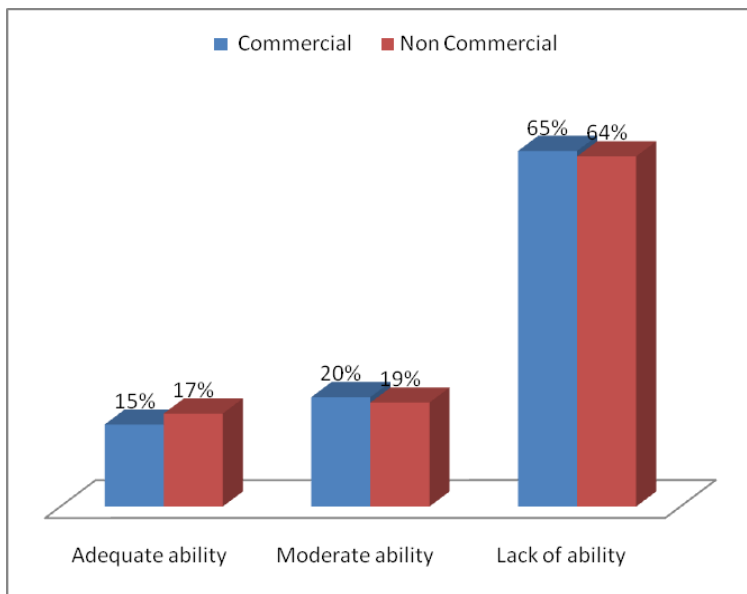


Figure 4.19: Creative tendency by Subjects enrolled

Source: Own Research

4.3.2.3.4 Effect of parents/guardians on creativity

Table 4.15 and figure 4.20 show that 19% grade ten learners who lived with their mothers, with their fathers returning occasionally, had an adequate ability, in respect of creativity, while 17% of the respondents living with their grandparents also had an adequate ability for creativity. The average percentage of all the respondents who had an adequate ability for creativeness is 16% with only 10% of the respondents living with a father, having an adequate ability for creative tendency. The variation of respondents who had a moderate ability for creativity ranges from 21% to 15%, with respondents living with a father only, testing the lowest.

Table 4.15 and figure 4.20 indicate that 75% of the learners living with a father only had a lack of ability to be creative. Sixty six percent, living with their mothers only, had a lack of

ability to the creativity, while 63% of those living with both parents and those living with their grandparents also had a lack of ability for creative tendency. Respondents living with their mothers with their fathers returning occasionally accounted for 61% of the respondents who had a lack of ability to creativity in this category.

Table 4.15: Creative tendency by learners living with parents/guardians

People living with	Adequate ability	Moderate ability	Lack of ability	Total
Mother and Father	146 (16%)	190 (21%)	580 (63%)	916 (100%)
Mother but father returns occasionally	28 (19%)	29 (20%)	89 (61%)	146 (100%)
Mother only	91 (16%)	103 (18%)	379 (66%)	573 (100%)
Father only	5 (10%)	8 (15%)	39 (75%)	52 (100%)
Grand parents	42 (17%)	48 (20%)	154 (63%)	244 (100%)
Total	312 (16%)	378 (20%)	1241 (64%)	1931(100%)

Source:Own Research

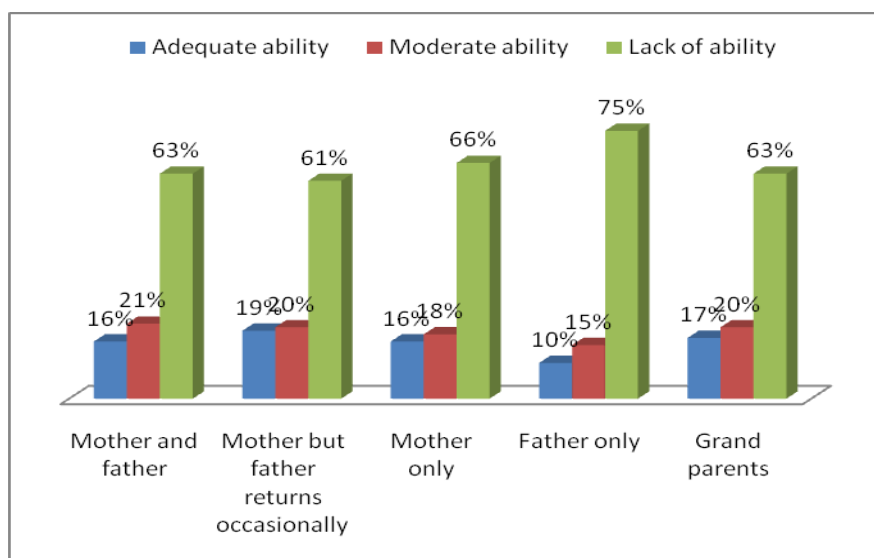


Figure 4.20: Creative tendencies by learners living with parents/guardians

Source: Own Research

4.3.2.4 CALCULATED RISKS TAKING

4.3.2.4.1 Calculated risk taking and gender

This section intends to establish whether there was any relationship that exists between calculated risk taking and the gender of the respondents.

Table 4.16 and figure 4.21 reflect that 13% of both male and female grade ten learners had an adequate ability in respect of calculated risk taking. There were however, slight differences of

18% versus 17% in the moderate ability range of calculated risk taking. The majority, males and females, showed a lack of ability when it came to calculated risk taking (70% and 69% respectively).

Table 4.16: Calculated risks taking by Gender

Gender	Adequate ability	Moderate ability	Lack of ability	Total
Males	125 (13%)	157 (17%)	663 (70%)	945(100%)
Females	131 (13%)	176 (18%)	679 (69%)	986(100%)
Total	256 (13%)	333 (17%)	1342 (70%)	1931(100%)

Source: Own Research

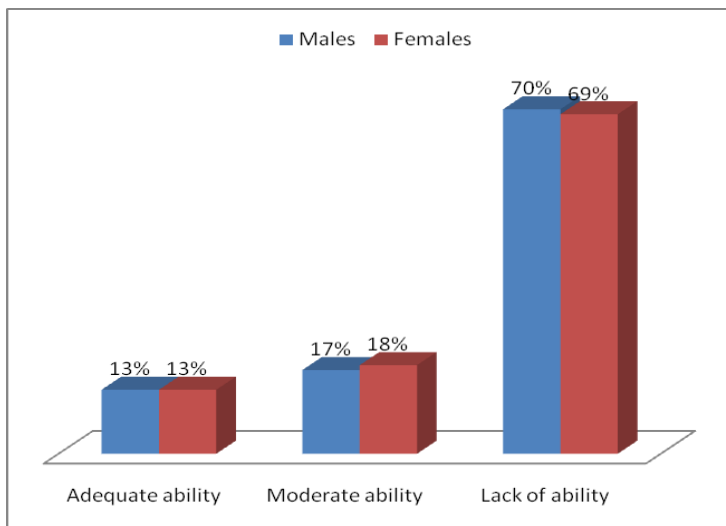


Figure 4.21: Calculated risks taking by Gender

Source: Own Research

4.3.2.4.2 Calculated risk taking by age group

This section compares the relationship between calculated risk taking and age group. Table 4.17 and figure 4.22 reflect that 19% of the grade ten learners aging 13 to 15, displayed an adequate ability to take calculated risks. Other age groups, those between 16 and 18 (13%) and those 19 and above (12%) had adequate ability to calculated risk taking. In the moderate ability category 19% learners within the age group 13 to 15 had a moderate ability to take calculated risks, the age group 16 to 18 (18%) while 15% of the 19 and above group displayed a moderate ability to take a calculated risk. Seventy three percent of the respondents who had a lack of ability were in the age group of 19 and above, while only 62%

of the 13 to 15 year age group also had a lack of ability to take a calculated risk. The average percentage of all the respondents that had a lack of ability to take calculated risk was 70%.

Table 4.17: Calculated risks taking by Age group

Age group	Adequate ability	Moderate ability	Lack of ability	Total
13-15	15 (19%)	15 (19%)	51 (62%)	81 (100%)
16-18	202 (13%)	267 (18%)	1045 (69%)	1514 (100%)
19 and above	39 (12%)	51 (15%)	246 (73%)	336 (100%)
Total	256 (13%)	333 (17%)	1342 (70%)	1931 (100%)

Source: Own Research

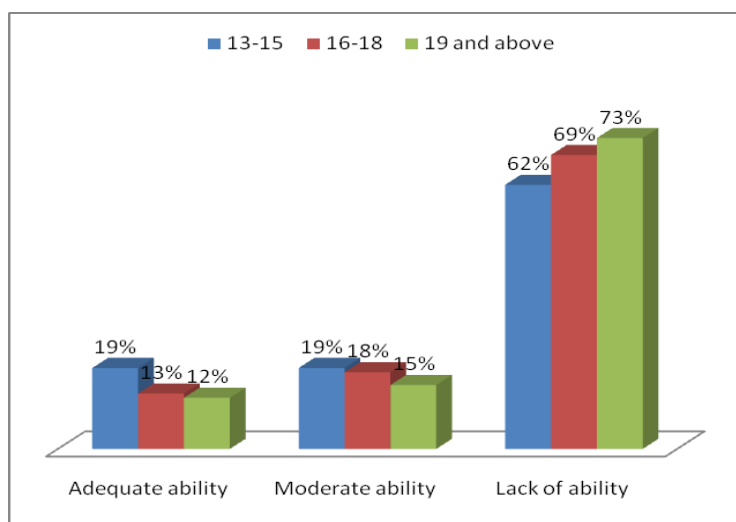


Figure 4.22: Calculated risks taking by Age group

Source: Own Research

4.3.2.4.3 Calculated risk taking according to subjects enrolled

The calculated risks taking amongst grade ten learners may vary according to the subjects they have enrolled for. Table 4.18 and figure 4.23 show a summary of the relationship between a calculated risks taking according to subjects enrolled. Table 4.18 reflects that 14% of the respondents enrolled for commercial subjects had a adequate ability to take risks while 12% who were not enrol for commercial subjects had a adequate ability for calculated risk taking. Of the commercial group, 17% had a moderate calculated risk taking ability; sixty nine percent of the respondents enrolled for commercial subjects tested a lack of ability to take calculated risks, while 70% of the non-commercial subjects respondents also showed a lack of ability to take calculated risk.

Table 4.18: Calculated risks taking by Subject enrolled

Subjects enrolled	Adequate ability	Moderate ability	Lack of ability	Total
Commercial	135 (14%)	162 (17%)	657 (69%)	954 (100%)
Non-Commercial	121 (12%)	171 (18%)	685 (70%)	977 (100%)
Total	256 (13%)	333 (17%)	1342 (70%)	1931 (100%)

Source: Own Research

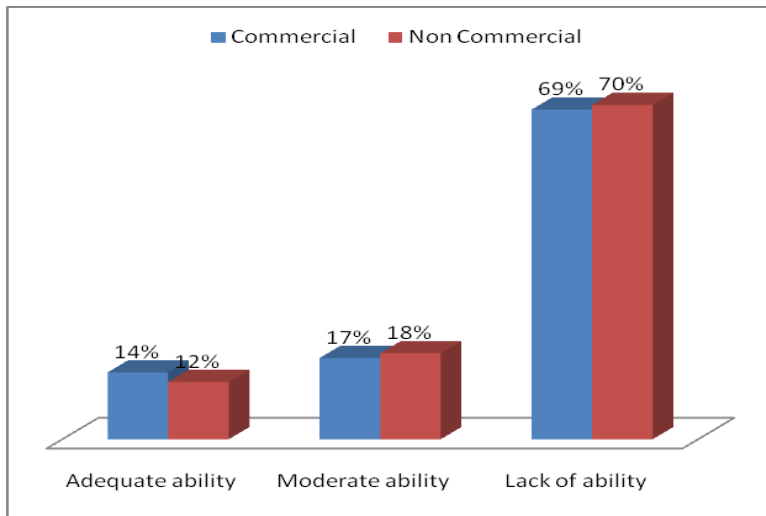


Figure 4.23: Calculated risks taking by Subject enrolled

Source: Own Research

4.3.2.4.4 Effect of parents/guardians on calculated risk taking

Table 4.19 and figure 4.24 reflect the results of the respondents who were subjected to different parent/guardian situations. Of those respondents who were living with a father alone 21%, tested to have an adequate ability to take calculated risks. Seventeen percent of the respondents who were living with their mother, but father returning occasionally, also had an adequate ability for calculated risk taking. Of all the respondents tested, only 13% displayed an adequate ability for calculated risk taking, 17% a moderate ability and 70% a lack of ability for calculated risk taking.

Table 4.19: Calculated risks taking by learners living with parents/guardians

People living with	Adequate ability	Moderate ability	Lack of ability	Total
Mother and father	114 (12%)	160 (18%)	641 (70%)	915 (100%)
Mother but father returns occasionally	25 (17%)	24 (16%)	98 (67%)	147 (100%)
Mother only	74 (13%)	105 (18%)	394 (69%)	573 (100%)
Father only	11 (21%)	6 (12%)	35 (67%)	52 (100%)
Grand parents	32 (13%)	38 (16%)	174 (71%)	244 (100%)
Total	256(13%)	333(17%)	1342(70%)	1931(100%)

Source: Own Research

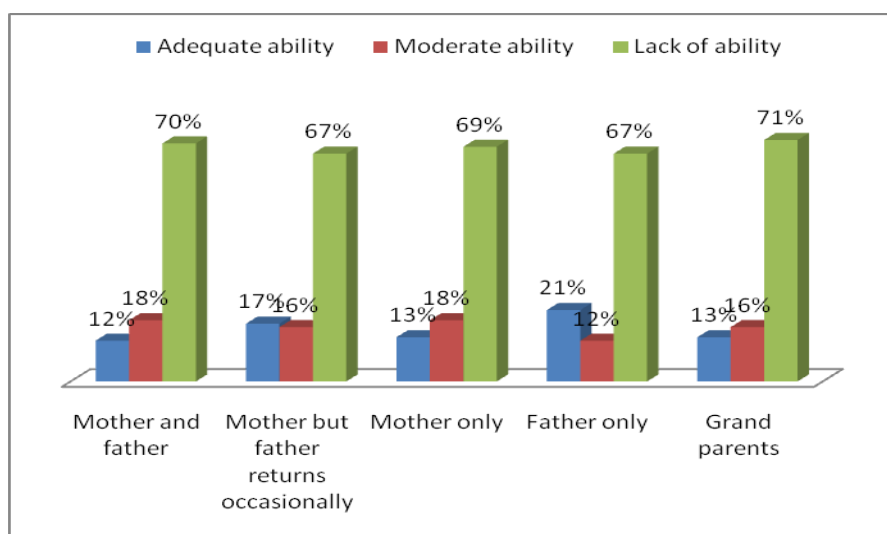


Figure 4.24: Calculated risks taking by learners living with parents/guardians

Source: Own Research

4.3.2.5 DRIVE AND DETERMINATION

4.3.2.5.1 Drive and determination and gender

Table 4.20 and figure 4.25 reflect the relationship between gender and their drive and determination. Table 4.20 depicts that 14% males tested, had an adequate ability for drive and determination while 12% of their female counterparts displayed an adequate ability for drive and determination. In the moderate ability category 20% females and 18% males tested, showed a moderate ability for drive and determination. The differences between the groups were rather insignificant with both groups displaying a huge lack of ability for drive and determination (68%).

Table 4.20: Drive and Determination by Gender

Gender	Adequate ability	Moderate ability	Lack of ability	Total
Males	131 (14%)	174 (18%)	640 (68%)	945 (100%)
Females	120 (12%)	199 (20%)	667 (68%)	986 (100%)
Total	251(13%)	37(19%)	130(68%)	1931 (100%)

Source: Own Research

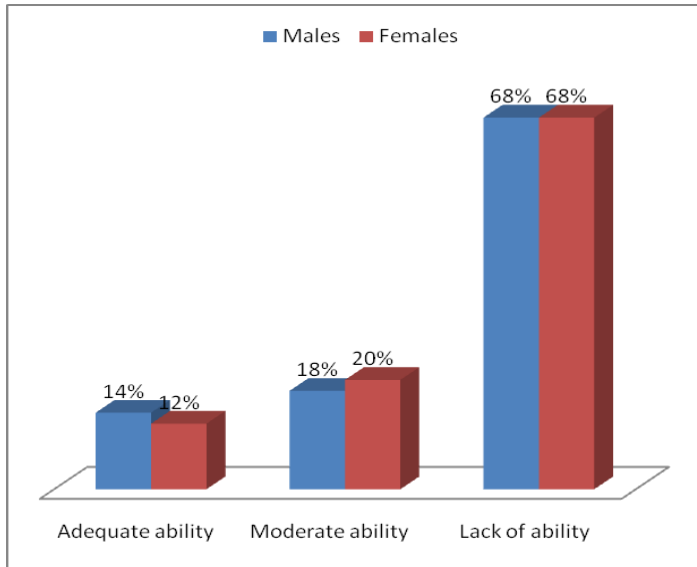


Figure 4.25: Drive and Determination by Gender

Source: Own Research

4.3.2.5.2 Drive and determination by age groups

This section compares the relationship between drive and determination and age group. Table 4.21 and figure 4.26 reflect that 16% of the grade ten learners aging 13 to 15, displayed an adequate ability for drive and determination. Other age groups, those between 16 and 18 (13%) and those 19 and above (10%) also displayed an adequate ability for drive and determination. In the moderate ability category, 16% learners within the age group 13 to 15 had a moderate ability for drive and determination, the age group 16 to 18 (20%) while 18% of the 19 and above group displayed a moderate ability for drive and determination. Seventy two percent of the respondents who had a lack of ability were in the age group of 19 and above, while 67% of the 13 to 15 year age group also had a lack of ability for drive and determination. The average percentage of all the respondents that had a lack of ability for drive and determination was 68%.

Table 4.21: Drive and Determination by Age group

Age group	Adequate ability	Moderate ability	Lack of ability	Total
13-15	13 (16%)	13 (16%)	55 (68%)	81 (100%)
16-18	205 (13%)	299 (20%)	1010 (67%)	1514(100%)
19 and above	33 (10%)	61 (18%)	242 (72%)	336 (100%)
Total	251(13%)	373(19%)	130(68%)	1931(100%)

Source: Own Research

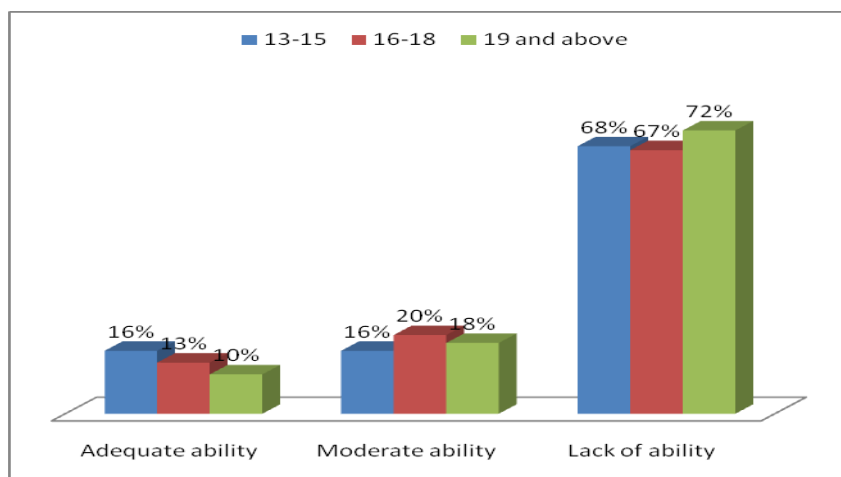


Figure 4.26: Drive and Determination by Age group

Source: Own Research

4.3.2.5.3 Drive and determination by subjects enrolled

The drive and determination amongst grade ten learners may vary according to the subjects they have enrolled for. Table 4.22 and figure 4.27 show a summary of the relationship between drive and determination according to subjects enrolled. Table 4.22 reflects that 13% of both respondents enrolled for commercial subjects and not enrolled for commercial subjects had an adequate ability for drive and determination. Of the commercial group, 20% had a moderate ability for drive and determination, with 18% of the non-commercial group having a moderate ability. Sixty seven percent of the respondents enrolled for commercial subjects had a lack of ability for drive and determination, while 69% of the non-commercial subjects respondents also showed a lack of ability for drive and determination.

Table 4.22: Drive and Determination by subjects enrolled

Subjects enrolled	Adequate ability	Moderate ability	Lack of ability	Total
Commercial	122 (13%)	194 (20%)	638 (67%)	954 (100%)
non-Commercial	129 (13%)	179 (18%)	669 (69%)	977 (100%)
Total	251 (13%)	373 (19%)	1307 (68%)	1931(100%)

Source: Own Research

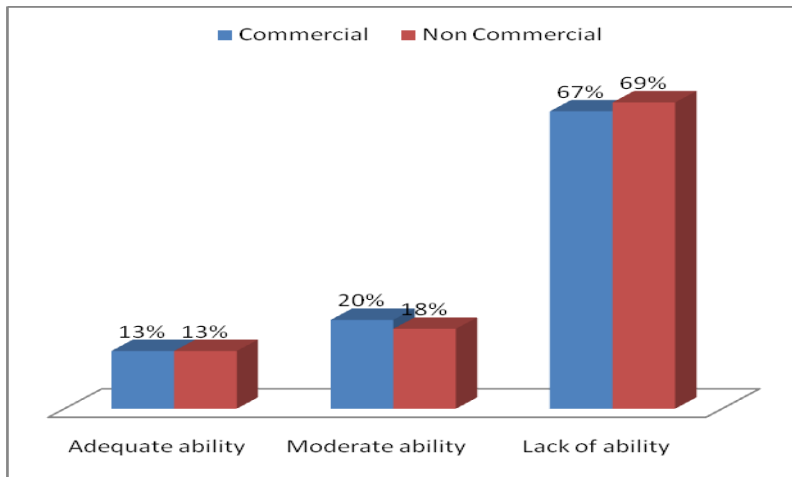


Figure 4.27: Drive and Determination by subjects enrolled

Source: Own Research

4.3.5.4 Effect of parents/guardians on drive and determination

Table 4.23 and figure 4.28 show that 15% grade ten learners who lived with their fathers, had an adequate ability, in respect of drive and determination. The average percentage of all the respondents who had an adequate ability for drive and determination is 13% with only 12% of the respondents living with a mother only and 11% of respondents living with their grandparents falling in this category. The variation of respondents who had a moderate ability ranges from 20% to 10%, with respondents living with a father only being the lowest.

Table 4.23: Drive and Determination of learners living with parents/guardians

People living with	Adequate ability	Moderate ability	Lack of ability	Total
Mother and father	126 (14%)	181 (20%)	609 (66%)	916 (100%)
Mother but father returns occasionally	20 (14%)	28 (19%)	98 (67%)	146 (100%)
Mother only	70 (12%)	116 (20%)	387 (68%)	573 (100%)
Father only	8 (15%)	5 (10%)	39 (75%)	52 (100%)
Grand parents	27 (11%)	43 (18%)	174 (71%)	244 (100%)
Total	251 (13%)	373 (19%)	1307 (68%)	1931(100%)

Source: Own Research

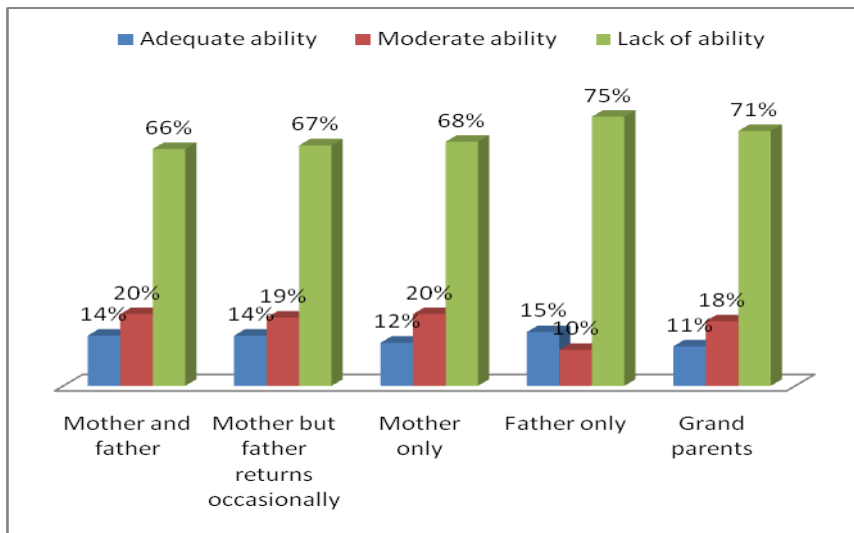


Figure 4.28: Drive and Determination of learners living with parents/guardians

Source: Own Research

4.3.3 Entrepreneurial qualities by circuits

4.3.3.1 Need for achievement by circuits

This section compares the relationship for need for achievement between various circuits. Table 4.24 shows that 48% of the respondents living in Lebowakgomo Circuit had an adequate ability for need for achievement, followed by Mogodumo Circuit (42%), Pietersburg Circuit (37%), Dimamo Circuit (35%), Mankweng Circuit (34%), Mphahlele Circuit (31%), Bahlaloga Circuit (28%), while Kgakotlou and Mamabolo Circuits (27%) each and lastly Lebopo Circuit (25%). In the moderate ability category, Mogodumo Circuit (24%), Mamabolo and Mankweng Circuits (22%) each, Lebopo Circuit (21%), Pietersburg Circuit (19%), Dimamo and Mphahlele Circuits (18%) each, Lebowakgomo Circuit (17%), while Bahlaloga and Kgakotlou Circuits (16%) each and were classified as having a moderate ability for need for achievement. The following circuits reflect a lack of ability for need for achievement: Kgakotlou Circuit (57%), Bahlaloga Circuit (56%), Lebopo Circuit (54%), Mphahlele and Mamabolo Circuits shared equal portion of 51%, followed by Dimamo Circuit (47%), Mankweng as well as Pietersburg Circuits (44%), Lebowakgomo Circuit (35%) and lastly, Mogodumo Circuit (34%).

Table 4.24: Need for achievement by Circuits

Circuits	Adequate ability	Moderate ability	Lack of ability	Total
Bahlaloga	56 (28%)	32 (16%)	113 (56%)	201 (100%)
Dimamo	67 (35%)	34 (18%)	91 (47%)	192 (100%)
Kgakotlou	54 (27%)	31 (16%)	114 (57%)	199 (100%)
Lebopo	48 (25%)	42 (21%)	105 (54%)	195 (100%)
Lebowakgomo	94 (48%)	34 (17%)	69 (35%)	197 (100%)
Mamabolo	55 (27%)	45 (22%)	104 (51%)	204 (100%)
Mankweng	51 (34%)	34 (22%)	67 (44%)	152 (100%)
Mogodumo	83 (42%)	47 (24%)	69 (34%)	199 (100%)
Mphahlele	59 (31%)	35 (18%)	97 (51%)	191 (100%)
Pietersburg	74 (37%)	39 (19%)	88 (44%)	201 (100%)
Total	641(33.2%)	373(19.3%)	917(47.5%)	1931(100%)

Source: Own Research

4.3.3.2 Need for autonomy by circuits

This section compares the relationship between need for autonomy among various circuits in CDM. Table 4.25 reveals that 10% of the respondents in the Pietersburg Circuit displayed an adequate need for autonomy, followed by Kgakotlou Circuit (6%), Bahlaloga Circuit (4%), Lebopo, Mankweng ,Dimamo and Mogodumo Circuits (3%) respectively and Mamabolo, Mphahlele and Lebowakgomo Circuits (2%) each. In the moderate ability category, Kgakotlou Circuit (22%), Pietersburg, Mankweng and Mamabolo Circuits (19%), Dimamo Circuit (18%), Lebopo Circuit (16%), Bahlaloga, Lebowakgomo and Mphahlele Circuits (14%) each, and Mogodumo Circuit (12%). However, large percentages of the respondents from all the circuits showed a lack of ability for need for autonomy. The highest percentage is coming from Mogodumo Circuit (85%) and the lowest from Pietersburg Circuit (71%).

Table 4.25: Need for autonomy by circuits

Circuits	Adequate ability	Moderate ability	Lack of ability	Total
Bahlaloga	8 (4%)	28 (14%)	161 (82%)	197 (100%)
Dimamo	5 (3%)	34 (18%)	150 (79%)	189 (100%)
Kgakotlou	12 (6%)	42 (22%)	140 (72%)	194 (100%)
Lebopo	6 (3%)	31 (16%)	158 (81%)	195 (100%)
Lebowakgomo	4 (2%)	27 (14%)	157 (84%)	188 (100%)
Mamabolo	3 (2%)	39 (19%)	159 (79%)	201 (100%)
Mankweng	4 (3%)	29 (19%)	116 (78%)	149 (100%)
Mogodumo	5 (3%)	23 (12%)	161 (85%)	189 (100%)
Mphahlele	4 (2%)	26 (14%)	154 (84%)	184 (100%)
Pietersburg	19 (10%)	37 (19%)	140 (71%)	196 (100%)
Total	70(3.7%)	316(16.8%)	1496(79.5%)	1882(100%)

Source: Own Research

4.3.3.3 Creative tendency by circuits

Table 4.26 reflects the creative tendencies of learners, tested, by circuits. Lebowakgomo circuit had the highest representation of learners with an adequate ability for creativity (26%), followed by Pietersburg circuit (25%). The lowest score in this category was obtained by Kgakotlou circuit (15%). Again, relative high numbers of learners, tested, displayed a lack of ability for creativity with Kgakotlou (66%) of their grade ten learners tested, showing a lack of ability.

Table 4.26: Creative tendency by circuits

Circuits	Adequate ability	Moderate ability	Lack of ability	Total
Bahlaloga	39 (19%)	42 (21%)	120 (60%)	201 (100%)
Dimamo	42 (22%)	50 (26%)	100 (52%)	192 (100%)
Kgakotlou	30 (15%)	37 (19%)	132 (66%)	199 (100%)
Lebopo	35 (18%)	45 (23%)	115 (59%)	195 (100%)
Lebowakgomo	51 (26%)	48 (24%)	98 (50%)	197 (100%)
Mamabolo	36 (18%)	42 (20%)	126 (62%)	204 (100%)
Mankweng	25 (16%)	42 (28%)	85 (56%)	152 (100%)
Mogodumo	31 (16%)	42 (21%)	126 (63%)	199 (100%)
Mphahlele	38 (20%)	36 (19%)	117 (61%)	191 (100%)
Pietersburg	50 (25%)	43 (21%)	108 (54%)	201 (100%)
Total	377(19.5%)	427(22.1%)	1127(58.4%)	1931(100%)

Source: Own Research

4.3.3.4 Calculated risk taking by circuits

This section compares the relationship between calculated risks taking among grade ten learners of various circuits in CDM. Table 4.27 reflects that Lebowakgomo and Pietersburg circuits produced the highest percentages of their learners with the ability to take calculated risk (42%). The circuits that produced the highest percentage of grade ten learners with a lack of ability to take calculated risk were Bahlaloga, Lebopo and Mphahlele with 51% of their grade ten learners, tested, showing this inability.

Table 4.27: Calculated risks taking by circuits

Circuits	Adequate ability	Moderate ability	Lack of ability	Total
Bahlaloga	52 (26%)	46 (23%)	103 (51%)	201 (100%)
Dimamo	60 (31%)	41 (21%)	91 (42%)	192 (100%)
Kgakotlou	50 (25%)	55 (28%)	94 (47%)	199 (100%)
Lebopo	47 (24%)	48 (25%)	100 (51%)	195 (100%)
Lebowakgomo	82 (42%)	42 (21%)	73 (37%)	197 (100%)
Mamabolo	54 (26%)	59 (30%)	91 (44%)	204 (100%)
Mankweng	49 (32%)	40 (26%)	63 (42%)	152 (100%)
Mogodumo	57 (29%)	48 (24%)	94 (47%)	199 (100%)
Mphahlele	53 (28%)	41 (21%)	97 (51%)	191 (100%)
Pietersburg	84 (42%)	39 (19%)	78 (39%)	201 (100%)
Total	588(30.4%)	459(23.8%)	884(45.8%)	1931(100%)

Source: Own Research

4.3.3.5 Drive and determination by circuits

Table 4.28 displays the relationship between drive and determination among grade ten learners, tested, in various circuits of CDM. Pietersburg circuit was the best represented in this category, with 23% of their learners showing an adequate ability for drive and determination, followed by Lebowakgomo and Mankweng circuits (16%). Unfortunately, large numbers of grade ten learners, tested, across CDM lack the ability for drive and determination, with Bahlaloga and Mamabolo circuits (73%) each.

Table 4.28: Drive and determination by circuits

Circuits	Adequate ability	Moderate ability	Lack of ability	Total
Bahlaloga	21 (11%)	33 (16%)	147 (73%)	201(100%)
Dimamo	27 (14%)	38 (20%)	127 (66%)	192 (100%)
Kgakotlou	11 (6%)	46 (23%)	142 (71%)	199 (100%)
Lebopo	19 (10%)	35 (18%)	141 (72%)	195 (100%)
Lebowakgomo	31 (16%)	39 (20%)	127 (64%)	197 (100%)
Mamabolo	21 (10%)	35 (17%)	148 (73%)	204 (100%)
Mankweng	25 (16%)	22 (15%)	105 (69%)	152 (100%)
Mogodumo	25 (13%)	40 (20%)	134 (67%)	199 (100%)
Mphahlele	25 (13%)	32 (17%)	134 (70%)	191 (100%)
Pietersburg	46 (23%)	53 (26%)	102 (51%)	201 (100%)
Total	251(13%)	373(19.3%)	1307(67.7%)	1931(100%)

Source: Own Research

4.4 SUMMARY

This chapter focused on aspects that contributed in assessing and comparing the need of grade ten learners to achieve, to be independent, to be creative, to be able to take calculated risks and to show drive and determination. Furthermore, this chapter focused on the presentation and interpretation of results obtained from empirical data collected from grade ten learners in CDM. More specifically the focus was on the sampling process, data management and analysis, research results pertaining to general demographic information and entrepreneurial qualities of respondents. Under entrepreneurial qualities, the study addressed the following: need for achievement; need for autonomy; creative tendency; calculated risk taking; and drive and determination according to gender, age group, subjects enrolled for, the effect of parents/guardians supervision and circuits.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The aim of the study was to assess the general enterprising tendencies (entrepreneurial qualities) such as the need for achievement, need for autonomy, creative tendency, calculated risk taking as well as drive and determination amongst grade ten learners at selected secondary schools in the Capricorn District Municipality of Limpopo Province. The intention was to suggest strategies to be used at secondary schools to enhance entrepreneurial qualities amongst secondary school learners and to lay a foundation to develop these learners to become successful entrepreneurs in small businesses in future.

The study further intended to identify tendencies (abilities) which could enable the researcher to assess and compare the entrepreneurial qualities among grade ten learners, those who were enrolled for commercial subjects and those who were not enrolled for commercial subjects. Comparative study was applied in the research to compare the answers provided by the respondents in order to discover their entrepreneurial qualities. The goal was to determine whether there were any differences and why. The question: “are there any differences between the entrepreneurial qualities of grade ten learners who were enrolled for commercial subjects and those who were not enrolled for commercial subjects?” remained unanswered by the literature, and, therefore, this research report attempted to provide an answer to it.

As supportive information the respondents were also tested to determine the effect of gender, age group, parents/guardians supervision and circuits. The overall results revealed that only a small percentage of the grade ten learners tested, showed an adequate ability in respect of all the entrepreneurial qualities. It was disappointing to note that the vast majority of learners displayed a lack of entrepreneurial qualities. Table 5.1 captures the overall results of this situation.

To support the study, secondary data was collected, conducting a literature review. Primary data was collected through an adopted questionnaire from Caird (1992) which served as an instrument to conduct interviews.

This study is anticipated to contribute knowledge and guidelines on entrepreneurship development at secondary schools in Limpopo Province. Over time, the recommendations

could enhance entrepreneurial development and alleviate poverty in the province. Learners could select entrepreneurship as their career choice and it will also help those learners who didn't manage to obtain a matriculation certificate or those who dropped out from schools due to various personal reasons, to start a business.

The research was conducted in Capricorn District Municipality of the Limpopo Province of the Republic of South Africa. Capricorn District Municipality is divided into 32 circuits. From these circuits, data were collected from ten circuits, randomly selected. The population of the study consisted of 6 214 grade ten learners from all selected circuits. Thereafter, from each selected circuit, five secondary schools were selected providing fifty secondary schools of which only forty nine secondary schools participated in this research.

The sample consisted of grade ten learners who were enrolled for commercial subjects and those who were not enrolled for commercial subjects. The data were collected from 1931 respondents who were given questionnaire to complete which constituted a sample of 31% of the population. Data were captured with the help of a computer, and Microsoft Packages (such as Excel and Word) as well as Statistical Package for the Social Science (SPSS). The study revealed that 51% of the respondents who participated were non commercial learners while 49% were commercial learners.

5.2 CONCLUSION

For the purpose of this research, the focus was on the qualities that contributed to determine whether a person has entrepreneurial abilities. Table 5.1 offers a summary of grade ten learners tested for entrepreneurial qualities in the CDM of Limpopo Province. The results clearly indicated that the selection of school subjects favoured learners who followed non commercial stream.

5.2.1 Need for achievement

Wickham (2001:24) states that entrepreneurs are competitive in nature, they set challenging and dynamic goals for themselves and, on top of that, they want to excel and achieve.

He also notes that entrepreneurs are self-starters who are driven internally and have a strong desire to compete against self-imposed standards and achieve challenging goals they set for themselves

According to table 5.1, the results revealed that only 33,2% of the grade ten learners tested, displayed an adequate ability for need for achievement when measured in terms of need for achievement. The vast majority of the learners that were tested for need for achievement displayed a lack of ability 47,5% and moderate ability 19, 3%. Adding up the two categories of adequate and moderate abilities, gave a clear indication of the level of ability related to need for achievement, the results revealed that 52,5% of the respondents showed ability for need for achievement while 47,5% depicted a lack of ability to achieve.

5.2.2 Need for autonomy/independence

Wickham (2004:23-24) mentions that entrepreneurs should have a need for independence, in other words, they want to be their own bosses; they do not like to be tied up with rules and regulations from others. According to Nieman et al (2003: 30), “to be one’s own boss is one of the biggest reasons why people become entrepreneurs. They are tired of working for somebody else and, therefore, establish their own ventures.”

Again, table 5.1 reflects that 3,7% of the grade ten learners tested, displayed an adequate ability for need for autonomy, 16,8% displayed a moderate ability. Adding up again the category of adequate ability and moderate ability, the results revealed that only 20,5% of respondents had ability to do things independently. However, 79,5% of the respondents tested, lack the ability in terms of skills required for a person to become a good entrepreneur.

5.2.3 Creative tendency

Morris and Kuratko (2002:42) express creativity as the development of new and uncommon ideas for products and services, while innovation refers to the conversion of these new ideas into marketable products and services. They also believe that everybody is capable of being creative, but it is just a matter of how individuals develop the creativity within themselves to produce favourable results. This perception is supported by Nieuwenhuizen (2004:56) stating that: “creativity is a person’s imagination and his/her ability to think of something original.”

Hisrich and Peters (2002: 34) support this statement, indicating that innovation is a crucial aspect of the entrepreneurial process. They remark that the entrepreneur’s task go beyond simply inventing something new but also includes bringing that innovation into the market place and using it to deliver products and services to consumers.

Table 5.1 reveals that 19,5% of the respondents displayed an adequate ability for creativity, 22,1% a moderate ability and 58,4% a lack of ability. Summing up adequate and moderate

ability categories, the table reflects that 41,6% of the participants had an ability to be creative as compared to 58,4% of them who were lacking the ability to be creative.

5.2.4 Calculated risk taking

According to Wickham (2004:150-152), entrepreneurs are risk takers. They take calculated risks, this means that risks are taken after the entrepreneur has taken a careful look at all factors and thereafter deciding if the chances to succeed are enough. Wickham (2004: 152) indicates that an entrepreneur faces different types of risks in his or her life, such as: financial risks, career risk, health risks, and the risk of family relationship.

Table 5.1 also illustrates the results obtained from grade ten learners tested for calculated risk taking. The table reflects that 30,4% of the respondents tested, had an adequate ability for calculated risk taking, 23,8% a moderate ability while 45,8% showed a lack of ability to take calculated risks. Combining the adequate and moderate categories to evaluate the general ability of respondents concerning calculated risk taking, the study reflects that 54,2% of participants showed abilities to take calculated risk while 45,8% lack the ability to take calculated risks.

5.2.5 Drive and determination

Nieman et al (2003: 65-66) state that a real entrepreneur never gives up and he or she learns from previous mistakes. Hisrich and Peters (2002: 34) support Nieman et al (2003:65-66) by stating: “if you really want to succeed, you must know there is always a price to pay, but also that you must not lose yourself in the process”.

Nieman and Bennett (2002:59), Nieman et al (2003:30) and Niewenhuizen (2004:43) are of the opinion that entrepreneurs are driven by sound human relations, commitment to the enterprise, involvement in the enterprise, positive attitude and approach, passion, opportunity seeking, self-reliance, internal locus of control, ability to adapt, motivation to excel, and determination as well as persistence.

Table 5.1 reveals that only 13% of the respondents tested, displayed an adequate ability when measured in terms of drive and determination, 19,3% a moderate ability, but unfortunately, (67,7%) displayed a lack of ability. Summing up adequate and moderate ability categories indicated that 32.3% of grade ten learners had an ability for drive and determination whereas 67,7% showed a lack of ability for drive and determination.

The research findings showed that there was lack of ability amongst grade ten learners who participated in the research concerning drive and determination.

In general, the performance of those learners both enrolled for commercial subjects and those not enrolled, were not good. According to the results obtained from learners who participated in the study, they only displayed ability for need for achievement and calculated risk taking. However, their performances in the other categories were below 50% which is an indication of lack of ability in respect of: need for autonomy; creative tendency; as well as, drive and determination.

Table 5.1: Summary of the entrepreneurial qualities of respondents

Entrepreneurial qualities	Adequate ability	Moderate ability	Lack of ability	Total
Need for achievement	641(33.2%)	373(19.3%)	917(47.5%)	1931(100%)
Need for autonomy	70(3.7%)	316(16.8%)	1496(79.5%)	1882(100%)
Creative tendency	377(19.5%)	427(22.1%)	1127(58.4%)	1931(100%)
Calculated risk taking	588(30.4%)	459(23.8%)	884(45.8%)	1931(100%)
Drive and determination	251(13%)	373(19.3%)	1307(67.7%)	1931(100%)

Source: Own Research

5.3 RESEARCH ASSUMPTIONS

Reasons for poor performance of learners following the commercial stream:

- It was the first time the respondents were exposed to a situation where they had to select subjects. Since grade 4 up to grade 9 they were all doing the same subjects without any choice.
- They were influenced by their parents/guardians in subject selection.

- Peer pressure and fear to lose friends influenced their subjects choice
- The perception that intellectual capacity influences subject choice.
- Lack of career guidance programmes. In the majority of secondary schools in Limpopo Province, career guidance programmes start at grade 11 and grade 12 instead of grade nine, before they are required to select subjects in grade ten.

In general, the performance of the grade ten learners in response to the questionnaire was not good. According to the overall summary of the entrepreneurial qualities, the majority of respondents displayed a lack of ability in respect of most of the entrepreneurial qualities and characteristics.

Nowadays, since many learners drop out from school due to different reasons such as age restriction, bad performance and others, the introduction of entrepreneurship education as a compulsory school subject will gain support, because learners can use the knowledge they acquire from their secondary school experience to start a business to sustain themselves and alleviating the government's burden for job creation. Likewise, unemployment and poverty could be reduced in the CDM and throughout the province.

Learners should be taught to draw up a business plan for themselves so that they can approach any financial institution to request for financial support to start new business or extent an existing business or for other reasons.

5.4 RECOMMENDATIONS

Following the conclusion made from the data analysis process, the following are proposed recommendations:

- Entrepreneurship education as a lifelong learning process should be introduced as a compulsory subject in the curriculum of learners at an early age, should start at home and extend to primary schools and continue through all levels of education, including adult education, called Adult Basic Education and Training (ABET). Such a lifelong learning process could change the mind-set of individuals and stimulate them to develop an aptitude towards entrepreneurship. This will ensure a generation of

passionate entrepreneurs instead of “tenderpreneurs” who are pursuing entrepreneurship as a means to fight poverty and unemployment.

- Schools should teach learners to put theory in to practice and to understand what entrepreneurship is all about by formulating a Learners Mini Business program (LMB) within their curriculum. This program will help the learners to take responsibility as a group, for a small sized and short term business to be started at the beginning of the year till the end of the year; this was already implemented by other countries such as US and Europe (Junior Achievement Young Enterprise Europe annual report, 2006). Learners will be able to sell their stock, produce and market their product/services and keep records. Learners will get into contact with social and economic reality in the business world out of the school and they will also generate profit/income for their schools. To support this program, commercial days should be developed and introduced as early as possible in order to develop practical skills in entrepreneurship.
- Schools should invite business advisors coming from the business world such as (LIBSA, LIMDEV, SEDA, NYDA and TIL) to educate and share knowledge and experience with learners. In this way, learners will be able to gain self-confidence, motivation, become proactive, creative and learn how to be a team player and building team spirit amongst themselves.
- Teachers should link the existing knowledge of learners about entrepreneurship with good practices by teaching them about successful entrepreneurs who are available in the province. This will build a strong interest in learners to become entrepreneurs and encourage them to identify with successful role models.
- Department of education should include the following modules within the entrepreneurship education subject: small business design, small business management, enterprising behaviour, and home based business start up in order to enhance, develop and build this subject. This development will help in improving entrepreneurial qualities amongst learners to prepare them to become successful entrepreneurs. Marketing training should also be included as part of the module. It will help learners to familiarise themselves with marketing strategies required for

running a successful business and will enable them to position their products/services successfully in a competitive environment.

- Learners should be made aware by educators that, to establish a career in the business world, such as having your own business, requires entrepreneurial skills and the ability to endeavour to overcome a greater range of obstacles, especially envy and hostility of rivals. Learners should also be advised that in a hostile business environment different business skills and tactics are required in order to survive. The profit motive is regarded as a principal aim of going into business, but not all established businesses are successful, therefore, learners need to be taught, entrepreneurial skills in order to succeed. Entrepreneurial skills will help learners to solve the problem of unemployment, shortage of required skills in the working places and be able to fight against poverty in the Province.
- The learners of tomorrow will need both education and training. Venter et al (2008:45-46) are of the opinion that formal education is one of the components of human capital that may assist in the accumulation of explicit knowledge that may provide skills useful to entrepreneurs. Human capital theories surmise that education is an investment that yields higher wage compensation in return for an individual's different skills, training and experience (Davidssons & Honig, 2003). Limpopo Department of Education should develop and deliver an efficient and effective entrepreneurial education and training in the province. Instead entrepreneurship education and training is being taken for granted and under-budgeted for. While the Department of Education's focus is on immediate critical educational needs and long term development plans, it would inspire if they would respond to the needs of a global market place. Therefore, it would be vital to introduce training that can be implemented at secondary school level to prepare learners to face ever changing challenges of the business world. Training could motivate learners to become future entrepreneurs.
- A career guidance programme at secondary schools should be improved and commence at grade eight and continue up to grade twelve. Such a programme will help with subject selection when they enter grade ten. Unfortunately, career education in various secondary schools start at grade eleven or grade twelve and is only offered once or twice a year. However, this should be done more regularly or should have a prominent slot in the

school time table. This could reduce the high failure rate among learners. A career guidance programme will help scholars to follow subject streams that will built their lives and produce educated and entrepreneurially-minded youth that will contribute to economic prosperity.

5.5 LIMITATIONS OF THE STUDY

The study focused, only on selected secondary schools in CDM which represented a moderate portion of secondary schools in the province. As a result, findings may not be generalised to include all schools in Limpopo Province. Again, the research focused on assessing the entrepreneurial qualities of grade ten learners only.

The researcher visited certain school in Bahlaloga Circuit where she found no grade ten learners at school during that day; she was told that learners would be available at school only when they were writing, because they were studying at home for the September exams. The researcher requested the principal to organise them for her, unfortunately, only those who were enrolled for commercial subjects showed up. Fortunately, all the other schools operated well.

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ANNEXURE A: CAPRICORN DISTRICT CIRCUITS AND SCHOOLS

EMIS	DISTRICT	CIRCUITS	NAME
920210913	CAPRICORN	BAHANANWA	MATHIPA MAKGATO SECONDARY
920211183	CAPRICORN	BAHANANWA	MORONGWA PRIMARY
920211602	CAPRICORN	BAHANANWA	RASEKGALE PRIMARY
920210883	CAPRICORN	BAHANANWA	MASHIE PRIMARY
920210487	CAPRICORN	BAHANANWA	MABOI PRIMARY
920211459	CAPRICORN	BAHANANWA	RAMAAHLO PRIMARY
920211275	CAPRICORN	BAHANANWA	NAKEDI SECONDARY
920210593	CAPRICORN	BAHANANWA	MAKGARI PRIMARY
920210715	CAPRICORN	BAHANANWA	MAMODUWANE SECONDARY
920211060	CAPRICORN	BAHANANWA	MODULATHOKO PRIMARY
920331964	CAPRICORN	BAHANANWA	MASETE PRIMARY
920332271	CAPRICORN	BAHANANWA	THOKAMPE SECONDARY
992201100	CAPRICORN	BAHANANWA	MAPUMGUBWE PRIMARY SCHOOL
920210746	CAPRICORN	BAHANANWA	MAMOYAHABO PRIMARY
920211190	CAPRICORN	BAHANANWA	MOSHOKOA SECONDARY
920210586	CAPRICORN	BAHANANWA	MAKGAFELA PRIMARY
920210951	CAPRICORN	BAHANANWA	MATSUOKWANE SECONDARY
920210654	CAPRICORN	BAHANANWA	MALOLOANE PRIMARY
920211046	CAPRICORN	BAHANANWA	MMATSELA HIGH
920211770	CAPRICORN	BAHANANWA	SEPANYA PRIMARY
920210456	CAPRICORN	BAHANANWA	MABEA SENIOR SECONDARY
920210319	CAPRICORN	BAHANANWA	KGOKWANA SECONDARY
906211053	CAPRICORN	BAHANANWA	MODIKWA PRIMARY
920212469	CAPRICORN	BAHANANWA	RASEKHUTA PRIMARY
920210531	CAPRICORN	BAHANANWA	MAHADIKANA SECONDARY
920211886	CAPRICORN	BAHANANWA	TLHONA SEDIMONG PRIMARY
920213146	CAPRICORN	BAHANANWA	ALLDAYS COMBINED SCHOOL
920210388	CAPRICORN	BAHANANWA	KOLA LEBOHO SECONDARY
920210258	CAPRICORN	BAHANANWA	KGALUSHI SECONDARY
920210555	CAPRICORN	BAHANANWA	MAIMELA PRIMARY
920211596	CAPRICORN	BAHANANWA	RASEBILU PRIMARY
920210401	CAPRICORN	BAHANANWA	LEBOHO PRIMARY
920211237	CAPRICORN	BAHANANWA	MPHENGWA SECONDARY
920210678	CAPRICORN	BAHANANWA	MAMA PRIMARY SCHOOL
920211398	CAPRICORN	BAHANANWA	POKANONG PRIMARY
920210807	CAPRICORN	BAHANANWA	MANTSHABE PRIMARY
920210814	CAPRICORN	BAHANANWA	MMANTSHAKO SECONDARY
920212476	CAPRICORN	BAHANANWA	NGWAKWANA SECONDARY
920210494	CAPRICORN	BAHANANWA	MABOTHA SECONDARY
920211213	CAPRICORN	BAHANANWA	MPEBE PRIMARY

920211732	CAPRICORN	BAHANANWA	SELELO PRIMARY
920210982	CAPRICORN	BAHANANWA	MMAKGOMO PRIMARY
920210647	CAPRICORN	BAHANANWA	MALENKWANA PRIMARY
920211565	CAPRICORN	BAHANANWA	RAPHOTOLOLO PRIMARY
920211329	CAPRICORN	BAHANANWA	NTSOSE SECONDARY
920211305	CAPRICORN	BAHANANWA	NONYANA PRIMARY
920210890	CAPRICORN	BAHANANWA	MASOKA SECONDARY
922220088	CAPRICORN	BAHLALOGA	BOSEMAHLA PRIMARY
922222626	CAPRICORN	BAHLALOGA	RALEMA PRIMARY
922220118	CAPRICORN	BAHLALOGA	CHOKWE PRIMARY
992205101	CAPRICORN	BAHLALOGA	KOROSO PRIMARY SCHOOL
922221166	CAPRICORN	BAHLALOGA	NGWAKO PRIMARY
922221456	CAPRICORN	BAHLALOGA	SEHLAGANE PRIMARY
922220736	CAPRICORN	BAHLALOGA	MATHABATHA SECONDARY
922221142	CAPRICORN	BAHLALOGA	NARE SENIOR SECONDARY
922220323	CAPRICORN	BAHLALOGA	KAPUTLA NKOANA PRIMARY
922221364	CAPRICORN	BAHLALOGA	RAMONGWANA PRIMARY
922220460	CAPRICORN	BAHLALOGA	LEETETJA PRIMARY
	CAPRICORN	BAHLALOGA	PHUTI MAKIBELO PRIMARY
922220668	CAPRICORN	BAHLALOGA	MARIPHU PRIMARY
922220279	CAPRICORN	BAHLALOGA	J.H. MOLOTO SECONDARY
922220613	CAPRICORN	BAHLALOGA	MAMOLEMANE SECONDARY
922220590	CAPRICORN	BAHLALOGA	MALOKANENG PRIMARY
922220200	CAPRICORN	BAHLALOGA	HLABANA PRIMARY
922220682	CAPRICORN	BAHLALOGA	MASEGELA PRIMARY
922220958	CAPRICORN	BAHLALOGA	MOHWIBIDU PRIMARY
922221357	CAPRICORN	BAHLALOGA	RAMOGOBE PRIMARY
922220934	CAPRICORN	BAHLALOGA	KGAKOA (MOGAKOA) SECONDARY
922220859	CAPRICORN	BAHLALOGA	MMAMAFA SENIOR SECONDARY
922221015	CAPRICORN	BAHLALOGA	MOSHUBABA SECONDARY
922250454	CAPRICORN	BAKONE	MAFIFING PRIMARY
922251136	CAPRICORN	BAKONE	SEO SECONDARY
922250843	CAPRICORN	BAKONE	NOKO SECONDARY
922250751	CAPRICORN	BAKONE	MOSONYA SECONDARY
922250799	CAPRICORN	BAKONE	NAREMOHLALERWA PRIMARY
922250102	CAPRICORN	BAKONE	BURGWAL LOWER PRIMARY
922250836	CAPRICORN	BAKONE	NOKANANTSHWANA SECONDARY
922250027	CAPRICORN	BAKONE	ALAPHA SECONDARY
922250089	CAPRICORN	BAKONE	BORUME PRIMARY
922250508	CAPRICORN	BAKONE	MAKARAPENG PRIMARY
922251563	CAPRICORN	BAKONE	WEGELEGEN PRIMARY
922250034	CAPRICORN	BAKONE	AURORA PRIMARY
922250355	CAPRICORN	BAKONE	LEKITING PRIMARY
922250645	CAPRICORN	BAKONE	MMAMOLOPE SENIOR SECONDARY
922250737	CAPRICORN	BAKONE	MOSEHLENG PRIMARY

922251129	CAPRICORN	BAKONE	SEMORISHI PRIMARY
922250713	CAPRICORN	BAKONE	MOKATENG SECONDARY
922250386	CAPRICORN	BAKONE	LETSHEGA-MALOKWANE SECONDARY
922250140	CAPRICORN	BAKONE	CRACOUW PRIMARY
922250591	CAPRICORN	BAKONE	MASHILO PRIMARY
922251037	CAPRICORN	BAKONE	ROSENKRANTZ PRIMARY
922250157	CAPRICORN	BAKONE	DAWANA COMMERCIAL HIGH
992201201	CAPRICORN	BOCHUM EAST	DENDRON SECONDARY
904332479	CAPRICORN	BOCHUM EAST	BOERLANDS PRIMARY FARM
920210326	CAPRICORN	BOCHUM EAST	KGOLOUTHWANA SECONDARY
922210012	CAPRICORN	BOCHUM EAST	BAKONE NKWE SECONDARY
922210104	CAPRICORN	BOCHUM EAST	BRUSSELS NGOAKO PRIMARY
922211718	CAPRICORN	BOCHUM EAST	SEKURUWE COMBINED
922210975	CAPRICORN	BOCHUM EAST	MAUPYE PRIMARY
922211411	CAPRICORN	BOCHUM EAST	RADIBOLOTJE PRIMARY
922211848	CAPRICORN	BOCHUM EAST	SHAKOLENG SECONDARY
992201301	CAPRICORN	BOCHUM EAST	RASELAELO PRIMARY
922210234	CAPRICORN	BOCHUM EAST	KANANA PRIMARY
920212445	CAPRICORN	BOCHUM EAST	PHUTI PRIMARY-1
904210395	CAPRICORN	BOCHUM EAST	DENDRON PRIMARY
920211152	CAPRICORN	BOCHUM EAST	MONYEMATHULA PRIMARY
920211756	CAPRICORN	BOCHUM EAST	SENWABARWANA PRIMARY
904210722	CAPRICORN	BOCHUM EAST	MAMOLELE PRIMARY
920211282	CAPRICORN	BOCHUM EAST	NANEDI PRIMARY
922211794	CAPRICORN	BOCHUM EAST	SERIPA SECONDARY
920210173	CAPRICORN	BOCHUM EAST	GEORGE TLADI TECHNICAL HIGH
920211572	CAPRICORN	BOCHUM EAST	RAPOHO PRIMARY
922210517	CAPRICORN	BOCHUM EAST	MADIKANA PRIMARY
920210876	CAPRICORN	BOCHUM EAST	MASENWE PRIMARY
920211312	CAPRICORN	BOCHUM EAST	NTLHODUMELA PRIMARY
920210777	CAPRICORN	BOCHUM EAST	MANGWATO PRIMARY
920210340	CAPRICORN	BOCHUM EAST	KGOTLOANA PRIMARY
920210029	CAPRICORN	BOCHUM EAST	BATAUNG HIGH
920211367	CAPRICORN	BOCHUM EAST	PHALA SECONDARY
920210418	CAPRICORN	BOCHUM EAST	LEHAIWA SENIOR SECONDARY
920211947	CAPRICORN	BOCHUM EAST	V.P. MANTHATA SENIOR SECONDARY
922210081	CAPRICORN	BOCHUM EAST	BOSELAKGAKA HIGH PRIMARY
922211954	CAPRICORN	BOCHUM EAST	WITLIG LOWER PRIMARY
922211299	CAPRICORN	BOCHUM EAST	NKOANA PRIMARY
922211077	CAPRICORN	BOCHUM EAST	MODUMELA SECONDARY
920211343	CAPRICORN	BOCHUM EAST	PETER HERMANS PRIMARY
920211138	CAPRICORN	BOCHUM WEST	MOKUMURU PRIMARY
992201303	CAPRICORN	BOCHUM WEST	BOTHANANG PRIMARY
922210180	CAPRICORN	BOCHUM WEST	G.H. FRANZ HIGH
920211626	CAPRICORN	BOCHUM WEST	SCHOONGEZICHT HIGH

920210852	CAPRICORN	BOCHUM WEST	MASEALELE PRIMARY
920211879	CAPRICORN	BOCHUM WEST	THABANTSHO PRIMARY
920210999	CAPRICORN	BOCHUM WEST	MMAKGOTSHWEU PRIMARY
920211206	CAPRICORN	BOCHUM WEST	MPATAPATA SECONDARY
920211015	CAPRICORN	BOCHUM WEST	MMALOTLO SENIOR SECONDARY
922210685	CAPRICORN	BOCHUM WEST	MAMADISHA PRIMARY
922210470	CAPRICORN	BOCHUM WEST	MABETWA PRIMARY
922211084	CAPRICORN	BOCHUM WEST	MOGOHLONG PRIMARY
922211817	CAPRICORN	BOCHUM WEST	SESHANE PRIMARY
922210043	CAPRICORN	BOCHUM WEST	BODIELA SECONDARY
922211039	CAPRICORN	BOCHUM WEST	MMARATHA PRIMARY
922210272	CAPRICORN	BOCHUM WEST	KGEREPI SECONDARY
920210203	CAPRICORN	BOCHUM WEST	HLOHLODI PRIMARY
922210302	CAPRICORN	BOCHUM WEST	KGOKONYANE SECONDARY
920210944	CAPRICORN	BOCHUM WEST	MATOME-A-MOSIMA PRIMARY
920211350	CAPRICORN	BOCHUM WEST	PHAGAMANG SENIOR SECONDARY
922210524	CAPRICORN	BOCHUM WEST	MADIKWENG SENIOR SECONDARY
922210371	CAPRICORN	BOCHUM WEST	KODUMELA PRIMARY
992201304	CAPRICORN	BOCHUM WEST	MATHEW PHOSA SECONDARY SCHOOL
904255723	CAPRICORN	BOCHUM WEST	RATANANG SPECIAL
922211114	CAPRICORN	BOCHUM WEST	MOKGOROKGORO SECONDARY
922211763	CAPRICORN	BOCHUM WEST	SEOBI PRIMARY
922211381	CAPRICORN	BOCHUM WEST	PHUTI MOKWENA PRIMARY
920211510	CAPRICORN	BOCHUM WEST	RAMOTSHABI SECONDARY
920210265	CAPRICORN	BOCHUM WEST	KGEBETLI PRIMARY
922210623	CAPRICORN	BOCHUM WEST	MALAKA PRIMARY
920210197	CAPRICORN	BOCHUM WEST	HELENE FRANZ SECONDARY
920211169	CAPRICORN	BOCHUM WEST	MONYESEBODU PRIMARY
923241405	CAPRICORN	DIMAMO	SOLOMONDALE PRIMARY
904240297	CAPRICORN	DIMAMO	LETIANA FARM PRIMARY
923240358	CAPRICORN	DIMAMO	MAGOGO SECONDARY
923240204	CAPRICORN	DIMAMO	KGOTLHO PRIMARY
923240983	CAPRICORN	DIMAMO	MORUTWA SECONDARY
923240990	CAPRICORN	DIMAMO	MOSEBO PRIMARY
904240600	CAPRICORN	DIMAMO	MAMPHOKU SECONDARY
923240525	CAPRICORN	DIMAMO	MALESELA PRIMARY
923242262	CAPRICORN	DIMAMO	PHIRI KOLOBE HIGH
923241290	CAPRICORN	DIMAMO	SEBAYENG PRIMARY
923240051	CAPRICORN	DIMAMO	BOSHEGO HIGH
923240761	CAPRICORN	DIMAMO	MASEBODILA PRIMARY
923240174	CAPRICORN	DIMAMO	KGALAKA PRIMARY
923241214	CAPRICORN	DIMAMO	RAMABU HIGH
923240099	CAPRICORN	DIMAMO	DIKGOPHENG PRIMARY
923240952	CAPRICORN	DIMAMO	MORARO PRIMARY
923240945	CAPRICORN	DIMAMO	MOLOISI HIGH

923242361	CAPRICORN	DIMAMO	KOKONA DIKGALE PRIMARY
904242354	CAPRICORN	DIMAMO	RARANG PRIMARY
923241061	CAPRICORN	DIMAMO	M.P. MAMABOLO SECONDARY
923240723	CAPRICORN	DIMAMO	MARIBE PRIMARY
923242422	CAPRICORN	DIMAMO	LERULENG SECONDARY
923240853	CAPRICORN	DIMAMO	MODIBONE PRIMARY
923240891	CAPRICORN	DIMAMO	MOHLAUME SECONDARY
923240266	CAPRICORN	DIMAMO	LEKOTA SENIOR SECONDARY
923240327	CAPRICORN	DIMAMO	MAFOLOFOLO HIGH
923241269	CAPRICORN	DIMAMO	RANTI SECONDARY
923240303	CAPRICORN	DIMAMO	MABOYANE PRIMARY
923240037	CAPRICORN	DIMAMO	BAPHUTHENG SECONDARY
923240877	CAPRICORN	DIMAMO	MOGABANE PRIMARY
923242552	CAPRICORN	DIMAMO	BANA-BATHARI SCHOOL
923240730	CAPRICORN	DIMAMO	MAROBALA PRIMARY
923240235	CAPRICORN	DIMAMO	KONOTO PRIMARY
923240679	CAPRICORN	DIMAMO	MANTHEDING PRIMARY
923242439	CAPRICORN	DIMAMO	MAPHUTO PRIMARY
992203100	CAPRICORN	KGAKOTLOU	KOTISHING SECONDARY SCHOOL
923241177	CAPRICORN	KGAKOTLOU	PHUTI PRIMARY-2
923240662	CAPRICORN	KGAKOTLOU	MMANTHE PRIMARY
923240617	CAPRICORN	KGAKOTLOU	MANANGA PRIMARY
923241108	CAPRICORN	KGAKOTLOU	NGWANALAKA SECONDARY
923241436	CAPRICORN	KGAKOTLOU	THABA DORA PRIMARY
923240211	CAPRICORN	KGAKOTLOU	KLAAS MOTHAPO SECONDARY
923245633	CAPRICORN	KGAKOTLOU	ITIRELENG PRIMARY
923240310	CAPRICORN	KGAKOTLOU	MADIPOANE SECONDARY
923240686	CAPRICORN	KGAKOTLOU	MAPELOANA SECONDARY
923241153	CAPRICORN	KGAKOTLOU	PHOMOLONG SENIOR SECONDARY
923240501	CAPRICORN	KGAKOTLOU	MALATSWA HIGH
923240259	CAPRICORN	KGAKOTLOU	LAASTE HOOP HIGHER PRIMARY
923241016	CAPRICORN	KGAKOTLOU	MOTHIBA PRIMARY
923240587	CAPRICORN	KGAKOTLOU	MAMOTHALO SECONDARY
923240785	CAPRICORN	KGAKOTLOU	MASOBE SECONDARY
923241184	CAPRICORN	KGAKOTLOU	POGUTI MARIBULLA PRIMARY
923240914	CAPRICORN	KGAKOTLOU	MOLAMO PRIMARY
923240556	CAPRICORN	KGAKOTLOU	MAMAHLO PRIMARY
923240112	CAPRICORN	KGAKOTLOU	DIKWATA PRIMARY
923241245	CAPRICORN	KGAKOTLOU	RAMATHOPE SENIOR SECONDARY
923240808	CAPRICORN	KGAKOTLOU	MATSHELANE MOTHAPO PRIMARY
923242279	CAPRICORN	KGAKOTLOU	MAPUDITHOMO PRIMARY
923240143	CAPRICORN	KGAKOTLOU	GERSON NTJIE SECONDARY
923241450	CAPRICORN	KGAKOTLOU	THOMO PRIMARY-2
923245435	CAPRICORN	KGAKOTLOU	BENEDICT AND HOPE CENTRE
992203201	CAPRICORN	KGAKOTLOU	CHRIST THE KING

923241221	CAPRICORN	KGAKOTLOU	RAMAKANYANE SECONDARY
923240495	CAPRICORN	KGAKOTLOU	MAKOTOPONG SENIOR PRIMARY
923240433	CAPRICORN	KGAKOTLOU	MAKGOBAKETSE SECONDARY
923241139	CAPRICORN	KGAKOTLOU	NTJI MOTHAPO PRIMARY
923240716	CAPRICORN	KGAKOTLOU	MAREDI PRIMARY-1
923241474	CAPRICORN	KGAKOTLOU	TJATJANENG PRIMARY
923241023	CAPRICORN	KGAKOTLOU	MOTHIMAKO SECONDARY
922220057	CAPRICORN	KOLOTI	BOETSE SECONDARY
922220040	CAPRICORN	KOLOTI	BAILAFURI PRIMARY
922220637	CAPRICORN	KOLOTI	MANAMELA PRIMARY
922221029	CAPRICORN	KOLOTI	MORUPAHALE PRIMARY
922221043	CAPRICORN	KOLOTI	MOSHASHA PRIMARY
922221416	CAPRICORN	KOLOTI	SEBOKELA PRIMARY
992205201	CAPRICORN	KOLOTI	GOOD SHEPHERD PRIMARY
922221012	CAPRICORN	KOLOTI	MOREMI HIGHER PRIMARY
922220989	CAPRICORN	KOLOTI	MOLALAHARE PRIMARY
922220842	CAPRICORN	KOLOTI	MMAKGABO SENIOR SECONDARY
922220514	CAPRICORN	KOLOTI	MACHEMA PRIMARY
922220347	CAPRICORN	KOLOTI	KGANTSHI PRIMARY
922222510	CAPRICORN	KOLOTI	PHALATLOU SECONDARY
922220972	CAPRICORN	KOLOTI	MOKGOBA JUNIOR PRIMARY
922220361	CAPRICORN	KOLOTI	KGWAREDI PRIMARY
922220620	CAPRICORN	KOLOTI	MAMOLOKO PRIMARY
922220385	CAPRICORN	KOLOTI	KOMAPE-MOLAPO PRIMARY
922220699	CAPRICORN	KOLOTI	MASEROLE SECONDARY
922129030	CAPRICORN	KOLOTI	MOLOTO PRIMARY
922221500	CAPRICORN	KOLOTI	SESHIGO HIGH
922220903	CAPRICORN	KOLOTI	MMATLOU PRIMARY
923240907	CAPRICORN	LEBOPO	MOKWATEDI SECONDARY
923241382	CAPRICORN	LEBOPO	SETLAKALANA SECONDARY
923240655	CAPRICORN	LEBOPO	MANOSHI SENIOR SECONDARY
923240884	CAPRICORN	LEBOPO	MOGANO PRIMARY
923241009	CAPRICORN	LEBOPO	MOTHAPO PRIMARY
923241504	CAPRICORN	LEBOPO	TSELA CHUEU SECONDARY
923241542	CAPRICORN	LEBOPO	ZOETFONTEIN SECONDARY
923240082	CAPRICORN	LEBOPO	DIHLOPANENG PRIMARY
923240341	CAPRICORN	LEBOPO	MAGATOLLE PRIMARY
923241313	CAPRICORN	LEBOPO	SEHLALE PRIMARY
923245644	CAPRICORN	LEBOPO	MAKATJANE COMBINED
923240419	CAPRICORN	LEBOPO	MAKGALAPANE PRIMARY
923240822	CAPRICORN	LEBOPO	MMAPADI SEN SECONDARY
923240624	CAPRICORN	LEBOPO	MMANANYA PRIMARY
992203300	CAPRICORN	LEBOPO	MAKGALAPANE COMBINED
992203301	CAPRICORN	LEBOPO	MMAWESHI PRIMARY SCHOOL
923241337	CAPRICORN	LEBOPO	SEKGWENG PRIMARY

923240396	CAPRICORN	LEBOPO	MAKATA PRIMARY
923246693	CAPRICORN	LEBOPO	MAPHEFO PRIMARY-1
923240631	CAPRICORN	LEBOPO	MANKGAILE PRIMARY
923240563	CAPRICORN	LEBOPO	MAMODIKELENG SECONDARY
923241115	CAPRICORN	LEBOPO	NGWANASEALA SECONDARY
923240921	CAPRICORN	LEBOPO	MOLEPO PRIMARY
923240068	CAPRICORN	LEBOPO	BOSHEGA PRIMARY
923245492	CAPRICORN	LEBOPO	MAISHA HIGH
923241160	CAPRICORN	LEBOPO	PHUNYAKO HIGH
923241252	CAPRICORN	LEBOPO	RAMPHERI PRIMARY
923240075	CAPRICORN	LEBOPO	CHAKGA JUNIOR SECONDARY
923240860	CAPRICORN	LEBOPO	MOEFADI PRIMARY
923240129	CAPRICORN	LEBOPO	DIPUWE PRIMARY
923240594	CAPRICORN	LEBOPO	MAMPA PRIMARY
923242484	CAPRICORN	LEBOPO	MAGAEDISHA HIGH
923240570	CAPRICORN	LEBOPO	MAMOKGARI SECONDARY
923241511	CAPRICORN	LEBOPO	TSHEBELA HIGH
923241412	CAPRICORN	LEBOPO	ST. BEDE SENIOR SECONDARY
923241429	CAPRICORN	LEBOPO	SUBIACO PRIMARY
992204103	CAPRICORN	LEBOWAKGOMO	TIRISANO PRIMARY SCHOOL
923262058	CAPRICORN	LEBOWAKGOMO	TSOGA-O-ITIRELE SCHOOL
923260949	CAPRICORN	LEBOWAKGOMO	MPHACHUE SECONDARY
923260574	CAPRICORN	LEBOWAKGOMO	MAKGOATHANE PRIMARY
923260352	CAPRICORN	LEBOWAKGOMO	LAFATA PRIMARY
923260321	CAPRICORN	LEBOWAKGOMO	KOPANO SECONDARY
923260475	CAPRICORN	LEBOWAKGOMO	MADITSI HIGH
923260215	CAPRICORN	LEBOWAKGOMO	HUELERENG PRIMARY
923260109	CAPRICORN	LEBOWAKGOMO	DEREK KOBE SENIOR SECONDARY
923261027	CAPRICORN	LEBOWAKGOMO	NTSEEKGOPU PRIMARY
923261386	CAPRICORN	LEBOWAKGOMO	TLOURWE HIGH
923260680	CAPRICORN	LEBOWAKGOMO	MARETLWANG PRIMARY
923260741	CAPRICORN	LEBOWAKGOMO	MATHOMOMAYO SENIOR SECONDARY
923261225	CAPRICORN	LEBOWAKGOMO	SEKURWANENG PRIMARY
923260444	CAPRICORN	LEBOWAKGOMO	LITTLE BEDFORDVIEW PRIMARY
923260819	CAPRICORN	LEBOWAKGOMO	MOGODUMO PRIMARY
923260178	CAPRICORN	LEBOWAKGOMO	EUREKA PRIMARY
923260918	CAPRICORN	LEBOWAKGOMO	MOSEPEDI SECONDARY
923260550	CAPRICORN	LEBOWAKGOMO	MAIMANE SECONDARY
923260963	CAPRICORN	LEBOWAKGOMO	NDLOVU PRIMARY
923260376	CAPRICORN	LEBOWAKGOMO	LEBOWAKGOMO SENIOR SECONDARY
923260628	CAPRICORN	LEBOWAKGOMO	MAMAOLO PRIMARY
992204102	CAPRICORN	LEBOWAKGOMO	TUDUMO SECONDARY SCHOOL
992204101	CAPRICORN	LEBOWAKGOMO	RUSPLAAS CHRISTIAN MODEL COMBINED
923261843	CAPRICORN	LEBOWAKGOMO	HILLSIDE PARK PRIMARY
923260161	CAPRICORN	LEBOWAKGOMO	DR. DIXON MPHABLELE PRIMARY

923260802	CAPRICORN	LEBOWAKGOMO	MOGODI PRIMARY
923260505	CAPRICORN	LEBOWAKGOMO	MAHLASEDI SCHOOL
923261270	CAPRICORN	LEBOWAKGOMO	S.J. VAN DER MERWE TECHNICAL HIGH
921230337	CAPRICORN	LEPELLE	MMUDI NAREADI PRIMARY
921230238	CAPRICORN	LEPELLE	MAMPOTJANE SECONDARY
921230535	CAPRICORN	LEPELLE	PHALAKGORO MOTHOA SECONDARY
921230429	CAPRICORN	LEPELLE	MOREMOTSE SENIOR SECONDARY
921231057	CAPRICORN	LEPELLE	SEALAMAGORO PRIMARY
921230108	CAPRICORN	LEPELLE	KHURENG PRIMARY
921230733	CAPRICORN	LEPELLE	SERUTLE SECONDARY
921230764	CAPRICORN	LEPELLE	SEULA MMAKO PRIMARY
921230207	CAPRICORN	LEPELLE	MAKGWADING SECONDARY
921230528	CAPRICORN	LEPELLE	NKGOSO PRIMARY
921230658	CAPRICORN	LEPELLE	SEBITJA SENIOR SECONDARY
921230603	CAPRICORN	LEPELLE	RAMASODI PRIMARY
921230924	CAPRICORN	LEPELLE	MPOTLA SENIOR SECONDARY
921230344	CAPRICORN	LEPELLE	MOGOLOGOLO PRIMARY
921230279	CAPRICORN	LEPELLE	MARAGANE PRIMARY
921230047	CAPRICORN	LEPELLE	DITLHAKANENG PRIMARY
921231026	CAPRICORN	LEPELLE	THADUKU PRIMARY
921230788	CAPRICORN	MAGATLE	SHUPENG PRIMARY
921230221	CAPRICORN	MAGATLE	MAMOGOASHA PRIMARY
921230177	CAPRICORN	MAGATLE	MAFSIAKGOMO SECONDARY
921230153	CAPRICORN	MAGATLE	MADIKA PRIMARY
921230092	CAPRICORN	MAGATLE	KGAKALA SECONDARY
921230849	CAPRICORN	MAGATLE	MADIBO SECONDARY
921230566	CAPRICORN	MAGATLE	PIET N. APHANE HIGH
921230320	CAPRICORN	MAGATLE	MMAMMATI PRIMARY
921230139	CAPRICORN	MAGATLE	LETJATJI PRESIDENTIAL PRIMARY
921230030	CAPRICORN	MAGATLE	DIPOFUNG PRIMARY
921230436	CAPRICORN	MAGATLE	MOROPA SECONDARY
921231064	CAPRICORN	MAGATLE	MOTSERERENG PRIMARY
921230252	CAPRICORN	MAGATLE	MANKHOLE SECONDARY
992206200	CAPRICORN	MAGATLE	PROF. MAJELELE SERUDU PRIMARY SCHOOL
921230382	CAPRICORN	MAGATLE	MOKGOHLWE MAKOPO SECONDARY
921230696	CAPRICORN	MAGATLE	SEKGOPHOKGOPHONG PRIMARY
921230689	CAPRICORN	MAGATLE	SEGAENG SECONDARY
921230405	CAPRICORN	MAGATLE	MOLEMO PRIMARY
921230450	CAPRICORN	MAGATLE	MOTSOFALA PRIMARY
921230726	CAPRICORN	MAGATLE	SERADITOLA SECONDARY
921230184	CAPRICORN	MAGATLE	MAGATLE PRIMARY
921230160	CAPRICORN	MAGATLE	MMADITHAKADU SECONDARY
921230498	CAPRICORN	MAGATLE	NGWANA MOKWENA KEKANA PRIMARY
921230016	CAPRICORN	MAGATLE	BOLAHLAKGOMO PRIMARY
921230719	CAPRICORN	MAGATLE	SELLO PRIMARY

921230269	CAPRICORN	MAGATLE	MAPATJAKENG PRIMARY
921230740	CAPRICORN	MAGATLE	SETHWETHWA SEN SECONDARY
921230672	CAPRICORN	MAGATLE	SECHICHI HIGH
921230818	CAPRICORN	MAGATLE	TUBAKE SENIOR SECONDARY
992201400	CAPRICORN	MALEBOHO CENTRAL	MMAPHUTI SECONDARY SCHOOL
920210142	CAPRICORN	MALEBOHO CENTRAL	DITATSU PRIMARY
920210838	CAPRICORN	MALEBOHO CENTRAL	MAPOTLA PRIMARY
920210128	CAPRICORN	MALEBOHO CENTRAL	DIKOLOI SECONDARY
920211589	CAPRICORN	MALEBOHO CENTRAL	RASEASALA PRIMARY
920210609	CAPRICORN	MALEBOHO CENTRAL	MAKGOTLHO PRIMARY
920210111	CAPRICORN	MALEBOHO CENTRAL	DIKGOALE PRIMARY
920210333	CAPRICORN	MALEBOHO CENTRAL	KGOPUDI SECONDARY
920210548	CAPRICORN	MALEBOHO CENTRAL	MAHLASE SENIOR SECONDARY
920210630	CAPRICORN	MALEBOHO CENTRAL	MALEBOHO SENIOR SECONDARY
920211800	CAPRICORN	MALEBOHO CENTRAL	SESALONG PRIMARY
920211688	CAPRICORN	MALEBOHO CENTRAL	SEKELEKA SENIOR SECONDARY
920210098	CAPRICORN	MALEBOHO CENTRAL	BOTSHWA PRIMARY
920211121	CAPRICORN	MALEBOHO CENTRAL	MOKIDIANE MORUKHU PRIMARY
920211145	CAPRICORN	MALEBOHO CENTRAL	MONYEBODI PRIMARY
920210920	CAPRICORN	MALEBOHO CENTRAL	MATHUWE PRIMARY
920211527	CAPRICORN	MALEBOHO CENTRAL	RANKHUMANENG PRIMARY
920211176	CAPRICORN	MALEBOHO CENTRAL	MOPHAMAMONA PRIMARY
920210906	CAPRICORN	MALEBOHO CENTRAL	MATHEKO PRIMARY
920210753	CAPRICORN	MALEBOHO CENTRAL	MAMPOTE PRIMARY
920210432	CAPRICORN	MALEBOHO CENTRAL	LETLHOEDI PRIMARY
920212452	CAPRICORN	MALEBOHO CENTRAL	MATJEKETLANE PRIMARY
920211428	CAPRICORN	MALEBOHO CENTRAL	RADIKGOBETHE SECONDARY
920211503	CAPRICORN	MALEBOHO CENTRAL	RAMOKGETHI SECONDARY
920210210	CAPRICORN	MALEBOHO CENTRAL	HOSEA MOTSHEMI PRIMARY
920210050	CAPRICORN	MALEBOHO CENTRAL	BODIROA PRIMARY
920213168	CAPRICORN	MALEBOHO CENTRAL	RASEKGALA SECONDARY
920212421	CAPRICORN	MALEBOHO CENTRAL	DINOKO PRIMARY
920210364	CAPRICORN	MALEBOHO CENTRAL	KOBE PRIMARY
920211671	CAPRICORN	MALEBOHO CENTRAL	SEIPHI SECONDARY
920211916	CAPRICORN	MALEBOHO CENTRAL	TSHENYANE JUNIOR SECONDARY
920211435	CAPRICORN	MALEBOHO CENTRAL	RADIRA SECONDARY
920210791	CAPRICORN	MALEBOHO CENTRAL	MANOE SECONDARY
920210692	CAPRICORN	MALEBOHO CENTRAL	MAMASONYA PRIMARY
920210227	CAPRICORN	MALEBOHO CENTRAL	JOHN MOLOKOMME PRIMARY
920210739	CAPRICORN	MALEBOHO CENTRAL	MAMOSHIA PRIMARY
920211244	CAPRICORN	MALEBOHO EAST	MPHOKANENG PRIMARY
920210067	CAPRICORN	MALEBOHO EAST	BOIKHUTSO PRIMARY-1
920210760	CAPRICORN	MALEBOHO EAST	MANAKA PRIMARY
922210289	CAPRICORN	MALEBOHO EAST	KGOBOKANANG SENIOR PRIMARY
920210661	CAPRICORN	MALEBOHO EAST	MALUSI SECONDARY

920211473	CAPRICORN	MALEBOHO EAST	RAMATEMA SECONDARY
904210821	CAPRICORN	MALEBOHO EAST	MAPHUTHA SECONDARY
920211749	CAPRICORN	MALEBOHO EAST	SEMETSE PRIMARY
920211640	CAPRICORN	MALEBOHO EAST	SEFIHLAMPYANA PRIMARY
904211442	CAPRICORN	MALEBOHO EAST	RALEKWALANA SECONDARY
920211923	CAPRICORN	MALEBOHO EAST	TSWATSANE PRIMARY
920211862	CAPRICORN	MALEBOHO EAST	TEMA SECONDARY
920211091	CAPRICORN	MALEBOHO EAST	MOHLABI PRIMARY
920211855	CAPRICORN	MALEBOHO EAST	TEFU PRIMARY
920210845	CAPRICORN	MALEBOHO EAST	MARUMOFASE COMMUNITY HIGH
992201502	CAPRICORN	MALEBOHO EAST	MAKAMA SECONDARY SCHOOL
920211466	CAPRICORN	MALEBOHO EAST	RAMARULA PRIMARY
992201501	CAPRICORN	MALEBOHO EAST	MAPHETSA PRIMARY
992201503	CAPRICORN	MALEBOHO EAST	T.P SEAKAMELA PRIMARY SCHOOL
920211701	CAPRICORN	MALEBOHO EAST	SEKHWIDITSANE PRIMARY
920210784	CAPRICORN	MALEBOHO EAST	MANKGAKGATLA SENIOR SECONDARY
920210968	CAPRICORN	MALEBOHO EAST	MATSWAKE SECONDARY
920211541	CAPRICORN	MALEBOHO EAST	RAPHATLHA SECONDARY
904210159	CAPRICORN	MALEBOHO EAST	DITHEBELE SECONDARY
904210500	CAPRICORN	MALEBOHO EAST	MACHABA PRIMARY
920211022	CAPRICORN	MALEBOHO EAST	MMANTOTOLE PRIMARY
920211480	CAPRICORN	MALEBOHO EAST	RAMMUTLA PRIMARY
920211725	CAPRICORN	MALEBOHO EAST	SELAELO PRIMARY
920211664	CAPRICORN	MALEBOHO WEST	SEIKGONI SECONDARY
920213157	CAPRICORN	MALEBOHO WEST	MASHILOMPANA PRIMARY
920210425	CAPRICORN	MALEBOHO WEST	LENARE SECONDARY
920211107	CAPRICORN	MALEBOHO WEST	MOHLAKENG PRIMARY
920210357	CAPRICORN	MALEBOHO WEST	KGWALE PRIMARY
920211374	CAPRICORN	MALEBOHO WEST	PHUMATLA SECONDARY
920210708	CAPRICORN	MALEBOHO WEST	MAMMOKA SECONDARY
922211787	CAPRICORN	MALEBOHO WEST	SEPHAOWENG PRIMARY
920212377	CAPRICORN	MALEBOHO WEST	MOLOKO SENIOR SECONDARY
920211633	CAPRICORN	MALEBOHO WEST	SEANEHO PRIMARY
920210562	CAPRICORN	MALEBOHO WEST	MAKALANG PRIMARY
920212384	CAPRICORN	MALEBOHO WEST	KETUDI HIGH
920210241	CAPRICORN	MALEBOHO WEST	KAWENE HIGH PRIMARY
922212407	CAPRICORN	MALEBOHO WEST	MATUNTUNYANE PRIMARY
920211534	CAPRICORN	MALEBOHO WEST	RAPETSWA SECONDARY
922210869	CAPRICORN	MALEBOHO WEST	MASEBE PRIMARY
920210616	CAPRICORN	MALEBOHO WEST	MAKHUTLA PRIMARY
920211220	CAPRICORN	MALEBOHO WEST	MPHELA SECONDARY
920211268	CAPRICORN	MALEBOHO WEST	MY DARLING SENIOR SECONDARY
920212391	CAPRICORN	MALEBOHO WEST	SEFOTO PRIMARY
920211657	CAPRICORN	MALEBOHO WEST	SEFOTWANE PRIMARY
920211893	CAPRICORN	MALEBOHO WEST	TLHAKAUMA PRIMARY

920211824	CAPRICORN	MALEBOHO WEST	SETHUNYA PRIMARY
920211930	CAPRICORN	MALEBOHO WEST	TUMAKGOLE SENIOR
920210449	CAPRICORN	MALEBOHO WEST	LETSWATLA PRIMARY
920211497	CAPRICORN	MALEBOHO WEST	RAMOHLAKANA SECONDARY
920210074	CAPRICORN	MALEBOHO WEST	BORWALATHOTO LOWER & HIGHER PRI
920211404	CAPRICORN	MALEBOHO WEST	POTOKELA PRIMARY
922211619	CAPRICORN	MALEBOHO WEST	SADU LOWER AND HIGHER PRIMARY
922210579	CAPRICORN	MALEBOHO WEST	MAKANGWANE SECONDARY
920211909	CAPRICORN	MALEBOHO WEST	TLOU-MATOME SECONDARY
992203400	CAPRICORN	MAMABOLO	MONGWANENG PRIMARY SCHOOL
923242477	CAPRICORN	MAMABOLO	MOLLWANA COMMERCIAL HIGH
923240488	CAPRICORN	MAMABOLO	MAKHUDU SENIOR PRIMARY
923241207	CAPRICORN	MAMABOLO	RAKOPI JUNIOR PRIMARY
923241443	CAPRICORN	MAMABOLO	THABAKGONE PRIMARY
923240365	CAPRICORN	MAMABOLO	MAHLANHLE PRIMARY
923240167	CAPRICORN	MAMABOLO	KATANE PRIMARY
904240440	CAPRICORN	MAMABOLO	MAKGOBATHE PRIMARY
923241320	CAPRICORN	MAMABOLO	SEHLOMOLA PRIMARY
923240840	CAPRICORN	MAMABOLO	MMATLALA PRIMARY
923240532	CAPRICORN	MAMABOLO	MAMABOLO PRIMARY
923242453	CAPRICORN	MAMABOLO	LESHOANE LOWER PRIMARY
904242446	CAPRICORN	MAMABOLO	MPHOME PRIMARY
923240181	CAPRICORN	MAMABOLO	KGATLA HIGHER PRIMARY
923240242	CAPRICORN	MAMABOLO	KOTANKWE PRIMARY
923240792	CAPRICORN	MAMABOLO	MATHUKANA SECONDARY
904240754	CAPRICORN	MAMABOLO	MASEALAMA SECONDARY
904242347	CAPRICORN	MAMABOLO	MAKOME SECONDARY
923241047	CAPRICORN	MAMABOLO	MOTLAKARO SECONDARY
904241092	CAPRICORN	MAMABOLO	MACHAKA ROBERT MAMABOLO SECONDARY
904241481	CAPRICORN	MAMABOLO	TLHOTLHONYA PRIMARY
919241467	CAPRICORN	MAMABOLO	THUNE PRIMARY
904242309	CAPRICORN	MAMABOLO	TLOUKOLOBE PRIMARY
923241528	CAPRICORN	MAMABOLO	TSHWARE PRIMARY
923240778	CAPRICORN	MAMABOLO	MASEKWAMENG PRIMARY
904241368	CAPRICORN	MAMABOLO	SEOLWANA SECONDARY
923241122	CAPRICORN	MAMABOLO	NKOSHILO HIGH
923240648	CAPRICORN	MAMABOLO	MANKOENG HIGH
923240136	CAPRICORN	MAMABOLO	DOASHO HIGH
992203500	CAPRICORN	MANKWENG	PETER MOKABA PRIMARY SCHOOL
923242217	CAPRICORN	MANKWENG	DITLALEMESO SECONDARY
923245701	CAPRICORN	MANKWENG	MAPHEFO PRIMARY-2
923245666	CAPRICORN	MANKWENG	TRINITY SCIENCE SCHOOL
923241078	CAPRICORN	MANKWENG	MPHETSEBE SECONDARY
923241344	CAPRICORN	MANKWENG	SEKITLA SECONDARY
923240198	CAPRICORN	MANKWENG	KGOKONG PRIMARY

923241030	CAPRICORN	MANKWENG	MOTHOLO LOWER PRIMARY
923241054	CAPRICORN	MANKWENG	MOUNTAINVIEW SENIOR SECONDARY
923240969	CAPRICORN	MANKWENG	MORIA PRIMARY
923241498	CAPRICORN	MANKWENG	TORONTO PRIMARY
923245536	CAPRICORN	MANKWENG	BJATLADI HIGH
923241375	CAPRICORN	MANKWENG	SESOAI HIGHER PRIMARY
923241351	CAPRICORN	MANKWENG	SEKWALA PRIMARY
923240815	CAPRICORN	MANKWENG	MEGORING PRIMARY
923240549	CAPRICORN	MANKWENG	MAMABUDUSHA HIGH
923240839	CAPRICORN	MANKWENG	MMAPHOTLA PRIMARY
924240389	CAPRICORN	MANKWENG	MAKANYE PRIMARY
923240013	CAPRICORN	MANKWENG	BADIMONG PRIMARY
923240976	CAPRICORN	MANKWENG	MORITING PRIMARY
923241238	CAPRICORN	MANKWENG	RAMOSHOBHLE HIGH
923240464	CAPRICORN	MANKWENG	MAKGONGOANA HIGH
923240471	CAPRICORN	MANKWENG	MAKGWADIBA PRIMARY
923240518	CAPRICORN	MANKWENG	MALESA PRIMARY
920235734	CAPRICORN	MANKWENG	DIOPONG PRIMARY
923240426	CAPRICORN	MANKWENG	MAKGEFOLA PRIMARY
923241399	CAPRICORN	MANKWENG	SIONE PRIMARY
923241191	CAPRICORN	MANKWENG	PULA-MADIBOGO PRIMARY
923240402	CAPRICORN	MANKWENG	MAKEKETELA PRIMARY
923240105	CAPRICORN	MANKWENG	DIKOLOBE PRIMARY
923240150	CAPRICORN	MANKWENG	HWITI HIGH
923240457	CAPRICORN	MANKWENG	MAKGOKA HIGH
923240747	CAPRICORN	MANKWENG	MAROBATHOTHA HIGH
922220019	CAPRICORN	MARABA	ABRAM SIBASA PRIMARY
922220248	CAPRICORN	MARABA	HOSEA NTSOANE PRIMARY
922220309	CAPRICORN	MARABA	JONAS LESETJA LEDWABA PRIMARY
922220262	CAPRICORN	MARABA	JAWEJAWE LEDWABA SECONDARY
922221210	CAPRICORN	MARABA	NTSODI BAMBO PRIMARY
922220873	CAPRICORN	MARABA	MMANARE SECONDARY
922220866	CAPRICORN	MARABA	MMAMARAMA SECONDARY
922221197	CAPRICORN	MARABA	NNATILE PRIMARY
922221548	CAPRICORN	MARABA	SOLOMON MARABA PRIMARY
922221463	CAPRICORN	MARABA	SEHLARE PRIMARY
922220545	CAPRICORN	MARABA	MAHLODUMELA LOWER PRIMARY
922223514	CAPRICORN	MARABA	NGWANAMPHAHLELE
922220644	CAPRICORN	MARABA	MANKGAKISHA PRIMARY
922221623	CAPRICORN	MARABA	VENUS PRIMARY
922220569	CAPRICORN	MARABA	MAKGWARENG PRIMARY
922221098	CAPRICORN	MARABA	MPHATLALATSANE SECONDARY
922220187	CAPRICORN	MARABA	GEORGE MORAGULA SECONDARY
922220781	CAPRICORN	MARABA	MATUMA PRIMARY
922220880	CAPRICORN	MARABA	MMAPHUTI SECONDARY

922221180	CAPRICORN	MARABA	NGWANASEHLAKWANA SECONDARY
922220651	CAPRICORN	MARABA	MAPANGULA PRIMARY
922220583	CAPRICORN	MARABA	MALEMA PRIMARY-2
922222657	CAPRICORN	MARABA	JONAS MANTJIU SECONDARY
922221487	CAPRICORN	MARABA	SEKGOPETJANA SECONDARY
922220293	CAPRICORN	MARABA	JOHN NRIMBA PRIMARY
904220132	CAPRICORN	MARABA	DOORNSPRUIT PRIMARY
922223479	CAPRICORN	MARABA	SETOTOLWANE SECONDARY
904221241	CAPRICORN	MARABA	PAX HIGH
904221258	CAPRICORN	MARABA	PAXANA PRIMARY
904221067	CAPRICORN	MARABA	MOTSE MARIA SECONDARY
922220286	CAPRICORN	MAUNE	JOEL SIBASA SENIOR SECONDARY
922220521	CAPRICORN	MAUNE	MADENATHAGA PRIMARY
922221371	CAPRICORN	MAUNE	RANTSHU PRIMARY
904221449	CAPRICORN	MAUNE	SEFATI PRIMARY
922221616	CAPRICORN	MAUNE	UTJANE PRIMARY
922220484	CAPRICORN	MAUNE	LETLAKANA PRIMARY
922220705	CAPRICORN	MAUNE	MASHASHANE PRIMARY
922221074	CAPRICORN	MAUNE	MOTSIRI PRIMARY
922221586	CAPRICORN	MAUNE	TLAKALE MASHASHANE SECONDARY
922221425	CAPRICORN	MAUNE	SEBUSHI PRIMARY
922221135	CAPRICORN	MAUNE	NAPO PRIMARY
922220798	CAPRICORN	MAUNE	MAUNE PRIMARY
922221470	CAPRICORN	MAUNE	SEIPONE SECONDARY
922220712	CAPRICORN	MAUNE	MASHIANOKE PRIMARY
922221609	CAPRICORN	MAUNE	TUTWANA PRIMARY
922221036	CAPRICORN	MAUNE	MORWASETHULA PRIMARY
922220538	CAPRICORN	MAUNE	MAGANDANGELE HIGH
922220163	CAPRICORN	MAUNE	DR. M.J. MADIBA SECONDARY
922220606	CAPRICORN	MAUNE	MALOPENG PRIMARY
922223378	CAPRICORN	MAUNE	PHATLAPHADIMA SCHOOL
922220743	CAPRICORN	MAUNE	MATHETHA LEDWABA SECONDARY
922220354	CAPRICORN	MAUNE	KGOLOKGOTLHA LEDWABA SECONDARY
922220095	CAPRICORN	MAUNE	BOTSIKANA SECONDARY
922220811	CAPRICORN	MAUNE	MILENTE SECONDARY
922221005	CAPRICORN	MAUNE	MORELEBAKGANYAGO PRIMARY
922221494	CAPRICORN	MAUNE	SEOKA PRIMARY
904220910	CAPRICORN	MAUNE	MMATSHIPI SENIOR SECONDARY
922220897	CAPRICORN	MAUNE	MMATA LEDWABA SECONDARY
922220774	CAPRICORN	MAUNE	MATSHELANA PRIMARY
922221432	CAPRICORN	MAUNE	SEEMOLE MARABA SECONDARY
923261331	CAPRICORN	MOGODUMO	THOKA PRIMARY
923260432	CAPRICORN	MOGODUMO	LESHIKISHIKI HIGH
923261232	CAPRICORN	MOGODUMO	SEPHAKABATHO SECONDARY
923260840	CAPRICORN	MOGODUMO	MOKHOPO PRIMARY

923260536	CAPRICORN	MOGODUMO	MAHWIBITSWANE SECONDARY
923260291	CAPRICORN	MOGODUMO	KGETSA PRIMARY
923060994	CAPRICORN	MOGODUMO	NGWANAMAGO PRIMARY
923260185	CAPRICORN	MOGODUMO	FEKE PRIMARY
921261942	CAPRICORN	MOGODUMO	THOKGWANENG PRIMARY
923260284	CAPRICORN	MOGODUMO	KGAMPI PRIMARY
923261324	CAPRICORN	MOGODUMO	THOGOA SECONDARY
923260529	CAPRICORN	MOGODUMO	MAHLOGEDI SECONDARY
923260413	CAPRICORN	MOGODUMO	LERATE PRIMARY
923261393	CAPRICORN	MOGODUMO	TSHEHLO SECONDARY
923260659	CAPRICORN	MOGODUMO	MANGAKANE LOWER PRIMARY
923260673	CAPRICORN	MOGODUMO	MARATAPELO PRIMARY
904261140	CAPRICORN	MOGODUMO	RIETKOLK PRIMARY
923260154	CAPRICORN	MOGODUMO	DITSEPU SECONDARY
923261201	CAPRICORN	MOGODUMO	SEHLOLA HIGH
923261256	CAPRICORN	MOGODUMO	SEROKOLOSENYANE PRIMARY
923261287	CAPRICORN	MOGODUMO	SOPHONIACHUENE PRIMARY
923260970	CAPRICORN	MOGODUMO	NGOATOTLOU SECONDARY
923260499	CAPRICORN	MOGODUMO	MPHAKANYANE PRIMARY
904261263	CAPRICORN	MOGODUMO	SILOE SCHOOL
923260048	CAPRICORN	MOGODUMO	BOIKHUTSONG SENIOR SECONDARY
923260864	CAPRICORN	MOGODUMO	MOLAPOMATEBELE PRIMARY
923261119	CAPRICORN	MOGODUMO	RADIKGOMO SECONDARY
923261409	CAPRICORN	MOGODUMO	VREDERUST PRIMARY
922250966	CAPRICORN	MOGOSHI	RACHEBOLE PRIMARY
922250942	CAPRICORN	MOGOSHI	PUDUTJE PRIMARY
922250256	CAPRICORN	MOGOSHI	KGOMONTSWERE PRIMARY
922250263	CAPRICORN	MOGOSHI	KGOPODI PRIMARY
922250492	CAPRICORN	MOGOSHI	MAHOAI HIGH
922250393	CAPRICORN	MOGOSHI	LETSWALELA BHALLOGA SECONDARY
922251082	CAPRICORN	MOGOSHI	SEKGWARI PRIMARY
922250898	CAPRICORN	MOGOSHI	PHEHLE PRIMARY
922250553	CAPRICORN	MOGOSHI	MAOWANENG SECONDARY
922251198	CAPRICORN	MOGOSHI	TSOGE PRIMARY
922250959	CAPRICORN	MOGOSHI	PULA SEOPA PRIMARY
922250249	CAPRICORN	MOGOSHI	KGOKE SECONDARY
922250201	CAPRICORN	MOGOSHI	IPOPENG SECONDARY
922250430	CAPRICORN	MOGOSHI	MADIETANE PRIMARY
922250805	CAPRICORN	MOGOSHI	NGAKANA SECONDARY
922250188	CAPRICORN	MOGOSHI	HAKALA PRIMARY
922250294	CAPRICORN	MOGOSHI	KOKAMI PRIMARY
922251112	CAPRICORN	MOGOSHI	SEMANENG SECONDARY
922251174	CAPRICORN	MOGOSHI	TLOU SECONDARY
922250904	CAPRICORN	MOGOSHI	PHOFFU PRIMARY
922250812	CAPRICORN	MOGOSHI	NKHUMISHE HIGHER PRIMARY

922250928	CAPRICORN	MOGOSHI	PHUTI SEOPA SECONDARY
922250669	CAPRICORN	MOGOSHI	MMUSHI JUNIOR PRIMARY
922250058	CAPRICORN	MOGOSHI	BAKONE PRIMARY
922251105	CAPRICORN	MOGOSHI	SELOUTJO SECONDARY
922250072	CAPRICORN	MOGOSHI	B.K. MATLALA COMMERCIAL HIGH
992202301	CAPRICORN	MOGOSHI	MOGOSHI PRIMARY
922250171	CAPRICORN	MOGOSHI	DIBENG PRIMARY
922250522	CAPRICORN	MOGOSHI	MAKOKO SECONDARY
904225755	CAPRICORN	MOGOSHI	LESEDI WALDORF CENTRE
906250195	CAPRICORN	MOGOSHI	HARRY OPPENHEIMER SECONDARY
922250164	CAPRICORN	MOLETJIE	DIAKGANYA PRIMARY
922250218	CAPRICORN	MOLETJIE	KABELA SECONDARY
922250577	CAPRICORN	MOLETJIE	MASHIANE PRIMARY
922251013	CAPRICORN	MOLETJIE	RAPITSI PRIMARY
922250911	CAPRICORN	MOLETJIE	PHOKELA SECONDARY
922250010	CAPRICORN	MOLETJIE	AGISANANG PRIMARY
922250997	CAPRICORN	MOLETJIE	RAMETLOANA LOWER PRIMARY
922251143	CAPRICORN	MOLETJIE	SEOKENG SECONDARY
922250638	CAPRICORN	MOLETJIE	MMAKGABO PRIMARY
922250119	CAPRICORN	MOLETJIE	CERES PRIMARY
922251150	CAPRICORN	MOLETJIE	SETLHAKO PRIMARY
922250270	CAPRICORN	MOLETJIE	KGOROSHI PRIMARY
922251006	CAPRICORN	MOLETJIE	RAMPURU PRIMARY
922250584	CAPRICORN	MOLETJIE	MOSHIDI SECONDARY
922250041	CAPRICORN	MOLETJIE	BAHLALOGA SECONDARY
922250065	CAPRICORN	MOLETJIE	BAKWENA SENIOR SECONDARY
922250621	CAPRICORN	MOLETJIE	MMADITSHIKA PRIMARY
922250478	CAPRICORN	MOLETJIE	MAHLABELA SECONDARY
992202401	CAPRICORN	MOLETJIE	KGABO PARK PRIMARY
922251075	CAPRICORN	MOLETJIE	SEKATI SECONDARY
922251068	CAPRICORN	MOLETJIE	SEFATALADI PRIMARY
922251020	CAPRICORN	MOLETJIE	RASELETE SECONDARY
922250867	CAPRICORN	MOLETJIE	NTHEMA SENIOR SECONDARY
922250546	CAPRICORN	MOLETJIE	MANCHIMUDI PRIMARY
922251624	CAPRICORN	MOLETJIE	LEOKANENG PRIMARY
922250768	CAPRICORN	MOLETJIE	MOTANA PRIMARY
921230399	CAPRICORN	MOLETLANE	MOKONE PRIMARY
921230597	CAPRICORN	MOLETLANE	RAMAKGOTHO PRIMARY
921230214	CAPRICORN	MOLETLANE	MATSHUMU PRIMARY
921230054	CAPRICORN	MOLETLANE	GAUTA JONATHAN PRIMARY
921230078	CAPRICORN	MOLETLANE	JUBANA HIGH
921230573	CAPRICORN	MOLETLANE	RAKGOATHA PRIMARY
921230504	CAPRICORN	MOLETLANE	NGWANABAHLALERWA SECONDARY
921230771	CAPRICORN	MOLETLANE	SHIKOANE PRIMARY
992206301	CAPRICORN	MOLETLANE	MMABOLEPU SECONDARY

921230801	CAPRICORN	MOLETLANE	TINTELA PRIMARY
921230757	CAPRICORN	MOLETLANE	SETUKA SECONDARY
921230702	CAPRICORN	MOLETLANE	SEKUTUPU PRIMARY
906230955	CAPRICORN	MOLETLANE	LAERSKOOL ZEBEDIELA
921230351	CAPRICORN	MOLETLANE	MOGOTO PRIMARY
904230665	CAPRICORN	MOLETLANE	SEBOTSI COMBINED
921230443	CAPRICORN	MOLETLANE	MOSHODO PRIMARY
921230542	CAPRICORN	MOLETLANE	PHALALONG PRIMARY
921230610	CAPRICORN	MOLETLANE	RAMOLOKOANE PRIMARY
921230313	CAPRICORN	MOLETLANE	MATOME PRIMARY
921230511	CAPRICORN	MOLETLANE	NKGALABELE SECONDARY
921230023	CAPRICORN	MOLETLANE	CHITA KEKANA SENIOR SECONDARY
921230449	CAPRICORN	MOLETLANE	MASHIGOANA PRIMARY
921230283	CAPRICORN	MOLETLANE	MAROBA SECONDARY
921230559	CAPRICORN	MOLETLANE	PHISHOANA PRIMARY
906230115	CAPRICORN	MOLETLANE	LEHLASEDI COMBINED
921230306	CAPRICORN	MOLETLANE	MATLADI PROJECT HIGH
921230146	CAPRICORN	MOLETLANE	MACK SEMEKA SENIOR SECONDARY
921230580	CAPRICORN	MOLETLANE	RAMABELE SECONDARY
921230634	CAPRICORN	MOLETLANE	REHOLEGILE SECONDARY
921230245	CAPRICORN	MOLETLANE	MANAILENG PRIMARY
921230375	CAPRICORN	MOLETLANE	MOHLOPHENG SECONDARY
922250652	CAPRICORN	MOLOTO	MMASEHLONG PRIMARY
992202501	CAPRICORN	MOLOTO	MAKGETHA SECONDARY
922250874	CAPRICORN	MOLOTO	PELABELA PRIMARY
922251051	CAPRICORN	MOLOTO	SEETLA PRIMARY
922250362	CAPRICORN	MOLOTO	LEKWALAKWALA PRIMARY
922250416	CAPRICORN	MOLOTO	MABITSELA PRIMARY
992202402	CAPRICORN	MOLOTO	RADIPITSI SECONDARY SCHOOL
922250515	CAPRICORN	MOLOTO	MAKGODU PRIMARY
922250720	CAPRICORN	MOLOTO	MONYWANENG PRIMARY
922250935	CAPRICORN	MOLOTO	PITSI A MASHILO PRIMARY
922250287	CAPRICORN	MOLOTO	KHWINANA SECONDARY
922250676	CAPRICORN	MOLOTO	MOCHEDI HIGH
922250706	CAPRICORN	MOLOTO	MOGALADI PRIMARY
922250133	CAPRICORN	MOLOTO	CHIKA SENIOR SECONDARY
922250232	CAPRICORN	MOLOTO	KEDISHI SECONDARY
922250379	CAPRICORN	MOLOTO	LETLHOTLHONG PRIMARY
922250126	CAPRICORN	MOLOTO	CHECHEMA SECONDARY
922250409	CAPRICORN	MOLOTO	LEWENG PRIMARY
922250225	CAPRICORN	MOLOTO	KARABI SECONDARY
922251594	CAPRICORN	MOLOTO	BOTSHOLLA SECONDARY
922250096	CAPRICORN	MOLOTO	BOSAKGO SECONDARY
922250690	CAPRICORN	MOLOTO	MODUMO SECONDARY
922250461	CAPRICORN	MOLOTO	MAGOSHI PRIMARY

922250881	CAPRICORN	MOLOTO	PHAUDI PRIMARY
923260710	CAPRICORN	MPHAHLELE	MASHITE PRIMARY
923260239	CAPRICORN	MPHAHLELE	J.K. TABANE SECONDARY
923260734	CAPRICORN	MPHAHLELE	MATHABE PRIMARY
923261034	CAPRICORN	MPHAHLELE	PATOGA PRIMARY
923261157	CAPRICORN	MPHAHLELE	SAMPSE PRIMARY
923261102	CAPRICORN	MPHAHLELE	PITSENG YA THUTO PRIMARY
923260758	CAPRICORN	MPHAHLELE	MATIME SECONDARY
923261881	CAPRICORN	MPHAHLELE	SEGOPOTJE SECONDARY
923260260	CAPRICORN	MPHAHLELE	KGAGATLOU SECONDARY
923260932	CAPRICORN	MPHAHLELE	MOUPO PRIMARY
923260833	CAPRICORN	MPHAHLELE	MOKGOROTLWANE SECONDARY
923260345	CAPRICORN	MPHAHLELE	KGWARATLOU HIGH
923260123	CAPRICORN	MPHAHLELE	DIKOBÉ MOLABA SECONDARY
923260253	CAPRICORN	MPHAHLELE	KGAGANOKO PRIMARY
923260468	CAPRICORN	MPHAHLELE	MADISEI PRIMARY
923261249	CAPRICORN	MPHAHLELE	SEROBANENG PRIMARY
923260420	CAPRICORN	MPHAHLELE	LESETSI PRIMARY
923261294	CAPRICORN	MPHAHLELE	TAUPHUTI SECONDARY
923260826	CAPRICORN	MPHAHLELE	MOKGAPANENG PRIMARY
923260062	CAPRICORN	MPHAHLELE	BOLOPA PRIMARY
923261126	CAPRICORN	MPHAHLELE	RAMALAWANE SECONDARY
923260772	CAPRICORN	MPHAHLELE	MATSOBANE PRIMARY
923260543	CAPRICORN	MPHAHLELE	MAIJANE PRIMARY
923261195	CAPRICORN	MPHAHLELE	SEFALAOLO PRIMARY
923260956	CAPRICORN	MPHAHLELE	MUTLE PRIMARY
925260192	CAPRICORN	MPHAHLELE	GWARA-GWARA PRIMARY
923260994	CAPRICORN	MPHAHLELE	NGWANA MOHUBE SECONDARY
923261188	CAPRICORN	MPHAHLELE	SEDIMOTHOLE SECONDARY
923260314	CAPRICORN	NOKOTLOU	KOMANE PRIMARY
923260383	CAPRICORN	NOKOTLOU	LEGOBOLE PRIMARY
923260727	CAPRICORN	NOKOTLOU	MATALANE PRIMARY
923260871	CAPRICORN	NOKOTLOU	MOLEKE JUNIOR PRIMARY
923261133	CAPRICORN	NOKOTLOU	RAMATSEDI PRIMARY
923262216	CAPRICORN	NOKOTLOU	MAREDI PRIMARY-2
923260888	CAPRICORN	NOKOTLOU	MOLOTOADI PRIMARY
992204302	CAPRICORN	NOKOTLOU	MOSHABI PRIMARY
923261171	CAPRICORN	NOKOTLOU	SEALANE PRIMARY
923260703	CAPRICORN	NOKOTLOU	MASHIANYANE HIGH
923261164	CAPRICORN	NOKOTLOU	SCHELDING PRIMARY
923260697	CAPRICORN	NOKOTLOU	MASHABASHABA PRIMARY
923260246	CAPRICORN	NOKOTLOU	KGADIMO SECONDARY
923260338	CAPRICORN	NOKOTLOU	KOPJANE PRIMARY

923260482	CAPRICORN	NOKOTLOU	MAFEFE PRIMARY
923261010	CAPRICORN	NOKOTLOU	NOKOTLOU SECONDARY
923260857	CAPRICORN	NOKOTLOU	MOKOLOBANE PRIMARY
923260116	CAPRICORN	NOKOTLOU	DIKGEU PRIMARY
923260765	CAPRICORN	NOKOTLOU	MATSIMELA HIGH
923260277	CAPRICORN	NOKOTLOU	KGALEMA SENIOR SECONDARY
923260567	CAPRICORN	NOKOTLOU	MAKADIMANE SECONDARY
992204304	CAPRICORN	NOKOTLOU	BODUTLULO PRIMARY
992204303	CAPRICORN	NOKOTLOU	MAHUNE PRIMARY
923260987	CAPRICORN	NOKOTLOU	NGWAMOREI SECONDARY
904260635	CAPRICORN	NOKOTLOU	MAMONGAO PRIMARY
923261072	CAPRICORN	NOKOTLOU	PHOSANE SECONDARY
923260666	CAPRICORN	NOKOTLOU	MAPOMPALE PRIMARY
923262047	CAPRICORN	NOKOTLOU	BOREDI PRIMARY
992204305	CAPRICORN	NOKOTLOU	MOSHALANE PRIMARY SCHOOL
923261065	CAPRICORN	NOKOTLOU	PHOPHEDI HIGH
923260512	CAPRICORN	NOKOTLOU	MAHLATJANE PRIMARY
923260451	CAPRICORN	NOKOTLOU	MAALETSWAI PRIMARY
923260796	CAPRICORN	NOKOTLOU	MOGAPUTJI HIGH
923261379	CAPRICORN	NOKOTLOU	TLOUATIBA PRIMARY
992205513	CAPRICORN	PIETERSBURG	GREENSIDE PRIMARY SCHOOL
992205509	CAPRICORN	PIETERSBURG	HADASHAH LEARNING CENTRE COMBINED
992205510	CAPRICORN	PIETERSBURG	MORULENG SECONDARY SCHOOL
992205512	CAPRICORN	PIETERSBURG	NIRVANA PRIMARY SCHOOL
904222640	CAPRICORN	PIETERSBURG	GENERAAL PIET JOUBERT SCHOOL
904223435	CAPRICORN	PIETERSBURG	CVO PIETERSBURG PRIMARY
992205504	CAPRICORN	PIETERSBURG	MARIA MONTESSORI CENTRE
904220750	CAPRICORN	PIETERSBURG	MATLHOKOLO PRIMARY
904221319	CAPRICORN	PIETERSBURG	PIETERSBURG COMPREHENSIVE
992205503	CAPRICORN	PIETERSBURG	ELICA PRIMARY
904220415	CAPRICORN	PIETERSBURG	LAERSKOOL PIETERSBURG NOORD
904220828	CAPRICORN	PIETERSBURG	MERIDIAN COLLEGE
922223285	CAPRICORN	PIETERSBURG	BETHEL CHILDREN'S ACADEMY
922223261	CAPRICORN	PIETERSBURG	MYNGENOEGEN ENGLISH PRIMARY
922223367	CAPRICORN	PIETERSBURG	GRACE AND HOPE CENTRE
922220675	CAPRICORN	PIETERSBURG	MASEDIBU SECONDARY
904221234	CAPRICORN	PIETERSBURG	PAPKUIL PRIMARY
992205508	CAPRICORN	PIETERSBURG	WONDERLAND LOWER PRIMARY
922220071	CAPRICORN	PIETERSBURG	BOKAMOSO SENIOR SECONDARY
922221296	CAPRICORN	PIETERSBURG	PHISHEGO JUNIOR PRIMARY
922222411	CAPRICORN	PIETERSBURG	KGOBOKANANG PRIMARY
922220149	CAPRICORN	PIETERSBURG	DOROTHY LANGA PRIMARY
904220224	CAPRICORN	PIETERSBURG	HOERSKOOL NOORDERLAND
904220231	CAPRICORN	PIETERSBURG	HOERSKOOL PIETERSBURG
904220453	CAPRICORN	PIETERSBURG	LAERSKOOL PIETERSBURG OOS

904220835	CAPRICORN	PIETERSBURG	MKONKO FARM PRIMARY
922220507	CAPRICORN	PIETERSBURG	LOTANANG PRIMARY
904223424	CAPRICORN	PIETERSBURG	MILLENNIUM COLLEGE
922223292	CAPRICORN	PIETERSBURG	FLORAPARK COMPREHENSIVE
904223389	CAPRICORN	PIETERSBURG	FLORAPARK COMPREHENSIVE HIGH SCHOOL
992205502	CAPRICORN	PIETERSBURG	GOOD HOPE PRIMARY
992205506	CAPRICORN	PIETERSBURG	KABELO COMBINED SCHOOL
904221326	CAPRICORN	PIETERSBURG	PIETERSBURG E.M. PRIMARY
904224010	CAPRICORN	PIETERSBURG	PIETERSBURG CHRISTIAN SCHOOL
904251846	CAPRICORN	PIETERSBURG	TAXILA COMBINED
904222428	CAPRICORN	PIETERSBURG	WESTENBURG SECONDARY
925220941	CAPRICORN	PIETERSBURG	MOHLAKANENG HIGH
922221531	CAPRICORN	PIETERSBURG	SNELL PHOSHOKO PRIMARY
904223446	CAPRICORN	PIETERSBURG	HAPPY DAY PRIMARY
922220491	CAPRICORN	PIETERSBURG	LETLOTLO PRIMARY
992205501	CAPRICORN	PIETERSBURG	CHRISTIAN ACHIEVERS ACADEMY
992205505	CAPRICORN	PIETERSBURG	EL-BETHEL CHRISTIAN SECONDARY SCHOOL
922221104	CAPRICORN	PIETERSBURG	MPONEGELE PRIMARY
971516108	CAPRICORN	PIETERSBURG	EAGLES NEST CHRISTIAN PRIMARY
904222633	CAPRICORN	PIETERSBURG	MITCHELL HOUSE PREPARATORY
904221159	CAPRICORN	PIETERSBURG	NEW HORIZON SCHOOL
992205507	CAPRICORN	PIETERSBURG	HEUWELKRUIN KOLLEGE
904222619	CAPRICORN	PIETERSBURG	LAERSKOOL IVY PARK
992205510	CAPRICORN	PIETERSBURG	KUHL MONTESSORI SCHOOL
904221304	CAPRICORN	PIETERSBURG	NORTHERN ACADEMY SECONDARY
904221272	CAPRICORN	PIETERSBURG	PEPPS POLOKWANE PREPARATORY
922221265	CAPRICORN	PIETERSBURG	PEAKANYO PRIMARY
904220408	CAPRICORN	PIETERSBURG	LAERSKOOL CHRIS HOFMEYR
904221303	CAPRICORN	PIETERSBURG	NORTHERN ACADEMY PRIMARY
922222596	CAPRICORN	PIETERSBURG	TSUTSUMETSA HIGHER PRIMARY
904220439	CAPRICORN	PIETERSBURG	PIET HUGO PRIMARY
904225655	CAPRICORN	PIETERSBURG	AKADEMIE REFORMIA
904220255	CAPRICORN	PIETERSBURG	TOM NAUDE TECHNICAL HIGH
904220217	CAPRICORN	PIETERSBURG	HOER LANDBOUSKOOL KUSCHKE
904220101	CAPRICORN	PIETERSBURG	CAPRICORN HIGH
904220446	CAPRICORN	PIETERSBURG	PIETERSBURG LAERSKOOL
905340722	CAPRICORN	SEKGOSESE CENTRAL	MOGATJENA PRIMARY FARM
915340586	CAPRICORN	SEKGOSESE CENTRAL	BOSHATOLO FARM
919340784	CAPRICORN	SEKGOSESE CENTRAL	ITIELENE PRIMARY
919340876	CAPRICORN	SEKGOSESE CENTRAL	MASWAHLANE JUNIOR PRIMARY
905341183	CAPRICORN	SEKGOSESE CENTRAL	NTHABISENG SECONDARY
919340388	CAPRICORN	SEKGOSESE CENTRAL	MASEDI SECONDARY
919340357	CAPRICORN	SEKGOSESE CENTRAL	SEALE SECONDARY
919340630	CAPRICORN	SEKGOSESE CENTRAL	SEPHALA PRIMARY
919340647	CAPRICORN	SEKGOSESE CENTRAL	RATHOMA PRIMARY

919340579	CAPRICORN	SEKGOSESE CENTRAL	IKAGELENG LOWER AND HIGHER PRIMARY
919340463	CAPRICORN	SEKGOSESE CENTRAL	MAPALEDI PRIMARY
919340371	CAPRICORN	SEKGOSESE CENTRAL	MAMOKUTUPI SECONDARY
919340432	CAPRICORN	SEKGOSESE CENTRAL	SEFOLOKO SECONDARY
919340593	CAPRICORN	SEKGOSESE CENTRAL	BODUMA PRIMARY
919340708	CAPRICORN	SEKGOSESE CENTRAL	RAMOKGOPA HIGH PRIMARY
919340487	CAPRICORN	SEKGOSESE CENTRAL	MAMOTHE PRIMARY
919340555	CAPRICORN	SEKGOSESE CENTRAL	DEELKRAAL PRIMARY
919340616	CAPRICORN	SEKGOSESE CENTRAL	TABUDI SECONDARY
905340562	CAPRICORN	SEKGOSESE CENTRAL	ITSHOMELENG PUBLIC
919340692	CAPRICORN	SEKGOSESE CENTRAL	RAMOTLHALE PRIMARY
919340395	CAPRICORN	SEKGOSESE CENTRAL	MASHAHA SECONDARY
919340418	CAPRICORN	SEKGOSESE CENTRAL	MOKOMENE HIGH
993303400	CAPRICORN	SEKGOSESE WEST	BOTLOKWA DISABLED LEARNING CENTRE
919340456	CAPRICORN	SEKGOSESE WEST	BOTLOKWA PRIMARY
919341152	CAPRICORN	SEKGOSESE WEST	RASEMA SECONDARY
919340661	CAPRICORN	SEKGOSESE WEST	MAKGATO HIGH
919340906	CAPRICORN	SEKGOSESE WEST	MOSIMA PRIMARY-1
919340685	CAPRICORN	SEKGOSESE WEST	LETHEBA SECONDARY
919340951	CAPRICORN	SEKGOSESE WEST	TLADI HIGH PRIMARY
919340913	CAPRICORN	SEKGOSESE WEST	PULEDI LOWER AND HIGHER PRIMARY
919341114	CAPRICORN	SEKGOSESE WEST	FEDILE HIGH
919340869	CAPRICORN	SEKGOSESE WEST	MAMOTSHANA PRIMARY
919340920	CAPRICORN	SEKGOSESE WEST	SEKITI JUNIOR PRIMARY
919340852	CAPRICORN	SEKGOSESE WEST	MAMOTHIBI PRIMARY
919340821	CAPRICORN	SEKGOSESE WEST	LEPHALALA PRIMARY
919341169	CAPRICORN	SEKGOSESE WEST	ST. BRENDAN'S CATHOLIC SECONDARY
919340814	CAPRICORN	SEKGOSESE WEST	LEFATANE LOWER PRIMARY
919340326	CAPRICORN	SEKGOSESE WEST	MAMAFA SECONDARY
919340937	CAPRICORN	SEKGOSESE WEST	SHAPO PRIMARY
919340944	CAPRICORN	SEKGOSESE WEST	SOKA LEHOLO HIGHER PRIMARY
919340845	CAPRICORN	SEKGOSESE WEST	MABYANENE PRIMARY
993303401	CAPRICORN	SEKGOSESE WEST	SEFENE PRIMARY SCHOOL
919340807	CAPRICORN	SEKGOSESE WEST	KHUNWANA PRIMARY
919340883	CAPRICORN	SEKGOSESE WEST	MAUTSWI PRIMARY
919340838	CAPRICORN	SEKGOSESE WEST	MABEBA PRIMARY
919340890	CAPRICORN	SEKGOSESE WEST	MOLEMOLE JUNIOR PRIMARY
919340609	CAPRICORN	SEKGOSESE WEST	TIDIMA HIGH
919340340	CAPRICORN	SEKGOSESE WEST	RAMPO HIGH
919340678	CAPRICORN	SEKGOSESE WEST	KGARAHARA HIGH
919340333	CAPRICORN	SEKGOSESE WEST	MOTLALAOHLE SECONDARY
919340791	CAPRICORN	SEKGOSESE WEST	KGWADU PRIMARY
992204500	CAPRICORN	SEPITSI	HLATLEGELANG PRIMARY SCHOOL
923260642	CAPRICORN	SEPITSI	MANEENG PRIMARY
923260598	CAPRICORN	SEPITSI	MALEKAPANE PRIMARY

923261317	CAPRICORN	SEPITSI	THAMAGANE PRIMARY
923261058	CAPRICORN	SEPITSI	PHAUWE SENIOR SECONDARY
923260895	CAPRICORN	SEPITSI	MORORE PRIMARY
923260789	CAPRICORN	SEPITSI	MOGALATJANE MPHABLELE SECONDARY
923260604	CAPRICORN	SEPITSI	MALEMATI PRIMARY
923261416	CAPRICORN	SEPITSI	BASELOANE PRIMARY
923265677	CAPRICORN	SEPITSI	CHIDI COMBINED SCHOOL
923260086	CAPRICORN	SEPITSI	BYLDRIFT PRIMARY
923261812	CAPRICORN	SEPITSI	REKHUTJITJE SECONDARY
923261096	CAPRICORN	SEPITSI	PHUTLO SECONDARY
923260308	CAPRICORN	SEPITSI	LEHLAGA SECONDARY
923260031	CAPRICORN	SEPITSI	BOGALENG PRIMARY
923260147	CAPRICORN	SEPITSI	DITHABANENG PRIMARY
923260093	CAPRICORN	SEPITSI	CHUEUE KGOLO SECONDARY
923260208	CAPRICORN	SEPITSI	HLAGATSE PRIMARY
923260406	CAPRICORN	SEPITSI	LENTING PRIMARY
923261218	CAPRICORN	SEPITSI	SEKATE SENIOR SECONDARY
923260581	CAPRICORN	SEPITSI	MAKURUNG PRIMARY
923261300	CAPRICORN	SEPITSI	THAGAETALA SECONDARY
923261089	CAPRICORN	SEPITSI	PHULANE PRIMARY
923260901	CAPRICORN	SEPITSI	MOROTSE PRIMARY
923261362	CAPRICORN	SEPITSI	TJIANE PRIMARY
923260130	CAPRICORN	SEPITSI	DINAO SECONDARY
923260611	CAPRICORN	SEPITSI	MAMAGOGO HIGH
923261041	CAPRICORN	SEPITSI	PHASOANE HIGH
923260079	CAPRICORN	SEPITSI	BOSCHPLAATS PRIMARY
923260307	CAPRICORN	SEPITSI	KGWADIAMOLEKE SECONDARY
992205605	CAPRICORN	SESHEGO	GRACELAND PRIMARY SCHOOL
992205606	CAPRICORN	SESHEGO	MMASESHA PRIMARY
992205602	CAPRICORN	SESHEGO	KABELO COMBINED
904222527	CAPRICORN	SESHEGO	POLOKWANE ACADEMY COMBINED
922220330	CAPRICORN	SESHEGO	KGABO SECONDARY
992205601	CAPRICORN	SESHEGO	MASEALA PROGRESSIVE PRIMARY
922221401	CAPRICORN	SESHEGO	SAMUEL THEMA PRIMARY
992205603	CAPRICORN	SESHEGO	BEN-EVELYN ENGLISH MEDIUM
922221111	CAPRICORN	SESHEGO	NAPE PRIMARY
922211280	CAPRICORN	SESHEGO	NAPE TLADI PRIMARY
922222473	CAPRICORN	SESHEGO	MOLAUTSI SECONDARY
922220125	CAPRICORN	SESHEGO	CM SEHLAPELO PRIMARY
922220033	CAPRICORN	SESHEGO	APRIL MAKGAKGA SENIOR PRIMARY
922222466	CAPRICORN	SESHEGO	MONYONG SECONDARY
922222480	CAPRICORN	SESHEGO	ZONE 8 PRIMARY
922222442	CAPRICORN	SESHEGO	BIKO PARK PRIMARY
922221227	CAPRICORN	SESHEGO	O.R. MABOTJA SECONDARY
922220729	CAPRICORN	SESHEGO	MASHUPYE TLADI PRIMARY

92222503	CAPRICORN	SESHEGO	MOHLAPETSE SECONDARY
92222459	CAPRICORN	SESHEGO	DAVID NKOANA SENIOR PRIMARY
922220966	CAPRICORN	SESHEGO	MOKATI PRIMARY
922220378	CAPRICORN	SESHEGO	KHAISO HIGH
922222497	CAPRICORN	SESHEGO	PETER NCHABELENG SECONDARY
922220576	CAPRICORN	SESHEGO	MATSIRI MOKGOKONG PRIMARY
922221562	CAPRICORN	SESHEGO	THAKGALANG PRIMARY
922220804	CAPRICORN	SESHEGO	M.E. MAKGATO SECONDARY
922220026	CAPRICORN	SESHEGO	ALF MAKALENG PRIMARY
922220170	CAPRICORN	SESHEGO	ERNEST MATLOU PRIMARY
922220767	CAPRICORN	SESHEGO	MATOLO KHALO PRIMARY
922221395	CAPRICORN	SESHEGO	M.P. MALATJIE PRIMARY
922225622	CAPRICORN	SESHEGO	PRENORA PREPARATORY SCHOOL
922221081	CAPRICORN	SESHEGO	MPHARENG JUNIOR PRIMARY
922223503	CAPRICORN	SESHEGO	NORTHERN MUSLIM
922220927	CAPRICORN	SESHEGO	MOCHOCHO PRIMARY
992205604	CAPRICORN	SESHEGO	PHUTI SILAS MANAMELA PRIMARY SCHOOL
922220552	CAPRICORN	SESHEGO	MAKGOFE HIGH
922223356	CAPRICORN	SESHEGO	SESHEGO ENGLISH MEDIUM PRIMARY
922220156	CAPRICORN	SESHEGO	DR. A.M.S. MAKUNYANE SECONDARY
922220064	CAPRICORN	SESHEGO	BOIKETLO PRIMARY
992202502	CAPRICORN	VLAKFONTEIN	RETHUSENG CENTRE
922251631	CAPRICORN	VLAKFONTEIN	CHLOE PRIMARY
922250607	CAPRICORN	VLAKFONTEIN	MATUMA SECONDARY
922251167	CAPRICORN	VLAKFONTEIN	TAU-KWENA PRIMARY
922250973	CAPRICORN	VLAKFONTEIN	RAMALAPA PRIMARY
922251822	CAPRICORN	VLAKFONTEIN	PROSPECT PRIMARY
922250539	CAPRICORN	VLAKFONTEIN	MAMONE SECONDARY
922251785	CAPRICORN	VLAKFONTEIN	MMAMEHLABE SENIOR SECONDARY
922251778	CAPRICORN	VLAKFONTEIN	MAKOBATENG SECONDARY
922251662	CAPRICORN	VLAKFONTEIN	MAPHUTHA PRIMARY
922251754	CAPRICORN	VLAKFONTEIN	NCHELELENG SENIOR SECONDARY
922251730	CAPRICORN	VLAKFONTEIN	MMAPHEKGO PRIMARY
922251808	CAPRICORN	VLAKFONTEIN	TSHUKUTSWE HIGH
922251815	CAPRICORN	VLAKFONTEIN	NGWANALLELA HIGH
922251099	CAPRICORN	VLAKFONTEIN	SELAMODI SENIOR SECONDARY
922250560	CAPRICORN	VLAKFONTEIN	MAPALE SENIOR SECONDARY
922251761	CAPRICORN	VLAKFONTEIN	NKGOPOLENG BAKONE SECONDARY
922251204	CAPRICORN	VLAKFONTEIN	WINGFIELD PRIMARY
922252017	CAPRICORN	VLAKFONTEIN	MOTLISHI SECONDARY
922250324	CAPRICORN	VLAKFONTEIN	KWENA-A-PEU SECONDARY
922251679	CAPRICORN	VLAKFONTEIN	TIBANEFONTEIN PRIMARY
922250850	CAPRICORN	VLAKFONTEIN	NONG MODIKOA PRIMARY
922250744	CAPRICORN	VLAKFONTEIN	MOSHIBI-MOKOBODI PRIMARY
922251792	CAPRICORN	VLAKFONTEIN	MMANKOGAEDUPE SECONDARY

922250331	CAPRICORN	VLAKFONTEIN	LEKGORONG PRIMARY
922250317	CAPRICORN	VLAKFONTEIN	KWENA-SELAKI PRIMARY
922251686	CAPRICORN	VLAKFONTEIN	HWIBI PRIMARY
922251648	CAPRICORN	VLAKFONTEIN	KONKOTI PRIMARY
922251716	CAPRICORN	VLAKFONTEIN	IKAGELENG MAKOBE PRIMARY
922251747	CAPRICORN	VLAKFONTEIN	AMBERGATE PRIMARY
922250447	CAPRICORN	VLAKFONTEIN	MADUMA PRIMARY
922251655	CAPRICORN	VLAKFONTEIN	MOETAGARE PRIMARY

ANNEXURE B: QUESTIONNAIRE TO SECONDARY SCHOOL PEOPLE

Questionnaire to be answered by grade ten learners

INSTRUCTIONS

Respondents were assured that information provided will be confidential and they will remain anonymous.

Please read all questions carefully and answer them with honesty. Remember not to write your name on the question paper.

The responses given will be valued.

Please indicate your choice by making a cross in the appropriate box.

SECTION A: DEMOGRAPHIC INFORMATION

1. What is your gender?

(a) Male

(b) Female

2. Which age group category fits you best?

(a) 13- 15

(b) 16- 18

(c) 19 and above

3. Which of the following situation fits you best? Living with:

(a) Mother and father

(b) Mother but father returns occasionally

(c) Mother only

(d) Father only

(e) Grand parents

4. Are you doing commercial subjects?

Yes	No
-----	----

SECTION B: GENERAL ENTERPRISING TENDENCIES (GET) TEST

This test serves as an educational aid for testing your entrepreneurial qualities. Decide if you tend to agree or disagree with the statements. There is no right or wrong answers in this test. Answer quickly and honestly since this gives the best picture of your entrepreneurial qualities.

1) I would not mind routine unchallenging work if the pay and pension prospects were good.

Agree	Disagree
-------	----------

2) I like to test boundaries and get into areas where few have worked before.

Agree	Disagree
-------	----------

3) I tend not to like to stand out or be unconventional.

Agree	Disagree
-------	----------

4) Capable people who fail to become successful have not usually taken chances when they have occurred.

Agree	Disagree
-------	----------

5) I rarely day dream.

Agree	Disagree
-------	----------

6) I find it difficult to switch off from work completely.

Agree	Disagree
-------	----------

7) You are either naturally good at something or you are not, effort makes no difference.

Agree	Disagree
-------	----------

8) Sometimes people find my ideas unusual.

Agree	Disagree
-------	----------

9) I would rather buy a lottery ticket than enter a competition.

Agree	Disagree
-------	----------

10) I like challenges that stretch my abilities and get bored with things I can do quite easily.

Agree	Disagree
-------	----------

11) I would prefer to have a moderate income in a secure job rather than a high income in a job that depended on my performance.

Agree	Disagree
-------	----------

12) At work, I often take over projects and steer them my way without worrying about what other people think.

Agree	Disagree
-------	----------

13) Many of the bad times that people experience are due to bad luck.

Agree	Disagree
-------	----------

14) Sometimes I think about information almost obsessively until I come up with new ideas and solutions.

Agree	Disagree
-------	----------

15) If I am having problems with a task I leave it, forget it and move on to something else.

Agree	Disagree
-------	----------

16) When I make plans I nearly always achieve them.

Agree	Disagree
-------	----------

17) I do not like unexpected changes to my weekly routines.

Agree	Disagree
-------	----------

18) If I wanted to achieve something and the chances of success were 50/50 I would take the risk.

Agree	Disagree
-------	----------

19) I think more of the present and past than of the future.

Agree	Disagree
-------	----------

20) If I had a good idea for making some money, I would be willing to invest my time and borrow money to enable me to do it.

Agree	Disagree
-------	----------

21) I like a lot of guidance to be really clear about what to do in work.

Agree	Disagree
-------	----------

22) People generally get what they deserve.

Agree	Disagree
-------	----------

23) I am wary of new ideas, gadgets and technologies.

Agree	Disagree
-------	----------

24) It is more important to do a job well than to try to please people.

Agree	Disagree
-------	----------

25) I try to accept that things happen to me in life for a reason.

Agree	Disagree
-------	----------

26) Other people think that I'm always making changes and trying out new ideas.

Agree	Disagree
-------	----------

27) If there is a chance of failure I would rather not do it.

Agree	Disagree
-------	----------

28) I get annoyed if people are not on time for meetings.

Agree	Disagree
-------	----------

29) Before I make a decision I like to have all the facts no matter how long it takes.

Agree	Disagree
-------	----------

30) I rarely need or want any assistance and like to put my own stamp on work that I do.

Agree	Disagree
-------	----------

31) You are not likely to be successful unless you are in the right place at the right time.

Agree	Disagree
-------	----------

32) I prefer to be quite good at several things rather than very good at one thing.

Agree	Disagree
-------	----------

33) I would rather work with a person I liked who was not good at the job, rather than work with someone I did not like even if they were good at the job.

Agree	Disagree
-------	----------

34) Being successful is a result of working hard, luck has little to do with it.

Agree	Disagree
-------	----------

35) I prefer doing things in the usual way rather than trying out new methods.

Agree	Disagree
-------	----------

36) Before making an important decision I prefer to weigh up the pro's and con's fairly quickly rather than spending a long time thinking about it.

Agree	Disagree
-------	----------

37) I would rather work on a task as part of a team rather than take responsibility for it myself.

Agree	Disagree
-------	----------

38) I would rather take an opportunity that might lead to even better things than have an experience that I am sure to enjoy.

Agree	Disagree
-------	----------

39) I usually do what is expected of me and follow instructions carefully.

Agree	Disagree
-------	----------

40) For me, getting what I want is a just reward for my efforts.

Agree	Disagree
-------	----------

41) I like to have my life organised so that it runs smoothly and to plan.

Agree	Disagree
-------	----------

42) When I am faced with a challenge I think more about the results of succeeding than the effects of failing.

Agree	Disagree
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43) I believe that destiny determines what happens to me in life.

Agree	Disagree
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44) I like to spend time with people who have different ways of thinking.

Agree	Disagree
-------	----------

45) I find it difficult to ask for favours from other people.

Agree	Disagree
-------	----------

46) I get up early, stay late or skip meals if I have a deadline for some work that needs to be done.

Agree	Disagree
-------	----------

47) What we are used to is usually better than what is unfamiliar.

Agree	Disagree
-------	----------

48) I get annoyed if superiors or colleagues take credit for my work.

Agree	Disagree
-------	----------

49) People's failures are rarely the result of their poor judgement.

Agree	Disagree
-------	----------

50) Sometimes I have so many ideas that I feel pressurised.

Agree	Disagree
-------	----------

51) I find it easy to relax on holiday and forget about work.

Agree	Disagree
-------	----------

52) I get what I want from life because I work hard to make it happen.

Agree	Disagree
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53) It is harder for me to adapt to change than keep to a routine.

Agree	Disagree
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54) I like to start interesting projects even if there is no guaranteed payback for the money or time I have to put in.

Agree	Disagree
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THANK YOU FOR YOUR PARTICIPATION

ANNEXURE C: LIST OF ABBREVIATIONS USED IN THE STUDY

- 1. HOD** = **Head of department**
- 2. CDM** = **Capricorn District Municipality**
- 3. GET** = **General Enterprising Tendencies**
- 4. PMS** = **Performance Management System**
- 5. Stats SA** = **Statistics South Africa**
- 6. CDC** = **Capricorn District Circuits**
- 7. SPSS** = **Statistical Package for the Social Science**
- 8. KZN** = **Kwa-Zulu Natal Province**
- 9. MP** = **Mpumalanga Province**
- 10. LP** = **Limpopo Province**
- 11. WC** = **Western Cape Province**
- 12. NC** = **Northern Cape Province**
- 13. EC** = **Eastern Cape Province**
- 14. NW** = **North West Province**
- 15. FS** = **Free State Province**
- 16. GP** = **Gauteng Province**
- 17. IDC** = **International Development Corporation**
- 18. NYDA** = **National Youth Development Agency**
- 19. LIBSA** = **Limpopo Business Support Agency**
- 20. SMMEs** = **Small Micro Medium Enterprises**
- 21. TIL** = **Trade and Investment Limpopo**
- 22. NEF** = **National Empowerment Funds**
- 23. TEA** = **Total Entrepreneurship Activity**
- 24. SA** = **South Africa**

- 25. IDASA** = **Independent Democratic Association of South Africa**
- 26. OBE** = **Outcomes-Based Education**
- 27. PAC** = **Pan African Congress**
- 28. ANC** = **African National Congress**
- 29. US** = **United State**
- 30. ABET** = **Adult-Basic Education and Training**
- 31. SEDA** = **Small Enterprise Development Agency**
- 32. DBSA** = **Development Bank of Southern Africa**
- 33. LIMDEV** = **Limpopo Economic Development Enterprise**
- 34. BEE** = **Black Economic Empowerment**
- 35. GSDM** = **Greater Sekhukhune District Municipality**
- 36. NGOs** = **Non Governmental Organizations**
- 37. LMB** = **Learners Mini Business**
- 38. SBAB** = **Small Business Advisory Bureau**