

A DESCRIPTIVE ANALYSIS OF GAUTENG ENTREPRENEURS WITH RESPECT TO THE OLD DEBATE OF WHETHER ENTREPRENEURSHIP IS AN INBORN QUALITY OR CAN BE LEARNT

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Abstract

“Entrepreneurship is the lifeblood of the South African economy. In our current environment, it is vital that we recognise the contribution that the entrepreneur makes to our country and its development. It is the cradle of job and wealth creation in the most innovative ways”. - Trevor Manuel, previous Minister of Finance. There is no question that entrepreneurs play a critical role in the growth and development of a country’s economy. There are different views and opinions on entrepreneurship - ironically each one supposedly supported by empirical evidence - as to whether entrepreneurship is an inborn quality or can be learnt. Viewpoints remain inconsistent. What is clear though is that to this day, no definitive conclusion on this debate has been recorded. In attempting to seek answers to this question, a convenience sample of 100 small business owner managers based in the Gauteng province, were researched. A number of interesting inferences were made from these findings. For example, it seems that university graduates are less likely to give up the comfort zone of employment and risk time and capital to start a business. It also cannot conclusively be said that entrepreneurial propensity in people is a deterministic outcome. There is, however, the certainty that entrepreneurs are endowed with inborn qualities that separate them from those who don’t have them.

Key words: Entrepreneurship, education, self perception

1. INTRODUCTION

The concept of entrepreneurship has been the subject of many research studies in economic and management sciences. Such a longstanding exposure in the domains of academia and enterprise development has, without a doubt, given it a chequered history and continuous topicality. Because of its complex nature and tendency to generate stimulating debate, the idea of entrepreneurship is often considered too difficult to narrow down into a neat and straightforward discussion point. Entrepreneurship will remain a topic that will thoroughly be researched in the years to come. Bygrave (1993:257) stated: “If researchers could develop a theory to explain entrepreneurial events, then they would have the key that unlocks the mystery of entrepreneurship” It is common knowledge in entrepreneurship literature that entrepreneurship is about people who realise new opportunities. Entrepreneurs are persistent, passionate, adaptable and able to take risks. As a set of attitudes and behaviour, entrepreneurship can occur in a range of environments, including large companies and the public sector. However, at the core of entrepreneurship lies the creation of new business ventures by individuals or teams (Timmons, 1999; Lambing and Kuehl, 1997).

A historical overview of the notion of entrepreneurship would, according to Outcalt (2000:1), seem incomplete without making a passing reference to the seminal work and influence of Austrian economist Schumpeter (1883-1950). Schumpeter’s observations have informed the theoretical and practical applications of this intriguing phenomenon and he viewed entrepreneurship as the primary engine of economic development. Outcalt (2000:1) further points out that interest in the theory of entrepreneurship and Schumpeter in particular has been on the increase over the years.

He points out that Schumpeter's greatest contribution is in the emphasis of individual effort in entrepreneurship. He also maintained that entrepreneurs must, of necessity, spend a lot of energy and possess a strong will in order to be successful. In their analysis of entrepreneurs based upon many years of experience as lecturers in the United Kingdom, Bolton and Thompson (2000:3) give the perspective that entrepreneurs are ordinary people with ordinary kind of backgrounds when they write: "They come in many different shapes and sizes. No two entrepreneurs seem to be the same, so it is very difficult to pin down exactly who is an entrepreneur. Some are extroverts and some are introverts, some have a family history of entrepreneurs whilst others do not, some start from poverty when others begin with wealth, some are young and some are older." This ambiguity is found in much of the research about entrepreneurs and their behaviour. Furthermore, Brazeal and Herbert (1999) posit the view that in order to avoid fragmentation and to enhance the systematic development of the entrepreneurship paradigm, three central concepts of entrepreneurship namely change, innovation and creativity needs to be explored. The authors contend that these three concepts coupled with the entrepreneurial event should form a fundamental basis for providing continuity and structural consistency to the field of entrepreneurship.

An area of interest that has captured the imagination of scholars regarding the phenomenon of entrepreneurship is the classic question, "Are entrepreneurs born or made?" As an illustration of this continuous debate, it was stated in the *Business Town* (2001:1) that: "Many people believe that entrepreneurs possess innate, genetic talents. However, experts generally agree that most entrepreneurs were not born; they learnt to become entrepreneurs. The recent proliferation of college and university courses on the subject supports this point. Entrepreneurship is currently being successfully taught".

Sunter (1999:60) supports the "made" side of the debate when he makes the point: "Many members of audiences I address on entrepreneurship ask me whether you are born an entrepreneur or whether you can be trained to be an entrepreneur. The answer most definitely is the latter. Entrepreneurs aren't rocket scientists. Anyone can open a small business, should they put their minds to it. But the last part of the previous sentence is an important qualification. Schools still teach children as if they are about to join a hedgehog society where everything is scheduled and certain, and loyalty and passivity are rewarded. Originality, which makes a child stray outside the standard curriculum, is frowned upon. The basic educational paradigm is: hard work and good grades will be rewarded by a nice nine-to-five career, five days a week for 40 years. Then you retire on a pension and then you die." This is a sceptical point of view with regard to non-entrepreneurs.

Based on the theories of Shapiro's model of Entrepreneurial Event and Ajzen's Theory of Planned Behaviour, Brazeal and Krueger (1994) argue that entrepreneurial behaviour is a planned and intentional act. The attitudes and perception predict intentions that in turn influences behaviour. They developed a model that suggests entrepreneurial intentions are based on the interaction between personal characteristics, perceptions, values, beliefs, background and the environment. They concluded then that entrepreneurship could be learnt. Advancing an opposing argument, Faris (1991) and Cohen (1980) hold the view that entrepreneurs are born with specific entrepreneurial qualities and that is not only something that one can learn. Specific common personality traits of entrepreneurs are identified that suggest that some entrepreneurs are born with a specific entrepreneurial predisposition and qualities.

Also of interest, the flipside of the born-made debate appears to be the pull-push divergence of views. There is the argument that people are pulled into self-employment by the promise of independence, flexibility and the allure of success, while others are pushed into self-employment by retrenchments, lack of job opportunities, family reasons and barriers in the labour market. In these cases pull and push factors are playing a dominant role.

In two articles (*Business Week*, 2000:1; *Financial Mail*, 2002:40) it was put unequivocally that entrepreneurs are both born with some qualities and that they learn how to apply entrepreneurship. In these articles the view is proposed that you cannot teach an individual entrepreneurship and you cannot teach him how to take risks. What you however can teach him or her is how to spot an opportunity.

Timmons (1999:14) tried to capture a balanced view when he said: "Instead they (3.5 million millionaires) are truly self made; over 80% are ordinary people who have accumulated their wealth in one generation." He however pointed out that the view articulated in all the editions of his book was that entrepreneurship is about "... a combination of talent and skills, the opportunity for you, matched with the needed resources, applied with the entrepreneurial mindset ...". This supports the notion that entrepreneurs are not necessarily born. They can develop their skills through life experiences, and through the entrepreneurial process itself.

They also need to have or develop a robust psychological make-up because the task that they undertake is invariably daunting. It is against this background of conflicting ideas and perceptions regarding the origin of entrepreneurial orientation in a person that this study poses the research problem: “Is education a decisive determinant for being an entrepreneur?” The rationale for posing this question is that there are successful business empires like those of Habakkuk Shikoane and Tony Factor (South African businessmen) that have been built by its owners with very little formal education. What is it that makes ordinary people without a formal education succeed more often in business ventures? The primary objective then is to determine whether formal education plays a role in the successful entrepreneurship. The secondary objective entails a self-perception evaluation of the respondents and determining whether there is any significant difference with respect to the racial groups.

A representative sample of 100 entrepreneurs in the Gauteng province was drawn by using the convenience sampling method and is comprised of business owners from all racial groups who have started their own businesses or taken over existing concerns. All the respondents can be categorised as small business owners under the general understanding of what a small business is. They have less than 10 employees and the turnover of their businesses is less than R1 million per year. Although it can be argued that some of these businesses qualify as micro businesses, it is not the essence of this research. The focus is on the person involved in the business. A questionnaire was developed that include biographic questions as well as statements that were evaluated on a 5–point scale. The collection of data was through this structured questionnaire and was conducted through personal interviews. No sophisticated statistical methods, except analysis of variance and t-test, have been used and conclusions will be drawn primarily from descriptive data analysis

2. IMPACT OF EDUCATION ON ENTREPRENEURS

While published research studies seem to suggest that formal education impacts positively on entrepreneurial activities, there is also evidence that argues otherwise. Gartner (1989) makes this relevant observation: “Scholarship begins with the activity of learning what others have already found out. What differentiates a scholar from a reporter or journalist is that scholars have an obligation to recognise the past”.

The Global Entrepreneurship Monitor Report (2003) for South Africa states that education plays an important role in entrepreneurship, especially in defining opportunity entrepreneurs. The study asserts that people with a matriculation certificate are 2,3 times more likely than those without matriculation to be involved in opportunity entrepreneurship. In a study of nascent entrepreneurs in Sweden, Delmar and Davidson (2000) observe in their literature review that most studies indicate a positive effect of education on self-employment, at least, they point out, for the low versus the intermediate levels of education. They conclude that education probably does have a positive impact on self-employment, at least in some (knowledge intensive) industries. Cooper et al (1994) argue education is related to knowledge, skills, problem-solving ability, discipline, motivation and self-confidence. There seems to be agreement that attaining a high level of education positively influences the probability of becoming involved in the business start-up process. This positive relationship is also stressed by studies done by Bates (1995) and Carr (1996). Erutka and Vallee (1997) investigated the emergence of businesses in the newly formed capitalist economy of Poland. Their findings and observations can only be described as insightful. Polish entrepreneurs, it was found, were more educated than the Polish population in general. In Poland, they state, it is estimated that only one-third of Poles stay in school until 18 years of age and fewer than 10% attend university. It was also found that 65% of the 32 entrepreneurs studied, had completed their college education.

On the other hand, Hetherington (1994:14), a small business expert who has worked with entrepreneurs for 40 years both locally and internationally dispenses with this advice to aspiring entrepreneurs: “If you want to become an entrepreneur, there are a few things to avoid. One of them is that you must not go too far with your formal education. Few entrepreneurs have university degrees.” This view echoes Kiyosaki and Bennett’s (1993) provocative and tongue in cheek book title: “*If you want to be Rich and Happy don’t go to school?*”

Kiyosaki and Lechter (2000) also contend that the schooling process discourages creativity because children are indoctrinated with the standard dogma that they must follow set procedures and not deviate from the rules. They conclude that formal education cultivates a culture of conformism. It tends to produce good employees as opposed to the much-needed employers. In an article in the *Business Day* (1987:12), business owner John Simpson spoke from experience when he said that: “A degree is probably the most inhibiting factor in starting a business.”

He started his own business six years after graduating with a BComm, suggesting that there was some hesitation before taking the plunge. In the same article, it was also pointed out that: “An MBA or BComm graduate might know a lot about running a business, but he is hardly likely to start one.”

In reaction to a statement made in the *Financial Mail* (2003a:17) that: “The main stumbling block to entrepreneurial progress is education”, an article in the *Financial Mail* (2003b:12) disagreed most fervently back: “Entrepreneurs start businesses and grow the economy in spite of the fact that they do not have help along the way. They do so because it is in their blood. Imagine how much could be achieved if there were proper help. To expect learning institutions to provide entrepreneurs is a waste of time... you either are one or you aren't.”

In an article in the *City Press* (2002:26) a rare introspection of one male student was given as to what has been happening to black university graduates after all these years. He laments: “Being a university student in the 1980's, I pursued education with the single minded purpose of joining the black middle class. My friends, campus experience, my social network, my thinking and every facet of my upbringing have been shaped within the context of using education as an escape route from poverty and the squalor that awaited me as an African growing up in apartheid South Africa.” He continues: “It is 16 years now since I walked out of the gates of the University of Fort Hare with a communication degree. Taking a critical look at those who were with me on campus almost two decades ago, I have come to realise how many of us have failed not only our country and history, but also ourselves. What is it that made black graduates search for employment after spending half a decade or more in institutions which should have taught us how to create work for ourselves and our own people? Do we perhaps not uphold notions that black people cannot do things for themselves by scurrying to white companies instead of slogging it out in the trenches of our communities? No wonder that cynics say that educated blacks are irrelevant.” This ex-student's critical analysis of his situation and that of black graduates in general supports fully the argument that good education is generally perceived as an insurance policy for a good job in the future and not necessarily as a stepping-stone towards entrepreneurship.

According to an article in *Leadership* (2001: 54), degrees do inspire their holders with confidence to face the world, but it is not the kind of confidence that can transform intellectuals into intuitive business people. A study done on MBA alumnae by the Association of MBA's in the United Kingdom also found that: “The majority said the MBA had opened doors and increased their assertiveness and confidence in the workplace” (*Business Report*, 2003:6).

By contrasting the situation of unemployed university graduates with what experiential learning has done for Ruth Bhengu (*Saturday Star*, 2000:14), one begins to gain a clearer and sharper perspective of the debate. Self-taught Bhengu made it to the top – Chairperson of the Parliamentary Sports and Recreation Committee – without qualifications, not even a matriculation. What she had in abundance was the clarity of mind, purpose and a steely determination to succeed. She explains: “Everything I know today, I owe it to experience. Every encounter has been a learning curve. I have gained from people. Many of them have paid handsomely to acquire this knowledge which I got for free.”

In addition, an article in the *Saturday Star* (2002:12) supported the basic argument of this study as well. “We often talk about entrepreneurship and, for some unfathomable reasons, talk turns to things like MBA qualifications. But the reality is that this country (South Africa) boasts many classic cases where people's resolve to succeed was far more important than pieces of academic paper.”

De Bono (<http://www.edwdebon.com>), the world's most foremost advocate of lateral thinking has this to say: “Thinking is by no means the prerogative of university trained graduates. People with very little education – even no schooling – can be brilliant thinkers if the right frames are used. Far too often, education seeks to supplant thinking with knowledge. If you can remember the right answer, why bother to think?” De Bono further explains that the premise in our education system that holds that mistakes are bad and that children should be punished for making them is fundamentally flawed because human beings were designed to learn by making mistakes. “If we never fell, we would never walk. Failure is part of success.”

Bolton and Thompson (2000:19) provide further illumination on the relationship between formal education and entrepreneurship. They reason that: “Entrepreneurs seem to turn the importance of education upside down. Kevin Threlfall did not get enough A levels to go to university but as a ten year old would go out with his father and learn about sales techniques.

Today he has one of the largest retail businesses in the UK with sales of £500 million in 1998". They continue: "Entrepreneurs themselves do not generally rate education as having an important factor for them. Studies of entrepreneurs appear to support this view." It can however be said that education becomes an important requirement for entrepreneurs. "In the past, many entrepreneurs had been successful without a college degree. Today, however, the market is increasingly competitive and a substantial amount of knowledge is necessary to run a successful business" (Lambing and Kuehl (1997:16).

3. DATA ANALYSIS ON THE IMPACT OF EDUCATION

Because of the fact that South Africa is now an open society, it was found during the research that there are whites conducting business in predominantly black areas and blacks operating in previously white areas. The population groups were representative in the sample - Asians 16%, Africans 41%, Coloureds 5% and Whites 38%. The sample also represented different business sectors which included; construction 2%, manufacturing 27%, retail trade 38%, service industry 30% and other 3%. Eighty percent of respondents were male while 20% were female owners of businesses. Eighty five percent of respondents started their businesses from scratch while 16% took them over from previous owners. Since such a high percentage (85%) started their businesses from the beginning, it is the opinion of the researchers that inferences drawn from the sample could safely be applicable to the broader population.

It is known that a large percentage of new businesses in the small and medium enterprise sector fail within the first three years. In terms of this study, 40% of the businesses were 3-7 years old, 18% were 8-12 years old, 6% were 13-17 years old, 8% were 18 years old and a total of 28% were less than three years old. In total then, 72% of businesses studied were over three years old and only 28% under three years. When measured against this variable of length of years in business, it is fairly safe to infer from the findings that the majority of the businesses in the sample had already passed their attrition threshold. Part of achieving the primary objective of the study was to establish to what extent a university degree is a determinant for being a successful entrepreneur, because it is assumed that a "made" entrepreneur will need a post matric qualification. The research findings in Table 1 point out that 48% had qualifications ranging from junior certificate to matriculation, 32% had post matriculation qualifications and 20% a university degree. These findings appear to support the observation that a university degree is not necessarily an essential ingredient for the respondents for being successful entrepreneurs because, as high as 80% of respondents did not have a university degree, but were running profitable businesses.

Insert table (1) about here

Eighty five percent of respondents said that their turnover had increased since they went into business of which 66% reported a corresponding increase in profitability as well. Seventy two percent of the respondents also indicated that they started their businesses without the benefit of attending any business course offered by development agencies in the country. Important conclusions that can be drawn from this finding include the idea that studying to become an entrepreneur will not necessarily make you one. This suggests that the majority of the respondents were driven by their entrepreneurial instincts to get into business as opposed to the 28% who did attend one or more courses in their formative stages.

Almost half (49%) of respondents said that they started their enterprises without any business experience whatsoever. This finding reveals in a sense the typical entrepreneurial characteristics of initiative, dynamism and the implementation of new ideas in order to realise one's dreams. In answering the question whether entrepreneurs are born with entrepreneurial qualities or whether it is something you can learn, the findings reflect to some degree the constant controversies experienced whenever this question is asked anywhere in the world. Sixty six percent said that entrepreneurs can acquire the skills and only 34 % that entrepreneurship is an inborn quality. This finding does not significantly substantiate either viewpoint and makes it difficult to conclude about a definite answer on the question "are entrepreneurs born or made".

When asked for the reasons how they thought entrepreneurs were made, 44% said they were "self-made", 16% by "determination", 15% by "education", 13% by "hard work" and 12% by "inspiration from role models". Ninety percent of those who argued that they were born, stated that the reason for this, is "inborn qualities", 5% felt that independence is a strong characteristic and 5% has visionary qualities.

4. SELF PERCEPTION OF RESPONDENTS

Mitchell et al (2002) point out that entrepreneurial cognition research has a relatively short history.

It was since the mid-1990's that the concepts entrepreneurs' cognitions (Bird, 1992) and entrepreneurial cognition (Buzenits & Lau, 1996) began to gain currency and ushered in entrepreneurial cognition research. Specifically then, the entrepreneurial cognition view offers the help to understand how entrepreneurs think and "why" they do some of the things they do. It is with this dimension in mind that the second objective was set.

In order to achieve the secondary objective, a number of statements were made to evaluate how respondents perceived themselves in relation to different aspects of entrepreneurship. The results in Table 2 reveal definite personality traits and inclinations of entrepreneurial types. High perception values (out of a possible 5.00) were obtained for the following statements: Respondents have a passion for what they do (4.75); believe in themselves (4.74); are hard workers (4.64); determine their own future (4.36); trust their instincts (4.31); know the right people (4.26) and perceive themselves as self-made entrepreneurs (4.23). Many of these statements reflect the self-efficacy of entrepreneurship. The low values for some negative statements like "I was a victim of retrenchment" and "I was forced by poverty to start a business" are also of importance. It dismisses the lame excuse of a so-called victim mentality associated with retrenchments and other socio-political problems in South Africa. These results also suggest that entrepreneurs have a strong internal locus of control and that they do not regard luck as a requirement in entrepreneurship.

Insert table (2) about here

A general notion is that many people start businesses basically for survival. This is usually a result of the so-called push factors. If a job opportunity would present itself, such people would leave the business and go for formal employment again. The fact that respondents agree categorically that they have always dreamt of starting a business, suggests that their ventures were not born out of necessity but out of a long held vision and desire. This conclusion is further substantiated by the low value obtained for the statement: "I have started a business by chance". It can, therefore, be reasonably concluded that the respondents represent entrepreneurs with a strong entrepreneurial streak as opposed to being survivalists or "necessity entrepreneurs".

To determine whether there is any significant difference between the perception values of the different population groups, analysis of variance (ANOVA) was used. According to the results in Table 3 there is no significant difference between the different population groups in terms of their perception on the different aspects presented in Table 2. The same insignificant difference (determined through t-test) was also found with regard to the response on whether the respondents had any previous business experience. It seems that previous business experience does not have any influence on the respondent's perceived self-evaluation. There is also no significant difference between the respondents who felt that entrepreneurship is an inborn quality and those who felt that entrepreneurship can be learnt. This finding perhaps stresses the indifference on this debate.

Insert table (3) about here

5. CONCLUSION AND RECOMMENDATIONS

The findings have provided some interesting insights that will, in the researchers view, contribute to the body of knowledge about and a better understanding of entrepreneurs. Given the fact that the South African Government has enacted policies and introduced programmes for the promotion of small businesses, it is hoped that the findings of this study will inform the effective implementation of those developmental programmes.

It is also anticipated that potential and existing entrepreneurs will find the study relevant to their aspirations in that there could be lessons to be learnt from the results. To facilitate this exposure, it would be necessary that the research report be circulated to as many public and private developmental agencies as possible. In view of the strong developmental orientation of the study, the researchers make the following recommendations:

- When evaluating a loan application, financial institutions should appraise the applicant's personality profile perhaps more than the business plan, because 79% of the respondents did not start their businesses with a business plan. For instance, is the applicant exhibiting attributes of tenacity, passion, vision and a thorough knowledge and understanding of what he or she wants to do and where he or she wants to go? It should not be the business plan that convinces financiers but the inborn or "gritty quality" of self-made qualities observed in the applicant.
- Empirical evidence suggests that people with university degrees are not necessarily prone to take risks and venture into the unknown.

Only a small percentage of them are likely to start their own businesses. Therefore, public and private sector developmental programmes that promote entrepreneurship should take cognisance of this fact and not be unduly disappointed when intellectuals are not interested in business propositions. More often, it is the resolve of people rather than their academic degrees that determine their success in business.

- While it cannot conclusively be said that entrepreneurial propensity in people is a deterministic outcome, there is, however, the certainty that entrepreneurs are endowed with inborn qualities like perseverance, that separate them from those who don't have them. These qualities should be identified and encouraged to blossom in real entrepreneurs by development agencies.
- Entrepreneurship is not for everyone. Unemployed people may become "necessity entrepreneurs" in a desperate attempt to stave off hunger and take the first formal job offer that comes along. Conversely, real entrepreneurs have a dream and will stick to their guns regardless of setbacks. This knowledge should inform how entrepreneurship development programmes assess their candidates because there is an entrepreneurial class in every community.
- While there is an optimistic view of the future of small and medium enterprises in the country, there is, however, a downside perception that the Government is not doing enough to help small businesses. This perception is fuelled by the fact that beneficiaries of Government policies are not accessing the assistance they were meant to. Government should, therefore, review its implementation strategies for greater effectiveness.
- It is an imperative that once a person has started a business of his own, he or she should begin to network with like-minded people. This is because "contacts" and "networks" in business facilitate and oil the business process.
- The education system does not engender a culture of entrepreneurship but that of a comfortable zone in employment. Only a small percentage of university graduates dare to venture into entrepreneurial endeavours. Education planners should introduce entrepreneurship courses from primary school right up to university level in order to unearth the entrepreneurial class early.

Whether entrepreneurs are born or made has raised much debate. There are many studies into both ends of the debate. However, there are not many answers, but more questions. The findings of the Global Entrepreneurship Monitor (2002) South Africa suggests that the state of economic development in a country has an impact on the level of entrepreneurship in that country and the level of entrepreneurial activity has an impact on economic development in a country. Thus, further understanding into entrepreneurial potential, potential entrepreneurs and continuous research of entrepreneurship remains significant for developing scientific entrepreneurial theory.

In conclusion, this has been an attempt to demystify an intricate phenomenon of entrepreneurship. Anecdotal evidence abounds about how entrepreneurs manifest their potential in everyday life. It was, therefore, a fascinating experience to study this phenomenon from a scientific point of view by interviewing a hundred small business owners and reviewing literature on the subject. The findings of the study suggests that while education is important for developing and stimulating the intellect and other scientific endeavours, university graduates appear to be doubtful starters when coming to taking risks and venturing into the unknown.

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TABLES

Table 1: Qualification levels of entrepreneurs

Level	Percentage
Tertiary: Degree	20.0
Tertiary: Diploma	18.0
Post Matric Diploma/ Certificate	14.0
Matric/Std 10	37.0
Non-Matric Diploma/Certificate	3.0
Junior Certificate	7.0
Pre-Junior Certificate	1.0
Total	100.0

Table 2: Self perception of entrepreneurs

Statement	Average
I have a passion for what I do	4.75
I believe in myself	4.74
I am a hard worker	4.64
I determine my future	4.36
I trust my instincts	4.31
Knowing the right people helps	4.26
I am a self-made business person	4.23
I am not afraid to take risks	4.18
I have always dreamt of starting a business	4.13
I will never work for a boss again	4.04
The future of SMEs is great	3.99
Job security is important to me	3.66
The government is not helping small business	3.40
I was at the right place at the right time	3.02
Being retrenched was the best thing that could have ever happened to me	2.70
I was a victim of retrenchment	2.57
I was lucky	2.54
I was forced by poverty to start a business	2.37
I started business by chance	2.35
You can get rich by working for a boss	2.06

Table 3: Perception of the different groups

Previous Business Experience		Population				Born or Made	
YES	NO	ASIAN	AFRICAN	COLOURED	WHITE	INBORN	LEARNT
3,10	3,11	3,58	3,62	3,73	3,60	3,68	3,59
p=0,89		p=0,74				p=0.14	