



Profiling entrepreneurial attributes based on the level of formal education: The case of Mtubatuba Local Municipality in South Africa

Sibusiso D. Ntshangase
Department of Recreation and Tourism
University of Zululand, Private Bag X1001
KwaDlangezwa 3886, South Africa
E-mail: sdbiyela@gmail.com

Ikechukwu O. Ezeudji
Department of Recreation and Tourism
University of Zululand, Private Bag X1001
KwaDlangezwa 3886, South Africa
E-mail: ezeudji@unizulu.ac.za

Corresponding author*

Abstract

Globally, entrepreneurship is acknowledged as a vehicle capable of driving a nation's economy. Previous entrepreneurship studies have emphasized on the positive influence that formal education can have on entrepreneurial success. This study therefore explores how the level of formal education may correlate with documented entrepreneurial attributes, using the case of Mtubatuba Local Municipality, KwaZulu-Natal Province in South Africa. A structured questionnaire survey of 124 tourism-related entrepreneurs in different regions of Mtubatuba Local Municipality, generates data for analyses. Results reveal that out of the seven entrepreneurial attribute dimensions studied, four of them were confidently found to significantly correlate with entrepreneurs' level of education. These attributes are the importance that entrepreneurs attach on 'learning and acquiring resources', 'being efficient and effective', 'innovative thinking and networking', and 'use of technology in the business'; to drive entrepreneurial success. This study validates the importance of education on entrepreneurial success and recommends that Mtubatuba Local Municipality, in collaboration with Tourism KwaZulu-Natal, should continue to provide targeted Tourism Development and Tourism Business Management education to current and prospective tourism-related entrepreneurs. By so doing, equal opportunity can be granted to anyone who wants to start-up and manage a new tourism business.

Keywords: entrepreneurship; tourism entrepreneurship; tourism entrepreneur; entrepreneurial attributes; sub-Saharan Africa.

Introduction

Entrepreneurship is a driving force behind the socio-economic success of any nation (Ezeudji & Ntshangase, 2017a). Previous research (such as Pirnar, 2015; Singh & Singh, 2016; Santhi, 2017) provided valuable information regarding entrepreneurship. Singh and Singh (2016) posit that entrepreneurship is used as an instrument to create more jobs and to eradicate poverty in the country. Entrepreneurship has been globally considered as a key element in the process of growth, as it helps entrepreneurs' economic independence and improves their social status (Premand, Brodmann, Almeida, Grun & Barouni, 2016; Villasana, Alcaraz-Rodríguez & Alvarez, 2016). Earlier studies and researchers in the field of entrepreneurship explored personal characteristics that differentiate entrepreneurs from non-entrepreneurs (Pirnar, 2015; Santhi, 2017).

Ramasobana and Fatoki (2017) argue that there is a difference between business attributes and entrepreneur attributes. The business attributes are defined as characteristics that best



represent a brand or business in the marketplace (Ezeuduji, November & Haupt, 2016; Kunene & Phiri, 2017). The entrepreneur attributes are viewed as the characteristics of an entrepreneur, which consists of initiative, innovative and creative thinking (Signh & Rahman, 2013; Ondiba & Matsui, 2019). Entrepreneurship in tourism relates to the creation and operation of businesses operating on a profitable basis and taking account of tourists' and visitors' needs (Melnic, 2015). Researchers believe that there are individuals in the tourism industry who became entrepreneurs due to necessity or by identifying business opportunities (Villasana et al., 2016). The high failure rate of small businesses in South Africa compared to European countries, makes it necessary to examine the attributes of successful entrepreneurs in tourism businesses (Ondiba & Matsui, 2019). The existing body of research on entrepreneurship suggests that the successful entrepreneur is inclined to endorse values related to personal satisfaction, achievement, triumph and power (Rodriguez-Sanchez, Williams & Brotons, 2019). Personal satisfaction emanates from idea realisation – fulfilment gained by turning an idea into something tangible, resulting in a sense of achievement. Power acquisition is achieved by engaging potential allies (business partners) to transfer or diffuse innovation. When the innovation process achieves a critical mass of adopters, this will result to a sense of triumph in the mind of the entrepreneur. Previous studies point out that the attribute refers to the attitudes, motivations, skills, and abilities that create stronger perceptions of individual capacities, and impact the decision between salaried work and starting a new venture (Villasana et al., 2016; Skokic, Lynch, & Morrison, 2019). Also much entrepreneurship studies emphasize the need for an entrepreneur to have a good level of education before he or she embarks on entrepreneurship, or while he or she is practising entrepreneurship (such as Iwu, Ezeuduji, Eresia-Eke, & Tengeh, 2016; Premand et al., 2016; Capelleras, Contin-Pilart, Larraza-Kintana, & Martin-Sanchez, 2019). There aforementioned researchers emphasized on the positive influence that education can have on entrepreneurial success. This study therefore explores how the level of education may correlate with documented entrepreneurial attributes, using the case of Mtubatuba Local Municipality, KwaZulu-Natal Province in South Africa. There is a dearth of literature from sub-Saharan Africa regarding this study focus. On the one hand, this study area was chosen due to personal interest as one of the authors originates from this local municipality. On the other hand, the researchers chose to focus on tourism-related entrepreneurs due to this study area's reliance on tourism as an economic activity and the presence of many tourism-related businesses in this part of South Africa.

Literature review

According to Premand et al (2016), education in the entrepreneurship process has the great potential to enable entrepreneurs to gain skills and nourish their own competencies such as innovativeness and ability to obtain resources. Actually, entrepreneurship education is another factor that spurs entrepreneurship intention (Iwu, Ezeuduji, Eresia-Eke, & Tengeh, 2016; Capelleras, Contin-Pilart, Larraza-Kintana, & Martin-Sanchez, 2019). Globally, entrepreneurship education has become a mainstay across educational institutions. In recent years, there has been an increasing interest in entrepreneurship education. Iwu et al (2019) contend that entrepreneurship education enables the acquisition of entrepreneurial knowledge, skills, attitudes and behaviours. The study by Nsofor, Umeh, Ahmed and Idris (2014) reveals that entrepreneurship education is a carefully planned process leading to the acquisition of entrepreneurial skills for effective living. More specifically, this study views entrepreneurship education as the instrument that empowers the entrepreneurs to be in control of their future, have opportunities to exercise creative freedom, higher self-esteem and overall greater sense of control over their own businesses (Bakare, 2015). Therefore, this study argues that entrepreneurs should find time to take entrepreneurship training, formally (institutional entrepreneurship programmes offered for prospective and existing entrepreneurs), or informally (apprentice programme), before and after starting any business. In other countries such as Tunisia, China and United Arab Emirates, a curricula reform created



an entrepreneurship track providing business training and coaching to help both university students and the local communities to prepare a business plan (Premand et al., 2016).

Entrepreneurship education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills (Ahmad, 2015; Bakare, 2015; Premand et al., 2016) critical for entrepreneurship process. This can be privately supported, or be supported by the government (local, district, provincial or national) or non-governmental organisations. In other words, entrepreneurship education is something that has a strong potential to enable individuals to gain skills and generate their own competencies (Premand et al., 2016). The entrepreneurial potential, basically, talks to a number of approaches such as entrepreneur psychology, entrepreneur behaviour, entrepreneur personality and entrepreneur social characteristics (Santhi, 2017). This means that the attributes of a successful entrepreneur relies on different approaches that determine ultimate levels of entrepreneurial success (Urban, 2014; Nowiński, Haddoud, Lančarič, Egerová & Czeglédi, 2019). In sub-Saharan Africa (such as South Africa, Ghana, The Gambia, Senegal, Kenya, Tanzania), entrepreneurship in tourism is an asset to local communities since it facilitates the creation of jobs, increases incomes and quality of life, while at the same time, inculcating in the entrepreneur the attribute of environmental protection and of the ecological spirit (see also Melnic, 2015). However, Melnic (2015), Rasul, Fatima and Sohail (2016) and Ezeuduji and Ntshangase (2017a) posit that tourism entrepreneurs are facing a number of difficulties which include: lack of expertise to carry out an economic activity, lack of training and lack of skills in the field of management and marketing, and legislation that inhibits business growth. These are actually true barriers to the entrepreneurial success. According to research undertaken by Kumar and Hussain (2014) comparing tourism industry to other industries, these authors (Kumar & Hussain, 2014) argue strongly that, in the context of tourism industry the employers and entrepreneurs should be well-educated, well-trained, skilled, enthusiastic and committed. Hence, this study posits that training programs are very important and should be provided to low-skilled tourism entrepreneurs for the long-term survival of their businesses.

Literature reviewed by the authors of this paper unearthed several attributes of entrepreneurs (from the works of: De Raffeale, 2011; Singh & Rahman, 2011; Bohn, 2013; Pirnar, 2015; Omerzel, 2016; Premand et al., 2016; Villasana et al., 2016; Machín-Martínez & de-Pabslos-Heredero, 2017; Santhi, 2017). This study, based on this literature review, adopted attribute dimension clusters, namely: innovation and networking, learning and resource acquisition, drive and enthusiasm, the use of technology, visionary and achievement motivation, level of preparedness for risk taking, and efficiency and effectiveness; as the main critical entrepreneur success attributes, also in the South African tourism industry. Based on the review and synthesis of relevant literature, the aforementioned attributes are assumed to be the key success factors, which are related to entrepreneurs. The attributes of entrepreneurs (see Table 1) are seen as crucial issues in the tourism businesses especially in small and medium enterprises, but research in this field is still limited (Omerzel, 2016; Amin & Hasbullah, 2018). The aim of this study is to explore how the level of education may correlate with documented entrepreneurial attributes, using the case of Mtubatuba Local Municipality, KwaZulu-Natal Province in South Africa.

Table 1. Attributes of entrepreneurs (Source: Literature review)

Author	Attributes of an entrepreneur
Singh and Rahman (2011); Pirnar (2015); Omerzel (2016)	resourcefulness, creativity, visionary, hard worker, optimistic, risk taker, leadership/leader, innovator, need for achievement, commitment and determination, motivation to excel, tolerance of risk, self-confidence



Machín-Martínez and de-Pablos-Heredero (2017); Santhi (2017)	high motivation for achievement of goal, insatiable drive and persistent enthusiasm, ready to take risk and face challenge and learn, technical expertise, commitment and self-confidence, learn from the failure and use of feedback, effective management of time, efficiency and effectiveness
De Raffe (2011)	creativity, self-reliance and the ability to adapt, education
Villasana, Alcaraz-Rodríguez and Alvarez (2016)	social intelligence: ability to recognize up-and-coming trends in society at a very early stage, establish a social network with the right people around the innovation
Omerzel, (2016)	achievement, self-edification, explorative
Bohn (2013); Premand et al. (2016)	creating value: transforming a business, creating a new business, growing a business and creating wealth, networking, uniqueness, owner-manager

Design and methods

In this research, the independent (education level of the entrepreneur) and dependent variables (seven entrepreneurial attribute dimensions mentioned earlier) were used to define the scope of the study, and both of these variables were not explicitly controlled by the researcher (Huff, 2009; Neneh, 2011; Neneh, 2015; Leggett, 2017). Survey research is a frequently used mode of observation in the social sciences (Babbie, 2017), hence, this study was designed as a survey, especially due to the fact that the constructs to be tested in this study are better presented in quantifiable ways. Survey entails a researcher selecting a sample of respondents and administering a standardized questionnaire to each person in the sample. In most cases, tourism research needs quantitative data for researchers to get the required information (Nkwanyana, Ezeudji & Nzama, 2016; Ezeudji & Mbane, 2017). This research involves a large number of respondents (Goeldner & Ritchie, 2012), and a structured questionnaire was used in the sample survey. The attribute dimension statements in the questionnaire were set on a 5-point Likert scale: 1 - strongly agree, 2 – agree, 3 – neutral, 4 – disagree and 5 - strongly disagree. Quantitative approach allows us to generate statistical data and present it in frequencies, percentages and tables. The type of sampling used in this study was non-probability sampling as research population is unknown (Veal, 2011). We employed a convenience sampling in selecting 124 tourism-related entrepreneurs in different regions of Mtubatuba Local Municipality, KwaZulu-Natal Province of South Africa. Prior to this study, the researchers submitted the research documents and obtained ethical clearance from the University of Zululand's Research Ethics Committee. This university (where the researchers are affiliated) controlled that the researchers followed ethical processes whilst conducting this study.

In some of the places where the study was conducted, the researchers along with the tourism-related entrepreneurs had an agreement that the questionnaires will be dropped and later collected (weekly and at times after two weeks). A total of 124 questionnaires were distributed, and were fully completed. The participants were fully informed of the purpose of the study before they participated in the study. Furthermore, participants were given assurance of privacy, confidentiality and anonymity with regard to the information provided. Most of the questionnaire variables consist of close-ended questions in a form of matrix questions, to save time for respondents, and to increase the comparability of responses (Chawla & Sondh, 2011).

Data analyses were done using IBM's SPSS version 25 software for statistical purposes. Descriptive statistics were used to generate frequency of respondent's profile (in percentages) and mean scores. Bivariate analyses (comparing two variables) employed Spearman's Correlation (two-tailed) and Mann-Whitney U tests to check for relationships between



variables (Bolboacă, Jäntschi, Sestraş, Sestraş & Pamfil, 2011). The reliability test (using Cronbach's Alpha) was conducted to check for the level of internal consistencies of variables used to explain seven entrepreneur attribute dimensions (drive and enthusiasm, efficiency and effectiveness, innovation and networking, learning and resource acquisition, level of preparedness for risk taking, use of technology, and visionary and achievement motivation). The reliability tests conducted show internal consistency among variables used to explain all the entrepreneur attribute dimensions. A cut-off point of 0.7 has been mostly used to denote internal consistency (Bühl & Zöfel, 2005; George & Mallery, 2003; Hair, Black, Babin & Tatham, 2005). Bivariate tests (Spearman's Correlation and Mann-Whitney U) were conducted at 95% confidence interval.

Results and discussion

The respondents that participated in the study were tourism-related entrepreneurs from Mtubatuba Local Municipality). The results in Table 2 show the profile of the respondents. Much of the respondents have secondary and tertiary education and the highest numbers of the respondents classified themselves as 'surviving entrepreneur', though about 27% of them classified themselves as 'successful entrepreneurs'. From the results, the level of education is not a major problem for South African tourism entrepreneurs to succeed in their businesses.

Table 2: Profile of the respondents (N = 124)

Variable	Category	Frequency (%)
Highest level of education	No western education	10.5
	Primary education	16.1
	Secondary education (Matric)	35.5
	Tertiary education (University, College / TVET)	37.9
Type of business	Accommodation	45.2
	Food and Beverage	14.5
	Events Management	12.9
	Tour Operation	7.3
	Travel Agency	4.0
	Tour Guide	6.5
	Car rentals	6.5
	Resorts	2.4
	Consultancy	0.8
Perceived classification regarding level of success as tourism entrepreneur	Very successful entrepreneur/ business owner	9.7
	Successful entrepreneur/ business owner	27.4
	Surviving entrepreneur/ business owner (neither successful nor unsuccessful, but just surviving)	38.7
	Struggling entrepreneur/ business owner (struggling to survive in the business world)	18.5
	Unsuccessful entrepreneur/ business owner	5.6

Results in Table 3 through Table 9 show that respondents tend to agree mostly to the entrepreneur attributes statements in the questionnaire. Testing the correlation between entrepreneur's statements on "learning and acquiring resources" on the one hand; and "level of education" on the other hand, yields interesting results for this study (see Table 3).



Table 3: Correlation between entrepreneur’s perceptions of ‘learning and acquiring resources’ and level of education

Learning and acquiring resources - Statements	Mean ^a	Correlated with level of education ^b
South African entrepreneurs or business owners lack the expertise to develop tourism in South Africa	2.00	** , negative
Attending business courses before starting tourism business is important	1.84	** , negative
Attending any business courses after starting tourism business is important	1.87	** , negative
I have the ability to learn from failure	1.83	N.S
I was able to acquire resources on my own to start a tourism business	1.87	* , negative
I have a strong skill of acquiring financial resources to run my business	2.04	* , negative
I have the ability to learn new ways of doing things	1.81	N.S
Reliability Statistics (learning and acquiring resources), Cronbach's Alpha = .754, N of Items = 7, Valid cases = 124 (100%), Excluded cases = 0 (0%), Total = 124		

Notes: ^a Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Spearman’s Rank correlation (2-tailed) test significance: N.S, no significant results; *, $p < 0.05$; **, $p < 0.01$.

The results, as shown in Table 3 indicate that the more educated the entrepreneurs are, the more they agree to most of the entrepreneurial attributes statements depicting ‘learning and acquiring resources’. However, there are no significant results between the level of education and these two entrepreneurial attributes statements: ‘I have the ability to learn from failure’, and ‘I have the ability to learn new ways of doing thing’. The results show that the respondents with higher level of education agree more with these five statements: ‘South African entrepreneurs or business owners lack the expertise to develop tourism in South Africa’, ‘attending business courses before starting tourism business is important’, ‘attending any business courses after starting tourism business is important’, ‘I was able to acquire resources on my own to start a tourism business’, and ‘I have a strong skill of acquiring financial resources to run my business’. Interestingly, this evidence posits that entrepreneurial success has some relationships with ‘the level of education’ of the responding entrepreneur. These results support research findings by Nsofor et al (2014) and Ishengoma (2018) who reveal that entrepreneurship education is a planned process leading to the acquisition of entrepreneurial skills for effective living. This process starts prior the establishment of a business, and continues throughout the business’ lifetime. We therefore posit that higher level of education impacts positively on entrepreneurs’ ability to learn and acquire resources.

In Table 4, correlation tests were conducted between entrepreneur’s statements on “innovation thinking and networking” on the one hand, and “level of education” on the other hand.



Table 4: Correlation between entrepreneur’s perceptions of ‘innovation thinking and networking’ and level of education

Innovation thinking and networking - Statements	Mean^a	Correlated with level of education^b
Innovation and networking are important aspects for the entrepreneur in daily business operations	1.46	** , negative
As an entrepreneur, I depend on my own creativity to develop my business and to make a mark in the industry	1.80	N.S
I believe that networking is often connected with the notion of friendship to overcome competition	1.63	N.S
I know how to create better products and services in my business	1.91	N.S
Sometimes I depend on other business owners to be successful	2.21	** , negative
Networking is one of the way for entrepreneurs to know each other’s product offerings	1.88	N.S
I believe my business will grow quicker if I form connections with or become a member of professional bodies	1.88	** , negative
Reliability Statistics (innovation thinking and networking), Cronbach's Alpha = .779, N of Items = 7, Valid cases = 124 (100%), Excluded cases = 0 (0%), Total = 124		

Notes: ^a Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Spearman’s Rank correlation (2-tailed) test significance: N.S, no significant results; *, $p < 0.05$; **, $p < 0.01$.

The results in Table 4 show that there are no significant results between the level of education and four entrepreneurial attributes statements. However, results show that the respondents with higher level of education agree more strongly with the three statements: ‘innovation and networking are important aspects for the entrepreneur in daily business operations’, ‘sometimes I depend on other business owners to be successful’, and ‘I believe my business will grow quicker if I form connections with or become a member of professional bodies’. These results somewhat disagree with the findings of Lopes, Abrantes and Kastenholz (2014) who posit that the success of an entrepreneur does not depend on the level of education. We therefore posit that higher level of education impacts positively on entrepreneurs’ perception of the importance for innovation and forming business networks, towards business success.

In Table 5, correlation tests were conducted between entrepreneur’s statements on “business drive and enthusiasm” on the one hand, and “level of education” on the other hand.



Table 5: Correlation between entrepreneur’s perceptions of ‘business drive and enthusiasm’ and level of education

Business drive and enthusiasm - Statements	Mean^a	Correlated with level of education^b
I feel motivated and energetic to make a difference in the South African tourism industry	1.60	N.S
How to run my business successfully is always in my mind	1.60	N.S
I think I am one of the best entrepreneurs in South Africa	2.03	*, negative
I feel very attached to my business	1.82	N.S
It would be difficult for me to get rid of my business	1.73	N.S
It would be easy for me to start another tourism business because of experience and energy that I have	2.06	N.S
I always want to achieve greater things	1.81	N.S
Reliability Statistics (business drive and enthusiasm), Cronbach's Alpha = .710, N of Items = 7, Valid cases = 124 (100%), Excluded cases = 0 (0%), Total = 124		

Notes: ^a Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Spearman’s Rank correlation (2-tailed) test significance: N.S, no significant results; *, $p < 0.05$; **, $p < 0.01$.

The results in Table 5 indicate that the higher the level of education of the entrepreneurs, the more they believe in being some of the best in the nation. The results, as shown in Table 5, indicate that there are no significant results between the level of education and six entrepreneurial attributes statements. Ishengoma (2018) states that entrepreneurs with business experience and higher levels of education are more likely to formalize their businesses because they seem to be more enlightened and can be more confident with the business they undertake. Based on the results in Table 5, we posit that level of education has no much impact on entrepreneurs’ business drive and enthusiasm.

In Table 6, correlation tests were conducted between entrepreneur’s statements on “use of technology in the business” on the one hand, and “level of education” on the other hand.

Table 6: Correlation between entrepreneur’s perceptions of ‘use of technology in the business’ and level of education

Use of technology in the business - Statements	Mean^a	Correlated with level of education^b
The most important resource for tourism business is the internet	1.67	*, negative
Technology has significant role in the success of the tourism entrepreneur	1.73	*, negative
It helps to get additional technology education and training on an ongoing basis as an entrepreneur?	1.66	**, negative



The entrepreneur will struggle if she/he lacks modern technology	1.84	N.S
The entrepreneur's competitiveness increases by introducing and using modern technologies	1.77	N.S
An entrepreneur cannot communicate effectively with his/her customers if he/she cannot use technology	1.87	N.S
Modern technology is a very important source of information for an entrepreneur	1.75	N.S
Reliability Statistics (use of technology in the business), Cronbach's Alpha =.830, N of Items = 7, Valid cases = 124 (100%), Excluded cases = 0 (0%), Total = 124		

Notes: ^a Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Spearman's Rank correlation (2-tailed) test significance: N.S, no significant results; *, $p < 0.05$; **, $p < 0.01$.

Table 6 indicates that the higher the level of education of the entrepreneurs, the more they believe in the importance of the 'use of technology in the businesses. This study supports evidence from previous observations (e.g. African Development Bank, 2016; Elbanna & Linderoth, 2015). These observations maintain that, it is very important to develop a sustainable tourism industry through technology. Hence, results in Table 6 show that respondents with higher level of education agree more to the entrepreneurial attributes statements: 'the most important resource for tourism business is the internet', 'technology has significant role in the success of the tourism entrepreneur', and 'it helps to get additional technology education and training on an ongoing basis as an entrepreneur'. These results reflect those of Mamabolo, Kerrin and Kele (2017), and Tichaawa (2017) who also found that the success of an entrepreneur greatly depends on the use of technology. This concurs with previous studies that recognize technology as a key role player in determining the success of the tourism entrepreneur and the tourism business (African Development Bank, 2016). Based on the study aim, we posit that higher level of education impacts positively on entrepreneurs' ability to see the importance of the use of technology in a business. In Table 7, correlation tests were conducted between entrepreneur's statements on "being visionary and having achievement motivation" on the one hand, and "level of education" on the other hand.

Table 7: Correlation between entrepreneur's perceptions of 'being visionary and having achievement motivation' and level of education

Being visionary and having achievement motivation - Statements	Mean ^a	Correlated with level of education ^b
I know where I will be or what I will achieve as a business owner in 5 years' time	1.65	N.S
Lack of acceptance of personal responsibility for outcomes can hinder the entrepreneur's success	1.82	*, negative
I enjoy facing and overcoming obstacles to my ideas	1.86	N.S
Entrepreneurial achievement motivation is one of the key components for entrepreneurial success	1.68	N.S
I know how to sets goals and reaching these goals through my own effort	1.87	N.S
I have love and passion for work in the tourism industry	1.78	N.S
Hard work is very important for entrepreneurial success	1.71	N.S
Reliability Statistics (being visionary and having achievement motivation), Cronbach's Alpha =.780, N of Items = 7, Valid cases = 124 (100%), Excluded cases = 0 (0%), Total = 124		

Notes: ^a Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Spearman's Rank correlation (2-tailed) test significance: N.S, no significant results; *, $p < 0.05$; **, $p < 0.01$.



Ezeuduji and Ntshangase (2017b) state that a visionary entrepreneur is able to see exactly what his or her business is going to look like in the future, in every detail. As noted by Ojo (2019), education enterprise in any country is important and it is attracting the interests of stakeholders like Government and Non-Governmental bodies to mention. Being visionary and having achievement motivation can translate into action in order to have a significant impact on the business performance (Neneh, 2015; Bruwer, & Smith, 2018). Table 7 results indicate that the respondents with a higher level of education agree more to the entrepreneurial attributes statement: 'lack of acceptance of personal responsibility for outcomes can hinder the entrepreneur's success'. We posit, based on our study aim and results in Table 7, that level of education has no much impact on entrepreneurs' ability to being visionary and having achievement motivation.

In Table 8, correlation tests were conducted between entrepreneur's statements on "preparedness for risk taking" on the one hand, and "level of education" on the other hand.

Table 8: Correlation between entrepreneur's perceptions of 'preparedness for risk taking' and level of education

Preparedness for risk taking - Statements	Mean ^a	Correlated with level of education ^b
No matter what the odds, if I believe in something, I make it happen	1.88	N.S
I always fix things that I do not like immediately	1.64	*, negative
It is good to take some level of risks to succeed as a business owner	1.75	*, negative
I test my abilities by engaging myself in complex tasks	1.81	N.S
I am always looking for better ways to do things	1.87	N.S
Wherever I have been, I have been a powerful force for creating change	2.08	N.S
Taking calculated risks comes with being an entrepreneur	1.89	N.S
Reliability Statistics (preparedness for risk taking), Cronbach's Alpha = .700, N of Items = 7, Valid cases = 124(100%), Excluded cases = 0 (0%), Total = 124		

Notes: ^a Questionnaire were itemised along a 5-point Likert-type scale ranging from 1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Spearman's Rank correlation (2-tailed) test significance: N.S, no significant results; *, $p < 0.05$; **, $p < 0.01$.

Santhi (2017) argues that for the entrepreneur to succeed, he/she should be an individual who pursues a business idea (as long as the resources are available), even when the probability of succeeding is very limited without considering his/her level of education. Ondiba and Matsui (2019) put forward that the preparedness for risk taking is an important driver of entrepreneurship and the entrepreneur's success. The results, as shown in Table 8, indicate that the respondents with higher level of education agree more to these two entrepreneurial attributes statements: 'fixing things that I do not like immediately', and 'it is good to take some level of risks to succeed as a business owner'. However, there are no significant results between the level of education and other five entrepreneurial attributes statements that reflect preparedness for risk taking. We therefore posit that level of education has no much impact on entrepreneurs' preparedness for risk taking, supporting Santhi's (2017) position.

In Table 9, correlation tests were conducted between entrepreneur's statements on "being efficient and effective" on the one hand, and "level of education" on the other hand.



Table 9: Correlation between entrepreneur’s perceptions of ‘being efficient and effective’ and level of education

Being efficient and effective - Statements	Mean ^a	Correlated with level of education ^b
I am good at turning resources into profitable outcomes	1.74	** , negative
I am very concerned if I or my employees make mistakes	1.63	N.S
I know how to anticipate problems in advance and deal with them before they occur	1.90	** , negative
I am always working hard towards delivering products or services to the customers on time	1.75	** , negative
I am constantly seeking to improve my business operations	2.17	** , negative
I get myself or my employees regularly trained to do things better	1.90	N.S
I am always making profit in my business	1.91	N.S
Reliability Statistics (being efficient and effective), Cronbach's Alpha =.803, N of Items = 7, Valid cases = 124 (100%), Excluded cases = 0 (0%), Total = 124		

Notes: ^a Questionnaire were itemised along a 5-point Likert-type scale ranging from

1, Strongly agree; 2, Agree; 3, Neutral; 4, Disagree; 5, Strongly disagree.

^b Spearman's Rank correlation (2-tailed) test significance: N.S, no significant results; *, $p < 0.05$; **, $p < 0.01$.

In Table 9, the results indicate that the respondents with higher level of education agree more strongly to the entrepreneurial attributes statements: ‘I am good at turning resources into profitable outcomes’, ‘I know how to anticipate problems in advance and deal with them before they occur’, ‘I am always working hard towards delivering products or services to the customers on time’, and ‘I am constantly seeking to improve my business operations’. Being efficient and effective are valued in entrepreneurial activities, for the entrepreneurs to become successful. Actually, Antonites, de Beer, Cant and Jacobs (2007) strongly argue that efficiency and effectiveness are the factors that represent an individual’s actual control over the psychological behaviour.

From the results, the higher the level of education the entrepreneurs possess, the more they are likely to believe in being profitable, proactive, effective, and optimizing business operations. These results are consistent with those of Samad et al (2019) who are advocate that successful entrepreneurs need to have adequate entrepreneurial readiness with respect to knowledge, interests, motivation and abilities. Based on the body of research on personality and entrepreneurship, entrepreneurs have to be efficient and effective as part of their personality traits to control their behaviour and navigate business opportunities (Singh & Rahman, 2011; Hsiung, 2018). From the results in Table 9, we posit that higher level of education impacts positively on entrepreneurs’ ability to be efficient and effective.

Recommendations

Tourism KwaZulu-Natal and Mtubatuba Local Municipality business support officers should support tourism entrepreneurs by organizing workshops and seminars related to tourism entrepreneurship at different towns and villages of the local municipality, targeting prospective and existing entrepreneurs. Equal opportunity can be granted to anyone who wants to start-up and manage a new tourism business. This can also help in creating professional networks and establishing a shared understanding among prospective and existing tourism entrepreneurs. By so doing, prospective and inexperienced entrepreneurs can learn from the experienced ones.



Conclusions

These study results are particular to the study area (Mtubatuba Local Municipality in South Africa) at the time the study was conducted, and cannot be generalized across regions and nations. We can confidently say, from our study results, that entrepreneurs with higher level of formal education tend to exhibit four of the entrepreneurial attribute dimensions under study. These attribute dimensions are found to have more significant correlations with entrepreneurs' level of education, than others. These attribute dimensions relate to the importance that entrepreneurs attach on 'learning and acquiring resources', 'being efficient and effective', 'innovative thinking and networking', and 'use of technology in the business'; to drive entrepreneurial success. This study validates the importance of education on entrepreneurial success and recommends that Mtubatuba Local Municipality, in collaboration with Tourism KwaZulu-Natal (the Provincial Destination Management Organisation), should continue to provide targeted Tourism Development and Tourism Business Management education to current and prospective tourism-related entrepreneurs.

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