

Innovations

Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles

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Abstract

This paper examines the influence of Proactiveness, Creativity and Risk-taking entrepreneurial attributes on self-reliance among higher institution students in Seychelles, studying Business and Vocational courses. Despite being trained, most of these individuals cannot invest in themselves but wait to be employed, thus moving from one job to another and never getting satisfied with what they do. Sequential Pragmatic Mixed Research Methods were employed. The SPSS 26 was used to analyse quantitative data. Mean and Standard Deviation were used for research questions while frequency and percentage were employed for demographics. The Web-based 5-point Likert scale survey questionnaire which included demographics with five (5) sections of 46 items was administered to 277 students. An in-depth Interview tool with demographics and eight (8) sections with 31 items was used on a second Sample consisting of 17 staff who were purposively and conveniently drawn as participants. The tools were accessed online via WhatsApp and email while interviews were done according to the preferences of a participant. Cronbach's alpha was used to test internal and content consistency for the items included in the quantitative data collection tools. To establish the real causes of gaps in this research, another study is recommended to cater for previous cohorts of students. Four (4) research questions were raised and answered showing low levels of risk-taking among students, moderately creative and proactive which indicate a negative effect on students' self-reliance after graduating.

Keywords: *Entrepreneurial attributes, Proactivity, Innovation, Creativity, Self-reliance, Taking-risk, Practical skills.*

Introduction

Self-Reliance is said to be the true value of education. The great philosopher Ralph Waldo Emerson in 1841, brought the concept of self-efficacy to the general public. Moore (2019) states that self-reliance does not mean doing everything yourself and certainly not being financially independent, autonomy helps people

avoid any form of conformity imposed on them by society. Citing Emerson's words, education is not about imitating others but a contribution to oneself and the society. Education should focus more on strengthening students' critical thinking skills and being productive. Learning is a process that involves both environmental and personal experiences.

Teachers input in what children learn, ascertain the effectiveness of the curriculum negatively or positively (Jebson & Muraina, 2018). The dual pointed out that Teachers are role models in determining the quality of training students receive. African curricula has however been observed to be well designed with content that influences creativity and innovation for every student's needs to be catered for.

The Seychelles curriculum (2013 pg., 30) recognises Technical and Vocational Education (TVE) as an important learning key area which appreciates application of practical skills to satisfy learner's needs for self-sustainability. Numerous individuals of considerable academic and professional merit appear to possess inadequate skills. The primary issue confronting graduates in Seychelles, along with numerous other African nations, is the deficiency in autonomy. Individuals with a substantial educational background are often perceived as being self-reliant due to their completion of advanced levels of academic training. The process of acquiring knowledge, values, preferences, skills, attitudes, and behaviors, known as learning, occurs within institutions of higher education such as a university (Peter, 2009). This research study looks at the entrepreneurial attributes and self-reliance of higher institution students in Seychelles. The scientist Feynman said, "What I cannot create, I do not understand" Therefore, if a graduate cannot create anything out of what they learned, then, they did not understand.

Innovation

Young people must have a positive mind to solving problems by being innovative. Nasrudin (2022) describes Innovation as something that requires curiosity, creativity, open-mindedness, but not complacency. The cultivation of self-reliance promotes dedication and commitment without seeking external validation (Moore, 2019). Being proactive, creative and taking-risk possess innovative behaviour which positively influences self-reliance. Innovation was introduced to bring something new to the economy, whereby, something must be produced, tested and should pass through experiment (Dameri, et al., 2015). The three entrepreneurial attributes are the Innovation traits which must be the motivation to the young people if they are to be self-reliant who should come up with improved ways of doing something new. Innovations play a vital role in simplifying human life, and the presence of innovation is essential for the development of any civilization (Kassa & Mirete, 2022). The pursuit of innovation enables humankind to

reach pinnacle levels of achievement by prioritising the advancement of innovative processes.

The Research Questions of the Study

1. What are the rates of self-reliance among higher education students in Seychelles?
2. What are the aspects of Proactiveness among higher education students in Seychelles?
3. What are the characteristics of creativity among higher education students in Seychelles?
4. What is the level of risk-taking among higher education students in Seychelles?

Literature Review

The importance of self-reliance in education is emphasised, emphasising the need for students to develop critical thinking skills, productivity, and the acquisition of various skills. Sahoo (2021) referenced Emerson's perspective and stated that, education does not entail conformity to others, but rather serves as a means for individuals to make meaningful contributions to both society and themselves. The process of learning is shaped by environmental and personal experiences. The Republic of Seychelles is an archipelagic country situated in the eastern region of Africa within the Indian Ocean. The nation of Seychelles encounters economic challenges similar to those experienced by other countries.

Entrepreneurial attributes encompass the personal traits, competencies, and mindsets commonly linked to individuals engaged in entrepreneurial activities. Self-reliance is widely recognised as pivotal in strengthening national security, thereby constituting one of its paramount benefits. Albert Bandura, a prominent psychologist, underscored the significance of self-efficacy, which is defined as an individual's belief in their capability to effectively execute particular tasks or attain specific objectives. By citing Bandura (1982), Lopez-Garrido (2023) revealed that individuals with elevated levels of self-efficacy tend to possess greater self-confidence and are more inclined to perceive challenges as opportunities for personal development rather than hindrances.

Minimising reliance on external nations enhances the country's readiness to confront economic and political obstacles. Furthermore, an autonomous nation has the ability to exert a higher level of authority over its natural assets and their distribution, ultimately resulting in increased levels of stability and resilience. The promotion of self-reliance can significantly contribute to the holistic advancement

and expansion of a nation. By fostering the growth of its domestic industry and cultivating the skills of its workforce, a nation can stimulate economic expansion, generate employment opportunities, and enhance the quality of life for its populace. This approach also fosters innovation and technological advancement by necessitating the development of solutions to address the country's domestic requirements.

Methodology and Instruments

Pragmatic Research Paradigm (Kaushik, & Walsh, 2019), an approach where researchers collect data at the same time and analyse through quantitative and qualitative (Creswell & Creswell, 2018) within the same research study and Sequential mixed Method(Shorten & Smith, n.d) was employed. Data was collected through descriptive correlation design(Bhat, n.d)and were analysed using Mean and Standard Deviation for research questions while frequency and percentage was employed for demography. The SPSS 26 (Padamkar, 2023)was used. The Web based 5-pointLikert scale survey questionnaire which included demographics with five (5) sections of 46 items was administered to 277 students which included demographics and eight (8) sections. In depth Interview tool (Rea & Parker, 2014) which Included demographics and eight (8) sections with 31 items was used on a second Sample Consisted of 17 staff who were purposively and conveniently drawn as participants. The tools were accessed online via WhatsApp and email. Cronbach’s alpha was used to test internal and content consistency for the items included in the quantitative data collection tools.

Data Analysis and Interpretation

The Analysis of Quantitative Data

Two hundred seventy-seven(277) students participated in the survey data collection.

Table1
Demographic

		Frequen	Percen	Valid	Cumulati
		cy	t	Percent	ve
					Percent
Gender	Male	97	35.0	35.0	35.0
	Female	106	38.3	38.3	73.3
	Prefer Not To Mention	54	19.5	19.5	92.8

	Other	20	7.2	7.2	100.0
	Total	277	100	100.0	
Age	B 20	202	72.9	72.9	72.9
	20_30	70	25.3	25.3	98.2
	A 30	5	1.8	1.8	100.0
	Total	277	100	100.0	
Year of study	2nd year	150	54.2	54.2	54.2
	3rd year	127	45.8	45.8	100.0
	Total	277	100	100.0	
Mode Study	Full Time	211	75.2	76.2	76.2
	Part Time	54	19.5	19.5	95.7
	Distances	12	4.3	4.3	100.0
	Total	277	100	100.0	
Citizenship	Seychellois	211	76.2	76.2	76.2
	Non Seychellois	66	23.8	23.8	100.0
	Total	277	100	100.0	
Study Program	Masters	1	0.4	0.4	0.4
	Bachelor	5	1.8	1.8	2.2
	Adv. Diploma	105	36.1	36.1	38.3
	Diploma	100	34.3	34.3	72.6
	Certificate	66	27.4	27.4	100
	Total	277	100	100	

Gender represented as a nominal dichotomous demographic information. A study of participant demographics revealed that 35. 0% of male respondents, 38. 3% of female respondents, 19. 7% who preferred not to disclose their gender, and 7.2% who categorized themselves as "other" participated in the survey. The data from the survey indicates a higher prevalence of female participation, suggesting that the majority of institutions surveyed had a greater proportion of female individuals compared to male individuals. According to the Education Statistics in Seychelles (2023), the literacy rate among females aged 15-24 in Seychelles is reported at 99%, while for females above 15 years with no specified upper age limit, the literacy rate stands at 94%. This assertion corroborates the findings of the present study, which indicates that a significant majority of females, particularly those in the age bracket of below 30 years, exhibit the characteristic under investigation.

The **age** below 20 years old, 72. 9% of the respondents selected this option; 21-30 years old, 25. 3% of the respondents selected this option; and above 30 years old, only 1.8% of the respondents participated in this category. More specifically, the

participants were requested to disclose their precise chronological age. The findings indicate that a substantial proportion of the participants were aged below 20, while only a small minority were aged over 30. Hence, a majority of over 70% of the individuals involved in this study were younger than 20 years of age.

The **year of study** is dichotomous demographic factor that was categorised into second year and third year. 54.2% of the participants were enrolled in their second year of study, while 45.8% were enrolled in their third year. The prevalence of 3rd-year students engaged in attachment activities during the time frame of this investigation accounts for this outcome. The potential impact of this factor on the results is noteworthy as it is conceivable that the greater level of experience obtained by the 3rd year students, particularly through their attachments, may have engendered a more comprehensive perspective. This broader understanding may have influenced their perception of their ability to enter the workforce independently following graduation if they were not offered employment by any organizations.

The **study mode** a nominal demographic factor Categorised as full-time for 75% of the participants, and part-time for 19.5% of the participants, and distance study for 4.3% of the participants. Numerous students were enrolled in full-time course loads, with a subset of working students opting for a reduced class schedule, and a small proportion of students undertaking distance education courses. Nevertheless, the small sample of non-full-time students contributed to the investigation of post-college student outcomes. The findings indicated that the majority of students, including former students, remained dependent on external employment rather than achieving full independence. While this reliance on external employment can be beneficial, it also signifies a lack of diversity in career paths and an inclination towards conformity to company policies and regulations, potentially impeding the development of self-reliance. Keefe (2020) emphasizes that policies that restrict diversity and inclusion have moral and economic implications.

The **study program** Categorised as a nominal demographic information in the study. The demographic composition of the population comprised 76.2% Seychellois and 23% non-Seychellois. The diverse composition of students from various nationalities contributed to a more balanced outcome. This demonstrated the participation of all individuals irrespective of national or racial distinctions. According to Keefe (2020), the establishment of an inclusive workforce fosters a culture that attracts individuals, leading to increased employee motivation and retention, which also applies to students in higher education institutions.

The participants were requested to indicate their **study program** and department with which their study was affiliated. The majority of participants originated from vocational departments. Yet students seem not to be practically

proactive in self-reliance when most of them undergo skills training at an early age of their life.

Mean of the scale was determined by summing up the total points on the 5 Likert-scale then divided their number as:

$$5+4+3+2+1 = 15$$

$$15/5$$

$$= 3$$

Therefore the Mean for this Study was 3

To be precise, mean of 2.60 and 3.39 which is around 3 was used to describe the students' quantitative data collected, the scale was used and responded as follows:

Table 2

Five point Likert scale

Likert Interval	Scale	Difference	Description	Interpretation
1	1.00-1.79	0.79	Strongly Disagree	Very Low
2	1.80-2.59	0.79	Disagree	Low
3	2.60-3.39	0.79	Neutral	Moderate
4	3.40-4.19	0.79	Agree	High
5	4.20-5.00	0.80	Strongly Agree	Very High

The first research question

What are the rates of self-reliance among higher education students in Seychelles?

The average scores for the variables Personality, Resourcefulness, Survival Skills, Social life, Support, High Unemployment levels, Affected Negatively by Covid, Self-reliance has a major Influence, Not empowered by government, and institution support offer a quantitative assessment of the individual contributions of each variable to self-reliance. The inquiry garnered a mean rating ranging from (4.70), falling within the moderate range of the interval average of (2.60) yielding a grand mean of (3.30), aligning with the moderate required response option. This study demonstrates a moderate level of self-reliance observed among tertiary education students in Seychelles. The observed standard deviation values of 1.04 and 0.31 suggest a consensus among respondents that the level of self-reliance

among higher education students in Seychelles is markedly low. Nevertheless, the mean score for individuals adversely affected by Covid was notably high (4.70), suggesting that the pandemic has exerted a substantial influence on the student cohort.

Table 3
Rates of Self-Reliance

N	Mean	Std. Deviation	Variance	Interpretation
My personality affects the rate at which I do things independently	277 3.81	.60	.36	High
I use my resources in finding solutions without depending on external support	277 2.75	.90	.74	Moderate
I feel Survival skills are not embraced in our curriculum	277 1.41	.76	.58	Very Low
My social life plays a major influence on my reliance on other people	277 3.59	1.04	1.09	High
I receive much support from other sources which hinders me from being independent	277 4.20	.50	.25	Very High
I explore self-reliance as a viable career option	277 2.29	.62	.39	Moderate
I personally explore possible alternative when I experienced significant challenges during the COVID-19 pandemic	277 4.70	.57	.33	Very high
I like to shape my entrepreneurial mindset and determination all the time	277 4.04	.31	.10	High
I stand mostly on my opinion to survive in life	277 1.96	.90	.75	Low
My institution provides higher chances of being self-reliant after graduation as youth	277 4.20	.50	.25	Very High
Grand Mean Average	277 3.30	0.66		Moderate

Research Question 2

What are the Aspects of Proactiveness among Higher Education Students in Seychelles?

The mean scores of the variables offer a quantitative assessment of the extent to which each variable contributes to self-reliance. The mean rating for this question fell within the range of 4.69, aligning with the interval average of 2.60 and having a mean average of 3.62, thus meeting the criteria for a high required response option. The findings of the study suggest that there are elevated levels of non-proactive behavior among students in higher education institutions in Seychelles. The study indicates that the standard deviation of the responses in the range of 1.38-0.45 suggests a high level of agreement among higher education students in Seychelles on the aspect of Proactiveness. Specifically, the mean response of 3.62 suggests that the majority of respondents agreed that Proactiveness influences Self-reliance.

Table 4

Aspects of Proactiveness

N	Mean	Std. Deviation	Variance	Interpretation	
I use emotions to embrace reality in anticipating challenges	277	3.560	.717	.514	High
I have higher levels of determination to depend on myself without being employed	277	4.011	.799	.639	High
I take initiative and rely on my own abilities to achieve in life	277	4.29	.45	.20	Very high
I plan very well before embark on any activities in school	277	4.69	.502	.25	Very high
I engage myself in doing positive things in school	277	2.09	1.01	1.01	Low
I study my environment carefully before involving in any activities	277	2.94	1.38	1.90	Moderate
I have been directly or indirectly a victim of peer pressure that hinders me from	277	2.87	.82	.67	Moderate

being active					
I feel lacking in my planning skill for life	277	4.52	.61	.37	Very high
My self-belief is one of the motivating factor of achievement	277	3.66	.96	.91	High
I Feel my behaviour plays a major role in influencing my wellbeing in life	277	3.62	.75	.56	High
Grand Mean Average	277	3.62	0.80		High

Research Question 3

What are the Characteristics of Creativity among Higher Education Students in Seychelles?

The significantly elevated mean values observed for the variables "Conducive Environment" (4.32) and "Advantage with my level of Education" (4.61) indicate that students perceive their educational environments as fostering creativity and express satisfaction with their educational attainment. In the academic setting, it has been observed that students demonstrate a deficiency in both experience (mean score of 2.70) and creativity (mean score of 2.40), resulting in an overall grand mean of 3.06. The standard deviation within the range of (1.19) and (.47) indicating moderate levels of creativity among higher education students in Seychelles

Table 5
Characteristics of Creativity

N	Mean	Std. Deviation	Variance	Interpretation	
My behaviour influences characteristics of creativity in solving life challenges	277	4.32	.64	.41	Very high
My institution provides a conducive environment to think critically	277	3.92	.80	.63	High
As a Creative student, I am more likely to explore unique and innovative solutions to problem	277	2.70	1.19	1.41	Moderate
I am very good in identifying a problem and give solutions	277	4.433	.74	.54	Very high
I use my level of knowledge exposure	277	4.24	.47	.22	Very high

to create new idea					
I experience more satisfaction in being creative during the course of my studies	277	4.11	.78	.60	High
My level of education has provided an opportunity to advance the existing knowledge in life	277	4.61	.50	.25	Very high
I am more confident in pursuing different ventures without relying heavily on external assistance	277	2.40	.95	.90	Low
I embark on my creative mindset to overcome challenges in my entrepreneurial journey	277	4.31	.60	.36	Very high
The level of my creativity bring more achievement for me in life	277	3.87	.79	.62	High
Grand Mean Average	277	3.06	0.74		Moderate

Research Question 4

What is the Level of Risk-Taking among Higher Education Students in Seychelles?

The average scores for a variety of variables tend to range around 4, suggesting that, on a Likert scale of 1-5, students demonstrate substantial levels of agreement in relation to their perceived courage, industriousness, and positive perception of risk-taking. The data indicates that the mean score for "Risk-taking" is the lowest, with a value of 3.06, which suggests a lower level of agreement with this statement. The standard deviation (SD) serves as a measurement of the dispersion or variability within a given dataset. A smaller standard deviation indicates that the data points are clustered around the mean. One instance can be seen in the low standard deviation of the characteristic "Courageousness." The findings indicate a deviation of 0.31, suggesting a tendency for a high degree of uniformity in self-ratings among the student population. Conversely, the phenomenon of risk-taking exhibits a substantial degree of influence, as indicated by its elevated standard deviation. The deviation of 1.16 indicates a higher level of dispersion in the opinions regarding this particular factor. The findings suggest that there is a low propensity for risk-taking among the student population.

Table 6

Level of Risk-taking

N		Mean	Std. Deviation	Variance	Interpretation
I stay more positive in facing challenging tasks to avoid failure	277	4.05	.31	.10	High
I believe that my levels of taking risk improve my wellness	277	3.98	.47	.22	High
I try another chance if I fail a task	277	3.90	.50	.25	High
I can embark on any journey without knowing the outcome	277	4.31	.86	.73	Very high
I enjoy working hard even when the task is challenging	277	4.08	.80	.63	High
I rely on my own skills and resources to overcome challenges	277	4.17	.49	.24	High
I am not afraid of doing things that are dangerous to life	277	3.06	.73	1.34	Moderate
I am not afraid of failure in any journey of my life	277	2.77	.73	.53	Moderate
I don't care about what people say relating to my success	277	3.21	.85	.72	Moderate
I can do anything to be successful in life	277	2.75	.86	.74	Moderate
Grand mean Average	277	2.43	0.66		Low

Qualitative Data Analysis

Table 7

Demographic Details of Interviewees

Demographic	Participant (N=17)	
Gender		
Female	9	(53%)
Male	8	(47%)
Other	00	
Age		
Below 30	02	(12%)
31 – 40	05	(29%)
41 – 50	06	(35%)
Above 50	04	(4%)
Nationality		
Seychellois	04	(24%)
Non Seychellois	13	(76%)
Highest level of qualification		
Doctorate or higher	12	(71%)
Masters	03	(18%)
Degree	00	
Advanced Diploma	00	
Diploma	00	
Certificate	01	(6%)
Other	01	(6%)
Role in this institution		
Administration	15	(88%)
Lecturing	00	
Any other	00	
Employment status		
Retired	01	(6%)
On training	01	(6%)
Part-time	15	(88%)
Full-time	00	

Seventeen (17) participants, participated and completed the open-ended survey. The table above presents the total number of participants by gender, age,

nationality, qualification, role in the institution, and employment status. In terms of age, out of 17, 6 (35%) were between 41 and 50, 5 (29%) were between 31 and 40, 4 (24%) were 50 and above while only 2 (12%) were 30 years and below. Both genders participated having 9 (53%) Females and 8 (47%) Males. 4 (24%) were Seychellois and 13 (76%) were non-Seychellois. As for their roles, only 2 (12%) administrators participated and 15 (88%) were lecturers. In terms of qualification, 3 (18%) had their first degree, 1 (6%) doctorate, 12 (71%) had masters 1 (6%) others. This shows that most of the participants were mature, highly qualified, and experienced in teaching as most of them were in the average age between 31 and 50 years old. Data collected involved both expatriates and locals, both genders, young and old, administrators and non-administrators which gave an insightful about the information needed. The demographic was imported from an Excel spreadsheet into NVivo which was presented in visualised figures to assist

Coding and Analysing of Qualitative Data

Question 1. What are the rates of self-reliance among higher education students in Seychelles?

Table 8

Self-Reliance

Theme	Description and Responses	Case Counts	Code Counts
Self-reliance	Self-reliance is the ability to depend on yourself. Being self-reliant is to have an independent mind, self-love and being true, social networking, and pursuing your own goals without depending on others, it makes an individual to nurture happiness, flourish and grow	10	45
Rate of self-reliance among students in this institution is it high or low?	Limited, Low, receive financial support, adaptability, Lack of appropriate skills, Lack of comfort, emotional reactivity, emotional self-regulation, Lack independence, optimism, self-efficacy, self-reliance, social support, personality and no sense of connection	5	17
Examples where staff demonstrated self-reliance in the	Carried home- made lunch, gave their own income, raise funds through part-time jobs, 1 carried home-made lunch and breakfast, donation	6	13

institution.	of computers, staged a consultative meeting, Encouraged students to try to do business, take them out to meet the successful entrepreneurs as well as The learners were given a hint on a project and they successfully did it well		
Factors contributing to self-reliance among students	Adolescence, afraid to fail, emotional fragility, helplessness among the students, poor performance, Less resilient and needy, pressure, unwillingness to take responsibility	5	14
Does self-reliance affect entrepreneurial success?	Yes	1	1
N=17			

Table 6 above shows a high frequency of self-reliance with (45) total code counts, showing the rate of self-reliance among students with the highest code count at (17), which include financial support from parents, social support, Lack of comfort, emotional reactivity, self-regulation, Lack of independence, optimism, self-efficacy among others with low or limited rate self-reliance according to members of staff. Followed by factors contributing to self-reliance among students with the frequency (14). Responses showed that students were afraid to fail, emotionally fragile, helpless and they were unwilling to take responsibility. However, there was evidence of staff demonstrating self-reliance with the reasonable frequency of (13). Therefore, the results indicate that Self-reliance among students in Seychelles higher institutions is low caused by various reasons highlighted in table (10) above.

Question 2. What are the aspects of Proactiveness among higher education students in Seychelles?

Table 9

Proactiveness

Theme	Description and Responses	Case Counts	Code Counts
Proactiveness	Self-motivated behaviour which endeavors in solving any challenge encountered	6	44
Aspects of proactiveness visibly shown by students	Activities like dancing and clubbing, Self-beliefs, Organising themselves in various school activities, self-efficacy	3	7

Behavioral aspects that hinder proactiveness among students	Apathy, defiance, emotions, indiscipline, indiscipline, Introverts, isolation, Missing deadlines, negativity, Peer pressure, poor family values, shy, and substance abuse	4	15
Proactive examples where students were involved	Participating in institution sports organisation, reporting early for classes, seeking help, Selling baked things, Selling tickets for braai and birthday parties	4	12
Motivation activities to be proactive in teaching students	Imparting knowledge, need for equal opportunities, nurture learners, role model, and uphold good Values	5	10
N=17			

Proactiveness had its total code counts at (44). Fifteen (15) code counts indicate the highest references with Peer pressure, poor family values, indiscipline, and substance abuse to be among the behavioral aspects that hinder proactiveness among students in Seychelles followed by proactive activities students were involved in which included Participating in an institution sports organisation, reporting early for classes, seeking help, Selling baked things, Selling tickets for braai and birthday parties at (12). While imparting knowledge, the need for equal opportunities, nurturing learners, being role models, and upholding good Values at (10) with the theme Motivation activities done by staff to promote proactiveness in teaching students. Aspects of proactiveness visibly shown by students were the least at (7) with dancing, clubbing, Self-beliefs, Organising themselves in various school activities, and self-efficacy as some of the activities students were involved in. With these outcomes of the responses, Students were motivated by members of staff via various means and they were practically involved. Mixed responses were noted in the aspects of proactiveness shown by students though at a low rate of (7) code count, however, students were negatively affected by their behavioral aspects that hinder proactiveness with the highest code count at (15).

Question 3. What are the Characteristics of Creativity among Higher Education Students in Seychelles?

Table 10

Creativity

Theme	Description and Responses	Case Counts	Code Counts
Creativity	Creativity is coming up with something new of help to mankind	6	34
Characteristics of creativity	Artistically and innovativeness, less solutions to problems, remote ideas, Unusual associations, less creative, lack skills	5	9
Personality affects creativity	Yes influenced by laziness, motivation, personal interests, Yes like those who are lazy demotivate their fellow students	3	5
Instances where creative thinking led to innovative solutions	Brainstorm, shared creative skills and solutions, donation of computers, encourage students	4	11
Limits in expressing creativity	lack of appreciation, lack of resources, lack of response from others, not being corporative, Resources, Student not copying up, students not being creative, time	4	9
N=17			

Creativity had the total code counts (34). Eleven (11) code counts being the highest with the theme ‘Instances where creative thinking led to innovative solutions.’ The responses were Brainstorming, sharing creative skills and solutions, donating computers, and encouraging students. Characteristics of creativity (Brainstorming, shared creative skills and solutions, encouraging students) and Limits in expressing creativity (lack of appreciation, lack of resources, lack of response from others, not being corporative, Student not copying up, students not

being creative, and time) both came out with (9) code counts respectively while 5 being the least with the theme ‘Personality affects creativity’ with responses like, Yes it influence laziness, it’s a motivating factor, influences personal interests. Table (16) above indicates less frequency of responses on Personality affecting creativity (5) with respondents admitting that personality influences creativity while characteristics of students were mentioned which were seen as lacking among students according to the responses in ‘Limits expressing creativity’(10) which included students lacking appreciation from lecturers, administrators and from their families among others. Therefore, creativity among students in Seychelles is a yes and no. It indicates average characteristics

Question 4. What is the level of risk-taking among higher education students in Seychelles?

Table 11 Risk –Taking

Theme	Description and Responses	Case Counts	Code Counts
Risk-taking	The ability to do something without fear in order to be successful	6	24
Levels of taking risk among students	Very low, Students were low risk-takers, Did not want to take risk, taking risk is scary	9	9
Examples of calculated risks taken for students’ welfare improvement	Buying books for underperforming students to boost their morale, putting various assembly and exit points homework, Information	2	7
Factors influencing decision-making process when assessing risks in your institution	lacking motivation, creativeness, Preference, Calculated risks, My creativeness, choice, preferences, taking risk, lacking motivation, Faith	3	8
N=17			

Participants were asked to comment on rate of self-reliance among students in institutions, high or low and give a brief explanation. (Section 2, question 7. How would you describe the level of self-reliance among students in this institution?)

Overall, staff provided a variety of responses, and the findings indicated that many students did not show signs of independence. For example;

Participant 9:

“Students have a low self-confidence level because most students depend on their parents for financial support, for all school needs, they get enough money and transportation is not a problem. Well, the ministry provides bus tickets where they’re charged at a very low price to no cost”.

Participant 17:

“Yeah, it’s low because students are ‘neediness’ and don’t want to take responsibility.”

Participant 5 also emphasized that:

“The fees are quite low, yes, most students don’t take risks, they always want free things and do less difficult tasks.”

Question 12. Could you mention some behavioral aspects in student and how their self-reliance is affected?

“Peer pressure and lack of strong family values in a student’s life”

Participant 2:

“Uh, I have to say. Some students chain smoke, abuse alcohol. Substance abuse in general”

Themes were developed from raw data (Kelley, 2023) based on the objectives and research questions.

Implications of This Study

The findings of this study are anticipated to serve as a valuable point of reference for subsequent researchers. The factors encompass proactiveness, creativity, and risk-taking. The primary objective of this study was to diminish reliance on government-sponsored employment programs among recent higher institution graduates. Promoting self-reliance cultivates increased dedication and

commitment independent of external validation. This facilitates autonomous resolution of problems, as evidenced by previous studies.

Conclusion

The study found that while Proactiveness, Creativity and Risk-taking significantly influence self-reliance, there were other factors at play in the three variables. The study identified common terms for various variables including students' personality, beliefs, environment, intelligence, academic and home performance, behavior, and adolescent and family influences.

Despite the low risk, the study found that students were moderately creative and proactive. Students were greatly helped by lecturers and higher authorities. Some learning environments were not conducive and negative family context affected some students, with suspected substance abuse. Based on staff interviews. The study's results align with Bandura's socio-cognitive theory, supporting self-efficacy and its impact on people's performance, effort, and feelings at work, as well as with Weiner's attribution theory. This theory studies human activity, People's perception of activity and its influence on behavior and cognition. The refutation of these two theories responds to the findings of this study. Students expect independence after completing studies but often don't understand why they fail to achieve their goals.

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