

Theorising the Relationship between Television Programmes and Promotion of Entrepreneurial Culture among University Students in Kenya

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Abstract

This paper examined the relationship between television programmes and promotion of entrepreneurial culture among final year university students drawn from ten private and public universities in Kenya. Pearson product moment correlation coefficient was used to test the association between television programmes and entrepreneurial culture. A significant positive relationship was found between TV programmes and promotion of entrepreneurial culture in Kenya. It is recommended that policymakers develop more relevant and effective public policies and programmes to increase the level of the kind of entrepreneurial activities that will contribute to economic growth. Further, efforts should be made to increase the awareness of stakeholders of the role of the media in promoting entrepreneurial culture and the need for intensified links between the media and institutions of higher learning.

Keywords: TV programmes, entrepreneurial culture, University Students, Kenya

1. Introduction

Levels of entrepreneurial activity in countries are used as a yardstick in measuring its entrepreneurial culture, growth and development. In America, the levels of entrepreneurial activities are high with nearly about 12% of Americans engaging in new ventures each year (Bosma & Harding, 2006). This high level of entrepreneurial activities is on the actuality that Americans have a strong entrepreneurial culture. This has given them the ability to venture into entrepreneurship.

Today nearly, 61% of America's population prefers being their own bosses and only 37% express a preference for employee status. This is an indication of a country with entrepreneurial culture (Expert Group, 2007). However, in Africa due to the lack of entrepreneurial culture many people perceive entrepreneurship as a risky venture which one can embark upon only when he/she has a lot of money and does not have anything to do with the money. Again the lack of entrepreneurial culture pushes many Africans to shun on failure, which is a challenge one may face when venturing into entrepreneurship. To them if you try and you fail you are a loser. To erase these notions, entrepreneurial culture must be imbibed in people to appreciate entrepreneurship and all its challenges as well as the advantages that come with it.

According to Levies, Hart and Karim (2010), the impact of media can be very helpful in encouraging an entrepreneurial spirit. There is no shortage of evidences for the role of media in influencing the public, individual conception and attitude. From the social and psychological perspective, entrepreneurship as an innovative and creative way of conducting business can be educative, enhanced and affective by the discourse carried by media forms. The message and knowledge conveyed by media is crucial in building the role models and social-attitudes that builds the systems to foster or to hinder entrepreneurship (Levies, et al., 2010). However promotion of an entrepreneurial culture in many developed and developing countries has been challenging. In Kenya, the situation is not different and calls on all stakeholders in the country to come on board to achieve this course. The government and various institutions have made effort in promoting entrepreneurial culture (Ngosiane, 2010). The media, a stakeholder and seen as an agent of change have not been considered by most countries especially Kenya in this line.

The media however, has promoted entrepreneurial culture in some countries. Studies carried out by the Expert Group (2007) prove that, when the image of entrepreneurship was portrayed positively on the TV and other audio-visuals, it promoted a lot of entrepreneurial activities in the UK. Again, a research by Levies et. al., (2010) revealed that media can promote entrepreneurial attitudes, aspirations and activities. These studies however, have been carried out in the USA, Europe and Asia. Studies about how the media can promote entrepreneurial culture in Kenya are almost non-existing. It is based on this reason that an in depth investigation on the different TV programmes and the development of entrepreneurial culture among Kenyan university students will be a step towards bridging the present gap in research.

The rest of the paper is organized as follows. The next section reviews the theoretical literature on

entrepreneurial culture and the media. This is followed by the methodology adopted for the study. The results and discussions and conclusions and recommendations, policy implications and directions for future research are discussed in the sections that follow.

2. Theoretical Review

Hisrich, Peters & Shepherd (2008, p. 8) define entrepreneurship “as the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence.” Bird (1989) on the other hand, sees entrepreneurship as ‘the creation of value through creation of an organization. Wennkers, Uhlaner and Thurik (2002) distinguished three types of entrepreneurship that includes; (a) static entrepreneurship defined by self-employed and has come as a result of ‘shopkeeper effect or refugee effect’, (b) the dynamic entrepreneurship defined by new venture creation (nascent entrepreneurs) which has a ‘Schumpeterian effect’ and (c) Corporate entrepreneurship defined as entrepreneurial behaviour in large organizations.

Although the above definitions view entrepreneurship from slightly different perspectives, they contain four common notions or elements that are crucial to this study. Entrepreneurship is considered as that kind of behaviour that includes; opportunity recognition or perception, organizing and reorganizing of social and economic mechanisms to turn resources and situations to practical account, the acceptance of risk or failure and initiative taking. The focus of this study is on entrepreneurs in small enterprises regardless of the nature of their entities. Similar to entrepreneurship, the concept of culture has been defined in a variety of ways. For instance, Ball and McCulloch (1993) defined culture as ‘the sum total of beliefs, rules, techniques, institutions and artifacts that characterize human population. It consists of learned patterns of behaviour common to members of a given society (unique lifestyle)’. Casson (1987) looks at culture as collective subjectivity, shared set of values, norms and beliefs, elements are implanted during childhood, religious training and secular education. Erez and Easley (2002) noted that culture shapes the cognitive schema which ascribes meaning and values to motivational variables and guide choices, commitments, and standards of behaviour. Further, since values are typically determined early in life, they tend to be “programmed” into individuals resulting in behaviour patterns which are consistent with the cultural context and endure over time.

Based on the definitions of entrepreneurship and culture above, one can deduce that entrepreneurial culture implies a set of values, norms and traits that are conducive to the growth of entrepreneurship. According to Gibbs (2003), entrepreneurial culture is defined as a set of “values, beliefs and attitudes commonly shared in a society which underpins the notion of an entrepreneurial ‘way of life’ as being desirable and in turn support the pursuit of ‘effective’ entrepreneurial behaviour by individuals or groups”. Again, entrepreneurial culture is the societal values, beliefs, philosophies, and actions that encourage and enable members to creatively take calculated risks and play a proactive role in shaping their future (O’Neill & De Coning, 1994). Values and norms in entrepreneurial culture are powerful forces for controlling and directing human behaviour.

2.1 Media and Entrepreneurship

Mass media communication research began with studies of political campaigns in the early 1930s. Many researchers have diverse views as far as the concept of mass media and or media and behaviour is concerned. A communication researcher Klapper (1960), claimed that ‘media can only reinforce preexisting styles of behaviour but cannot create new ones’. This finding is contrary to that first perspective approach to media. The first perspective which is the social cognitive theory of mass communication, opines that ‘media communications have impacts on social attitudes and behavioural intentions’ (Bandura, 2001). Another perspective coming from the classicals, view mass communication as that which can shape people’s views, enabling the manipulation and control of society through propaganda (Lippmann, 1922; Lasswell, 1927). This view used to dominate the media communication world until the mid-twentieth century.

Still on the perspective of media communication, Williams (1986), says ‘media can ‘reinforce’ individual and societal opinions. He continued by saying that, ‘media cannot change social attitudes; rather it can only reinforce existing views by providing a continuous stream of sympathetic information’. ‘Reinforcement perspective could maintain, and reinforce, a desire to continue along the entrepreneurial process, perhaps by lowering fear of failure or highlighting the rewards of successful entrepreneurship’. McCombs & Shaw (1972), view mass media as having an agenda setting function. According to them this perspective takes a middle approach between the classical view and the reinforcement view. Under this perspective, they further explain that ‘media cannot dictate ‘what to think’ rather it can tell us ‘what to think about’. Thus, these perspectives discussed in the preceding paragraphs generate different hypotheses about how mass media could influence entrepreneurial awareness, attitudes, intentions, values, perception, activity and aspirations. For instance, the classical and agenda-setting perspectives Lippmann (1922), Lasswell (1927) and McCombs & Shaw (1972) suggest that mass media could influence individuals to consider entrepreneurship as a viable career option, either for themselves or for individuals they know. It could also prompt them to take action, such as gathering resources, becoming alert to

opportunities or developing relevant skills. This paper looked at how media programmes (TV programmes) can promote entrepreneurial culture in terms of entrepreneurial mindset, start up motives and entrepreneurial orientation.

In the study carried out by Hart (2011), brought to light that media portrayals of enterprise are promoting more positive social values towards entrepreneurship, with one in five non-entrepreneurs being motivated to start their own business having watched programmes in the media. Similar studies carried out by Boyle & Mayor (2008), also revealed that images of entrepreneurship presented in the media, particularly print media, can promote entrepreneurial actions. Again these same UK-based stream of researchers show that the prevailing social attitude has shifted over the 35 years from the early 1970s to 2005 due to positive portrayal of entrepreneurs in the media. Radu & Redien-Collot (2008), Kong (2010), carried out studies on media images of entrepreneurship in France and China respectively. Findings were that positive images of entrepreneurship on the media can promote entrepreneurial intentions and behaviour.

2.2 Television and Attitude Change

Television is undoubtedly the most influential media forces of our time. Through the power of television device, people are able to receive news, sports, entertainment, information and commercials. Studies have found that "programs that are designed specifically to produce positive images of subgroups appear to be successful" (Seels et al., 1996). This study therefore, sought to bring to light the positive side of television on the viewer.

Hitherto, there was only one TV station in Kenya and the government of Kenya controlled the media. From 1990, Kenya TV industry was given freedom and more stations founded. Today Kenya TV can be said to be one of the best media industries among most developing countries. Some of the Kenya TV stations broadcast their programmes via satellite network. Hence people can watch all their programmes on the internet. This paper looked at how TV programmes in Kenya can be made entrepreneurial in content and nature to promote entrepreneurial culture. There are about 8 TV stations in Kenya.

In 1994 Wetzel et al. carried out a research titled Instructional Effectiveness of Video Media The aim of this study was to discuss attitudes in terms of the way attitude towards the delivery medium may enhance or impede learning of the content presented. In 1980, literature review by Simonson examined over 140 media or attitude studies, dividing them by medium (film, television, still images). Findings were that twelve out of the televised treatments successfully changed learner attitudes in the desired direction. The conclusion for Simonson's studies established that 'televised messages could produce desired affective outcomes, provided that they were designed to do so and that the design was based on a theory of attitude change'.

Simonson, (1992) again carried out thirty studies on how motion pictures brings about attitudinal change. that reported significant attitude change in viewers of persuasive motion pictures and Findings reported significant change. His conclusions suggest 'that the context in which viewing occurs is important, that variations in the media presentation (e.g., color v. black-and-white, alterations in the soundtrack) are important reinforcers for the content message and those viewers are more likely than not to experience attitude change after viewing persuasive programme'. A study conducted by the Expert Group (2007) came up with some television programmes which can promote entrepreneurial culture when featured with entrepreneurial issues. The findings again brought to light that each Television programme has different strength in the promotion of entrepreneurship and it culture. (Figure 1 is the conceptual framework showing the independent and the dependent variables used in the study). From the theoretical review, the following hypotheses were drawn;

H1: There is no significant statistical relationship between TV news and promotion of entrepreneurial culture.

H2: There is no significant statistical relationship between TV reality shows and promotion of entrepreneurial culture.

H3: There is no significant statistical relationship between TV documentaries and promotion of entrepreneurial culture.

H4: There is no significant statistical relationship between TV talkshows/discussion and promotion of entrepreneurial culture

H5: There is no significant statistical relationship between TV interviewing session (role models) and promotion of entrepreneurial culture.

H6: There is no significant relationship between the aggregate TV programmes and promotion of entrepreneurial culture.

3. Methodology

Descriptive survey and explanatory design were used as the research design for the study. Descriptive study seeks to portray accurate profile of person, events or situations. "It tries to discover answers to questions of whom, what, when, why, and sometimes how" (Cooper & Schindler, 2003). Thus these designs were used in recognition of the fact that no single design exists in isolation and can be mixed and matched to achieve optimal results of the study.

3.1 Population and Sample

The population of interest in this study was final year university students in ten of the universities selected. This is because the final year students are those who will be completing the universities and will be looking for jobs. Five public and five private universities located in Nairobi, as well as those operating outside Nairobi but have campuses in the Nairobi city were targeted for the study. The reason for the choice is that, the scope of this research work is limited to only Nairobi province. The total target population for the study is 21,110 students.

This study employed probability sampling designs where fourth year students in all the ten universities selected will have equal chance of being selected. Probability sampling ensures the law of Statistical Regularity which states that if on an average the sample chosen is a random one, the sample will have the same composition and characteristics as the universe (Kothari, 2010). A sample size of 320 was therefore statistically obtained using a precision of 5% and a confidence level of 95% (Mugenda & Mugenda, 2003). This sample size was distributed proportionately to the 10 Universities based on the number of schools/faculties in that particular University. According to Amedahe and Gyimah (2002), for a statistical analysis, a sample size of 30 or higher is considered to be large. The formula used in calculating the sample size as noted by Kothari, (2010) is stated below.

$$N_c = \frac{Z^2 \cdot p \cdot q \cdot N}{d^2 (N - 1) + Z^2 \cdot p \cdot q}$$

Where: N_c is the cluster sample size

Z is the confidence level (95%); that is, $Z = 1.96$

p is the proportion of the of the strata population for entire population (0.7)

q (1-P) is the proportion to total population of other strata (0.3)

d is the desired precision (0.05 level).

Table 1 shows the various Universities used for this study and the samples sizes collected from these institutions.

3.2 Data Collection

A self-structured questionnaire was used to collect data relating to the variables of the study from the sampled 320 University students in Nairobi Province. Structured questionnaires are effective method of collecting data especially on large samples and can easily be analysed (Cooper & Schindler, 2003; Mugenda & Mugenda, 2003). The questionnaire was divided into three main parts. Part A contained general questions about the respondents. Part B of the questionnaire solicited information on television programmes. Part C centred on the information relating to entrepreneurial culture. Each of the variables in the study was measured using a five point Likert scale. Cronbach Coefficient Alpha test is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. To test reliability of the instrument used in this study, SPSS was used to run a reliability test on all the questionnaire items. A Cronbach's Alpha of 0.70 was obtained as shown in Table 2. This is a strong indication that the instruments used were reliable (Mugenda & Mugenda, 2003).

4. Results and Discussions

The data collected were analysed using descriptive statistics for the preliminary analysis. In addition, correlation analysis was utilised to test the association between television programmes and entrepreneurial culture. The results are discussed in the ensuing sub-sections.

4.1 Preliminary Analysis

The preliminary analysis of the demographic characteristics revealed that the females were more than the males. This indicates that females are gradually developing the interest for entrepreneurship. As all the respondents were studying at the undergraduate level, they were mostly aged between 22 to 25 years old 75% (240). Only 4.7% (15) were within 31 to 35 years old. This finding is in agreement with Ronstadt 1995 (cited in Bird, 1989) that, there are milestone years when individuals are inclined to consider starting or having interest in entrepreneurial activity.

On the issue of entrepreneurship education, 60.4% (192) suggested that entrepreneurship should be studied as a core for all undergraduates and not only business students. As many as 31.4% also wished that entrepreneurship should not only be studied as a core, but in addition as an area of specialisation for both undergraduates and post graduates. This indicates the willingness and readiness of students to learn entrepreneurship in the various universities in Kenya. The GEM (2004) highlights entrepreneurship education as one of the key elements in building a strong innovation capacity.

The findings also indicate that lots of the students 44.9% (143) have a preference for TV and 38.7% (123) having preference for all other forms of media. This implies that TV continues to be the most popular form of media around the world and remains the top media platform. It is also in agreement with the study done by Levie, Hart

and Karim (2010) where TV was chosen by respondents as their most popular medium for listening to entrepreneurial issues. Students preferred reality shows 31.4% (100) to news, interviewing of role models, talk shows/discussions and documentaries. In terms of convenient days and time to broadcast entrepreneurial programmes, students preferred Saturdays 60% (191) and in the morning hours 44.7% (142) respectively. This goes to show that the days and times at which media programmes are transmitted or published are of importance to the viewers.

4.2 Hypotheses Testing

Hypotheses stated were tested using Pearson moment correlation analysis. The coefficient of correlation (r), determine the degree (strength) of relationship and its value is between -1 and 1. A value 0 implies no relationship, 1 implies a perfect positive relationship, -1 means a negative relationship. An absolute value of r between 0.5 and less than 1 implies a strong relationship between variables. If the value r is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of r is less than 0.3. The results of the correlation analysis for hypotheses one to five are shown in the Tables 3 and 4 below:

When TV programmes were correlated against the indicators of entrepreneurial culture, a non hypothesised finding came up. Under entrepreneurial mindset only TV interview had a significant relationship ($r = 0.20$, $p < 0.05$). This suggest that the more interviewing of role model (successful entrepreneurs) are broadcasted for people to watch, the more people/students mind will be crammed with entrepreneurial intentions, aspirations and thinking. This supports a study carried out by Radu & Redien-Collot (2008) on the French press to determine whether social representation of entrepreneurs was developing an entrepreneurial cognitive infrastructure in France. They argued that cognitive positive social representation of entrepreneurs is indispensable for stimulating entrepreneurial intentions.

Results concerning business start up motives as dependent on TV programmes, revealed that TV interview was first ($r = 0.30$, $p < 0.01$) followed by TV talk show/discussion ($r = 0.22$, $p < 0.05$) to promote business start up. This suggested that, the more successful entrepreneurs are interviewed and talk shows/discussion transmitted on the TV stations, the more students are enthused to starting their own business and not to rely on the government for employment. As noted by Kibas and K'aol (2004) the presence of successful entrepreneurs (role models) in a society will encourage more business start up through vicarious learning. Other scholars have argued that the existence of successful role models increases the desirability and feasibility of one becoming an entrepreneur thus enhancing entrepreneurial propensity (Shapero and Sokol, 1982).

The ability to take calculated risk is an indication of the university students having entrepreneurial culture. The result of risk taking and TV programmes portrayed that talk show/discussions and interview are the TV programmes that can be used to promote entrepreneurial culture in line with risk taking ($r = 0.30$, $p < 0.01$). Reality and documentary followed with ($r = 0.20$, $p < 0.01$). TV interview again topped when it came to innovativeness ($r = 0.23$, $p < 0.01$) followed by reality shows and talk shows/discussion ($r = 0.20$, $p < 0.01$). This suggested that students become more innovative when they watch and listen to successful entrepreneurs being interviewed or celebrated.

From the Table 4, there was no significant relationship between TV news and entrepreneurial culture ($r = 0.03$, $p > 0.05$). Significant positive correlation at 0.001 level are found between talk shows /discussions and promotion of entrepreneurial culture ($r = 0.32$, $p < 0.01$), interviews and entrepreneurial culture ($r = 0.40$, $p < 0.01$), and documentaries ($r = 0.32$, $p < 0.01$). Reality shows on the other hand exhibited a positive relationship at 0.005 significant level ($r = 0.13$, $p < 0.05$). With the exception of news which had no significant relationship, the rest of the TV programmes all had a positive significant relationship. Although the results of the correlation were moderate, TV interview was first followed by talk shows/discussion, documentary and reality shows. Further correlation was carried out to find the association between the aggregated TV programmes and entrepreneurial culture. The result is depicted in Table 5

On aggregate, all TV programmes show significant positive relationship with entrepreneurial culture ($r = 0.40$, $p < 0.01$). These results imply that TV programmes have an association with entrepreneurial culture. Hence the null hypotheses were rejected. This further suggest that as more of the TV programmes are made entrepreneurial in content and frequently shown for people to watch, entrepreneurial culture will be promoted. This is in consonance with the view of the Expert Group (2007) that when it comes to the promotion of entrepreneurship, TV programmes can do it.

5. Conclusion and Recommendations

Although Kenya has a speck of entrepreneurial culture, it is relatively stumpy to attain industrialization and to achieve middle-income status by 2030 as per Kenya's economic blue print. Lack of an enterprising culture among the youth in Kenya is the possible reason for low entrepreneurial activity in the country. Entrepreneurial culture is pertinent to the success of small enterprises and as a weapon against poverty and unemployment not only in Kenya but also in Africa generally. This study unearthed a number of TV programmes that can be used to

develop an entrepreneurial culture among the people of Kenya.

To the media houses specifically TV stations, this study recommends that all TV stations in Kenya should be interviewing more successful entrepreneurs for people/students to watch, listen and begin to appreciate entrepreneurship. Again, TV stations must look for role models that are necessary to attract more Kenyans and especially the youth to become entrepreneurs. Interviewing of successful entrepreneurs will convey in a direct and vivid way what being an entrepreneur could be like. This when done effectively and efficiently, can promote entrepreneurial culture in terms of entrepreneurial mindset, business start up motives and entrepreneurial orientation.

Touching on TV documentaries, this study recommends that successful stories of well known entrepreneurs throughout the world can be a programme to be broadcasted frequently for people to watch. This will create greater awareness of the importance of entrepreneurship and the opportunities of an entrepreneurial career. Documentaries on successful entrepreneurs often highlight personality traits such as imagination and determination. Such programmes can be highly inspiring. They can teach the lesson that entrepreneurial success often does not come with the first attempt and that perseverance is necessary. Radio stations in Kenya should also begin to frequently air more entrepreneurial documentary for people to listen and get a new perception and mindset towards entrepreneurship since it was identified that radio documentary is an effective tool for promoting entrepreneurial mindset.

Touching on reality shows, the study recommends that TV stations in Kenya should mount entrepreneurial reality shows. It can be in the form of a contest where graduates from the universities who have novel innovative ideas and business acumen are screened and selected for the reality show contest. The contest can be done along the lines of 'American Idol' or 'Slim Possibility' where these potential entrepreneurs compete for a prize example business start-up grant or venture capitalist assistance. The merits of the participants will be judged by a panel of entrepreneurial experts, TV audience and the general public.

This study also encourages that media houses should make good use of entrepreneurship 'gurus' in Kenya (doctors and professors in entrepreneurship in the various institutions) to come to the studios and educate entrepreneurs and aspiring entrepreneurs on the prudent way of carrying out business. The talk show/discussion programme can begin or end with a phone in session where the general public is allowed to ask questions which will be addressed by the panel and or bring in their contributions.

6. Policy Implications and Future Research

Greater cooperation between government policy and activities, key producers and broadcasters is encouraged. Bringing together government and the commercial world of TV production can be seen as a big feat because of the differing cultures and central remits of each of these sectors. Another way to cooperate with TV in promoting entrepreneurial culture lies in sponsorship agreements and similar arrangements. The government can shoulder part of the production costs of entrepreneurial programmes (e.g. the prize that the winner of an entrepreneurial contest on TV receives will be borne by the government) while the responsibility for the content and format of the structure remains largely with the production/broadcasting company. Again, media awards could be given to those media houses in Kenya that present entrepreneurship in a particularly interesting and stimulating way. Alternative awards could also be possible for programmes explicitly dedicated to promoting entrepreneurship and its culture. Cooperation can take place between the broadcaster (TV station) and other stakeholders (telecommunication providers, bank, and other private institutions) through sponsoring some of the recommended TV programmes in this study to make the development of entrepreneurial culture and its resultant increase in entrepreneurial activity in Kenya a reality not a mirage.

From the gaps identified in literature review and limitations drawn from this study, a number of possible research opening arise which when explored have the potential to shed more light on the impact of media programmes on the development of entrepreneurship and its culture among the youth in Kenya. First, the study was limited to Nairobi county and can be replicated in another county in Kenya. Second opportunity for further research lies in the need to use different research design. This study has largely been based on descriptive research design. An experimental research design on the relationship between media programmes and development of entrepreneurial culture will provide greater insight on this study. Third, correlation analysis was the inferential statistics used in analysing data for this study. It would be enlightening for further researcher to use factor analysis to look into which factors can promote entrepreneurship culture better. Lastly, different target population can be used instead of the university students, for example, owners of small and medium enterprises in Kenya, unemployed youth and media workers.

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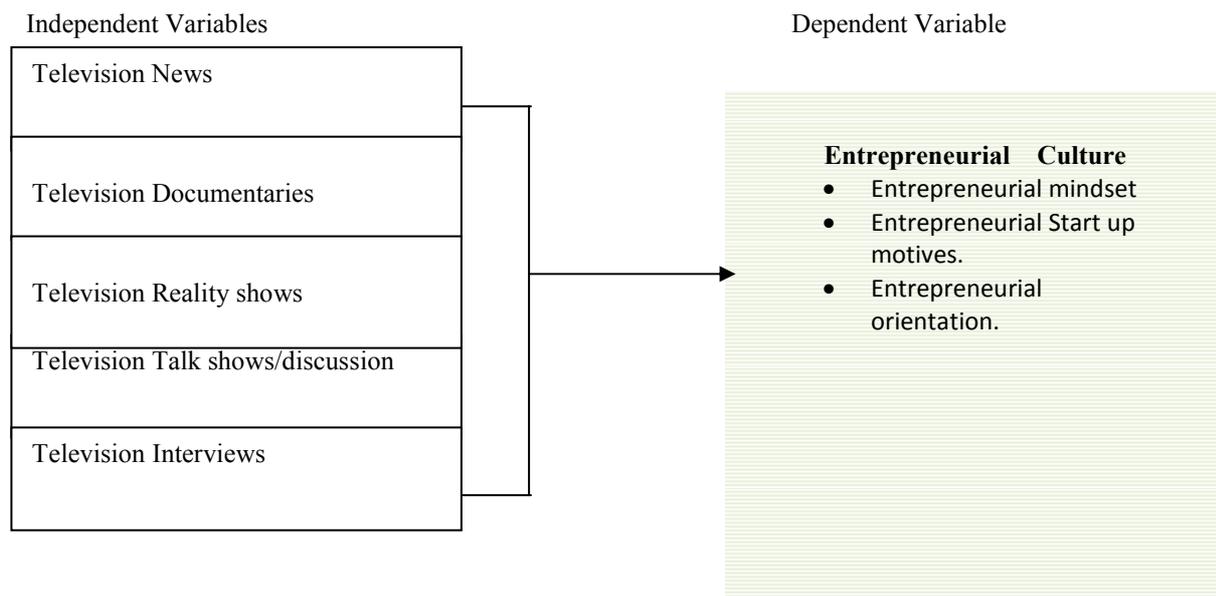


Figure 1: Relationship between TV Programmes and Entrepreneurial Culture

Table 1. Determination of Sample Size

Strata	Population Size	Number of School per University	Sample Size per School	Total Sample Size
PUBLIC UNIVERSITIES				
Kenyatta University	2500	14	2.7 (3)	37
University of Nairobi	3500	27	1.9 (2)	53
Moi University	2600	15	2.6 (3)	39
Egerton University	1600	7	3.4 (3)	21
Jomo Kenyatta University	3000	8	5.7 (6)	48
PRIVATE UNIVERSITIES				
Inoorero University	1250	5	3.8 (4)	20
Day Star University	980	7	2.1 (2)	15
Strathmore University	1230	8	2.3 (2)	18
Kemu University	1200	5	6.7 (7)	35
Catholic University of East Africa	2250	17	2	34
Total	21110	113		320

Table 2. Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.70	0.80	45

Table 3. Correlation Coefficients between TV Programmes and Indicators of Entrepreneurial Culture

		TV News	TV Talk Shows/Discussions	TV Reality Shows	TV Interview Session	TV Documentaries
Indicators of Entrepreneurial Culture:						
Entrepreneurial Mindset	r	.08	.06	.02	.20**	.09
	p	.14	.27	.75	.01	.12
Entrepreneurial Start – Up Motives	r	-.03	.12*	.11	.30**	.02
	p	.54	.04	.05	.00	.77
Entrepreneurial Orientation:						
Proactiveness	r	-.06	.20**	.05	.23**	.14*
	p	.28	.00	.39	.00	.01
Perseverance	r	-.11	.33**	.10	.40**	.40**
	p	.06	.00	.09	.00	.00
Innovativeness	r	.08	.20**	.20**	.23**	.04
	p	.15	.00	.01	.00	.48
Risk- Taking	r	-.06	.30**	.20**	.30**	.20**
	p	.32	.00	.00	.00	.01

** correlation is significant at the level 0.01 (2 – tailed) * correlation is significant at the level 0.05 (2 – tailed)

Table 4. Correlation Coefficients between TV Programmes and Entrepreneurial Culture

TV Programmes:		Entrepreneurial Culture
News	r	.03
	p	.64
Talk shows/discussion	r	.32**
	p	.00
Reality shows	r	.13*
	p	.02
Interviews	r	.40**
	p	.00
Documentaries	r	.32**
	p	.00

**correlation is significant at the level 0.01(2 – tailed) *correlation is significant at the level 0.05 (2 – tailed)

Table 5 Correlation Coefficients between Aggregated TV programmes and Entrepreneurial Culture

		TV Programmes
Entrepreneurial Culture	r	0.40**
	p	0.00

**correlation is significant at the level 0.01(2 – tailed)

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