
ENTREPRENEURIAL COMPETENCIES, THE MEDIATING ROLE OF CULTURE AND ITS IMPACT ON S.M.E SUCCESS

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Abstract

The Entrepreneurial Competencies of business owners are critical to the success of their businesses. Whilst it is globally expected that developed competencies should lead to increased business performance little or no research has been undertaken to ascertain the impact of entrepreneurial competencies on SME success in Ghana. More so, the mediating role of culture and its potential to enhance or limit the impact of the entrepreneurial competencies on SME's in Ghana are unknown. This research studies the influence of entrepreneurial competencies on the performance of small and medium enterprises by gathering responses from entrepreneurs in Ghana using a questionnaire-based survey. However, this research introduces the concept of cultural orientation and the role it plays in mitigating the impact of entrepreneurial competencies on the success of small and medium enterprises. The study was conducted in the Greater Accra region, the Accra metropolis, Ghana. It was noted from the findings that Ghanaian SME owners exhibit average entrepreneurial competencies. These competencies were partly mitigated by their own cultural orientations as well as the broad cultural orientations of Ghanaians.

Keywords: Entrepreneurial Competency, Cultural Orientation, Business Performance



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INTRODUCTION

Small and Medium Enterprises (SMEs) are the anchor of modern economic development as they play a crucial role within the sustainability of worldwide economic development (Carter and Tamayo, 2017; Wattanaputtipaisan, 2002). They stimulate innovation, better utilization of local resources, mobilization of savings, industrial growth and economic flexibility (Hisrich et al., 2007; Ebben and Johnson, 2005; Acs, 1992). SMEs account for a greater percentage of companies, contribute to about 50 percent of employment and over 50 percent of gross domestic products (GDP) within the worldwide economy (Kessey, 2014). A good percentage of businesses in most African countries are SMEs. These enterprises contribute significantly to employment generation, capital formation, economic viability, poverty alleviation, etc (Ganyaupfu, 2013). As such most countries see SMEs as the foundation for achieving growth and stability in their economies (Roldan, 2015). In Ghana, for instance, SMEs constitute about 80 - 92 percent of companies within the country (Steel and Webster, 1991).

As most SMEs drive the economic growth agenda, the competencies of the entrepreneurs behind these firms are noted to be among the critical success factors for fulfillment, performance and growth or failure of their business operations (Brinkmann, 2008; Mitchelmore and Rowley, 2013).

Competencies are noted to comprise three main features i.e. knowledge, skills and traits. Competencies can further be explained as the cluster of related knowledge, skills, attitudes and characteristics which have a considerable impact and improves a person's performance during given tasks.

Entrepreneurial competencies empower entrepreneurs to develop sustainable competitive advantages and eventual achievement of business success and growth (Man et al., 2002). Tehseen and Ramayah, (2015) had stressed on the need to understand the importance of entrepreneurial competencies. They stress that entrepreneurs' competencies are vital for business survival,

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performance and success within developing economies. However, the measurement of entrepreneurial competencies varies depending on the context, prediction and assumption (Mitchelmore and Rowley, 2010).

Culture is critical in any dimension of entrepreneurship because it determines the attitude of people towards business entrepreneurship (Wortzel & Wortzel, 1997). Several empirical studies are inundated with culture and entrepreneurship relationships. For instance, Scheinberg and Macmillan (1988) found noteworthy differences across cultures in their motivations to introduce new businesses. Hofstede (1991) shows how national culture affects workplace values across different countries. However, Hofstede study overlooks the existence of various cultural groups within a country. Davidson and Delmar (1992) noted that majority of studies have targeted entrepreneurs and ignored the general population from which these entrepreneurs emerged. Further thereto, Dana (1995) concluded that the perception of opportunity could also be a function of culture.

Lots of problems makes it very difficult for SME's to take advantage of prevailing economic potentials for business growth and expansion. Of these, the foremost impediments is that of the competency of the entrepreneur, in terms of their attitudes, motivations, exposure, skills and experiences.

This capacity limitation is exacerbated by the results of other problems including a cumbersome regulatory framework, limited access to finance and dealing premises. At the same time, entrepreneurship skills and competency training programs are quite underdeveloped and not readily available or affordable to SME's in most developing countries. To develop such training programs, much research must be undertaken to understand the dynamics of the interplay between entrepreneurial competencies, national and social culture and the outcome of business performance. However, little or no research, has been undertaken to determine the impact of entrepreneurial competencies on SME success in most developing countries. This is no different in Ghana, and more so, the mediating role of the Ghanaian culture and its potential to reinforce or limit the impact of the entrepreneurs' competencies on SME growth and success are unknown.

This research sought to assess the impact of entrepreneurial competencies on SME success within the context of the Ghanaian culture. The questions the research sought to answer includes:

1. What entrepreneurial competencies are exhibited by SME owners?
2. What are the cultural orientations of Ghanaian SME owners?
3. What impact does entrepreneurial competencies wear SME's given their cultural orientations?

LITERATURE REVIEW

Entrepreneurship

The literature is wide-ranging with many definitions of an entrepreneur, and rarely do scholars settle on a general definition of any sort. As such many scholars have chosen to ascertain who an entrepreneur is from various perspectives, that may reflect a specific social context. The term "entrepreneur" is originated from the French and literally means "one who takes between". Richard Cantillon (1725) and Jean Baptiste Say (1824) are known to be key authors who expressed views on the role of the entrepreneur. Cantillon refers to the entrepreneur is one who bears uncertainty, buys labor and materials, whilst selling products at certain prices. Accordingly, he is one who takes risks and brings about innovation with respect to the factors of production. He is also known to first acknowledge the crucial role of the entrepreneur in economic development.

In his book, Principles of Economics, Alfred Marshall (2009) held that land, labor, capital, and organization were the four factors of production. He further mentioned that entrepreneurship was

the driving factor that usually brings these four factors together. Accordingly, the characteristics of a successful entrepreneur include:

- thorough understanding of the industry
- good leadership skills
- foresight on demand and supply changes and
- the willingness to act on such risky foresights.

As such the success of the entrepreneur however depended not only on the possession of these skills, but also on the economic environment within which they attempt their endeavors. Schumpeter (1934) considers the entrepreneur to be an innovator. Schumpeter believed that creativity or innovation remains the key factor irrespective of the entrepreneur's field of specialization. He argues that only knowledge can go a long way in helping an entrepreneur to become successful.

Thus the innovation theory of entrepreneurship held that an entrepreneur was one who had three major characteristics: innovation, foresight, and creativity. He states further that entrepreneurship takes place when the entrepreneur;

- creates a new product
- introduces a new way to make a product
- discovers a new market for a product
- finds a new source of raw material
- finds new way of making things or organization

Schumpeter's innovation theory however ignored the entrepreneur's risk taking ability and organizational skills, and places undue importance on innovation. This theory applies to large-scale businesses, but economic conditions force small entrepreneurs to imitate rather than innovate. According to Israel Kirzner (1997) spontaneous learning and alertness were the two major characteristics of entrepreneurship. He held that entrepreneurship is the transformation of spontaneous learning to conscious knowledge, motivated by the prospects of some gain. As such Kirzner established that one's alertness to recognize opportunity was more characteristic in defining entrepreneurship than innovation. He subsequently came up with his own view of entrepreneurship which he called 'alert' and that the entrepreneur either remedied ignorance or corrected the errors of his customers.

David McClelland (1961) considered the entrepreneur as one who does things in a better way and makes decisions under uncertain conditions. Thus the entrepreneur upheld the dream to achieve big things over any monetary or any other external incentives. He was driven by the need for achievement and the need for power. This is captured in his famous theory of Achievement Motivation that states that people including entrepreneurs had three motives for accomplishing things: the need for achievement, need for affiliation, and need for power.

Peter Drucker (1909-2005) holds innovation, resources, and an entrepreneurial behavior as the keys to entrepreneurship. According to him entrepreneurship involves

- increase in value or satisfaction to the customer from the resource
- creation of new values
- combination of existing materials or resources in a new productive combination

Entrepreneurial competencies

Bird (1995) proposes that entrepreneurial competencies are defined as underlying characteristics like specific knowledge, motives, traits, self-images, social roles and skills which end in venture birth, survival and/or growth.

Man et al. (2002) defined entrepreneurial competencies as the overall ability of the entrepreneur to perform employment role successfully.

According to the resource-based theory of the firm, the wealth creation process of firms can be strictly associated with the potential of managers in acquiring and developing resources (Barney, 1991; Grant, 1991).

Chandler and Jansen (1992) studied a number of companies, identifying entrepreneurial, managerial, and technical functional functions as the three roles that founders must competently enact so as to achieve success. They suggested that effective performance in the entrepreneurial role requires the founder to have the ability to identify business opportunities and the determination to see firms through to fruition. Effective execution of the managerial role on the other hand required conceptual, interpersonal and political competence. To be competent in the technical role, they state that founders must be able to use the tools or procedures required in their focused field.

Chandler and Hanks (1994)'s research is predicated on the idea that entrepreneurs needed to be competent in two key roles, i.e. entrepreneurial (recognize and envision taking advantage of opportunity) and managerial (acquire and utilize resources to co-ordinate the business interest and activities); their research in manufacturing businesses in Pennsylvania measured the two areas separately.

Smith and Morse (2005) argue that it is important to distinguish the entrepreneurial competencies and skills from that of management competencies or skills.

In summary, then, there is a consent that entrepreneurial competencies are carried by individuals, who begin and transform their businesses, and a widespread recognition that the range of skills and competencies required to run a small or medium enterprise are qualitatively as well as quantitatively different from those needed in larger organizations (Fuller-Love, 2006; Johnson and Winterton, 1999; Walker and Webster, 2006).

Based on a theoretical framework linking entrepreneurial competencies and SME performance, Man & Lau (2000) carried out an empirical study to investigate the entrepreneurial competencies of SME owner/managers in the Hong Kong services sector. Thirty-five clusters of behavioural competencies were identified under six competency areas, which are applied to three entrepreneurial tasks, together with seven supporting competencies which play supporting roles to these competency areas or focus personally on the entrepreneur rather than on the entrepreneurial tasks. Distinguishing supporting competencies from major competency areas allows us to be more focused on further investigation into the functions of different competencies. The results are also discussed with reference to the research context and the entrepreneurship in Hong Kong.

Barazandeh et al (2015) carried out an investigation on the effect of entrepreneurial competencies on business performance among early stage entrepreneurs. Thus they analyzed the relationship between entrepreneurial competencies along with social norms and entrepreneurs' business performance. Per their results, confirmatory factor analysis showed that the social image of entrepreneurs is a better measure than national attitude toward entrepreneurship. For the same reason, entrepreneurial skills remained as the measure of entrepreneurial competencies and entrepreneurial personality measure was dropped. And, for the dependent variable "performance", growth and innovation remained as a more powerful measures than export. Per their findings, the of entrepreneurial competencies had a positive effect on business performance. Their results also revealed that there is a positive effect between entrepreneurial social norms on entrepreneurs' competencies thus confirming the mediating role of entrepreneurial competencies. They could not however, establish the direct effect of entrepreneurial social norms on performance.

According to Mojab et al. (2011), the term competency can be generally categorized into knowledge, characteristics and skills.

Man, Lau, & Chan (2002) investigated six types of entrepreneurial competencies in terms of entrepreneurial personality traits which include: opportunity, relationship, conceptual, organizing, strategic and commitment competencies.

Ismail in 2012 classified competency into natural and artificial competencies. Accordingly, natural competencies are internally established in an entrepreneur like personality traits, attitudes, self-image, and social role. Artificial competencies on the other hand were acquired and include skill, knowledge and experience.

Tehseen et al (2019) in their study on entrepreneurial competencies and SMEs' growth examined the influence of two entrepreneurial competencies on the growth of these SMEs. They examined how strategic competencies and ethical competencies affect SME growth whilst exploring the mediating role of network competence. They established that while the strategic and ethical competencies do not have a direct impact on the growth of these SMEs, the mediating role of network competence made it possible.

Entrepreneurship and Culture

The sociological theory of entrepreneurship holds social cultures as the driving force of entrepreneurship. The entrepreneur thus becomes a role performer in conformity with the role expectations of the society, and such role expectations could be based on religious beliefs, taboos, and customs. Culture, as distinct from political, social, technological or economic contexts has relevance for entrepreneurship (Shapiro & Sokol, 1982; Shane, 1993). Hofstede (1980) defined culture as the collective programming of the mind which distinguishes the members of one human group from another and their respective responses to their environments.

Tayeb (1988) mentions that culture may be a set of historically evolved learned values and meanings shared by the members of a given community that influence the fabric and non-material way of life. Accordingly, the members of the community learn these shared characteristics through different stages of socialization processes of their lives in institutions such as family, religion, formal education, and the society as a whole.

Max Weber (2000) held religion as the major driver of entrepreneurship, and stressed on the spirit of capitalism, which highlights economic freedom and private enterprise. Capitalism thrives under the protestant work ethic that harps on these values. As such the right combination of discipline and an adventurous free-spirit defined the successful entrepreneur.

Hall (1976) reported that a primary characteristic of cultures is degree of focus – on the individual (individualistic) or on the group (collectivistic). Trompenaars (1994, 1996) classified an organization's culture into two dimensions: Egalitarian-hierarchical - degree to which cultures exhibit shared power vs. hierarchical power; Person-task orientation - extent to which cultures emphasize human interaction vs. focusing on tasks. Drawing from the work of Hall and Trompenaars, Geert Hofstede's (1980, 2001) benchmark research identified five major dimensions on which cultures differ.

House et al.'s (2004) research on the relationship between culture and leadership resulted in the *GLOBE* famous research program. First initiated in 1991, the program involved more than 160 investigators and used quantitative methods to study the responses of 17,000 managers in more than 950 organizations and 62 different cultures. They developed a classification of cultural dimensions – identified as the nine cultural dimensions.

The term entrepreneurial culture is seen today as an expression of an attitude towards commerce at a business level. It is widely recognized as a management principle in which a positive social attitude towards personal enterprise is prevailing, enabling and influential at the bottom of entrepreneurial activities. In addition, Bateman (1997) indicates that those economies and regions that have succeeded within the late 20th Century, have in universal, a business culture broadly portrayed as entrepreneurial. Their study employed the dimensions of culture identified by Hofstede (1985) to indicate their influence on SMEs.

Quagranie (2018) studied how family values and practices promote and explain the development of entrepreneurial competencies among Ghanaian women. Their findings supported the assumption that family values and practice indeed had an impact on the development of entrepreneurial competencies. She concluded that certain positive aspects of patriarchal family systems can be used to promote entrepreneurship among women. In a subsequent research, she established that while small women entrepreneurs were capable of creating resilient business, it can only be possible if they are willing to equip themselves with the appropriate entrepreneurial resilience irrespective of factors that informed their entrepreneurship (Quagranie, 2020).

Tehseen and Anderson (2020) examined the extent and types of entrepreneurial competences among culturally different ethnic groups in Malaysia. They surveyed 600 respondents Malaysian Chinese, Malaysian Indians and Malays - and collected data about the types of competencies and about self-reported growth as firm performance. In practice, different competencies are prioritized accordingly and as such competencies appeared to be culturally shaped. They concluded that culture influences what might be seen as very practical dimensions of entrepreneurship. They recommended from a practical perspective, that those encouraging entrepreneurship should take such differences into account.

METHODOLOGY

This study employed a descriptive research design with which a questionnaire-based survey was conducted in order to collect data about entrepreneurs, their businesses and competencies. A survey was chosen as the research strategy since questionnaire-based surveys have been the main tradition in research in entrepreneurial competencies, and therefore implementing this approach makes it easier to make comparisons between this study and previous studies. Secondly, it allows the researcher to enlist an outsized number of respondents, including respondents with businesses of various sizes, and in several sectors.

The questionnaire had four sections: Profile of the entrepreneur; Entrepreneurial competencies; Cultural orientation; Business performance

The entrepreneurial competencies examined was based on Mitchelmore and Rowley's (2010) proposed inventory of entrepreneurial competencies that embraces both entrepreneurial and managerial competencies for small and medium scaled firms. Previous studies that specialize in identifying and exploring entrepreneurial competencies are few; however, those that have researched this area have requested respondents to self-assess their own competencies and this approach was adopted in this study (Chandler and Jansen, 1992; Chandler and Hanks, 1994; Lerner and Almor, 2002). Competencies were measured using a five-point Likert scale ranging from 1-strongly disagree to 5-strongly agree.

On the cultural orientation of the entrepreneurs, the items in the questionnaire were adapted from the Global Leadership and Organizational Effectiveness (GLOBE) which builds and expands on the work of Geert Hofstede (1980). Hofstede in his work on the theory of culture established five dimensions of culture, namely, Power Distance, Individualism, Masculinity, Uncertainty Avoidance, and Long-Term Orientation. In his original work, he surveyed 100,000 employees of IBM working in 40 countries across the globe. Subsequently, Project GLOBE which expanded on Hofstede's work studied 170,000 managers in 162 countries. The project established the following dimensions of culture in their study: Power Distance, Uncertainty Avoidance, Performance Orientation, Assertiveness, Future Orientation, Humane Orientation, Institutional Collectivism, In-group Collectivism and Gender Egalitarianism. In effect the cultural orientation adapted were measured with particular responses on a five-point Likert scale ranging from 1-strongly disagree to 5-strongly agree.

The questionnaires were distributed online as an e-mail attachment. An online survey was considered since the data collection took place within the covid-19 season in 2020. The study was conducted in the Greater Accra region, the Accra metropolis, Ghana. The metropolis has in recent times witnessed the influx of investments and infrastructural development. Additionally, small-to-medium scale business enterprises are springing-up while existing ones are experiencing rapid growth. The population of SMEs in Ghana form over 80% of total registered businesses and provide about 85% of total jobs in Ghana (Stephen, 2017). A sample of 120 participants were conveniently and randomly selected across the metropolis.

RESULTS AND DISCUSSION

The final number of validated respondents were 97 against the 120 questionnaires that were distributed. Thus a response rate of 81% was realized consisting of 72 males (74.2%) and 25 females (25.8%). On age, majority of the respondents fell in the age range of 35 and 49 (41.2%) and close to this is the group with the age between 50 and 64 making up 36%.

On education, almost half of the respondents had completed secondary education (49.4%) whilst 33.9% & 12.7% had completed tertiary and primary education respectively. However, 4 percent had no formal education or were primary dropouts.

Table 1: Industry/Sector of Respondent's Business

SME Sector	No of Participants	Percentage
Real Estate/ Construction	4	4.12%
Trade (Retail/Distribution)	39	40.21%
Manufacturing	17	17.53%
Education	7	7.22%
Agriculture	3	3.09%
Information Technology	3	3.09%
Catering and hospitality	16	16.49%
Transport and logistics	4	4.12%
Other	4	4.12%
Total	97	100.00%

From table 1 above one can see that the dominant industry or sector within which the respondents operate is that of Retail and distribution constituting 40.21%, followed by Manufacturing and Catering/hospitality with 17% and 16% respectively.

On the entrepreneurial competencies of the respondents, the survey assessed entrepreneurial competency, business and management competency, innovativeness competency and network and relationship competency. The mean scores of the respondents are as shown in figure 1 below.

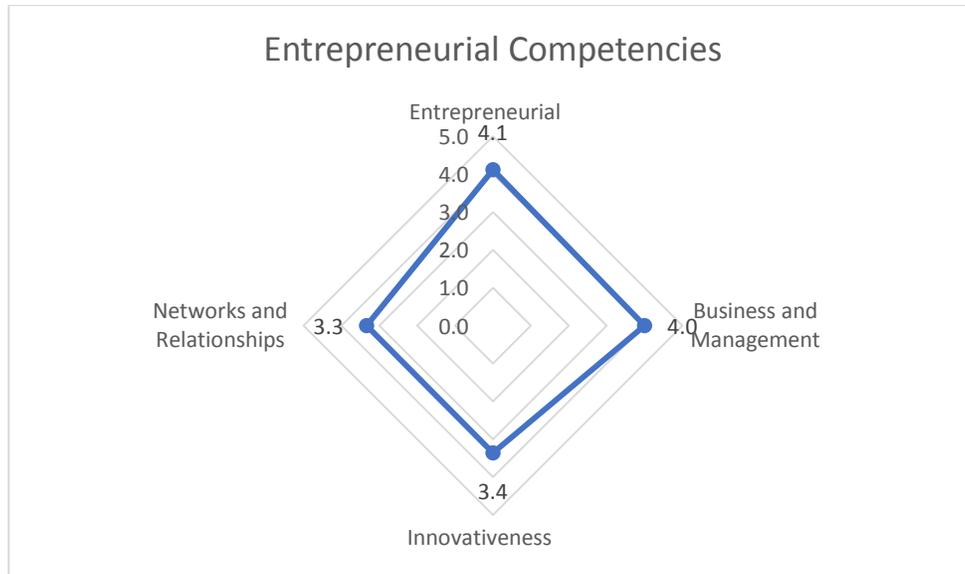


Figure 1: Entrepreneurial Competencies of SME Owners

From the figure, one can note the mean scores of 4.1, 4.0, 3.4 and 3.3 for Entrepreneurial, Business and Management, Innovativeness and Networks & Relationships competencies respectively based on a five-point scale.

Table 2: Impact of Entrepreneurial Competencies

Entrepreneurial Competency	Frequency	Percentage
Entrepreneurial impact		
<i>Strongly Disagree</i>	0	0.0%
<i>Disagree</i>	0	0.0%
<i>Neutral</i>	0	0.0%
<i>Agree</i>	15	15.5%
<i>Strongly Agree</i>	82	84.5%
<i>Total</i>	97	100.0%
Business and Management competency impact		
<i>Strongly Disagree</i>	0	0.0%
<i>Disagree</i>	0	0.0%
<i>Neutral</i>	0	0.0%
<i>Agree</i>	11	11.3%
<i>Strongly Agree</i>	86	88.7%
<i>Total</i>	97	100.0%
Innovativeness competencies impact		
<i>Strongly Disagree</i>	0	0.0%
<i>Disagree</i>	0	0.0%
<i>Neutral</i>	0	0.0%
<i>Agree</i>	42	43.3%
<i>Strongly Agree</i>	55	56.7%
<i>Total</i>	97	100.0%
Network and Relationship competencies impact		
<i>Strongly Disagree</i>	0	0.0%

<i>Disagree</i>	0	0.0%
<i>Neutral</i>	0	0.0%
<i>Agree</i>	10	10.3%
<i>Strongly Agree</i>	87	89.7%
<i>Total</i>	97	100.0%

On how these entrepreneurial competencies impacted on the performance of their businesses, no respondent opted 'strongly disagree' 'disagree' or 'neutral' for all the competencies. On whether the entrepreneurial competencies exhibited does have a positive impact on business performance, majority of the respondents 'strongly agree' or 'agree' that all the competencies listed, do have a positive impact on business success. A summary of the responses on entrepreneurial competencies is shown in table 2 above.

On the cultural orientation of the respondents, the mean scores were plotted on a radar chart and are as shown in figure 2 below. As can be seen in the chart, the respondents indicated a very high score of 5 on in-group collectivism. Uncertainty avoidance and Power was 3.5 which is quite consistent with the Hofstede's score on Ghana. The scores were analyzed on a 7 point scale and indicates mean scores of 4.67 for Institutional Collectivism, 3.67 on Gender orientation, 3.25 on Future orientation and 3.5 on Humane orientation.

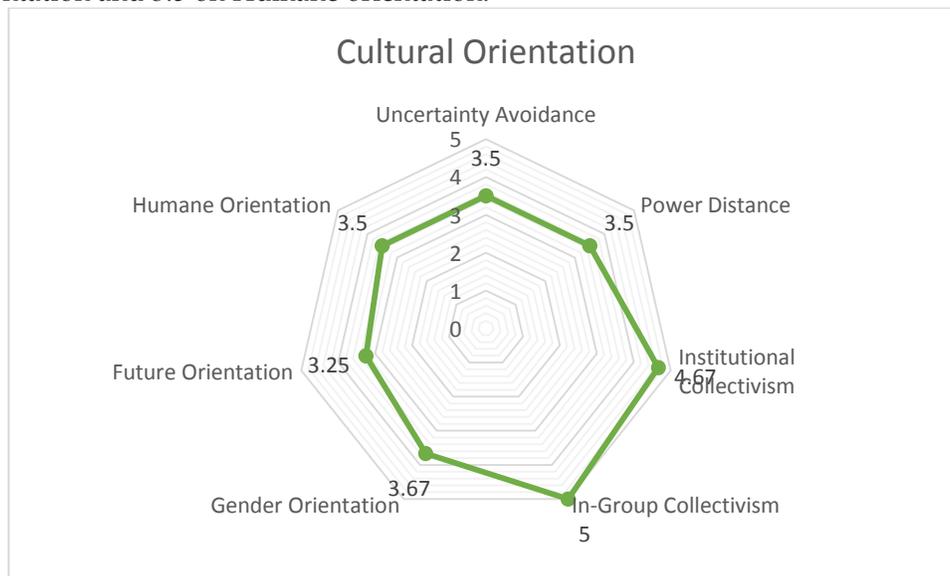


Figure 2: Cultural Orientation of SME Owners

On whether the individual cultural orientation of the entrepreneur could negatively affect the performance of their businesses, a majority, consisting of 57.73% of the respondents disagreed. Irrespective of entrepreneurial competencies, again a majority 82.5% disagreed that their personal cultural orientation negatively influences their business performance.

The study recorded further responses with 14% to 59.79% affirming that Ghana's cultural orientation did negatively affect the performance of their businesses. Also a greater number of 18 to 61.66% agreed that Ghana's cultural orientation had a negative influence on their businesses despite their level of entrepreneurial competencies. This is as shown in Table 3 below.

Table 3: Impact of Cultural Orientation on Business Performance

Cultural Orientation	Frequency	Percentage
The Entrepreneur's cultural orientation having negative impact on business performance.		
<i>Strongly Disagree</i>	0	0.00%
<i>Disagree</i>	56	57.73%
<i>Neutral</i>	9	9.28%
<i>Agree</i>	26	26.80%
<i>Strongly Agree</i>	6	6.19%
<i>Total</i>	97	100.00%
The Entrepreneur's cultural orientation negative impact on business performance irrespective of entrepreneurial competencies.		
<i>Strongly Disagree</i>	0	0.00%
<i>Disagree</i>	80	82.47%
<i>Neutral</i>	0	0.00%
<i>Agree</i>	11	11.34%
<i>Strongly Agree</i>	6	6.19%
<i>Total</i>	97	100.00%
Ghana's cultural orientation negative impact on business performance.		
<i>Strongly Disagree</i>	6	6.19%
<i>Disagree</i>	22	22.68%
<i>Neutral</i>	11	11.34%
<i>Agree</i>	44	45.36%
<i>Strongly Agree</i>	14	14.43%
<i>Total</i>	97	100.00%
Ghana's cultural orientation negative impact on business performance irrespective of entrepreneurial competencies.		
<i>Strongly Disagree</i>	0	0.00%
<i>Disagree</i>	32	32.99%
<i>Neutral</i>	5	5.15%
<i>Agree</i>	42	43.30%
<i>Strongly Agree</i>	18	18.56%
<i>Total</i>	97	100.00%

CONCLUSIONS AND RECOMMENDATIONS

Relating the scores of entrepreneurial competencies to that of the cultural orientations, one can note some levels of consistency. For instance, the uncertainty avoidance score reflects consistently with that of innovativeness as an entrepreneurial competency. This is because societies that usually avoid uncertainties are less adventurous and will want to be compliant rather than explore the unknown or alternative means of getting this done.

It can be concluded from the findings above that Ghanaian SME owners exhibit average entrepreneurial competencies. These competencies are partly mitigated by their own cultural orientations as well as the broad cultural orientations of Ghanaians.

Based on the forgoing, it is highly recommended that managerial training programs must be enhanced and targeted at the business owners as was done by Japan in post WWII to enhance the managerial competencies of their business owners. This could be done through industry associations with government support. Tertiary educational institutes should also develop such

managerial competency enhancement programs and embed the modules with cultural reorientation lessons.

For further research it is recommended that this study is expanded to identify and isolate the differences in our native cultures. Also, further quantitative analysis could be undertaken to ascertain how the different variables statistically affect each other and establish better levels of significance with respect to the outcomes. This study focuses only on the four entrepreneurial competencies that are most frequently mentioned in the literature. However, other entrepreneurial competencies can also have influence on the degree of social entrepreneurship. Future research is needed to expand on the entrepreneurial competencies like sustainable thinking, social skills, decisiveness, self-knowledge and locus of control. These entrepreneurial competences may have a significant influence on the success of SMEs.

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