



INFLUENCE OF ENTREPRENEURIAL ATTRIBUTES ON SELF-RELIANCE
AMONG HIGHER EDUCATION STUDENTS IN SEYCHELLES

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Approval of the Thesis

INFLUENCE OF ENTREPRENEURIAL ATTRIBUTES ON SELF-RELIANCE AMONG HIGHER EDUCATION STUDENTS IN SEYCHELLES

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Many youths aim for white-collar jobs rather than self-employment, leading to increased graduate unemployment. Many scholars agree that the education system focuses on job acquisition instead of job creation, leading to an oversupply of graduates compared to available jobs. Environmental and personal factors shape learning, while higher education pertains to post-secondary training. Higher education is essential for personal growth and fosters economic, technological, and cultural change. Self-reliance in education underscores the significance of students developing skills. Entrepreneurial attributes, creativity, risk-taking, and proactivity, are the primary focus of the study. These attributes are trends linked to entrepreneurship that promote skill development and nurture self-reliance.

A total of 294 participants, 277 students and 17 staff members participated in this study. It used a programmatic descriptive correlation design. Data were analysed using SPSS 26 and NVivo 14. The PPMC method was used to evaluate the variable relationship between independent and dependent variables. The study identified four key research questions and found a significant prevalence of low risk-taking behaviours among students.

The findings showed moderate levels of creativity and proactivity in this cohort. The findings also revealed that some institutions were involved in fundraising ventures through practical lessons where made items were sold within and outside institutions although most

higher learning received less funding from the government which affected students to be practical-oriented resulting into self-reliance being impacted negatively. The final results of three hypotheses indicated the two variables having significant positive relationship. The aforementioned phenomenon negatively impacted students' capacity to exhibit self-reliance post-graduation.

This study on self-reliance will benefit students, the community, and the nation by reducing dependence on external entities. It will aid policy-makers in planning the resources colleges and universities need to enhance student learning and serve as a valuable reference for academics conducting similar studies. Further investigation is necessary to determine whether former students demonstrate self-reliance or continue to rely on benefactors for assistance. Moreover, educators must work hand in hand with their community to curb certain behaviours in young people. Both lecturers and Students should get involved in fundraising ventures within and outside institutions to promote self-reliance.

Declaration

I confirm this work is my own, except where jointly cited and published. This thesis is my original work and has not been submitted for academic or professional qualifications. My contributions and those of the other author are noted below. Credit to others' work is acknowledged in this thesis, where referenced. Parts of this work have been published in the Scope journal (Hypotheses) and the Innovations Journal (Research Questions). This thesis was as well presented to the UGrAC 2024 where this author participated and certified (Appendix G)

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Dedication

This dissertation is dedicated to my beloved father, Mr. Lubbeya Phiri and my late mother, Mrs. Beauty Byoko Mulenga Phiri, who provided unwavering support and guidance throughout my academic journey. My mother's presence was a guiding light until her untimely passing coincided with the conclusion of my studies. I am deeply grateful to my mother for her support. I pray that God continues to protect her until our glorious reunion. Profoundly missed.

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List of Abbreviations

STEM	Science, Technology, Engineering and Mathematics
TSLT	Social Learning Theory
SCT	Social Cognitive Theory
AT	Attribution Theory
CLT	Cognitive Learning Theory
AGO	African Growth And Opportunity
GDP	Gross Domestic Product
PAR	Participatory Action Research
ICT	Information and Computer Science
SADC	Southern African Development Countries
NFES	Non-Financial Entities
FinEd	Financial Education
NFE	Non-Financial Entity
SME	Small and Medium Enterprise
WIO	Western Indian Ocean
SNYC	Seychelles National Youth Council
IT	Information Technology
SDP	Skill Development Program
APDAR	Agency for Prevention of Drug Abuse and Rehabilitation
BBC	British Broadcasting Corporation
NGOs	Non-Governmental Organisations
DWCP	Decent Work Country Program
HEIs	Higher Education Institutions
NACC	National art Craft Council
CSA	Creative Seychelles Agency

SNICHA	Seychelles National Institute for Cultural Heritage and the Arts
MOU	Memorandum of Understanding
HDR	Human Development Report
ILO	International Labor Organisation
UN	United Nations
SLL	Sustainable Learning Lab
AGOA	African Growth and Opportunity Act
FEP	Flexible Employment Program
SPSS	Statistical Package for the Social Sciences
IBM	International Business Machine
PPMC	Pearson Product Moment Correlation
CANOE	Consciousness, Agreeableness, Neutralism, Openness and Extraversion
UNICEF	United Nations International Children Emergency Fund
AfDB	African Development Bank
PS	Principal Secretary
HR	Human Resource
TVET	Technical Vocational and Education Training
DTE	Design and Technology Enterprise
ISCE	International Standard Classification of Education

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CHAPTER 1: INTRODUCTION

Higher education is essential for developing entrepreneurship in students. Entrepreneurship is “the process of recognising business opportunities through innovative use of existing or newly developed resources” (Ratten, 2023). While self-reliance is “the possession of independent agency and resources, as opposed to dependence on external sources” (Prabhu (2021). The findings show a strong correlation of entrepreneurial attributes with self-reliance. Self-reliance within the educational paradigm emphasises the importance of promoting student development and supporting the attainment of critical skills and competencies. Education functions as a critical catalyst for the development of self-reliance, as it provides individuals with the requisite skills and knowledge essential for making meaningful contributions to society. Furthermore, its role significantly promotes development and personal growth. This process facilitates the development of autonomy, extending beyond the mere encouragement of adherence to external influences. The curriculum framework instituted by the Ministry of Education in Seychelles acknowledges Technical and Vocational Education (TVE) as a critical domain of academic exploration and professional advancement. It places particular emphasis on Design Technology and Enterprise (DTE) as integral components of this field (The Curriculum developed by the Ministry of Education, 2013, p.30). This discipline underscores the significance of integrating practical skills to effectively address the varied needs of students.

According to Alemu (2018), higher Learning Education is “any post-secondary-level training,” while post-secondary education includes levels 6 through 8 which includes both undergraduate and postgraduate studies (Summers, 2019). Facilitation of the information exchange, research, as well as the cultivation of skills necessary to adapt to the dynamic employment market, enables the preparation of students for future endeavours. For students

facing socio-economic disadvantage, education may serve as a pathway to economic stability and long-term prospects. However, the significance of self-reliance underscores the necessity to cultivate critical thinking abilities, enhance production, and also acquire a diverse range of skills in students. Education should prioritise individual contributions to society and personal development rather than adherence to societal norms (Sahoo, 2021). The small Island experiences economic difficulties just like any other developing nation.

This research critically evaluates the entrepreneurial traits demonstrated by students in Seychelles and assesses their role in fostering self-reliance. Entrepreneurial attributes encompass a set of distinctive traits, skills, and mindsets that are commonly associated with individuals engaged in entrepreneurial activities. The psychologist Albert Bandura emphasised Self-reliance as a way of being confident in an individual's capabilities to effectively execute specific tasks or attain predetermined objectives, leading to the enhancement of national security. Bandura posited that “individuals possessing a high level of self-reliance are more inclined to exhibit autonomous behaviours.” He also mentioned that, “these individuals are inclined to perceive challenges as opportunities for personal development rather than merely obstacles.”

Educators play a pivotal role in shaping educational outcomes, predominantly through their decision-making processes, instructional methodologies, and the nature of their interpersonal interactions within the classroom setting. These factors significantly influence the quality of education afforded to students. Consequently, these factors are instrumental in influencing the potential academic success of students (Jebson & Muraina, 2018). The dual underscores the importance of fostering self-reliance among students as a strategic method for enhancing their critical thinking skills and other fundamental competencies.

Self-reliance constitutes a fundamental principle that underpins the intrinsic importance of learning. In 1841, Ralph Waldo Emerson, the philosopher, played a pivotal role in popularising the concept of self-efficacy. Moore (2019) elucidates that “self-reliance should not be interpreted as synonymous with absolute individualism or total financial independence.” It enables individuals to transcend societal pressures and norms of conformity.

Graduates in Seychelles and several other African nations predominantly face challenges associated with a lack of self-governance. Self-independent individuals possess a strong educational background, a perception that can be ascribed to the comprehensive academic training they have undergone. Alemu (2018) defines learning as “the process of acquiring knowledge, values, skills, and behaviours, which occurs within higher education institutions, including universities.”

The physicist Richard Feynman posited, "You cannot understand what you never created." This assertion suggests that a graduate's failure to produce tangible results from their acquired knowledge may reflect an incomplete comprehension of the subject matter. Adolescents must develop a constructive mindset that fosters innovative strategies for problem-solving. Nasrudin (2022) characterises innovation as a multifaceted process necessitating engagement of curiosity, creativity, and open-mindedness, while simultaneously counteracting tendencies toward complacency. Self-reliance cultivates a profound sense of dedication and commitment that is not contingent upon external validation (Moore, 2019). Proactive and innovative methodologies in risk-taking play an important role in enhancing innovation also advancing self-reliance. Innovation encompasses the integration of novel components into the economic framework, thereby requiring the formulation and systematic assessment of new concepts or products (Dameri et al., 2015)

Proactiveness, creativity and risk-taking, being entrepreneurial characteristics in this research, play an essential role in cultivating self-reliance among young individuals. These characteristics ought to function as a motivating factor for individuals to actively participate in innovation and to improve upon existing methodologies. Innovations are instrumental in improving the quality of human life and facilitating the progress of civilisation (Kassa & Mirete, 2022). Innovation acts as a catalyst for remarkable achievements by enhancing and optimising processes.

Aforementioned attributes consisted of Proactiveness, Creativity, and Risk-taking. Saha (2021) analysed the concept of proactiveness and its potential impact on personal achievement, highlighting the significance of adopting a proactive mindset. Saha argues that proactiveness involves the cultivation of entrepreneurial concepts originating from preliminary ideas, ultimately leading to materialised results over time. Numerous studies have demonstrated that proactiveness is a behaviour that can be acquired through education and learning processes. The individual exhibits a resolute commitment towards actively pursuing and capitalising on opportunities for both personal and professional development. The progression of proactivity is widely acknowledged as a critical attribute that amplifies an individual's ability to exploit opportunities. Individuals exhibiting proactive behaviour can be distinguished by their forward-looking attitude and assertive nature, showing a readiness to confront novel challenges and prospects without excessive preoccupation with potential results.

Creativity is a multifaceted and complex concept that has been subject to extensive scrutiny and discussion across a range of academic disciplines. Sela (2022) posits that the natural inquisitiveness exhibited by children plays a pivotal role in promoting their creative

development. The author raises concerns regarding the detrimental effects of antiquated educational methods that emphasise rote learning, and their potential to impede the cultivation of creativity among modern students. Therefore, it is incumbent upon recent graduates to develop a curiosity and nurture their creative abilities, a duty that can be supported by their academic mentors. The quality of curiosity is defined by a high inclination towards acquiring new knowledge and comprehending how such knowledge contributes to the advancement of creativity. An individual's ability to engage in creative activities is dependent upon their level of self-assurance (Sela, 2022). It is, however, said that successful entrepreneurship requires individuals to exhibit a willingness to reject complacency and demonstrate their creativity.

Individuals must demonstrate adeptness in the critical analysis of complex issues, conducting extensive research, and developing innovative ideas. According to King (2019), individuals identified as creative exhibit qualities of adaptability and inquisitiveness as they actively participate in the examination of innovative ideas. According to Chidera (2022), the rapidly evolving global landscape necessitates the acquisition of versatile skills that can effectively address the fundamental requirements of humanity. Africa has undergone significant transformations, albeit with comparatively limited production capacities. However, a deficiency in resource management skills persists within the continent. In this study, the relationship between three specific attributes and self-reliance was explored with the ultimate goal of giving valuable insights into how our graduates can successfully navigate the challenges of independent living post-college.

The participants consistently demonstrate an ability to recognise emerging trends and a keen eagerness to seek out new perspectives. Additionally, the expression of creativity requires the development of strategic plans that incorporate objectives for the short-term, medium-term,

and long-term. Thoroughly valuating and quantifying potential risks could effectively mitigate future challenges in youths pursuing self-reliance. The preceding discourse underscores the significant value attributed to vocational skills. In the present-day context, the combination of creativity, proactiveness, and taking risk has helped to promote the progress of transnational entrepreneurial activities that surpass the constraints of national borders. The scholarly investigation carried out by Dameri et al. (2015) proposed that work to conceptualise creativity as a component of identification.

Risk-taking is characterised as the initiation of actions that deviate from conventional standards to attain superior results (15 Entrepreneur Characteristics to Develop for Success, 2022). This conduct is distinguished by the establishment of distinct and specific goals and a resolute commitment to attaining them through sustained endeavour. Entrepreneurs participate in the decision-making process through comprehensive risk assessments and the formulation of strategic plans to effectively manage uncertainties and attain financial prosperity in their business endeavours. An empirical study on entrepreneurial traits and their impact on success reveals that the cultivation of risk-taking abilities can be significantly enhanced through the process of learning from failures and setbacks. Entrepreneurs demonstrate a predisposition towards actively addressing and strategically managing risks, as opposed to completely evading them. The propensity to engage in risk-taking is a prominent trait frequently observed within the entrepreneurial community.

The attainment of autonomy is associated with decreased stress, enhanced self-confidence, heightened emphasis on self-worth and self-esteem, and enhanced decision-making capabilities. The effects of this phenomenon manifest across multiple levels, encompassing the individual, organisational, and societal domains, spanning from local

communities to national, regional, and international spheres. The assertion of sovereignty by the African continent is intricately linked to the diminishment of its pervasive dependence on external financial assistance from other continents. Chidera (2022) argues that with the rapid advancement of modern society, it is essential for individuals to develop adaptable skills to effectively meet the basic needs of humanity. The author provides further explication on ten particular skills, one of which pertains to the trait of creativity. Chidera conducted an exhaustive analysis of the four consecutive industrial phases identified at a global level, including the initial, secondary, tertiary, and quaternary industrial revolutions. Over the years, Africa has experienced considerable changes despite its somewhat restricted production capacities. The continent exhibits a significant reliance on imports from other continental regions, despite its abundance of natural resources leading to a dependence on domestic resources. The aforementioned variables have prompted the researcher to examine the three aspects of self-reliance, to offer advice to graduates as they make the transition to living independently after finishing their college education.

Statement of the Problem

A problem is a situation that is not effectively addressed and lacks the necessary skills to be resolved (Sldor & Dabln, 2021). The primary issue among tertiary education students in Seychelles pertains to the rise in unemployment due to a lack of self-reliance.

Research shows a prevalent focus on securing white-collar employment opportunities post-graduation, rather than actively engaging in the entrepreneurial and vocational process of establishing self-reliance (Piprek & Jacquin, 2017; The World Bank in Seychelles, 2023). Jivan (2017) reported about unemployment rise among youths in Seychelles to 4.8% from 2.3% in 2019 indicating major shifts in the labor market. Data show that males faced greater unemployment, with rates of 5.3% and 4.4%. Primarily young graduates aged 15 to 24 were

affected the most. (Laurence, 2020 para. 1-2, 7). Frictional Unemployment which is moving from one job to another (Kagan, 2024), was another problem observed among young people in Seychelles. Moreover, the Commonwealth of Learning (2021) recorded that, Seychelles exhibits a youth unemployment rate of approximately 11 per cent.

The challenges young people are facing in not being employed may be caused by the following:

Substance Abuse

High alcohol consumption and drug abuse as additional factors contributing to social vulnerability among citizens of Seychelles (Pillay, 2020; The World Bank in Seychelles, 2023). 10% of working population is addicted to Heroin (Saigal, 2019). The recent update shows one (1) out of Ten (10) adults addicted (<https://youtu.be/ouSSXpNftmQ>, 2025). This reflects a similar situation with many youths which could affect their wellbeing, reasoning, and addiction causing bad behaviour preventing them from becoming proactive, risk-takers and creative young citizens

Teaching Strategies

This would facilitate the integration of entrepreneurship and vocation courses by requiring the formulation of solutions aimed at addressing a nation's need for employment among many youths. For instance, in so many decades, Seychelles has experienced Poor financial education, limited coordination, and restricted activities (Piprek & Jacquin, 2017). Educators serve a pivotal role in influencing academic outcomes through their decision-making processes and pedagogical strategies. These factors significantly impact student performance and the overall educational experience. The methodologies employed in teaching, as well as the dynamics of the classroom environment, play a critical role in shaping the quality of

instruction that students receive. Consequently, these factors are instrumental in determining students' prospects for success. Adolescents and young adults should develop a constructive mindset to effectively navigate challenges by engaging in innovative practices. According to Nasrudin (2022), innovation requires an attitude characterized by curiosity, creativity, and open-mindedness, while simultaneously avoiding complacency. Moore (2019) also added, "The cultivation of self-reliance contributes significantly to the enhancement of dedication and commitment, thereby diminishing the necessity for external validation."

Low Funding and Enrollment-rate at Tertiary Level of Education

According to Joubert-Lawen (2021), Seychelles education sector receives around 9% to 19% annual budget to facilitate the thirteen (13) levels of schooling nevertheless, there is insufficient funding for training at tertiary level of education. Low enrollment-rate would cause young ones to lack knowledge and skills like vocational and entrepreneurial on how to solve unemployment issues. Seychelles being home to the University of Seychelles, which serves as the nation's sole highest institution of higher education, is an archipelago situated in the Indian Ocean to the east of the African continent (Lynch, 2023). In addition to the University of Seychelles, there exist ten other higher education institutions within the country (Joubert-Lawen, 2021, para.7). However, low Tertiary Gross Enrollment (TGE) rates of 17 for the years 2018, 2019, and 2020 (Seychelles School Enrollment, n. d). The values are 8%, 1,917%, and 1,472%. The Seychelles Gross Enrollment Ratio (GER) from 2018 to 2020 showed fluctuations in data which revealed some students not completing their studies in the years 2019 and 2020. Quite a huge percentage of individuals enrolling in higher education in Seychelles remained stable at 60% to 70% in 2020 (Joubert-Lawen 2021, para. 8). In some cases, about 20% to 25% of students did not complete their academic programs. The research shows a very big gap between male and female students in terms of Gross Enrollment Ratios in higher education.

Unwilling to Pursue Certain Careers

The government of Seychelles provides career counseling and skill development programs aimed at empowering young individuals to build their entrepreneurial skills. This is a positive move by the government aiming to prepare graduates for success, yet many still pursue office-based jobs (My First Job Scheme, 2021) leaving out mostly vocational careers. In 2021, the 'My First Job' unit registered 631 youths. 416 (65.9%) were reported ready for employment, 30% (189) were unwilling to work and sixteen participants were job hunting (My First Job Scheme, 2021).

Over-dependence on Foreign Aid

By reducing dependence on foreign nations, a country enhances its capacity to address economic and political challenges more effectively. An imperial nation can exercise a greater degree of control over its resources and their distribution, thereby fostering enhanced adaptability and stability within its governance framework. Self-reliance can play a vital role in the comprehensive development of a nation. The improvement of household enterprises and the refinement of specialised skills can stimulate growth of the economy, create opportunities of being employed, and elevate the overall quality of life for individuals within the community.

The Pandemics

The COVID-19 pandemic caused challenges for many young individuals, including high unemployment, academic barriers, and job search difficulties causing a crisis among young people (Alix, 2023). The lockdown closed schools and stopped education (The pandemic and its effect on children in the Seychelles, 2021). Many schools struggled with the shift to online learning due to limited resources and digital infrastructure. Low-income students faced internet access challenges for learning. Fifty-three (53) students deferred their higher

education in 2020 due to pandemic-related financial constraints (The pandemic and its effect on children in the Seychelles, 2021).

The cultivation of self-reliance plays a significant role in promoting dedication and commitment, independent of the necessity for external validation (Moore, 2019). The exhibition of proactivity, creativity, and risk-taking behaviours is representative of innovative conduct and has a beneficial influence on individual autonomy. Dameri et al. (2015) insisted that, “the process of innovation encompasses the generation, evaluation, and experimentation of novel concepts.” Innovation in the three entrepreneurial attributes acts as a vital catalyst for young individuals to cultivate self-reliance and devise novel strategies for addressing contemporary challenges. According to Kassa and Mirete (2022), “innovations play a crucial role in enhancing the ease and convenience of human life, and their presence is essential for the progress of any society.” The duo further said, “Innovation facilitates the achievement of remarkable levels of success in human endeavours by prioritizing the advancement of inventive processes.”

Engagement in these three attribute behaviours is correlated with the exhibition of innovative thinking, which subsequently results in positive influence on student’s self-reliance. This innovation concept is fundamentally concerned with the integration of novel elements into the economic framework. This process requires the systematic production, rigorous testing, and empirical validation of these new components (Dameri et al., 2015). Entrepreneurial attributes encompass innovative characteristics that serve as fundamental drivers for young individuals in their pursuit of self-sufficiency and the development of novel methodologies for goal attainment. The incorporation of innovative technologies and practices plays a crucial role in enhancing the quality of human life and is a fundamental prerequisite for the progress of any

society (Kassa & Mirete, 2022). Furthermore, comprehending the impact of the entrepreneurial attributes emphasized in this study may contribute to addressing the issues that result in diminished self-efficacy.

Study Purpose and Aim

Self-reliance encompasses a broad range of interpretations but ultimately centres on independence. The cultivation of independence is fostered through the practice of self-reliance. This suggests that individuals can independently solve problems and make decisions, leading to personal happiness without reliance on external validation. Self-reliance encompasses the cultivation of self-acceptance within the societal context, which is considered a fundamental requirement (Moore, 2019). Additionally, it entails the acquisition of self-knowledge and the cultivation of self-compassion and self-perspective.

This mixed-methods research was primarily to assess the influence levels of unemployment experienced by graduates from higher education institutions. Specifically, it aimed to explore the challenges faced by these individuals in terms of self-investment, which leads to self-reliance. It is lamentable to observe that a majority of young individuals graduate with the expectation of obtaining professional, office-based employment. From the time the world experienced the COVID-19 pandemic, numerous young individuals have encountered substantial difficulties, with a significant number experiencing unemployment, hindered educational progression, and difficulty in securing desired employment, thereby precipitating a crisis among this demographic (Alix, 2022). If young individuals were educated in essential survival skills, the potential impact would be limited.

This research utilised a mixed-method methodology which assessed the correlation of the two variables, self-reliance and entrepreneurial qualities such as proactiveness,

creativity, and risk-taking, of students attending education in higher institutions. The main objective is to support self-reliance and autonomy in individuals upon the completion of their educational objectives.

Analysing the entrepreneurial traits and self-reliance of students who are currently enrolled in tertiary education establishments in Seychelles was the principal objective of this assessment. The results from this research could assist those in authority to make better decisions as well as use resources more effectively in colleges and universities to improve learning outcomes. This development showed potential for instilling a sense of assurance among all students, guaranteeing their possession of the requisite skills for securing employment upon graduation, irrespective of their dependence on external resources for job placement. The results will provide valuable insights into approaches for promoting self-reliance among recent graduates.

Another goal of the program is to help people in the community, specifically those who have faced obstacles in accessing higher education opportunities, to facilitate career advancement and local employment opportunities. The theoretical framework suggests that the development of self-reliance can foster students' ability to create innovative services and products for the global market. Innovation involves understanding a demographics cultural context, improving existing products, and introducing new ones. Kassa and Mirete (2022) argue that “societal functioning is closely linked to technological innovation.” The authors assert that “innovation is crucial for societal advancement and emphasise the need for businesses to cultivate a creative mindset to succeed.” This phenomenon possesses the capacity to generate a multitude of opportunities that are in line with prevailing societal and economic trends and to bolster long-term stability.

The other purpose of this study was to investigate the difficulties encountered by higher institution graduates in obtaining employment, with a specific focus on their capacity to engage in additional skill enhancement opportunities and their dependence on governmental or organisational job initiatives. Many recent graduates are actively pursuing employment opportunities, with a particular focus on white-collar positions. These roles are typically viewed as more prestigious and less physically strenuous than manual labour or "dirty" jobs. The principle of self-reliance aims to augment an individual's ability to effectively navigate unpredictable situations. Self-reliance incorporate the building of self-awareness, self-regulation, and concentrated attention, as well as the assertive seeking and promotion of opportunities for others. Moreover, self-reliance encompasses the development of proficient decision-making and networking abilities, as well as the refinement of negotiation skills, political acumen, self-assurance, and self-marketing. The fostering of self-reliance is beneficial for the acquisition of a diverse set of skills, thus preparing individuals with the essential competencies to attain success in today's professional environment. Immediately after students complete academic studies, their focus on proactivity, creativity, and willingness to take risks among young individuals indicates a reduced reliance on public sector employment as traditionally anticipated. Consequently, the government may encounter challenges in accommodating the employment needs of all individuals without facing substantial difficulties.

The focus on three particular qualities of self-reliance holds promise for facilitating students in the creation of innovative products that are congruent with international market trends through the employment of unique and creative methods. Innovation requires a comprehensive comprehension of the cultural environment of a particular demographic, the improvement of current products, and the development of original ones. According to Kassa and Mirete (2022), the advancement of human society is closely interconnected with

innovation, particularly in the realm of technological progress. The proponents posit that the progression of society relies on the continual evolution of technology to improve and raise the quality of life for the human demographics. The incorporation of innovative practices into organizational strategies holds the potential to greatly enhance performance through the fostering of an environment conducive to creativity and original thought. It is plausible that new prospects may arise that align with current industry standards and address potential future security concerns.

In his most recent scholarly work, McCombes (2022) provides a thorough and meticulous portrayal of the demographics and phenomena under examination. The descriptive correlational design involves the utilisation of diverse methodological techniques to examine the associations between two or more variables. Sousa, Driessnack, and Mendes (2007) posit that the descriptive correlational design is frequently utilized by researchers to predict changes in variables. An essential component of scholarly inquiry involves reviewing extant literature about Entrepreneurial Attributes and Self-Reliance within the higher education student population of Seychelles. This critical review is necessary for the identification and resolution of any existing deficiencies in comprehension.

The purpose of this examination was to address any potential gaps in understanding of the two variables. The primary research methodology involved the use of a self-administered survey questionnaire and interviews, which was carried out through a simple random sampling technique. This methodology involves the arbitrary sampling of individuals from a broader population subset (Thomas, 2022). The methodology is utilized to derive findings and draw inferences about the broader population. The methodology is utilized when dealing with a substantial sample size, as exemplified by this study which included a cohort of 294 individuals

between the ages of 18 and 34, all of whom were in their second and third academic years at four tertiary institutions and one university in Seychelles.

Objectives of the Study

The objective of this study was to examine the influence of entrepreneurial attributes on self-reliance demonstrated by post-secondary education students in Seychelles. The objectives covered the research questions and the hypotheses

1. Examine the rate of Self-reliance among higher institution students in Seychelles.
2. Determine the aspect of Proactiveness among higher institution students in Seychelles.
3. Investigate the characteristics of Creativity among higher institution students in Seychelles.
4. Determine the level of risk-taking among higher institution students in Seychelles.
5. Determine the relationship between Proactiveness and Self-Reliance among higher institution students in Seychelles.
6. Determine the relationship between Creativity and Self-Reliance among higher institution students in Seychelles.
7. Determine the relationship between Risk-Taking and Self-Reliance among higher institution students in Seychelles

Nature of the Study

This study aimed to look at how self-reliance affects university students in Seychelles. The researcher used the Pragmatic Research Paradigm, which is a way of doing research that combines different methods. Kaushik and Walsh (2019) insisted that “this method is

commonly employed in research that combines various techniques.” They added that, “researchers use mixed research methods to allow simultaneous gathering and analysis of both quantitative data and qualitative insights within a single study.” 294 individuals took part, including 277 students and 17 staff in five higher education. The researcher used frequency distribution and percentage analysis to assess the participants' demographic details. When finding average, this researcher used the central point of each variable. The researcher also used the standard deviation (SD) to measure varying entrepreneurial traits and how it spreads out on self-reliance in Seychelles higher education students. To discover out on the off chance that there's an important association between the factors being examined the Pearson Item Minute Relationship (PPMC) was utilised.

Survey questions given to the students were arranged into five separate parts. In Section 1, participants had to give some basic information about themselves by answering six items. The second section, third, fourth and fifth had ten items each that connected to all the four formulated questions in this dissertation. The information on demographic revealed the full participants details to this researcher. Different characteristics about students were looked at, including their year in school, age, gender, area of study, citizenship, faculty and mode of study at from each level. The second section looked at ten factors related to self-reliant students' levels in Seychelles. While Section 3 had ten parts that explained the different ways higher education students in Seychelles showed proactive behaviour. Section 4 consisted of ten items aimed at understanding the key traits linked to creativity in college students in Seychelles. The last Section which is 5 had 10 items that aimed to measure how likely university students in Seychelles take risks.

The researcher obtained ethical approval from the Research Committee at Unicafe University, in addition to securing authorization from the pertinent research authorities at each study site. Furthermore, detailed information about the study was disseminated to all participating research sites.

Upon obtaining the necessary permissions, the researcher initiated communication with the Ministry of Education in Seychelles, ultimately pursuing formal approval from the Principal Secretary. Approval was secured from the Institutional directors of each participating organization to access the requisite data.

According to the Application and Admissions to Year One Approved Programs of Study for 2022-2023, (2022) Seychelles as a nation hosts approximately institutions of higher education totaling to ten, accommodating an estimated annual enrollment of 1,600 students engaged in various academic programs. This process of data sampling and the definition of the population involves systematic methodologies aimed at acquiring and analyzing a statistically valid subset of data from a larger cohort. This approach facilitates the derivation of inferences and conclusions regarding the characteristics and dynamics of the entire population.

Bhandari (2023) defines population as the distinct group of individuals from whom a researcher gathers data pertinent to the subject of investigation. The sample size is consistently smaller than the overall population size. The participants in the study were involved through a range of approaches, which included both face-to-face and online interviews. These interviews were systematically arranged in collaboration with the researcher to ensure that a mutually convenient date, location, and time were established. Participants who were unable to attend in person were subsequently contacted at their preferred time through either email or telephone communication. Furthermore, questionnaires were disseminated to participants via

email and WhatsApp to ensure equitable access to the requisite materials for each individual involved in the study. The researchers solicited data from each of the study sites, which comprised information regarding the names, ages, years of study, and associated faculties and departments of the enrolled students.

A sample of 294 participants was employed to ensure adequate representation of the overall population. In the participant selection phase of the study, the researcher identified individuals comprising students, faculty members, and administrators from five higher education institutions in Seychelles. The selection was carried out utilizing both purposive and random sampling techniques. The selection of these institutions was conducted from a limited population comprising 980 elements. The study examined a cohort of undergraduate students in their second and third years of study, specifically those enrolled in Business and Vocational disciplines. The study utilized a purposive sampling method to secure a representative and diverse sample of students from both public and private educational institutions, with participants aged between 18 and 34 years old.

To attain a confidence level of 95% with a margin of error of 5%, a strategically selected representative sample of 277 students was employed, taking into account a population proportion of 50%. The research engaged the recruitment of 294 individuals, constituting 30% of the overall target population, to attain a more comprehensive and diverse sample.

Table 1*Institutions Which Participated*

Name of an Institution	Target Population	Sample Population
Seychelles Institute of Technology (SIT)	180	54
University of Seychelles	220	66
Guy Morel Institute	150	45
Seychelles Business Studies Academy (SBSA)	180	54
Seychelles Tourism Academy (STA)	250	75
Total	980	294

Note. This table was formulated from the document; Application and admissions to year one approved programs of study for 2021-2022 (2021)

^aTable 1 indicates the estimated students' participants from all the five research locations.

^bA simple random sample involves selecting one sample randomly from a larger group without requiring detailed knowledge about that group (Thomas, 2023). This random sampling method is reliable both within and outside the study due to its approach of selection. According to Thomas (2023), "simple random sampling is a statistical method for selecting a group from a larger population." Thomas emphasised that, "this method enables every participant in the group has an equal chance of selection." Simple random sampling is used in research and surveys to ensure the sample reflects the larger population. This makes the results more universally applicable. Participants in this study were selected from five specific institutions. The five institutions were those specifically offering business and vocational courses,

participated in this research study where the researcher randomly selected the participants. The online survey collected information from students. It contained personal details and five sections with 46 questions.

Participants were also purposefully selected for this study. Purposeful sampling refers to the technique of selecting participants for a study based on specific criteria that are relevant to the research objectives. This method allows researchers to deliberately choose individuals who have the characteristics or experiences that are most pertinent to the study, in order to obtain a deeper understanding of the phenomenon under investigation. Seventeen individuals comprising of both lecturers and administrators, were chosen from five specified institutions. The primary focus was on lecturers within the Business and Vocational faculty. A comprehensive interview instrument, encompassing demographic inquiries and eight sections of both closed and open-ended prompts, were employed with a purposively selected cohort of faculty and administrators across all research locations. The interviews were administered via in-person sessions, as well as through telephonic and WhatsApp communication modalities. The researcher orally administered the questionnaire to participants through an online platform and face to face. Purposive sampling involves the intentional selection of participants for inclusion in a study (Purposive Sampling 101, 2021).

The present study employed different approaches, face-to-face, online questionnaires and interviews, contingent upon the participants' preferences. Online data collection can be deemed unreliable at times, as it may be hindered by the limited access to internet or email for certain participants. Obtaining accurate results through face-to-face research may be impeded by individuals' reluctance or shyness in responding to researchers' inquiries. Hence, this study will employ various methodologies for data collection.

A data sheet was solicited from each research site, containing information on the names, ages, and years of study, faculties, and departments of the enrolled students who participated. Simple random sampling and Purposive sampling methodologies were employed to collect sample of students who represented each research site. Simple random gives equal chances for every student to participate in data collection while purposive will allow the researcher to choose specific individuals to participate. Data for this study was obtained through descriptive correlation design on a total of 294 individuals who participated in the survey, with 277 being students and 17 being lecturers and administrators. All participants possessed robust intellectual capabilities and exercised informed judgment in determining their willingness to engage in the study.

The study utilised a combination of closed and open-ended survey questionnaires to investigate a representative sample of organizations and communities, yielding standardised and quantifiable data. Following this, the data underwent statistical analysis to objectively and systematically identify significant characteristics (Rea & Parker, 2014). The survey distributed to the participants included demographic inquiries and a series of 5 Likert scale-type questions. To further improve to the overall quality and reliability instruments used, Cronbach's alpha was utilised by this researcher to assess the internal consistency of the survey questionnaire items. A web-based survey instrument utilising a 5-point Likert scale, which included demographic information and five separate sections totaling 46 individual items, was distributed to a sample of 277 students. The research utilised a comprehensive interview questionnaire consisting of demographic details and eight specific sections, encompassing a total of 31 items.

Instruments are tangible artefacts designed and employed for distinct and specialised functions, such as the facilitation of measurement, recording, and the generation of sound. The spectrum of scientific instruments is comprised of a wide range of tools and equipment, including basic implements such as rulers and thermometers, as well as more advanced electronic devices like NVIVO and Excel. Instruments form a crucial aspect of various academic disciplines such as the sciences, engineering, and music. Instruments are vital tools that aid in the facilitation of data collection, measurement, and the creation of musical compositions.

As availed in the published article Kakoshi and Muraina (2024, p. 1), the two reviewed that, “the survey instrument was disseminated to select, a convenience sample of 17 staff members who were involved in the study.” The online resources were accessed via digital communication platforms, specifically WhatsApp and email. Furthermore, interviews were undertaken by the preferences expressed by the participants (Kakoshi & Muraina, 2024).

The researcher used SPSS version 26 (Padamkar, 2023) to process and analyse quantitative data collected from students via Google Forms. The computer software, NVivo 14, assisted the researcher in analysing qualitative data collected from members of staff. The NVivo computer software allows researchers to map the pattern of key ideas and concepts, present keywords in groups, themes, and sub-themes, and organise the thematic representation of the data (Nowell et al., 2017). It also assisted increase trustworthiness of the findings in qualitative data. The themes were established and interpreted to produce meanings based on the research questions. Following Creswell (2014) guidelines, “applicable themes were discussed based on transcribed data from in-depth interviews, the researcher's worldview, and the relevant theoretical frameworks that guided the study.” The researcher used thematic

analysis to analyse qualitative questions. It is frequently used to analyse qualitative research projects without providing the necessary details about how the data was reduced to manageable topics and the conclusions reached (Nowell et al., 2017). The NVivo 14, assisted with the analysis and management of the thematic qualitative data.

Data for this study were presented using graphs, tables and charts. NVivo 14, an online tool, was used for coding and analyzing qualitative data. Percentage values was employed for research question analysis and Pearson Product Moment Correlation (PPMC) for hypothesis testing. To analyse the research questions mean and standard deviation was employed, while demographic data were presented by the use of frequency and percentage statistics. To ascertain the underlying causes of the disparities identified in this research, recommendations are made that further research could be conducted focusing on prior groups of students. Research questions were four to address the study, revealing that students exhibit low levels of risk-taking behaviour, as well as moderate levels of creativity and proactivity. These findings suggest a detrimental impact on students' self-reliance following graduation. To establish natural relationships or correlations among the variables under investigation, a descriptive correlational design was employed.

This thesis assessed the correlation between three entrepreneurial traits with their connection to self-reliance. This study was conducted across five institutions of higher education, namely the University of Seychelles, the Guy Morel Institute, the Seychelles Tourism Academy (STA), the Seychelles Institute Technology (SIT), and the Seychelles Business Academy (SBA). This investigation centred on students enrolled in Vocational and Business courses who were between the ages of eighteen (18) and thirty-four (34) years. Additionally, the study included lecturers and administrators whose ages ranged from thirty

(30) to sixty (60) years. The findings were obtained through a triangulation approach that incorporated both qualitative and quantitative data. This methodology facilitated the systematic integration of diverse datasets, processes, theories, and scholarly perspectives, thereby enabling a comprehensive investigation and resolution of a specific issue. The utilisation of methodological techniques facilitates researchers in improving the dependability and precision of their conclusions, as well as pinpointing and mitigating potential research deficiencies (Bhandari, 2023). This research employed a Descriptive Correlational Design to investigate the relationships among the variables of interest.

Significance of the Study

This study on Self-reliance would positively benefit students, every member of the community and the nation at large. Self-reliance matters most for students, who should be encouraged to reflect on progress toward becoming self-reliant individuals. Introducing self-reliance to students at a young age prepares them for future success. It would help them think critically, solve problems independently, and take responsibility for their choices while gaining essential life skills.

The results of the study would also help policy-makers plan for resources colleges and Universities need to improve student learning. Students at limited-resource institutions are less likely to persist, earn credentials, and have weaker job prospects. Policy-makers must at all cost support low-income students in taking responsibility for service and protection. Increasing funding and equalising resources across colleges and university in Seychelles would improve access to well-resourced education.

Findings on this research would be a source of reference to other academicians who may want to conduct the same or similar study. Students who are imparted with entrepreneurial

and survival skills are adaptable to meet their basic needs leading to self-reliance. The research would facilitate reducing over-dependence on others. While building strong relationships within our communities is helpful, young people need to achieve self-actualisation for independence. It is also important to recognise the value of building community, as true strength comes from interdependence without entirely depending on other entities.

Theoretically, self-reliance significantly reveals some potential implications for self-expression, self-worth, resilience, self-knowledge, and for self-acceptance (Moore, 2019). Self-reliance is not about being stable financially, neither about putting every burden on yourself, but believing in oneself and working towards achieving goals despite the circumstances. Moore (2019) also discussed that, “the more one exercises independence, the more self-confident they become. However, self-reliance builds self-confidence practically.

Self-reliance can be understood as the possession of power and resources that are controlled by the individual, rather than external entities. This concept necessitates cultivation from the earliest stages of life (Prabhu, 2021). Self-reliance fosters independence across various domains, including career, financial stability, and emotional well-being. Cultivating self-reliance has been shown to alleviate stress, enhance confidence, and contribute positively to self-worth and self-esteem. Furthermore, it facilitates improved decision-making across various dimensions of life. At the individual level, as well as within community, national, regional, and global contexts... Africa as a continent would be independent if only it depended on itself and used the abundant natural resources the continent is blessed with.

The study outcomes are of value to institution management of Seychelles higher education to enhance integration of self-reliance skills to ensure graduates are independent. The faculty heads may be better positioned to advise academics to strengthen teaching, learning

and assessment at the research site. The study may also be significant to curriculum designers to guide decisions related to the training and emphasise the mentioned entrepreneurial attributes in this research. The study may enhance understanding of the impact of entrepreneurial attributes on self-reliance. The findings of this study are anticipated to raise awareness within the academic community regarding the various factors that exert an influence on learning outcomes in higher education. Courseware developers may need to re-evaluate their roles and responsibilities in terms of planning, learning design, management and administration of the learning process, as well as delivery of learning content.

In this study, four questions guided to determine the outcome of entrepreneurial attributes and whether self-reliance can be attained among the students and these were:

Research Questions and Hypothesis

RQ1. What are the rates of self-reliance among higher education students in Seychelles?

RQ2. What are the aspects of Proactiveness among higher education students in Seychelles?

RQ3. What are the characteristics of creativity among higher education students in Seychelles?

RQ4. What are the levels of risk-taking among higher education students in Seychelles?

Hypotheses

H10. There is no significant relationship between Proactiveness and self-reliance among higher education students in Seychelles

H20. There is no significant relationship between Creativity and self-reliance among higher education students in Seychelles

H30. There is no significant relationship between Risk-taking and self-reliance among higher institution students in Seychelles

Definition of Terms

Self-reliance: Self-reliance means self-motivation and self-belief to achieve your goals and handle adversity independently, it is the ability to rely on your judgment, capabilities, and resources to direct your life effectively (Sehat, 2023)

Design Technology and Enterprise Subjects: These are subjects or courses which enable students to identify, consider, and solve problems through creative thinking, planning, and designing new products. The Seychelles curriculum (2013 p., 30) explains Design Technology and Enterprise (DTE) as “practical skills which satisfy learner’s needs for self-sustainability, a flexible and creative way to meet human needs.” These courses encourage creativity, problem-solving, and practical application.

Proactive: Being ready according to Saha (2021) is the ability to take up anything with any possible way without worrying about the outcome which leads to self-reliance. Saha (2021) also, defines Proactiveness as “a proactive mindset that fosters success, beginning with an idea that evolves into entrepreneurial concepts and ultimately becomes reality.” Studies indicate that proactiveness is a learned behavior. It describes a visionary always seeking opportunities. It is a key skill that enhances the ability to seize opportunities. Individuals with Proactive mindset are visionary and adventurous, willing to tackle challenges without fearing the outcome. Other authors explain being proactive as taking action by causing change and not only reacting to change when it happens.

Creative: Creativity is being able to solve problems, being curious, explore and create new ideas (King, n.d). Creativity requires self-confidence (Sela, 2022). It leads to self-reliance

in students' academic and professional pursuits and a way of coming up with new knowledge and products either being interrupted or disrupted.

Innovation: The process of coming up with new or improving an existing idea, or product. By citing Drucker (2013 p.143) Cortrite, (2024) defined Innovation as “the effort to focused on change, create purposeful social and economic potential.” Cortrite added that, “it is change to develop meaning results.” Innovation helps to sustain the economy, whereby, something must be produced, tested and should pass through experiment (Jain, 2023; Dameri, et al., 2015). It involves introducing new ideas, methods, and the creation of something that did not exist before.

Risk-Taking: The act of doing dangerous things to achieve something. Risk-taking is doing something extra, hoping to yield better results, it involves setting goals with commitment and perseverance. Nolte and Hanoach (2024) explained the term risk as choices someone makes which are sometimes undesirable with many possible outcomes.

Higher Learning Education: Higher education is a valuable asset that promotes personal growth and contributes to economic, technological, and cultural transformation. Facilitating the exchange of information, research, and skills prepares students for future employment. Education can provide a pathway to stability and long-term prospects for students in socio-economic disadvantage (UNESCO, 2024)

Entrepreneurial attributes: Sahu (2024) suggests that “entrepreneurial attributes are driven trends in an individual and how students are propelled to self-reliance like being proactive, creative and taking risk.” These attributes are traits which “empower aspiring entrepreneurs to harness their strengths and improve their chances of success (Sahu, 2024)

Delimitations of the Study

The researcher had the following limitations for this study:

- The preliminary phases of data collection presented significant challenges, particularly due to the demands associated with my full-time employment as an expatriate.
- As a result of the researcher's status as a foreign national, it is possible that certain information may not have been fully disclosed.
- The utilisation of both electronic research instruments proved to be financially burdensome and time-intensive, particularly for individuals who lacked familiarity with platforms such as Google Forms.
- The research was conducted during the examination period which was not convenient and was short for the process of research.
- There was limited information concerning the research topic.

Organisation of the Study

The whole dissertation has chapters one (1), two (2), three (3), and four (4) as well as five (5), as discussed below:

Chapter 1 which has already been discussed above includes the introduction, the study background and the reason for the inquiry. It mainly focuses on the researcher's problem statement, perspectives, and the purpose of this study. This chapter analyses the research design and methodologies used in the study and assesses their limitations. The research examines the Study Background, which outlines the contextual and historical framework relevant to the topic. A thorough grasp of existing literature and prior studies is crucial for informing the current research. This background information contextualises the research question,

underscores the topic's significance, and highlights the gaps this study intends to fill. The study aims to contribute to ongoing discussions in the field by situating the research within a broader academic discourse. It will also address the Statement of the Problem. This section outlines the research problem or question of the study. The Purpose of the Study outlines the goals and objectives of the research initiative. Research questions guide the investigator's inquiry. The Significance of the Study outlines the importance and relevance of the research topic. It outlines the study's contributions to existing knowledge and the implications of its findings for theory, practice, and future research. This section offers clear definitions of key terms and concepts used in the study. Limitations of the Study: Recognise the constraints present in your research.

Chapter 2 reviews the literature on frameworks, theories, and themes that informed the study's foundational principles. This research explores key frameworks: Maslow's Hierarchy of Needs, Social Cognitive Theory, Attribution Theory, and Connectivism Learning Theory. These theories deepen our understanding of the complex themes in Bandura's Social Cognitive Theory. The themes identified include self-reliance, creativity, proactivity, and risk-taking among students in higher education of Seychelles.

Chapter 3 reviews the research design, justifying the use of a mixed-methods descriptive approach. The third chapter reviews the data collection methodologies and the analytical techniques used for data analysis. The conclusion of Chapter 3 explores relevant ethical philosophies.

Chapter 4 offers an overview of the collected data and a detailed analysis of the qualitative and quantitative findings on the research topic. This section will discuss future research implications, draw conclusions, and outline potential limitations of the study.

Chapter 5 summarises the Preamble, methodology, Discussion, main findings, and Conclusion. The study found that students showed a proactive attitude but exhibited lower creativity and risk-taking. A significant correlation between the independent and dependent variables was found. The researcher recommends further studies on post-graduates to better understand the similarities in self-reliance traits between current students and graduates.

Summary

The three entrepreneurial traits recognised in this research are set to contribute significantly to the advancement of self-reliance among youthful people. The findings in this thesis are anticipated to equip students with basic experiences vital for the viable usage of the distinguished entrepreneurial properties. Furthermore, this proposition points to form a significant contribution to the existing body of researchers by looking at the impact of three particular entrepreneurial characteristics on the development of self-reliance with young people pursuing education in Seychelles' higher institutions. The forthcoming chapters will provide a detailed explanation of the topics addressed within the framework of this thesis.

CHAPTER 2: LITERATURE REVIEW

Analysing the entrepreneurial attributes present within higher education students in Seychelles is crucial for understanding how these characteristics impact their capacity for self-sustained income generation. Entrepreneurial attributes are personal characteristics, competencies, and cognitive frameworks typically associated with individuals participating in entrepreneurial endeavours. Kakoshi and Muraina (2024) recognises Self-reliance as something “acknowledged generally as a vital factor which enhances the security of the nation, thereby representing one of its most significant advantages.” Self-efficacy as emphasised by Bandura is very important as it conceptualised individual's ability in their belief to competently perform designated goals. In her examination, Lopez-Garrido (2023) references Bandura (1982), highlighting that “individuals exhibiting high levels of self-efficacy are more likely to demonstrate increased self-confidence and interpret challenges as opportunities for personal growth, rather than viewing them as obstacles.”

Kakoshi and Muraina (2024, p. 4), explained that, “nations which do not entirely depend on foreign help enhances its preparedness to address economic and political challenges.” Additionally, an independent country can have more control over its natural resources and how they are used, which can help make the society more stable and stronger. Encouraging people to rely on themselves is an important part of helping a country grow and develop. By helping local businesses grow and training workers, a country can boost its economy, create jobs, and make life better for its people. This method also encourages new ideas and technology by requiring the creation of solutions that meet the country's own needs.

This literature review comprises and discusses in detail the theoretical frameworks, their similarities, how theories can be applied and their contribution to the current study. It also looks at the evidence-based or empirical research, the discussion research gap and summary of

the main points. The literature review conducted in this research offers a comprehensive analysis of the prevailing circumstances regarding how young individuals in higher education institutions demonstrate self-reliance through the three entrepreneurial attributes examined in this study. Furthermore, the study elucidated the intricate relationship among creativity, risk-taking, and proactiveness within higher education institutions in Seychelles. The evaluation of this research presented various approaches and assessed multiple strategies through which students can exhibit creativity, proactivity, and a willingness to take risks in pursuit of self-reliance.

Self-reliance is often regarded as a fundamental value inherent in the educational process. Williamson and Null (2008) elucidate, through the use of Emerson's assertion, that "Education is not just copying what others do; it's about helping yourself and your community." This perspective suggests that the primary objective of education should be to enhance students' critical thinking abilities and promote their productivity. Learning is an intricate process that encompasses both environmental influences and individual experiences. The concept of self-reliance was primarily introduced and examined by the philosopher Ralph Waldo Emerson in his essay published in 1841. Although Emerson did not originate the concept of self-reliance, he significantly contributed to its dissemination within the public sphere (Moore, 2019, para. 1). Self-reliance encompasses the capacity for independent thinking, the cultivation of self-esteem, and the authenticity of one's character. It also entails the establishment of social networks and the pursuit of personal goals without reliance on external support. This quality fosters individual well-being, promotes personal growth, and enhances overall happiness. Moore (2019) posits that self-reliance engenders a sense of happiness in individuals, fostering contentment within themselves and regarding their capacities. In contrast, Self-efficacy is how a person feels about their own skills, learn or do things at certain levels (Schunk & Dibenedetto,

2020). Whitener (2019) mentioned that Self-reliance aids confidence, happiness, individual growth, and progress. Furthermore, it is important to recognize that parental influence plays a significant role in shaping a child's development of self-reliance.

Entrepreneurship, as articulated by Ferreira (2022), constitutes a mechanism that directs individuals' needs. In the context of contemporary society, it plays a pivotal role in regional development, serving as a catalyst for wealth creation, job opportunities particularly for graduates and the enhancement of skills. Furthermore, entrepreneurship facilitates the transfer of knowledge and fosters innovation. Modern entrepreneurship fosters self-sufficiency among individuals.

Chapter two delineated various theoretical frameworks pertinent to the study, especially looking at the attributes of and the self-reliance of college students in Seychelles. The study looked at three important characteristics of entrepreneurship to become self-reliant, being proactive, and being willing to take risks, as well as creativity, among college students in Seychelles. In 2020, unemployment rate among graduates in Seychelles rose to 4.8% from 23% in 2019, with male graduates experiencing a higher unemployment rate of 5.3% compared to their female counterparts, who faced a rate of 4.4% (Laurence, 2020) In addition to the significant levels of youth unemployment in Seychelles, this literature review has identified several contributing factors that may adversely affect the aforementioned attributes. Among these factors is the prevalence of substance abuse among young individuals, which hinders their capacity for self-reliance following vocational training. Nonetheless, a considerable amount of additional information was obtained after the physical collection of raw data from various institutions.

The notion of self-reliance has been notably expounded upon and examined by Ralph Emerson (1841). Ralph Emerson significantly contributed to the dissemination of the concept of self-reliance, despite not being its original proponent (Moore, 2019). Self-reliance in an individual is seen when there is presence of an independent mindset, self-validation, and dedication to personal principles, along with the pursuit of individual goals without dependence on external influences. An understanding of the principle of self-reliance aids in fostering happiness, individual growth, and progress. Moore contends that the concept of self-reliance is correlated with an innate sense of happiness and satisfaction, thereby enabling individuals to cultivate feelings of fulfillment and contentment within themselves. Scholars have defined self-reliance can be defined as the ability to autonomously complete tasks and exhibit confidence in one's own capabilities.

Entrepreneurship is the ongoing activities undertaken by individuals to fulfill their needs and assert authority over their professional endeavors. The contemporary era recognises entrepreneurship as a means of fostering regional development by facilitating the generation of wealth, creating employment opportunities for recent graduates, enhancing skills, disseminating knowledge, and fostering innovation. The modern phenomenon of entrepreneurship promotes the development of individual self-reliance. The prominent observation of inadequate self-reliance among graduates in Seychelles, as well as in various other countries, notably within the African region, is a prevailing issue. A considerable number of individuals who have completed their studies at institutions of higher education seem to exhibit a deficiency in personal stability. Peter (2009) posits that a university is widely perceived as a place of intellectual growth, where learning encompasses the acquisition of values, knowledge, skills, and an understanding of behaviors, attitudes, and preferences. It is expected that an individual with an academic disposition is self-reliant.

According to Govinden (2021), the country's rating in education has been assessed at 69.3 points by the World Education Forum. In the year 2014, Seychelles successfully attained the United Nations Educational, Scientific and Cultural Organisation (UNESCO) objective of "Education for All" (Amla, 2014). According to Govinden (2021), the education sector in Seychelles allocates a proportion of its annual budget ranging from 9% to 19% to cater for the 13 levels of schooling, which span from early child-hood to secondary five. Tertiary education institutions in Seychelles have been reported to receive insufficient funding for training (Joubert-Lawen, 2021). This element has the potential to impede the cultivation of self-reliance in students. In the year 2023, the Education Statistics in Seychelles indicated that the Gross Enrollment Rates (GER) for primary-level education 113% for males while 112% for females. At the lower secondary level, the Gross Enrollment Ratio (GER) for males was 126% and for females was 124%. The Gross Enrollment Ratio (GER) for male students at the higher secondary level was found to be 63%, while the GER for female students was 75%. The Tertiary Gross Enrollment (TGE) in Seychelles exhibited a downward trend from 2018 to 2020, registering the lowest levels during this period. This situation signifies an economic deficit for the government, which dedicates considerable resources to the field of education. According to the UNESCO Institute for Statistics (n.d), a Gross Enrollment Ratio (GER) surpassing 90% for a given level of education indicates that the total student capacity is nearing the threshold required for universal access to that particular age cohort. The educational system in Seychelles has not yet attained the desired level of development.

The concept of self-reliance is often posited as the fundamental value of education. Moore's (2019) examination, the concept of self-reliance is not defined by complete independence or financial autonomy. Rather, autonomy serves as a means for individuals to resist societal pressures toward conformity. Emerson asserts that education is not merely a

process of imitation but rather a means of personal and societal enrichment. The educational system ought to prioritise the enhancement of students' critical thinking abilities and emphasis on fostering productivity. The process of learning encompasses a combination of environmental stimuli and personal experiences. The impact of teachers' input on children's learning is a determining factor in the effectiveness of the curriculum, whether it is perceived positively or negatively. The scholars emphasised that teachers serve as influential role models in shaping the quality of education imparted to students. It has been noted that African curricula are effectively designed to incorporate influential content that fosters creativity and innovation to meet the individual needs of every student.

The curriculum of Seychelles produced in 2013 acknowledges Design Technical and Vocational Enterprise (TVE) as a vital domain of learning that values the utilisation of hands-on skills to address the needs of learners' for economic independence. Many youths with significant academic and professional accomplishments seem to lack sufficient skills. One of the principal challenges facing graduates in Seychelles, as well as several other African countries, is the lack of independence. Learning is the process through which individuals acquire knowledge, values, preferences, skills, attitudes, and behaviours, and typically occurs within the context of higher education institutions, such as universities (Peter, 2009). Feynman's assertion that "If I can't make something, I don't really understand it." implies that an educated person who is unable to apply their learned knowledge to produce new creations has not achieved a thorough understanding of the subject matter.

Most individuals who have obtained their degrees from universities and colleges often face limitations in their ability to invest in their personal and professional growth. As a result, they rely on obtaining employment opportunities to advance their careers. A graduate who is

incapable of employing their assimilated knowledge to generate original materials or ideas may not have comprehended the concepts at a profound level. According to scholarly literature, the framework used by each individual reflects someone's beliefs and perceptions about the topic and the possible methods for addressing the current problem.

Benji (2020) made reference to the definition of a theoretical framework provided by Grant and Osanloo (2014) as a construct that aids in understanding and structuring information within the framework of a research project. The conceptual framework functions as the primary organizational framework of a research investigation, offering a structure that connects the research process and directs the comprehension of the interrelatedness of concepts within the research environment. According to Binji (2020), the conceptual framework is a comprehensive construct that incorporates methodologies and presumptions to explicate a more expansive comprehension, analogous to an essential element of a system. Moreover, it is noteworthy that both theoretical and conceptual frameworks offer substantial support for scholarly practices and norms. The authors provide an explanation for the importance of the research and outline the approach by which they intend to address the identified gap in the current literature. Frameworks provide a comprehensive perspective on the diverse interrelations and connections among different subjects within a particular field of inquiry. Bapna et al. (2021) posited that. The subsequent analysis demonstrates that. According to Grant and Osanloo (2014), the theoretical framework serves as a foundational architectural design that provides direction for the entirety of the dissertation process. The dissertation proposal serves as a comprehensive plan delineating the researcher's intended epistemological, philosophical, methodological, and analytical framework for the study. The lack of a theoretical framework is believed to lead to a lack of coherent direction and organization for a study. The selected framework for this study serves as a fundamental tool for understanding,

assessing, and structuring methodologies to investigate a specific issue. The incorporation of a shared worldview perspective within the framework of the dissertation presents a systematic strategy for facilitating problem-solving and data analysis.

Theoretical Frameworks

Theories are developed to clarify specific happenings and to assess the extent in which it happened. Frameworks in education serve as conceptual models in academic research, aiding researchers and educators in devising instructional strategies and designing classroom activities to enhance the teaching and learning process. Frameworks play a critical role as conceptual tools for the organization and refinement of syllabi, courses, and lessons. Their role in shaping the structure and content of educational programs is of great significance. Frameworks have been purposefully structured to allow for ease of modification to accommodate diverse educational settings (Teaching and Learning Frameworks, 2023). The pedagogical framework commonly employed in educational settings emphasises the incorporation of active learning opportunities, interactive teaching approaches, and opportunities for self-reflection during classroom instruction. Scholars have recognized that the creation of successful teaching and learning frameworks is based on an in-depth exploration of cognitive, psychological, sociological, conative, and educational areas.

A theoretical framework on ethical behaviors and organizational culture have various concept that will integrate the theory of organizational culture and ethical framework and the behavioral science in nature

A theoretical framework in education set up, also explained by Lara et al. (2020) as a framework comprising interrelated concepts derived from one or more theories, to provide understanding and insight into a particular phenomenon. This study sought to explore the

interrelationships between creativity, risk-taking, and proactivity within the higher education setting, to identify strategies for fostering self-reliance in students about to graduate. Bhasin (2021) proposed that a theory is a formulated principle intended to explain a specific phenomenon, and is based on empirical data. Moreover, Bhasin contends that theories are speculative constructs and guiding frameworks that facilitate the formulation of principles. In the field of education, theories are widely acknowledged as crucial for facilitating the advancement of effective teaching practices by providing valuable guidance in the formulation of lesson plans and curricular frameworks. Epistemological theories play a crucial role in scrutinizing the concept of truth and in establishing the methodologies utilized for acquiring knowledge, encompassing internal cognitive mechanisms as well as external empirical observation (Fairbanks, 2021).

Within the field of education, several prominent theories, including Behaviorism, Cognitivism, Constructivism, Humanism, and Connectivism, are commonly employed to provide a comprehensive understanding and explication of the intricacies of the learning process. Fairbanks integrated transformative, social, and experimental learning theories within their framework, alongside other established theoretical perspectives.

Social Cognitive Theory

The Social Cognitive perspective posits that individuals' cognitive processes and behaviours are influenced by their interactions within the social environment. The theoretical framework posits that social interactions exert an influence on thoughts and emotions. Albert Bandura, a distinguished American psychologist of Canadian origin, born on December 4, 1925, and deceased on July 26, 2021, is renowned for his seminal contributions to the development of the Social Cognitive theory. Nolen (2023) has solidified a significant reputation through his seminal research, notably the Bobo doll experiment, which provided

empirical evidence for the pivotal significance of observational learning in children's developmental processes. Bandura (1986) introduced the Social Cognitive Theory, emphasizing the profound impact of social environments on facilitating learning through the reciprocal interactions among individuals. The theory under consideration can be traced back to the evolution of the Social Learning Theory (SLT) that emerged in the 1960s. Bandura (1977) conducted pioneering research into the effects of self-efficacy on individuals' behaviours, efforts, and emotional responses within the framework of task performance. Nolen (2023) conducted a prior analysis of the topic.

The primary objective of Social Cognitive Theory (SCT) is to elucidate the fundamental processes through which individuals enhance and control their behaviour to attain and sustain their desired goals. The initial six constructs posited within Social Cognitive Theory (SCT) pertain to Behavioral Capability, defined as an individual's capacity to enact a particular behaviour contingent upon their knowledge and competencies. Reciprocal determinism elucidates the dynamic interplay between external and internal social influences. This concept emphasizes the mutual influence and feedback loop between individual behaviour, environmental factors, and cognitive processes. Reinforcements are operationally defined as the stimuli and responses, whether originating from internal or external sources, which an individual encounters after engaging in a specific behaviour, ultimately impacting the probability of its future recurrence or discontinuation. The potential outcomes, whether positive or negative, stemming from an individual's actions or the surrounding context, can have a significant impact. Observational learning is a cognitive process by which individuals acquire new behaviours or knowledge through the observation of the actions and experiences of others. Albert Bandura, a prominent figure in the field of psychology, underscored the significance of observational learning by contending that a substantial portion of skills are

acquired through the process of observation (Kurt, 2020). Self-efficacy is an individual's belief in their capability to successfully execute specific actions or behaviours. Self-efficacy is shaped by the actions and capabilities of an individual, as well as the environmental influences that affect their performance.

Nickerson and McLeod (2023) have demonstrated that social cognitive theory is extensively employed in scholarly research to examine various human social behaviours, including substance abuse, aggression, and mental health issues.

The theory is distinguished by its emphasis on significant human social behaviours and its focus on key theoretical considerations, thereby highlighting its strengths. The theory exhibits potential for advancement and is open to revisions influenced by diverse perspectives.

The essential deficiencies of Social Cognitive Theory (SCT) arise from its lack of systematic organization and internal inconsistencies. The theory posits that changes in the environment can result in simultaneous reflexive changes, although the universal applicability of this assertion may be questionable. The primary emphasis of the theory lies in the process of learning, with limited attention directed towards the potential impact of hormones and biological predispositions on behaviour. This method seems to ignore the importance of pre-existing expectations and previous experiences. The theory exhibits a broad scope that may pose challenges for practical application, as it primarily emphasizes historical experiences at the expense of motivational and emotional factors. Bandura contends that the process of learning extends beyond simple observation, emphasizing the significance of an individual's cognitive state and motivational factors in facilitating the acquisition of new knowledge and skills. Bandura, consistent with prior scholarly studies, examined the influence of external factors on the process of learning. Furthermore, he postulated that intrinsic reinforcement

results from the process of learning. Numerous scholars have offered critiques of the theory, arguing that its validity is insufficient. Moreover, it is postulated that the examination involving elderly individuals exhibiting aggression towards an inanimate figure could potentially result in enduring adverse effects on the psychological development of children.

The theory being examined is highly relevant to the scope of my research, as it offers the potential for application in the assessment of how a person's social factors and past experiences affect them. The social cognitive theory (SCT) explicates three primary determinants that influence behavioural choices and actions: the environmental context, individual characteristics and dispositions, and accumulated experiential knowledge. The theory mentioned above is pertinent to my research due to its focus on self-efficacy, which is the perceived ability of an individual to achieve their goals, thus encouraging independence.

Cochran's Cultural Theory of Entrepreneurship

Thomas Cochran, a sociologist born in 1902 in Scotland, primarily concentrated his scholarly efforts on the examination of cultural and social values within the context of business (Sicilia, 1995). He is recognized as a foundational figure in the development of Cochran's Cultural Theory of Entrepreneurship, articulated in 1965. Thomas Cochran posited that entrepreneurs are significantly influenced by societal values and cultural perceptions regarding various aspects of their profession, including the challenges associated with career advancement and attitudes toward risk-taking. He underscored the importance of cultural values in shaping the attitudes of both entrepreneurs and investors. Cochran posited that cultural values impact the perception of innovation and entrepreneurship, with certain cultures fostering these pursuits, whereas others actively dissuade them. He provided an example illustrating that Western cultures tend to emphasize individual achievements and autonomy, whereas collectivist cultures are characterized by a discouragement of such individualism. This

phenomenon contributes to an increase in entrepreneurial activity within the American and European regions. Cochran asserts that cultural values, role expectations, and social acceptance are significant factors influencing the development of entrepreneurship. Furthermore, the entrepreneur is conceptualized as a model of personality (Aparna, n. d) He underscored that the success of an entrepreneur is influenced by three critical factors: the role expectations of the sanctioning group, the individual's social attitudes towards their profession, and the operational requirements associated with the job.

Cochran's Cultural Theory of Entrepreneurship demonstrates several strengths, particularly its applicability across a variety of disciplines, including but not limited to the field of education. This theory examines the comprehensive development of entrepreneurship and its relationship with the social environment. The expectations associated with individual roles and the prevailing societal attitudes are shaped by the values upheld within the society, as well as by the sanctions imposed by various groups. These factors collectively influence the determinants of success and failure in the realm of entrepreneurship. Entrepreneurs who embody traditional and cultural values, as well as those characterized by mobility and social status, are significantly influenced by the development of entrepreneurship. Dias and Ferreira (2019) elucidate the concept of entrepreneurship by referencing the work of Wennekers and Thurik (1999), highlighting that it encompasses behavioural and attitudinal characteristics of individuals rather than being defined merely as an occupation. Entrepreneurial support plays a crucial role in the establishment of new and independent enterprises and organizations, consequently fostering market innovation and facilitating job creation. Entrepreneurial behaviour is likely to manifest when a society is characterized by a sufficient population of individuals who embody specific sociological, psychological, and economic attributes. Aparna (n.d) Sociological theory posits that entrepreneurial activities are influenced by the hierarchy

of social status and prevailing values within a given society. Sociological theories uniquely analyze entrepreneurial activities within their social contexts and effects. The cultural theory of entrepreneurship emphasizes the significance of culture in business, influencing stakeholders' perspectives (Chatterji et al., 2013). Cultural theories of entrepreneurship offer valuable insights into traditional and effective entrepreneurship concepts. Thomas Cochran argued that, individuals are shaped by their society, including family, education, and culture, which influence their personality and business. Social influence significantly affects individual risk-taking and entrepreneurial behavior. He argued that family significantly influences a person's life from childhood, with generational values and formal education playing crucial roles in shaping an entrepreneur. These influence future entrepreneurs' risk-taking and leadership. This theory focuses on society's social and cultural values.

Cochran's theory may have been shaped by the developer's individual experiences, potentially neglecting the perspectives and experiences of the broader population. The findings derived from observations within his theory may not necessarily apply to individuals in all regions or socioeconomic backgrounds. This theory posits that individual performance in entrepreneurship is contingent upon the active involvement of the community. Consequently, the concept of self-reliance is not fully acknowledged, which may pose challenges for graduates in Seychelles striving to achieve autonomy in their entrepreneurial endeavours.

Cochran establishes a theoretical framework theory posits that cultural norms and values exert a significant influence on individuals to engagement in entrepreneurial activities. Cochran analyses the sociocultural context, emphasising how cultural factors influence entrepreneurial behaviour and economic outcomes. This perspective enhances the comprehension of the interrelationship between culture and entrepreneurship, thereby

contributing to the discourse on economic development and innovation. Each nation possesses a unique set of practices and cultural norms, which may not necessarily conform to Cochran's Cultural Theory of Entrepreneurship. The principal objective of colonial education was to equip individuals for roles that would advance the interests of colonial authorities (Maluleka, 2021). The current study asserts that self-reliance is a fundamental factor in promoting self-actualization and enhancing self-fulfillment. Furthermore, the concept of transcendence entails the realization of fulfilment not solely for human individuals but also extends to other members of both human and non-human species (Austin, 2023). Cochran's Cultural Theory of Entrepreneurship may not explicitly align with the importance of self-reliance a concept that is central to the objective of this paper, which seeks to assist graduates in achieving self-reliance and making meaningful contributions to the welfare of others through the development of entrepreneurial qualities. Nonetheless, it does acknowledge that entrepreneurship constitutes a fundamental pillar of organizational independence.

The Connectivism Learning Theory

The Connectivism Learning Theory posits that, “the acquisition of knowledge is heavily influenced by the interconnections formed among nodes, including individuals, resources, and information, within a network.” In 2005, George Siemens and Stephen Downes formulated the Connectivism Learning theory. The primary objective of this initiative was to empower students to apply theoretical frameworks and exhibit critical thinking aptitude. Downes (2021) expounds upon a novel learning theory that emphasises the incorporation of technology within the framework of the educational system. The emergence of modern technology has streamlined access to information for students and educators through the utilisation of electronic devices. The prevailing educational theory serves as a vehicle for the integration of learning experiences within and beyond the traditional classroom setting. The

theory functions to facilitate the dissemination of knowledge and information rather than the process of acquiring it. The transfer of learning responsibilities is observed to shift from the teacher to the student, as demonstrated in the text *Connectivism (Your Guide to Connectivism Learning Theory, 2022)*.

The pedagogical framework of constructivism prioritises learner-centred education and active participation in the learning process, where the educator facilitates and guides the student's learning journey. The engagement of students in the decision-making process is an empowering tool that enables them to create personalized learning experiences with a focus on enhancing their networking abilities.

The theoretical framework provides advantages to both instructors and learners in the context of integrating technology. In the context of education, both teachers and students are expected to demonstrate strong decision-making skills, to foster a collaborative interaction and promote the appreciation and acknowledgement of various perspectives.

The theory under examination has faced criticism due to perceived deficiencies in its comprehensiveness, as well as argumentation, asserting that it is better categorized as a pedagogy rather than a distinct theoretical framework. There has been considerable debate among scholars regarding the theory's perceived deficiency in offering a coherent and exhaustive elucidation of the learning process. The primary focus of the theory pertains to cognitive development rather than the promotion of effective learning.

The concept of Connectivism is shown to have a significant association with the findings of the researcher's inquiry. The members of our academic cohort reflect a demographic that is native to digital technologies, having grown up in an environment defined by the widespread presence of technology. Hence, they demonstrate an inherent aptitude for utilizing

digital tools and platforms, enabling them to cultivate autonomy in the creation and promotion of products through technological means. The connective learning theory is perceived as a novel concept among individuals outside of the younger demographic, particularly within the realm of education. Nevertheless, this holds significant importance for the students who have been raised in the digital era. The research is specifically directed towards the demographic of individuals aged 18 to 34 years.

Attribution Theory

Attribution Theory comprehensively emphasizes its underlying theoretical principles and foundations. Bernard Weiner, a prominent American social psychologist, has been recognised for his notable contributions to the field of psychology. Born in 1935, his work has had a significant impact on the discipline. The recognition of this concept is evidenced in the paper entitled "Attribution Theory". Weiner's theoretical framework provides an in-depth examination of the motivational implications and emotional responses associated with achievement and setbacks in academic endeavours. The attribution theory, as posited by scholars, provides an integrated framework that links psychological components of emotion and motivation. Fritz Heider is widely recognized as a pivotal figure in the establishment of Attribution theory, which was first proposed in 1958. Bernard Weiner made significant contributions to Attribution theory in 1986, which greatly advanced and expanded the field, ultimately leading to the establishment of a prominent research paradigm.

This theory examines the cognitive processes linked to the interpretation of activities and their subsequent influence on human behaviour and cognition. Weiner's theoretical framework is primarily centred on the conceptualization of achievement. The psychologist delineated effort, ability, task difficulty, and luck as prominent determinants that influence the attainment of a particular objective. The theory seeks to elucidate the underlying principles that

govern individual behaviour and the factors that influence it. Weiner and his colleagues elucidated three fundamental phases involved in the process of attribution: the perception of an individual's behaviour, the belief in the intentional nature of the behaviour, and the identification of the causal factors influencing the behaviour. The researcher categorised this theory into 3 identifiable dimensions: Stability, controllability and locus of control. The attribution theory asserts, individuals act as rational agents, wherein their decision-making processes are shaped by internal cognitive processes as well as external environmental factors. The Attribution Theory encompasses the study of how individuals interpret and explain their behaviours, as well as the behaviours of others.

The prevailing belief is that the way individuals perceive causality significantly impacts their responses to both success and failure in their surroundings. It has been observed that students who demonstrate persistent behaviour through continual encounters with failure while exhibiting unwavering determination and resilience are predisposed to attaining success. This phenomenon is attributed to their capacity to sustain their endeavours in the face of various internal and external challenges.

The Attribution theory provides individuals with the agency to assume responsibility for their environment, displaying broad applicability across various contexts and demographic categories. The employment of this approach may confer benefits to educators in the facilitation of a more comprehensive comprehension of students' attributions and interpretations, while also providing valuable insights into societal perceptions and norms.

One possible limitation of the study may arise from the potential disparity between an individual's subjective perception of events and the objective observation made by an external observer. It is imperative to recognize that the feedback received from others can significantly

impact an individual's understanding of the root cause of a particular event. Moreover, it is important to consider the role of social consensus and biases in their potential to influence shifts in perception.

Receiving feedback according to Attribution Theory is very important. In education, feedback is very important for helping students do better in school. It gives them a way to understand how good their work is and how it affects their progress. When students struggle with their studies or feel unsure about what to do after graduation, it is important to give those help and encouragement. This will boost their performance and help them stay positive about their future. Putting in more effort and dedication can improve academic success and general happiness. This study uses attribution theory to look at what causes recent graduates to struggle with being independent. The goal of the research is to study how both inside and outside factors affect risk-taking, being proactive, and creativity. It also looks at how important student learning environments are in encouraging motivation.

Using different teaching ideas helps students and teachers work together better. It also gives students the chance to do more in-depth research and to use their college experiences in real-life situations after they finish school. Out of the four theories being looked at, Bandura's cognitive learning theory, which talks about how belief in oneself (self-efficacy) is important, is very relevant to the goals of this study. The social cognitive theory examines the behaviours of individuals about the influence of both internal and external environmental determinants on their actions. Weiner's Attribution theory is utilised to examine the determinants impacting specific human behaviour to foster individual self-reliance.

Key Theories

According to Darwin (n.d), the term "theory" refers to a supposition lacking corroborating evidence. The term "theory" is utilised to denote a conjecture or speculation with a limited body of evidence or lacking full verification. The concept of theory in scientific discourse entails providing explanatory frameworks for existing empirical evidence and facilitating the generation of testable predictions through empirical observations, contingent on the stipulation that the theory under consideration holds validity. Scientific theories are subject to testing and must be supported by empirical evidence to maintain their validity. If a theory is found to be inconsistent with empirical data, it must be modified or rejected.

Empirical Framework

Bandura's SCT emphasises on self-reliance commonly said as self-efficacy and it is underpinned by empirical evidence that corroborates assertions. Social cognitive theory looks at how people behave and how things around them, like their thoughts and their environment, influence their actions. The cognitive theory says that people can actively influence their environment and are also affected by it. This theory looks at how people act and how they see and understand different activities. It also studies how these activities affect how we think and change behaviour. Many students believe that after finishing their studies, they will gain independence. However, it looks like people don't fully understand the many reasons why these goals are hard to reach. Researchers advocate for the utilisation of observation and experimentation to validate and substantiate their theoretical constructs. This approach enables them to establish a more robust evidential foundation for their scientific inquiries. However, within the scientific community, an unproven idea or mere theoretical speculation which is commonly referred to as a hypothesis.

This is a systematically formulated and rigorously tested scientific explanation of a natural phenomenon. Hence, it represents an elucidation or anticipation grounded upon a set of verified facts substantiated through systematic observations and experiments. The field of mathematics involves the formulation of mathematical theories which seek to describe specific classes of mathematical constructs through the establishment of fundamental axioms. In the field of biology, a theory is an extensively accepted elucidation of a biological occurrence substantiated by substantial evidence derived from meticulous empirical investigations and scientific observations. The term "theory" entails conjecture and hypothesis that has not been conclusively substantiated or has comparatively restricted evidence.

The main purpose of this study was to assess the relationship between three entrepreneurial traits with their impact on self-reliance demonstrated by students in the setting of institutions of higher education. The researcher posited that there was a lack of evident correlation between the discussed attributes and an individual's degree of self-reliance. The present research investigates the impact entrepreneurial attributes possess on self-reliance within the students in tertiary-level of academics, with a specific focus on those enrolled in institutions of higher education. This research investigates the correlation between three fundamental entrepreneurial characteristics - Risk-taking, Proactiveness, and Creativity - and their influence on the development of self-reliance among student populations. These characteristics function as variables in assessing students' ability to exhibit self-reliance and embody essential entrepreneurial qualities. Astrini et al (2020, pg. 2) noted that, "the concept of entrepreneurship can be understood as production of new skills, in order to promote growth and progression in a business necessitate the need for additional entrepreneurial endeavours." The notion of proactiveness, as elucidated by Hamilton and Onyenma (2020, p. 29) is a fundamental aspect of proactive behaviour in organizational settings. The concept of idea

generation encapsulates the proactive exploration of a wide range of opportunities that may present themselves. The notion of proactiveness is defined as the proactive development of strategies to anticipate and address unanticipated circumstances and requirements, as expounded by Astrini et al. This concept also includes the readiness to engage in activities involving potential hazards or uncertainties. The encouragement for entrepreneurs to adopt an assertive approach in their entrepreneurial activities to maximise profits mandates a readiness to participate in risk-taking conduct (Astrini et al., 2020). This involves the investigation and utilisation of potential opportunities by making use of existing resources. Jenkins (2022) posited that creativity is defined by the process of generating original concepts and applying innovative methodologies. Jenkins further that, creativity is demonstrated through the ability to show resourcefulness and leverage the potential inherent in the existing environment to effect change.

Conceptual Framework of Entrepreneurial Attributes on Self-reliance

Four theoretical frameworks related to entrepreneurial attributes and self-reliance were discussed in details from which two strongly supported the topic at hand and a conceptual framework was born. Cultural Theory posits that entrepreneurs are significantly influenced by societal values and cultural perceptions. The Social Cognitive theory perspective posits that individuals' cognitive processes and behaviours are influenced by their interactions within the social environment. Attribution Theory looks at attributes causing behaviour. Connectivism Theory emphasises the incorporation of technology within the framework of the educational system.

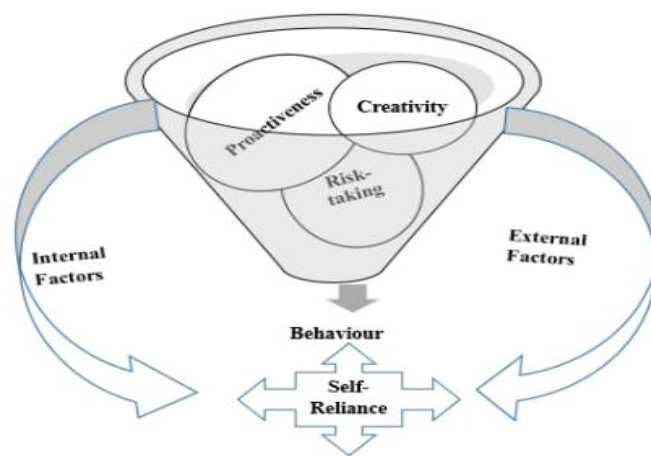
Bandura's Social Cognitive Theory which discusses self-efficacy and Bernard Weiner's Attribution Theory which looks at attributes causing behaviour justifies this research findings. These theories are concerned about human behavior and how their personality,

environmental both internal and external factors can affect people's self-independence. The two theories view people as active agents who can be influenced by inner self (Cognitive) and by their environment (Social) which in turn affect behaviour (Nickerson, 2023). While behaviour affects Self-reliance.

Therefore, the researcher came up with conceptual framework of entrepreneurial attributes on self-reliance which summarises the outcome on the influence of three entrepreneurial attributes on self-reliance and other revealed factors that potentially influence self-reliance among young people in higher institutions of learning (Figure 1).

Figure 1

Conceptual Framework of Entrepreneurial Attributes



The Conceptual Framework

In education setup, internal factors of students, influence how they behave as indicated in Figure 2. Therefore, entrepreneurial attributes in this study are psychological factors which affect individuals and how student's behaviour is driven. Young people believe in quick money by getting exposed to dangerous activities like selling of drugs and scamming people through internet which in turn affect their cognitive mindset.

The Bandura's Social Cognitive Theory which discusses self-efficacy and Bernard Weiner's Attribution align the framework with the theories in terms of relevance to this topic. The theory which looks at attributes causing behaviour justifies this research findings. These theories are concerned about human behavior and how their personality, environmental both internal and external factors can affect self-reliance. People are active agents who can be influenced by both inner self (Cognitive) and by their environment (Social) which in turn affects behaviour (Nickerson, 2023). Social and cognitive life of young people is negatively affecting them, while behaviour affects Self-reliance.

Entrepreneurial Attributes in Depth

Entrepreneurship

Ratten (2023) defines entrepreneurship as involving individuals, methods, and the impacts of discovering, evaluating, and exploiting opportunities for future goods and services. This aligns with Rosado-Cubero, Freire-Rubio, and Hernández (2022), who define entrepreneurship as a "commitment to starting new ventures. Participating in preparatory activities during college is a more effective way to develop successful entrepreneurial skills." This goal requires collaboration among staff, policymakers, and the community.

Entrepreneurs possess a distinct set of characteristics that differentiate them from others. These attributes often include risk-taking, creativity, risk-taking among others are leadership, and resilience. This unique combination of traits allows entrepreneurs to identify opportunities, take bold actions, and overcome challenges in the pursuit of their business ventures. Understanding these key characteristics is essential for analysing and predicting the behaviour and success of entrepreneurs in various industries and economic environments.

The Concept of Self-reliance

Self-reliance has garnered considerable scholarly attention and analysis across diverse academic fields. This principle underscores the significance of individual autonomy and self-reliance in achieving personal success and well-being. The concept in question has been a fundamental principle in philosophical, psychological, and sociological discourse, with scholars delving into its ramifications for personal development and societal progress.

The notion of self-reliance has been a fundamental principle that has undergone extensive discussion and debate within philosophical, psychological, and sociological discourses. This principle underscores the significance of individual independence, self-sufficiency, and autonomy in maneuvering through life's challenges and attaining personal development and satisfaction. The concept has garnered attention from scholars and intellectuals, who have analyzed its implications across various contexts and delved into its potential effects on human development and welfare.

Attributes of Self-Reliance in Student Population

Self-reliance in the context of student life refers to an individual's capacity to rely on their resources and abilities for diverse facets of their academic and personal development. This encompasses assuming responsibility for one's learning, effectively managing time, exercising independent decision-making, and demonstrating resilience in the face of setbacks and challenges. Self-reliance in the context of student life encompasses several critical competencies, including academic independence, problem-solving skills, effective time management, resilience, decision-making capabilities, and the practice of self-care. Establishing explicit academic and personal objectives, along with formulating a strategic plan, facilitates the development of self-independence among students, thereby enhancing their potential to achieve these goals. Furthermore, it is essential to formulate a strategy for attaining

the specified targets by predetermined deadlines, while consistently assessing progress throughout the process. With clearly defined objectives to direct one's efforts, individuals can more effectively assume control over their results.

It is of great importance for the countries and individuals to nurture self-reliance, through critical thinking and the capacity for independent action. The self-reliant individual are defined by their ability to function independently without relying on external aid, financial backing, or emotional affirmation from others. The Republic of Seychelles is a small island nation situated in the Western Indian Ocean and holds the distinction of being the smallest nation on the African continent a population of the area is estimated to be around 107,000 (Seychelles Population 2022, Live) which can be considered relatively small in comparison to other regions. The regional economy is sustained by fishing and tourism sectors. Despite its small size, the Island indicates highest Gross Domestic Product (GDP) per capita among African countries. The Southern African Development Community (SADC) has indicated that, the Island demonstrates its greatest level of financial inclusion across the African continent.

Piprek and Jacquin (2017) classify the small Island as a high-income country. Seychelles' economy, though stable also faces challenges related to financial literacy and skill development among its youth population. The demographic of individuals who depend on Micro, Small, and Medium Enterprises (MSMEs) for their sustenance, particularly those involved in fishing and farming, exhibit a significant lack of proficiency in entrepreneurial skills and personal financial management. Having the basics of financial education is primarily attributed to variations in income levels within different industries. Piprek and Jacquin (2017) observed that high levels of alcohol consumption and substance abuse constitute a supplementary obstacle in exacerbating social vulnerability within the Seychellois population.

The small nation faces several challenges despite its strong economic stability in comparison to other countries on the continent. The present-day society is confronted with challenges stemming from heightened consumerism and significant dependence on governmental assistance for a variety of necessities, spanning from childcare to retirement provisions.

The Seychelles provides a conducive environment for Non-Financial Entities (NFEs), marked by a small population and high literacy rates. However, this favourable setting is impeded by challenges stemming from inadequate Financial Education (FinEd), limited coordination, and restricted activities within the nation's financial sector. Non-Financial Entity (NFE) as an organisation which does not satisfy the criteria for classification as a Financial Institution (Tebrake & O'Hagan, 2023). The principal role of Non-Financial Entities (NFE) is to make a significant contribution to the national economy through the production of goods and services, investment activities, and the employment of a sizable portion of the country's workforce (Tebrake & O'Hagan, 2023). The growth and stability of the economy are largely influenced by actors such as financial corporations and households.

It is imperative to clarify the distinction between self-independence and self-dependence. Empirical research suggests that individuals exhibiting self-reliance tend to report significantly higher levels of satisfaction with their possessions, demonstrate enhanced self-esteem, and maintain a strong sense of independence. These individuals demonstrate the ability to autonomously make economic decisions without the necessity of external approval. The attainment of autonomy is associated with a heightened sense of integration, which exhibits a positive correlation with elevated levels of happiness and overall life satisfaction. Self-reliance can be understood as a purposeful endeavour aimed at fostering the capacity for self-sufficiency, thereby enabling individuals to adequately provide for themselves and their

families. This autonomy not only enhances individual welfare but also significantly contributes to the overall well-being of the broader community. It is postulated that self-reliance plays a significant role in enhancing self-confidence and overall well-being, contingent upon the adequate fulfilment of an individual's financial, emotional, and physical needs. Thus, the achievement of independence is crucial in promoting increased self-sufficiency and self-reliance. This development produces advantageous outcomes that extend beyond the immediate family of the individual, influencing the broader societal context. Recent empirical investigations suggest that individuals with higher levels of independence place a considerable emphasis on self-reliance.

This phenomenon appears to exhibit a positive correlation with an increased likelihood of attaining favourable outcomes. In his emphasis on self-reliance, Emerson delineates four foundational principles: the establishment of effective guidance, the cultivation of intrinsic self-confidence, the affirmation of autonomy, and the commitment to personal agency. The research looked at the three traits of entrepreneurship that influence self-reliance among post-secondary school students in Seychelles. This study examines individuals' ability to recognise and respond to intrinsic motivations, assesses their potential for self-reliance, and analyses their predisposition to pursue academic disciplines that correspond with their interests and abilities. This alignment, in turn, promotes specialisation in their educational pursuits.

Adolescents actively pursue social support and reinforcement by utilising the knowledge and skills they have developed within their educational environments. This research has demonstrated that the instructional materials utilised by educators serve as a reflection of their influence on student outcomes. Instruction in self-reliance skills fosters the development of behaviors in individuals that are focused on attaining personal satisfaction autonomously,

rather than relying on external validation. The cultivation of the ability to rely on one's skills and competencies is an essential characteristic that individuals should endeavour to develop. The fourth section of the aforementioned document offers a comprehensive examination of the theoretical frameworks relevant to the subject matter at hand. Self-reliance can be articulated as the capacity to identify and effectively employ one's own skills and competencies in the quest for success, all the while preserving a level of autonomy that is not contingent upon external influences or the support of others.

Proactiveness

Proactiveness means a person can take action and predict problems before they happen, instead of just waiting to respond to them. As Abidi et al. (2022), stated "in today's competitive world, colleges and universities face many challenges," as mentioned by Felgueira and Rodrigues (2020). The dual suggested that colleges and universities are working hard to enhance their entrepreneurial efforts to stand out and be unique in a lasting way. This study adds valuable information about how entrepreneurial qualities affect self-reliance and provides useful ideas for future research on this topic. Recent studies have shown that how well human resources work in colleges and universities is very important. Their performance directly affects the success and growth of the school.

Numerous scholars within the academic community have posited that proactiveness is a significant determinant in shaping technological advancement, innovation of novel products, and execution of administrative procedures, in contrast to solely responding to external stimuli. Linton (2019) has proposed that proactive organizations demonstrate forward-thinking planning that exceeds their current circumstances, illustrating readiness, a willingness to take action beyond the norm, and a proactive orientation towards initiating innovative initiatives. Hamilton and Onyenma (2020) expound on the concept of Proactiveness as the ability to

forecast and strategize for impending occurrences, while also actively taking initiative instead of reactively responding to unfolding situations in their latest scholarly contribution. Individuals demonstrating proactive dispositions engage in actively seeking and seizing opportunities, simultaneously anticipating and preparing for future advancements. Proactive individuals utilize strategic approaches to assert influence and direct the course of future occurrences, as opposed to adopting a passive stance in response to external pressures. This methodology enables them to gain a competitive advantage. Individuals who demonstrate proactive behaviour are at the forefront of capacity development, the advancement of new technologies, and the creation of innovative products and services designed to promote progress.

Risk-taking

The exploration of risk-taking has garnered interest across diverse disciplines, eliciting examination of the underlying behaviours and cognitive processes associated with engaging in risky endeavours. Baird and Thomas (1985) categorised three discrete forms of risk-taking, as cited by Linton (2019), which pertain to engaging in activities that are novel to the individual. The phenomenon under consideration incorporates aspects of psychological, personal, and social dimensions. Substantial financial resources are directed towards the procurement of assets, in conjunction with substantial borrowing. In the present case, those desiring to enter the field of entrepreneurship and cultivate self-reliance ought to develop psychological, personal, and social readiness by participating in a variety of activities designed to promote exploration and personal growth. Entrepreneurship encapsulates a spectrum of risk levels, ranging from safe risk, which involves minimal investment, to high risk, which demands a significant allocation of resources. The two risks exhibit disparate characteristics, with the

safety risk offering relatively conservative returns, whereas the high risk carries a greater potential for higher returns (Linton, 2019).

Willingness to take risks is considered a crucial element in attaining ambitious educational goals, akin to its significance in the entrepreneurial sphere. It is paramount for the cultivation of individual beliefs and values that students are prompted to partake in novel experiences, accept diversity, and exercise critical thinking (Bunten & Kelty, 2017). The observed dearth of motivation among both parents and students in engaging in opportunities requiring risk-taking is a cause for concern. Institutions of higher education are responsible for creating students' environment conducive to the cultivation of thinking critically and creatively among them, thereby equipping young minds with the abilities in addressing challenges independently and adopt a willingness to take risks. The probability of achieving higher levels of academic success is correlated with an increased level of risk, thus requiring students to engage in greater educational risk-taking to make significant advancements.

Beyrambibi et al. (2019) conducted a study in which they stipulated that, risk-taking behaviour is a personality trait shaped by differing levels of confidence exhibited by individuals, institutions, or organisations. Bayat et al. (2019) conducted a study and agreed by taking into account that, risk-taking is a personality trait which could affect the individual's self-assurance in undertaking challenges. They concluded that confidence is associated with the personality trait of risk-taking. The phenomenon under investigation could be characterised as behaviours which increase negative consequences. The importance of students' self-reliance with its association and risk-taking necessitates a comprehensive investigation of this connection.

Creativity

The significance of creativity is widely recognized as an invaluable and integral component of human expression and innovation within scholarly discourse. Jenkins (2022) categorizes a range of creative expressions, including functional creativity, as defined by the generation of innovative ideas that also fulfil existing obligations. Jenkins defines it as a type of cognitive processing that primarily involves the left hemisphere of the brain and necessitates an analytical and logical mode of thinking. Expressive creativity, often referred to as an alternative form of creativity, is commonly observed within the domains of music, art, and poetry. The cognitive process often denoted as "right-brain activity" is characterized by its reliance on imaginative and open-minded thinking. The central emphasis of this phenomenon primarily pertains to the transmission of narratives, concepts, and emotions through communication. The concept of social creativity encompasses the affective and interrelation dimensions of human social interactions. The phenomenon commonly arises in the context of negotiations, collaborations, and interpersonal communication among individuals (Jenkins, 2022). Creativity plays a critical role in numerous dimensions of human existence, as its absence can result in the stagnation and hindrance of various activities. Unfortunately, there is a prevalent emphasis on intelligence over creative thinking in numerous higher education institutions (Patterson, 2018)

Patterson argues that the challenge of quantifying creativity may stem from its abstract nature, in contrast to the relatively more straightforward quantifiability of intellectual knowledge. The challenges in evaluating intelligence and creativity in the context of higher education institutions have been recognized within the education sector. Moreover, there is a growing acknowledgement of the importance of incorporating entrepreneurial creativity, which is seen as a transformative force, as stated by Patterson (2018). The study investigates

the implementation of strategies within the Seychelles education system to foster the integration of creativity.

Scholars have conducted thorough research on the importance of developing creative skills, emphasizing its significance. Moreover, creativity plays a crucial role in nurturing entrepreneurial endeavours and increasing overall economic output. Creativity enables students to exhibit originality and identify solutions to post-graduation challenges, consequently promoting the generation of innovative ideas. Patterson (2018) states that creativity plays a pivotal role in enabling individuals in the business domain to make innovative breakthroughs. Many college students endeavour to attain self-sufficiency following the conclusion of their academic pursuits by actively seeking out new experiences and opportunities. One approach to tackling poverty issues within communities and among recent graduates is by implementing targeted strategies aimed at mitigating these challenges.

The parameters examined in this research are representative of the correlation between the three characteristics with self-reliance of tertiary Tebrake and O'Hagan (2023) students. The analyst contends that there is an absence of correlation between the discussed characteristics and the notion of self-reliance. The study focuses on examining the level of self-reliance demonstrated by students, specifically those who are registered in tertiary education institutions within the Seychelles which aims to analyze the correlation between entrepreneurial traits such as risk-taking, proactiveness, and imagination with self-reliance, and to evaluate the skillset of students about self-reliance. The primary objective of this research is to investigate the consequences of merging business organizations with artistic pursuits, with a specific focus on the possible impact of burgeoning entrepreneurial activity on operational requirements. In their research, Hamilton and Onyenma (2020) identified proactiveness as a

cognitive trait defined by an individual's inclination to actively seek and investigate ideas presented through diverse mediums. The concept of proactiveness, as expounded by Astrini et al. (2020) involves anticipation and readiness for unexpected circumstances and demands, often requiring a readiness to engage in risk-taking. According to contemporary academic studies (2020), the necessity for entrepreneurs to exhibit assertiveness in their entrepreneurial pursuits to optimize their returns is emphasised. This entails proactive participation in behaviour involving risk to investigate and take advantage of potential opportunities with the available resources. Jenkins (2022) expounds upon the notion of imagination as a mechanism for generating original methodologies and inventive ideas in his latest publication. As per Jenkins (2022), creativity is defined by the ability to utilise resources effectively and to generate innovative ideas within the constraints of one's current environment.

Successful entrepreneurs possess a unique set of traits and characteristics that contribute to their ability to thrive in the competitive business landscape. These individuals demonstrate high levels of creativity, innovation, and risk-taking, combined with a strong work ethic and a relentless drive to succeed. Additionally, successful entrepreneurs typically possess strong leadership skills, a keen understanding of market dynamics, and the ability to adapt to changing circumstances. Their willingness to embrace failure as a learning opportunity and their ability to effectively manage resources also play a key role in their achievements. Overall, the unique combination of these characteristics enables successful entrepreneurs to navigate the challenges of entrepreneurship and ultimately achieve their business goals.

Theme One: Rates of Self-Reliance among Students in Higher Education

Numerous scholars have reported a high level of literacy among the Seychellois population; however, 22% of the populace possesses only primary education or no formal education at all (Piprek & Jacquin, 2017). There exists a growing apprehension regarding the

calibre of training given to students, evidenced by how student pass both secondary and college education. That serves as a further rationale for the continuation of research in institutions of higher education. The Ministry of Education has been endeavouring to enact comprehensive reforms within the educational system to implement new measures and policies.

Self-reliance fundamentally emphasises the cultivation of intrinsic capabilities as opposed to the dependence on external assistance. The development of self-reliance fosters increased levels of confidence, resilience, and a sense of agency over one's trajectory in life. The characteristics associated with self-reliance collectively define the concept of being self-reliant. The fundamental characteristics of self-reliance encompass resourcefulness, self-awareness, determination driven by a sense of purpose, and courage (The Commonwealth of Learning, 2021). An examination of the characteristics associated with self-reliance may provide valuable insights into the development of lives characterised by increased autonomy and the realisation of personal potential.

The substandard academic performance of students at the collegiate level elicits concern due to its potential implications for their future post-graduation performance. The Republic of Seychelles encounters significant challenges in the form of drug abuse, teenage pregnancies, and alcohol consumption, which have the potential to engender dependency and give rise to social issues (Piprek & Jacquin, 2017). Tebrake and O'Hagan (2023) identified a significant challenge in Seychelles regarding a pervasive negative attitude toward Financial Education (FinEd), which may require substantial time and effort to address and overcome. Tebrake and O'Hagan (2023) assert that Financial Education (FinEd) is the systematic improvement of financial capability levels. The development of self-reliance in financial matters is contingent upon an individual's comprehension of financial principles, products, and

hazards, as well as their capacity to enhance financial competencies and exhibit confidence in their exposure to financial matters. Additionally, access to education, willingness to seek advice, and being well-informed contribute to the attainment of self-reliance in financial matters (Tebrake & O'Hagan, 2023). Studies have shown that individuals with a high level of financial literacy tend to make informed and prudent financial decisions. Inadequacy in financial skills and knowledge may have detrimental repercussions for individuals and their families, subsequently extending to a broader impact on the community as a whole. A decline in productivity could potentially lead to negative impacts on the economy. Tebrake and O'Hagan (2023) assert that individuals exhibit improved decision-making abilities and are less susceptible to fraudulent activities when equipped with financial literacy. A strong foundation in financial literacy may lead to enhanced productivity in the production of goods and a reduction in levels of indebtedness. Individuals with a strong financial capacity can provide guidance and direction to others in the field of finance. Understanding financial capability is a crucial aspect of entrepreneurship, encompassing an individual's comprehension of financial management and market products. It is asserted that possessing knowledge alone may not be sufficient and that it must be complemented by the development of practical skills. The attitude and subjective valuation of an individual significantly influence their perceptions and reactions. The financial context and value system are influenced by an individual's educational background, personality, and cultural upbringing.

Piprek and Jacquin (2017) reported that “formal employment encompasses sixty per cent (60%) of the workforce in Seychelles.” The authors also noted that Seychelles is characterized by a well-informed citizenry, attributed to effective media outreach. Additionally, the country exhibits a high level of school enrollment, indicating a strong foundation for entrepreneurial education among its youth, who are anticipated grow the

economy of this small Island Seychelles. Piprek and Jacquin in their study of 2017, revealed that the formal education attainment levels of the population in 2016 were as follows:

5.3% had no formal education, 16.2% had completed primary education, 30.8% had completed secondary education, 7.1% had attained A-Level or Business Studies qualifications, 28.8% had achieved qualifications from various institutions, 2.8% had obtained a Bachelor's 2.5% had earned a postgraduate degree, 0.9% had obtained professional qualifications such as, Chartered, and ACCA, Banker and 5.5% had other qualifications (Kakoshi & Muraina, 2024; Piprek & Jacquin, 2017).

The year 2016, labour force participation rate stood at 70%. In 2016, the nation exhibited a notably low unemployment rate of 4.4% additionally, it was observed that the unemployment rate among individuals between the ages of 15 and 24 years old, accounted for 20% of the population, representing a substantial proportion of the country's overall unemployment rate, which stood at 16%. The results indicated that 20% of unemployed youths were unable to secure their desired job, while the remaining individuals attributed their joblessness to a mismatch between their skills and available job opportunities. Piprek and Jacquin (2017) argue that educational curricula must undergo regular review to keep pace with the rapid changes in the digital world and to ensure that students and future graduates are equipped to become self-reliant citizens.

In the 2016 survey, findings indicated that approximately two-thirds of the labour force in Seychelles received a steady income. Among them, 30% were employed in the private sector and 34% were government employees. In addition to revenue generated from private and government sector employees, income was also derived from self-employed and individuals. However, Seychellois employees were provided through the use of percentage (%) data illustration. The study revealed that 9.8% of men and 8.7% of women are engaged in formal self-employment, while 3.2% of men and 1.4% of women are involved in informal self-employment. According to recent data, a mere 8.7% of adults aged 18 years and older in

Seychelles are engaged in formal self-employment. Within this demographic, more than 70% report a turnover of less than 1,000,000 Seychelles Rupees.

Each educational institution has a primary goal of providing training and fostering positive development in its students. Lawal and Abdullahi (2019) state that in Nigeria, the national policy on university education serves the tripartite objectives of fostering research, cultivating the intellectual development of youth, and acknowledging their accomplishments. Keow (2019) asserts that higher education institutions are assessed based on the extent to which their educational programs align with economic demands. Lawal and Abdullahi (2019) emphasize that the absence of adequate training among graduates contributes to an increase in criminal activity, as they lack practical skills for self-employment. Furthermore, Lawal and Abdullahi (2019) expound that rather than imparting their skills to others by creating employment opportunities, young people often find themselves working for the government and experiencing a sense of subjugation.

The continent of Africa is widely regarded as independent; however, it is significantly influenced by other continents, as the majority, if not all, of its countries depend on external aid for the sustenance of their populations. According to Kwemo (2017), Africa is the recipient of approximately 20% of aid provided by the United States. Kwemo (2017) has observed that it is disheartening to witness countries that achieved independence several years ago continuing to depend on external assistance for their sustenance. The author posits that African nations have relied on foreign aid since gaining independence, and contends that this dependence has resulted in a fostering of paternalistic relationships rather than partnerships.

According to NOVAFRICA's recent research (2021), the academic literature has not yielded conclusive evidence of the positive impacts of foreign aid on investment, economic

growth, or human welfare. Additionally, scholars such as Sachs have argued that foreign aid only provides minimal benefits to developing countries, with donor countries reaping the majority of the benefits. Bandura (1977) states that. The disparity between self-independence and self-dependence was investigated in a study conducted by (2023), wherein it was observed that self-reliance signifies how individuals opt to live autonomously and undertake actions that foster their self-sufficiency. The study found that self-reliant individuals do not impose a burden, act irresponsibly, or cause inconvenience to others.

Ralph Waldo Emerson, widely regarded as a pioneer of the concept of self-reliance, identified four key social realms in which the practice of self-reliance is crucial: culture, wherein individualism is often marginalized; religion, where originality is frequently discouraged; and art, which tends to promote imitation over innovation. The prevailing societal discourse purports to esteem advancements and forward movement. However, a significant number of African nations struggle to achieve self-reliance due to widespread poverty. Academics have conceptualized poverty as a condition characterized by insufficient availability of resources to fulfil fundamental necessities, including shelter, sustenance, education, attire, water, healthcare, and numerous other essential services. The definition of poverty is influenced by the unique living standards and cultural customs of each society (What is poverty. n.d) The interpretation of poverty can vary across different societies, as what may be regarded as impoverished in one society may not necessarily be perceived in the same way in another. In certain cultural contexts, poverty may manifest as insufficiency in necessities such as food and clothing, whereas in other settings it may encompass factors such as unemployment and behaviours that are deemed socially unacceptable, such as substance abuse (What is poverty, n.d) Poverty is associated with various other determinants including ethnicity, gender, socioeconomic status, and geographic location. The Seychelles is faced with

geographical disadvantages due to its location. Identifying the underlying cause of deficiencies in certain sectors of the national economy is crucial for the timely and effective resolution of the issue.

The study conducted by NOVAFRICA (2021) contends that numerous countries receive inadequate financial assistance as foreign aid, resulting in an inability to sustain their economies. The researcher posits that the solution to addressing poverty and promoting economic sustainability lies not in receiving aid, but rather in effectively managing resources within the confines of a country's means. Nations must assess their poverty levels and effectively allocate and utilize their resources. Being self-reliant entails assuming responsibility for the possession and assessment of our material possessions. Human beings exhibit a natural inclination towards self-centeredness and a drive towards pursuing profit. The donors' efforts to alleviate poverty have not yielded the desired results, as their primary objective appears to be the advancement of their interests rather than the eradication of poverty. According to Moyo (2010), aid has been a catalyst for corruption, economic destruction, dependency, and complacency within African economies. Moyo contends that the provision of aid has resulted in exacerbating, rather than mitigating, the issues facing Africa. The author contends that over fifty years, poverty levels have increased from 10% to 70%. According to Dichter and Easterly, as cited in NOVAFRICA (2021), countries can achieve development only through the consolidation of resources and enhancement of educational institutions to promote effective governance.

The Seychelles has derived benefits from foreign aid, contributing to its current socio-economic status. The ongoing reception of such aid has both favourable and unfavourable implications for the island's economy. Muirhead (2022) conducted a study in which he found

that two decades prior, the United Arab Emirates provided Seychelles with a \$50 million donation earmarked for addressing the island nation's essential requirements, such as cooking oil, rice, and flour. However, only a select few individuals benefited from the funds, rather than the nation as a whole. The allocation of the money favoured those near the leadership at the time, and the country ultimately lost the funds under the guise of a privatization initiative.

Seychelles, having attained the status of high-income, is not eligible for trade benefits provided under the umbrella of African Growth and Opportunity Act (AGO). Nevertheless, the nation continues to require support from international stakeholders, similar to other developing countries, to maintain economic sustainability. The diminutive state, however, is susceptible to illicit activities, prompting its government to engage in international collaborations with nations such as the United States, to safeguard its economy from destabilization. The United States of America (U.S) is a federal republic comprising 50 states, a federal district, five major self-governing territories, and various possessions. It is the world's third most populous country, with over 331 million people. The capital is Washington District of Colombia, and the most populous city is New York City. The United States is a highly developed country, with the world's largest economy by nominal GDP and second-largest economy by PPP, accounting for approximately a quarter of global GDP. Since 2022, diplomatic relations between the republic of Seychelles and United States of America have been established. The foreign aid provided by the United States to Seychelles primarily emphasises training in maritime and security, also as the provision of tools for the military forces, police, and Coast Guard. United States of America (U.S.A) The organization offers programs that emerges leaders and professionals.

Additionally, there are education available for all people in Seychelles, offering further benefits. The United States has a long and complicated history, with various political, social, and economic developments shaping its evolution over time. The diplomatic and bilateral relationships between Seychelles and other nations in the year 2022 have been of great interest to the international community. The cultivation of self-reliance is regarded as a fundamental necessity for every individual. To demonstrate self-reliance is to exhibit the capacity to independently accomplish tasks with the assurance of achieving favourable outcomes. Huntington (n.d) referenced Haley (2013), who articulated a breakdown of self-reliance into several components. One such component is Instrumentality, which pertains to possessing the appropriate instruments or tools necessary to effectively execute a task or activity. The concept of "means" refers to the ability or capacity to perform a specific action or achieve a particular outcome. Self-reliance is when an individual is able to overcome challenges and accomplish tasks. It encompasses the trust and confidence in someone's capabilities to effectively navigate various situations and environments. The concept of self-efficacy pertains to an individual's belief in their ability to successfully perform a particular task or accomplish a specific goal. Self-agency can be understood as the exercise of determination. Self-direction refers to the ability to autonomously formulate a plan for one's guidance. It is essential to take responsibility for both one's successes and failures to effectively pursue and attain one's objectives. The attainment of self-reliance necessitates an individual to possess self-motivation or self-inspiration.

Huntington (n.d) asserts that self-reliance can be understood as the opposite of being dependent on others. He clarifies that self-reliance can entail both depending on oneself and others, as human beings inherently rely on one another. Moreover, Huntington emphasizes the coexistence of dependency and self-reliance, cautioning against excessive reliance on others.

In Western culture, there is a prevalent emphasis on self-reliance, often described as an "individualistic culture. According to Huntington (n.d), as cited by Goodin (1988), self-reliant individuals prioritize independent work and the support of their immediate family, viewing dependency on others as a sign of weakness. This stands in stark contrast to the work cultures of many African countries, which prioritize collective efforts in achieving common goals. In the contemporary global context, the researcher posits that Africa may benefit from adopting Western models to achieve self-reliance.

Seychelles is frequently characterised as a highly developed and affluent nation and one that achieved the distinction of being the first African country to meet the Millennium Development Goals. However, despite these accolades, the country's status as an independent nation and the self-reliance of its populace, particularly its youth, remain uncertain. This includes both those currently enrolled in educational institutions and those who have completed their studies. Based on the data collected in the present study, it is evident that there are notable deficiencies within the country that must be addressed to achieve self-sufficiency. It is imperative to reevaluate the current education system, as a significant number of students are graduating with subpar academic performance. The graduates exhibit a lack of self-sufficiency, resulting in challenges in the workplace as they frequently transition between positions and may struggle with unemployment. A significant portion of the populace lacks sufficient understanding of financial matters. In Seychelles, behavioural patterns, particularly among the youth, pose a significant obstacle to the development of self-reliance. A significant portion of the adolescent population, approximately twenty per cent, remains unemployed despite possessing a fundamental level of education. Furthermore, those who are self-employed are not able to sufficiently provide for their necessities, primarily due to the exorbitant cost of living. The attainment of self-reliance is a commonly held aspiration, as it confers efficacy,

engenders positive self-regard, and encourages perseverance, particularly in challenging circumstances. The cultivation of self-reliance is conducive to fostering a sense of commitment and dedication to the pursuit of personal objectives.

Society must foster the development of self-reliant individuals who demonstrate a robust understanding of various subjects and exhibit the capacity for autonomous decision-making and action. An autonomous individual is characterized by their self-reliance and independence and does not depend on others for financial, emotional, or other forms of support. The Republic of Seychelles, a diminutive island state situated in the Western Indian Ocean, is the most diminutive country on the African continent, with an estimated population of approximately 119,000. The economy of the region is heavily dependent on the industries of angling and tourism. The nation of Seychelles exhibits the highest per capita Gross Domestic Product (GDP) in Africa, according to data from the United States Relations with Seychelles (2022). The Southern African Development Community (SADC) contends that Seychelles demonstrates the most elevated degree of financial inclusion within the southern region and the African continent as a whole. Piprek and Jacquin (2017) have categorized Seychelles as a high-income nation. The economy of Seychelles exhibits a facade of stability; however, the small nation is confronted with various challenges, particularly regarding the financial education and skills of its youthful demographic. The economically active population employed in Small and Medium Enterprises (SMEs), specifically within the sectors of fishing and agriculture, necessitate proficiencies in the areas of business administration and personal financial management. The perceived inefficiencies of accounting practices can be attributed to discrepancies in remuneration rates among different sectors. Piprek and Jacquin (2017) identified high alcohol consumption and drug abuse as additional factors contributing to social vulnerability among citizens of Seychelles. It is important to note that despite its strong

financial stability compared to other countries in the region, this small nation faces relatively few challenges. Modern society encounters challenges such as widespread consumerism and a dependency on governmental support for various facets of life, including childcare and retirement benefits.

The Seychelles is characterized by a small population possessing high levels of education, rendering it a conducive environment for the establishment of Non-Financial Entity (NFE). The demand for Financial Education (FinEd), coordination, and limited activities within the financial sector of the country has presented challenges to the economy. Tebrake and O'Hagan (2023) define a Non-Financial Entity (NFE) as an entity that does not satisfy the criteria for classification as a Monetary Institution. Non-monetary entities (NFEs) play a crucial role in fostering economic growth through the production of goods and services, capital investments, and the substantial employment of the domestic labour force (Tebrake & O'Hagan, 2023). The aforementioned compounds are employed in the manufacturing of goods and provision of services, act as financial intermediaries, and also function as borrowers within the financial market. Individuals and familial economic activities significantly influence the broader economy, akin to the influence of commercial enterprises. This method exhibits efficacy in thriving economies, as exemplified by the case of Seychelles.

The assertion posits that individuals who are self-reliant experience a sense of satisfaction with their present situation, together with a heightened self-esteem and a strong sense of autonomy. The individuals in question exhibit autonomy in their financial decision-making, thereby obviating the need for external approval. Upon attaining this state of autonomy, they experience an enhanced sense of belonging and concomitant feelings of happiness and satisfaction. The differentiation between self-independence and self-dependence

is emphasized, prompting a more thorough investigation. The differentiation between self-independent and self-dependent will be elucidated in the succeeding section. Self-reliance is characterized by the capacity and commitment to independently support oneself and one's family, thereby making a meaningful contribution to the larger societal context. The argument is advanced that self-reliance cultivates self-confidence and self-care, as individuals can satisfy their financial, emotional, and physical requirements. The attainment of independence is realized through the state of self-reliance, leading to the realization of satisfaction for both the familial unit and the broader national community. Analysts have suggested that autonomous individual's exhibit a strong inclination towards self-focus and are significantly influenced by their thoughts and actions. In his expository discourse regarding self-reliance, Emerson underscores four primary tenets: adept leadership, self-confidence, autonomy, and alignment of action with individual intentions. Emerson's Self-Reliance has been instrumental in shaping the framework for the examination of student leadership potential, their capacity to tap into their intuition, their degree of self-reliance, and their ability to exert independent will in the pursuit of courses tailored to their educational focus.

Researchers have noted that the guidance given by educators to their students serves as a reflection of their influence and significance. It is hypothesised that when learners receive instruction on the acquisition of self-reliance skills, they participate in activities to attain personal fulfilment and independence of external validation. Developing the capacity to depend on one's skills and abilities is an essential quality that individuals should endeavour to foster. The current investigation aimed to identify the influence of attributes in entrepreneurship on self-reliance. The study explores self-reliance with its correlation to entrepreneurial attributes. The concept of self-reliance revolves around the capacity to recognise and harness one's abilities and potential without dependence on external assistance.

The Importance of Higher Education in Fostering Self-Reliance

Khorshid and Mehdiabadi (2021) articulate the importance of Higher Education (HE) as a pivotal factor in fostering national development across economic, social, and cultural dimensions. Furthermore, it is anticipated that this trend will continue to hold relevance in the foreseeable future. Within the framework of these economies, higher education (HE) plays a crucial role in the development of skilled human capital, the advancement of innovative research, the facilitation of technology adoption, the provision of support for business enterprises, and the active engagement with local communities. A significant concern emerging within the contemporary labour market is the increasing number of university and college graduates who experience challenges in obtaining suitable employment opportunities (Khorshid & Mehdiabadi, 2021). The Statistical Report indicates that initiatives aimed at providing supplementary courses focused on entrepreneurship have been implemented. The high incidence of unemployment among graduates presents considerable challenges for universities and Higher Education Institutions (HEIs).

Khorshid and Mehdiabadi (2021) assert that universities are frequently regarded as institutions that enable the acquisition of undergraduate, graduate, and postgraduate academic qualifications. However, it appears that the individuals involved predominantly focus on obtaining a degree, suggesting a deficiency in intrinsic motivation for the pursuit of knowledge and the development of competencies. The allocation of resources and human capital is characterized by excessive expenditure, particularly in nations such as Seychelles, where education is provided free of charge up to the university level.

Khorshid and Mehdiabadi (2021) illustrated the challenges faced by Iranian universities and Higher Education Institutions (HEIs) in promoting innovation within their academic environments. Higher education institutions are compelled to produce graduates who

demonstrate outstanding levels of creativity, innovation, and proficiency, characteristics that significantly enhance their desirability within the job market. These entities face significant competition from both the private sector and governmental agencies in the pursuit of student enrollment and funding resources. Students need to stay informed about contemporary global trends in the field of higher education. Higher education institutions in Seychelles must strengthen their creative and entrepreneurial capabilities to maintain competitiveness within the global education sector. This enhancement is essential for generating value for stakeholders, addressing community challenges, and achieving international benchmarks of excellence through the efficient and effective use of resources.

Khorshid and Mehdiabadi (2021) articulate that the concepts of embracing opportunities and demonstrating a readiness to assume potential risks have gained considerable attention in the promotion of novel and innovative ideas. While discourse regarding risk-taking within academic settings remains relatively rare, there seems to be an increasing interest in this topic. Khorshid and Mehdiabadi (1991) noted that Clifford and Chou (1991) introduced the contemporary concept of "academic risk-taking" by integrating interdisciplinary insights from economics and psychology, and subsequently applying these principles to the field of education.

Engaging in risk-taking behaviour does not ensure success in every instance, a realisation that should be acknowledged and accepted. Engaging in risk-taking behaviours may lead to the experience of failure, which, in turn, can foster personal development and growth in individuals. The concept of risk is associated with the probability of potential outcomes that may result from a given action, even in circumstances where such outcomes cannot be entirely anticipated. The concept of uncertainty refers to a condition characterized by insufficient

knowledge about future events or outcomes. Such a state may yield both advantageous and adverse implications. A negative risk factor may hinder an individual's capacity to engage in a certain activity or to pursue a specific objective. As a result, it is conceivable that an individual or a group may face obstacles in their efforts to achieve their goals. The concept of risk can be interpreted as a potential opportunity for an organisation to acquire advantages or benefits.

Jenkins (2022) has identified a distinct type of imaginative process known as Utilitarian creativity, which emphasizes the generation of innovative products while also serving other practical purposes. Jenkins delineates this phenomenon as a cognitive process correlated with the brain's left hemisphere activity, necessitating an analytical approach and prolonged cognitive contemplation. The alternative manifestation of creativity, known as expressive inventiveness, is frequently evidenced in the domains of music, visual art, and poetry. The phenomenon known as "right brain activity" pertains to cognitive functions that necessitate the employment of creativity and open-mindedness. The primary aim is to communicate narratives, ideas, and emotions dominantly. The concept of social imagination pertains to the comprehension and examination of emotions and interpersonal relationships. Jenkins (2022) has identified that this phenomenon frequently presents itself in the context of transactional, collaborative, and discursive interactions between individuals. The significance of imagination is crucial in all aspects of life, as its absence can hinder various pursuits. Notably, a significant proportion of educators within higher education institutions place a high value on the advancement of cognitive abilities and the fostering of innovative thinking capabilities. Patterson (2018) reported the finding that.

Patterson argues that the difficulties in assessing creativity may arise from its inherently abstract and subjective characteristics, whereas the quantification of cognitive processes can

be more feasibly realized. The identification of innovative perspectives and creativity within higher education poses significant challenges. Nonetheless, the academic sector has recognized the importance of integrating entrepreneurial ingenuity, which has been recognized as a transformative force, as posited by Patterson (2018). The focus of this inquiry revolves around the initiatives being implemented within the educational system of Seychelles to integrate and promote creativity. Fostering creativity is crucial for revitalising businesses and improving overall effectiveness in the economy. Individuals demonstrating inventiveness allow for creative problem-solving in post-graduate settings and the generation of novel concepts. Patterson (2018) suggests that creativity is crucial for identifying new products or services in business.

Education a Basic Need for Self-reliance

Every academic institution has the primary goal of equipping and fostering its students to attain favourable outcomes. The educational policy in Nigeria is structured to achieve three main objectives in university education: the promotion of research initiatives, the development of the intellectual capabilities of young individuals, and the acknowledgement of their accomplishments (Lawal & Abdullahi, 2019). Keow (2019) postulated that the assessment of educators should be grounded in the degree to which their pedagogy corresponds with the economic needs and requirements. Lawal and Abdullahi (2019) elucidated the adverse consequences of insufficient training on graduates, and increasing crime rates attributed to the dearth of employable skills for self-employment. Lawal and Abdullahi (2019) posited that rather than leveraging and disseminating their skills for the betterment of society, young individuals are compelled to work for the government, thus experiencing a sense of subjugation.

The African continent is commonly perceived as exhibiting independent characteristics; nonetheless, it is worthy of note that the majority, if not all, of its nations, depend on external assistance to maintain their economic and social welfare. Kwemo (2017) reported that the African continent is the recipient of approximately 20% of the aid allocated by the United States. It is noteworthy to observe that formerly independent nations still rely on external support for their continued existence, as elucidated by Kwemo (2017). The author contends that African nations have been dependent on foreign aid following the achievement of their independence. Additionally, she claims that the provision of outside aid has contributed to the development of a dependent culture, sustaining a dynamic of paternalism as opposed to one of collaboration.

In a 2021 study conducted by NOVAFRICA, it was found that scholarly research has not substantiated significant beneficial impacts of foreign aid on investment, financial development, or human welfare. Moreover, prominent researchers such as Sachs have contended that foreign aid yields limited advantages for developing nations while providing greater benefits to the donor countries. Bandura (1977) suggested that the social learning theory places significance on observational learning and the influence of modelling in moulding behaviours. The distinctions between self-independence and self-dependence are of particular scholarly interest. According to recent observations (2023), self-reliance may be conceptualized as the condition in which individuals opt to reside autonomously and partake in endeavours that contribute to their self-sustainability. Individuals who exhibit self-reliance are characterized by the absence of traits associated with irresponsibility, dependency, and burden on others.

Ralph Waldo Emerson is widely recognized as a seminal figure in the development of the concept of self-reliance. He articulated the notion that self-reliance is essential across four social spheres: culture, where individualism is frequently undervalued; religion, which often regards creativity with skepticism; and craftsmanship, which tends to prioritize imitation rather than personal initiative. The concept of progress is highly regarded within society. The attainment of self-reliance by numerous African nations is impeded by pervasive poverty. Researchers have conceptualized poverty as the state of deprivation in which individuals experience inadequate access to essential resources necessary to meet their basic needs, encompassing essential elements such as shelter, nutrition, education, clothing, clean water, healthcare, and other vital services. The concept of destitution can be understood through the lens of varying living standards and cultural norms that are specific to different societies. The interpretation of destitution varies among diverse societal frameworks, resulting in the possibility that a condition considered destitution in one community may not be classified as such in another. The concept of poverty may be conceptualized differently across various societal contexts, with some defining it in terms of insufficient access to fundamental resources like nourishment and apparel, while others attribute it to lack of employment and maladaptive behaviours such as substance abuse (What is poverty). Poverty exerts an influence on a range of other variables, including ethnicity, sexual orientation, socioeconomic status, and geographical location. The geographical location of Seychelles may pose challenges to its developmental prospects. The identification of root causes for disparities within specific sectors of the national economy can facilitate the timely implementation of remedial measures.

According to NOVAFRICA (2021), several countries are not receiving adequate financial assistance, leading to an inability to sustain their economies. The researcher contends that addressing poverty and promoting economic sustainability requires efforts to operate

within the means available, rather than relying solely on external aid. It is imperative for countries to assess and determine the extent of poverty within their borders and to devise strategies for the equitable allocation and utilization of their resources. Being self-reliant entails the acquisition of possession and the evaluation of one's assets. Humans display a natural inclination toward self-interest and the pursuit of profit. The donors' efforts to alleviate poverty have been unsuccessful, as their motivations appear to be driven by self-interest rather than a genuine commitment to ending poverty. Moyo (2010) contends that aid exacerbates corruption and disrupts economies, resulting in increased dependency and sluggish economic activity. She asserts that aid has exacerbated rather than alleviated issues in Africa. The author contends that there has been a significant increase in poverty levels from 10% to 70% over fifty years. Citing Thomas Dichter and William Easterly in a publication by NOVAFRICA (2021), it is suggested that countries can only achieve development by pooling resources and enhancing educational institutions to foster good governance.

The Seychelles has experienced both positive and negative effects on its economy as a result of the aid it has received, contributing to its current state of development. In his research, Muirhead (2022) documented that two decades prior, Seychelles received a \$50 million donation from United Arab Emirates (UAE), in order to address the nation's essential requirements such as rice, cooking oil, and flour. Regrettably, few people directly benefited, rather than the nation as a whole. The funds were distributed among individuals with proximity to the leadership at the time, and the nation ultimately incurred a loss due to the misappropriation of funds under the guise of a privatization initiative.

Seychelles has ascended to high-income status and consequently is no longer eligible for the preferential trade benefits provided by the African Growth and Opportunity Act

(AGOA). Nevertheless, the island nation continues to require support from benefactors, akin to other countries, to sustain its economic development. The small nation is susceptible to illicit activities, prompting the government to establish international alliances with countries such as the United States, to safeguard its economy from potential collapse. The United States has implemented several policies aimed at addressing systemic issues within its society, such as racial inequality and economic disparities. These policies have been put in place to promote equality and social justice in the country. The diplomatic relationship with Seychelles in the year 2022. The allocation of foreign assistance from the United States to Seychelles predominantly prioritizes maritime training, security, and the provision of equipment for the coast guard, police, and military forces. The United States (U. S) The institution offers exchange programs to accommodate the educational and professional development needs of emerging professionals and leaders.

Additional advantages include access to opportunities in education and training for every individuals residing of Seychelles. In the year 2022, the United States (U.S) diplomatic and bilateral relations with Seychelles were established. The cultivation of self-reliance is considered a vital quality for every individual. The concept of self-reliance pertains to the capability to independently and confidently undertake tasks, to achieve success. Huntington (n.d) referenced the work of Haley (2013), who delineated the concept of self-reliance into various components. One such component is instrumentality, which pertains to possessing the appropriate instruments or tools necessary to carry out a task. The term "means" refers to the inherent capability or capacity of an individual or entity to accomplish a task or achieve a goal. Self-efficacy refers to an individual's belief in their capability to successfully execute courses of action necessary to accomplish a specific task or achieve a desired goal. It encompasses self-belief and self-trust in one's abilities to effectively complete various activities and challenges.

The concept of self-efficacy pertains to the belief in one's ability to successfully execute a particular course of action. Self-agency can be defined as the ability to make decisions and take actions independently, demonstrating determination and autonomy. The ability to engage in self-directed planning and guidance is a crucial skill. It is important to take responsibility for both one's successes and failures to attain one's goals. To achieve self-reliance, individuals must possess self-motivation or self-inspiration.

Huntington (n.d) discusses the concept of self-reliance and its relationship to dependency on others. He asserts that self-reliance can encompass both individual and collective reliance, as humans naturally depend on one another for survival. Huntington argues that while dependency is inherent in human existence, it should not overshadow the importance of self-reliance. He notes the emphasis on self-reliance in Western culture, often referred to as an "individualistic culture", where independence and autonomy are valued. Goodin (1988) cites Huntington's view that self-reliant individuals in such cultures prioritise independent work and familial support, viewing dependence on others as a sign of weakness. This contrasts with the work cultures of many African countries, which prioritise collective effort and collaboration to achieve common goals. In the contemporary era, it is suggested by this researcher that Africa should adopt Western-style practices to achieve self-reliance.

Seychelles is considered to be a highly developed and affluent nation and notably the first on the African continent to achieve the Millennium Development Goals. However, despite these achievements, the country's status as an independent nation and the self-reliance of its population, particularly its youth, remains debatable. The research findings indicate that the country exhibits deficiencies that require attention to achieve self-sufficiency. It is imperative to reconsider the current educational framework due to the prevalence of subpar academic

outcomes among the majority of graduating students. The graduates exhibit a lack of self-sufficiency, resulting in difficulties maintaining employment in other organizations, as they frequently struggle to meet performance expectations. This often leads to a pattern of moving between jobs, and in some cases, ultimately facing unemployment. The majority of the populace lacks proficiency in financial matters. The manifestation of certain behaviours poses a significant obstacle to self-reliance in Seychelles, particularly within the younger demographic. A notable proportion of young individuals, comprising twenty per cent, are without gainful employment despite possessing foundational education. Moreover, those who engage in self-employment are unable to generate sufficient income to meet their essential requirements, primarily due to the elevated living expenses. Achieving a state of self-reliance is a common aspiration for individuals, as it is associated with increased efficacy, positive self-perception, and the cultivation of industriousness, particularly in challenging circumstances. The cultivation of self-reliance is an instrumental factor in fostering commitment and actively pursuing one's objectives.

At the collegiate level, productivity is defined as the capacity and exertion exerted by students to perform effectively in their academic pursuits. This pertains to the proficiency with which individuals effectively allocate their time and allocate their efforts toward attaining academic excellence. Upon receiving instruction in self-management during their academic training, students will develop into adaptive graduates possessing a diverse skill set, enhancing their employability and enabling them to maintain financial independence during periods of unemployment. According to Saha (2021), Proactiveness can be characterized as the timely execution of tasks. In the context of student engagement, a proactive individual is one who actively seeks out opportunities with a vigilant approach to the world. The acquisition of this skill enhances an individual's capacity to seize available opportunities. In the sphere of

education, the significance of proactiveness cannot be overstated. The cultivation of proactive behaviours enhances individuals' self-reliance and preparedness for unforeseen events (Viljoen, 2022). Being proactive also enables students to actively plan for their future opportunities, rather than passively waiting for them to arise. The concept entails the proactive management of life circumstances through independent problem-solving, without reliance on external assistance. Numerous authors have posited that the ability to perceive life as an adventure teeming with potential is among the most critical skills. Proactive students demonstrate a willingness to assume responsibilities and exhibit a positive mindset, without becoming overly concerned with potential outcomes.

Furthermore, Saha posited that proactiveness is conceptualized as an abstract construct that materializes into concrete actions. This compels individuals to undertake project planning while implementing transformative changes and innovative concepts. It has been posited that proactivity is a behaviour that can be developed through the process of learning. Research findings indicate that individuals who demonstrate proactive characteristics are associated with a higher likelihood of attaining success.

The Employment Department, as an entity supported by governmental resources, implements four principal initiatives designed to promote employment opportunities and mitigate the challenges associated with youth unemployment. The primary aim of this initiative is to encourage private-sector employers and self-employed individuals to recruit recent graduates who have completed vocational training programs and possess limited or no prior work experience. This initiative aims to enhance the acquisition of career-related competencies, empower young individuals to attain stable employment opportunities and promote engagement in entrepreneurial activities. The stipends allocated to participants in the

program are financed by the government for one year. These stipends represent forty per cent of the total support, amounting to seven thousand Seychelles Rupees (SCR 7,000), which is approximately equivalent to five hundred US dollars (\$500). In 2010, the Skills Development Programme (SDP) was initiated to provide re-skilling opportunities and facilitate skills development for two distinct groups of job seekers. These cohorts consist of individuals possessing post-secondary education who, despite their academic qualifications, lack practical work experience, as well as school dropouts with secondary-level education, specifically targeting individuals aged 15 to 30. The Program underwent a comprehensive evaluation and review in 2014. In 2016, a new Skills Development Program (SDP) was implemented, specifically designed to address the needs of individuals who had interrupted their educational pursuits and those who had experienced unemployment for a duration of three or more years. This demographic encompassed recipients of social welfare, vulnerable populations, individuals with a history of incarceration, and those possessing skills that have diminished in demand within the current labour market.

In 2016, statistical data revealed that a total of 160 young individuals were recruited for enrollment. A total of 61 individuals identified as male, whereas 99 individuals identified as female. The study comprised a total of 160 participants, of whom 14 were male and 34 were female, completing the program. Additionally, 71 participants withdrew from the study before its completion. The cohort of individuals who discontinued participation consisted of 31 males and 71 females. At the time of data collection, a total of 41 participants were actively enrolled in the program, consisting of 15 males and 26 females. The Flexible Employment Programme (FEP) was initiated in 2013 to facilitate employment opportunities for young single parents, specifically by promoting job positions that offer flexible working hours. Among the initial cohort of 36 participants enrolled in the program, 22 candidates withdrew, resulting in a total

of only nine individuals successfully obtaining employment. In 2016, an additional cohort consisting of eight participants was integrated into the training program. However, due to retention issues, only four participants ultimately remained in the program.

Bonnellame (2022) asserts that the dependence of the nation on expatriates is observable within a significant number of both governmental and private organizations. In 2021, Seychelles witnessed a substantial increase in the demand for foreign labour, evidenced by a total of 17,061 job postings. This represented a significant increase of 60 per cent in the demand for expatriate labour in comparison to the preceding year. In the year 2020, the cumulative number of job postings reflecting the demand for foreign workers reached a total of 10,591. The construction sector exhibited the highest level of demand, recording a total of 7,440 occurrences. This was followed by the food service and accommodation sectors, which collectively accounted for 3,371 instances. Both the retail and wholesale sectors, along with motor vehicle and motorcycle repair services, recorded a demand of 1,485 occurrences. In contrast, the manufacturing sector exhibited the lowest demand, with only 1,022 occurrences reported. It is a matter of considerable concern that a substantial proportion of graduating students lack the necessary skill set to fulfil the employment criteria established by organizations in need of their services (Bonnellame, 2022). The data sourced from the Statistical Bulletin published by the National Bureau of Statistics (2023) indicates that the private sector constitutes the primary source of employment within the country, comprising 66% of the total workforce. The employment distribution indicates that the non-government sector accounts for 2% of total employment, while the government sector represents 19%. The percentage of involvement in the Parastatal sector is recorded at 14%. Bonnellame (2022) indicates that there was a requirement for 17,061 positions, which reflects a 60% increase compared to the figures reported in 2020.

The findings of this research indicate that the government of Seychelles, along with the Ministry of Education, endeavours to adequately address the needs of youth, particularly those who have graduated from higher educational institutions, by facilitating access to educational and employment opportunities. However, it appears that young individuals are often less proactive in their academic pursuits and frequently do not meet the anticipated performance expectations. Consequently, the government is compelled to rely on expatriates.

Attributes of Students Exhibiting Self-Reliance

Self-reliant individuals demonstrate a high degree of resourcefulness, possess strong disciplinary qualities, and exhibit an enhanced ability to adapt to diverse environments. The aforementioned characteristics in student self-reliance enable individuals to effectively navigate uncertainties in life and to autonomously guide their personal development. By the framework established by Rey (2024), the attributes of self-reliance are elaborated upon in the subsequent sections. Independence refers to the capacity to rely on one's judgment and capabilities when making decisions and taking action.

Individuals who exhibit self-reliance demonstrate the capacity to make independent decisions and take initiative without necessitating guidance from external sources. For instance, individuals establish personal objectives grounded in their values and priorities, rather than conforming to the expectations of others. They cultivate intrinsic motivation and self-efficacy, rather than relying on external recognition as sources of inspiration. This independence arises from a profound self-awareness, enabling self-reliant individuals to assume responsibility for the proactive construction of their desired lives. Individuals exhibit a preference for assuming control over situations rather than awaiting guidance from external sources. Self-reliant individuals exhibit confidence in their judgment and intuition. These individuals exhibit proficiency in making informed decisions, grounded in their evaluation of

various circumstances. Independence cultivates a sense of empowerment and enhances individual autonomy.

Responsibility: Entails the obligation to be answerable for one's decisions and their subsequent consequences. Self-reliant individuals exhibit a tendency to assume psychological ownership over their decisions and circumstances, rather than attributing responsibility to external factors. The integration of an accountability-oriented mindset with a heightened self-awareness of individual capabilities serves to mitigate the risk of over-extension while simultaneously fostering constructive interpretations of both success and failure. They perceive setbacks as valuable learning opportunities for enhancement rather than as sources of shame. They abstain from their shortcomings to external factors and instead concentrate on identifying and implementing solutions. Self-reliant individuals possess an awareness of the ramifications associated with their actions and assume responsibility for their choices. By assuming responsibility, individuals exhibit a level of maturity and self-awareness in their conduct. The assumption of responsibility fosters a sense of integrity and reliability among self-reliant individuals.

Confidence: Can be conceptualized as the assurance of one's abilities and evaluative judgments. Trust in individuals' perspectives, talents, and capacity for learning enhances the ability of self-reliant individuals to effectively manage challenging situations. This self-assurance motivates individuals to pursue their ambitions with a steadfast commitment, free from the burdens to compare themselves to others. These individuals typically depend on their potential as a guiding force. It enables individuals to engage in risk-taking behaviours and endure criticism with composure. Individuals possess a strong belief in their ability to surmount challenges and attain success. Confidence empowers self-reliant individuals to confront challenges with a sense of assurance. Self-reliance is predicated on a framework of self-

assurance and confidence in one's abilities. It enables individuals to undertake risks and seize opportunities with minimal hesitation.

Adaptability: The capacity for resourcefulness in independently addressing and overcoming challenges. Demonstrates the ability to adapt to challenges and unpredictability by employing resilience, creativity, and a composed approach to perspective-taking. They demonstrate the ability to effectively devise solutions utilizing available resources, rather than necessitating strict guidance. These individuals possess the ability to excel in situations characterized by uncertainty enabling continuous evolution in response to emerging information. Individuals who exhibit self-reliance demonstrate an ability to adapt their strategies and approaches in response to the specific demands of varying situations. This capacity for flexibility enables them to effectively navigate and adjust to changing circumstances. Individuals who embrace change perceive it as an opportunity for personal and professional growth rather than as an obstacle. Furthermore, adaptability facilitates the ability of self-reliant individuals to flourish in dynamic environments.

Persistence: Sustained effort and determination to overcome obstacles and challenges.

Individuals who exhibit self-reliance demonstrate both adaptability and perseverance. They exhibit a combination of resilience, self-discipline, and conviction, demonstrating an ability to remain undeterred by adverse environments and devoid of feelings of self-doubt. They exhibit an unwavering dedication to their objectives, persisting resolutely despite encountering setbacks. They maintain a strong focus and are willing to endure temporary discomforts in pursuit of significant objectives. Individuals who demonstrate self-reliance exhibit a notable capacity for resilience when confronted with adversity. They perceive obstacles as temporary challenges to be overcome rather than as insurmountable impediments.

Persistence facilitates the capacity of self-reliant individuals to surmount challenges through unwavering determination.

Initiative: The capacity to engage in proactive actions or decisions independent of external influences. Such students exhibit an intrinsic motivation to take initiative, engaging in actions without the necessity of external directives. Individuals exhibit proactivity and ambition by formulating intentional plans and taking assertive actions that align with their self-interest, all while operating autonomously and without the need for micromanagement. This approach facilitates proactive management of their development, as opposed to merely responding reactively to circumstances. Individuals do not passively await direction from others rather, they take the initiative to act independently. They motivate by articulating their fundamental values and priorities. Individuals who possess a strong sense of self-reliance demonstrate proactivity in the pursuit of their goals and objectives. Through the exercise of initiative, self-reliant individuals actively shape their destinies and assert influence over their respective circumstances. The initiative exemplifies the principle of self-reliance, illustrating an active commitment to seizing opportunities and fostering progress.

Self-Awareness: An Examination of Personal Strengths and Limitations. Individuals possess an awareness of their capabilities, recognize their weaknesses, identify conducive environments for success, and understand their emotional patterns. Individuals who exhibit self-reliance tend to emphasize their strengths and potential, prioritizing these attributes over their limitations. This self-awareness enables individuals to capitalize on their strengths while actively pursuing opportunities for personal development. Self-reliant individuals demonstrate a comprehensive awareness of their competencies as well as the domains in which enhancement is necessary. They strategically capitalize on their strengths while simultaneously engaging in efforts to ameliorate their weaknesses. By cultivating self-awareness, individuals

who exhibit self-reliance can navigate challenges with greater efficacy and optimize their potential. Self-awareness facilitates the capacity of individuals to make informed decisions that are congruent with their abilities and aspirations.

Discipline: Self-reliance encompasses a framework of self-imposed standards that necessitate the individual to assume personal accountability for their actions and decisions. Individuals who exhibit self-reliance demonstrate a commitment to their principles, adhering to them rigorously and without resorting to expedient measures. Individuals organize their lives through proactive measures, placing a significant emphasis on continuous progress. They consistently engage in routines and practices that align with their objectives, demonstrating commitment and discipline even in the absence of external supervision. Self-reliant individuals demonstrate a high level of discipline in their efforts to attain their objectives. By adhering to principles of discipline, self-reliant individuals optimize their productivity and enhance their effectiveness. Discipline fosters a sense of accountability and dedication to individual development.

Resilience: A Tendency to Depend More on Personal Resources than on External Support

These individuals cultivate emotional and cognitive strategies related to self-care that facilitate their autonomy, enabling them to restore hope, equilibrium, and motivation in the aftermath of adversity. Setbacks do not inhibit their progress for an extended duration. While they appreciate support, individuals do not necessitate external validation to foster optimism and an internal locus of control in the aftermath of failures or criticism. Self-reliant individuals exhibit resilience when confronted with adversity. They do not permit obstacles to impede their pursuit of objectives.

Courage: Engaging in risk-taking behaviour with steadfastness and conviction. Self-reliant individuals engage with challenges through the application of courage and determination. They exhibit a willingness to engage in calculated risk-taking as a means of advancing toward their objectives. Courage empowers autonomous individuals to transcend their comfort zones and engage with the inherent uncertainties of life. By confronting challenges directly, individuals enhance their capabilities and foster personal growth.

Problem-Solving: Addressing Challenges through Individual Ingenuity. Self-reliant individuals identify the underlying causes of issues and explore multiple perspectives to develop customized action plans. They place their confidence in both rational thought and intuitive insights. They employ critical thinking skills and resourcefulness to formulate effective solutions. Self-reliant individuals demonstrate a capacity for effectively identifying and addressing problems independently. Self-reliant individuals perceive challenges as opportunities to engage in problem-solving and to exhibit their proficiency and competence in various situations.

The necessity of community is evident, as individual self-sufficiency is an unrealistic notion; human beings inherently rely on social connections and collective support for their development and well-being. Consequently, fostering attributes of self-reliance enables individuals to forge lives imbued with meaning, guided by their intrinsic values, while accommodating the diversity of human behaviours and personalities. Both parents and educators play a crucial role in fostering self-reliance among young individuals. By providing guidance and support while progressively enhancing individual autonomy and independence from a young age, children are allowed to make decisions and learn from their mistakes. Instruct individuals on the development of problem-solving skills while emphasising the significance of perseverance in achieving success. Students should possess the ability to

identify and seek assistance and guidance from appropriate individuals and resources. Seeking advice should not be perceived as an indication of weakness; rather, it serves as a means of identifying both strengths and weaknesses. This process ultimately promotes adaptability and informed decision-making, thereby enhancing self-reliance.

Self-Reliance among Students

Fabry et al. (2023) elucidate in their research that self-reliance emerged as a significant barrier to help-seeking behaviours among students, with denial also identified as a contributing factor. Furthermore, the authors reference studies conducted in the United States that support these findings. Furthermore, research has indicated that students exhibit a preference for independently resolving problems, as they often do not perceive a necessity. The teaching and learning process must be restructured to generate quantifiable evidence of student learning outcomes.

In recent years, universities have emerged as pivotal institutions in the realm of science and technology-driven economic development. Entrepreneurship refers to the process of designing, launching, and operating a new business venture, typically to generate profit through the identification and exploitation of opportunities in the market. This dynamic phenomenon encompasses a range of activities, including innovation, risk-taking, and resource management, and is often driven by an individual's or a team's capacity to recognize unmet needs and develop solutions that can address those needs effectively. The study of entrepreneurship is interdisciplinary, drawing from fields such as economics, sociology, and psychology to understand the motivations, challenges, and impacts associated with entrepreneurial endeavours.

By the findings of Neck and Greene (2011), it is essential to consider the implications of their research within the broader context of organizational behaviour and motivation theories. Linton and Klinton (2019) propose that entrepreneurship should be imparted as a methodological approach rather than as a linear process. To effectively address the challenge, it is imperative that educators and all relevant stakeholders acquire a comprehensive understanding of the difficulties encountered by students before attempting to implement solutions. This approach ensures a thorough assessment of the issue's significance.

Theme Two: Student's Aspects of Proactiveness

Studies have shown that proactive people are more likely to improve their skills and that of their teams above 50%. Proactive individuals, identify their goals and keep focus, they set goals and deadlines in any activity engaged in (Saha, 2021). They act fast even when not knowledgeable about the work. They keep records and track of what they do. When students are proactive, they work extra hard for their work to be noticed. However, change is seen while they are still training.

When a goal is set, a person feels motivated and encouraged to be more productive. They put in more effort, energy, time, and concentration. They plan widely that in case of failure on one goal they will succeed on the other one which could be viewed as an experience and a learning point (Saha, 2021). When goals are proactively set, students are less likely to fail as they always have another direction to take. Thus, every goal set must be worked on accordingly whether in the education cycle or at the community level. Saha further says, "Proactive individuals always set a time limit for each task." This helps one to be more productive to achieve goals on time. It is however said, "Do not wait to be proactive until you're in the mood!" researchers also say, "To achieve something, people must do something today." It is imperative to start with the least challenging goal with the most complex.

Motivation comes with perseverance no matter how difficult it may appear at first, action creates momentum and makes the task easier as one moves on.

Viljoen (2022) used George Eliot's words saying, "Roses do not fall like rain: if someone needs more roses must keep on planting" Roses here are referred to as "decisions someone makes that impact an individual's future positively." Therefore, if students are to have roses throughout, they need to nurture their roses by being proactive in their studies (Viljoen, 2022). Students are gardeners who own their destinies. They have to nurture their future by planting seeds at an early stage of their lives. The kind of education they will receive may have a huge impact on their destiny either to depend on themselves or to be controlled by forces of this world. Destiny is in one's own hands, therefore, being proactive brightens the future.

The theme of Proactiveness being one of the entrepreneurial attributes of self-reliance intends to look at the level of Proactiveness of Seychelles students in higher institutions of learning. It also discusses Proactiveness in general, Proactiveness among students, and the proactive measures the Ministry of Education and the government are putting in place to develop young ones into proactive and productive citizens who can depend on themselves and improve the economy of the nation.

Proactiveness in Higher Institutions

Despite being small, Seychelles has several higher institutions of training such as vocational training like Seychelles Institute of Technology (SIT), Seychelles Tourism Academy (STA), Seychelles Institute of Art and Design (SIAD), Seychelles Business Studies Academy (SBSA), Seychelles Marine Academy (SMA), with only one National University known as the University of Seychelles. The Archipelago Island is well known for good education, health care, and having a high per capita income (Tymon & Batist, 2016).

Saigal (2019) emphasises that proactivity in education leads to Productivity through the effort students put in to accomplish positive academic results. The quality of learning which students in higher learning institutions consume determines the outcome. Many factors are attributed to excelling in a student's education such as circumstances and personal efforts. The quality of learning is an important factor. Moreover, Saigal also mentioned that "the effort put in determines the output." An educational institution whose aim is to produce excellent student results leads to good academic performance. This, in turn, gives students good grades.

According to Saha (2021), "Proactive students work on their goals according to their importance and not urgency to increase productivity levels." Saha states, "Students get enough sleep every night to perform well during the day." It is said that "eight hours sleep a night increases Proactiveness and also makes the brain function better." Having healthy food and avoiding too many caffeinated drinks is another way of making students proactive. Taking a break in the middle of work also helps refresh minds and increase the level of production, relaxing and giving the brain some time to reorganize itself (Saigal, 2019) although a break should not be prolonged. Working on the most important task first before the other makes someone proactively productive. Creating a conducive environment to promote productivity and eliminating all potential distractions such as phone calls, emails, and any gadgets that may distract while working or studying (Saha, 2019).

Nevertheless, Proactiveness is being on top of the tasks by setting alerts so as not to miss deadlines. It is "the effort students put into their academics (Lastiri, 2022). Proactive Students are always aware of the reasons why they are in those institutions. Saha (2020) suggested that creating a "to-do list" for short and long-term goals is another way of being proactive. While Lastiri (2022) confirms this by saying, "Coming up with a list of short-term

and long-term goals increases Productivity.” A list must include specific items with due dates, deadlines, and priorities. Apart from what is suggested on how students can be proactive, Miller (n.d) mentioned that “Having a social life, especially to the young people in colleges and universities is very important.” Life strictly spent on books makes someone not perform well in school. She further said, students whose lifestyle is integrated into social activities, excel well in academics.

At the college level, productivity refers to the ability and efforts put in by students to perform efficiently in their studies. This involves how well they manage their ability to prioritize time and their overall input into achieving academic success. When students are trained on how to manage themselves while in training, they will be made into creative graduates with well-equipped employable skills which can help them sustain themselves even when they are not employed by others.

Saha (2021) describes Proactiveness as a way of “getting things done at the right time” Proactiveness with students can be referred to as someone who goes into the world with their eyes open while looking for opportunities (Saha, 2021). It is a skill that increases someone’s ability to grab opportunities. In the education domain, Proactiveness cannot be overemphasized. Being proactive enhances the capability to be self-reliant and prepares someone to be ready for surprises (Viljoen, 2022). Proactiveness also empowers students to plan for their opportunities rather than wait for them to come. It is a way of maintaining life within control by solving problems without depending on someone else. It is said by many authors as one of the most important skills that look at life as an adventure full of possibilities. Proactive students are ready and willing to take up responsibilities without worrying about the outcome but have a positive mind too. Furthermore, Saha continued by saying that

proactiveness comes as an idea that develops into reality and leads someone to start a project plan while implementing changes and the initial ideas. Proactiveness is said to be a learned behaviour. Statistics have reviewed that, most proactive people are likely to be successful.

Proactive Engagements in Education and Government

The government of Seychelles, in general, tries to put up different measures to raise proactive youths through creating many youth-based organisations such as the Seychelles National Youth Council (SNYC), The Seychelles Youth Sports Council, and many other units which support young people both in school and out of school. Pillay (2020) disclosed that the Seychelles National Youth Council (SNYC) “strives to impact the lives of youths positively by empowering them while addressing their challenges and concerns they face within the society to meet their needs” She said, the youth council aimed to “attract many youths to join the council and to make their voices heard in all corners of the society.”

The Seychelles National Youth Council (SNYC) according to Pillay, “acts as a mediator between the youths and the government with a more proactive role” Currently, the council has been more proactive than it has been in previous years. Its agenda is to improve the lives of youths both in schools and communities to suit the digital world today through the provision of digital services in all districts (Pillay, 2020). Youths are supported by services like counselling of which, many of them have been having mental health problems and emotional well-being. Another importance of the Seychelles National Youth Council (SNYC) is the Prevention of Drug Abuse and Rehabilitation. Although the Seychelles National Youth Council (SNYC) tries to help the young people, it goes back to the Ministry of Education whose role is to educate and impart morals and skills for the young ones to be proactive and self-reliant. Educating the youth leads to good morals, good networking, principles, and values.

The council may nurture youths who are willing to contribute to the country's development and become better citizens.

The Department of Youth and Sports ensures that youths all over the country, receive holistic development including those who are active in the Sports Industry (Seychelles – Enhancing Economic Gains for Young People, n.d). Their mandate is to facilitate and support measurable improvement in all sectors. It enhances economic gains for the youths by providing better coordination of services that cater to their needs through youth-friendly policies. It invests in young people to contribute to the cultural, economic, and social factors of the country. Mostly the country consists of a bigger number of young people who are contributing towards its development and economic growth. The Seychelles National Youth Council (SNYC) helps in promoting employment for the youths (Pillay, 2020). It is one of the units in the Employment Department that provides guidance and support to the youths who intend to work in the private sector. The mandate of the Employment Department is to promote decent work and a productive workforce in the nation. It also provides Entrepreneurship Programmes through training empowers small businesses through grants and gives loans at low interest.

The author of the Seychelles Nation Newspaper, Clarke (2022) reported that “the education system at all levels is having challenges in preparing young people on how they can sustain their livelihood and how to secure their future.” Clarke further said, “The fourth industrial revolution has much impact on humans with an increase in biological, physical, and digital aspects of life.” He expressed his concern about the current curricula and how they can face the Advances in robotics. Genetic engineering, Artificial Intelligence, computing systems, and quantum mechanics. However, the education system is globally measured by the success of the students which leads to the satisfaction of their citizens.

The government of the Republic of Seychelles has different structures in the Ministry of Education (Clarke, 2022). The country has state schools which are funded and managed by the government. A Soviet-style centralised economic model is used. The country also has private schools, which generally perform well academically with a very good percentage of pathways to higher education, and most of the student's career objectives are met. Viljoen (2022) stated that “apart from striving to have good academic results, Proactivity is a valuable employability asset to students and employers.” Jackson and Tomlinson (2020) explained Proactivity as a way that leads students to be more effective by engaging with the labour market while developing purposive strategies for managing students' future employability. The dual further cited by quoting Kinash et al. (2016) and Gardiner (2015) who said that proactive students could better manage challenges posed by their learning and that of the labour market.

However, a survey that was carried out on the Seychelles youths showed that many youths who failed to perform well in schools also faced challenges in securing jobs of their choice because they had no skills or rather they were underqualified to meet the level required for employment. A Survey taken on a national level based on the quality of life and well-being of youths reviewed that, generally, the Seychelles education system provides a good foundation for most societal needs which enables youths to secure decent jobs.

Spacey (2019) said any activity which is self-initiated is said to be a “proactive approach” it is an action that prepares an individual to handle the future. Furthermore, Proactivity is said to be a desirable trait from within someone, or an institution that prepares someone for unseen circumstances (Spacey, 2019). Spacey further gave some examples which he named “proactive strategies and behaviour.” These were: Self-Direction. He explained it as “the motivation that comes from within” where someone initiates something so that others can

benefit from it. He mentioned other proactive strategies like Managing expectations: that is, being ready for anything that comes unexpectedly, Anticipating objectives and preparing the next step properly, Managing problems by identifying their root cause, Learning from mistakes made, Learning to manage risks before they occur, have resilience, plan ahead of time, practice for who you want to be. He continued by saying that quality control within the students must be observed to graduate students who are well-equipped for the job and who can rely on themselves. Young people must be initiators of new things, they should persist and communicate effectively (Spacey, 2019).

As reported by Pillay (2020) “104 youths visited the Employment Initiative Unit in 2017, among those, only 54 youths applied for jobs out of that number 20 successfully attended the interviews. From the 20, only 6 successfully went through.” According to Statistics, the unit has been helping young entrepreneurs since 2015 to start businesses in food handling, agriculture, tailoring, decorating, retail, and printing. Air conditioning and filming. Refrigeration, barber shops, and beauty salons. Mobile repair, Information Technology (IT), excursions, fishing as well as welding. About 73 youths benefited from that initiative.

Through the government, the Employment Department boasts of having four (4) main schemes that promote and target youth employment. It aims to encourage employers in the private sector and the self-employed to recruit youths straight from their training schools with no experience to help gain career skills, secure young people decent jobs, and also to develop an interest in entrepreneurship. Forty per cent which is equivalent to Seven thousand Seychelles Rupees (SCR 7000) about \$500 the salaries of those on the scheme are funded by the government for one year of employment. Another program was initiated in 2010, called a Skills Development Programme (SDP) was there to promote re-skilling opportunities and skills

development for two groups of jobseekers: jobseekers with college-level education but with no work experience and job seekers who were school dropouts with secondary school level education aged 15 to 30 years. This Programme was evaluated and reviewed in 2014, and then in 2016 a new Skills Development Program (SDP) was implemented recruiting those who dropped out of school and unemployed individuals who have not been in employment for the past 3 years among them are the social welfare claimants or recipients, vulnerable, ex-convicts and those with skills which are no longer on demand.

Statistics show that in 2016, “160 youths were recruited. Sixty (61) were Males, and 99 were Females. Out of 160 participants, 14 males and 34 females completed the Programme while 71 dropped out.” Among the dropouts, “31 were males and 71 were females.” By the time of this data collection, only “41 participants were still enrolled on the Programme with only 15 males and 26 females.” In the year 2013, The Flexible Employment Programme (FEP) was initiated whose aim was to help young single parents by placing them into employment under flexible working hours. Thirty-six (36) were placed on the Programme out of that 22 candidates dropped out and only nine (9) secured their jobs. Another group of 8 participants joined the training in 2016, unfortunately only 4 participants remained.

The nation mostly depends on expatriates in almost all government and private organisations, as shown in the Seychelles News Agency reported by Bonnelame (2022). In 2021, Seychelles had a high demand for foreign workers that attracted 17,061 posts which was a 60 percent increase for expatriate demands from that of 2020. The total of posts for foreign workers demand was 10,591 in 2020. Construction had the highest demand of 7440, food service activities and accommodation was second with 3371, retail trade and wholesale as well as motor vehicles and motorcycles repair at 1485 while manufacturing was lowest with 1022

demand. The concern is, that most graduating students do not meet the employment standards as most of them are not skilled in the organizations where services are needed (Bonnellame, 2022). The National Bureau of Statistics Statistical Bulletin (2023) which shows that “the Private sector is the largest employer in the country with 66.2%” followed by the Government with “19.0% and 14.8% in the Parastatal sector.” Bonnellame (2022) mentioned that “there was a demand for 17,061 posts amounting to an increase of 60 percent to the 2020 figures.”

The information obtained in this whole research shows the Ministry of Education and Seychelles government working so hard to meet the needs of youths especially those who graduated from higher institutions by providing them with education and employment opportunities, unfortunately, young people are fewer proactive in their studies and fail to deliver as expected. Hence, the government has no choice but to depend on expatriates.

Challenges Impending Proactive Engagement in Seychelles

According to The World Bank in Seychelles (2023), “the Republic of Seychelles is well known for being a nation with the highest gross domestic product (GDP)” which stands at “\$12.3 billion per capita on the continent of Africa, which depends mainly on Tuna fishing and tourism.” The country is said to be the most prosperous nation in Sub-Saharan Africa (The World Bank in Seychelles, 2023). Being the smallest and most developed nation has not spared the republic from having challenges that hinder its progress. The country faces development Challenges like increasing unemployment among the youth and inequality is of concern that could cause social unrest. The other challenge is, that the country’s economy is still recovering from the COVID-19 pandemic disaster and businesses have not been operating at higher standards as expected, lack of efficiency and management skills in the public sector can affect the country’s social protection access to quality education and skills among young people.

According to Saigal (2019), the country's major challenge is drug addiction. Most of the population is struggling with the heroin epidemic proportions between 5,000 and 6,000 people out of a total of 94,000 at that time equivalent to 10% of the working population were addicted to heroin, as availed by the Seychelles Agency for the Prevention of Drug Abuse and Rehabilitation (APDAR) "Seychelles has the highest rate of heroin abuse in the world per capita." The Seychelles is made up of 115 islands that lie on the Indian Ocean south-east of Africa which makes it porous for smuggling drugs mostly from Afghanistan through East Africa and then Seychelles." The director of the anti-drug agency in Seychelles advanced the discourse on substance dependency by categorizing addiction as a chronic disease that necessitates appropriate medical intervention. In 2017, the Rehabilitation Agency for the Prevention of Drug Abuse was established. By mid-2018, this development had garnered the British Broadcasting Corporation's (BBC) attention. By 2019, approximately 2,000 individuals were provided psychosocial and medical support services. Sixty-eight per cent (68%) of the participants demonstrated a positive response and subsequently secured re-employment.

The elevated cost of living in Seychelles constitutes a significant challenge that may hinder the youth's ability to be proactive and self-sufficient. According to data provided by the World Bank in Seychelles (2023), the rebased Gross Domestic Product (GDP) growth rate for the year 2022 was recorded at 5.8% However, this growth rate moderated to 3.6% In 2022, the average inflation rate decreased to 2.6%, whereas in 2023, it experienced an escalation to 4.2% This phenomenon typically manifests as increased import prices for essential commodities, including wheat and fuel, which subsequently impacts the overall value of imports. Consequently, this situation maintains elevated current account deficit and inflation levels. Consequently, this results in an escalation of food prices, rendering them unaffordable for individuals with lower income levels. The primary emphasis of this discourse is on enhancing

productivity, improving economic performance, and increasing labour force participation as strategies to promote shared prosperity. Additionally, the rising cost of living may serve as a significant catalyst for encouraging young individuals to become more proactive citizens.

Seychelles relies heavily on fishing and tourism for its income. With the highest GDP in Africa, this country is the most prosperous nation in Sub-Saharan Africa. The small, advanced republic still faces development challenges. The nation is struggling with youth unemployment and wealth inequality. This could cause dissatisfaction and societal discord. Continuing to revitalize the national economy after COVID-19 is a challenge. Businesses are not operating optimally, possibly due to subpar management and a lack of skill in the public sector. This could harm the youth's access to quality education and training within the nation. Saigal (2019) states that the main problem in the country is drug addiction. Many people in Seychelles struggle with heroin addiction. 10% of the labor force, or 5,000 to 6,000 individuals out of 94,000, were reported to have heroin addiction during the specified period. The Seychelles has the highest heroin abuse prevalence worldwide. The Seychelles, in the Indian Ocean near Africa, is known for drug smuggling. The anti-drug agency director believes that addiction is a serious illness needing professional help and treatment. In 2017, an organization was established to help people overcome substance abuse. In mid-2018, the BBC became aware. In 2019, about 2,000 people got help for their mental and physical health. 68% of respondents were able to regain their employment. Living in Seychelles is expensive, making it difficult for young people to become independent and take proactive steps. The World Bank's report on Seychelles shows a 5% GDP growth. The growth rate dropped from 8% in 2022 to 3% in later periods. In 2022, prices increased by 2%. There was a 6% price increase on average, with a 4% increase in 2023. A 2% increase in import duties raises prices for essential commodities like wheat and fuel in the domestic market. This affects the distribution of

financial resources for imports and influences trade and price levels. Rising food prices make it difficult for lower-income people to afford.

Fostering Proactive Behavior in Students

Vermooten et al. (2019) conducted a study which revealed that humans are characterized by different factors where personality varies in different persons. These traits serve to signify the variations in individual personalities among human beings. In their work, Vermooten et al. (2019) characterized proactive personality as a "stable tendency that influences environmental change." They posited that individuals possessing proactive personalities demonstrate initiative, seize opportunities, and exhibit perseverance in the face of challenges. Within the context of the employment cycle, employees who exhibit proactive personalities tend to confront job demands more effectively and enhance the availability of social structural job resources. This phenomenon is akin to the characteristics exhibited by students possessing proactive personalities, who can perceive circumstances beyond their immediate context and demonstrate a willingness to engage in risk-taking behavior. A proactive personality significantly influences the turnover rates within an organization in a positive manner.

McCormick et al. (2018) identified strategies by which organizations can foster proactive employee behaviours through the implementation of transformational training methods. These strategies may also apply to the cultivation of similar behaviours among students in higher education institutions. According to Fuglei (n.d), transformational education is characterized as a process through which students become meta-critical participants in their learning experiences. This approach to learning necessitates a significant level of commitment and dedication from students. Employers tend to select and recruit individuals characterized by high levels of proactive personality traits, who are predisposed to engage in proactive

behaviors. Additionally, these employers foster an organizational climate that incentivizes and rewards innovation.

Akinpelu (2024) defines Transformational Leadership as a paradigm of leadership that can be effectively utilized across various domains, including business, politics, and education. It asserts that cultivating transformational leadership skills is essential for students, as such competencies not only facilitate their professional and personal advancement but also enable them to contribute positively to their communities, their nation, and globally. Transformational leadership is characterized by its ability to inspire and motivate individuals to collectively pursue and achieve a shared objective. It is widely recognized for its capacity to cultivate a sense of direction and purpose while simultaneously promoting innovation and creativity (Akinpelu, 2024). The cultivation of transformational leadership skills among students facilitates the establishment of robust relationships with peers, mentors, and educators. This development enhances their capacity for teamwork and collaboration, ultimately leading to improved academic performance and increased effectiveness in college and job-seeking endeavours. Through the application of transformational leadership, students demonstrate an augmentation of creativity and innovation, an enhancement of motivation and engagement, the development of greater resilience and adaptability, as well as improvements in communication and collaboration skills. Transformational leadership may facilitate students in effectively addressing the environmental and social challenges that are increasingly prevalent, enabling them to exert a substantial impact in these areas.

Clarke (2022) indicated that Seychelles has been actively pursuing long-term national economic objectives, specifically aimed at minimizing reliance on expatriate labour while maximizing employment opportunities for Seychellois individuals. He noted that although this

initiative represents a protracted process, it is essential to prioritize enhancements within the education sector as a foundational step. To achieve equilibrium, it is essential to enhance critical issues about the difficulties being experienced and faced by institutions both public and private. The Ministry of Education is required to enhance its institutional frameworks to effectively address the diverse needs of the country. This improvement necessitates the provision of sufficient resources, encompassing both human capital and physical assets. Sufficient space for the facilitation of teaching and learning activities.

Research has demonstrated that individuals who proactively seek opportunities for skill improvement are significantly more likely to enhance their capabilities and those of their teams by over 50%. According to Saha (2021), proactive individuals demonstrate the ability to establish clear objectives and maintain their attention on achieving them. They proactively establish specific goals and deadlines for all activities in which they are involved. They exhibit expeditious action despite a lack of expertise in the task at hand. They maintain comprehensive records and diligently track their activities. When students demonstrate proactive behaviour, they exert additional effort to garner attention for their work. However, a discernible shift is observed during the period of their training.

Setting a goal can incite motivation and encourage increased productivity in an individual. The individuals exhibited increased effort, energy, time, and concentration. The individuals or entities strategize extensively to ensure that, in the event of failure to achieve one goal, they can attain success in another, thereby using such setbacks as learning opportunities and experiences (Saha, 2021). Setting proactive goals has been shown to reduce the likelihood of student failure, as it provides them with an alternative direction to pursue. Consequently, every established objective must be conscientiously pursued, whether within

the realm of education or at the communal level. According to Saha (2021), proactive individuals demonstrate the practice of establishing time limits for each task, leading to increased productivity and timely goal achievement. According to scholarly research, it is advised not to delay taking proactive steps until one feels motivated. Additionally, researchers emphasize that to accomplish goals, action must be taken promptly. It is crucial to begin with the least difficult objective, gradually progressing to more complex tasks. Motivation is often accompanied by perseverance despite initial difficulties. Taking action creates momentum and facilitates the task as progress is made.

Viljoen (2022) referenced the words of George Eliot in emphasizing the importance of continual effort in achieving positive outcomes, stating that "Roses do not fall like rain: if someone needs more roses must keep on planting." In this context, "roses" symbolize the beneficial decisions that influence an individual's future. Consequently, to maintain a consistent positive trajectory, students are advised to actively cultivate their academic endeavours (Viljoen, 2022). Learners embody the role of cultivators and stewards of their futures. To cultivate a prosperous future, individuals must engage in the early sowing of seeds for growth and development. The quality of education an individual receives may significantly influence their future potential for self-reliance or susceptibility to external forces. The concept of destiny is contingent upon individual agency, and as such, taking proactive measures serves to enhance prospects for the future.

This study looks at how active and self-reliant students are in colleges and universities in Seychelles, focusing on their entrepreneurial qualities for self-reliance. The paper further explores the concept of proactiveness within the general populace, particularly among students. Additionally, it delves into the proactive initiatives implemented by the government and

Ministry of Education aimed at fostering the development of proactive and industrious citizens capable of self-reliance and contributing to the overall economic growth of the nation.

Saigal (2019) underscores the importance of proactivity in education, highlighting its role in fostering productivity through the diligent efforts made by students to achieve favourable academic outcomes. The academic success of students in post-secondary education of higher education is contingent upon the quality of their learning experiences. Numerous factors are ascribed to academic success, including individual circumstances and personal endeavours. The quality of knowledge acquisition holds significant importance. Additionally, Saigal (2019) affirmed that the level of effort exerted directly impacts the resulting output. It follows that a paramount objective of educational institutions is the cultivation of outstanding student outcomes, which in turn, correlates with high academic proficiency. Consequently, this facilitates the attainment of favourable academic outcomes for students.

Saha (2021) asserted that proactive students prioritize their goals based on importance rather than urgency to enhance their productivity levels. Furthermore, Saha emphasized the importance of sufficient sleep for students to perform well during the day, noting that obtaining eight hours of sleep per night not only enhances proactiveness but also improves cognitive function. Additionally, Saha recommended maintaining a healthy diet and limiting caffeinated beverage consumption as measures to promote student proactiveness. According to Saigal (2019), incorporating breaks during the workday can effectively rejuvenate the mind and enhance productivity by allowing the brain to relax and reorganize. It is important to note, however, that breaks should not be excessively prolonged. Prioritizing the completion of the most critical task before others can enhance proactive productivity. To enhance productivity, it is important to establish an environment that is conducive to focused work and study. This

involves minimizing potential distractions such as phone calls, emails, and other electronic devices that have the potential to disrupt one's concentration (Saha, 2019).

However, proactiveness entails staying ahead of tasks through the use of alerts to prevent missing deadlines. According to Lastiri (2022), the term refers to the level of dedication and work that students invest in their academic pursuits. Proactive students demonstrate a strong level of awareness regarding the purpose and objectives of their academic institutions. Saha (2020) proposed the implementation of a "to-do list" to actively pursue both short-term and long-term objectives. Lastiri (2022) supports the notion that the establishment of short-term and long-term goals has a positive impact on productivity. The author emphasizes the importance of including specific items with due dates, deadlines, and priorities in such goal lists. In addition to the recommended proactive strategies for students, Miller (n. d) asserts the significance of maintaining a social life, particularly for young individuals in higher education institutions. Miller emphasizes that a solely academic focus can hinder scholastic achievement. The speaker expounded that students who intertwine their lifestyle with social activities demonstrate higher academic achievement.

Speculative analyses suggest that STEM fields could see about 6% growth in job opportunities over the next decade. Other sectors are expected to decline due to rising automation, including robots and advanced machinery. This transition is expected to maintain service quality. Conversely, individuals should work fewer hours per week and reduce their overall years of employment. This development may increase leisure time, prompting educational institutions to shift towards more culturally relevant curricula. These programs likely encourage lifelong learning and boost student interest. Advancing arts, literature, and sports development is a key focus area. Experiential learning enhances knowledge acquisition,

and a strong curriculum equips students with essential skills for post-graduation education. Education is often seen as a lifelong endeavor. Education is fundamental in addressing challenges like substance abuse and low productivity. It is consistently recognized as a key mechanism for addressing these complex problems. Educators must excel in their responsibilities by fostering an environment that encourages curiosity, creativity, playfulness, and analytical thinking. Students are encouraged to advocate for their views, adopt a proactive stance, and overcome dogmatic and siloed thinking. We must promote tolerance alongside personal ethics focused on self-improvement and the positive development of human nature. This approach seeks to reduce the harmful effects of human actions and protect individuals. The research shows that many students and graduates lack proactivity, despite the Seychelles government's efforts to improve youth well-being. The literature indicates that other factors, beyond traditional ones like substance abuse and geographical remoteness, may also contribute to the lack of proactivity among youth. Further empirical research is needed in Seychelles' higher education institutions to identify additional factors contributing to students' lower proactivity levels. This investigation is vital for promoting self-reliance among the youth.

Linton (2019) posits that proactive organizations demonstrate a willingness to surpass their existing capacities, exhibit readiness to initiate action, and aspire to be pioneers in innovation. Hamilton and Onyenma (2020) demonstrate that proactiveness involves the capacity to anticipate and strategize for forthcoming events, while also emphasizing the importance of initiating actions proactively rather than simply reacting to events. Proactive individuals demonstrate a propensity to identify and seize favourable opportunities, to leverage these advantageous circumstances for further prospects. Proactive individuals utilize strategic initiatives to actively influence and mould the future, as opposed to relying on external forces to dictate their competitive advantage over an extended period. Proactive individuals exhibit

leadership by engaging in capacity building, promoting cutting-edge innovations, and creating new products and services to stimulate progress and promote development.

Theme Three: Variations in Risk-Taking Behavior among Youths in Seychelles

Risk pertains to the degree of exposure to unexpected events that may significantly influence the outcome of a particular situation, either favourable or unfavourable (Jin et al., 2019) Khorshid and Mehdiabadi (2021) delineate risk as "the potential occurrence of an adverse event." Within the context of entrepreneurship, it is posited that elevated levels of risk are associated with the prospect of enhanced returns, frequently culminating in increased average profits. Risk-taking in academic contexts is defined as the capacity to investigate novel concepts and methodologies, accompanied by a readiness to face potential setbacks (Khorshid & Mehdiabadi, 2021). Fundamentally, the concept involves the acceptance of challenges, notwithstanding the potential for experiencing failure. Risk management involves the formulation of contingency measures to be implemented should specific risks materialize. The Ministry of Education ought to demonstrate a proactive stance in risk-taking within both classroom and extracurricular contexts, fostering an inclusive approach that engages both educators and students. In the discourse among business professionals, the phrase "High risk, high return" is often utilised. While this concept may be well-known across various industries, Jin et al. (2019) identified that "the construction industry has not achieved optimal outcomes in high-risk projects." Nonetheless, regardless of the degree of risk involved, engaging in calculated risks is vital to put an emphasis on its importance.

Engaging in risk-taking activities within entrepreneurship constitutes a fundamental component of the economic framework of any nation. Jin et al. (2019), emphasised that "entrepreneurship plays a crucial role in fostering the development of nations." Research has demonstrated a robust positive correlation between Gross Domestic Product (GDP) and the

cultural norms and social prevalent within a given society. Furthermore, the entrepreneurial framework established by the governing institution significantly plays a role in developing economic stability. During the COVID-19 pandemic, numerous economies encountered significant financial challenges that precipitated global pressures, including a “decrease in consumption, a swift contraction of national economies, and a rise in unemployment rates” (Jin et al., 2019). Furthermore, policymakers were compelled to assume a challenging roles in facilitating recovery of the economy through the promotion of entrepreneurship. Entrepreneurship can be defined as “the willingness and capacity to engage in the management, conception, and organization of a new productive venture, while simultaneously accepting inherent risks and pursuing profit as a potential reward” (A Self-dependent Seychelles, n. d). Human Capital (n. d) asserts that "success in transitioning to employment or entrepreneurial opportunities, as well as in educational settings, necessitates the development of social, emotional, and cognitive competencies.” Regrettably, insufficient attention has been devoted to the cultivation of these essential skills. Recent findings indicate that a significant majority of young individuals graduating from colleges and universities possess elevated expectations regarding their employment prospects. Specifically, approximately 75% of these graduates anticipate securing employment, while around 80% aspire to attain high-skilled professions (Human Capital, n.d). Despite discrepancies between expectations and reality, a significant proportion of young graduates express dissatisfaction with their employment. According to Human Capital (n.d), only one in five individuals successfully secures a position in a high-skilled profession.

This thesis examines the extent to which students in post-secondary education institutions have achieved levels of risk-taking behavior as a behaviour fostering self-reliance. To address the research question, the present study examines multiple factors that contribute

to self-reliance, including the role of entrepreneurship, the levels of risk-taking within higher education institutions, and the interventions implemented by various stakeholders to encourage risk-taking among youth. This literature review aims to provide insights regarding how far students can be involved in risk-taking kind of behaviour which might have been negatively limiting their mindset of becoming job seekers rather than job creators upon graduation.

Risk-Taking Propensity and Entrepreneurial Engagement in Students.

Achieving specific goals often requires courage, especially when risks and potential negative outcomes are involved. Each experience contributes to personal development, enhancing resilience and self-confidence. Moreover, cultivating entrepreneurial skills and risk-taking enhances individuals' ability to take further risks, increasing their chances of achieving future goals (Dienstman, 2018). Dienstman (2018) highlights that “achieving meaningful accomplishments requires individuals to step out of their comfort zones.” She asserts that “seeking fulfilling experiences often requires taking risks, whether facing personal fears like public speaking or making calculated financial investments.” Entrepreneurship has recently gained significant attention from researchers and policymakers globally. Entrepreneurship is key solution to the developmental and socioeconomic challenges faced by countries like Seychelles and increasingly seen as an economic cry of help answered prayer. The GDP and MSMEs have become the main contributors to employment, outpacing other sectors within the government framework. However, Ilevbare et al. (2022) study found that “entrepreneurship is key to reducing graduate unemployment and promoting economic growth.” Labour markets in developing economies like Seychelles mostly provide limited opportunities for youth. In many countries, wage-earning careers often mismatch labour market demands. Alam (2019) states that about “223 million youths aged 15 to 24 in emerging economies are underemployed or

unemployed, despite a growing youthful workforce.” To address unemployment, promoting entrepreneurship and improving skills development are key strategies for increasing job opportunities for young people. These approaches support global workforce economic growth. A study by Donkor (2021) found that “Africa had the lowest global unemployment rate at 10%, according to the International Labor Organization. 6% for ages 15 to 24 in 2021.” Despite this favourable statistic, many of these youth were in informal employment. The prevalence of informal work on the continent raises poverty levels due to lower wages and a lack of social safety nets. These economic conditions hinder the region's overall progress, as noted by the International Labor Organisation. Yahaya et al. (2021) explained entrepreneurship as “a dynamic process of vision, creation, and change.” They stressed out that, students need to be equipped with entrepreneurial skills by adapting the curricula which support digital landscape. This process requires active involvement from academic professionals and policymakers, both vital for advancing developmental initiatives. Yahaya et al. (2021) further, examined factors influencing entrepreneurial behaviour, including “subjective norms, attitudes, perceived control and barriers, support, need for achievement, education, economic conditions, and relational support.” The findings reveal that perceived structural support, entrepreneurial education, development programs, family support, government assistance, innovativeness, and risk-taking significantly impact students' entrepreneurial intentions. Kocot (2023) also defines entrepreneurship as “a fundamental approach tied to proactivity.” He adds that “entrepreneurship involves continuous learning, flexibility, resourcefulness, innovation, and creativity.” Ilevbare et al. (2022) identified factors that may have dampened students' interest in entrepreneurship, they identified key factors affecting students' entrepreneurial intentions, including “familial support, risk-taking propensity, and prior business engagement.” Ilevbare et al. (2022) found a significant relationship between age, father's occupation, and

entrepreneurial intention. In addition, it was suggested that “enhancing entrepreneurship among students can be achieved by improving infrastructure and providing incentives like innovation hubs, business incubators, science parks, and grants” (Ilevbare et al., 2022). These enhancements are thought to boost students' risk-taking and promote self-sustainability. The authors emphasise that policymakers should prioritise entrepreneurship education and acknowledge the importance of risk-taking and social support in influencing students' entrepreneurial intentions.

Behaviors of Risk-Taking among Young People in Seychelles

The labour force in Seychelles largely consists of young people, crucial for economic development and growth. The Seychelles education system aims to enhance opportunities for young individuals to secure employment and achieve self-sufficiency. The National Survey on Quality and Well-being reveals many students, including graduates, underperform in their educational institutions. Many young individuals struggle to find jobs due to insufficient qualifications and skills. This shortage has forced the government to recruit approximately 17,000 expatriate workers in the Seychelles (Seychelles Enhancing Economic Gains for Young People, n.d). The implementation of youth-oriented policies in Seychelles is supported by NGOs, the Seychelles National Youth Council, the National Youth Policy Forum, and the Seychelles National Sports Council. The Department of Employment is responsible for fostering a productive workforce. This objective is pursued through initiatives like the Decent Work Country Programme (DWCP). The Entrepreneurship Program for Youth offers training, low-interest loans, and grants to support emerging business individuals. The report "Seychelles – Enhancing Economic Gains for Young People" highlights opportunities for youth economic advancement, n.d) highlights the Department of Employment's role in overseeing and evaluating programs that promote youth economic performance. The Department also tackles

social challenges for youth. It is a strategic investment in youth, enhancing their contributions to the nation's cultural, economic, and social growth. Its main partner is the Seychelles National Youth Council (SNYC), which promotes youth employment. The Republic of Seychelles hosts initiatives like the Employment Initiative and Youth Entrepreneurship Programs, offering guidance and support to young people pursuing private-sector careers. The Youth and Sports Department of Seychelles prioritises the welfare and holistic development of youth, especially athletes. The article aims to support young individuals in various sectors to boost economic growth and enhance their quality of life. The Flexible Employment Programme (FEP) helps single young individuals find jobs with flexible hours. Despite government efforts to improve young people's livelihoods in Seychelles, many youth are hesitant to take advantage of available opportunities. The Flexible Employment Programme (FEP) initially enrolled 36 young individuals. Twenty-two (22) discontinued their participation. Only nine participants secured employment (Seychelles Enhancing Economic Gains for Young People, n.d) The Seychelles National Youth Council (SNYC) encourages youth self-reliance, though many young people struggle to engage with risk-taking. In 2017, 104 youths from diverse backgrounds showed interest in job opportunities at the Employment Initiative Unit. Only 54 individuals submitted applications for the available positions. Out of the applicants, 20 qualified for interviews, and only 6 passed. The findings showed that many young individuals were not prepared for personal development or contributing to national progress. The Seychelles government, alongside the Youth Department, Entrepreneurship and Employment sectors, and Ministry of Education, is working to create job opportunities for youth. These departments struggle to convince young people of the importance of these initiatives. This situation highlights the younger generation's lack of engagement in taking risks during and

after training, even with free opportunities available. This reluctance contributes to Seychelles' economic stagnation.

Higher education institutions prioritise risk-taking and entrepreneurship as core elements of their mission. This focus is vital for their evolution into essential contributors to economic growth and self-sustainability for college graduates. Khorshid and Mehdiabadi (2021) warn that universities risk jeopardising their operational continuity without proper measures. Entrepreneurship involves starting a new venture that carries inherent risk. It requires a highly creative individual to identify and pursue opportunities for new products or services (Khorshid & Mehdiabadi, 2021).

Donkor (2021) said that “Africa has a median age of 19.7 years and the youngest population globally which ordinarily symbolises an energetic and ample workforce which signifies development prospects of any region,” nonetheless, the continent has been impacted negatively. By quoting the African Development Bank, Donkor (2021) mentioned, “About 420 million young people aged between 15 years to 35 years old which is about one-third of the population of African youths were not employed by the year 2015, and only 1 out of 6 was formally employed.

Donkor (2021) describes youth unemployment in Africa as “a global challenge,” she argues that, “the world cannot develop with a huge bunch of alienated youths and unprepared to be leaders of their continent worse still, the world.” The African youths shall keep on migrating to developed countries away from Africa until they realise their worth of being self-reliant. Donkor further claims that “dependence on foreign investors cannot develop Africa, peaceful business climates cannot be assured as inequality and poverty keep fueling, terrorists and insurgency activities on the continent. Many African youths are well qualified but their

quality of education is questionable as they have no confidence in taking the risk to start up something new for economic growth rather, they use their learned knowledge to indulge themselves in criminal acts (Donkor, 2021).

Individuals are influenced by their identity, education, and culture which also significantly has a major influence on their financial attitudes and values. Piprek and Jacquin (2017) found that “60% of the Seychelles labour force is employed in the formal sector.” The authors also suggest that the country's media has played a big role in educating the citizens. Piprek and Jacquin (2017) emphasize “the need for continuous assessment of instructional curricula to adapt to digital changes.” This approach ensures that students and future graduates have the essential skills for self-sufficiency in society. In the 2016 Overview Exhaust, approximately two-thirds of Seychelles’ workforce were paid a fixed salary. 30% of the sample population was employed in the private sector and 34% were employed by the government. Government workers are paid by self-employed individuals and the public, unlike those employed by other organizations. Seychelles representatives will be provided with relevant information using percentage figures for clarification and support. The study's data shows that 9. According to the data, 8% of males and 8% females. 7% of women and 3% of men are engaged in formal self-employment, according to the data. 2% of males and 1% of females. Recent surveys show that 4% of women are informally self-employed. In Seychelles, there are around 8 estimated. 7% of individuals 18 years and older are self-employed, according to the latest demographic data. More than 70% of this demographic have an annual turnover of less than 1,000,000 Seychelles Rupees.

Nigeria for example, was put on record by Ilevbare et al. (2022) as having “over 16 million unemployed youths which was estimated to be about 23.13% before the end of 2018.”

By 2022, the unemployment level rose to over 33% of Nigerians” as quoted in the Statista (2022). However, the number of unemployed youths keeps growing which leads to negative social behaviour banditry, kidnapping, insurgence, and internet fraud. By quoting Akinyemi and Mobalaji (2022) Ilevbare et al. (2022) cited that “Nigeria is known to be the country with the largest youth population in the world of which, 70% of that population are under 30 years of age.” The country’s population is too huge to absorb everyone into permanent employment, thus, a need to approach and strategies education training for national economic growth. Students are supposed to be taught how to be employers and not how to be employed. Therefore, risk-taking through entrepreneurship must start at an early stage of children’s lives. Kamer (2022) reviewed that “approximately 12.7 per cent of young people in Africa were not employed in the year 2022.” Kamer further said, that since 2012 youth unemployment rate has not been stable although a bit of increase was observed in 2021 to about 12.9 per cent.”

There is a growing concern regarding the relevance of skills acquired through the educational systems in Africa and their alignment with employability in the contemporary labour market. Furthermore, African governments have established collaborations with developed nations from other continents to tackle employment-related challenges. These partnerships have predominantly focused on the implementation of skills development programs, particularly in the sectors of manufacturing, agriculture, and entrepreneurship promotion (Kamer, 2022). Students enrolled in the program acquire both technical and vocational skills, in addition to essential life skills, which equip them to effectively manage their own businesses or secure employment.

Donkor (2021) critiques the African education sector for an excessive emphasis on the aforementioned solutions, arguing that these approaches are "not inclusive to students" and,

consequently, fail to address the underlying issues effectively. Nonetheless, the present researcher posits that entrepreneurship, along with agriculture and other sectors such as tourism, constitutes a pivotal element for Africa's development. Furthermore, this researcher contends that the primary challenges confronting African education are related to the implementation of educational initiatives, a deficiency in practical application, and a reluctance to engage in risk-taking. Fear can inhibit the realisation of the potential inherent in young individuals. In a thought-provoking examination, Donkor (2021) raises the inquiry regarding the academic pursuits of prominent African authors, such as Chimamanda Ngozi Adichie, Chinua Achebe, and Tsitsi Dangarembga, who each chose to study medicine. Donkor (2021) expressed disappointment regarding the tendency of numerous African leaders to fail to implement the policies outlined in their governmental strategies. Nonetheless, creative disciplines such as art, drama, music, fashion, and writing are frequently perceived merely as leisure activities. It is noteworthy that a significant number of parents in Africa do not actively promote the pursuit of careers in these fields among their children.

Donkor (2021) presents a counterargument by asserting that "Africa could create a plethora of job opportunities to accommodate the needs of all individuals pursuing studies and graduates by providing undergraduate courses in disciplines such as botany and urban planning." The present author concurs with this assertion; however, it is posited that the availability of such courses at all educational levels would be more advantageous, as not all individuals may pursue education to the level of a bachelor's degree. She articulated that "urban and rural areas in Africa require an increased presence of botanical parks and gardens." The significance of such spaces is manifest in developed nations. Urban planners and botanists have the potential to enhance the aesthetic appeal of Africa by promoting the greening of the continent through the strategic implementation of its diverse plant species. Engaging in the

exploration of forests to identify various species of flora and arboreal specimens entails a degree of risk; nonetheless, this venture may not necessitate substantial financial investment to initiate such an enterprise. The educational framework in Seychelles, as well as in the broader African context and globally, should equip students with the skills necessary to engage in well-considered developmental risk-taking. African nations must begin to recognise and value the interconnectedness of various professions. Students, particularly those enrolled in higher education institutions, ought to recognise the significance of each academic course. However, individuals must align their studies with their personal interests and inherent strengths.

Risk Management

Scholarly literature has consistently highlighted the importance of risk management within universities and institutions of higher education. Strategic risks refer to high-stakes scenarios that possess the potential to significantly influence the public perception of a university or other higher education institutions. Khorshid and Mehdiabadi (2021) posited that the absence of effective risk management within an organization may result in a detrimental organizational image and unfavourable perceptions among stakeholders. To address this issue, it is imperative to implement modifications in the organizational work culture and decision-making processes. The notion of risk encompasses the possibility of unfavourable events arising during the implementation of institutional strategies, the provision of educational instruction, the conduct of scientific research, and the management of resource allocation within the context of a university (Khorshid & Mehdiabadi, 2021). It has been noted that deficiencies in managing risk in institutions of higher learning could be considered unfavourable, potentially resulting in decreased student enrollment and greater difficulties in obtaining financial support from diverse sources, including corporations, governmental bodies,

and non-profit organizations. A range of contextual factors and situational circumstances influences the extent to which risk management impacts the reputation of a higher education institution, such as a universities and colleges.

Khorshid and Mehdiabadi (2021) highlighted that, to progress, Higher Education Institutions (HEIs) and their associated entities must adeptly navigate the augmentation and alleviation of risks, acknowledging the improbability of eliminating such risks. This strategic approach enables HEIs to enhance their achievements while simultaneously minimising expenditures. Risk management constitutes an iterative process that necessitates sustained attention and thorough examination. The process involves several key components, including the identification of potential risks, the development of suitable mitigation strategies, the implementation of risk communication practices, and the ongoing monitoring of activities to guarantee optimal progress (Webb, 2021). The effective implementation of risk management strategies significantly contributes to improved decision-making processes and enhances overall work performance. This pertains to the ideological framework, behavioural patterns, customary practices, and systemic structures that underlie the functionality and operation of an enterprise. Understanding an individual's risk tolerance, as well as assessing the expected attitudes and behaviours associated with risk-taking, are essential components in the effective management of risk. In this context, drawing on the insights of various scholars, students need to cultivate what has been termed "risk appetite." This term refers to the extent to which an individual is prepared to embrace risk in the pursuit of valuable outcomes.

The degree to which an organization is willing to accept potential risks in pursuit of its objectives is known as concept of risk appetite (Khorshid & Mehdiabadi, 2021). The optimal outcome is fundamentally dependent on the strategy employed; achieving the desired results

requires establishing an appropriate equilibrium among growth, risk, and return. Risk culture is thus defined as how individuals and organizations comprehend and address potential hazards in their everyday operations. This concept encompasses the fundamental beliefs, values, and established practices that are inherent to an individual or an organization. The concept of risk culture is dependent on the mechanisms through which organizations identify and address the decision-making behaviours of their personnel relating to risk-taking and risk avoidance. In his examination of risk management, Webb (2021) characterises it as a methodological approach that facilitates organizations in improving their probability of achieving their objectives through the identification of potential risks and the alignment of organizational regulations and expectations with real-world conditions. To optimise risk management practices, it is recommended that organizations participate in strategic planning processes and systematically identify both internal and external factors that are critical for effective risk mitigation (Webb, 2021). A myriad of factors influences individual behaviour and decision-making processes. These factors encompass but are not limited to, societal norms and attitudes, cultural practices and values, regulatory frameworks, communication dynamics, adherence to established protocols, interpersonal discourse, and strategic objectives. Additionally, the methodologies employed to attain these objectives highly contributes to the role which shapes individual outcomes. Every factor has its way of contributing to the reinforcement of the organisation and promotes the efficient deployment of its resources and expertise.

Numerous scholars have posited that the primary aim of risk management is not the complete eradication of risk; rather, the effective execution of risk management practices enables organizations to engage in endeavours characterized by heightened inherent risks, which may ultimately yield substantial rewards. This phenomenon can be ascribed to the successful identification, understanding, and adept management of the associated risks. This

indicates a reduced residual potential for risk. The capacity of a corporation to engage in ventures characterized by a certain level of uncertainty is commonly termed risk-taking ability.

Khorshid and Mehdiabadi (2021) posited that the systematic cultivation of risk-taking skills is essential for fostering effective management and regulation of the dispositions and competencies of organizational members. This phenomenon has the potential to facilitate significant achievements and beneficial outcomes through substantial modifications. Innovation is defined as the process of generating novel ideas and developing original products. The imperative assertion, "You don't need many people who take big risks and are in important jobs," can be articulated more academically as follows: "A substantial quantity of individuals holding critical positions and participating in high-risk endeavours may not be requisite." The central thesis posits that the effectiveness of an organization's risk management capabilities is considerably augmented when its operational procedures and systems are interactively aligned. This integration occurs within the organizational structure and cognitive framework of the company (Khorshid & Mehdiabadi, 2021).

Dienstman (2018) posits that an alternative inquiry could be formulated regarding the objectives of risk engagement; specifically, the assertion that the aim may not lie solely in the outcomes achieved, but rather in the process of engaging in such activities. Moreover, she contends that the acceptance of risks necessitates a confrontation with personal anxieties, which may result in adverse consequences. Nevertheless, it is essential to critically examine whether these setbacks should be unequivocally categorized as detrimental from an academic standpoint.

Dienstman (2018) elaborated on the concept of risk by presenting an illustrative case involving Abraham Lincoln, the sixteenth President of the United States. Lincoln faced

numerous challenges throughout his life, including eight electoral defeats, two business failures, and a significant psychological crisis. Despite these adversities, he ultimately achieved prominence and was recognised as one of the foremost leaders in American history. Dienstman posits that "Through the experience of overcoming obstacles, Lincoln acquired a steadfast determination that proved crucial in leading their nation during a particularly tumultuous period in its history." This assertion underscores the notion that an individual's capacity for achievement may be significantly influenced by the accumulation of various setbacks encountered throughout their life. Engaging in risks does not invariably result in success, and such an outcome is considered acceptable. Engaging in risk-taking behaviour may result in setbacks; however, these experiences can facilitate personal growth by improving one's capacity to effectively rebound from challenging circumstances.

Theme Four: Creativity Traits in Higher Education Institutions

According to The Commonwealth of Learning (2021) **Creativity is the Process** of being Innovative rather than reiterating the ideas of others. Self-reliant individuals exhibit a high degree of insightfulness, engage their imaginative capacities, and demonstrate strategic thinking abilities. Creative individuals rely on their cognitive abilities to assess situations from non-traditional perspectives and formulate customized responses (The Commonwealth of Learning, 2021). They engage with problems through creative and original strategies, rather than depending exclusively on traditional methodologies. In the contemporary workforce, proficiency in creativity and entrepreneurship is deemed imperative for 21st-century occupations. Naiman (2023) defines creativity as the transformation of imaginative concepts into tangible results. Suacamram also delves into the concept of entrepreneurship, defining it as the pursuit of jobs. Furthermore, she posits, the development of entrepreneurship and creativity can be facilitated by pedagogical methodologies both outside and within the

classroom. Creativity holds significant importance for the attainment of a sustainable future, as it is closely tied to the development of innovative solutions and the application of imaginative problem-solving (Carbonell-Carrera et al., 2019).

The author also underscored the crucial role of creativity in education, highlighting its correlation with motivation and fostering of innovation (Weng et al., 2022). Educational programs have the potential to augment students' creativity, thereby promoting enthusiastic engagement in knowledge acquisition, generation of novel ideas, and cooperative problem-solving, with implications for individual and societal advancement. The pivotal role of creativity in entrepreneurship has been underscored, and it has been highlighted that students can cultivate self-reliance through actively engaging with real-world challenges. Suacamram (2019) conducted a study that identified a correlation between creativity and entrepreneurship. The findings suggest that entrepreneurship has the potential to cultivate and enhance creativity, thus enabling individuals to surmount obstacles and remain competitive in their respective industries. Creativity enables autonomous individuals to effectively navigate challenges and investigate non-traditional pathways to achieve success (The Commonwealth of Learning, 2021). Self-reliant individuals demonstrate a propensity for innovative thinking and the generation of original ideas. They adopt experimentation and risk-taking as methodologies for identifying innovative solutions.

Kim et al. (2018) support the assertion that the intersection of creativity and entrepreneurship offers students practical learning experiences to address authentic problems and develop novel solutions through the application of critical risk analysis. According to Weng et al. (2022), students exhibit greater motivation and engagement when presented with familiar and relevant problems that cater to their sense of belonging. The cultivation of

creativity is imperative for the attainment of student achievement, offering incentives for motivation, collaboration, significance, and independence in the process of learning. Possessing this skill is crucial for success in the 21st century. With the possession of these attributes, students are enabled to embark on the path of entrepreneurship with innovative and forward-thinking mindsets, thereby enhancing their potential to realize their career goals and aspirations.

Entrepreneurship education is a catalyst for fostering creativity in individuals and universities. This form of education is conducive to fostering innovation and engendering creativity among students and faculty, thereby serving as a valuable instrument for instilling an entrepreneurial mindset and promoting intellectual development within academic institutions. The inclusion of entrepreneurship education in academia is known to foster creativity and innovation and has been the subject of extensive research across various academic disciplines. The provision of entrepreneurship education facilitates the acquisition of knowledge, skills, and a mindset necessary for undertaking entrepreneurial endeavours.

Creativity in Tertiary Education Institutions

Creativity as an entrepreneurial trait can contribute to promoting self-reliance among undergraduate students. There is a belief that creativity has the potential to enhance an individual's self-esteem and cultivate self-reliance, which encompasses an individual's positive self-evaluation. This self-assessment can be most pronounced when individuals are capable of independently supporting themselves and believe they deserve a life that is not reliant on others but rather contributes effectively to the sustenance of the economy through creative participation.

According to Suacamram (2019), creativity can be defined as the capacity to generate a wide variety of ideas. Carbonell-Carrera and colleagues conducted a study to investigate. According to Suacamram (2019), the capacity for creativity facilitates diverse approaches to problem-solving and has a significant influence on career preparedness, with heightened levels of creativity being correlated with greater levels of readiness. Creativity is defined by scholars as the manifestation of personal imagination and the synthesis of knowledge and experience. Additionally, an alternative approach is to develop a novel methodology for addressing an issue by creating a new way of working or a new product. This approach serves to effectively and feasibly manage the problem at hand. (2023) emphasized the significance of creativity as a highly coveted attribute. According to Carbonell-Carrera et al. The significance of creative thinking in sustainability was underscored by (2019). Seychelles must cultivate a cohort of creative and innovative youth to achieve and maintain economic stability.

After college, students seek independence and explore relevant academic disciplines. One way to address poverty and community challenges, especially for recent college graduates, is to implement focused interventions. Despite 22% of the population in Seychelles having limited or no access to formal education, numerous scholars have extensively researched the high level of competence displayed by individuals from the country (Piprek and Jacquin, 2017). There is concern about the quality of education impacting student success rates at all levels. It is essential to further explore higher education as a promising avenue for scholarly inquiry. The Education Service is working to make positive changes in the educational system through necessary reforms. The underperformance of college students is a major concern, as it may continue after graduation. Piprek and Jacquin (2017) found challenges in Seychelles, including drug abuse, adolescent pregnancies, and alcohol consumption, linked to societal marginalization and social issues. Tebrake and O'Hagan (2023) stated that having a pessimistic

view on Budgetary Instruction (FinEd) in Seychelles could be a major obstacle, requiring significant efforts to gain widespread acceptance. Tebrake and O'Hagan (2023) stated that. Tebrake and O'Hagan (2023) emphasised the importance of FinEd in improving individuals' financial proficiency. Financial self-reliance requires a deep understanding of fiscal principles, assets, and risks, as well as relevant skills and exposure. Furthermore, education, guidance adherence, and developing a knowledgeable viewpoint are crucial for financial independence (Tebrake & O'Hagan, 2023). Several studies have demonstrated that individuals with high financial literacy consistently make wise decisions about their finances. Inadequate financial skills can harm individuals and families, with ripple effects on the community. The potential for decreased efficiency and negative economic impacts is observable. Tebrake and O'Hagan (2023) stress that financial literacy helps people make informed decisions and protects them from exploitation. Financial literacy leads to improved efficiency and reduced financial obligations. Wealthy individuals can provide guidance and leadership to others in the finance industry. A strong understanding of various business concepts, including budgeting and financial management, is essential. One could argue that acquiring skills is crucial along with gaining information, as the latter alone may not be enough. An individual's thoughts, feelings, and values greatly impact their attitudes and behaviours.

The capacity to address challenges and develop novel solutions is a critical skill for success in academia. Naiman (2023) posits a dichotomous framework for conceptualizing creativity, delineating it into two distinct processes: "thinking and producing." The creative act is characterized as a combinatorial force that leverages internal reservoirs of ingenuity, thereby culminating in the generation of novel entities. Passion and commitment are necessary components for undertaking this endeavour, and it serve to illuminate that which was previously obscure. The development of creativity in youth cultivates a sense of awareness,

collaboration, and confidence. Furthermore, it fosters autonomy. According to Franken (n. d), creativity can be defined as the capacity to generate novel and perceptive insights, make significant breakthroughs, and articulate unconventional ideas. This skill is essential for fostering innovation. Innovation is contingent upon the presence of creativity. In the current era, the significance of creativity for achieving success is paramount, as it is essential to devise innovative solutions in a constantly changing environment (Naiman, 2023). The driving force of progress is rooted in creativity; without which, development would be unattainable. According to Naiman (2023), the development of creativity among students is fostered through the cultivation of foundational knowledge and disciplined thinking. This can be achieved through practices such as experimentation, exploration, and critical examination of assumptions, imaginative thinking, and the synthesis of information. Engagement in practical exercises and receiving reinforcement are pivotal in fostering the growth of creative capacities. Naiman (2023) proposes a set of guidelines for fostering creativity, which entails working at a rapid pace, harnessing available resources, and maintaining flexibility in work scheduling. The imperative is to institute transformative change on a global scale. Collaborate on the exchange of tools and innovative ideas. It is imperative to place trust in colleagues and to prioritize the satisfaction of customers. Politics are to be avoided. Strive to cultivate a spirit of innovation. There are no bureaucratic obstacles. Contribute consistently daily while retaining only those contributions that provide added value. Collectively, there is potential for achieving anything. The enumeration may be extensive, yet it is indicative of the requisite qualities for fostering creativity. The collective effort of individuals is essential in fostering creativity and innovation. Collaboration, unity, and the exchange of ideas and resources are crucial for the development of independent thinkers and problem-solvers within society. The facilitation of creativity is a

crucial driver of innovation and the resolution of problems, giving rise to novel and pioneering ideas in both the realms of science and humanity (Loudon, 2023).

Students Creativity in Seychelles

The concept of creativity pertains to the process of generating novel ideas, making innovative contributions, or formulating original creations that either transform existing constructs or engender entirely unprecedented entities. Individuals with a proclivity for creativity often exhibit high levels of energy and a strong sense of responsibility. They frequently exhibit intelligence, yet are susceptible to naivete. Franken (n.d) discusses the paradoxical nature of creative individuals, highlighting their ability to exhibit conflicting qualities such as being introverted and extroverted, possessing a vivid imagination while also being grounded in reality, and demonstrating both humility and pride. He emphasizes that creative people display a genuine dedication to their work while also maintaining a practical approach. It is commonly perceived that creative individuals are rebellious and self-reliant, and they often experience a wide range of emotions due to their open and sensitive nature. The development of these qualities is seen as essential for the young people of Seychelles, as they are expected to be equipped with such attributes to ensure their self-sufficiency upon completing their education.

In the Seychelles, young individuals are being encouraged to participate in creative pursuits through support offered by various governmental institutions dedicated to enhancing their welfare. Duval (2022) noted that the Seychelles National Youth Council (SNYC) has engaged in collaborative efforts with local artists and organizations to formulate innovative initiatives targeting the youth demographic. In 2022, the Seychelles National Youth Council (SNYC) established a collaborative partnership with several organizations, notably the National Arts and Crafts Council (NACC) and the Creative Seychelles Agency (CSA). These

entities operate under the aegis of the Seychelles National Institute for Culture, Heritage and the Arts (SNICHA). The primary objective of this partnership is to provide guidance and support to emerging artists, thereby facilitating their development and fostering successful careers within the arts sector. Governmental authorities recommend that young individuals maintain discipline and cultivate creativity to uphold and sustain elevated standards of quality. Duval (2022) argues that this approach equips young individuals with the resources necessary to engage in high-level artistic pursuits and to actively strive towards the realization of their aspirations. This method functions as a supplementary approach to promoting the enhancement of creative skills among adolescents within both educational environments and their surrounding communities. The establishment of the Memorandum of Understanding (MOU) between the Ministry of Youth, Sports, and Family and the Seychelles National Institute for Culture, Heritage, and the Arts is intended to bolster the artistic competencies of youth in Seychelles. This initiative seeks to cultivate creativity and innovation among young individuals and students. The primary objective of the initiative was to collaboratively devise projects and programs designed to educate Seychellois youth in cultivating creativity while enhancing their employment opportunities (Signing of MOU to support and accelerate the development of Youth and the Arts in Seychelles, 2022).

Moreover, education catalyses the cultivation of new ideas and innovations, which in turn contributes to improved employment opportunities. The implementation of this initiative has a positive effect on the labour force and subsequently generates new opportunities for professional development. Academic scholars have emphasized the significance of obtaining higher education as a strategy for enhancing employment prospects. Furthermore, the authors contend that the establishment of a robust educational foundation in early childhood is of paramount importance. This initiative has the potential to enhance equity within society, offer

support to individuals from lower socio-economic backgrounds, and facilitate upward social mobility. According to the Organisation for Economic Co-operation and Development (2022), there is a prevailing consensus within the organization regarding the position that education constitutes a prudent financial investment. This sentiment is grounded in the observation that individuals who engage in educational pursuits generally attain higher income levels, which, in turn, facilitates a greater contribution to tax revenues. Individuals with elevated levels of education exhibit a diminished reliance on government assistance. The government of Seychelles recognizes education as the principal catalyst for development. During the global COVID-19 pandemic, numerous countries enacted closures of educational institutions. In contrast, The University of Seychelles made a notable decision to continue its operations. The university utilised a range of digital platforms and tools, including WhatsApp, Microsoft 365 Teams, Google Classrooms and Zoom, to promote the ongoing continuity of learning activities. Seychelles response concerning the pandemic highlights the nation's acknowledgement of the crucial importance of education in its ongoing developmental trajectory.

As reported by the Organisation for Economic Co-operation and Development (OECD, 2022), “education is a critical factor that yields a multitude of benefits for both individuals and society at large.” It functions as a critical catalyst for economic growth and enhances productivity levels. Consequently, “Seychelles implemented modifications to school schedules to facilitate the completion of any curriculum content that had been missed and to enhance the time available for effective learning and teaching” (United Nations Educational, Scientific and Cultural Organization, 2023). Formulating of the guidelines was intended to promote consistent adherence to established standards.

Pius et al. (2018) have identified a significant deficiency in the integration of creativity into contemporary discussions about education in real-world contexts. To promote and maintain creativity within the educational sector, the Republic of Seychelles has instituted a Sustainability Learning Lab (SLL) in partnership with the Ministry of Environment, University of Seychelles (UniSey) and Energy and Climate Change (MEECC). This initiative aims to ensure that the educational framework in Seychelles consistently prioritizes and fosters creativity. The assertion posited in indicates that collaboration with students from various cultural backgrounds and participation in dialogues with a diverse array of individuals contribute positively to achieving success. It is acknowledged that the educational landscape is significantly influenced by cultural determinants, resource availability, and a multitude of contextual factors. Seychelles must engage in comprehensive research regarding the phenomenon of low self-esteem, particularly concerning its implications for students as they navigate their preparations for future professional endeavours.

Deutschmann et al. (2022), it was asserted that the Seychelles Tourism Academy stands as one of the prominent educational institutions dedicated to imparting the skills requisite for employment in the hospitality and tourism sector. The assertion prioritises the importance of promoting not only traditional classroom instruction but also the recognition and enhancing of vocational skills that are imperative for securing employment in this field. This approach is designed to cultivate a workforce that can competently address the requirements of the industry. In the tourism and hospitality sector, employees need to demonstrate a blend of academic qualifications and personal competencies, a requirement that is analogous to that observed in other industries. Deutschmann et al. (2022) highlighted that students at the Seychelles Tourism Academy often exhibit a lack of confidence, which manifests as nervousness and withdrawal during practical lessons. This phenomenon persists despite the

Academy's ongoing efforts to provide support for student development and engagement. This observation may reflect the broader challenges encountered by students across diverse higher education institutions throughout Seychelles.

This study undertook a comprehensive review that revealed low self-esteem to be a prevalent concern among students enrolled in Tourism programs across diverse educational institutions. Nonetheless, this issue extends beyond individual concerns and significantly impedes the comprehensive development of all sectors. Deutschmann (2022) noted that students participating in work placements tend to exhibit restraint and a lack of development in job-related skills, particularly among individuals with low self-esteem. Additionally, a substantial number of these individuals choose to pursue alternative career trajectories that exclude direct client engagement, consequently leading to the underutilization of their acquired professional training. Research indicates that individuals with low self-esteem may demonstrate diminished efficacy in providing high-quality service, even while remaining within their respective professional domains.

Improving Student Readiness for the Workforce

Norton (2018) asserts that “it is essential for students to be well equipped with the requisite hands-on practical skills required for effectively navigate life following graduation.” This preparation ought to encompass the provision of opportunities that allow students to engage in the exercise of their creativity. Norton provided an in-depth analysis of the interrelationship between Artificial Intelligence (AI) and the Fourth Industrial Revolution (4IR), emphasizing their direct correlation with creativity, entrepreneurship, and employability in the context of higher education. Tang et al. (2020), collaborative problem-solving skills are of considerable significance across a range of contexts. The cultivation of skills in the 21st century has become increasingly paramount. The development of skills commonly known as

the 4Cs critical thinking, creativity, collaboration, and communication is considered essential for facilitating effective learning. It is imperative to acknowledge that there exists an urgent necessity for higher education institutions to prepare university students to adeptly navigate novel and unpredictable circumstances. The necessity for the cultivation of competencies that can effectively address complexity and uncertainty has become increasingly evident in contemporary discourse, as underscored by the work of Tang et al. (2020). Could you please provide the full text or context that you would like me to rewrite in an academic style? Citing the work of Černe et al. In their comparative analysis, Xu and Wang (2019) characterize organizational innovation as a process initiated by proactive behaviours and creative thoughts at the individual level. They assert that the creative capabilities of employees are critical contributors to an organization's competitive advantage and overall success.

The expression of employee creativity within an organizational context is evidenced by the utilization of a diverse spectrum of skills, knowledge, abilities, and experiences, which collectively enable the production of innovative ideas essential for effective problem-solving, informed decision-making, and the efficient execution of tasks. Suacamram (2019) examined diverse forms of entrepreneurship, which encompass self-management, the proactive identification and exploitation of opportunities, the transformation of conceptual ideas into tangible applications, the engagement in innovative and unconventional thought processes, the effective management of risk alongside the assumption of responsibility, the creation of value and the production of high-quality products, as well as the implementation of successful project management strategies.

Management entails overseeing planning, directing, and utilising resources to meet the objectives of a team or organisation. It includes different tasks, like planning and making

decisions, managing people, handling marketing, overseeing finances, and managing daily operations. Effective management necessitates the integration of technical competencies, interpersonal abilities, and strategic cognitive processes. It constitutes an essential component of business operations and is imperative for the sustenance of organizational efficiency and productivity. The classification of entrepreneurship is typically categorized into three distinct segments: small business entrepreneurship, corporate entrepreneurship, and social entrepreneurship.

The constituent elements include engagement in risk-taking behaviours, the generation of innovative ideas, and the demonstration of proactive actions. Suacamram (2019) posited that "entrepreneurship facilitates the cultivation of diverse perspectives among students, enabling them to develop innovative solutions to complex problems." Consequently, upon the completion of their academic program, graduates will be equipped with the ability to generate original ideas and engage in audacious endeavours in their professional and entrepreneurial endeavours. Suacamram (2019) posits that "learners' self-confidence and active engagement in the educational process are essential for the cultivation of innovative ideas and the advancement of a growth mindset." This necessitates the establishment of a stimulating learning environment that fosters the exploration of individual potential and encourages the identification of role models or exemplary practices. Moreover, the reduction of activities that impede the generation of ideas can foster a more open and receptive learning environment.

Matraeva et al. (2019), it was reported that "Russian university graduates expressed concerns regarding their practical skills, which were perceived as inadequate by employers." Furthermore, these graduates demonstrated limited confidence in their creative abilities and a reluctance to engage fully in labour processes. Matraeva et al. (2019), also reported that "only

13% of individuals felt that the competencies and expertise acquired during their higher education experience were sufficient.” Furthermore, academic literature suggests that the possession of soft skills, particularly creativity, is significantly influential in professional success, accounting for approximately 85% of career outcomes. As a result, enhancing the creative capacities of students has emerged as a fundamental objective among educators in their instructional practices. The degree and scope of advancement in students' creativity are influenced by their inherent aptitude and individual innovative capabilities, in addition to the application of innovative pedagogical methods and frameworks. In the context of academic instruction, enhancing students' motivation to cultivate their creativity is a critical component in promoting the effectiveness of research activities. Additionally, the university administration must implement a holistic strategy aimed at cultivating creativity across all dimensions and hierarchical levels of management. An environment conducive to creativity should be established within the framework of educational processes. The knowledge and skills acquired by students in higher education institutions should be oriented towards augmenting their capabilities as both employees and employers, thereby enhancing their overall potential in the workforce.

Creativity and Education in Seychelles: A Scholarly Perspective

Education is a human right. Key to sustainable development for national and international progress (Deutschmann et al., 2022). Deutschmann et al. (2022) suggest that “investing in education is a wise choice.” They stated that many successful countries with high Gross Domestic Product (GDP), innovation, and sustainability prioritize education like the Nordic countries: Finland, Sweden, Denmark, Iceland, and Norway spend 10-15% of their government expenditure on education and are known for their innovation and high standards of living. Meanwhile, Seychelles is at 10%. In brief, education tax money is a wise investment

(Deutschmann et al., 2022). Studies also suggest that “creativity is crucial for the success of companies and national economies.” Creativity development is of interest in diverse sectors (Matraeva et al., 2019).

However, Matraeva et al. (2019) agreed with the Human Development Report (HDR) which identified creativity as the 21st century’s one of the key qualities alongside thinking critically, communication, and collaboration. The International Labor Organization (ILO) also emphasizes the need for creativity to be developed as part of academic education and professional training. Scholars have noted, “Creativity is specific to particular areas, indicating that everyone can be creative in their way.” Matraeva et al. (2019) identified the three systems of the creative act as "the individual, the field of activity, and the expert community." Matraeva et al. (2019) explained creativity by saying that "defining uncreative ideas with certain parameters is necessary." This process requires knowledge, experience, and specific abilities. Also, various methods define creativity, using pre-existing definitions. Creativity is commonly referenced in almost all organizations and learning institutions. Matraeva et al. (2019) Establishing a National Advisory Committee on Creative and Cultural Education in the United Kingdom (UK), and the Chinese economy placing emphasis greatly on creativity in developmental plans, highlights their importance of changes in the national education system to promote student creativity. United Nations (UN) should prioritize quality education for sustainable development. Access to good healthcare, decent work, innovation, economic growth, and development requires eliminating poverty and hunger, which a prerequisite is according they quoted the United Nations (2015). Deutschmann et al. (2022) stated that "education is crucial for a better future, emphasising the importance of knowledge and understanding." Rae (2022) claimed that "creativity arises from liminal space, conversations

and relationships, and leadership." To rethink creativity, we need a new starting point free from tradition and old research methods (Rae, 2022).

Meanwhile, Matraeva et al. (2019) defined Guilford's ideas of creativity as a "multipurpose cognitive ability." Guilford's concept of creativity is the expression of sensitivity to problems lack of knowledge, and the search for solutions. Matraeva et al. (2019) also cited Maslow who linked creativity to individual needs, suggesting that "higher needs lead to higher creativity." Everyone has creativity, but losing it is common due to influences. Scholars say, there is no "quick fix for complex education." A state system should accommodate all learners' varying prerequisites and needs. No specific formula exists for this. Deutschmann et al. (2022) affirmed that institutions do not operate in isolation and external factors like pandemics, disrupted families, substance abuse, and poverty can disrupt even well-run schools. Running an institution means meeting the needs of learners, staff, parents, and authorities, and following documents while staying within budget (Matraeva et al., 2019). An institution must adapt to society's changing needs and prepare children for an unpredictable future. Deutschmann et al. (2022) emphasized key areas for enhancing education in Seychelles, including "Family Involvement. Family involvement in Seychelles education is so significant, highlighting the government's renewed focus on values of each family" (Deutschmann et al., 2022). They also mentioned that the impact of parental support and teaching methods on learners is important.

Deutschmann et al. (2022) discovered that "students with educated parents tend to earn higher grades." Deutschmann et al. (2022) cited the Ministry of Education Seychelles Curriculum (2013) which emphasised teaching methods for diverse learning styles but acknowledged implementation challenges. They recommended a focused school-based analysis and revision. Head teachers have been seen as important collaborators who stress

teamwork, communication, and common goals in curriculum implementation. According to research, all Seychelles head teachers were found competent for their duties.

In Seychelles, improving education raised concerns about creating successful teachers for creativity. Age, experience, and qualifications were listed as merits by Deutschmann et al. (2022). Teachers' characteristics are a recurring topic in global education research. Deutschmann et al. (2022) cited, Shah and Udgaonkar (2018) who said that "older teachers were more knowledgeable and enthusiastic about teaching" and further quoted Ünal and Ünal (2012) suggesting that, "they excel in recognizing how to tap into students' potential." Nonetheless, several researches suggest saying many veteran educators could encounter difficulties adapting to contemporary pedagogical advancements, particularly in the realm of Information and Computer Technology (ICT) competencies. Experience, however, is intrinsically linked to age. The exploration of creativity within the educational context encompasses four distinct areas: personal factors, group dynamics, institutional influences, and environmental conditions (Matraeva et al. 2019). Creativity has major influence on the developmental of various skills and personality traits. This has as well been confirmed in their comprehensive investigation regarding Egan et al. (2017). The implications of their study are pertinent to. Liu et al. (2017) posited that "despite ongoing efforts to foster creative development within higher education, ambiguity persists concerning the teachability of creativity and the potential impact of contextual factors on this process." In their 2019 review, it was noted that "creative self-expectations are associated with incremental creativity; however, a creative cognitive style is essential for the achievement of radical creativity." Furthermore, it is posited that the motivation for creativity is fundamentally rooted in the basic human need for competence. Creative role expectations have the potential to enhance employee motivation; however, the effect on overall performance is contingent upon individual employee

characteristics and the contextual environment in which they operate. Crawford (2022) posits that diversity and creativity serve to enhance the success of both individuals and organizations. Diversity entails the appreciation and recognition of variations in cognitive perspectives, individual experiences, and areas of expertise. Education in Higher Institutions has the capability to foster development of various skills through a holistic approach to learning. Students are encouraged to critically interrogate underlying assumptions, assess the validity of evidence, and reflect on ethical considerations (Crawford, 2022). Crawford (2022) posits that certain individuals possess an innate propensity for creativity, while others have the potential to cultivate creative skills through learning and practice. Diversity in cognitive processes encompasses a wide range of perspectives and necessitates a profound understanding of creative methodologies.

Crawford (2022) posits "this comprehensive approach requires attention to each element; none is a substitute for the others." Thorough preparation in undergraduates is an indication that leads them to become influential contributors within their workplaces resulting in self-reliance. Diverse cultivation of perspectives in cognitive processes is associated with enhanced problem-solving and creativity. Furthermore, it fosters an attitude of openness and humility, thereby improving engagement with the ideas of others and promoting the development of self-sufficiency. Furthermore, other factors contributing to self-reliance among students in Seychelles are discussed in details below:

Management of Higher Education in Seychelles: An Academic Perspective

The development of effective management strategies in higher education has constituted a critical focus of research for numerous years (Fumasoli & Hladchenko, 2024). Policymakers, scholars, and practitioners in Seychelles and in many parts of the world have made substantial contributions to the existing body of knowledge by examining various

dimensions of strategic management within higher education. By citing other scholars, Fumasoli and Hladchenko (2024), provided significant insights on several dimensions of management at different organisation. School-based management, implemented around the globe in various nations, has been given credit in fostering the quality of learning and teaching environments, thereby contributing in improving student's achievement. Educators serve as the foundational elements of the educational system. In Seychelles, the observance of International Teachers' Day on October 5 serves as a significant occasion for the acknowledgement and appreciation of the vital contributions that educators make toward national development (The Commonwealth of Learning, 2021). The Commonwealth of Learning (2021) emphasised that critical factors in the management and development of teachers include qualifications, recruitment processes, salary structures, working conditions, as well as awards and recognition.

Research indicates that a substantial majority of school principals, ranging from 50% to 70%, perceive that institutional independence exerts a minimal to significant positive influence on the learning outcomes of student. Additionally, it is observed to moderately enhance the delivery of building and grounds maintenance services. The influence of localised decision-making considerably enhances the efficiency of decisions made at the institutional level. This improvement facilitates the establishment of institutional priorities, the management of resources, and the resolution of diverse issues that underpin the decision-making process. Research suggest that leadership teams within educational institutions require ongoing professional development and capacity-building initiatives focused on management practices relevant to higher education. Furthermore, there is a critical need for enhanced governmental funding to bolster the effectiveness of these institutions.

Autonomy which refers to the ability of an institution to govern itself independently, as opposed to being subject to external authorities dictate on its structural and operational decisions. An autonomous environment encompasses three critical domains of institutional autonomy: academic, financial, and administrative. Within this framework, the institution assumes the rights and responsibilities associated with decision-making and implementation. This process is guided by school leaders who work closely with teachers to focus on what is best for students and to improve the overall experience at the institution.

Teacher Management: An Examination of Practices and Strategies in Educational Settings

In Seychelles, issues surrounding the recruitment, retention, quality, and effectiveness of teachers represent significant challenges (The Commonwealth of Learning, 2021). The issue of teacher shortages can be attributed to inadequate demand for teaching positions, which is primarily a consequence of low salaries and unfavourable working conditions. These factors render the teaching profession less appealing to potential candidates. The government's initiatives to address the shortage of teachers through the employment of contract teachers and expatriate educators have yielded limited effectiveness. Expatriate teachers often lack proficiency in Creole, particularly in the context of early education. Furthermore, expatriate educators are perceived to receive higher salaries in comparison to their local counterparts. Contract teachers are inherently inclined to seek permanent employment and a stable source of income.

Insufficient participation from stakeholders, particularly among parents, coupled with inadequate qualifications among teachers, has been recognised as a significant weakness within the system. García and Weiss (2019) articulate that the phenomenon of teacher shortages and the inadequate presence of sufficiently qualified educators pose significant challenges that may jeopardize students' capacity to learn effectively, thereby adversely impacting overall student

achievement. The integration of technology in educational settings is essential for enhancing the quality of learning outcomes. However, this endeavour may encounter significant challenges due to educators' hesitance to adopt technology-integrated instructional methodologies.

Linton and Klinton (2019) assert that “educators in the domain of entrepreneurship bear the responsibility of equipping necessary skills to students in order to navigate and thrive in an increasingly dynamic and rapidly evolving environment.” The two individuals posited that entrepreneurs operate in distinct contexts, often characterised by high levels of uncertainty, and consequently necessitate a unique set of skills. The predominant model of entrepreneurship education adheres to an "about" framework, characterised by a conventional pedagogical approach that fails to actively involve students in experiential learning activities and projects. The proposed framework should encapsulate the iterative process experienced by entrepreneurs, emphasising the critical components of action, real-world experiences, and reflective practice. The process should encapsulate the experiences encountered by entrepreneurs by emphasising the significance of action, real-world experiences, and subsequent reflection. Students participating in entrepreneurship courses are often evaluated primarily on the concrete deliverables produced during the course, such as the business plan, rather than being assessed on the developmental process involved in cultivating the skills and mindsets that are indicative of successful entrepreneurs. Research indicates that creativity and an innovative mindset are fundamental elements for students participating in design education (Linton & Klinton, 2019).

Reforms of the Curricular should be informed by the necessity to address the complexities of global engagement while simultaneously remaining aligned with the values

and local requirements intrinsic to Seychellois culture. By the principles articulated by UNESCO (1996), “curriculum reforms may be effectively structured around the four pillars of learning.” These pillars encompass the acquisition of practical skills, wherein learners translate conceptual ideas into tangible actions by integrating intellectual, emotional, and manual competencies; the cultivation of metacognitive abilities, fostering an enthusiasm for lifelong learning and achieving excellence within one's selected domain, This helps people reach their full potential and develop skills to succeed in a multicultural world, preparing them to be active and effective global citizens. The challenge is to “effectively combine practical job skills with academic subjects, like entrepreneurship programs, to improve practical abilities and creative problem-solving, while also encouraging a positive attitude towards learning new skills” (The Commonwealth of Learning, 2021).

Tertiary Non-University Education in Seychelles: An Overview of the Educational Landscape

The government of Seychelles demonstrates its commitment to education by mandating compulsory schooling for all individuals up to the age of 16. According to the Commonwealth of Learning (2021), “education commences at birth through the implementation of non-formal early childhood care programs.” According to the report made by Gappy (2021), Seychelles recorded a population of 1,132 S5 students, representing an increase of 4% from the previous year's figure of 1,088 students. In 2020, 55% of students achieved a grade C or higher in International General Certificate of Secondary Education (IGCSE) subjects, as reported in 2020. This represents a notable increase from the 38. 9% recorded in 2019, despite the significant disruptions caused by the pandemic. However, it is important to note that this achievement remained below the 50% target established by the Ministry of Education (MOE). Notably, there exists a pronounced inconsistency in the passing rates and student dropout rates

at the secondary education level, particularly from grades S2 to S5. For example, in 2020, the dropout rate escalated to 160, a phenomenon attributable to a multitude of factors. This situation has subsequently had a detrimental impact on students who are enrolled in higher education institutions.

Seychelles relies significantly on international universities for its higher education system. Notably, Seychelles University was established two decades ago and holds the distinction of being the sole university on the island (The Commonwealth of Learning, 2021). Consequently, due to the pandemic, a substantial number of local students were compelled to return to their home country, thereby continuing their academic programs through online modalities (Padayachy, 2021). A significant proportion of students faced challenges in accessing essential learning resources, such as reliable internet connectivity. This deficiency contributed to a decline in enrollment rates and an increase in student dropout rates, which may subsequently have implications for the self-reliance of young individuals.

The Commonwealth of Learning (2021) says that the Island of Seychelles has many schools that provide higher education and job training, including Technical and Vocational Education and Training (TVET) courses, along with the Seychelles Institute of Technology (SIT). The schools and colleges in Seychelles include the Maritime Training Academy, Seychelles Tourism Academy, Seychelles Institute of Art and Design, National Institute of Health and Social Studies, Seychelles Institute of Agriculture and Horticulture, Guy Morel Institute, Seychelles Institute of Teacher Education, Seychelles Institute of Distance and Open Learning (SIDOL), and Seychelles University. The University, working with London University, offers degree programs in education, science, humanities, social sciences, and the arts. Before the University was founded, about 100 students received scholarships each year to

study at universities in Europe and the United States. The University of Seychelles provides a range of academic programs, including Accounting and Business, Languages, Social Work, Law, Environmental Science, Information Systems, Youth Development Work, Marine Science and Sustainability, and Tourism Management. Despite this array of offerings, the nation continues to rely on foreign institutions for higher education opportunities which might be hindering self-reliance among students as some young people might not get the required education due to exposure to different environment and culture which might differ with that of Seychelles.

The Commonwealth of Learning (2021) says that Seychelles has made great strides in education by actively participating in government programs. Government funding focuses on providing basic education for all children, making sure everyone has access to the necessary parts of education. This success has been seen in many countries that show strong political will, meaning they are committed to helping their people by creating a good and effective education system. Political will is also shown in the way education funding policies are created. The Seychelles government shows its commitment by creating a new education system that helps all areas of student growth, in line with plans for 2033.

Despite the government's substantial financial investment in education, it appears that pastoral care, which is essential for addressing behavioural issues among students, is not adequately incorporated into the educational framework. The Commonwealth of Learning (2021) posits that various factors such as student indiscipline, suboptimal academic performance, and high rates of school dropout and low levels of teacher satisfaction significantly impede educational institutions' capacity to achieve effective outcomes, as corroborated by the report of the UNESCO Rapporteur (2014). Furthermore, the establishment

of dedicated funds promotes universal access to compulsory education, ensuring that it is provided free of charge for all children up to the age of 18. This initiative addresses nearly all aspects of a student's expenditures, with the notable exception of school uniforms. Nonetheless, the government has allocated specific financial resources for the provision of daily school meals, uniforms, and transportation passes for students from economically disadvantaged backgrounds.

The Rate of Teacher Attrition

Teacher attrition rate is another factor in the Seychelles educational sector which could have major negative influence on self-reliance among graduates. Additionally, the attrition of educators from the profession presents a further challenge to the field. In 2019, 6.4% educators departed from the teaching profession, encompassing institutions from crèche to secondary level. According to the Commonwealth of Learning (2021) “approximately 4.6% is the attrition rate among non-university tertiary education instructors in Seychelles.” Resignation, the non-renewal of contracts, and termination of employment are distinct processes that pertain to the cessation of an individual's professional engagement with an organisation. Other significant issue within the educational sector is the inadequate demand for teaching positions. The factors contributing to employee turnover are as follows: The overall rate of teacher attrition may negatively impact student performance, potentially fostering a lack of self-reliance among graduates from these educational institutions.

Teacher Compensation Structures

Teaching in Seychelles pays less than many other jobs in the country. Sucuoğlu (2023) estimated that “the average cost of living in Seychelles is about \$1,384 each month.” In comparison, a teacher in Seychelles usually earns around \$1,063 per month. Sucuoğlu (2023)

also mentioned that “living in Seychelles is about 3.1% more expensive than in the United States.” Seychelles is positioned 33rd on the global ranking of countries with the highest cost of living, a factor that contributes to the diminished appeal of the teaching profession among younger individuals considering career paths in education. According to Sucuoğlu (2023) in order to attain good student performance and institutional set target outcomes, both institutional and government authorities should motivate their employees with good salaries. Motivating wages remain a vital determinant to improve teacher's performance (Sucuoğlu, 2023).

Technical and Vocational Education (TVE) in Post-Secondary Schools

Technical Vocational Education and Training (TVET) commonly known as Design Technology and Enterprise (DTE) in Seychelles is an important part of education that helps grow the national economy. Bringing together general education and skills training in S4 and S5 in Seychelles secondary schools helps offer educational chances in Technical and Vocational Education and Training (TVET) at colleges that are not universities. This study aims to integrate technical and vocational education and training (TVET) with business courses that could allow continuation into university. However, it is observed that current programs primarily target slow learners and vulnerable students who are identified as at-risk of disengaging from education before completing secondary school. This approach inadvertently marginalises more advantaged populations. The integration of TVET with entrepreneurship has the potential to foster student autonomy and self-sufficiency before graduation. This is exemplified by several Eastern countries, such as China, where young individuals receive hands-on training from an early age, enabling them to acquire skills that equip them for independent living without reliance on parental support. Fortunately, certain educational institutions offer advanced training in these Vocational Education and Technical Training (VET) programs, which include Level 3 coursework as well as Diploma and Higher National

Diploma qualifications. Institutions such as the Singapore Institute of Technology (SIT) should collaborate with various stakeholders, including industry partners and trade organizations. Such partnerships would enable trainees to acquire both practical skills and business acumen, thereby promoting their self-reliance and preparedness for the workforce.

Design Technology and Enterprise (DTE) Serves as a crucial element of educational systems designed to provide individuals with the necessary knowledge and skills needed to excel in specific careers or industries. This educational paradigm emphasizes practical training and the development of technical competencies, facilitating a direct correlation between theoretical instruction and experiential learning. As economies evolve, the relevance of TVET becomes increasingly salient, providing a workforce that meets the demands of various industries while promoting social mobility and economic development.

A study was conducted by McGrath and Yamada (2023) that examined the relationship between vocational and education training (VET) as well as the demand for industrial skills has emerged as a significant focal point for both scholars and policymakers. McGrath and Yamada (2023) assert that for the governments of developing nations seeking to enhance their economic standing, augmenting investment in vocational education and training (VET) presents a seemingly direct solution. In the discourse surrounding vocational education and training (VET), it has been posited by various scholars that educational institutions are frequently viewed as gateways to white-collar employment within the formal sector. In this context, VET is often perceived as a subordinate educational pathway, leading to its diminished appeal among high-achieving students and their parents. Furthermore, this perception adversely impacts its evaluation within the labour market (McGrath & Yamada, 2023).

Challenges Confronting the Education System

According to the Commonwealth of Learning (2021), the education system in Seychelles, despite its commendable attributes, faces a variety of challenges that impede its overall effectiveness and accessibility. A critical concern in this context is the allocation of resources; specifically, constrained financial resources can substantially hinder the development and dissemination of educational materials and infrastructure. Educational institutions frequently encounter deficiencies in critical resources, technological infrastructure, and qualified personnel, which exert a direct impact on both the learning environment and student performance outcomes.

Another significant challenge relates to the quality of education provided across different institutions. Notwithstanding endeavours to improve pedagogical methodologies, significant disparities continue to exist between urban and rural educational institutions. Consequently, certain students receive a qualitatively distinct level of education in comparison to their counterparts. These discrepancies can be ascribed to differing levels of teacher training and the availability of instructional materials, which further exacerbate inequalities within the educational framework.

Access to education continues to present a formidable challenge for numerous children, particularly those hailing from marginalised or economically disadvantaged backgrounds. Geographical constraints and socio-economic factors may restrict enrollment rates, resulting in certain students being deprived of vital early educational opportunities. Furthermore, when educational opportunities are not universally accessible, it can reinforce cycles of poverty and constrain the potential opportunities available to subsequent generations. The Commonwealth

of Learning (2021) provides an insightful examination of the role of educational resources and opportunities in promoting learning across the Commonwealth nations.

Furthermore, socio-economic factors exert a significant influence on student performance. Families experiencing poverty may be unable to establish an environment that fosters effective learning, which can adversely impact children's motivation and academic achievement. Interconnected factors, including nutrition and health, complicate the situation further, suggesting that holistic approaches are imperative for addressing the challenges faced by students.

To enhance the educational framework in Seychelles, a variety of strategies may be implemented. Enhancing resource allocation through strategic funding initiatives, promoting the professional development and training of educators, ensuring equitable access to educational opportunities, and addressing socio-economic disparities represent essential measures in advancing educational equity. Collaborative initiatives involving governmental bodies, educators, and community stakeholders have the potential to enhance and inclusively strengthen the educational framework in Seychelles, thereby effecting a significant transformation in the educational landscape of the nation.

The problems faced by the people of Seychelles are related to finance and leadership. The nation needs to develop new teaching methods to ensure that everyone in Seychelles has equal and fair chances to learn. The COVID-19 pandemic has greatly affected higher education; despite implementing a range of solutions, higher education institutions have extended supplementary support to nearly all students across multiple institutions. In numerous countries globally, educational institutions transitioned to online modalities as physical campuses were closed. Marinoni and Land (2020) indicated that, notwithstanding the various

challenges faced, Higher Education Institutions (HEIs) exhibited a proactive response by adopting innovative strategies to ensure the continuity of teaching, research, and service delivery to students. However, the transition to online instruction presented significant obstacles, including disparities in internet access in certain countries, such as Brazil, as highlighted by Marinoni and Land (2020). These disparities led some HEIs to suspend operations entirely. Online education has predominantly favoured affluent minority students, thereby exacerbating the disadvantages faced by the larger population of economically disadvantaged individuals in their pursuit of academic continuation. This circumstance also affected Seychelles. Padayachy (2021) concurred with the aforementioned findings, as well as those reported by Ahmad et al. (2020), which she referenced in her study. She articulated that the COVID-19 pandemic precipitated a multitude of challenges on a global scale, resulting in significant losses and disruptions, particularly affecting the development of health and socioeconomic systems. Padayachy (2021) articulated that, “the attainment of practical skills within Design Technology and Enterprise (DTE) programs is particularly challenging when implemented through distance and online learning (DOL).” This difficulty is exacerbated by several factors, including the postponement of assessments, inequitable reach to Information online through and Information Technology (IT) resources, and a deficiency in competencies among both students and instructors.

Padayachy (2021) posits that “the pandemic in 2020 catalysed advancements within the Ministry of Education, manifested through the heightened adoption of blended learning strategies.” This period also witnessed significant growth in digital education infrastructure, propelled by investments in eLearning platforms. Furthermore, there emerged a pressing need to enhance curricular priorities, as well as an opportunity to develop students’ independent study skills and the digital competencies of instructional staff. The introduction and subsequent

consolidation of learning management systems (LMS) constituted another critical dimension of this transformation. The studies indicated variations in the responses of higher education institutions (HEIs) to the crisis, as well as the emergence of trends that were not distinctly observed in Seychelles. Among these trends were a decline in the enrollment of international students and an increased dropout rate among learners in tertiary education. This assertion is substantiated by the signing of a Memorandum of Understanding, as reported by Sirame (2023). According to Sirame, the Ministry of Education entered into this agreement with a representative from SEGi University and Colleges, to provide flexible, accessible, and high-quality educational opportunities for students. The signing ceremony took place during the formal launch of the online higher education platform in Seychelles, a project developed in partnership with the Ministry of Education.

The Commonwealth of Learning (2021) stated in their report, "despite Seychelles' progression in various developmental aspects, the nation exhibits unemployment rate of youths at approximately 11 percent." This phenomenon can be attributed to a negative public perception which posits that vocational skills training is primarily intended for students who are considered to be of lower academic standing (McGrath & Yamada, 2023). The Commonwealth of Learning (2021) indicated how industries have expressed dissatisfaction with the way graduates from Vocational, Technical Education and Training (TVET) programs, where often opting for expatriates possessing Gainful Occupation Permits, notwithstanding the associated higher costs.

Summary

Self-reliance, proactivity, risk-taking, and creativity are increasingly acknowledged as fundamental attributes crucial for effectively navigating the world of technology in the 21st century. These attributes act as crucial elements that significantly improve the effectiveness of learning within the framework of higher education. The academic success of students is fundamentally linked to the proficiency levels exhibited by their instructors. The variability in educators' performance demonstrates a systematic correlation, either positive or negative, with their evaluations of the characteristics displayed by their students. Educators exhibiting higher levels of the aforementioned attributes tend to evaluate their students' characteristics more favorably. Furthermore, the expression of leadership attributes among educators, combined with their dispositions toward students, demonstrates a significant correlation with the educational levels in which they are actively involved. In the domain of education, it is the responsibility of educators to play a pivotal role in the creation and maintenance of effective learning environments. Therefore the supervision of educators within the context of teacher training is crucial for the enhancement of a holistic educational process. This study demonstrates that the successful completion of training programs is critical for the enhancement of individuals' capacities to generate innovative ideas. Furthermore, it facilitates the advancement of problem-solving skills through the cultivation of an innovative organisational culture, which in turn an important role in the development of characteristics essential for effective practices in leadership is played.

Advancement of the enhancement of human capital and the creative economy, the encouragement of innovative practices necessitate a cohesive and collaborative approach that synthesises the efforts of educational institutions, economic stakeholders, and cultural policy frameworks. Active and integrated engagement constitutes a critical prerequisite for the

advancement of substantive progress in these domains. In the realm of higher education, there are numerous avenues available for individuals to cultivate a diverse array of attributes and competencies. These pathways comprise pedagogical interventions that amalgamate instructional methodologies with conducive educational environments, in addition to programmatic frameworks aimed at fostering innovative thinking. Higher education institutions significantly contribute to the facilitation of global transformation. Furthermore, creativity has often been regarded as a secondary concern and has not been adequately investigated, despite its critical significance within the framework of a knowledge-based economy.

Even though there were worries about the low number of students enrolling in colleges and universities, this study shows that those who do get accepted often lack important basic skills. The attributes identified within this framework include proactivity, risk-taking, and creativity. This assertion is supported by evidence derived from their performance in internships and professional engagements. There exists a notable divergence between the academic fields in which individuals participate during their educational tenure and the professional pathways they ultimately follow upon the completion of their studies.

CHAPTER 3: RESEARCH METHODOLOGY

Chapter Three primarily assesses the methodology employed for gathering data from the higher learning institutions in Seychelles determined by the size and population of each institution in that year. The SI T (54), SBSA (54), The US (66), the GMI (45) and STA (75) were the five institutions where data was collected. This study focused on how the traits of entrepreneurial traits affect the self-reliance of Seychelles students who are studying business and vocational courses. These entrepreneurial attributes are the skills, characteristics, attitudes and trends commonly related to those with entrepreneurial mindset.

Self-reliance offers benefits, such as fostering self-motivation without external help. Self-acceptance and autonomous decision-making improve effectiveness, boost self-regard, and enhance independent decision-making. Enhancing self-awareness improves decision-making and diligence, especially in tough situations. It enables quick, independent problem-solving. Promotes emotional stability. Grants significantly influence individual financial management. Builds resilience in overcoming setbacks. Enhances competencies and employability. Reduces dependence on external help, fostering a culture of individual contribution and collective responsibility. Self-reliance fosters creativity, encourages calculated risk-taking, and enhances proactivity. These qualities enhance national security.

Having a wider knowledge on the impact of the three attributes of entrepreneurship being discussed in this dissertation on students in higher education and its potential for self-reliance could bring about economic growth among the younger generation of Seychelles like many other developing countries. Seychelles being a small island nation with small population in the Indian Ocean, encounters difficulties and a lack of economic opportunities similar to other countries in Africa.

Moreover, self-reliance at national level is better prepared to face economic and political challenges than dependence on other nations as reducing over dependence leads to real independence. Many scholars have agreed that, “an independent nation have the greater resilience and stability over its own resources which can lead to economic growth and individual self-sufficient beginning from the younger generation to adults.” Overall, a Self-reliant nation has major influence on its growth and development. Improving expertise and domestic industries in a country can increase growth pace of the economy, improve living standards and create jobs for its people. In order to cultivate self-reliance in students, Jebson and Muraina, (2018) emphasised on teachers having a major influence on the outcomes of education through students interactions at classroom level, choices, methods and strategies teachers use could have major influence on the quality of education students ultimately receive and that shapes their future success.

Data collection took place from October 3 to October 28, 2023, at five different campuses. This study includes two different groups of people: students, and staff members in colleges and university. Its aim was to look at how entrepreneurial characteristics affect self-reliance. The researcher used probability sampling method to choose two groups that represent the larger population. An online survey used anonymous questions to gather information from students. Nonprobability sampling was used to choose a second group of teachers. This group was selected based on specific reasons and convenience. The study used detailed interviews to gather data. The data was organised and then analysed using the right computer programs. The study used two types of data collection methods: one that involved numbers (quantitative) and another that involved descriptions (qualitative). These two types of data were analysed separately. Combining numbers and texts helped to find answers to the questions in this research.

Four main questions guided this research and these were:

Research Questions of the Study

RQ1. What are the rates of self-reliance among higher education students in Seychelles?

RQ2. What are the aspects of Proactiveness among higher education students in Seychelles?

RQ3. What are the characteristics of creativity among higher education students in Seychelles?

RQ4. What are the levels of risk-taking among higher education students in Seychelles?

This research looked into the influence of entrepreneurial traits for self-reliance on both faculty members and students within higher education establishments in Seychelles. Chapter three delineates methodological considerations that form the foundation of the present inquiry. Moreover, this section mainly focuses on the methodology, analysis, and outcomes of this research. McCombes and George (2023) highlighted how the research methodology works; this methodology “involves the detailed elaboration and justification of the approaches employed when collecting and analysing data in a research study.” The methodology chapter constitutes a crucial element of a dissertation, as it systematically delineates the procedures and actions implemented during the research process. This transparency allows readers to closely examine and evaluate the reliability and trustworthiness of the study and its subject matter. The methodology also provides details about the data collection and analysis procedures, which were implemented using established research methodologies. In this research, data were collected using rigorous and systematic methods and subsequently analysed with appropriate statistical and analytical tools. The data collection and analysis procedures were conducted

with keen attention to detail and adherence to established best practices in research methodology.

The research employed reliable materials and instrumentation to minimise and prevent research biases; strategies for mitigation and avoidance were essential. The selection of these methods was determined by their perceived appropriateness and relevance to the research objectives. Methodology, according to Sarantakos (2013), refers to "the approach utilised by researchers to articulate their ontological and epistemological beliefs to offer direction on the conduct of empirical research." A strategy is a set of assumptions, practices, and skills employed by researchers when conducting empirical investigations (Denzin & Lincoln, 2013). The chapter starts by explaining the basic ideas behind the research, along with the methods and plans used in this study. The next part discusses how participants were identified and selected for this study. This chapter provides detailed information about the nature of the study and how data was collected. It shares the research results and examines their validity, reliability, and trustworthiness. A detailed discussion of the ethical issues addressed in this study wraps up the thesis. The chapter concludes with the researcher's findings and ideas that shaped the research question and the choice of research methods.

Research Approach and Design

Pragmatic Descriptive Correlation Design

Paradigm

Allemang, Sitter, and Dimitropoulos (2021) states research paradigm as "a way of thinking that includes a group of values and beliefs that help guide research and how knowledge is understood in science." Pragmatism is a way of thinking that focuses on using the best methods to study real-life problems. This approach allows for using different kinds of information and knowledge to answer research questions. This makes it good for research that

uses both numbers (quantitative data) and descriptions (qualitative data) together in one study. It is also useful for research that uses different types of numbers or descriptions. The fundamental principles of the pragmatic paradigm include the utilisation of the scientific method of inquiry, where proposed solutions are tested and either accepted or rejected and adherence to democratic values. Pragmatists employ the most appropriate research methods to tackle complex social problems, recognising the need for multifaceted approaches to address such issues. The pragmatic paradigm is considered suitable for researcher who prioritise practical-oriented research due to its integration of the scientific method of inquiry with democratic principles without tempering with the data collected.

Creswell and Creswell (2018) affirm that "pragmatism involves employing mixed methods approaches, wherein both qualitative and quantitative data are used to review and resolve problems surrounding the research questions." By using a pragmatic paradigm in research, the worldview permits researchers the flexibility to choose the most suitable techniques, procedures, and methodologies that align with the requirements and objectives of their research endeavours. The data presented in this study aimed to address four research inquiries grounded in the subject matter, problem statement, and objectives of research. To answer the questions of this research in depth, a mixed method was utilised. This approach involved gathering, checking, and understanding both numbers (quantitative data) and descriptions (qualitative data). Nevertheless, triangulation was employed, encompassing the use of both descriptive and numerical methods. Creswell and Creswell (2018) say that "doing qualitative research helps researchers learn more about complicated problems." These studies help people express their ideas and lead to the creation of new theories, especially when current theories do not resolve the specific issue being examined. A practical approach was employed

for this study that combines both qualitative and quantitative approaches to explore the research issue (Rossman & Wilson, 1985).

A research paradigm encompasses fundamental principles guiding scientific inquiry, including ontological commitments, epistemological beliefs, and methodological preferences (Ulz, 2023). She mentioned that, the adoption of a specific paradigm aids researchers in formulating their understanding of knowledge and determining the most appropriate methods for addressing their research inquiries. There are four main research paradigms: postpositivism, interpretivism, participatory, and pragmatism offering a summary of their positioning about ontology, epistemology, axiology, and quality criteria. The extent of participation by individuals with personal experience varies depending on the paradigm and methodologies employed in research. Their involvement is pivotal to the research process. Extensive literature exists regarding the involvement of individuals with first-hand experience in transformative and participatory paradigms. Nevertheless, limited scholarly attention has been given to exploring the potential synergies between the pragmatic paradigm and participatory methods such as Participatory Action Research (POR).

Pragmatic Paradigm

Pragmatism offers a framework that prioritises action-oriented research, with a focus on addressing practical issues that emerge within communities. Researchers aim to implement the most suitable methodologies to address the research question effectively, thereby facilitating the resolution of practical issues. John Dewey, an influential figure in the development of pragmatism, endorsed a democratic and pluralistic approach to societal organisation, emphasising the importance of cooperative interaction, deliberation, consultation, and active participation in social dynamics. Pragmatism posits that individuals

experiencing social problems are best equipped to define them, thus leading to the formulation of research questions with practical applications.

The researcher employs empirical methods comprising both interviews and surveys to assess the subject matter (Ulz, 2023). According to Creswell and Creswell (2018) assert “that a research approach grounded in pragmatic thinking enables researchers to select the most appropriate methods and techniques that align with the specific needs and objectives of their investigation.”

Constructivist Paradigm

To comprehensively address what the methodology is all about, is it imperative to talk about other aspects of research. Positivist and post-positivist research paradigms also can be employed within a mixed-methods research approach. The constructivist/interpretivist paradigm is distinguished by its focus on the subjective nature of knowledge construction and the significance of individual interpretations of reality. The constructivist paradigm challenges the notion of an objective reality, positing instead that knowledge is developed through social interactions and the interpretation of individual experiences. It views reality as multiple and socially constructed, with individuals actively shaping their understanding of the world. This paradigm is widely utilized in social sciences and humanities, particularly in qualitative research methodologies. The constructivist paradigm fits well with methodology of qualitative research. Interpretivists argue that “individuals construct subjective meanings informed by their personal experiences.” Consequently, scholars aligned with this theoretical framework use the subjective experiences and interpretations of study participants as a primary means of understanding the phenomenon under investigation (Ulz, 2023).

The prevalent belief is that human beings derive meaning from their interactions with the environment. In order to gather qualitative data, Interpretivist researchers engage in immersive fieldwork within the natural environments of participants. Individual experiences have been documented and analysed in this study. Researchers who follow the interpretive approach may use qualitative methods like grounded theory to study and understand real-life situations. Interpretivism, based on the idea that different perspectives are valid, suggests that the things we are learning exhibit multifaceted realities. Chalmers and colleagues (2005) concur that Interpretivists posit the belief in the ability to investigate and reconstruct multiple realities to comprehend complex situations. The process involves reciprocal communication between the researcher and the research subjects, as well as interactions among the participants of the study (Chalmers et al., 2005). Moreover, interpretive researchers collect data from social context, employing interviews, naturalistic methodologies and reflective sessions, discourse analysis also textual analysis (Carr & Kemmis, 1986).

The use of the pragmatic paradigm enabled the researcher to extend the analysis beyond quantitative methods but also quantitatively, thereby enhancing the reliability and credibility of the evidence. This study adopted a descriptive pragmatic paradigm aimed at exploring and comprehensively understanding the subjective experiences of those who participated in the research study. Subsequently, an analysis is expounded upon concerning the critical paradigm/transformational paradigm.

The transformational paradigm emerged during the 1980s and 1990s, delineating the philosophical suppositions adhered to by researchers. The critical paradigm and the transformational paradigm are both recognised theoretical frameworks within academic discourse.

A fundamental consideration is the necessity of engaging with a diverse array of political, social, and economic issues (Creswell & Creswell, 2018). The philosophical underpinnings of the transformative paradigm are fundamentally aimed at the modification of political systems, the challenge of social oppression, and the promotion of social justice within a defined contextual framework. The previously discussed concerns are integral to the dynamics of social oppression, the exercise of power, and the manifestation of conflicts at various strata of society. Furthermore, transformative paradigms are intricately linked to the notion of oppression, which is defined by a dialogic framework and axiology that recognises and honours cultural norms (Mertens, 2003). The researcher's direct engagement with participants is essential to the transactional epistemology that characterises this paradigm. This section subsequently elaborates on the pragmatic paradigm, which serves as the preferred methodological framework for the current study. In light of the subject matter, research inquiries, and intended audience, the transformative paradigm was excluded from consideration in the scope of this research.

Tashakkori and Teddlie (2003) posit that “the Conceptual Framework of Pragmatism is predominantly utilised by researchers who adopt theoretical perspectives tailored to the specifics of their studies, aiming for a comprehensive understanding of the subject matter under investigation.” Other researchers have noted that this concept is often linked with the integration of various approaches. This method focuses more on the results and questions from the research instead of the specific techniques used during the study.

Furthermore, research based on pragmatic philosophies may encompass both formal and informal discourse.” This is the reason numerous scholars depend on pragmatism due to

its lesser emphasis on assumptions about the nature of reality and its greater focus on addressing practical research issues.

Descriptive Research

Descriptive research widely uses different methods to investigate variables in research. It clearly and organised explains a group of people, a situation, or an event. “It mainly answers questions about where, what, when, and why” (McCombes, 2023). In this research, the researcher aimed at identifying trends, characteristics, categories, and frequencies this is because there was less information about entrepreneurial attributes and their influence on self-reliance despite Seychelles doing extremely well in education. However, self-reliance among young people is still a major challenge on the Small Island. A mixed method was employed for this research. McCombes (2023) “descriptive research is typically a quantitative type of research although it can be applied to qualitative research to describe the variables to have reliable and valid results.” The survey helped the researcher collect a lot of information from 277 total number of students. Descriptive approach using Frequencies, and averages was applied on Demographics were analysed. As for the qualitative data, interview tools were utilised on lecturers and administrators.

The researcher used a correlational research design to study how the two variables are related in this research, According to Bhandari (2023), this method “shows how strong the relationship is and in which direction it goes, without the researcher changing or controlling any of the variables.” In this research, the direction of a correlation for the two variables being examined was positive. Data was collected from five higher learning institutions. In correlational research data is usually gathered from natural settings (Bhandari, 2023), that made this research real without generalising the findings and made this research valid. According to Kuhn (1962), research suggests that “the interpretation of natural history relies

on the methodological beliefs and presence of implicit theoretical in facilitating the evaluation, selection, and the inquiry.” Based on the findings of Okeke and van Wyk (2015), it can be observed that.

This inquiry examines specific assumptions, propositions, rationale, and methodologies in the context of research. The contention posited is that research paradigms offer philosophical underpinnings that inform researchers' decision-making about the characteristics of their research and the methodology to be utilized in the conduct of research. Lincoln and Guba (1985) expound upon five key philosophical components, namely ontology, epistemology, axiology, rhetoric, and methodology. These subjects encompass inquiries regarding the nature of knowledge, the methods by which we acquire it, the factors that shape our beliefs about it, the processes involved in sharing knowledge, and the techniques we use to investigate it. Creswell (2003, 2014) also emphasises that, “these philosophical elements in his work.” Slife and Williams (1995) argue that “although the philosophical underpinnings of researchers are often hidden, they nevertheless have a very big impact on the conduct of investigation.”

To select a Particular research paradigm for an inquiry is contingent upon the philosophical beliefs of the researcher, which are founded upon their understanding of reality, nature, and the capacity for substantiation. Additionally, the selection of a particular paradigm provides a comprehensive understanding of the researcher's worldview (Creswell, 2014). The researcher's worldview is heavily influenced by their discipline, beliefs, and experiences. The research focus was shaped by various factors and guided by the researcher's epistemological and ontological perspectives, as well as her interest in addressing a longstanding issue she has observed for years. This researcher was motivated to undertake this investigation due to extensive teaching experience and a keen interest in hands-on and business-related disciplines

in higher education. The next section explores positivist, post-positivist, transformative, constructivist, and pragmatic paradigms. The mentioned paradigms refer to a philosophical framework including both positivist and post-positivist perspectives.

The positivist worldview is characterised by an epistemological framework that emphasises the application of logic and scientific reasoning in the pursuit of knowledge and understanding. The concept was initially formulated by Auguste Comte, a French philosopher who lived from 1798 to 1857. Positivists employ empirical methodologies, including experiments and observational studies, as a means to formulate and address research inquiries. Furthermore, individuals who subscribe to positivism emphasise the investigation of cause-and-effect relationships within the natural world through empirical testing grounded in observation and experiential evidence. In summary, Fadhel (2002) posits that the positivistic approach emphasises the comprehension of phenomena through the lens of observable facts and quantifiable variables. Researchers utilising this theoretical framework employ logical reasoning to formulate and empirically test hypotheses, establish precise definitions, develop scientific models, generate predictions, and derive conclusions. In 2007, Cohen and colleagues asserted that philosophers adhering to a positivist foundation base their concepts and evaluations on observable and measurable outcomes. The observed results can be attributed to foundational concepts such as determinism, which posits that events occur for identifiable reasons; empiricism, which asserts that knowledge is derived from experiential evidence; parsimony, which advocates for simplicity in explanations; and generalisability, which involves extending the applicability of findings to broader contexts.

As a result, the positivist paradigm advocates for the utilisation of quantitative research methodologies, necessitating precision in the delineation of constraints and metrics in the

collection, examination, and understanding of data to fully grasp the interrelationships inherent within the data analysed (Onghena et al., 2018)

Post-positivist analysts engage in inquiries that initiate the formulation of a hypothetical framework. This preliminary stage is subsequently succeeded by a systematic methodology for collecting data and analysing it, which is designed to either confirm or disprove the initial hypothesis. Additionally, post-positivist scholars advocate for significant modifications to existing hypotheses and promote the implementation of empirical observational testing. The intersection of positivist and postpositivist paradigms is evident in their common reliance on the objective nature of reality and their employment of logical methodologies for the pursuit of knowledge. According to Onghena et al. (2018), post-positivist analysts provide assessments concerning the conclusions derived from the implementation of logical methodologies aimed at enhancing objectivity and mitigating human biases. The positivist and postpositivist paradigms are often regarded as interconnected; however, researchers encounter challenges in recognising that many characteristics of positivism may be inapplicable in contexts where human interaction plays a critical role.

It is posited that the study of the social world differs significantly from the examination of the natural world. Smith and Koronios (2018) assert that the social environment is inherently imbued with esteem and that it is not feasible to provide causal explanations that could alter the established positivistic worldview. This assertion opens avenues for addressing certain philosophical foundations that underpin positivist thought. The emergence of the postpositivist worldview can be understood as a response to the recognition of the imperfect nature of reality. This perspective emphasizes the notion that while truth is paramount, it may also embody a probabilistic character. The philosophical foundations of postpositivism facilitate the

exploration of concepts and phenomena without necessitating empirical experimentation, thereby allowing for the formulation of hypotheses that may not be strictly subjected to experimental verification. Scholarly analysts within the domain of this epistemological framework, as referenced by Guba (1990), adhere to the principles of objectivism, which is founded upon a cosmology of authentic credulity. Cohen et al. (2007), used this approach “to distinguish an exploratory methodology designed to provide a normative axiology.”

Creswell and Creswell (2018) further articulated that “the positivist worldview is widely regarded as the conventional approach to research, particularly associated with quantitative inquiry.” Postpositivists challenge the conventional notion of absolute truth by asserting that researchers are unable to definitively validate the claims they formulate while investigating human behaviour (Phillips & Burbules, 2000). This challenges the traditional notion of certainty in the context of researching discoveries. Smith (1983) posits that the postpositivist worldview, which emerged in the 19th century among analytical thinkers, is fundamentally based on the deterministic assertion that causal factors exert influence over outcomes. Various descriptors are employed to characterise post-positivism, including experimental science, as well as positivist and post-positivist inquiry. The acquisition of information from a postpositivist perspective entails a commitment to achieving objectivity, a goal that is realised through meticulous observation and assessment of reality, as articulated by scholars Cohen et al. (2007) and Creswell and Creswell (2018).

This examination is grounded in the pragmatic paradigm, with the descriptive correlation research design considered pertinent due to the researcher's philosophical belief that reality can never be comprehensively understood, but only approached. The researcher aligns with the descriptive correlation research design assumption that elements of the social

context exhibit a significant degree of stability over time and across different geographical locations. Therefore, the aforementioned assumptions bear significant relevance to the present investigation. To analyse data, various statistical techniques were utilised to examine a substantial sample size to gather qualitative and quantitative data based on the philosophical foundations of descriptive correlation design. The examination utilised a substantial sample size to gather quantitative and qualitative data where statistical techniques were employed for to analyse the data based on the descriptive correlation design of philosophical foundations.

Research Design and Approach

Methodology of Investigation

Creswell and Creswell (2018) assert that research designs should be meticulously tailored to align with the scope of the study and to correspond with the objectives of the inquiry, thereby effectively addressing the research questions. Yin's (2015) study, a research design as a systematic and rational approach for investigating a particular phenomenon. This research approach serves as a foundational framework for the study, providing a structured approach to addressing the issue under investigation. It offers a methodological roadmap for the research process. Moreover, it provides valuable guidance for researchers regarding the nature of data collection, methodologies for data analysis, and potential constraints that may impact the interpretation of findings (Creswell & Creswell, 2015). Babbi (2016) posits that the selection of a research design necessitates thorough contemplation of the specific subject matter, target population, and appropriate research methodologies to effectively conduct a study. After deciding on the research question(s) and looking at the current studies, it's important to choose the right research method to carry out the research successfully. Creswell and Creswell (2018) say that “the choice of a research method is greatly affected by what the researcher cares about.” Empirical research entails the active pursuit of investigations aimed at the acquisition

and presentation of primary evidence or data to substantiate assertions within a study (Yin, 2018).

The study was done very carefully and matched the research questions well. The researcher suggested that combining numbers and personal observations would create a strong research plan, helping to gather useful information related to the study's questions. The choice of the study design was influenced by the type of research question, the hypotheses, the objectives of the study, the need for careful methods, and period when the research was carried out.

Creswell (2014) believes that using a mix of methods help the researcher combine both written information and numbers in order to understand the topic better and in more detail. This study used two research methods: Qualitative and quantitative. The study aimed at explaining how entrepreneurial traits affect self-reliance. It used both open questions and closed-ended questions along with detailed interviews. The analysis looked at all important ethical issues, which are explained in more detail in the next section.

Data for this mixed method research questions was collected through in-depth interviews involving lecturers and administrative staff and survey questionnaires were distributed to students. This method allowed triangulation of data by collecting it quantitatively and qualitatively in order to evaluate responsiveness in higher education lecturers and students regarding their self-reliance. Both closed-ended and open-ended questionnaires were completed by participants engaged. This research specifically looked at the principal traits and their impact on self-reliance within the context of higher education. Qualitative methodology encompasses a comprehensive examination of a particular bounded system over an extended

timeframe. This methodology entails the systematic collection of data from a diverse array of sources, accompanied by comprehensive contextual analyses.

Study Population and Sampling

According to Polit and Hungler (2004), "population" means all the people or things that meet certain requirements. Ranjit (2011) says that a sample is a small group taken from a larger group that researchers study. This issue can be caused by different limits that prevent everyone in the community from taking part. The study include lecturers and administrators, as well as students from both private and public colleges and the University of Seychelles. The research included a mix of students: some studying from a distance, some full-time, and some part-time. They were at various academic levels in the Faculty of Business and Vocational Studies (*Refer to Chapter 1, Table 1 pg. 20*)

The study looked at students who were in their second and third years. Data was gathered from five higher institutions which included: the Guy Morel Institute (45 students), Seychelles Tourism Academy (54 students), Seychelles Institute of Technology (54 students), Seychelles Business Studies Academy, and the nation's only university, the Seychelles University (66 students). A simple random sample size of 277 students was taken from the finite population of 980 elements randomly drawn from the five institutions. Number of participants from each higher learning institutions was decided based on the size of its population as shown in **Table 1. Page 20 of chapter one**. Stratified simple random sampling was utilised to choose a group of students who were in their second and third years of business and vocational programs as this group of students were or had already been exposed to work experience outside their institutions.

The study comprised a sample of 17 carefully selected lecturers and administrators who were also conveniently and randomly selected. Five (5) to seven (7) participants were

selected from each of the five institutions based on the institution size. Sarantakos (2013) posits that “the primary objective of sampling is to identify and select participants who possess pertinent characteristics, roles, and experiences that are relevant to the research study.” Sampling represent widely utilised methodologies within the domain of research. The study employed a probability sampling method to select participants. Utilising probability sampling methodologies, researchers can methodically select samples from a broader population (Nikolopoulou, 2023). This method ensures that everyone in the group has the same chance of being picked for the study. According to Nikolopoulou (2023) “probability sampling, a methodology employed in research, guarantees that every subset of a population possesses an equal opportunity for selection as participants.”

This study can be extrapolated to the wider population in which they pertain (Gibson & Brown, 2009). Sampling refers to “the methodological process by which researchers select a subset of individuals from a larger population for the purpose of conducting a study” (Bhardwaj, 2019). For the purposes of research and analysis, a sample is a subset of items or individuals picked from a larger population. Sampling represents a crucial methodology in research, particularly when investigating extensive populations. The methodology employed entails the selection of specific subsets from a recognised larger population for the purposes of research. Guest et al. Sarantakos (2013) posits that “the significance of randomization diminishes when employing non-probability sampling methods.” Non-probability sampling is a methodological approach wherein individuals within a population do not possess an equal probability of being selected for participation in the study. Bhardwa (2019) and Chiromo (2009) both indicate that “a variety of non-probability sampling methods are employed in the literature review.” However, the methodology employed in this study involved simple random probability encompassing purposive sampling, and convenience sampling approaches.

Setting of the Study

The research was carried at University of Seychelles the sole establishment in higher education in Seychelles, other institutions included the GMI, STA, SIT, and the SBSA. The participants in this study included members of staff, students, and administrators of institutions picked through both convenience and purposive sampling techniques from the five selected institutions.

Procedures and Ethical Considerations

Bhandari (2023) wrote “research assurances consist of a set of principles that guide research practices and methodologies.” Having research documents approved from the Ministry of Education in Seychelles, under the authority of the Principal Secretary (PS) and research committee known as Research Ethical Committee (UREC), at UNICAF University, subsequently, communication was established with five higher education institutions through their respective directors. These directors, along with their deputies, supplied the names and contact details of students, with the contact information for members of staff from the two of departments, Vocational Studies and Business faculties. The entire process was primarily conducted carried out email and WhatsApp during October.

Mixed methods research integrates both deductive and inductive methodologies, providing researchers with a comprehensive framework for the in-depth exploration of their topics of interest (Creswell & Creswell, 2018). Through the application of both deductive and inductive reasoning, researchers can leverage the advantages presented by quantitative and qualitative methodologies. The integration of this dual approach enhances the researcher’s analytical capabilities, thereby giving a broader comprehension and details of the research findings. To clarify and examine the phenomena, Quantitative research represents a methodological framework that uses numbers and statistical analysis. This caters for the

systematic collecting of data and analysing of data to facilitate the formulation of generalisations and the derivation of conclusions.

The data were analysed utilising fundamental statistical methods, facilitated by the application of SPSS software. This research employed a mixed-methods approach, integrating both qualitative and quantitative methodologies. Specifically, data collection involved the utilisation of surveys that generated numerical data alongside interviews that incorporated a set of predetermined questions. George (2023) suggests that “mixed methods research tries to improve on the weaknesses of using just one type of research by combining both numbers (quantitative) and descriptions (qualitative).” George (2023) explained that mixed methods research aims to improve on the weaknesses of using just one type of research method by combining both numbers and words. Also, the information collected from the interviews was organized and studied using NVivo 14, which made the results of the qualitative research stronger. This approach lets researchers get a better overall understanding of their topic by combining different types of information and viewpoints. This method helps researchers look at a wider and detailed range of questions, leading to better and more detailed understanding of their results. Also, these approaches can improve the trustworthiness of the results by gathering information from different sources and using different analysis methods. This helps to confirm whether the results match up or show different outcomes. George (2023) said that “in a mixed methods approach, researchers look at both numbers and descriptive information to get a clearer understanding of the topic they are studying.”

Designing of Instruments Used

This research employed a survey which is a research method where data is collected and analyzed from a group of people, while a questionnaire is a specific tool or instrument used in collecting data (Bhandari, 2023). To develop the survey questionnaire, this researcher

designed online google form questionnaire and interview tools based on the four research questions, research objectives and hypothesis in accordance with the demographic targeted and research methods employed. In order to prevent several biases like sampling, the Web based 5-point Likert scale survey questionnaire which included demographics with five (5) sections of 46 items was administered to students. The tools were accessed via various Face-to-face, self – administered questionnaire Online, i.e., via WhatsApp and email. Cronbach's alpha was used to test internal and content consistency in the items included for the quantitative data collection tools and the SPSS was employed to analyse quantitative research items and Pearson Product Moment Correlation (PPMC) was employed to ascertain the significant relationship between variables. Mean and standard Deviation was used for analysis. On the other hand, an in-depth Interview tool which Included demographics and eight (8) sections with 31 items was used on a small group of 17 lecturers and Administrators. Interviews were done via face to face and audio via phone calls and WhatsApp depending on the preferences of a participant. SPSS was employed to analyse quantitative research items and Pearson Product Moment Correlation (PPMC) was employed to ascertain the significant relationship between variables. Mean and standard Deviation was used for analysis.

Pilot Study

The initial pilot study was carried out prior to the main research which provided wider insights regarding the population and research instrument utilised. This initial phase significantly contributed to the refinement of the research protocol and methodologies employed in the subsequent study. Simkus (2023) described pilot study as “a design used to examine a small group of persons to assess the validity and feasibility of data collection methods and procedures prior to the main study implementation.”

Collected Data

To collect data, two samples were obtained. The researcher side by side collected data which was quantitative from students, and another sample was being collected to obtain qualitative data from administrators and lecturers. Of the total two hundred ninety-four (294) participants, two hundred (277) seventy seven were students while seventeen (17) lecturers and administrators, were involved in the data collection from five higher education institutions in Seychelles. Mean was used to assess each variable, while the standard deviation evaluated the homogeneity and heterogeneity of their impact on self-reliance. To examine the relationships among the variables, we employed the Pearson Product Moment Correlation (PPMC) analysis. Frequency distribution and percentage analysis were employed to examine the demographic components of the study (Kakoshi & Muraina, 2024).

This study looked at the different traits of students, including their age, gender, and academic program, year in school, faculty, study method, and citizenship status. The demographic information gathered details the personal traits of the participants. The student survey questions were divided into five different parts. The first part included population information and six questions for assessment. The second to fifth parts of the study each had ten items that matched the four research questions in the study. The second part had ten questions meant to assess how independent higher education institutions in Seychelles are. The third part included ten questions meant to measure how proactive students are in colleges and universities. The fourth part included ten special questions meant to assess creativity traits in different colleges and universities in Seychelles. The fifth part had ten questions to assess how willing college students in Seychelles are to take risks.

Participants used a 5-point scale to show how much they agreed or disagreed, with choices from Strongly Disagree (1) to Strongly Agree (5). To find the average, we added up

the scores from the five-point scale and then divided that total by how many answers this researcher got.

The sum of 5, 4, 3, 2, and 1 is 15

Then 15 divided by 5

Equals 3

The study's average value is 3

The second section focused on self-reliance as the dependent variable, while Sections three to five covered the independent variables: proactiveness, creativity, and risk-taking. The survey included 46 items. Average score: 2. Mean score of 3.39, approximately 3, were used to characterise the quantitative data from the student population. The assessment scale was administered, and responses were recorded as shown below:

Table 2

Five Likert Scale

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

Note. From “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 7, *Journal Innovations* (D927b-1698-1719.11648.pdf). Copyright 2024

The Five-Point Likert Scale in Table 2 (Kakoshi & Muraina, 2024, p. 7) refers to the range of response options in a Likert scale questionnaire, usually from agreement to disagreement. Likert scale responses revealed respondents' underlying attitudes and opinions.

1. Range of 1. Scores from 00 to 1.79 equal 0.79, classified as "Strongly Disagree," indicates a very low level of agreement. A score of 1.80 to 2.59, mean: 0.79 indicates disagreement, reflecting a low level of agreement. With the standard deviation of 0, the data shows a score of 3, within a range of 2.60 and 3.39. Indicating a neutral evaluation. The data shows a score of 3.40 to 4.19, mean: 0.79 indicates strong agreement among participants 4.20-5.00

Thirty (30) items were contained in the interview instruments and were distributed to seventeen (17) administrators as well as lecturers across five distinct research sites. The instrument comprised eight sections, incorporating both open-ended and closed-ended items. First section included six (6) demographic questions, both open-ended and closed ended in nature. In contrast, the second sections through four contained open-ended items each which were four, while the fifth Sections to eight included three open-ended items from within each respective section. The second Sections through five addressed components related to the research inquiries, whereas the sixth sections through eight encompassed inquiries about the relationship between the independent and dependent variables (Kakoshi & Muraina, 2024).

The Reliability and Authenticity of the Assessment Tools

The data was encoded in a way that males who participated were assigned 1 as there value, and females who participated were given a value 2. Age categories were defined as follows: 1 represented individuals below 20 years of age, 2 denoted those between the ages of 21 and 30, and 3 indicated individuals over the age of 30 among the student population. The variable "Year of Study" was operationalized using a coding scheme in which the value '1' denotes the second year, and the value '2' represents the third year. The study program was

categorized using a numerical coding system, whereby the following designations were assigned: 1 corresponds to Certificate, 2 corresponds to an advanced certificate, 3 to Certificate Advanced Diploma¹, while Bachelor's degree had 4, and Master's degree responded to 5.

The analysis conducted, grounded in the collected data, provides a thorough examination that yields profound insights into multiple dimensions of higher education students in Seychelles. The analysis is structured into four primary sections, each addressing one of the three pivotal questions identified: the rates of self-reliance, the dimensions of proactiveness, and the traits associated with risk-taking and creativity within students in higher institutions of Seychelles. Two hundred seventy seven (277) was the sample size for each variable which was deemed adequate for a wide range of quantitative analyses.

Conducting a preliminary (pilot) study constitutes a crucial component of the research process. Creswell and Creswell (2018) assert that “conducting a pilot study enhances the trustworthiness and accuracy of research inquiries.” It also provides valuable insights regarding the potential responses to those inquiries. Data analysis was conducted utilising computational methodologies. The analysis of quantitative data was conducted utilizing the Statistical Package for the Social Sciences (SPSS), whereas the analysis of qualitative descriptive data was performed using NVivo 14 software. The research employed a methodological approach that simultaneously collected data through two distinct modalities: quantitative data, represented by numerical values, and qualitative data, characterized by descriptive narratives. The two types of data were subsequently analyzed in isolation from one another (Kakoshi & Muraina, 2024).

The pilot study included a demographic section comprising 5 items: Year of Study, Gender, Mode of Study, Citizenship, and Age, which were presented in the format of tabular.

The entire targeted population involved in the data collection process reflects a participation rate of 100%. The data collection process incorporated all elements related to the two variables under examination: self-reliance, categorised as the dependent variable, and the independent variables identified as proactiveness, creativity, and risk-taking. The primary objective of this analysis was to identify patterns, trends, and associations within the data. A variety of statistical methods were utilised in the analysis, including descriptive statistics and percentage analysis. Furthermore, tables were employed to provide a detailed clarification of the results obtained.

The analysis looked at the research questions, predictions, goals, and their trustworthiness and accuracy. It also provided useful information about the topic of this research. We used SPSS to carefully analyze the average and variation of the survey answers. It was also used to calculate the frequency and percentages of the demographic data. Also, the Pearson Product-Moment Correlation (PMC) was used to study the ideas.

Software Utilised for Data Analysis

The instrument Statistical Package for the Social Sciences the (SPSS) was used, “it is a software package and an International Business Machines (IBM) tool, were used by this researcher for data analysis” (Peamkar, 2023). This instruments was introduced first in 1968 according to Peamkar (2023). The primary purpose of the package is to facilitate the statistical analysis of data. The study offers an analytical framework for descriptive statistics, numerical outcome predictions, and the identification of distinct groups. The system provides functionalities for data transformation, graphical representation, and direct marketing, facilitating seamless data management. This tool functions primarily as a self-descriptive mechanism, automatically assessing the researcher’s intent to access a pre-existing file. It consequently prompts a dialogue box that inquires which specific file the user wishes to open.

The SPSS has features of data management and it is one of the easiest instruments someone can use fully and allows the user to develop derived data, select information, and reshaping assorted files.” For more analysis, data could be stored. The software was characterised by its simplicity, and its command language, resembling the English language, facilitates user navigation through the operational processes. The application is available for download and can be utilized free of charge for a duration of one month; however, its purchase price is considerably high.

NVivo 14 is regarded as the foremost software for the analysis of qualitative data. It was employed to delineate, assess, and analyze interview data. This software employs analytical techniques to examine data derived from a variety of sources, which includes surveys, interviews, web pages, scholarly journal articles and, field notes. Its use spans multiple sectors, encompassing education, social sciences, healthcare, and business. Nvivo facilitated the user in the organization, analysis, and visualization of data, enabling the identification of underlying patterns within the dataset.

Analysis of Data

Faryadi (2019) explained that” analysing of data is an approach consisting techniques and tools researchers employ to interpret collected data.” Data analysis is defined “as the systematic process of inspecting, interpreting, transforming, and cleaning data in order to extract valuable information that promotes decision-making and facilitate the formulation of conclusions.” Kelley (2023) said “this includes the use of different methods, approaches and to analyse huge sets of data as well as retrieve trends which are meaningful, patterns, and relationship, in the same data.”

After data collection, the researcher statistically analysed the relationship between the two variables using correlation analysis (Bhandari, 2023). Qualitative data was visualised to show the relationships between variables. A researcher uses correlation analysis to quantify the relationship between variables by calculating a correlation coefficient. This single value conveys the direction and strength of the association among variables. This value measures the relationship between the variables. The Pearson product-moment correlation coefficient, or Pearson's r (Bhandari, 2023), measures the “strength and direction of a linear relationship between two quantitative variables.” Correlation coefficients usually measure pairs of variables, but a multiple correlation coefficient can assess relationships among three or more variables at once.

Quantitative Data Analysis

First Section. Summary of demographic data.

Table 3

Participants Summary

	Age	Gender	Year of study	Mode of Study	Citizenship	Study Program
N	277	277	277	277	277	277

Table 3 shows the participant distribution in the study. No missing data was recorded from the 277 total number of students who participated in the survey.

The dataset comprises 277 valid entries, with each entry classified as valid. Thus, the overall count of valid observations stands at 277.

The demographic section comprised a total of six items independent variables: Year of Study, Gender, Age, Mode of Study, Faculty and Citizenship. These variables are presented in tabular form. The attainment of a 100% participation rate among participants contributed significantly in addressing effectively to the questions under research.

1st Variable: Gender. An independent variable. The researcher invited participants to indicate their gender identity by selecting one of the following options: male, female, prefer not to disclose, or other. The students categorised this variable as a dichotomous nominal variable.

2nd Variable: Age. This study allowed participants to indicate their age, categorized as 20 years and below, 21 to 30 years, and above 30 years. Participants were instructed to disclose their chronological age.

3rd Variable: Academic Year of Enrollment. The variable in question is dichotomously classified into two categories: 3rd year students and 2nd year students.

4th Variable: This was classified as the independent nominal variable, designated as study mode, encompassing three categories: full-time, distance students, and part-time students.

5th Variable: Citizenship. This variable, designated as a research program, is classified as a nominal variable. The sample comprised both Seychellois and individuals of non-Seychellois origin.

6th Variable: Academic Program of Study. It is an independent nominal variable, designated as the study program, is classified comprising five distinct categories: Master's degree, Bachelor's degree, Advanced Diploma, Diploma, and Certificate. Participants were

asked to identify the department affiliated with their field of study, with a significant proportion originating from vocational faculties.

The second Section. The study encompasses ordinal dependent variables which responded to the levels of self-reliance in higher institutions of Seychelles.

Ten (10) items were assessed using a 5-point Likert scale instrument, with option responses spanning within "Strongly Disagree" and "Strongly Agree." First item reveals that someone's personality may significantly influence the pace at which an individual engages in independent tasks. Regarding Item 2, I demonstrate a high level of resourcefulness in identifying and implementing solutions independently, without reliance on external assistance. Item 3: It is my observation that survival skills are not adequately incorporated into the current curriculum. Item 4 highlights that social interactions significantly impact the development of self-reliance. Item 5 indicates that the assistance received from various sources significantly impedes my ability to cultivate independence. Item 6 highlights the elevated unemployment rates among graduates in Seychelles, prompting me to consider self-reliance as a feasible career alternative. Item 7 reflects my personal experience of encountering substantial challenges faced by youths during pandemic, a time that resulted into widespread job losses among young individuals. Item 8: Self-reliance is a critical factor in the development of my entrepreneurial mindset and the cultivation of my determination. Item 9 posits that government-led youth empowerment initiatives aimed at fostering self-reliance in Seychelles are of paramount importance. About Item 10, it can be stated that my institution enhances the likelihood of achieving self-reliance upon graduation.

3rd through to 5th Sections each comprised ten ordinal independent variables. A five-point Likert scale comprising the response options of Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree was employed.

3rd Section. Aspects of Proactiveness among students in higher institutions of Seychelles

This section had ten items. First item articulated the premise that individual emotions significantly influence various dimensions of proactivity, particularly in the anticipation of challenges and the identification of solutions to address such challenges. Item 2: I exhibit elevated levels of proactivity, enabling me to rely on my capabilities without the necessity of formal employment. About Item 3, I assert that I demonstrate a proactive approach and depend upon my capabilities to attain a state of self-reliance. Furthermore, Item 4 posits that individuals possessing proactive cognitive styles exhibit greater self-reliance in navigating the challenges and uncertainties inherent in various life endeavours. Item 5 indicates that proactiveness has a favorable impact on the level of self-reliance exhibited by students at my higher education institution. About Item 6, it appears that there exists an incongruence between the degree of proactivity exhibited within my institution and the corresponding level of self-reliance. Item 7: I have experienced, both directly and indirectly, the impact of peer pressure, which impedes my ability to demonstrate proactivity. About Item 8, I perceive a deficiency in my proactive skill set. Item 9 indicates that self-belief serves as a significant motivating factor for proactivity. Additionally, Item 10 suggests that personal behaviour substantially influences levels of proactivity.

4th Section. Characteristics of Creativity in Seychelles Students

Comprised ten items. The **first item** posited that individual behaviours significantly influence the characteristics of creativity that contribute to the development of self-reliance. **Item 2:** The institution facilitates an environment that promotes critical thinking. As a student characterized by creativity, I am predisposed to pursue distinctive and innovative solutions, thereby enhancing my capacity for self-reliance in entrepreneurial contexts. **Item 4:** My experiences have equipped me with the capacity to identify problems, conduct analyses, and propose solutions. About **Item 5**, it is posited that my level of knowledge exerts a positive influence on my creative abilities. **Item 6:** I derive a greater sense of satisfaction from engaging in creative activities throughout my academic studies. **Item 7:** My educational background has allowed me to enhance my current knowledge, thereby fostering self-reliance. In **Item 8**, I exhibit a high degree of creativity in my conceptualizations and have developed increased confidence in pursuing various initiatives independently, with minimal reliance on external support. **Item 9** posits that students possessing a creative mindset demonstrate greater resourcefulness and exhibit a reduced reliance on others when navigating challenges in their entrepreneurial endeavours. I concur with this assertion. **Item 10** indicates that the extent of my creative capacity is positively correlated with “my ability to depend on my competencies.”

5th Section. Levels of Risk-Taking among Higher Education Students in Seychelles

Similar to afore discussed sections ten items were looked at. In addressing challenging tasks, I adopt a more positive mindset as a strategy to mitigate the likelihood of failure. Item 2 posits that my propensity for risk-taking significantly affects my sense of self-reliance. Item 3: Engaging in risk-taking behaviours significantly enhances my capacity to pursue subsequent opportunities following a failure in a given task. Item 4 posits that engaging in risk-taking behaviours facilitates the discovery of innovative solutions autonomously, thereby fostering

greater self-reliance in entrepreneurial pursuits. Item 5: I derive satisfaction from engaging in diligent work, even when confronted with challenging tasks. About Item 6, I exhibit a propensity for risk-taking in my approach, which consequently necessitates a reliance on my skills and resources to effectively navigate and address challenges. Item 7 suggests that risk-taking behaviours enhance self-reliance in Seychelles' higher education students, especially regarding entrepreneurial opportunities. Item 8: I take academic risks that motivate me to independently manage my studies without external support. About Item 9, my propensity for risk-taking fosters a greater degree of resourcefulness in my pursuit of self-reliance. Similarly, Item 10 indicates that my level of risk-taking is positively related to with “my degree of self-reliance.”

The Pearson Correlation Coefficient (r) Approach

Correlation shows how two variables are related to each other. It can be less than zero, more than zero, or equal to zero. The Pearson correlation coefficient, also called bivariate correlation, Pearson's r , or just correlation coefficient, measures how strongly two variables are related in a straight-line way (Turney, 2022). It is commonly used “in finance, natural sciences, and social sciences.” Turney (2022) said that “when there is a positive correlation between variables X and Y , it means they change in the same way.” When one thing goes up, the other thing goes up too. The two things are related in a way that when one goes up, the other goes down. If X goes up, Y usually goes down, and the other way around. A negative correlation means that when one thing goes up, the other thing goes down. A zero correlation means that there is no relationship between x and y . The table below shows a summary of the Pearson Correlation Coefficient.

Table 4

Pearson Correlation Coefficient (r)

Pearson correlation coefficient (r) value	Strength	Direction
Greater than .5	Strong	Positive
Between .3 and .5	Moderate	Positive
Between 0 and .3	Weak	Positive
0	None	None
Between 0 and $-.3$	Weak	Negative
Between $-.3$ and $-.5$	Moderate	Negative
Less than $-.5$	Strong	Negative

Note. Reprinted from “Pearson Correlation Coefficient (r) | Guide & Examples,” by S. Turney (2024), (*Pearson Correlation Coefficient (r) | Guide & Examples*). Scriber

The Pearson correlation coefficient Table 4 (Turney, 2024), is an important instrument used to see how two research variables are related. This study checks the idea that three attributes of entrepreneurs are related to being self-reliant. Turney (2022) explains that the Pearson correlation coefficient (PCC) measures how strongly and in what direction two things are related. It can be between -1 and 1, and it helps to determine if we should reject the null hypothesis and accept the alternative one. If the t-statistic is smaller than the critical value ($p > \alpha$), the result is not statistically significant, so we can't reject the null hypothesis. When the t-statistic is higher than the critical value, it means the relationship is important ($p < \alpha$). This study checks two ideas with a significance level of 0.05.

Qualitative Data Coding and Analysis

The qualitative data was analysed with the latest version of Nvivo 14 software valuable web-based tool.

Coding data for qualitative helps gain deeper insights. It allowed this researcher to organise semi-structured or unstructured data, like interview transcripts, which were transcribed into patterns and themes for analysis.

Thematic descriptive coding with both inductive and deductive approaches were employed by this researcher. To identify themes and patterns in qualitative data, the data is coded systematically categorising extracts. The Coding of Inductive and Deductive document describes the deductive approach as using predefined codes for qualitative data coding, while inductive coding generates new codes. Both methods are employed in qualitative research. Qualitative coding “enhances the rigour and systematization of analysis” (Deductive and Inductive coding, 2021, para.3). It helps uncover insights that genuinely represent data and the human stories behind it. The Deductive & Inductive coding (2021) document said “it provides transparency and reflexivity for both the researcher and readers where the researcher could also use a full inductive, full deductive, even a combined method within the same research” (para.3). In this paper, both deductive and inductive methods were employed.

Coding of Inductive and Deductive Data

Coding of Inductive Data an approach where researchers use a bottom-up approach. In this case, researchers analyse the dataset while codes are being developed.

Deductive coding Deductive coding is a top-down qualitative data analysis method that applies predefined codes based on existing theories or frameworks. Deductive coding begins with a structured set of codes that directs the analysis. This researcher coded excerpts by aligning them with the codebook. The codebook was created to stay focused on the research questions and track themes and codes. The researcher developed a codebook from the research questions which was used for qualitative analysis by reading through and understanding the

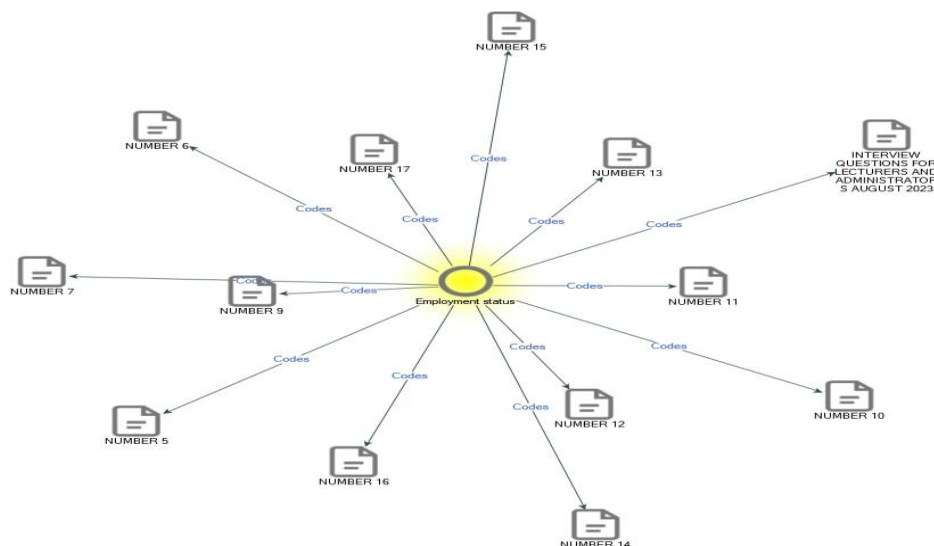
data collected and ensured that, codes were closely related resembling the codebook. Kallos (2023) defines a codebook as a document listing themes, codes, and definitions for qualitative analysis.

Guidelines for Conducting Coding in NVivo Software

During the coding process of qualitative data, this researcher used a total of seven steps. The researcher initiated the process by establishing folders within NVivo 14, followed by the importation of interview transcripts. Subsequently, the transcripts were reviewed, during which themes were developed and codes were organized according to primary themes. A hierarchical dataset was exported, accompanied by the development of a codebook. Subsequently, presentation of results were done through the utilisation of tables and charts. All transcripts were systematically assigned designations ranging from P1 to P17. Data was extracted and subsequently imported into NVivo software for analysis. The researcher established organized folders for the storage of interview transcripts and audio recordings. To obtain a comprehensive understanding of the data collected, the transcripts were reviewed systematically. Primary themes were established through the implementation of a hierarchical coding method, which facilitated the identification of primary themes as well as the development of corresponding sub-themes. Demographic variables were utilized to compare participants based on academic program, gender, mode of study age, and nationality. Consequently, this research employed research questions as the principal themes guiding the investigation. The primary themes identified in the research questions were self-reliance, proactiveness, creativity, and risk-taking. Subsequent sub-themes were derived during the data analysis process. The researcher imported demographic data from an Excel spreadsheet into NVivo, which helped in the facilitation of the verification of data consistency for each participant, as illustrated in figure 2 below.

Figure 2

Visualised Demographics for Qualitative Data



Note. Figure 2 Shows the Visualised Demographics for Lecturers and Administrators

Figure 3

Visualised Data of Self-reliance

Rate of Self-reliance of Higher Institution Students in Seychelles												
Self-efficacy...	support a...	poor res...	nee...	mod...	model	leave ...	kn...	isola...	isola...	isola...	insp...	
	social fo...	poor per...										
Self-efficacy...	sense of ...	play,	inspired (2)	emo...	emo...	em...	did ...	did ...	did ...	did ...	did n...	
	sense of ...	personali...	inspired									
unwillingn...	self-det...	painfully ...	helpless...	did not h...	be p...	appr...	appr...	alo...	alo...	alone		
trust (3)	self-det...	painfully ...	frustratio...	comfort (2)								
trust (2)	self-det...	painfully ...	failure	comfort								
trust	self-det...	painfully ...	emotional...	blame g...	afraid							
tolerance (2)	pressured	optimism...	emotional...	belief (3)	adolescence	Self-relian...	Ma...	Less...	Inv...			
tolerance	poor res...	optimism	emotional ...	belief (2)	adaptabili...	Self-relian...						
they do not ...	poor res...	optimism	emotional ...	belief	adaptability	Self-relian...	Get yo...	Bounce ...				
support and...	poor res...	needy	emotional ...	belief	YES	Self-efficacy...	Craft a ...	Be flexi...				

Figure 3 shows the Visualised Data of Self-reliance in higher institutions of Seychelles which is mainly influenced by student Isolation, their Personality, poor support from both

significant themes were identified and analyzed in relation to the established objectives and research questions.

Kelley (2023) defines data analysis as “the process of cleaning and processing raw data to extract actionable information that aids business decision-making.” Software tools were used to analyse data and formulate responses to the research questions. Transforming large datasets into actionable insights is essential for research across disciplines.

Interpreting Data

When data was looked at in details, the researcher interpreted its meaning and then made a conclusion based on what was discovered.

Data Visualisation

Using charts, bullet points, maps graphs, and many other forms, makes it easier for readers to understand the content. It also helps to compare what other researchers have done on the similar topic and it shows how the findings are connected.

Descriptive Statistics

In descriptive statistics, data was organised systematically to enhance understanding. Statistical measures like the mean, median, standard deviation and mode effectively characterise and summarises data. It offered a detailed analysis of data, helping to identify trends and patterns.

Triangulation

Triangulation was used by employing various methods and instruments. Triangulation is a research strategy that enhances the validity and credibility of findings while reducing biases (Bhandari, 2023). Triangulation employs multiple datasets, methods, and theories to address

the research question. Bhandari noted that “although triangulation is mostly applied to qualitative research, it could as well be more useful in quantitative research.” In other ways, triangulation is said to be “the best way researchers use if going by mixed methods research,” (Bhandari, 2023). Through triangulation multiple methods were applied and that assisted the researcher to rely on different sources of data which gave holistic understanding and strengthen credibility of the research. According to Carvalho and White (1997), “triangulation refute, enriches explain and confirm the findings.”

Validity and Reliability

To check if this research study is correct and trustworthy, the researcher used various methods. Validity and reliability are important ideas used to check the quality of research. It shows how strong the methods or techniques are when studying specific things (Middleton, 2023). Reliability means how consistent a measurement is, while validity means how accurately a measurement evaluates what it is supposed to measure.

Instrument Administration

A good number of participants completed and submitted the instruments within a two-day period following the receipt of the instruments. These instruments of quantitative were distributed through WhatsApp, email and in accordance with the participants' preferences such as face-to-face. During the interview process, there were instances in which network disruptions occurred, resulting in extended durations for online interviews. At times, the presence of differing accents posed a significant barrier to effective communication. Given the diverse backgrounds of both the interviewee and the interviewer, mutual comprehension was often compromised, hindering the exchange of information.

Peer Review

A research expert affiliated with a higher education institution conducted a thorough review of the document to critically examine and provide guidance on the data findings. Researchers rely on the expertise and insights of their peers.

Summary

The attainment of self-reliance is intricately associated with a multifaceted array of challenges. The advancement of any academic discipline necessitates a significant investment of resources earmarked for infrastructural development, coupled with the strategic allocation of specialized assets to support research and development initiatives. This scenario necessitates a comprehensive examination of the intrinsic trade-offs involved, particularly in light of the potential deterioration in competitive positioning that certain industries may experience within the global market context. Furthermore, in light of the growing technology of the global economy, the pursuit of absolute self-reliance may be regarded as impractical and potentially detrimental across various sectors.

The results of this study are expected to greatly improve the discussion about entrepreneurship and self-reliance among students. This research project looked at the three key characteristics of entrepreneurship that help students in post-secondary schools of Seychelles become more independent and self-sufficient. This study is expected to provide important suggestions for institutions and decision-makers, helping them create and apply plans to promote these qualities in students. Becoming more independent is closely linked to developing a variety of skills, especially making decisions, critical thinking, and solving problems. This process entails the cultivation of a constructive mindset, which is characterised by the reconceptualisation of challenges as opportunities for personal growth and development. Moreover, it underscores the significance of enhancing self-efficacy in relation to individuals' skills and competencies. Self-reliance constitutes a fundamental trait that markedly augments an individual's ability to adeptly manage the complexities inherent in life. This concept is characterised by a heightened level of autonomy, augmented resilience, and an enriched understanding of individual agency. Quality education constitutes a fundamental pillar

essential for the development and progress of any nation. The educational process serves as a pivotal mechanism in the dissemination of essential knowledge and skills to individuals, simultaneously promoting the development of their cognitive frameworks and perspectives on the world. Therefore, it is essential to foster a significant transformation in individual attitudes in order to facilitate the attainment of self-sufficiency. The next chapter (Chapter 4) provides a detailed look at the results from the research study. The study carefully looked at the research questions, the objectives which were set for this research and to evaluation the validity of the hypothesis.

CHAPTER 4: FINDINGS

The fourth Chapter presents findings from five institutions in higher learning of Seychelles based on the data collected. Kakoshi and Muraina (2024) reviewed that “the moment UNICAF University Research Ethics Committee (UREC), approved for research to be carried out, the Principal Secretary (PS) overseeing the Ministry of Education Seychelles allowed research to be conducted.” The Principal Secretary (PS) in the Ministry of Education Seychelles contacted the directors and deputies of five higher education institutions. They provided student names, contact information, and staff names from the Faculties of Vocational and Business Studies. Most of the process took place through e-mail and WhatsApp in October 2023 (Kakoshi & Muraina, 2024).

Kakoshi and Muraina (2024) stated that “descriptive correlation studies systematically analyse multiple variables to accurately represent a phenomenon and the population.” The approach of mixed methods was employed for this study, combining semi-structured interviews and quantitative surveys. SPSS 26 tool was utilised for analysing the quantitative data and NVivo 14 was used for qualitative results which were coded to enhance the data and to validate its findings. George (2023) posits that “mixed-methods research integrates both qualitative and quantitative methodologies to address the limitations inherent in single-method approaches.” By employing multiple data sources and perspectives, the researcher can attain a more nuanced and comprehensive understanding of the subject under investigation.

George (2023) argues that “using mixed research approach enhances understanding of phenomena which are complex by examining both empirical data and the motivations behind it.” George (2023) said “the mixed methods allows researchers to collect and analyse data of qualitative and quantitative data simultaneously, fostering understanding of the research topic.”

This approach allows researchers to explore a wider range of inquiries and perform more detailed analyses. These methodologies can enhance the validity and reliability of research by integrating diverse data sources, improving both convergent and divergent outcomes. Creswell and Creswell (2018) argue that mixed methods research combines deductive and inductive approaches for a more thorough investigation of a topic. This framework helps researchers combine deductive and inductive reasoning with qualitative and quantitative methods for a more comprehensive data analysis.

Self-reliance in education steers-up the need for students to develop thinking critically, gain various skills and boost productivity. This assertion highlights that learning is greatly affected by individual experiences and environmental factors. According to Sahoo (2021) cites Emerson, stating that, "education fosters individual contributions to society rather than conformity." The 2013 Seychelles curriculum recognizes Design Technology and Enterprise (DTE) as a subject focused on developing practical skills for students. Sure, the text seems incomplete or missing. Please provide the text you'd like me to revise, and I'll assist you in making it more academic. Many highly qualified individuals show deficiencies in basic skills. The main challenge facing graduates in Seychelles and many African nations is a lack of autonomy. Highly educated individuals are often seen as self-sufficient due to their extensive academic training. Learning, the acquisition of knowledge, values, skills, and behaviors, takes place in higher education institutions like universities (Peter, 2009). The Seychelles Republic is an archipelago, a small Island surrounded by the Indian Ocean East of Africa. Seychelles, like many nations, faces major economic challenges.

Creativity, Risk-taking, and proactiveness were the three attributes which guided this mixed methods study to assess their effect on self-reliance on students aspiring for white-collar

jobs instead of manual labor. Many students rely on government or organizational support instead of pursuing self-reliance in their job search. Entrepreneurial attributes include the traits, skills, and mindsets associated with those involved in entrepreneurial activities. Self-reliance is essential for enhancing national security, making it a key benefit. Albert Bandura, a well-known psychologist, highlighted the importance of self-efficacy. This means believing in your ability to successfully do tasks or reach your goals. Lopez-Garrido (2023), based on Bandura's work from 1982, suggests that “people who believe in their own abilities tend to feel more confident and see challenges as chances to grow.” Also, depending less on other countries makes a country better ready to handle economic and political problems. A self-governing country can better take care of its natural resources and how they are shared, leading to greater stability and strength. Encouraging people to be self-sufficient greatly helps a country's overall growth. By improving its industry and training its workers, a country can boost its economy, create jobs, and improve the quality of life for its people.

This approach promotes innovation and technological advancement to meet the country's domestic needs. Educators significantly impact academic achievement through their “decisions, teaching strategies, and student engagement, shaping learning effectiveness and future success” (Jebson & Muraina, 2018). The three entrepreneurial characteristics can foster student innovation by creating products that meet global market demands and improving existing concepts. “Innovations are crucial for simplifying life and advancing civilization” (Kassa & Mirete, 2022). Innovation drives humanity to achieve great heights by advancing processes. Chapter four analyzes data validity, trustworthiness, reliability, and provides a descriptive analysis of qualitative data and quantitative data. The period in which data collection made was from 2nd to 31st, 2023 in October. Thereafter, the researcher made evaluations and concluded all what was related to the research questions and hypotheses.

Research Questions for the Study

RQ1. What are the rates of self-reliance among higher education students in Seychelles?

RQ2. What are the aspects of Proactiveness among higher education students in Seychelles?

RQ3. What are the characteristics of creativity among higher education students in Seychelles?

RQ4. What are the levels of risk-taking among higher education students in Seychelles?

Hypotheses

H01. There is no significant relationship between Proactiveness and self-reliance among higher education students in Seychelles

H02. There is no significant relationship between Creativity and self-reliance among higher education students in Seychelles

H03. There is no significant relationship between Risk-taking and self-reliance among higher institution students in Seychelles.

Data Trustworthiness

Interviews were comprehensively conducted among 17 selected administrators and lecturers from each institution. Depending on the size and staffing of an institution, 5-7 members of staff were recruited and participated in the interview. Two hundred seventy seven (277) students in their second and third year studying vocational and business students participated via google survey form which was randomly given to them. Participants were assured that, the information was specifically utilised for this study's purposes and that, their information would remain confidential and undisclosed. Participants had the right to discontinue or withdraw from the study should they experience any discomfort. To ensure the

confidentiality of the data collected, the researcher implemented several security measures, including the use of encryption codes on the laptop and a personal mobile device for recording interviews.

Participants signed an informed consent form as required before the beginning of any data collection and before the recording of the interviews. Regrettably, the interview participants were inadequately prepared for a video recording, which necessitated the decision to utilise audio as the medium for documentation. Triangulation refers to the methodological approach of utilising multiple data sources or techniques to corroborate research findings. The study employed a triangulation approach through the utilisation of multiple research methods. Bhandari (2023) posits that “the use of triangulation contributes to the enhancement of research credibility and reliability, simultaneously mitigating the potential for inaccuracies.” The triangulation methodology employs a diverse array of data sets, methods, and theoretical frameworks to investigate a particular research question. According to Bhandari (2023), “triangulation is frequently utilised in qualitative research, and its application is expanding within quantitative methodologies.” Furthermore, “methodological triangulation is regarded as a best practice within the realm of mixed methods research” (Bhandari, 2023). Triangulation application in this research enabled this researcher to apply different way of sourcing data, thereby enhancing its validity. According to Carvalho and White (1997) contend “triangulation serves to enhance, refute, validate, and elucidate research findings.”

Peer review is the evaluation of scholarly work by experts in the same field prior to publication. A scholar from a prestigious institution assessed the paper to analyze and offer guidance on the data. Scholars use peer review to have their research evaluated and critiqued

by professionals in the field. This process enables a thorough review of the research findings and methodology.

Two samples were obtained consecutively:

The initial sample collected quantitative data from students, while the subsequent sample gathered qualitative data from lecturers and administrators. Data collection involved 294 participants, including 277 students and 17 lecturers and administrators from five higher education institutions in the Seychelles. Frequency distribution and percentages were utilised to answer the research questions for the demographic sections. To determine the central tendency of each variable, the mean was employed, while to assess the dispersion of entrepreneurial attributes and their impact on the self-reliance of higher education students in Seychelles, the standard deviation indicating dataset homogeneity and heterogeneity was utilised and to determine the significant relationship between variables, the Pearson Product Moment Correlation (PPMC) was used. The participants' questionnaires had five sections. The first section included six demographic items, while sections two, three, four, and five each contained ten items related to the four research questions (Kakoshi & Muraina, 2024).

In their published work based on this research, Kakoshi and Muraina (2024) reviewed that “findings from the research provided the relevant information about the demographic elements of participants' characteristics.” The duo also reviewed that “Participants' demographics included gender, age, year of study, program, mode of study, and nationality. Section two included ten items measuring self-reliance in Seychelles' higher education students.” Section three also reviewed 10 items assessing the proactiveness of the study from higher education students in Seychelles. Section 4 of the survey had 10 items like other sections to measure creativity traits among students in higher education of Seychelles. Section 5 focused on assessing the risk-taking levels of the students, Section four of the study analyzed ten factors related to the creative attributes of Seychelles higher education students and section five of the study looked at ten variables connected to the risk-taking traits of students Seychelles higher education. All in all, each section had ten items. For calculating the average the 5- Likert scale points were totalled and divided by the number of responses. The mean for this study was 3, calculated as follows: $(5+4+3+2+1)/5 = 15/5 = 3$

The second section focused on the dependent variable, self-reliance, while sections three to five analysed independent variables like proactiveness, creativity, and risk-taking. The survey included 46 items. An approximate mean value of 3 was yield from the analysed of student data. To respond to the answers in Table 2, the scale was used, and respondents provided their answers through the interview protocol which included 31 items to interview seventeen (17) lecturers and administrators from the five study sites. The form consisted of eight sections which included closed and open elements. Section 1 included six demographic items in various formats, while Sections two through four contained four open-ended items each. Sections five through eight included three open-ended items each. The next sections explained different parts in this study, from Section Two to Section Five. Also, Sections Six to Eight will look at how the dependent and independent variables are related.

A pilot study was conducted to improve the understanding of research instruments and refine the study protocol and methodologies before the main investigation. Simkus (2023) states that “a pilot study's main goal is to evaluate the validity and feasibility of data collection methods with a small group before starting extensive research.” There searcher conducted a preliminary study with 19 participants, including students and staff, despite this number not being part of the original sample. The questionnaire and checklist were emailed and sent via WhatsApp to participants for validation. The pilot study analyzed demographic factors by collecting data on six variables: Gender, Age, Year of Study, Mode of Study, Nationality, and Citizenship. These variables were tabulated for analysis. The data collection process scored 100% participation from all targeted research sites. Various statistical methods, including descriptive statistics and percentage analysis, were used for clear table explanations. Data collection addressed Self-reliance (dependent variable) and Proactiveness, Creativity, and Risk-taking (independent variables). The analysis sought to identify data patterns and trends

where the study assessed the reliability and validity of the research inquiries, objectives, and hypotheses. This offered valuable insights of this research.

The data was examined using SPSS 26 for numbers (quantitative) and NVivo 14 for text information (qualitative). The study utilised SPSS software to look at averages, standard deviation, counts, and percentages for survey questions and background information about the participants. The Pearson Product-Moment Correlation (PMC) was used to check the study's ideas. Creswell and Creswell (2018) highlighted how important pilot studies are in research. Creswell and Creswell (2018) said that, “a test study makes research answers more accurate, dependable, and complete.” The research method involved carefully gathering and studying both numerical data and descriptive information. SPSS was used to look at demographic data by finding averages, how spread out the data is (like mean and standard deviation), and counting how often things happen and their percentages.

To analyze the data and test theories, this researcher used the PPMC. Checking if research tools are accurate, dependable, and trustworthy. Reliability and validity are important ideas for checking how good research is. They help us see how well the methods work when looking at specific things (Middleton, 2023). Reliability means that the measurements give the same results each time, while validity means that the measurements are correct and true. Marsden (2013) says that reliability shows how trustworthy a study is. In 2023, Marsden talked about transferability, which means being able to apply research results to other situations.

The researcher used varied methodologies and tools to evaluate the study's reliability, validity, and transferability. Cronbach's Alpha tool was used to “assess reliability of Data Collection Tools which measured the reliability and internal consistency of survey items” (Frost, 2023). The researcher used Several Cronbach's alpha tests to assess the internal

consistency and reliability of the survey items. In this research the researcher employed Data Collection Tools which were reviewed and approved by the research associate at the University of Seychelles, the researcher's supervisor, and UNICAF Research Ethics Committee (UREC) for the study instruments to be used. Quantitative tools were shared with participants through email and WhatsApp. Most participants replied within two days. The interviews were mostly conducted via WhatsApp, with some in-person meetings. The interview was prolonged due to intermittent network disruptions.

Diverse accents occasionally hindered effective communication between interviewers and interviewees due to comprehension challenges from their varied global origins. According to Pdamkar (2023) notes that “SPSS, developed by IBM, was first released in 1968.” The software is used for statistical analysis. It provides transformation of data, direct marketing and features visualisation for efficient management. This application analyses data for descriptive statistics, result prediction, also cluster identification. The tool enhances user experience by automatically verifying content access. Pdamkar claims SPSS is user-friendly and provides data management features for selecting and reformatting data. The software allows for data archiving for future analysis. It has a simple design and an English-like command language for easy navigation. The software is free to download for one month but costly to purchase. An effective tool for qualitative data analysis is NVivo 14. To describe and assess the interview data were used. The software analyses data from interviews, surveys, notes, web pages and journal articles. Its applications include education, social science, business, and healthcare. NVivo software helps users organise, analyse, and visualise data to identify patterns. This section presents the findings on the four research questions and three hypotheses. The study explored how risk-taking, creativity, and proactiveness impact self-reliance in Seychellois high school students. The document outlines data collected for identifying trends and patterns. The

dataset's key features were summarised. The data is organised for clarity. The typical approach involves calculating statistics such as mean, median, and standard deviation.

Results and Findings

Analysis of Quantitative Data

Table 5

Quantitative Data: Demographic

		Frequency	Percent	Valid Percent	Cumulative %
Gender	Female	106	38.3	38.3	73.3
	Male	97	35.0	35.0	35.0
	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	Below 20	202	72.9	72.9	72.9
	20 _30	70	25.3	25.3	98.2
	Above 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	76.2	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	
Program	Masters	1	0.4	0.4	0.4
	Bachelor	5	1.8	1.8	2.2
	Advanced 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	

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi, and K.O. Muraina, 2024, P. 5, *Journal Innovations* (D927b-1698-1719.11648.pdf). CC BY.

To identify patterns and relationships in datasets, quantitative data analysis which uses numerical measurements and statistical methods was used in the section one. Demographics - Table 5 shows participant distribution. Two Hundred seventy seven (277) was the total number of students who participated in the survey, with no missing data. Six items were included in Demographics: Mode of Stud, Age, Gender, Year of Study, Age, and Citizenship were shown in a table. All participants positively contributed, aiding in answering the research questions. While 19.5% of participants preferred not to say, Gender: 35% males, 38.3% females, 7.2% other. The study was predominantly female.

The Demographics of Quantitative Data Table 5 was based the analysis made by Kakoshi and Muraina (2024, p. 5):

Study Year: The variable being looked at is divided into two groups: second year and third year. In the group studied, 54.2% of the participants were in their second year, while 45.8% were in their third year. Showing a reduction of 8.4% in the third year cohort, which might be an indication that, there could be a decline in student self-reliance further after their graduation from higher education

Age Distribution: Participants were queried regarding their age ranges, resulting in the following distribution: those under the age of 20 constituted 72.9% of respondents, individuals aged 21 to 30 represented 25.3% and only 1.8% of participants were aged over 30. Results of those who participated in this research reviewed that a good number of those who participated were 20 years and below and just a small number of them were 30 years and above. However, findings concluded that, 70% of participants in this study were youths below the age of 20, indicating future younger workforce which could contribute to self-reliance economy.

Citizenship, being studied is a type of category falling under independent variable, known as a nominal variable, in the context of the study program. The sample included 76.2% of Seychellois people and 23.8% of people from other countries. This shows that, a huge number of local students participated in this research which reflect valid information about the research topic and about individuals who are affected more

Study Mode, is classified as a nominal variable. Within this categorization, the distribution of students is as follows: 76.2% are enrolled as full-time students, 19.5% as part-time students, and 4.3% as distance learners. This entails that, more students were fulltime enrolled

Independent variable under consideration, referred to as the **study programme**, is categorised as a nominal variable comprising five distinct categories. These categories include: Master's programmes, with a representation of 0.4%; Bachelor's programmes, at 1.8%; advanced diplomas, which account for 36.1%; diplomas, comprising 34.3%; and certificates, representing 27.4% of participants were also asked to identify the **academic department** with which their study was affiliated, either vocational or business with a significant proportion originating from vocational departments.

Research Questions Interpretation

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

Table 6

Rates of Self-reliance

	N	Mean	Std. Deviation	Variance	Interpretati on
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

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 9, *Journal Innovations* (D927b-1698-1719.11648.pdf). CC BY

Table 6 on self-reliance (Kakoshi & Muraina, 2024, p. 9) discusses “the average scores for factors like entrepreneurial mindset, Personality, Resourcefulness, Survival Skills, Social Life, Support, High Unemployment, the Negative Impact of COVID-19, the Importance of Self-Reliance, and the Lack of Help from the Government and Organisations show how each of these factors affects self-reliance.” The investigation showed an average score of 3.30 is viewed as moderate as it exceeds the average of 2.60. This study shows that students in post-secondary and university in Seychelles are moderately independent. The standard deviation values 1.04 and 0.31 indicate students being less self-reliance as most participants indicated and agreed that students in higher education Seychelles are so reluctant working hard for themselves and that prevents self-reliance among them. However, the average score for people negatively impacted by the global pandemic in 2020 was much higher recording 4.70 shows the pandemic greatly affected the group of students.

Research Question 2. What are the Aspects of Proactiveness among Higher Education students in Seychelles?

Table 7*Aspects of Proactiveness*

	N	Mean	Std. Deviation	Variance	Interpre- tation
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 being active	277	2.87	.82	.67	Moderate
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

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 10, *Journal Innovations* (D927b-1698-1719.11648.pdf). CC BY.

Aspects of proactiveness Table 7 (Kakoshi & Muraina, 2024, p. 10) the mean scores quantitatively evaluate how each variable influences self-reliance. The question received a mean rating of 4.69, SD .50, corresponding to an interval average of 2.09 and standard deviation (SD) 1.01, resulting in an overall mean of 3.62 SD .80. This result meets the criteria

for a high-level response option. The study found a high prevalence of elevated non-proactive behavior among Seychelles' higher education students. The study finds that the standard deviation of responses, from 1.38 to 0.45, shows a strong consensus among higher education students in Seychelles on Proactiveness. A mean response of 3.62 suggests that many respondents agreed that proactiveness affects self-reliance. (Kakoshi & Muraina, 2024, p. 10)

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

Table 8

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	4.43	.74	.54	Very high
I use my level of knowledge exposure to create new idea	277	4.24	.47	.22	Very high
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

Table 8 Continued

Table 8 Continued

Characteristics of Creativity

N	Mean	Std. Deviation	Variance	Interpretation
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

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 11, *Journal Innovations* (D927b-1698-1719.11648.pdf). CC BY.

Characteristics of Creativity Table 8 (Kakoshi & Muraina, 2024, p. 11) highlighted the average scores for “behaviour” were very high (4.32) and 'Benefits of My Education Level' (4.61) suggest that students felt their schools encouraged creativity and they were happy with what they has accomplished in their education. In school, it's been observed that students lacked real-life experience and creativity to explore unique and innovative solutions to problem, shown by an average score of 2.70, while creativity showed an average score of 2.40 to students’ self-dependence. Resulting in an average score of 3.06. The standard deviation goes from 1.19 to 0.47 shows that college students in Seychelles have a fair amount of creativity.

Research Question 4. What are the Levels of Risk-Taking among Higher Education Students in Seychelles?

Table 9

Levels 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

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 12, *Journal Innovations* (D927b-1698-1719.11648.pdf). CC BY.

Table 9 on levels of risk-taking (Kakoshi & Muraina, 2024, p. 12) discusses the average scores for different factors are usually around 4.31 and 2.75 which is taking risking even without knowing its outcome and doing to succeed. This shows that, students mostly agreed about their views on courage, hard work, and positive feelings about taking. The data shows

that the average score for "Risk-taking" being 2.43 is the lowest score out of all the measured factors. The findings mean that, there is less taking risk among students in higher institutions. Another example of this is seen in the trait "taking risk to succeed" which has a low mean 2.77 showing that the students were afraid of taking risks. On the other hand, taking risks shows a strong effect, which is clear from its wide range of results. On average, the results show that students are not very likely to take risks which indicated low self-reliance among them.

Hypotheses for Quantitative Research

Hypothesis One

There is no significant relationship between proactiveness and self-reliance within students in higher education, Seychelles.

Table 10

Summary of the Relationship between Proactiveness and Self-reliance (N=277)

Variable	Mean	SD	DF	r	Sig	P
Proactiveness	23.62	10.80	277	0.841	.001	Significant p<0.05
Self-Reliance	23.30	10.66				

Note. Adopted from “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 678, *Scope Journal*, (https://scope-journal.com/published_paper/774/Examining+the+Influence+of+Entrepreneurial+Attributes+on+Self-reliance+among+Higher+Education+Students+in+Seychelles). CC BY.

Table 10 presents the Relationship between Proactiveness and Self-reliance by Kakoshi and Muraina (2024, p. 678) provides empirical evidence illustrating “there was significant

relationship between proactivity and self-reliance among students in Seychelles, evidenced by a correlation coefficient of $r = 0.841$, accompanied by a p-value of less than 0.05, indicating a significant result.” The correlation coefficient was found to be ($r = 0.841$; $p < 0.05$). This finding suggests that proactivity plays a crucial role in fostering self-reliance among students in higher education (Kakoshi and Muraina, 2024, p. 678)

Hypothesis Two

There is no significant relationship between Creativity and self-reliance among higher education students in Seychelles

Table 11

Summary of the Relationship between Creativity and Self-reliance (N=277)

Variable	Mean	SD	DF	r	Sig	p
Creativity	23.06	10.74	277	0.790	.001	Significant $p < 0.05$
Self-Reliance	23.30	10.66				

Note. Adopted from “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 679, *Scope Journal*, (https://scope-journal.com/published_paper/774/Examining+the+Influence+of+Entrepreneurial+Attributes+on+Self-reliance+among+Higher+Education+Students+in+Seychelles).CC BY.

Relationship between Creativity and self-reliance Table 11 by Kakoshi and Muraina (2024, p.679) shows strong proof that self-reliance and creativity are linked in college students in Seychelles, with a correlation score of 0.79 and a p-value that is lower than 0.05 ($r = 0.790$; $p < 0.05$) means that there is a strong connection between two things, and the results are

statistically significant. This shows that being creative helps university students in Seychelles become more independent.

Hypothesis Three

There is no significant relationship between Risk-taking and Self-reliance among Seychelles students among higher education

Table 12

Summary of the Relationship between Risk-Taking and Self-reliance (N=277)

Variable	Mean	SD	DF	R	Sig	p
Risk-taking	22.43	10.66	277	0.671	.001	Significant p<0.05
Self-Reliance	23.30	10.66				

Note. Adopted from “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 679, *Scope Journal*, (https://scope-journal.com/published_paper/774/Examining+the+Influence+of+Entrepreneurial+Attributes+on+Self-reliance+among+Higher+Education+Students+in+Seychelles). CC BY.

Relationship between risk-taking and self-reliance Table 12 by Kakoshi and Muraina (2024, p.679). Table 12 shows a significant correlation between Risk-taking and Self-Reliance tendencies among college students in Seychelles, showing a correlation coefficient of $r = 0.671$ and $p < 0.05$ ($r=0.671$; $p<0.05$). Risk-taking moderately influences self-reliance development in higher education students in Seychelles. The Pearson Correlation Coefficient measures the direction, strength of the relationship between variables, indicating their correlation. All in all, the dataset reviewed deep insights of the substantial relationship between the two variable discussed in this thesis on students studying in post-secondary.

Additionally, data revealed average relationship with creativity and proactiveness and a weak relationship with behaviours in risk-taking.

Qualitative Data Analysis

Starting with the demographic of respondents, this section discusses the qualitative research results

Qualitative Data, Coding and Analysis

The questions were grouped into sections and sub-sections in the interview instrument. Eight sections containing thirty-one items were developed. Nvivo 14, a web-based software, was used for qualitative data analysis alongside Microsoft Excel. Seventeen staff from five colleges participated in the study addressing four research questions. Audio and written responses were analyzed to identify key themes.

Table 13*Interviewees Demographic*

Demographic	Participant (N=17)
Employment status	
On training	01 (6%)
Part-time	01 (6%)
Full-time	15(88%)
Role in this institution	
Administration	02(12%)
Lecturing	15(88%)
Highest level of qualification	
Doctorate or higher	01(6%)
Masters	12(71%)
Degree	03(18%)
Other	01(6%)
Nationality	
Seychellois	04(24%)
Non Seychellois	13(76%)
Age	
Below 30	02(12%)
31 – 40	05(29%)
41 – 50	06(35%)
Above 50	04 (4%)
Gender	
Female	09(53%)
Male	08(47%)

Seventeen (17) members of staff took part in an interview. Table 13 displays the total number of participants by gender, age, nationality, education level, job role, and employment status. Of the 17 people, 6 were 41-50 years old (35%), 5 were 31-40 (29%), 4 were 50 or older (24%), and 2 were 30 or younger (12%). Both genders participated in the study, with 9 females (53%) and 8 males (47%) represented in the sample. Out of the total participants, 4 individuals (24%) identified as Seychellois, whereas 13 individuals (76%) identified as non - citizens of Seychelles. Regarding their roles, a total of 2 administrators, representing 12% of the sample, participated, while 15 lecturers comprised 88% of the sample population. Regarding educational qualifications, three participants (18%) possessed a bachelor's degree, one participant (6%) held a doctorate, twelve participants (71%) attained a master's degree, and one participant (6%) had other qualifications. Most participants were qualified, mature, and experienced teachers. This is shown by their average age, which ranged from 31 to 50 years. The data included a diverse sample of expatriates, residents, various genders, different age groups, and both administrators and non-administrators. This approach offered valuable insights necessary for the study. Demographic information was extracted from an Excel file and imported into NVivo where it was shown in visual graphs.

This Visualisation facilitated an analysis to determine the consistency of the information across all participants. NVivo 14 was utilised to analyse qualitative research questions, which were systematically coded into themes and subsequently examined using files and references. Nevertheless, this researcher opted to utilise case counts as a substitute for files and code counts as a replacement for references to facilitate comprehension. In qualitative research, codes are designated labels that encapsulate and characterize the substantive content of the study.

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

Table 14

Self-reliance

Theme	Description and Responses	Case Counts	Code Counts
Self-Reliance	Self-reliance is relying on yourself. Being self-reliant means having an independent mindset, self-love, authenticity, and pursuing personal goals without reliance on others, which fosters happiness and growth.	10	45
Is the self-reliance rate among students here high or low?	Restricted access to resources, inadequate financial backing, and a significant struggle to adjust successfully to shifting situations, deficiency in requisite skills, impediment to personal growth and development, lack of comfort, and insufficient emotional self-regulation, and lack of independence, social support, and personality traits on individuals' well-being.	5	17
Instances of staff showing self-reliance in the institution.	Brought homemade lunches and breakfasts to support the initiative. Brought homemade lunches, contributed financially, and raised funds through part-time employment. Donation of computers was made to facilitate learning. A consultative meeting was organised to foster collaboration and gather insights. Students were encouraged to explore entrepreneurial opportunities, including arrangements for them to meet with successful entrepreneurs. Learners were provided with guidance on a project, which they completed. Rephrase	6	13
Factors promoting student self-reliance.	Adolescence, emotional vulnerability, feelings of helplessness among students. Diminished capacity for resilience. Exhibited increased dependency, accepting responsibility, and pressures by students' faces in educational environments.	5	14
Does self-reliance influence entrepreneurial success?	Yes	1	1
N=17			

Table 14 presents a substantial prevalence of self-reliance, evidenced by a total of 45 code occurrences. Among the factors contributing to this high frequency, the student population exhibited the most significant code count of 17. This predominant code encompasses various aspects, including financial support from parents, social support, not feeling comfortable, reacting strongly to feelings, having trouble controlling emotions, not being independent, feeling less hopeful, and lacking confidence in oneself, among other things. It's important to mention that staff members said they feel they have little to no independence in these areas. After looking into what helps students be self-reliant, we found 14 different reasons. The answers showed that students were afraid of failing, felt emotionally weak, and often felt helpless. They also didn't want to take responsibility for what they did. However, evidence shows that staff often showed self-reliance, with 13 times recorded. The results show that students in colleges and universities in Seychelles are not very independent. This is due to several reasons listed in Table 14.

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

Table 15*Proactiveness*

Theme	Description and Responses	Case Counts	Code Counts
Proactivity	Self-motivated problem-solving	6	44
Aspects of proactiveness visibly shown by students	Dancing, clubbing, self-beliefs, school involvement, self-efficacy.	3	7
Behavioral aspects that hinder proactiveness among students	Defiance, indiscipline, introversion, emotions, isolation, Apathy, negativity, peer pressure, poor family values, shyness, missed deadlines, and substance abuse.	5	15
Proactive examples where students were involved	Selling of tickets for various school events, Involvement in sports organisations, arriving early for classes, seeking help, and selling baked goods	4	12
Motivation activities to be proactive in teaching students	Promotion of equal opportunities, impart skills and knowledge, uphold good values and nurture learners, serve as a role model.	5	10
N=17			

The concept of proactivity was referenced 44 instances within the text as shown in Table 15. Fifteen reports indicate that peer pressure, diminished family values, maladaptive behaviors, and substance use are significant factors contributing to the lack of proactivity among students in Seychelles. Additionally, the data reveal various proactive activities in which students engage, including participation in institutional sports organizations, punctual attendance in classes, seeking assistance, and entrepreneurial endeavours such as selling baked goods and tickets for barbecues and birthday parties at the age of twelve. In the context of knowledge dissemination, it is imperative to prioritize the provision of equitable opportunities, the nurturing of learners, the establishment of role models, and the promotion of sound values. This Centres on the theme of motivational activities implemented by staff to enhance proactivity in the pedagogical engagement of students.

The manifestations of proactivity among students were observed to be relatively minimal, evidenced by a code count of 7. Notable activities in which students participated included dancing, clubbing, the cultivation of self-beliefs, participation in organizational roles in various school activities, and the demonstration of self-efficacy. The findings from the responses suggest that students were effectively motivated by faculty members employing a range of approaches, and that their engagement was substantial in nature. The analysis revealed mixed responses regarding the proactiveness exhibited by students, characterized by a relatively low code count of 7. Conversely, students demonstrated a significant negative impact from behavioural factors that impede proactivity, as indicated by a higher code count of 15.

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

Table 16*Creativity*

Theme	Description and Responses	Case Counts	Code Counts
Creativity	Creativity is generating new ideas that benefit humanity	6	34
Creativity Characteristics	Artistic expression, innovative, and student deficiency in the availability of effective solutions to various problems. Reliance on remote or abstract ideas, unusual associations. A lack of creativity and insufficient skill development in students	5	9
Personality affects creativity	Indeed, individuals exhibiting laziness can significantly impact their peer group, often serving as a source of demotivation for fellow students. Yes, a lack of motivation and personal interests.	3	5
Occurrences in which creative thinking has resulted in innovative solutions.	Facilitate ideation sessions, encourage collaboration and problem-solving, donate computers, and promote student engagement.	5	11
Creativity expressing Limits	Responsiveness, A lack of appreciation, creativity, resources, collaboration, and time management negatively affect self-reliance	4	9
N=17			

There were a total of 34 codes related to the idea of creativity. Table 16 shows eleven code counts and the most common one was about "Times When Creative Thinking Helped Find New innovative Solutions." The answers included things like coming up with ideas together, sharing creative skills, giving away computers, and getting students involved. The study identified distinct characteristics associated with creativity, including brainstorming, the sharing of creative skills and solutions, and encouragement provided to students, with each of these factors registering nine code counts. In contrast, the constraints impacting the expression of creativity, such as lack of appreciation, insufficient resources, inadequate feedback from

peers, non-cooperation among students, instances of students failing to engage appropriately, a lack of creativity among students, and time limitations, also received a total of nine code counts. Conversely, the theme of "Personality Affects Creativity" received the fewest responses, totaling five code counts, with comments reflecting that personality traits influence factors such as laziness, motivation, and personal interests. Table 15 presents a lower frequency of responses about the influence of personality on creativity (11), with participants acknowledging that personality does indeed impact creative expression. The responses associated with the code "Limits Expressing Creativity" (code count 9) highlight specific characteristics perceived as deficiencies among students. Notably, these deficiencies encompass a lack of appreciation from some lecturers, administrators, and familial support, among other factors. Consequently, the presence of creativity among students in Seychelles is characterized by both affirmative and negative aspects. It signifies the average attributes.

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

Table 17*Risk-taking*

Theme	Description and Responses	Case Counts	Code Counts
Taking Risks	The ability to do something without fear in order to be successful	6	24
Levels of taking risk among students	Students showed a strong reluctance to take risks. Affected by their behaviour. Cultural belief. Very low	9	9
Examples of calculated risks for improving student welfare	Purchasing books for less-performing students to improve their academic interest and implementing various homework assignments and assembly exit points.	4	7
Factors influencing risk assessment decision-making in your institution	Creativeness, Lacking motivation, Preference, my creativity, calculated risks, choice, lacking motivation, preferences, taking risks, faith	4	8
N=17			

Table 17 presents the lowest total code count among all the questions, which is reported to be 24. The findings indicated a range of diverse responses among the participants. Responses varied in nature, encompassing both positive and negative aspects. The factors influencing the decision-making process in the assessment of risk within institutions yielded responses that included elements such as lack of motivation, creativity, personal preferences, calculated risks, individual choice, and faith. These responses were categorized into eight distinct code counts. Several educators engaged in strategic risk-taking by supplying books to underperforming students to enhance their motivation. These instructors implemented diverse assembly and exit strategies and assigned homework that included motivational materials. This approach yielded a notable frequency of 7 code counts. In contrast, the majority of students exhibited very low

levels of risk-taking, which was reflected in a higher frequency of 9 code counts. This observation indicates that instructors are exerting greater effort to ensure the holistic development of learners; however, student participation remains comparatively low.

Data Visualisation (Kakoshi & Muraina, 2024, pgs. 18 – 90).

”The Visualisation of data through various formats such as charts, tables, maps, and bullet points facilitates the acquisition of critical insights for researchers. This practice not only enables the comparative analysis of data sets but also aids in the identification of underlying relationships within the data.”

Transcription of Interview Data

The researcher listened carefully to the recordings of the interview. The files were put into the NVivo 14 software used for analysing data. Interview transcription is the process of turning the audio from a recorded interview into written text that is easy to read. Here are the steps for looking at the written data:

- Data was transcribed while listening repeatedly to the recordings
- P1, P2, P3 were the names given to the interviewees for identification and were marked each time they spoke
- Both discussed and Written answers were recorded
- Interviews were continuously transcribed.
- Frequent spoken words were recorded as major themes and classified into patterns for easier identification.

The final findings were recorded, validated and prepared the final data research report.

Interviewees were requested to analyse self-reliant and how that affects them as students in schools, by indicating either low or high and briefly give reason for their judgment...

Refer to interview document (Section 2, Q1). How would you describe the level of self-reliance among students in this institution?

In summary, the responses from the staff varied significantly, indicating that a substantial number of students exhibited challenges in demonstrating self-reliance. For example:

Participant 9:

“Students often exhibit low levels of self-confidence, which can be attributed to their reliance on parental financial support for all of their educational needs. This dependency is compounded by the provision of sufficient financial resources and the absence of transportation issues, thereby diminishing opportunities for students to develop autonomy and self-sufficiency. The ministry offers bus tickets at significantly reduced rates or, in some cases, at no cost.” (Kakoshi & Muraina, 2024, p. 19)

Participant 17:

“Yeah, the low level of engagement may be attributed to students' tendencies towards dependency, which often results in a reluctance to assume responsibility for their learning.” (Kakoshi & Muraina, 2024, p. 19)

Participant 5 also emphasised that:

“The fee structure is modest, but many students are hesitant to participate in high-risk activities. Students tend to prefer complimentary resources and tasks with lower difficulty.” (Kakoshi & Muraina, 2024, p. 18)

Section 3, Q7. Could you identify certain behavioural factors that impede proactivity among students within your institution?

Participant 10:

“Peer influence and the absence of robust familial values in a student's life” (Kakoshi & Muraina, 2024, p. 19)

Participant 2:

“Some students exhibit high tobacco and alcohol use. Substance abuse refers to the harmful use of psychoactive substances, including alcohol, illicit drugs, and some prescription medications.” (Kakoshi & Muraina, 2024, p. 19)

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Section 4, Q 11. Please provide examples in which your creative thinking has resulted in innovative solutions.

Participant 7:

I facilitated new ideas during my sessions by starting every lesson with innovative motivational talk and encouraged collaboration and problem-solving among my students within and outside contact time

Participant 13:

I donated my old computers to allow students without computers have access to technology and promote student engagement

Section 5, Q15. What factors influence the decision-making process in the evaluation of risks within your institution?

Participant 3:

Lack of Creativeness with the students while some student just Lack self-motivation, I would also say lack of faith in students themselves and tutors hinder taking risks

Participant 7:

There could be a lot more, but the main ones are student preferences creative, mindset calculated risks, their choices and lacking motivation.

Section 6 Q16 To what extent do you believe that creativity is correlated with self-reliance among students?

Participant 4:

Creativity's influence on self-reliance is assessed at 50%. This is due to lack of practice among students, weak, and limited, key area of focus.

Participant 15:

I believe creativity promotes innovation and boosts self-reliance, it also fosters personal development and self-improvement, enhancing self-establishment.

Section 7 Q20. Could you please elaborate on the concept of proactiveness and its correlation with self-reliance among students?

Participant 12:

Proactiveness fosters critical thinking and self-reliance, but students lack this quality

Section 7 Q20. To what extent does intelligence influence students' proactivity in achieving self-reliance?

Participant 14:

I believe these practices help individuals anticipate and respond to unexpected situations. This proactive approach enhances analytical thinking,

which is rarely seen. It significantly boosts students' intelligence and self-reliance. This proactivity fosters critical thinking skills

Section 7 Q20 In what ways has this learning environment influenced students' propensity to engage in risk-taking behaviors that foster self-reliance.

Participant 1:

Embrace students who're willing to take risk and then some students stay far places away from there institutions hence the institution embarks on selling food stuff within the campus at an affordable price.

Participant 16:

The school management continuously pursue opportunities for growth and improvement, striving to excel beyond. We've as well engaged in creative ideation and fostering critical thinking in both educators and learners in acquisition of new skills.

Section 7 Q24. Propose recommendations and articulate the importance of self-reliance through the avenues of proactivity, creativity, and risk-taking.

Participant 6:

Students are less' willing to Embrace Risks, many motivated learners are self-reliant, commitment to learning. Reliant as Facilitated by Proactive, exposure to real life situation, use every opportunity

From the research questions, themes for qualitative analysis were formulated and discussed from the transcribed interview.

Kelley (2023) referred data analysis to “the process of cleaning, transforming and processing raw data and extracting useful, relevant information that helps businesses make informed decisions.” A software data analysis was employed in facilitating the comprehension and interpretation of the, thereby enabling the derivation of conclusions. Data analytics serves a pivotal function in transforming large volumes of information into meaningful data.

Qualitative Hypotheses

H01. There is no significant relationship between Proactiveness and self-reliance among higher education students in Seychelles

Table 18

Relationship between Proactiveness and Self-reliance

Theme	Description and Responses	Case Counts	Code Counts
Proactiveness and self-reliance in higher education students.	To measure the relationship between creativity and self-reliance in higher education.	7	29
Proactiveness and its impact on self-reliance in higher education students	Proactivity is crucial for future planning, especially for students. It's often underrated but enhances self-reliance and predicts self-efficacy	9	15
Level of proactiveness with its relationship on self-reliance among students	Proactiveness fosters critical thinking and self-reliance, but students lack this quality	3	2
Does intelligence have any impact on students' proactiveness?	I believe these practices help individuals anticipate and respond to unexpected situations. This proactive approach enhances analytical thinking, which is rarely seen. It significantly boosts students' intelligence and self-reliance. This proactivity fosters critical thinking skills	5	12
N=17			

Note. From “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 680, *Scope Journal*, (https://scope-journal.com/published_paper/774/Examining+the+Influence+of+Entrepreneurial+Attributes+on+Self-reliance+among+Higher+Education+Students+in+Seychelles). CC BY. Relationship between Proactiveness and Self-reliance

Table 18 by Kakoshi & Muraina (2024, p. 680) reveal a comparatively limited number of responses, amounting to a total of 29 code counts. Table 17, presented above, summarizes the relationship between the two variables, proactiveness and self-reliance. The majority of participants recognised that proactivity is a critical factor in fostering self-reliance. Intelligence,

defined by a frequency of 15, emerges as a substantial factor influencing self-reliance. The statements "proactive behavior enhances capability," "proactiveness influences future outcomes," "facilitates the planning for opportunities," "improves the capacity for self-reliance," and "serves as a predictor of self-efficacy" collectively underscore a consensus regarding the strong interrelationships among the examined variables. Conversely, faculty members articulated concerns regarding the perceived insufficiency of proactive engagement among students. They expressed challenges in evaluating students' understanding of the concept of proactivity. Several responses recorded in this study suggest that students frequently underestimate the importance of proactive behavior. One participant articulated this sentiment by stating, "being truly proactive is difficult." Additionally, intelligence, identified as a significant factor with a frequency of 12, emerges as a critical determinant of self-reliance. Nevertheless, the staff members recognized a deficiency in proactivity among students and experienced considerable challenges in evaluating students' understanding of the concept of proactivity. The study showed that a considerable proportion of participants articulated the viewpoint that "genuine proactivity is challenging to achieve and is frequently undervalued by students." These sentiments underscore a significant deficiency in proactivity, which was quantitatively assessed and found to be at a low mean level of 2 across the majority of the institutions examined in the research.

H02. There is no significant relationship between Creativity and self-reliance among higher education students in Seychelles

Table 19*Relationship between Creativity and Self-reliance*

Theme	Description and Responses	Case Counts	Code Counts
Exploring the correlation between Creativity and Self-Reliance	To assess the correlation between creativity and self-reliance among higher education students.	5	29
Correlation of Creativity with self-reliance on students	On students Moderately, no, not always, received support from the sponsors, self-motivated to do better, somehow, Well-funded institution is likely to develop their creative skills unlike wise, Yes 65%, well sponsors child and Yes those who put in more efforts, , influences creativity in some cases,	8	12
Creativity's influence on self-reliance to enhancing students' autonomy and resilience.	Creativity's influence on self-reliance is assessed at 50%, A lack of practice among students, weak, and limited, key area of focus. Promotes innovation and boosts self-reliance. Creativity fosters personal development and self-improvement, enhancing self-establishment.	5	8
Creativity's role in fostering self-reliance	Creativity's has a notable but limited impact on self-reliance. A lack of practice. Limited. Creativity fosters self-improvement, enhancing self-establishment. Cultivating creativity in education may be key to enhancing students' autonomy and resilience.	4	9
N=17			

Note. From “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 681 (*Scope Journal*, 14(1), 1694-1719. 3e1d5-674-687.202317992.pdf). CC BY.

Relationship between Creativity and Self-reliance Table 19 by Kakoshi & Muraina (2024, p. 681) the analysis in Table 19 revealed that, creativity had a cumulative total of 29 code counts, indicating a correlation of 12 between creativity and self-reliance among students. The findings revealed that 65% of participants acknowledged a positive correlation between

familial influences and creativity, with some respondents providing additional nuances to their responses, including terms such as "moderately," "not always," and "received support from sponsors." Additionally, it was observed that students who demonstrated self-motivation consistently exhibited higher levels of creative performance. The responses indicated that students enrolled in well-funded institutions are more likely to develop their creative skills in comparison to their counterparts in less adequately supported environments. This observation is substantiated by statements highlighting the beneficial effects of financial sponsorship and the importance of individual effort, as evidenced by 8 code counts. The responses indicate a nuanced and multifaceted sentiment concerning the relationship. Creativity significantly contributes to the development of self-reliance among students, as demonstrated by a correlation identified in nine code counts. The analysis showed that creativity significantly affects self-reliance. Most respondents indicated percentages between 50% and 65%, suggesting a strong correlation.

H03. There is no significant relationship between Risk-taking and self-reliance of higher institution students in Seychelles.

Table 20*Relationship between Risk-taking and Self-reliance*

Theme	Description and Responses	Case Counts	Code Counts
Examines how risk-taking behaviors relate to self-reliance in college students.	Assesses the relationship between risk-taking behaviors and self-reliance in higher education students.	4	21
The relationship between risk-taking behaviors.	Behaviors of risk-taking are not consistently observed by students. It is challenging to ascertain the precise knowledge lack commitment to be creative. Engagement, Creative Innovation, and Calculated Risk-Taking, pursue opportunities for growth and improvement, striving to excel. Engaging in creative ideation and fostering critical thinking, challenges, as intelligence significantly influences individual and societal progress.	4	4
Influence of Learning Environments on Students'	Willingness to Embrace Risks, some students stay far places away from there institutions. Lack of funds and resources. The sacrifices made in terms of leisure time commitment to personal and academic growth. Continuously pursue opportunities for growth and improvement, striving to excel beyond one's peers. Engaging in creative ideation and fostering critical thinking Educators expose learners, acquisition of new skills.	8	10
Proactivity, risk-taking and creativity promotes self-reliance	Students are less' Willing to Embrace Risks, many motivated learners are self-reliant, commitment to learning. Reliant as Facilitated by Proactive, exposure to real life situation, use every opportunity	5	7
N=17			

Note. From “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi and K.O. Muraina, 2024, P. 682 (*Scope Journal*, 14(1), 1694-1719. 3e1d5-674-687.202317992.pdf). CC BY.

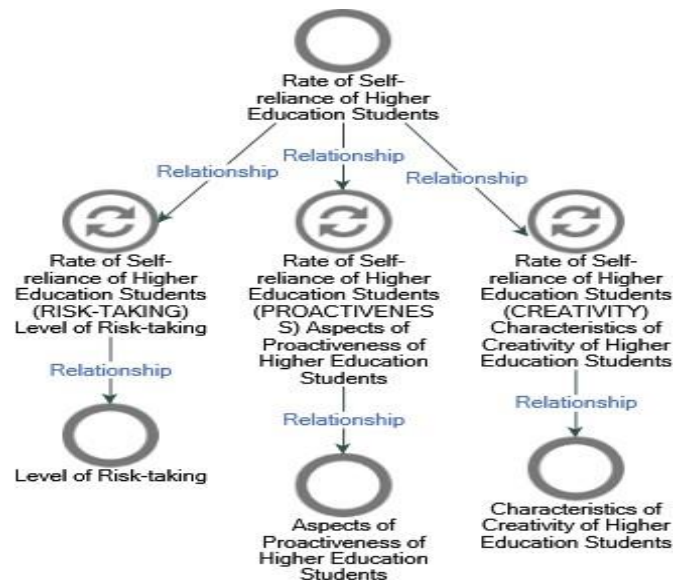
Table 20 Illustrates the Relationship between Risk-taking and Self-reliance by Kakoshi and Muraina (2024, p. 682) discussed how learning environment influences self-reliance in

students' life as evidenced in ten coded responses. The responses elicited from participants encompassed several themes, including a sense of uncertainty, acknowledgment of the knowledge gained, an awareness of the considerable distances students travel for motivational purposes, the identification of a need for additional research, a readiness to forgo leisure time, and an expressed concern regarding the desire to avoid obsolescence. These factors have compelled students to engage in risk-taking behaviors, particularly in situations where their needs are not adequately fulfilled. This tendency necessitates a greater sacrifice of their leisure time. Such behaviors are further underscored by principles of self-reliance, which are manifested through proactive behaviors, creative thinking, and a propensity for risk-taking, as evidenced by the accumulation of seven coding counts. There was weak relationship between taking risks and being independent. The weaker relationship might be due to several reasons, such as the school setting, the students' backgrounds, and their past experiences.

The Relationship between Variables

Figure 5

Relationship between Variables



The Relationship between Dependent and independent Variables

Figure 5 illustrates a notable correlation between the three dependent variables: proactiveness, creativity, risk-taking and the independent variable self-reliance. Furthermore, students exhibited a notable reluctance to engage in proactive behaviors, demonstrated a tendency to minimize risk-taking, and displayed insufficient levels of creativity. Nonetheless, the alternative hypothesis is substantiated in this context.

Discussion of the Analytical Findings

Autonomy serves to mitigate the pressure of societal conformity imposed upon individuals. In the year 1841, Ralph Emerson founded the concept of self-efficacy to the wider public discourse. Moore (2019) asserts that the notion of self-reliance does not inherently require the individual to perform all tasks autonomously, nor does it necessitate absolute financial independence.

Seychelles, recognized as one of the world's smallest nations, has an estimated population of approximately 119,000 individuals (Nicette, 2023), it faces some problems like any other independent country which led this researcher to carry out this research. 60% to 70% of students have access to higher education (The Seychelles News Agency, 2021). The Island has 10 higher institutions with only one university, a University with about 300 students and 50 lecturers, including professors (The Seychelles Broadcasting Corporation, 2021). Despite the Island having good record in education, with the government offering free education to from Crèche through University, in some cases, 1 in 5 students or 1 in 4 at some institutions do not complete their courses, resulting in a loss for the government's education investment (The Seychelles News Agency, 2021). A slight decrease was observed in non-completing students in 2019 and 2020. Most young individuals aim to secure white-collar jobs after completing their education and many of these graduates lack essential skills despite finishing their education. Post-COVID-19 pandemic, a good number of adolescents and young adults have encountered considerable obstacles including higher unemployment rates, disruptions in education, and difficulties finding aspirational jobs. Alix (2022) claims that a lot of factors have led to a significant crisis in this demographic. Teaching young individuals survival skills would likely have minimal impact. This study explored three entrepreneurial attributes to determine if their absence significantly affects students' self-reliance in Seychelles. The three components are creativity, risk-taking and proactivity.

However, the findings of this research revealed major causes to why most graduates in Seychelles lack self-reliance guided by the self-reliance as a dependent variable and the three entrepreneurial attributes as independent variables. The results revealed students having more strength in being proactive and not creative and risk-taking. Nevertheless, strong relationship was observed among the variables discussed.

The First Research Inquiry and Hypothesis.

The results show that students were moderately independent. The average self-reliance scores varied from 1.41 down to 4.70. This change shows a fair amount of self-reliance, with scores mostly falling around 2.60 and 3.39. The average score was 3.30, which means there is a moderate level of demand response. This finding shows that college students in Seychelles do not rely on themselves much, and it needs to be looked at more closely. The standard deviation values noticed, which go from 1.04 to 0.31, show that college students in Seychelles are not very self-reliant. The average score of people impacted by COVID-19 was 4.70, showing how much the pandemic affected students. The results of the study, based on interviews, showed that many participants were very self-reliant. This was supported by finding 45 code counts for this. Seventeen different codes were found that highlight the idea of being independent for students. These codes cover different areas, like how much money parents give, social support, and feelings of comfort. They also include emotional reactions, self-control, independence, hope, and freedom. The information gathered from staff showed that students had low self-confidence along with the other traits mentioned.

The findings reveal students' fear of failing, which they might have experienced before, leading them to emotional vulnerability, usually demonstrated in their reluctance to take up challenges and acceptance of being responsible for their actions. Nonetheless, empirical evidence indicated that lecturers and administrators were often effective in their roles. The results revealed that students in higher learning exhibit a low to moderate level of self-efficacy, which can be a major contributing factor to various reasons

In the rapidly evolving global environment, individuals must possess adaptable skills that cater to the fundamental requirements of human societies. The author identified a set of ten skills, among which creativity was included. The global economy has transitioned through

four distinct industrial stages. The succession of industrial revolutions, encompassing the first, second, and third iterations, has culminated in the advent of the 4th industrial revolution. Africa as a continent has undergone these transformations. Our primary role in the economic system is not that of producers, but rather as consumers. The continent is heavily dependent on external production, despite its abundant natural resources. However, the continent is lacking in the skill set necessary for effective resource management. This study looks at how three specific traits connect to graduates' ability to be independent after finishing college.

The concept of self-reliance pertains to the possession of personal power and resources, as opposed to dependence on external sources. This quality is believed to be cultivated from the early stages of development. Self-reliance is thought to foster independence in various domains of life, including career, finances, and emotional well-being. The practice of self-reliance has been shown to contribute to a reduction in stress levels, an increase in confidence, and a development of self-value and self-esteem. Additionally, self-reliant individuals often exhibit a propensity for making informed and advantageous decisions across various domains of life. From an individual perspective, the impact of community, national, regional and global factors is significant. The potential for Africa to achieve independent development as a continent would be enhanced by reducing its heavy reliance on foreign aid from other continents. In light of the rapidly evolving global landscape, a demand exists for skillsets that can readily adapt to address fundamental human necessities.

Africa has undergone these changes, albeit with significantly lower production capacities. The continent is heavily dependent on products from other continents, despite possessing abundant natural resources, and even sourcing human resources from external sources. The continent appears to exhibit deficiencies in resource management capabilities,

resulting in a reliance on self-sufficiency. The success of the Fourth Industrial Revolution depends on solving important problems, like improving our education system. Consequently, these considerations have prompted the current researcher to examine the three key attributes that may have implications for self-reliance, to guide graduates in navigating the challenges they may encounter after completing their college education.

Second Research Question and Hypothesis

Some researchers believe that personality, school performance, and support are the most important. However, this study shows that personality also plays a role along with intelligence, and both greatly affect how active students are in these areas. Relying on yourself helps you want to get ready for surprises, which encourages you to think carefully. Emotional intelligence and self-confidence are important for doing well in school (Gharetepeh et al., 2015). The parts mentioned above greatly affected the self-reliance and negatively of positively the economy of the nation. Moreover, findings indicate the government of Seychelles being involved in making sure youths are proactive through various activities like sports to promote independence at an early stage of their life, nonetheless, young people showed less interest.

Additionally, a study has found a strong link between being proactive and having confidence in oneself. This means that people who are very self-confident often seem to be smarter too. Further, Egan et al. (2017), said creativity is seen as an important skill in schools and colleges, but it's not fully acknowledged as a key part of higher education growth. Students often find different ways to avoid taking action. The results show a strong link between being proactive and being self-reliant among young people ($r=0.841$; $p<0.5$). Indicating that being proactive greatly helps students become more independent in their higher education. This matches what Li et al. (2022), researchers found that being self-reliant completely explains

how having a proactive personality affects academic performance. Snyder (2017) discovered that many people prefer independence as they grow from teenagers to adults. Snyder went on to say that self-reliance varies for everyone, leading to different results and connections with others. Some personality traits helped people become more self-reliant, and having social support was very important during key times, like when applying for college (Snyder, 2017). The results showed that being proactive helps a person plan for the future, makes them more self-reliant, and supports their independence. However, some people did not really understand what being proactive meant. They thought it was hard to be proactive and didn't believe in themselves much.

The Third Research Inquiry and Corresponding Hypothesis.

Citing Kakoshi and Muraina (2024, p. 685) discussed the study's third question, and hypothesis revealing lack of creativity in students resulting into average student levels. These results could be caused by low funding for training students in higher institutions (Joubert-Lawen, 2021). Kim (2021) argued that “having insufficient funding could influence teachers to overload theory work to students limiting them from thinking critically and reflect on time. The themes guided characteristics of creativity. Having high mean values of (4.32) meant students learning environments were supportive and conducive to display their creativity and were satisfied with their education (4.61). Students’ creativity (2.40), was quite low with low experience (2.70) and averaging at 3.06. The standard deviations of 0.47 and 1.19 indicate the average creativity levels of higher education students. Egan et al. (2017) cited Azzam (2009) stating that “creativity has been neglected and misunderstood.” There was actually a strong correlation ($r = 0.790$; $P < 0.05$) between creativity and self-confidence in Seychelles post-secondary school students indicating creativity having major influence on students' self-efficacy in Seychelles. Han and Abdrahim (2023) found that “teachers' creativity is vital for

student skills development and teachers' professional growth.” Teachers' creativity stems from the interplay between the social environment and personal traits. Han and Abdrahim advocate for “engaging teachers and administrators in creative activities using diverse teaching methods, such as brainstorming.” Stakeholders donated computers, Staff shared skills, and boosted student creativity. Creativity in self-reliance positively influenced self-efficacy by 50% (8) and. Creative minds are innovative and self-affirming. Han and Abdrahim argue that creativity, communication, critical thinking and collaboration are key 21st-century skills for students. Creativity fosters student collaboration to address cultural, complex economic, and social issues. Creative development engages students, with academic staff and administrators vital to education.

The Fourth Research Question and Corresponding Hypothesis

The fourth research question according to Kakoshi and Muraina (2024, p. 286a) indicates low risk-taking among students. In this study, mean scores were around 4, indicating students' strong agreement possessing traits of hard work, risk-taking and bravery. This aligns with Kim (2021), who notes that students are risk-averse due to fear of mistakes. The mean risk-taking score of 3.06 indicates low agreement with this statement. A lower standard deviation indicates numbers are closer to the average. For example, "I am brave" has a low standard deviation. The standard deviation (SD) measures data set variability. Most students rate themselves similarly, deviating by 0.31. Conversely, risk-taking has a greater impact and higher standard deviation. Deviation from (1.16) indicates greater decision prevalence on this factor. In sustainable development, self-reliance involves utilizing community resources for production (Kurtz, 2022). The results showed a significant low-moderate relationship ($r=0.671$; $p<0.05$) between self-reliance and risk-taking in Seychelles. Risk-taking affects students' self-reliance in higher education. Interviews showed that students actively strive for

improvement, seek opportunities, demonstrate creativity, engage with real situations and think critically. Recent research has found factors, such as behavior, that affect risk-taking. Challenging tasks effectively teach new skills. Tull (2023) defines risky behavior as “harmful actions influenced by mental health, social factors, or substance use.” The findings revealed a weak link in risk-taking, a moderate link with creativity, a moderate link with creativity, and strong link with proactiveness tertiary education of Seychelles.

Summary

The findings of this study have raised many questions. The research shows that besides being proactive, creative, and willing to take risks, each of which helps young people become more self-reliant, there were also other important points related to these three factors. The research highlighted several main themes that relate to different factors, including students' personalities, beliefs, surroundings, and thinking abilities. The study looked at how these factors affect student's good and bad outcomes in both schools and home environments. It also considered effect of young people's family relationships have on them. The study found that, even though the risk was low, the students showed a fair amount of creativity and took initiative. In contrast, students gained a lot from the help given by teachers and staff. This research suggests that some school settings might not be good enough to help students grow, and family situations might negatively affect the individuals involved in being self-reliant. This was especially noticeable in certain students who showed signs that they might be using drugs or alcohol based conversations this researcher had with members of staff.

Bandura's socio-cognitive theory, reflects the findings of this study which states that a person's belief in their abilities (self-efficacy) is a key factor that affects how well they perform, how much effort they put in, and how they feel at work. These findings also support Weiner's attribution theory, which looks at how people's views on the reasons for their successes and failures affect their motivation and actions. These frameworks provide a clear and organized way to study how people behave and how their behaviour affect them internally and externally. It is important to do a careful study to understand how different people view activities and how these views affect their behaviour and thinking. Many students believe that after finishing their studies, they will have a lot of freedom, however, they often have a limited understanding many things that can stop them from achieving their goals. This study showed that many reasons are

making it hard for young people to be independent. The results also indicate that, the three different factors together play a big role in improving self-reliance among youths.

The results of the study suggest that, despite the identification of a relatively low level of risk, the participants demonstrated a moderate level of creativity and proactive behaviour. In contrast, students reported significant benefits derived from the support provided by both faculty members and administrative staff. Empirical research suggests that specific educational environments may be insufficient in promoting optimal student development. Moreover, familial contexts may exert adverse effects on the individuals involved. This phenomenon was particularly prominent in instances where certain students exhibited behaviours characteristic of substance abuse, a conclusion that is supported by insights gathered from discussions with faculty members. This research also revealed that self-independence serves as a pivotal determinant affecting individuals' performance, effort, and emotional responses within the workplace environment. It as well examines the influence of individuals' perceptions concerning the causes of their successes and failures on their motivation and behavioural responses.

This theoretical framework facilitates a comprehensive and systematic analysis of human activities. A thorough investigation is necessary to examine the various modalities through which wide range of activities individuals interpret in order to assess the subsequent effects of these interpretations on cognitive and behavioral processes. The discrediting of the two theories may be considered a direct consequence of the findings presented in the current study. Upon the culmination of their academic endeavours, students generally expect to attain a degree of autonomy. Nonetheless, individuals frequently demonstrate a constrained comprehension of the intricate factors that may impede their capacity to realize these

aspirations. Additionally, the research investigated behavioural patterns and assessed the impact of familial relationships and dynamics on adolescent development.

CHAPTER 5: IMPLICATIONS, RECOMMENDATIONS AND CONCLUSION

The global community is continually seeking ways to boost productivity through education. It remains unclear whether higher education graduates have the necessary skills for independent functioning after graduation. In the 21st century, there's a strong need for individuals who create employment opportunities instead of just seeking them. In India, there is a growing advocacy for graduates to prioritize entrepreneurship and job creation over simply seeking jobs (Moitra, 2019). The education system mainly focuses on providing job opportunities rather than nurturing an entrepreneurial mindset. This phenomenon is due to the gap between rising graduates and job openings in the labour market.

Sldor and Dabln (2021) defined a problem as “a situation an individual cannot manage or lacks knowledge to resolve.” Sanga (2016) argues that “education should focus on tackling societal challenges and supporting community members.” The main challenge for college students in Seychelles is their struggle for independence. Seychelles is seen as Africa's leader in education, mainly for offering free education to everyone. This recognition is globally acknowledged. Govinden reported a score of 69% from the World Education Forum. Three key areas in the country's education system. In 2014, Seychelles met UNESCO's "Education for All" goal (Amla, 2014). Govinden (2021) reported in a national newspaper that “the education system allocates about 9 to 19% of its annual budget for thirteen levels of schooling, from preschool to the fifth year of secondary education.”

However, Joubert-Lawen (2021) highlights insufficient funding for training programs in Seychelles' higher institutions. This factor may hinder students' ability to achieve independence. The Education Statistics of Seychelles (2023) report primary enrollment rates

of 113% for males and 112% for females. At the lower secondary level, the gross enrollment rate (GER) was 126% for males and 124% for females. 63% for males and 75% for females was the Gross Enrollment Rate (GER) in the final years of secondary education. Seychelles' higher education enrollment rate is 17%. In 2018, a 19% increase was noted. In 2019, the percentage was 17%, followed by 14%. There was a trend shift noticed in the Gross Enrollment Ratio (GER) between 2018 and 2020, as indicated in the data. In 2020, 60% to 70% of the Seychelles population had access to higher education, however, some estimates suggest that about one in four to one in five students did not complete their courses at various educational institutions as reported by Joubert-Lawen (2021). This situation shows the government is facing a fiscal deficit due to high education spending. The Institute of UNESCO for Statistics gathers and shares data worldwide on education, science, culture, and communication.

A Gross Enrollment Ratio (GER) above 90% indicates sufficient educational opportunities, ensuring most individuals in the age group have access to schooling. Seychelles' education system has not yet reached that level of development. The Seychelles has a population of about 119,000, ranking 200th out of 225 countries. Lynch (2023) stated that "Seychelles is made up of many islands in the Indian Ocean, east of Africa, where the main revenue comes from tourism." Lynch (2023) notes that "the University of Seychelles is the country's only highest academic institution, making tenth institution among other tertiary included. The government offers financial support for school fees." There was a slight decrease in students not completing their studies in 2019 and 2020. Many graduates lack practical skills despite having theoretical knowledge and some hands-on experience. In the Seychelles, the literacy rate for those aged 18 and older is about 99%, meaning nearly all adults can read and write. The GERs for primary and lower secondary education are over 100%. A significant inequality noted in the enrollment of male and female in post-secondary institutions. Youth

faced many challenges during the COVID-19 pandemic leading to higher unemployment, academic disruptions, and issues finding preferred jobs. This has created significant challenges for youth (Alix, 2023). Lockdown measures halted operations at educational institutions, interrupting all instructional activities. The shift to online learning posed major challenges for many educational institutions especially on students from not well to do families, mainly due to insufficient resources and technological infrastructure for effective digital instruction often lead to struggling in accessing reliable internet during extended remote learning.

The pandemic has resulted in significant economic hardships for numerous families (The Impact of the Covid-19 Pandemic on in the Seychelles (2021). As a result, 53 students in Seychelles chose to defer their college education in 2020, a figure that represents a significant proportion relative to the island nation's small population. The government of Seychelles offers career counselling and skills development initiatives aimed at aiding youth in the establishment of their enterprises. These programs are designed to “provide substantial assistance to young individuals” (My First Job Scheme, 2021). Notwithstanding governmental initiatives aimed at endowing graduates with fundamental skills, a significant number continue to aspire to secure positions within office-based professional environments. In 2021, 631 young individuals registered for the "My First Job" program. A total of 65 individuals completed the registration process. 9% (n = 416) of respondents felt ready to enter the workforce, while 30% (n = 189) preferred not to work. The My First Job Scheme (2021) reported that “sixteen participants were seeking jobs in alternative locations.”

Implications for the Study

This section examines the implications and presents conclusions derived from this study assessing the influence of three entrepreneurial traits on the self-reliance of students at university and undergraduate institutions of Seychelles. This study aimed to reduce graduates' reliance on government job programs. Cultivating self-reliance boosts an individual's dedication and commitment without needing external validation. This enables independent problem management, as noted by previous researchers.

To discuss implications of this study, each research question was discussed in depth with three hypotheses according to the findings from the literature review and the results from collected and analysed data beginning with the demographic. Thorough investigation and explanations to avoid biasness on both literature and data collected was much taken care of. The researcher took up her responsibility in maintaining the confidentiality of the data collected from five higher education institutions. The Seychelles University, Seychelles Institute of Technology, Seychelles Business Studies Academy, Seychelles Tourism Academy and the Guy Morel Institute.

Methodological Implications

Descriptive correlation studies according to McCombes (2022) carefully analyse factors to depict accurately a situation and the larger population.” The study used a mixed-methods approach, which combines qualitative interviews and quantitative surveys for data collection. To improve data reliability, this research employed various methodologies, including triangulating information from various sources and confirming findings with study participants. This approach was employed to have a deeper understanding of the topic through

quantity and quality, numbers and explanations. Whereas different instruments were also employed. Data was described according to the results to avoid bias

The SPSS version 26 software was used for data analysis and the NVivo 14 software conversely, was employed to analyse the interview data which were systematically organised and analyzed to substantiate results from the qualitative research. Mixed-methods research seeks to address the limitations associated with the exclusive use of a single methodological approach, the type of research method by combining both numbers (quantitative) and words (qualitative) as explained by George (2023). Cronbach's alpha scores were calculated to check how reliable and consistent the questions were in the tools used for collecting quantitative data. Two different groups were collected concurrently, adding up to a total of 294 people. The first group of people to be randomly selected was to get numbers and information from students, and the second group selected was to gather detailed information from administrators and lecturers. The researcher conducted detailed interviews with a group of 17 lecturers and administrators, who were randomly and carefully selected from different institutions.

A cohort comprising 5 to 7 participants was selected from each of the five institutions with the selection criteria predicated upon their staffing capabilities. The interviews were conducted utilising a variety of formats, including in-person interactions, telephone conversations, and communications via WhatsApp, according to the participants preferences. Two hundred seventy seven (277) students in their second and third year studying vocational and business students were picked randomly. Frequency counts and percentages were utilised for the analysis of demographic sections to address the research questions. The arithmetic mean was used for the study to identify trends among standard deviation and factors to assess their variability. The research examined how these variations impacted Seychelles college students'

confidence levels. This method showed the similarity or dissimilarity in the data set. To find the significant relationship between the variables this researcher employed the PPMC. Demographic data included gender, age, nationality, academic year, department and study mode. The table presented contained six items. The active engagement of all participants contributed significantly to the provision of valuable insights in addressing the research questions.

Policy Implications

Educational policy-makers and stakeholders, including teachers, play a crucial role in the educational system. Stakeholders must collaborate to encourage proactiveness, creativity, and risk-taking in young people, which are essential for fostering self-reliance in students. Policy-makers should revise the Higher Education Curriculum to include vocational and entrepreneurial skills. Studies need adequate funding to create job opportunities and promote self-reliance among students.

Students are the most crucial part of the educational process, greatly influencing learning dynamics. Ineffective educators may limit students' access to vital educational, cultural, and social resources. These groups are vital for creating and maintaining an effective educational system that supports all students. A quality education provides students with essential skills and knowledge for success in life. Educators are inherently motivated to create successful school models, as their professional sustainability depends on these achievements.

This study shows that promoting student self-reliance in Seychelles requires teachers and school leaders to actively share their expertise. Teachers should collaborate with policymakers to develop effective, individualised teaching methods. Educators have expertise in curriculum content and effective teaching methods to enhance student learning. Educational

institutions must effectively prepare students for success through self-reliance. Parents place great importance on their children's academic achievement, as they are primarily responsible for their upbringing. The government's focus on education is driven by concerns about students' workforce readiness. Public administrators and stakeholders must set the educational system's direction and allocate resources to promote survival skills and values, fostering knowledgeable and self-reliant youth.

Practical Implication

This section focused on the findings of research questions and how the results can contribute to the society's development through the application of what was availed in promoting self-reliance and to increase employment opportunities to the younger generation.

The diverse composition of the student cohort contributed to the attainment of a more equitable outcome. This evidence demonstrates that all individuals, irrespective of their geographic origin or racial background, are implicated in this context. This diversity not only enhances employee motivation but also contributes to higher retention rates within the organization. This phenomenon is relevant for students in higher education. Scholars agree that “students from diverse backgrounds and varied teaching methods enhance the educational experience.” Social development in students fosters a sophisticated worldview and prepares them to engage with a diverse global community. Participants were asked to specify their academic program and its department which revealed that, most participants were from vocational departments. Despite early skills training, students seem to lack practical self-reliance.

Quantitative Research Findings

Demographic

Gender. Survey analysis showed that 35.0% identified as male, 38.3% as female, 19.5% did not disclose their gender, and 7.2% identified as "other." The survey data showed a higher prevalence of female participation, with most institutions having more women than men. Some academic institutions, like the Seychelles Institute of Technology, showed a disproportionate enrollment of male students. In contrast, the Seychelles Tourism Academy had a higher proportion of female students. 99% literacy rate for females aged 15 to 24 was reported by Education Statistics of Seychelles (2023). The female literacy rate for those aged 15 and above is 94%. This supports the study's findings showing that most females, especially those under 30, exhibit the investigated characteristic. Although having more females contributes to economic growth, however gender diversity promotes innovation leading to self-reliance.

Participants classified their age groups as follows: under 20 years, totaling 72.9 individuals. Nine per cent of respondents aged 21 to 30 chose this option, representing 25.3% of that age group, while only 1.8% participant over 30 identified with it. Participants were asked for their exact age. The study shows that over 70% of study participants were under 20, while few were over 30. Seychelles has youthful population for developing entrepreneurial skill reveling potential projection for economic independence among students after graduating

The academic progression of students is delineated into distinct categories, second-year and third-year classifications. Students studying in 2nd year scored 54.2 per cent of their participation during data collection study, whereas those in the 3rd year showed 45.8% of participation. Outcome of this is attributed to the high participation of 3rd year students in attachment activities during the investigation. This factor significantly influences outcomes, as

third-year students' practical experience likely fosters a wider understanding. Students' wider understanding of information may have major influence on their perception to enter the labour global market on their own after graduation, especially without job opportunities from the government or other organizations.

As for the mode of study, the study identified participants as 76.2% full-time, 19.5% part-time, and 4.3% in distance education. Many students enrolled in full-time programs, while some working students chose a reduced course load. Only a small number of students took courses on a distance mode. While a minimal sample of students on non-full-time classes offered valuable insights into their post-collegiate outcomes.

Findings of the Quantitative Research Questions

Five distinct sections were methodically structured for the questionnaires which were administered to the participants. **Demographic section** provided the research with very important information about the subjects' characteristics. The demographic characteristics include gender, age, year of study, academic program, and nationality of participants and mode of study. The instrument included the first section which had six demographic items, which was then followed by the 2nd, 3rd, 4th and 5th sections consisting of ten items each well-structured to address the four research questions under investigation. Section 2 assessed ten items based on rates of self-reliance on higher institutions of students in Seychelles. The 3rd section evaluated ten specific items which concentrated on the evaluation of aspects of proactivity shown by Seychelles students. The 4th section of the survey had 10 items formulated specifically to assess the characteristics of creativity demonstrated by students of higher learning education institutions and the 5th Section, consisted of ten items carefully structured to measure levels of risk-taking behaviour students portray post-secondary schools.

The **first research question** findings from this research indicated that the student population exhibited a moderate level of self-reliance. The average self-reliance score was determined to be 3.30, categorising it within the moderate demands' response range of 2.60. This study shows that students in post-secondary and university in Seychelles are moderately independent. The standard deviation values 1.04 and 0.31 indicate students being less self-reliance as most participants indicated and agreed that students in higher education Seychelles are so reluctant working hard for themselves and that prevents self-reliance among them. However, the average score for people negatively impacted by the global pandemic in 2020 was much higher, recording 4.70 shows the pandemic greatly affected the group of students. The numbers for standard deviation showing from 0.31 to 1.04, show that students in Seychelles' higher education are not very self-reliant. The average score for "Negatively Affected by COVID-19" was 4.70, showing that students were highly affected by the pandemic.

The **second question** showed that being proactive helps students in higher institutions become more independent. This study shows that being self-reliant is an important link between having a proactive personality and doing well in school, suggesting that we should work on improving self-reliance. Self-reliance takes various forms, impacting outcomes and interpersonal dynamics significantly. Research shows a link between certain personality traits and increased self-reliance. Social support significantly impacts critical transitions, such as the college application process. The study results also identified additional indicators reflecting the relationship between the two variables. These include proactivity's influence on future-oriented behavior, its role in anticipatory planning, its predictive capacity for self-reliance, and its contribution to individual independence. The study found that some individuals struggle to

understand proactivity. This was shown by their struggles with its definition, perceptions of challenges in adopting a proactive stance, and tendency to undervalue its importance.

The **third research question** reveals that students in Seychelles show significant creativity deficiencies in higher education. The results show an average stage of creativity among students. The phenomenon in Seychelles is caused by inadequate financial resources for training in higher education. Insufficient funding may force educators to overload students with theory, limiting cognitive engagement and reflective thought. Examining the themes deepened our understanding of the traits of creative expression. The high average scores for the benefits of education (4.61) and the influence of behaviour (4.32) suggest that students think their learning setting helps them be creative (3.92). These scores indicate overall satisfaction with their educational experience (4.11). An analysis of student performance revealed deficiencies in experiential knowledge (2.70) and self-reliance (2.40). The total average performance was 3.06 with the standard deviation, ranging from 0.47 to 1.19, measures the average levels of creativity in students training in colleges and university. Creativity has often been neglected, disparaged, and misinterpreted. The findings indicate that creativity significantly fosters self-reliance among Seychelles' higher education students. The discourse centered on how teacher creativity arises from the interplay of individual traits and the social context of their work. Engaging educators and administrators in innovative initiatives and diverse teaching strategies fosters student self-reliance. Students gained specialised knowledge and innovative solutions through donated computers, fostering their engagement in activities involving creativeness. 50% (8) were the scores for creativity assessment related to self-reliance indicating **positive relationship** with self-reliance. Creative students possess boosted abilities and engage in solving problem collaboratively, allowing themselves address economic complex issues, social and cultural problems. The results also indicate students with a creative

mindset to exhibit self-evolution, being innovative, and self-affirmation. Creativity, effective communication, critical thinking and collaboration, are essential elements in this 21st-century students competencies. Improving creative skills is the concept vital to students' education which also emphasises the imperative roles of each faculty and administrators in education industry.

The **risk-taking** dimension had the lowest mean score of 2.43. The data shows a lower consensus on this statement. The standard deviation (SD) quantitatively measures the dispersion in a data set. When data points exhibit proximity to the mean, it is inferred that the standard deviation is relatively low. Low standard deviation was observed in the claim "I stay positive in challenging tasks 0.31, indicates that many students have similar self-assessment ratings. To confirm the fourth question on risk-taking, significantly correlates and influences self-reliance. The value of 1.16 standard deviation shows higher frequency of decisions affected.

Findings of the Quantitative Research Hypotheses

The first research hypothesis

The analysis showed a significant correlation ($r=0.841$; $P<0.05$) between proactive behaviors and self-reliance and proactive behavior within students in Seychelles. These study revealed that, higher education students in Seychelles significantly impact their self-reliance. The qualitative hypothesis suggested a relationship between proactiveness and self-reliance by being proactive.

The second quantitative research hypothesis

The second hypothesis indicates a significant relationship between self-reliance and creativity among higher education students in Seychelles, as evidenced by a correlation

coefficient of ($r = 0.790$; $p < 0.05$) the findings of this study revealed a significant between the two variables

Research hypothesis three

The hypothesis showed a relationship between risk-taking behaviors and self-reliance among Seychellois students, with a correlation coefficient of ($r=0.671$; $p<0.05$). This suggests that risk-taking has a limited effect on self-reliance development among Seychelles' higher education students. The PCC was used to measure the nature and strength of the relationship between the variables, showing their average relationship. The results showed the correlation between the dependent variables and independent variable among students of Seychelles. Additionally, moderate relationship was recorded with creativity, proactivity and risk-taking recording a weak relationship.

Qualitative Research Findings

Demographic

The demographic data collected contained information categorised on nationality, institutional affiliation, educational attainment, employment status, age and by gender. The age distribution of participants was characterised by 35% of participants who were aged between 41 and 50 years, 31 to 40 years old were recorded to be 29% while of 4% were in the age range age 50 years and older, and only 12% were 30 years old and below. Both genders participated in the study encompassing participants comprising 53% females and 47% were males. In the sample population which is nationality, (24%) 4 individuals were identified as Seychellois, whereas (76%) 13 individuals identified as non-Seychellois. In terms of their professional designations or qualifications, representing 12% comprised of only 2 were administrators, the 88% representing 15 lecturers, for this analysis while qualifications indicated (18%) showing 3 individuals possessed a bachelor's degree, only 1 individual

representing (6%) held a doctoral degree, then (71%) 12 individuals earned master's degree, another (6%) showing an individual with "other. "

The results of this study show that many participants were very mature, well-qualified, and had a lot of teaching experience. This is shown by their average age, which was between 31 and 50 years old. The data which was collected comprised Seychellois and non-Seychellois, residents and expatriates, across various age groups and both genders as well as participants occupying both non-administrative and administrative positions. This approach yielded reliable and validated information related to the study.

Excel spreadsheet was first used to enter demographic data then imported into NVivo for analysis. This process allowed data to be presented visually representing of information through figures. In the next sections parts of the research questions were explain in details Sections 2 to 5 looked at the relationship between independent and dependent variables are while Sections 6 to 8 looked at the hypotheses.

The qualitative data were written down exactly as they were spoken, and the written notes were arranged into clear statements that highlighted important information for the research. The researcher spent a lot of time carefully studying the transcripts of the audio interviews. The data was put into the NVivo 14 software to help with a detailed analysis. Transcribing an interview means changing the audio recording of the interview into a written document that is easy to read and understand.

The researcher thoroughly reviewed the recorded materials on multiple occasions. During the interview, the participants were anonymised and identified using pseudonyms (e.g., P1, P2, and P3) to protect their identity, and their contributions to the discussion were carefully documented. The process of eliciting inquiries and engaging in discussions of corresponding

responses was conducted. The process of transcribing interviews was conducted continuously. The process of identifying and categorising major themes was conducted to identify repetitive patterns. The findings were recorded and documented for future reference.

Qualitative Research Questions Findings

A random selection of audio recordings was made to evaluate the participants' responses. The researcher analysed the responses from the recorded audio to extract key insights for the research report. The interview results show that people were very self-reliant, with 45 highlighted by 45 instances found in the participants' answers. The research shows a strong link between being self-reliant and having a higher code count of 17. This association includes different aspects of being self-reliant, such as financial help from parents, support from friends and family, not feeling comfortable, reacting emotionally, having trouble controlling oneself, feeling dependent, having a positive outlook, and believing in one's abilities.

Low code counts were observed among students showing that when students have fewer code counts, they tend to be less independent. This means that students with low code counts often rely more on others for help. The study looked at what makes students self-reliant and found that there were 14 important factors. The information showed that students were scared of failing, felt very sensitive, often felt helpless, and were not willing to take responsibility. Still, there is proof that workers often showed they could work independently. The results show that students in higher education in Seychelles are not very independent. This situation is caused by different reasons, which are explained in the table above.

The degree of proactivity demonstrated by the study was quantified by a total code count of 44. The findings derived from an analysis of fifteen code counts have identified

several significant factors that inhibit proactive behavior among students in Seychelles. These factors include inadequate family values, peer pressure, substance abuse and indiscipline. In contrast, proactive behaviours exhibited by students' encompassed involvement in institutional sports organizations, consistent punctuality in class attendance, and the initiative to seek assistance or resources.

The provision of academic support is complemented by entrepreneurial endeavours, which include the sale of baked goods and the promotion of tickets for social events. The implementation of motivational activities by educational staff is prioritised through the provision of educational instruction, the promotion of equitable opportunities, and the cultivation of positive values. Additionally, serving as role models and fostering a supportive learning environment are crucial components aimed at encouraging proactive engagement in teaching and learning. The manifestation of proactive behaviours among students was least pronounced in activities such as dancing, clubbing, self-belief development, participation in various school events, and the cultivation of self-efficacy, as indicated by a score of 7 coded instances. The findings suggest that staff members employed a diverse array of motivational strategies, which significantly enhanced student engagement in practical activities. Variability was noted in the level of proactivity exhibited by students, with a minimal code count recorded at 7. However, the behavioural traits exhibited by students that impede proactivity were recorded with the highest frequency, with a total code count of 15, suggesting a detrimental effect.

The overall frequency of codes associated with the construct of Creativity was determined to be 34. The category called "Times When Creative Thinking Led to New Ideas" had the most mentions, with a total of eleven. The responses encompassed a range of activities,

including brainstorming sessions, the exchange of creative skills and solutions, the provision of computer donations, and the encouragement of student participation and engagement. The research delineated several fundamental characteristics of creativity. These include the implementation of brainstorming techniques, the collaborative sharing of creative skills and solutions among students, and the significance of cultivating an environment that promotes creative expression. In contrast, the study identified several limitations impacting the expression of creativity. There are several problems, such as not recognising creative work, not having enough resources, not getting enough feedback from teachers and classmates, difficulties with teamwork, students being afraid to take risks and think outside the box, and issues with managing time. The findings of the study revealed that, each of these factors was coded a total of nine times. In contrast, the theme of "Personality affects creativity" yielded the lowest frequency, with only five responses recorded. Respondents identified multiple mechanisms through which personality traits including motivation, laziness, and personal interests can impact an individual's creative capacity. The data presented in Table 16 indicates a reduced frequency of responses regarding the impact of personality on creativity. Nevertheless, respondents recognised the influence of personality traits on creative abilities. Furthermore, the findings within the category labelled 'Limits Expressing Creativity' revealed a total of ten distinct characteristics deemed absent among students. These deficiencies include an inadequate level of appreciation from faculty members, administrative personnel, and familial support, as articulated by the respondents in the study. The phenomenon of creativity among students in Seychelles is multifaceted and can be analysed from both advantageous and disadvantageous viewpoints. This indicates the presence of characteristic attributes or features. Educational institutions that have integrated innovative pedagogical approaches have reported an increase in student confidence and creativity, which subsequently fosters self-reliance upon

graduation. The variable of risk-taking exhibited the lowest total frequency of code counts among all surveyed questions, reaching a total of 24.

Findings revealed a variety of responses across the participant group. Certain individuals exhibited optimism while others presented pessimism. The way institutions assess risks is affected by several things. These include a lack of motivation and creativity, personal preferences, a readiness to take smart risks, and not trusting the decision-making process. Some teachers showed good decision-making by giving books to struggling students to make them more motivated. They also provided different resources and chances for students to work with the material, along with homework and helpful information for 7 code counts. It was noted that the majority of students exhibited low levels of willingness to take risks 9 code counts. The data demonstrates that educators dedicated additional effort to facilitate the comprehensive development of learners, yet student engagement was notably limited.

Findings of the Qualitative Research Hypotheses

The results show that there were only 29 responses recorded. Most participants agreed that being proactive helped them become more independent. The statement means that being proactive improves skills and affects future outcomes leading to self-reliance. It helps in planning, increases the ability to be independent, and shows confidence in one's abilities. Having intelligence at a level of 12 suggest that it greatly affects a person's ability to be independent. On the other hand, teachers noticed that students didn't take enough initiative and had a hard time figuring out if the students understood the topic. Many people say that being genuinely proactive is hard and often not appreciated by students. These feelings showed that people were not very proactive, with most institutions in the study rating a low score of (2).Qualitative hypothesis two documented a total of 29 instances of creativity codes, indicating a correlation between creativity and self-reliance among students at 12 code counts.

Responses revealed that 65% of participants affirmed the influence of family on creativity to a certain extent, with some acknowledging moderate influence, while others indicated no constant influence. Additionally, participants reported receiving support from sponsors and being self-motivated to improve. It was also observed that well-funded institutions are more likely to enhance students' creative skills, as opposed to those with less financial support. Furthermore, participants acknowledged that putting in more effort contributes to the development of creativity.

The survey results demonstrate a multifaceted range of emotions towards the interpersonal connection. The influence of creativity on levels of self-reliance with 8 code counts and its correlation with self-reliance among students at 9 code counts. The majority of respondents provided precise numerical values falling within the range of 50% to 65%, indicating a substantial average to high correlation between the two variables.

The study looked at how the learning environment affects students' willingness to take risks for their independence. They gathered information by collecting opinions, which led to 10-code counts. This data revealed that factors such as the acquisition of knowledge, geographical distance from home, motivation, increased research efforts, sacrifice of leisure time, and the desire to keep pace with peers have contributed to the student's willingness to take risks. Furthermore, the study identified that students in areas where their needs are not fully met are also inclined to make sacrifices, such as giving up leisure time, in pursuit of self-reliance. The concept of self-reliance is further reinforced by the principles of proactivity, creativity, and risk-taking, as indicated by 7 code counts. The study examined the correlation between risk-taking behaviour and self-reliance at 4 code counts. The study has identified a low correlation between risk-taking behaviour and self-reliance. This relationship is attributed

to several factors, including the learning environment, the familial background of the students, and their exposure to specific experiences and activities.

Pearson Correlation Coefficients quantify the strength and nature of relationships between variables, providing an estimate of their average correlation. The dataset reveals key insights on the link between proactiveness and tertiary students in Seychelles. The results show that creativity is correlated to creativity, but it has a weak connection with taking risks. The study shows a significant and moderately strong correlation between self-reliance and risk-taking in Seychelles' socio-cultural context. This study finds that risky behaviours negatively impact self-reliance in higher education students. Self-reliance in sustainable development involves using available resources. Interview results revealed significant insights into students' risk-taking behaviours.

These findings emphasise a pursuit of self-improvement and competition, as well as innovative thinking, critical skill development, and real-world engagement. Encouraging student engagement in challenging tasks can enhance skill acquisition and optimize learning. This study identifies key factors influencing individuals' inclination to engage in risk-taking behaviour. Risk-behaviour involves actions with harmful consequences, often shaped by societal pressures, mental health issues, or substance abuse. The study showed that being proactive, creative, and willing to take risks greatly helps students rely on themselves. There are also other factors in these areas that affect how students perform. Attributes like personality traits, academic performance, and support systems greatly impact student motivation.

The study's findings indicate that personality, when combined with intelligence, significantly affects student initiative in these areas. Self-reliance involves proactively addressing unforeseen circumstances, which fosters critical thinking skills. The Seychelles

government, along with the Ministry of Education, took proactive steps based on this research. The students showed a less proactive attitude. The findings showed a strong link between self-reliance and proactiveness, creativity, and risk-taking. Additionally, students showed hesitation in proactive behaviours, a reluctance to take risks, and a perceived lack of creativity. The evidence strongly supports the alternative hypothesis.

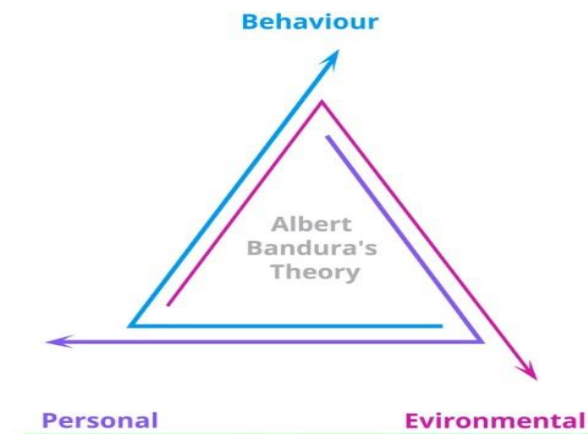
Theoretical Frameworks

The theoretical implication of this indicate that many students and alumni still depend on external employment instead of achieving full financial independence. Dependence on external employment offers some benefits but also reflects a lack of career path diversity and a tendency to conform to organisational policies. This might make it hard to be independent. Keefe (2020) says that “limits on diversity and inclusion can affect both ethics and the economy.”

Bandura's Social Cognitive Theory

Emphasises the interplay of personal, behavioural, and environmental factors in learning and behaviour modification. This concept suggests that individuals acquire knowledge and skills through reinforcement, personal experiences, and observing others. This theory focuses on self-efficacy, the belief in one’s ability to achieve specific goals. Bandura's framework highlights the importance of cognitive processes and social influences in shaping behaviour and learning. Albert Bandura's Social Cognitive Theory posits that individual behaviour is shaped by interactions between personal factors, environmental contexts, and behavioural influences. This theory highlights the significance of observational learning and cognitive processes in shaping human behaviour. Bandura's work has greatly influenced psychology by improving our understanding of how people learn new skills and behaviours

through social observation and cognition. This framework highlights the role of social interactions, observational learning, and cognitive processes in behaviour development. This framework suggests that individuals develop behaviours and attitudes through observational learning from their social environment. This process is enhanced by social reinforcement and self-regulation practices. Bandura's framework has significantly advanced psychology and is commonly applied in personality development, education, and mental health. Research indicates minimal overall risk, but students demonstrated moderate creativity and proactivity. Educators and administrators significantly improved students' experiences. Some educational environments hinder learning. Familial contexts harmed students' academic experiences. Staff interviews highlighted serious concerns about substance abuse in a specific student subgroup. This study supports Bandura's Social Cognitive Theory, highlighting that self-efficacy significantly influences job performance, motivation, and emotions.

Figure 6*Bandura's Social Cognitive Model*

Note. From “Albert Bandura’s social cognitive theory,” by C. Nickerson., McLeod, S and O. Guy-Evans, 2025, *Simply Psychology*, (<https://www.simplypsychology.org/social-cognitive-theory.html>)

Figure 6 of Bandura's Social Cognitive Theory (SCT), indicates that, individuals learn and change behaviour by observing and imitating others. This theory suggests that individuals can regulate their behaviour and influence their environment through self-control and independence. Bandura's theory emphasises the connection between personality, environment, and behaviour. Sure! Please provide the text you'd like me to shorten and rephrase. It highlights the importance of learning from others' experiences and the cognitive processes behind behaviour. Social cognitive theory emphasises self-efficacy, and examines how people's thoughts and environment influence their behaviour. Cognitive theory suggests people can influence and be influenced by their environment. This theory examines how people behave and perceive various activities. It examines how these activities impact human's thoughts and behaviour. Many students believe they will gain self-reliance after finishing their studies unfortunately they don't fully grasp the various reasons these goals are difficult to achieve.

Attribution Theory - Bernard Weiner

Emphasises its significant influence on the discipline. It explores the motivations and emotional responses linked to achievements and setbacks in academic pursuits. Attribution theory offers a framework connecting the psychological aspects of emotion and motivation. This theory explores how cognitive processes affect the interpretation of activities and influence human behaviour and cognition. Weiner's framework focuses on achievement conceptualisation. The psychologist identified effort, ability, task difficulty, and luck as key factors influencing goal achievement. The theory aims to clarify the principles and factors that influence individual behaviour. Weiner highlighted three key phases in attribution: perceiving behaviour, believing it to be intentional, and identifying its causal factors. The theory also has three dimensions: stability, controllability, and locus of control. Attribution theory suggests that individuals make rational decisions influenced by internal cognitive processes and external environmental factors. Perceptions of causality significantly influence how individuals respond to success and failure. Students who consistently show determination and resilience in the face of failure tend to achieve success. This phenomenon is due to their ability to persevere through various challenges. Attribution theory empowers individuals to take responsibility for their environment and is applicable across diverse contexts and demographics. This approach can help educators better understand students' attributions and interpretations, as well as provide insights into societal perceptions and norms. A possible limitation of the study is the disparity between an individual's subjective perception and an external observer's objective observation. Feedback from others can greatly influence an individual's understanding of the root cause of an event. Receiving feedback is crucial for improving student performance in education. It helps students to understand the quality of their work and its impact on their progress. When students struggle academically or feel uncertain about post-graduation, it's essential to help

them and offer encouragement. This will enhance their performance and keep them optimistic about the future. Increased effort and dedication can enhance academic success and overall happiness.

This study applies attribution theory to explore why recent graduates struggle with self-reliance. The research aimed to examine how internal and external factors influence risk-taking, proactivity, and creativity. It examined the role of student learning environments in boosting motivation. Using varied teaching methods improves collaboration between students and teachers. It allows students to conduct in-depth research and apply their college experiences in real-life situations post-graduation.

Both **Bernard Weiner's attribution** and **Bandura's cognitive learning theory**, emphasise that the importance of self-reliance is highly relevant to this study's goals. Social cognitive theory explores how internal and external factors influence individual behaviours. Weiner's Attribution Theory analyses determinants influencing human behaviour to promote self-reliance. Bandura's Social Cognitive Theory on self-efficacy and Weiner's Attribution Theories explain these research findings. These theories examine how personality and environmental factors influence self-independence. These theories see people as active agents influenced by their inner self (Cognitive) and environment (Social), affecting behavior (Nickerson, 2023). Students possessing the three entrepreneurial attributes discussed in this paper with their significant relationship with self-reliance, influences individual's behavior leading to economic independence thereby reducing unemployment levels among graduates.

The Recommendations for Future Application

This study's propositions stemmed from analysing four research questions and three hypotheses, focusing on how three entrepreneurial attributes influence student self-reliance in

Seychelles' higher education. Self-reliance should be nurtured early in life to achieve self-reliance as both an employer and an employee. Students with self-reliance exhibit lower stress, higher self-confidence, and improved self-worth and self-esteem at work. Self-reliance is essential for promoting students' autonomy and improving resource management. Entrepreneurial traits enhance decision-making and foster self-reliance. The phenomenon spans individual, community, national, regional, and global dimensions. Seychelles and the broader African continent can increase their autonomy by strategically governing and managing their abundant natural resources.

The research findings demonstrate that entrepreneurial attributes are essential for self-reliance, self-independence, and enhancing the employability of young people. Young individuals should build confidence in their intuition and innovative ideas, as these traits are essential for self-reliance. This perspective vastly differs from prevailing societal norms and institutional criteria. Conformity greatly impacts societal structures, highlighting the need to encourage self-reliance in youth. A significant challenge for higher education students in Seychelles is the high non-completion rates in academic programs. Data from 2019 and 2020 show that around 20% to 25% of students did not complete their courses. Despite a slight decrease in non-completion rates, this issue remains a significant challenge in Seychelles' educational framework. Many young people finish their education hoping to find jobs in corporate settings. This viewpoint often leads to overlooking entrepreneurial opportunities that could greatly improve self-employment prospects.

In addition to the extensively examined factors of proactivity, creativity, and risk-taking, which play a significant role in fostering self-reliance, it is essential to recognise the presence of pertinent sub-factors associated with each of these three independent variables.

These other factors significantly influence the self-reliance of students. The factors that have been systematically identified are presented as follows:

- The personality traits of students
- Environment
- Intellectual capabilities
- Belief
- Exposure to both positive and negative behavioral influences in educational and domestic environments.
- Family Influences.
- Adolescence
- The lack of enough financial help for higher education in Seychelles, as noted by Joubert-Lawen (2021), may have reduced the ability of graduates to be independent.

Kim (2021) pointed out that not having enough money for education can make it hard for students to think critically and limits their chances to learn deeply, because their learning is mostly focused on theory.

The research shows moderate traits among higher-level education students with an average score of 3.30 to back this up. The idea of students being self-reliant has gotten a lot of interest from researchers and teachers. This matches what other studies have found, which supports the reasons behind the results we see. In 2022, the United States revealed that Seychelles has the highest income per person of any African country. Piprek and Jacquin (2017) give more proof that Seychelles has the highest Gross Domestic Product (GDP) per

capita in Africa. However, despite the Island having a high GDP, it has many challenges, especially for young people.

Many of them don't have enough understanding of money management and skills. Many people who rely on small businesses like fishing and farming struggle with managing their businesses due to lack of financial literacy. Piprek and Jacquin (2017) pointed out that “a big reason why Seychellois citizens are vulnerable is the high rates of abusing drugs and alcohol.” About 10% of the people living in Seychelles rely on heroin (Alcock & Adamou, 2023). The small country has many problems, even though it is financially stable compared to many other African countries, according to research. The problems caused by increases consumerism and over dependence depending on the government for help from child care and retirement are big issues.

The process of transition presents difficulties for adolescents as they seek to establish an equilibrium between their increasing desire for independence and their reliance on social support systems. Ishikawa et al. (2022) pointed out that teenagers move from needing their parents for help to depending more on their friends for advice and support. The concept of reliance is characterised by its ability to withstand and surmount challenges and hardships. This methodical promotion of self-reliance is crucial during the formative stages of individual development, as it is fundamentally linked to the attainment of independence in multiple domains, encompassing professional engagement, financial autonomy, and emotional well-being. Craig (2019) shows that people who usually have low resilience can learn how to handle tough situations and even do well in difficult times. Ishikawa and others. Found that being independent is an important way to deal with small problems. Using this coping method can be effective. It was noticed that trying to be independent can make young people feel

depressed. Many teenagers and young adults with mental health problems often don't ask for help. As they grow and try to be independent, they may find it hard to be open about needing support. It was found that certain groups of young people, especially those from unstable family situations, tend to be more independent and less likely to ask for help. The authors suggested that self-reliance can be seen as a part of resilience. Resilience means believing in your strengths and past successes to overcome challenges. Becoming more independent is an important step for teenagers and is key to becoming strong and able to handle challenges. It's important to make sure that all job training programs include lessons on managing money to help people become more independent.

The **personality** construct encompasses various fundamental traits, including but not limited to vitality, warmth, conscientiousness, and autonomy. The academic performance of educational institutions is influenced not only by the individual characteristics of students but also by their psychological competencies. Students can exhibit success through the competent identification and implementation of effective strategies that promote the achievement of their academic goals. The academic performance and achievements of students are significantly influenced by their personality traits. Self-reliance functions as a strategic framework for the identification and mitigation of poverty. The notion of disposition comprises a multifaceted framework of beliefs and attitudes that markedly impact individual behaviour. In contrast, the term "condition" denotes the cumulative assets and resources that develop as a consequence of these behaviours. The younger generation in Seychelles demonstrates a notable predisposition towards self-reliance, a phenomenon that is profoundly influenced by the foundational elements inherent in their social environment. This propensity is dependent on the degree of engagement and the magnitude of contributions made by the individual.

The concept of **belief** exerts a profound influence on individuals' attitudes, values, and behaviours, thereby serving a crucial function in shaping their perceptions of the surrounding environment. Scholars across various academic disciplines have engaged in comprehensive investigations into the construct of belief, utilising an array of theoretical frameworks to underpin their analyses. The primary objective of this research is to elucidate the impact of belief systems on decision-making processes, social interactions, and cultural norms. As a result, the construct of belief has attracted considerable attention within the field of academic inquiry, leading researchers to undertake comprehensive studies designed to clarify its intricate complexities and extensive implications.

The concept under examination holds critical importance for the comprehension of diverse religious, philosophical, and social frameworks. It is often characterized by a steadfast belief or affirmation of a specific proposition as true, notwithstanding the lack of empirical evidence or systematic validation. Beliefs greatly influence how people think, act, and relate to others. This has important effects on society and its institutions. Belief can be understood as a cognitive process wherein an individual assesses the validity or truthfulness of a particular proposition. Beliefs often manifest as an individual's subjective interpretation of reality, characterized by a profound commitment to the perceived legitimacy of specific principles. Research reveals that beliefs function as the cognitive framework through which the human brain comprehensively interprets and adapts to the complexities inherent in its environment. However, this does not inherently indicate an individual's level of precision. Within the cultural framework of Seychelles, individuals exhibit a behaviour characterised by quality and a lack of urgency, thereby emphasising the significance of social interactions within their community. Human beings consistently exhibit a significant degree of satisfaction and comfort, simultaneously demonstrating an exceptional capacity to navigate and engage with complex

tasks effectively. It is essential to acknowledge that these attributes do not intrinsically signify self-sufficiency; instead, individuals cultivate their belief systems during the formative levels of development.

These beliefs are notably influenced by an individual's immediate environment, encompassing auditory and verbal stimuli, as well as personal observations and experiential factors. Beliefs serve as a cognitive framework that enables individuals to interpret and navigate the complexities inherent in their environment. Beliefs have been identified as cognitive heuristics that facilitate the efficient conservation of mental resources. A substantial corpus of scholarly literature suggests that a considerable proportion of individuals demonstrate a propensity to maintain their beliefs, even when confronted with contradictory evidence or when such evidence imposes limitations on their viewpoints. This phenomenon presents significant challenges to the facilitation of rational discourse with individuals who possess steadfast convictions characterized by an intrinsic sense of absolute certainty. These individuals often demonstrate a reluctance to embrace the tenets of evidence-based reasoning and the methodologies associated with empirical validation.

In the last few years, the environment has become an important topic for study and public discussion. This phenomenon has catalysed the establishment of a substantial body of scholarly research and discourse that concentrates on environmental challenges, alongside the various strategies that may be employed to address and mitigate these issues. The interplay between anthropogenic activities and the natural environment emphasises the necessity for a thorough comprehension of ecological systems and their complex effects on diverse facets of life. As a result, more and more experts agree on the need to adopt sustainable methods and rules to reduce harmful effects on the environment. This situation has resulted in an increased

demand for systematic research and the implementation of proactive strategies focused on environmental protection and conservation, with the objective of safeguarding the well-being of future generations.

Personality is often acknowledged as a pivotal determinant in the development of individuals' beliefs, values, and attitudes. Many studies have shown that this factor greatly affects how likely people are to do things that help the environment and how seriously they commit to those actions. The population of Seychelles demonstrates a significant pride in its multicultural heritage, characterised by the interplay of various racial backgrounds that collaboratively contribute to the development of a unified national identity. The demographic structure of Seychelles is marked by substantial sociocultural diversity, which promotes an inclusive atmosphere that facilitates the engagement of individuals from a variety of racial backgrounds. A supportive environment can significantly enhance an individual's self-efficacy while simultaneously facilitating the integration of autonomy and social belonging. Rephrase On the other hand, a negative social environment might lead people to overly focus on being independent, causing them to avoid asking for help from others.

Many studies have looked at how the Big Five personality traits are related to people's environmental values and actions, both for individuals and across countries. Policymakers can use information about the five personality traits to create programs and policies that encourage changes in how people behave towards the environment. The Big Five Personality Traits are a way to describe people using five main qualities: Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, and Extraversion. Sometimes, they are called CANOE or OCEAN for short. The Big Five personality traits are influenced a lot by genes and the environment, with about 50% of their differences being related to heredity. The way genes

and the environment work together is believed to greatly affect important aspects of life, like how well people do in school and their overall health.

The environment, including nature and society, greatly affects a person's identity and feelings. People understand that intelligence can be different from person to person. A well-thought-out plan for measuring these differences requires a thorough look at the different aspects of intelligence. The evaluation process involves organizing people based on how well they think and solve problems. Studying different levels of intelligence is important to understand the many skills and abilities people have. The idea of "intelligence" includes various mental skills, such as thinking logically, solving problems, and learning and understanding information well. Intelligence includes many different types of thinking skills. Cognitive functions are different brain processes that include how we see things, pay attention, remember, use language, and make decisions. Standard tests are seen as reliable tools for measuring intelligence because there is strong evidence linking test scores to different social results. These results cover many areas, like education level, job skills, health, and how long people live. This study shows that thinking skills are very important for helping people become self-reliant. The study reveals that many students have moderate confidence in their cognitive skills. The ways we think, solve problems, and learn are important parts that help us understand human intelligence better.

A reciprocal relationship is evident between student behaviour and a variety of influencing factors, suggesting that individual development is influenced by both positive and negative stimuli within the contexts of home and educational settings. This interdependence highlights the intricate nature of student development, which is shaped by a diverse range of contextual and environmental influences. This dynamic interaction highlights the significance

of incorporating contextual factors into the analysis of student behaviour. It is imperative to acknowledge that young children demonstrate a significant susceptibility to external influences, particularly in environments in which specific individuals possess the ability to exert substantial control over their peers. This dynamic possesses the capacity to yield adverse consequences. Upon reintegration into the academic environment or upon returning to their home settings following an extended absence from formal education, children may display a range of unacceptable behaviours that are generally not present in their familial contexts.

During adolescence, individuals undergo significant transformations across a variety of domains, including physical, cognitive, and emotional development, as they transition from childhood to adulthood. This developmental stage is marked by considerable alterations in neurological and physiological processes, which occur simultaneously with significant transformations in social and familial dynamics. Adolescents encounter considerable challenges during the developmental processes associated with identity formation, the quest for autonomy, and the attainment of social acceptance within their peer groups. Individuals employ a systematic methodology to effectively manage their academic responsibilities while concurrently identifying and pursuing opportunities that facilitate the exploration and advancement of their professional objectives. This transitional phase is pivotal in influencing the long-term well-being and functional capabilities of individuals. As a result, this topic has become a notable area of investigation across diverse academic disciplines, especially within the realms of psychology, sociology, and education.

The developmental phase known as adolescence and early adulthood encompasses the chronological age range of 12 to 25 years. The transition to adulthood is marked by a notable decline in dependence on parental support among individuals. This critical phase of

development is frequently linked to a heightened vulnerability to mental health disorders, which underscores the necessity for the implementation of external interventions and the provision of supportive services. During the formative stages of adolescence, a significant rise in the incidence of mental health disorders is evident. Research estimates suggest that approximately fifty (50) per cent of these disorders manifest prior to the midpoint of this developmental stage. In Seychelles, a considerable percentage of the adolescent population is enrolled in post-secondary education by the age of 17. At the completion of this educational phase, individuals typically enter the labour market at approximately the age of 20. It is plausible that certain individuals may engage in employment prior to fulfilling the established age requirements. At this developmental stage, a significant proportion of individuals continue to be involved in the exploratory phase, frequently exhibiting insufficient readiness for autonomous functioning. To enhance self-sufficiency and reduce the incidence of health-related conditions, it is essential to implement strategically targeted and systematic interventions during the critical early developmental phases of an individual's life.

Family engagement serves as a critical component that significantly impacts student outcomes, and it occupies a fundamental position within the complex array of factors that contribute to educational attainment. There is a notable positive correlation between the collaborative initiatives implemented by educational institutions and the engagement of families, which significantly influences the improvement of students' academic performance, attendance rates, resilience, and motivation for academic achievement in the Seychelles. A substantial research has consistently corroborated this assertion within diverse racial and socioeconomic contexts concerning family structures.

This research shows how important it is for teachers to work well with the families of students who learn in different ways. This interaction is recognised as a critical element in the development of trust within the educational setting. This collaborative initiative seeks to improve pedagogical practices by fostering the implementation of data-informed decision-making processes.

There is significant potential for collaborative engagement between young adolescents, their parents and guardians, which has the capacity to foster an environment conducive to both safety and intellectual stimulation through a diverse range of activities. It is as well essential that the three entrepreneurial attributes could be systematically emphasised and implemented to effectively address unemployment levels among youths.

Recommendations

The following recommendations were underlined for the consideration of all stakeholders based on the analysis of the research which was carried out for this study. To begin with, this research recommend application of the entrepreneurial attribute on self-reliance conceptual framework which could be helpful in understanding how the environment can affect young people's behaviour and this can have greater impact on self-reliance

Recommendations to Stakeholders

Educational stakeholders, comprising students, parents, educators, policy-makers, and the community, play a pivotal role in the educational system. These stakeholders, must work hand in hand to curb certain behaviours in young people. Students must Possess entrepreneurial attributes; Proactiveness, creativity and risk-taking which are significant prerequisite to achieving self-reliance. Higher Education Curriculum must integrate entrepreneurial and vocational skills which are practical oriented. Both lecturers and Students should get involved

into fundraising ventures within and outside institutions. The findings of this study are expected to provide substantial recommendations for educational institutions and policymakers, thereby contributing to the development and implementation of strategies designed to promote these attributes among the student population.

These groups play a crucial role in the establishment and maintenance of an effective educational system that supports the needs of all students. Students are regarded as the most critical component of the educational process, as they significantly influence the dynamics of learning. If educators do not perform effectively in their professional roles, students may encounter limited opportunities to access essential educational, cultural, and social resources in their future. Acquiring a quality education equips students with the essential skills and knowledge necessary for success across various aspects of life. This study demonstrates that fostering independence among students in Seychelles necessitates the active involvement of teachers and school leaders who are engaged in sharing their expertise and skills with the student population.

Conversely, educators demonstrate inherent motivation to facilitate the realisation of successful school models, given that their professional sustainability is contingent upon the accomplishment of these establishments. Teachers work closely with different stakeholders, especially parents, to create and use effective teaching methods that are tailored to meet the individual needs of each student. Educators are equipped with expertise in the content of the curriculum and efficient instructional methodologies to promote student learning.

To effectively impart desired values in educational settings, parents must demonstrate a strong dedication to their children's education. Numerous parents voice apprehension concerning the potential exposure of their children to unsuitable content, yet do not readily

acknowledge their role in facilitating such exposure. The academic achievement of children holds great significance for parents, who carry the primary responsibility for their upbringing. Additionally, there exists a need for educational institutions to proficiently prepare students for attaining success through self-reliance.

Furthermore, it is the responsibility of public administrators and other stakeholders to ascertain the strategic direction of the educational system and allocate resources towards the promotion of survival skills and values among students, to foster the growth of knowledgeable and self-reliant youth. The government's emphasis on education is derived from its concern for the readiness of students to enter the workforce.

The Characteristics of Risk-taking, Proactiveness, and Creativity

The characteristics of proactiveness, creativity, and risk-taking are considered essential for successful performance in various professional domains. Proactiveness means being able to take charge and look ahead to see potential problems or chances before they happen.

It is everyone's responsibility to be proactive, which includes students, teachers, administrators and all stakeholders. In an academic setting, the notion of proactivity entails the implementation of preemptive measures and the initiation of actions to attain pre-determined objectives. Being Proactive is an engagement in deliberate and strategic actions to mitigate potential issues before they arise. Being proactive involves taking initiative and anticipating potential opportunities or challenges before they occur. "The concept involves a proactive approach to preparedness and the execution of preventive measures to mitigate adverse outcomes and achieve favourable results." Individuals who display proactive behaviour exemplify a self-initiated approach to assuming responsibility for their actions and are not content with simply reacting passively to their surroundings.

In the realm of education, the application of proactive behaviour is exemplified by the consistent maintenance of academic advancement and the timely completion of assignments before their prescribed due dates. The manifestation of creativity in an educational environment can involve the utilization of non-traditional and unique strategies to address a problem or task, such as utilising artistic or musical techniques to express one's ideas. Exhibiting proactivity is an essential attribute for achieving success in both professional and educational settings. An overemphasis on proactive strategies may hinder the cultivation of innovative thinking. Consistently prioritizing preemptive problem-solving and rigidly adhering to established norms may inadvertently constrain an individual's capacity to capitalize on opportunities for innovation and the cultivation of original ideas. In a manner akin to that of a corporate setting, proactivity within this particular framework pertains to the proactive execution of preemptive measures aimed at reducing the probability of prospective challenges. It may be essential to enact policies and procedures designed to proactively mitigate potential risks. Encouraging creativity helps create new and useful products and services that are designed to meet the changing needs of every individual. Rephrase. It also facilitates the identification of creative solutions to existing problems. The terms "proactive" and "creative" are often interchangeably utilized, however, each term carries distinct connotations that set it apart from the other.

Creativity is the concept which allows humans to come up with new and original ideas, answers, or creations. The capability for "creativity" refers to the generation of new and innovative ideas, solutions, or innovations. This involves the application of non-traditional thinking and a readiness to take risks and explore innovative methods. The concept of creativity includes the ability to think innovatively and to produce unique solutions to various challenges. Individuals exhibiting creativity are often characterised by their ability to perceive situations

from a different perspective, connecting seemingly unrelated ideas, and creating innovative solutions to problems.

Risk-taking behaviour is a decision to engage in activities or make choices that have the potential for negative consequences. The concept refers to the inclination to participate in endeavours that carry the risk of adverse consequences or reduction. The manifestation of this conduct is frequently influenced by a multitude of factors, encompassing individual personality characteristics, cultural underpinnings, and contextual contingencies. Numerous studies have demonstrated that the act of taking risks can yield diverse ramifications for both individuals and the broader societal context. Thus, a comprehensive comprehension of the fundamental mechanisms driving such behaviour is imperative to formulate efficacious intervention tactics. Taking risks means doing something on purpose even though you're not sure what will happen. It can have good or bad effects on a person or society's health, money, or mental and social well-being. Teenagers and young adults are more likely to engage in risky behaviours than people in other age groups. The common bad behaviours that people have include things like texting while driving, using drugs, drinking too much alcohol, and getting involved in unsafe sexual activities. Even with hard work to educate young people about risk behaviours, many of them still take part in these behaviours.

Recommendation for Future Studies

Future research needs to build on these results, fix any shortcomings, and investigate more areas to improve understanding of the topic. It is recommended to conduct more research based on what this study found. Being proactive, taking risks, and being creative are now seen as important skills that help people be independent and succeed in the complicated world we live in today. These qualities are important factors that greatly enhance how well students learn

in their institutions. Students do better in school when their teachers are skilled in their course area. This leads to students getting equipped with hands-on skills which they can stay with in their lifetime.

Lecturers who show more of expertise qualities usually give better evaluations to their students. They need to be on the forefront in creating and keeping good practical oriented work. Thus, having well trained tutors is very important for improving education as a whole. To improve the creative economy, develop people's skills, and promote new ideas, we need to work together. This means schools, businesses, and cultural policies should all join forces.

Being actively involved and working together with other stakeholders is very important for making real progress in learners. This also helps create a new way of working in the organisation which is important for building skills needed be a good employee or employer. There are worries from researchers about not many students enrolling into colleges and universities, the literature review show that students who do get into higher learning institutions often lack important basic skills like being proactive, taking risks, and being creative. This is backed by proof from how well they did in their internships programs and in their jobs.

There is a clear difference between the subjects' students study in colleges and the jobs they end up doing after they graduate this might be caused due to today's school programs often mismatch the changing needs of jobs and the economy. Also, improving creativity is often seen as less important, even though it is very essential in a knowledge-based economy. This study gives important insights for people who make decisions and create policies. More research is recommended to include a group of recent graduates to better understand how self-reliant they are in their personal and work lives.

The Constraints and Restrictions

In concordance with the literature, this investigation was not exempt from limitations. This study has identified several limitations that may warrant further investigation in future research endeavours. The study was primarily limited by constraints associated with the research design and a lack of available literature on the topic. Moreover, the methodology and research instruments contributed to having more significant constraints which led to having errors committed by the researcher during the course of the study.

Insufficient Scholarly Research Available on the Preceding Subject Matter

The accessibility of information, especially from documents produced in the Seychelles, was significantly limited. The researcher utilised the National Newspaper as a primary source of information, acknowledging the recurrent presence of similar content across multiple years. This study mainly utilised primary sources obtained from esteemed international institutions, including the African Development Bank (AfDB), the Scientific and Cultural Organisation (UNESCO), United Nations Educational, the United Nations International Children's Emergency Fund (UNICEF), and other comparable esteemed global institutions. The aforementioned documents provided a significant body of pertinent information relevant to the research. The notion of a research gap refers to a distinctive domain or subject within a particular academic discipline that has not been thoroughly investigated and is consequently underrepresented in the current body of literature. The Seychelles requires researchers who are equipped to conduct comprehensive investigations and disseminate both contemporary and innovative knowledge, particularly within the domain of education.

Constraints in Methodology Employed

A comprehensive methodology was employed for this study which included mixed-methods approach and a literature review for data collection and systematic analysis. The research

design used strict sampling methods to ensure the reliability of the findings. A systematic methodology was used to analyse the data, leading to well-supported conclusions and recommendations. The methodology used in this study was systematically designed to ensure credibility was observed during the whole process of research. This researcher applied purposive and convenient sampling methodologies for participant selection. Initially, only purposive method was to be used, however, during pilot data collection, this researcher observed that, employing purposive sampling only could not work due to participant pool limitations. This issue arose due to many members of staff were attached to examinations and other meetings related to work. Therefore, convenient sampling was introduced especially on the administrators and lecturers. Convenient sampling enabled triangulation in the study by using additional methods to corroborate the data.

Constraints with Instruments Used

A digital system was set up to gather qualitative and quantitative data. At first, the researcher faced some challenges with the Google form, as rules and restrictions were not set on the survey link. Because of that, some participants tampered with the survey questions, and that led to the researcher restarting another survey link to keep the data accurate. In certain situations, some students did not have their own devices or internet to complete the form. However, institutions which were data collection institutions were so helpful by offering access to their campus computer. The researcher occasionally let others use her personal computer because there were not enough resources. This might have caused biased answers from the respondents, even though she promised to keep their information private. For ethical reasons, participants used different numbers for their records instead of sharing their names. The participants suggested this method because they thought it would make their information safer.

Limitations of the Research Design

The participants in this study were identified through an analysis of the annual enrollment reports published by the Ministry of Education of Seychelles. This information source has been found to be very helpful. Nevertheless, some differences were found between the official enrollment numbers and the numbers gathered physically from the institutions. The researcher noticed big differences in the number of students enrolling at different schools. Some schools had a lot more students than others, as stated in the report. After finishing the pilot study, the researcher felt it was necessary to change the institutions that were originally suggested. Some institutions were replaced with options that have similar features and a similar mix of people as those expected in the original plan. Many different factors might have affected the changes seen in enrollment numbers. This includes students' grades in the Secondary Five (S5) general exam and whether they qualified for further education after that. It is possible that some people could not meet the school's academic requirements, which affected the enrollment numbers. Many students may be rethinking their career choices due to different factors, including the chance of moving to another country, which is likely to influence their decisions.

The first group chosen for this research study had ten staff members from each of the participating institutions. A similar pattern was seen among the students, which led to changes in how the research was done. Unfortunately, the number of people in the study was limited to five to seven, depending on staff availability to take part and the staffing of each institution. The main reason for this happening was that the survey was done at the end of the school year when exams were taking place. During this time, most staff members were busy getting ready for the upcoming examinations while practical examinations were going on, which made it hard for them to take part in the survey. The drop in the number of participants from 50 to 17 greatly impacted the research, making it harder to gather and study a lot of data. On the other

hand, the amount of data was kept at a manageable level, and data collection was done using standard research methods.

The Republic of Seychelles has a rich mix of cultures, shown by its people who have ancestors from many different continents. The current studies show that the country's population is made up of people from many different ethnic groups. This diversity is mainly shown by three main continents: Africa, Europe, and Asia. The country depends a lot on foreign workers in many areas, especially in the Ministry of Education. The researcher faced difficulties because the participants had different accents during in-person interviews. This caused interviews to take longer and sometimes required changing the appointment times.

The researcher faced another challenge of limited time due to her job as a teacher and her involvement in examinations. Sometimes during interview process, the researcher and the person being interviewed had different schedules, which led to them not being available at the same time. New technology made it easier to set up interviews at unusual times, which helped both the interviewee and the researcher available. During that time, the researcher used different processes such as messaging apps, like WhatsApp. The Unicaf Research Ethical Committee (UREC) took long to make approval from this researcher to carry out her research. As a result, this delay created a shorter timeline that overlaps with the examination period.

Data collection was done during the time of end of year examinations, all institutions were about end the academic year calendar and that negatively contributed to the hiccups observed during the study. In that time, a significant number of staff members were engaged in preparations for the forthcoming examinations while concurrently conducting practical assessments. These commitments hindered their ability to actively participate in the survey. The significant reduction in the number of participants, from 50 to 17, had a profound impact

on the research, complicating the processes of data collection and analysis. Conversely, the volume of data was maintained at a manageable level, and data collection was conducted using established research methodologies.

Conclusion

Rosado-Cubero et al. (2022) in their research, confirmed that combining practical skills with knowledge, makes entrepreneurs have effective behaviour associated with key characteristics: family environment, a good education, initiative, creativity, risk-taking open-mindedness and efficient management. This agrees with this research outcome. Proactivity, creativity, and risk-taking are crucial for cultivating self-reliance in higher education students. The study found that many educated young individuals rely on external organisations and government institutions to secure employment opportunities. Many people lack proactivity, creativity, and a willingness to take risks, as shown by the high number who avoid self-employment opportunities. Focusing on three key entrepreneurial attributes aims to foster self-reliance in graduates after their tertiary education. The SCT framework by Bandura serves as the foundation for this investigation. This research aims to explore the entrepreneurial traits and self-reliance of Seychelles higher education students.

A considerable cohort of organisations, notably the United Nations Educational, Scientific and Cultural Organisation (UNESCO), has recognised the enhancement of Science, Technology, Engineering, and Mathematics (STEM) education as a critical objective for advancing sustainable development and stimulating innovation within the higher education landscape. As the focus on STEM (Science, Technology, Engineering, and Mathematics) disciplines within educational curricula continues to escalate, it is essential to acknowledge that the achievement of a comprehensive educational experience requires the integration of entrepreneurial competencies into the educational framework. The integration of these

components is essential for promoting self-reliance among students. The UNESCO report for 2024 articulates the organization's dedication to promoting initiatives aimed at enhancing skill development among both adult learners and youth populations. Subsequently, Technical and Vocational Education and Training (TVET) serves as an essential framework that has been systematically developed to address the diverse needs of individuals, the labor market, and society as a whole. The implementation of this approach offers considerable advantages for various developing nations by establishing a systematic framework that fosters economic stability and contributes to the attainment of long-term sustainable security.

Moreover, analysis and findings articulated in this study have raised several issues. The research findings indicate that in addition to the established variables of proactiveness, creativity, and risk-taking, each of which has been extensively documented for their substantial influence on self-reliance, there exists a range of supplementary factors within the broader category of independent variables that have been identified. The study found several important factors that greatly affect students' experiences and how well they do in school. The determinants impacting student outcomes can be conceptualized as a complex interplay among multiple dimensions. These factors encompass individual personality traits and belief systems, immediate environmental contexts, cognitive abilities, and a wide-ranging spectrum of both academic and non-academic accomplishments. Moreover, the investigation of behavioural patterns, in conjunction with the considerations of adolescent development and familial dynamics, constitutes essential components of this multifaceted analysis.

In light of the swift transformations taking place within the global environment, it is imperative for individuals to develop a diverse array of competencies that adequately address the essential needs of human societies. Creativity is recognised as one of the ten essential

competencies required for individuals seeking to attain self-sufficiency. The global economy has undergone a profound transformation that can be delineated into four distinct industrial phases. The first three industrial revolutions have led to the start of the fourth industrial revolution. The African continent has experienced significant transformations. Within the economic frameworks of African nations, these countries are frequently characterised primarily as consumers rather than as producers. Despite the continent's significant wealth of natural resources, there remains a considerable reliance on external production sources. Nonetheless, the continent exhibits a significant inadequacy in the fundamental competencies necessary for the effective management of resources. The current study endeavours to investigate the interrelationships among three distinct attributes and their correlation with self-reliance. This study seeks to provide significant insights for graduates as they embark on the transition to independence subsequent to their undergraduate experiences.

The concept of self-reliance is fundamentally defined by the demonstration of personal agency and the accessibility of intrinsic resources. This indicates a clear transition away from reliance on external sources of support or assistance. The systematic promotion of self-reliance should be initiated during the formative stages of individual development. It is posited that self-reliance serves as a pivotal catalyst for the augmentation of autonomy across multiple facets of life, including, but not limited to, professional development, financial literacy and management, as well as emotional well-being. Studies show that becoming more self-reliant is linked to lower stress levels. Furthermore, the extant literature indicates that the encouragement of self-reliance is positively associated with improvements in individual confidence, self-worth, and self-esteem. Furthermore, individuals exhibiting self-reliance tend to participate in processes of decision-making that are based on well-informed judgments. Research indicates a positive correlation between informed decision-making and favourable outcomes across

multiple domains of life. From an individual perspective, the influence of community, national, regional, and global factors is significant. The potential for sustainable development in Seychelles, as well as across the broader African continent, may be significantly augmented by diminishing the region's substantial dependence on external foreign aid. In consideration of the rapidly evolving global landscape, there exists a critical necessity for competencies that exemplify the requisite adaptability to successfully address fundamental human needs. The author methodically outlines and elaborates on ten essential competencies, underscoring the importance of creativity, proactivity, and risk-taking as crucial elements within this theoretical framework.

The study shows a strong link between being proactive and being self-reliant among students in Seychelles, with the relationship score ($r = 0.841$; $p < 0.05$). Also, the analysis shows a clear link between the two variables being studied. We found twenty-nine (29) code counts in the data. Also, there is a strong connection between creativity and self-reliance. This is shown by a correlation value of ($r = 0.790$; $p < 0.05$). The analysis showed important results, as noted. The study shows that there is a moderate connection, as shown by the correlation number above. The analysis shows a strong link between taking risks and being self-reliant, with a score of ($r = 0.671$; $p < 0.05$). The analysis shows there are 21 cases of the specified code. This study shows that taking initiative has a big impact on students' ability to be self-reliant in college. Recent studies show that self-efficacy completely explains how a proactive personality is connected to academic success. Research shows that people often want more independence as they move from being teenagers to adults. Certain personality traits are very important for encouraging self-reliance. Also, research shows that having support from others is very important, especially during important times like applying to college. This study has explained the main findings and what they mean based on the research done. The results show

important trends and patterns that add to what we already know in this area. In general, this research highlights how important it is to keep exploring and discussing this topic.

The plan for education and society in Seychelles aims to create "smart and capable people." This vision highlights the need to create a space where every student can grow and learn for life, helping them to become independent and keep developing themselves. The school system should be carefully planned to match and support the values important to the people of Seychelles. There is proof that student performance has improved. However, there is still a lot of work to do to reach the goals of "No Child Left Behind." The goal is for every student to meet the set performance standards and to become knowledgeable and confident Seychellois so they can successfully take part in the world. There is a connection between the two things, showing that taking action helps improve future planning, better prepare for unexpected events, encourage self-sufficiency, and support independence.

On the other hand, research shows that some people have a limited understanding of what being proactive means. These people found it hard to understand the effects of taking action, thought it was a complicated task to do, and greatly undervalued its possible advantages. This study shows that even though the task is not very risky, the participants showed a good amount of creativity and took some initiative. On the other hand, students received a lot of help from both their teachers and staff. The schools where the students were found did not have enough support, which hurt their academic performance, especially considering their family situations. Also, the staff interviews showed that they are worried about some students possibly using drugs or alcohol. The findings of this study support Bandura's social-cognitive theory, which suggests that being self-reliant is an important factor that influences how well people perform at work, how much effort they put in, and how they feel emotionally in their

jobs. Checking if this idea is correct shows a major thought challenge to the results of the study. Many students believe that getting academic qualifications is linked to having more independence. However, it seems that there is a lack of understanding. Being self-sufficient will help graduates avoid the tough job search. Instead, they can start their own businesses and feel more confident, especially if they don't have skills needed for certain jobs. This can also help them stay engaged in work instead of feeling left out. It's important to take a close look at the Seychelles higher education program to include practical job training and business courses. This will help students gain useful skills for being independent.

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APPENDICES

Appendix A

Student's Questionnaire

Dear esteemed Participant,

There are five sections and a total of forty-six items designed to evaluate entrepreneurial attributes, including proactiveness, creativity, risk-taking, and self-reliance, within Higher Education Students in Seychelles. The principal aim of this survey is to promote the development of self-reliance among graduates of tertiary educational institutions. Participation in this activity is anticipated to enhance self-employability among graduates. The findings derived from this study will provide significant insights that will contribute to the existing body of knowledge in this field of research. Participation in this survey is entirely voluntary. The estimated time required to complete the online survey is approximately 20 minutes. Participants have the right to withdraw from the research at any stage if they experience discomfort or unease regarding continued involvement.

Your participation in this survey will be handled with the highest regard for confidentiality.

All data and information disseminated shall be exclusively used to conduct research, with stringent measures in place to ensure non-disclosure to external parties.

Instructions: Please indicate your response by placing a single mark (X) in the designated box that corresponds to your answer.

DEMOGRAPHIC INFORMATION: SECTION ONE

1. Gender

Male ☐

Female ☐

Prefer not to mention ☐

Other ☐

2. Age

Below 20 ☐

Between 20 - 30 ☐

Above 30 ☐

Kindly specify your age _____

3. Year of study

Second-year ☐

Third-year ☐

4. Mode of study

Full-time ☐

Part-time ☐

Distance ☐

5. Citizenship

1. Seychellois ☐

Non - Seychellois ☐

6. Your study programme.

Masters ☐

Bachelors ☐

Advanced Diploma ☐

Diploma ☐

Advanced Certificate ☐

Certificate ☐

The department linked to your programme. Specify _____

SELF – RELIANCE: SECTION TWO

The Rate of Self-reliance among Students of Higher Institutions in Seychelles

Please rate your agreement with each statement on 1-4 scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
1 My personality engages me in independent activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 I use my resources to find and implement solutions independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Survival skills are poorly integrated into our education curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 My social life greatly affects my dependence on others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 External assistance hinders my ability to achieve independence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 My course explores self-reliance as a viable career option	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 During the COVID-19 pandemic, I explored alternatives to address the challenges I faced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 I work to strengthen my entrepreneurial mindset and determination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9 I rely on my convictions to navigate life's challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10 My institution helps graduates achieve professional self-reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROACTIVENESS: SECTION THREE

Aspects of Proactiveness of Higher Institution Students in Seychelles

Please rate your agreement with each statement on 1-4 scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
1	I utilise emotional awareness to connect with reality and anticipate challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I am highly determined to achieve self-sufficiency without formal employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I take initiative and rely on my abilities to succeed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I plan thoroughly before starting any academic activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I engage in positive activities at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I carefully assess my environment before engaging in any activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I have faced peer pressure that hinders my physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I have faced peer pressure that hinders my physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I feel my self-belief motivates my achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I think my behaviour greatly impacts my well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CREATIVITY: SECTION FOUR

Characteristics of Creativity in Higher Institution Students in Seychelles

Please rate your agreement with each statement on 1-4 scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
1	My behavior strongly affects the creativity attributes that foster self-reliance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My institution promotes critical thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	As a creative student, I focus on innovative solutions to complex challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I have strong problem-solving skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I utilise my knowledge and experience to create innovative concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I find greater satisfaction in creative pursuits during my studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	My education has enabled me to contribute to the advancement of life sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I am more confident in pursuing initiatives independently without much external support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I use my creativity to tackle challenges in my entrepreneurial journey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	My creativity greatly contributes to my accomplishments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RISK – TAKING: SECTION FIVE

To Measure the Level of Risk - Taking of Higher Institution Students in Seychelles:

Please rate your agreement with each statement on 1-4 scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

		1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree
1	I stay positive when facing challenging tasks to reduce the risk of failure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I believe my risk-taking boosts my well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I try again if I cannot complete a task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I can start any endeavour without knowing the outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I find fulfilment in tackling difficult tasks, despite their challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I rely on my skills and resources to overcome challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am not worried about risky activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I don't fear failure in any part of my life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I am indifferent to others' opinions about my achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I am dedicated to taking whatever actions are needed for my success	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPTIONAL INFORMATION

This section includes additional details that may enhance the analysis

1. Would you participate in an interview to clarify your responses?
2. ☐ Yes ☐ No
2. If you answered "Yes," please provide your contact information or email address
(optional)

Contact / WhatsApp Number: _____ Email address: _____

For confidentiality, all the data collected will be secured with security codes on the researcher's device files.

Appendix B**Questionnaire to Administrators and Lecturers****INTERVIEW QUESTIONS FOR LECTURERS AND ADMINISTRATORS**

I have reviewed the information related to this study. I have had the chance to ask questions and discuss them. I received satisfactory responses and sufficient information for this study. I acknowledge my right to withdraw from this study at any time without giving a reason, and that this will have no negative consequences. I consent to the use of multimedia, including audio and video recordings, related to my participation in this study. I understand my data will remain anonymous and confidential unless stated otherwise. I voluntarily consent to participate in this study.

Please mark the box to indicate your agreement before proceeding to the next questions.

☐ I agree ☐ I disagree

The main purpose of this survey is to assess the influence of entrepreneurial attributes and self-reliance within students of higher learning institutions in Seychelles.

Dear Sir/Madam,

There are a total of eight sections and thirty items to evaluate entrepreneurial attributes: proactiveness, creativity, risk-taking with their influence on self-reliance on students in higher education institutions. The interview aims to promote self-reliance in higher education graduates. This activity is likely to boost graduates' self-employment prospects. The findings will provide important insights for this research. Participation in this interview is voluntary. The interview is expected to take 20 minutes. Participants can withdraw from the research at any time if they feel uncomfortable.

Your interview participation will remain entirely confidential. All data will be used solely for research and protected from external disclosure

**DEMOGRAPHICS FOR ADMINISTRATORS
AND LECTURERS: SECTION ONE**

1. Gender

3. ☐ Male ☐ ☐ Female ☐ Other ☐ ☐ Prefer not to mention

1. Age

4. ☐ Below 30 ☐ 31 – 40 ☐ 41 – 50 ☐ Above 50

5. Kindly specify your age _____

2. Citizenship

6. ☐ Seychellois ☐ Non- Seychellois ☐

3. What is your highest level of qualification? Choose only one

7. ☐ Doctorate or higher ☐

8. ☐ Masters ☐

9. ☐ Advanced Diploma ☐

10. ☐ Diploma ☐

11. ☐ Certificate ☐

12. Other ☐ Specify _____

4. Your position in this institution

13. ☐ Administration ☐ Lecturing

14. ☐ Any other Specify _____

5. Employment status

15. ☐ Retired ☐ On training ☐ Part-time ☐ Full-time

6. Employment status

16. ☐ Retired

17. ☐ On training

18. ☐ Part-time

19. ☐ Full-time

20.

SECTION TWO

Rate of Self-reliance of Higher Institution Students in Seychelles

21. How would you describe student self-reliance levels in this institution?

22. Give examples where you demonstrated self-reliance in this institution.

23. What factors promote student self-reliance?

24. How does self-reliance affect entrepreneurial success?

SECTION THREE

Aspects of Proactiveness of Higher Institution Students in Seychelles:

25. What signs of proactivity are visible among students in this institution?

26. Can you identify behavioural factors hindering student proactivity at your institution?

27. Could you identify certain behavioural factors that impede proactivity among students within your institution?

28. What strategies do you use to engage students and enhance learning?

SECTION FOUR

Characteristics of Creativity of Higher Institution Students in Seychelles:

29. What personality traits among students exert an influence on creativity within this institution?

30. What attributes of creativity can be identified in your students.

31. Please provide examples in which your creative thinking has resulted in innovative solutions.

32. What constraints do you encounter in the expression of creativity?

SECTION FIVE

Level of Risk-taking of Higher Institution Students in Seychelles:

33. Please provide a concise overview of the varying levels of risk-taking behavior exhibited by your students.

34. Could you provide specific examples of calculated risks you have undertaken aimed at enhancing the welfare of students?

35. What factors influence the decision-making process in the evaluation of risks within your institution?

SECTION SIX

To measure the relationship between Creativity and self-reliance of higher institution students in Seychelles

36. To what extent do you believe that creativity is correlated with self-reliance among students?
37. Is there a correlation between creativity and the degree of self-reliance among students?
38. To what extent does creativity influence the level of self-reliance among students within your institution?

SECTION SEVEN

To measure the relationship between Proactiveness and self-reliance of higher institution students in Seychelles:

39. Do you believe that proactiveness has a positive effect on the level of self-reliance among students in higher education institutions in Seychelles?
40. Could you please elaborate on the concept of proactiveness and its correlation with self-reliance among students?
41. To what extent does intelligence influence students' proactivity in achieving self-reliance?

SECTION EIGHT

To measure the relationship between Risk-taking and Self-reliance of Higher Institution Students in Seychelles

42. Is there a correlation between risk-taking behavior and self-reliance among students?
43. In what ways has this learning environment influenced students' propensity to engage in risk-taking behaviors that foster self-reliance.
44. Propose recommendations and articulate the importance of self-reliance through the avenues of proactivity, creativity, and risk-taking.

Thank You for Your Participation 😊

Supplementary Information

This section compiles supplementary information that may facilitate the analytical process.

1. Would you be willing to participate in an interview discussion to provide further elaboration on your responses?

45. ☐ Yes ☐ No

2. If you answered "Yes" to the preceding question, please provide your contact information or email address (optional).


46. Contact Number (WhatsApp): _____

47. Email Address: _____

For confidentiality, all the data collected will be secured with security codes on the researcher's device files.

Appendix C

UREC's Approvals and Decisions

 UREC Decision, Version 2.0 <input type="checkbox"/>	
Unicaf University Research Ethics Committee Decision	
Student's Name:	Juliet Jackson Kakoshi
Student's ID #:	R2104D12119929
Supervisor's Name:	Dr Muraina Kamilu Olanrewaju
Program of Study:	UUZ: EdD Doctoral of Education
Offer ID /Group ID:	O46054G47183
Dissertation Stage:	1
Research Project Title:	ENTREPRENEURIAL ATTRIBUTES AND SELF-RELIANCE OF HIGHER INSTITUTION STUDENTS IN SEYCHELLES
Comments:	No comments.
Decision*:	A. Provisionally approved without revision or comments
Date:	04-Jan-2023
<small>*Provisional approval provided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.</small>	



UREC Decision, Version 2.0

**Unicaf University Research Ethics Committee
Decision****Student's Name:** Juliet Jackson Kakoshi**Student's ID #:** R2104D12119929**Supervisor's Name:** Dr Muraina Kamilu Olanrewaju**Program of Study:** UUZ: EdD Doctoral of Education**Offer ID /Group ID:** O59877G61350**Dissertation Stage:** 3**Research Project Title:** ENTREPRENEURIAL ATTRIBUTES AND SELF-RELIANCE OF
HIGHER INSTITUTION STUDENTS IN SEYCHELLES**Comments:** No comments.**Decision*:** A. Approved without revision or comments**Date:** 28-Sep-2023

*Provisional approval provided at the Dissertation Stage 1, whereas the final approval is provided at the Dissertation stage 3. The student is allowed to proceed to data collection following the final approval.

Appendix D. Informed Consents, and Gate keeper



UU_IC - Version 2.1



Informed Consent Form

Part 1: Debriefing of Participants

Student's Name: JULIET JACKSON KAKOSHI

Student's E-mail Address: jkakoshi@yahoo.com

Student ID #: R2104D12119929

Supervisor's Name: Dr. Muraina Kamilu Olanrewaju

University Campus: Unicaf University Zambia (UUZ)

Program of Study: EDUD

Research Project Title: EXAMINING THE INFLUENCE OF ENTREPRENEURIAL ATTRIBUTES ON SELF-RELIANCE AMONG HIGHER EDUCATION STUDENTS IN SEYCHELLES

Date: 01-Sep-2023

Provide a short description (purpose, aim and significance) of the research project, and explain why and how you have chosen this person to participate in this research (maximum 150 words).

The main purpose of this survey is to assess the relationship between entrepreneurial attributes: Proactiveness, creativity, risk-taking and self-reliance among students of higher learning institutions in Seychelles. This study may help students realise their entrepreneurial skills within themselves which may lead to self-reliance.

The target population are students who are pursuing Vocational and Business Courses in 2nd and 3rd year within the age eighteen (18) years and thirty four (34) years. This group of students learn practical survival skills which promote self-reliance. They may also have wider knowledge and experience about self-reliance due to the period spent in school. Lecturers and Administrators between 30 years and 60 years old are quite experienced in their practical field. They also understand their students' abilities. Vocational and Business Courses provide survival skills. The questionnaires and in-depth interview tools will be used for both face to face and online depending on the preferences of the participants.

The above named student is committed to ensuring participant's voluntarily participation in the research project and guaranteeing there are no potential risks and/or harms to the participants.

Participants have the right to withdraw at any stage (prior or post the completion) of the research without any consequences and without providing any explanation. In these cases, data collected will be deleted.

All data and information collected will be coded and will not be accessible to anyone outside this research. Data described and included in dissemination activities will only refer to coded information ensuring beyond the bounds of possibility participant identification.

I, JULIET JACKSON KAKOSHI, ensure that all information stated above is true and that all conditions have been met.

Student's Signature:  _____



UU_GL - Version 2.0



Gatekeeper letter

Address: English River Secondary School

Date: 07-Aug-2023

Subject: Permission to Conduct Research

Dear Sir/Madam,

I am a doctoral student at Unicaf University Zambia. As part of my degree I am carrying out a study on EXAMINING THE INFLUENCE OF ENTREPRENEURIAL ATTRIBUTES ON SELF-RELIANCE AMONG HIGHER EDUCATION STUDENTS IN SEYCHELLES.

I am seeking your consent to allow me conduct research in your institutions, Subject to approval by Unicaf Research Ethics Committee (UREC). This study will be using questionnaires and interview tools to carryout research.

The research is part of fulfillment of my doctoral studies titled EXAMINING THE INFLUENCE OF ENTREPRENEURIAL ATTRIBUTES ON SELF-RELIANCE AMONG HIGHER EDUCATION STUDENTS IN SEYCHELLES being supervised by Dr. Muraina Kamilu Olanrewaju.

This research would help students realise their entrepreneurial skills and to facilitate the cultivation of self-reliance. This would reduce over dependence on government employing all graduates. Self-reliance maximises dedication and commitment without external validation. "Self-reliance" is the ability to overcome challenges independently, as described by other researchers. The duration required to complete the study is 20 minutes per participant.

Enable my access to collect data on your students and employees from the suggested institutions.

Thank you in advance for your time and for your consideration of this project. Kindly please let me know if you require any further information or need any further clarifications

Yours Sincerely,

Student's Name: JULIET JACKSON KAKOSHI

Student's E-mail: jkakoshi@yahoo.com

Student's Address and Telephone: ENGLISH RIVER SECONDARY SCHOOL - 248 2837202

Supervisor's Title and Name: DR. MURAINA. O. KAMILU

Supervisor's Position: LECTURER

Supervisor's E-mail: m.olanrewaju@unicaf.com



UU_IC - Version 2.1

Informed Consent Form

Part 2: Certificate of Consent

This section is mandatory and should to be signed by the participant(s)

Student's Name: JULIET JACKSON KAKOSHI

Student's E-mail Address: jkakoshi@yahoo.com

Student ID #: R2104D12119929

Supervisor's Name: DR. MURAINA. O. KAMILU

University Campus: Unicaf University Zambia (UUZ)

Program of Study: EDUD

Research Project Title: Examining The Influence of Entrepreneurial Attributes on Self-reliance Among Higher Education Students in Seychelles

I have read the foregoing information about this study, or it has been read to me. I have had the opportunity to ask questions and discuss about it. I have received satisfactory answers to all my questions and I have received enough information about this study. I understand that I am free to withdraw from this study at any time without giving a reason for withdrawing and without negative consequences. I consent to the use of multimedia (e.g. audio recordings, video recordings) for the purposes of my participation in this study. I understand that my data will remain anonymous and confidential, unless stated otherwise. I consent voluntarily to be a participant in this study.

Participant's Print name:

Participant's Signature:

Date:

If the Participant is illiterate:

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had an opportunity to ask questions. I confirm that the aforementioned individual has given consent freely.

Witness's Print name:

Witness's Signature:

Date:

Appendix E. Approval by PS MOE Seychelles to conduct Research

C/O English River Secondary School,
Seychelles.

25 August 2023

The Principal Secretary,
Ministry of Education,
Mont Flueri,
Seychelles.

Approved 18/08/23

Dear Ms. Mema Eulentin,

RE. REQUEST TO CONDUCT RESEARCH IN FIVE HIGHER LEARNING INSTITUTIONS OF SEYCHELLES ON STAFF AND STUDENTS

I am an expatriate teacher here in Seychelles, a doctoral student in education studying with Unicaf University Zambia. I am requesting to carryout research from the five higher learning institution of Seychelles. This research is part of fulfillment of my doctoral studies titled ENTREPRENEURIAL ATTRIBUTES AND SELF-RELIANCE OF HIGHER INSTITUTION STUDENTS IN SEYCHELLES. The study intends to be conducted in the following higher learning institutions namely:

1. University of Seychelles 66 participants
2. Seychelles Tourism Academy (STA) 75 participants
3. Seychelles Institute of Technology 54 participants
4. Seychelles Business Studies Academy 54 participants
5. The Guy Morel Institute 45 Participants

The target population are students who are pursuing Vocational and Business Courses in 2nd and 3rd year within the age eighteen (18) years and thirty four (34) years as well as Lecturers and Administrators between 30 years and 60 years old. The questionnaires and in-depth interview tools will be used for both face to face and online depending on the preferences of the participants.

An in-depth interview tool, which include demographics and eight (8) sections of open-ended items, will be used on a purposeful selected small group of ten (10) lecturers and administrators from each research sites. The researcher will read questions to participants. The web survey will be given to students which includes demographics and five (5) sections with 46 items. The tools will be given to 244 students through face-to-face, and online self-administered questionnaire on WhatsApp and email. The duration required to complete the study is 20 minutes.

Kindly allow me to carryout research in the mentioned institutions within September, 2023.

Any data and information shared will strictly be utilised solely for the purpose of conducting research, ensuring non-disclosure to external entities.
Find attached the gatekeeper letter from Unicaf University.

Thanking you in advance for your positive response

Yours Sincerely,



Juliet Jackson Kakoshi
Contact/ WhatsApp 2837202. Email: julietkakoshi84@gmail.com / jkakoshi@yahoo.com
CC: Ms. Rose-Mary Ally
CC: Ms. Jacqueline Barbe
CC: Dr. Muraina Kamilu Olanrewaju
CC: Ms. Jeanne Camille

Appendix F. Certificates of Publication



Paper Number: 17992

Date of Issued:

30.03.2024

Editors-Reviewers accepted the research paper of

Mr./Ms./Dr : Juliet Jackson Kakoshi

Paper published in : Volume 14 Number 01 March 2024 **Title of the research paper :** Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles

The research paper is original & innovative. We wish researcher all success in life.

Dr. Liam Morrison
Executive Editor

Dr. Van Hearde
Managing Editor



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Title of the research paper: Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles

The research paper is original & innovative.



D. Fora
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Federal technical school of Lausanne



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Executive Editor
Professor
Maastricht University

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Economic Literature (American Economic Association) and Research Papers in Economics (America)

Appendix G. Certificate of Participation – UGrac 2024

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FOURTH ANNUAL ONLINE UNICAF UNIVERSITY GRADUATE CONFERENCE

April 15-19 2024

Certificate of Participation

This is to certify that the presentation
 Entrepreneurial attributes and self-reliance of higher
 institution students in Seychelles
 submitted by
 Juliet Jackson Kakoshi
 was accepted and presented at the UGrac


 Dr Olga Novokhatskaya
 Dean, School of Doctoral Studies



Appendix H. Certificate of Participation –SELFIE FOR TEACHERS



SELFIEforTEACHERS



CERTIFICATE OF PARTICIPATION

This is to certify that

JULIET JACKSON KAKOSHI

has completed SELFIEforTEACHERS, a self-reflection tool based on the European Framework for the Digital Competence of Educators, as part of the group "Lower Secondary Group"

Self-reflection completed on Monday, 22 April 2024.

Appendix I. Raw Data

Qualitative Data – NVivo

Coding Interview

Q1. What are the rates of self-reliance among higher education students in Seychelles?

Research Questions	Description/ Responses	Files	References
Rate of Self-reliance of Higher Education Students	Self-reliance is relying on yourself. Independent thinking, self-love, authenticity, and pursuing personal goals without relying on others resulting in happiness and self-growth.	10	45
Do you think the rate of self-reliance among students in this institution is high or low? Give a brief explanation	Low, restricted access to resources, inadequate financial backing, and a significant struggle to adjust successfully to shifting situations, deficiency in requisite skills, impediment to personal growth and development, lack of comfort, and insufficient emotional self-regulation, and lack of independence, social support, and personality traits on individuals' well-being. Limited	5	17
Share examples where you demonstrated self-reliance in this institution.	Brought homemade lunches and breakfasts to support the initiative. Brought homemade lunches, contributed financially, and raised funds through part-time employment. Donation of computers was made to facilitate learning. A consultative meeting was organised to foster collaboration and gather insights. Students were encouraged to explore entrepreneurial opportunities, including arrangements for them to meet with successful entrepreneurs. Learners were provided with guidance on a project, which they completed. Rephrase	6	13
Factors contributing to self-reliance among students	Adolescence, emotional vulnerability, feelings of helplessness among students. Diminished capacity for resilience. Exhibited increased dependency, accepting responsibility, and pressures by students' faces in educational environments.	5	14
Does self-reliance affect entrepreneurial success?	Yes	1	1
N=17			

Q2. What are the aspects of Proactiveness among higher education students in Seychelles?

Research Questions	Description/ Responses	Files	References
Proactivity	Self-motivated behavior aimed at solving challenges.	6	44
Aspects of proactiveness visibly shown by students	Dancing, clubbing, self-beliefs, school involvement, self-efficacy.	3	7
Behavioral aspects that hinder proactiveness among students	Defiance, indiscipline, introversion, emotions, isolation, Apathy, negativity, peer pressure, poor family values, shyness, missed deadlines, and substance abuse.	5	15
Proactive examples where students were involved	Selling of tickets for various school events, Involvement in sports organisations, arriving early for classes, seeking help, and selling baked goods	4	12
Motivation activities to be proactive in teaching students	Promotion of equal opportunities, impart skills and knowledge, uphold good values and nurture learners, serve as a role model.	5	10
N=17			

Q3. What are the Characteristics of Creativity among Higher Education Students in Seychelles?

Research Questions	Description/ Responses	Files	References
Characteristics of Creativity of Higher Education Students	Creativity is coming up with something new of help to mankind	6	34
What characteristics of creativity do your students have?	Artistic expression, innovative, and student deficiency in the availability of effective solutions to various problems. Reliance on remote or abstract ideas, unusual associations. A lack of creativity and insufficient skill development in students	5	9
Do you think individual personality affects creativity in this institution?	Indeed, individuals exhibiting laziness can significantly impact their peer group, often serving as a source of demotivation for fellow students. Yes, a lack of motivation and personal interests.	3	5
Please share instances where your creative thinking led to innovative solutions?	Facilitate ideation sessions, encourage collaboration and problem-solving, donate computers, and promote student engagement.	5	11
What limits do you face in expressing creativity?	Responsiveness, A lack of appreciation, creativity, resources, collaboration, and time management negatively affect self-reliance	4	9
N=17			

Q4. What is the level of risk-taking among higher education students in Seychelles?

Research Questions	Description/ Responses	Files	References
Risk-taking Levels of Higher Education Students	The ability to do something without fear in order to be successful	6	24
Levels of taking risk among students	Students showed a strong reluctance to take risks. Affected by their behaviour. Cultural belief. Very low	9	9
Examples of calculated risks taken to improve student welfare.	Purchasing books for less-performing students to improve their academic interest and implementing various homework assignments and assembly exit points.	4	7
Factors influencing risk assessment decision-making in your institution.	Creativeness, Lacking motivation, Preference, my creativity, calculated risks, choice, lacking motivation, preferences, taking risks, faith	4	8
N=17			

Relationship between Proactiveness and Self-reliance

Research Questions	Description/ Responses	Files	References
Proactiveness and self-reliance in higher education students	To assess the relationship between creativity and self-reliance in higher education.	7	29
Impact of Proactiveness on Self-Reliance in Higher Education Students	The impact on future outcomes highlights the challenges of adopting a truly proactive approach. Proactivity is a crucial but undervalued tool for planning student opportunities. Proactive engagement boosts individuals' self-reliance. Proactivity predicts self-efficacy, enhancing potential for personal and academic success.	9	15
Level of proactiveness with its relationship on self-reliance among students	Proactiveness is a precursor to critical thinking, which subsequently fosters self-reliance. However, it is observed that students often lack the initiative necessary for proactive engagement.	3	2
To what extent does intelligence influence students' proactivity in achieving self-reliance?	Developing critical thinking skills helps individuals navigate unforeseen circumstances. This suggests that increased cognitive engagement leads to deeper, more reflective thinking in learners. Proactive behaviors greatly enhance students' self-reliance. Proactivity enhances critical thinking skills.	5	12
N=17			

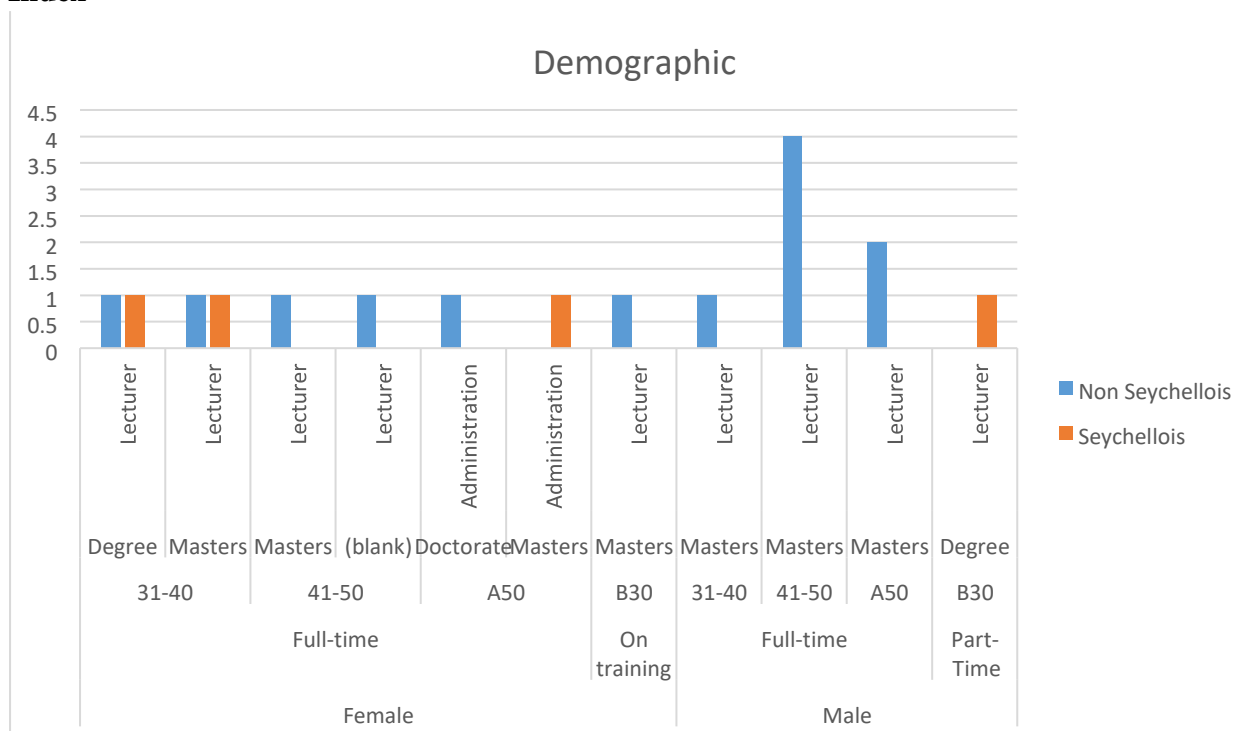
Relationship between Creativity and Self-reliance

Themes	Description/ Responses	Files	References
The Correlation Between Creativity and Self-Reliance Among Higher Education Students	To assess the correlation between creativity and self-reliance among individuals in higher education institutions.	5	29
The Relationship Between Creativity and Self-Reliance in Students	65% of students said external support affects their creativity in some situations. This influence is moderately present but not consistently observed. Students often benefit from sponsors and show self-motivation to improve their performance. Well-funded institutions are more likely to develop creative skills than those without funding. Students who put in more effort are more likely to achieve creative outcomes.	8	12
Creativity influence level on self-reliance	I would rate this subject 50%, indicating moderate proficiency. There seems to be a practice deficiency affecting this assessment. I see no significant improvement in performance or understanding.	5	8
The cultivation of creativity in conjunction with self-reliance among students.	Indeed, a creative mindset is often associated with innovation. Creativity fosters self-reliance and contributes to personal development. Furthermore, it plays a significant role in the establishment of one's identity and autonomy.	4	9
N=17			

Relationship between Risk-taking and Self-reliance

Research Questions	Description/ Responses	Files	References
Risk-Taking and Self-Reliance in Higher Education Students	To examine the correlation between risk-taking behaviors and self-reliance among students in higher education institutions.	4	21
The Relationship Between Risk-Taking Behavior and Self-Reliance.	Adolescent behavior is complex and does not always manifest consistently. closely related, not always, behaviours,	4	4
The Influence of the Learning Environment on Students' Willingness to Engage in Risk-Taking for the Development of Self-Reliance	The extent of knowledge acquisition is hard to determine. Many individuals travel far from home to learn and enhance their understanding through research. This pursuit often requires sacrificing leisure time. The urgent need to prevent educational disadvantage has driven many to take risks, reflecting their commitment and determination.	8	10
Self-reliance can be fostered through the cultivation of proactivity, creativity, and a willingness to engage in risk-taking behaviors.	Seek growth opportunities consistently. Individuals should strive for continuous improvement and outpace their peers. Encouraging creativity and critical thinking is essential for innovation. Exposing learners to real-world situations enhances their practical understanding. Challenging tasks enhance growth and resilience. Acquiring new skills is essential for understanding global dynamics. Self-reliance stems from needs, highlighting adaptability and resourcefulness. Embrace every opportunity for success.	5	7
N=17			

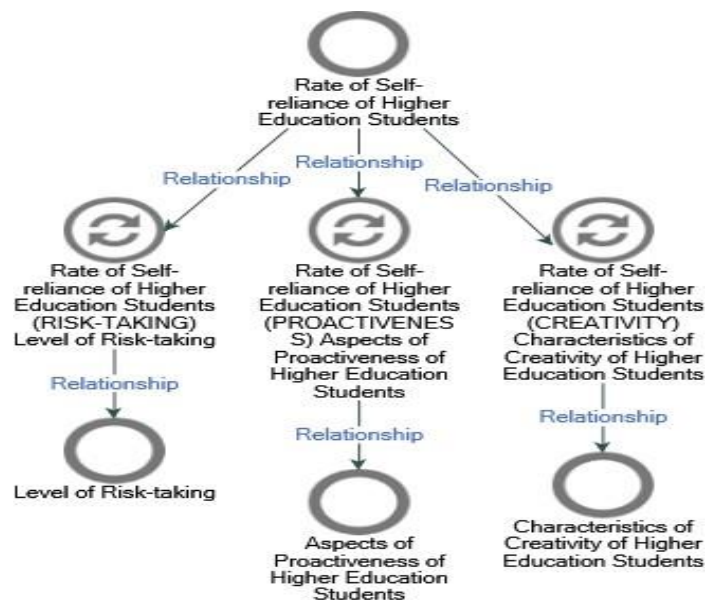
Index





Word Frequency

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 18, *Journal Innovations* (D927b-1698-1719.11648.pdf). CC BY.



Relationship with Variables

Quantitative Raw Data - SPSS Outputs

Demographic

Quantitative Data

		Frequency	Percent	Valid Percent	Cumulative %
Gender	Female	106	38.3	38.3	73.3
	Male	97	35.0	35.0	35.0
	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	Below 20	202	72.9	72.9	72.9
	20 _30	70	25.3	25.3	98.2
	Above 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	76.2	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	
Program	Masters	1	0.4	0.4	0.4
	Bachelor	5	1.8	1.8	2.2
	Advanced 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	

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 5, *Journal Innovations*, (D927b-1698-1719.11648.pdf). CC BY

Rates of Self-Reliance

N		Mean	Std. Deviation	Variance	Interpretation
	My personality engages me in independent activities	277 3.81	.60	.36	High
	I use my resources to find and implement solutions independently	277 2.75	.90	.74	Moderate
	Survival skills are poorly integrated into our education curriculum	277 1.41	.76	.58	Very Low
	My social life greatly affects my dependence on others	277 3.59	1.04	1.09	High
	External assistance hinders my ability to achieve independence	277 4.20	.50	.25	Very High
	My course explores self-reliance as a viable career option	277 2.29	.62	.39	Moderate
	During the COVID-19 pandemic, I explored alternatives to address the challenges I faced	277 4.70	.57	.33	Very high
	I work to strengthen my entrepreneurial mindset and determination	277 4.04	.31	.10	High
	I rely on my convictions to navigate life's challenges	277 1.96	.90	.75	Low
	My institution helps graduates achieve professional self-reliance	277 4.20	.50	.25	Very High
	Grand Mean Average	277 3.30	0.66		Moderate

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 9, *Journal Innovations*, (D927b-1698-1719.11648.pdf). CC BY.

Aspects of Proactiveness

N		Mean	Std. Deviation	Variance	Interpretation
I utilise emotional awareness to connect with reality and anticipate challenges	277	3.560	.717	.514	High
I am highly determined to achieve self-sufficiency without formal employment	277	4.01	.799	.639	High
I take initiative and rely on my abilities to succeed	277	4.29	.45	.20	Very high
I plan thoroughly before starting any academic activities	277	4.69	.502	.25	Very high
I engage in positive activities at school	277	2.09	1.01	1.01	Low
I carefully assess my environment before engaging in any activities	277	2.94	1.38	1.90	Moderate
I have faced peer pressure that hinders my physical activity	277	2.87	.82	.67	Moderate
I have faced peer pressure that hinders my physical activity	277	4.52	.61	.37	Very high
I feel my self-belief motivates my achievements	277	3.66	.96	.91	High
I think my behaviour greatly impacts my well-being	277	3.62	.75	.56	High
Grand Mean Average	277	3.62	0.80		High

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 10, *Journal Innovations*. (D927b-1698-1719.11648.pdf). CC BY.

Characteristics of Creativity

N		Mean	Std. Deviation	Variance	Interpretation
My behavior strongly affects the creativity attributes that foster self-reliance	277	4.32	.64	.41	Very high
My institution promotes critical thinking	277	3.92	.80	.63	High
As a creative student, I focus on innovative solutions to complex challenges	277	2.70	1.19	1.41	Moderate
I have strong problem-solving skills	277	4.43	.74	.54	Very high
I utilise my knowledge and experience to create innovative concepts	277	4.24	.47	.22	Very high
I find greater satisfaction in creative pursuits during my studies	277	4.11	.78	.60	High
My education has enabled me to contribute to the advancement of life sciences	277	4.61	.50	.25	Very high
I am more confident in pursuing initiatives independently without much external support	277	2.40	.95	.90	Low
I use my creativity to tackle challenges in my entrepreneurial journey	277	4.31	.60	.36	Very high
My creativity greatly contributes to my accomplishments	277	3.87	.79	.62	High
Grand Mean Average	277	3.06	0.74		Moderate

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 11, *Journal Innovations*, (D927b-1698-1719.11648.pdf). CC BY.

Level of Risk-taking

N		Mean	Std. Deviation	Variance	Interpretation
I stay positive when facing challenging tasks to reduce the risk of failure	277	4.05	.31	.10	High
I believe my risk-taking boosts my well-being	277	3.98	.47	.22	High
I try again if I cannot complete a task	277	3.90	.50	.25	High
I can start any endeavour without knowing the outcomes	277	4.31	.86	.73	Very high
I find fulfilment in tackling difficult tasks, despite their challenges	277	4.08	.80	.63	High
I rely on my skills and resources to overcome challenges	277	4.17	.49	.24	High
I am not worried about risky activities	277	3.06	.73	1.34	Moderate
I don't fear failure in any part of my life	277	2.77	.73	.53	Moderate
I am indifferent to others' opinions about my achievements	277	3.21	.85	.72	Moderate
I am dedicated to taking whatever actions are needed for my success	277	2.75	.86	.74	Moderate
Grand mean Average	277	2.43	0.66		Low

Note. Adopted from “Entrepreneurial Attributes and Self-reliance among Higher Institution Students in Seychelles,” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 12, *Journal Innovations*, (D927b-1698-1719.11648.pdf). CC BY.

Relationship between Proactiveness and Self-reliance (N=277)

Variable	Mean	SD	DF	r	Sig	p
Proactiveness	23.62	10.80	277	0.841	.001	Significant p<0.05)
Self-Reliance	23.30	10.66				

Note. Adopted from “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 678, (https://scope-journal.com/published_paper/774/Examining+the+Influence+of+Entrepreneurial+Attributes+on+Self-reliance+among+Higher+Education+Students+in+Seychelles). CC BY.

Relationship between Creativity and Self-reliance (N=277)

Variable	Mean	SD	DF	r	Sig	p
Creativity	23.06	10.74	277	0.790	.001	Significant p<0.05)
Self-Reliance	23.30	10.66				

Note. Adopted from “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 679, (https://scope-journal.com/published_paper/774/Examining+the+Influence+of+Entrepreneurial+Attributes+on+Self-reliance+among+Higher+Education+Students+in+Seychelles). CC BY.

Relationship between Risk-taking and Self-reliance (N=277)

Variable	Mean	SD	DF	r	Sig	p
Risk-taking	22.43	10.66	277	0.671	.001	Significant p<0.05)
Self-Reliance	23.30	10.66				

Note. Adopted from “Examining the Influence of Entrepreneurial Attributes on Self-reliance among Higher Education Students in Seychelles,” by J.J. Kakoshi, & K.O. Muraina, 2024, P. 679, (https://scope-journal.com/published_paper/774/Examining+the+Influence+of+Entrepreneurial+Attributes+on+Self-reliance+among+Higher+Education+Students+in+Seychelles). CC BY.