

INTENTIONS AND MOTIVATIONS TOWARD ENTREPRENEURSHIP AMONG FINAL YEAR STUDENTS

**Musramaini Mustapha, Siti Aishah Mohamad and
Ilyani Azer**

Universiti Teknologi MARA Pahang

Abstract

Entrepreneurship has become an important agenda in the Malaysian Education System. The Malaysian government has started to embark on entrepreneurship development among students. It is proven with huge budget allocated by the Ministry of Higher Education (MOHE) in order to drive entrepreneurship activities among the students in the universities. All activities conducted are to increase students' intentions and motivation to be entrepreneurs. It is very important to the university to know about the final year students' intentions to choose entrepreneurship as their profession in the future. MOHE targets about 6,000 graduates to become entrepreneurs in 2013-2015 from the implementation of Entrepreneurial Strategic Plans 2013-2015. Due to that, this study was conducted to identify the intentions and motivations toward entrepreneurship among the final year students from two UiTM campuses (UiTM Pahang and UiTM Melaka). The overall results showed the intentions to be entrepreneurs among the students from two campuses were positive. UiTM Pahang final year students were motivated to be entrepreneurs because they wanted to be their own boss, and the UiTM Melaka final year students wanted to realize their own dreams to become entrepreneurs. The students' intentions and motivations towards entrepreneurship are very important not only to the universities, but also for the nation and the country as a whole. These findings may assist UiTM Pahang and UiTM Melaka to create more opportunities for their students to get involved in businesses by continually supporting entrepreneurship development. Besides, the aim of MOHE to produce 6,000 entrepreneurs within 2013-2015 can be achieved.

Keywords: Entrepreneurship, Intentions, Motivations, Students

Introduction

Entrepreneurial activity is a catalyst for economic growth and capacity building efforts to improve innovation, creativity, and competitiveness of a country (National Higher Education Action Plan, 2011-2015). In these recent years, there has been a growing interest in entrepreneurship education because of its relationship with regional economic development through new ventures and job creation (Kiukumar & Somayeh, 2011). This paper focused on the entrepreneurial intentions and motivations among final year students in two different campuses, which were UiTM Pahang and UiTM Melaka. It was conducted to examine the intentions as well as the motivations of the students to establish their own business entities. The students tended to shift their working options by choosing business due to high profit that will be generated through it. Due to that, universities should be aware of the importance of developing entrepreneurial potential (Vyakarnam, 2005), competencies (Kirby, 2005; Gibb, 2006), and focus on how to equip students with entrepreneurial skills, and create awareness on entrepreneurship as an alternative of employment (Galloway, Anderson, Brown, and Wilson, 2005).

MOHE has played an important role in cultivating the entrepreneur interest among university students and graduates. The Critical Leadership Agenda Project (CAP) has been established under the Strategic Plan of Higher Education (PSPTN) to help the Institutions of Higher

Learning (IoHL) to strengthen national and institutional aspects of leadership in the international arena (National Higher Education Action Plan, 2011 - 2015). Until December 2010, 22 CAPs have been identified and operated in terms of direction setting, implementation, and determination of indicators for measuring achievement of higher learning institution and one of the CAPs is entrepreneurship. In IoHL's views, it is important for the students in the Universities, Polytechnics, and Community Colleges to be exposed to the values and entrepreneurial skills and to take calculated risks and identify opportunities. This is in line with the Institutions of Higher Learning Entrepreneurship Development Policy on 13 April 2010, which aims to promote education and development of entrepreneurship. Continuing from that, MOHE has launched Entrepreneurial Strategic Plan 2013-2015 in the Institutions of Higher Learning to strengthen and ensure all the aims of the Institutions of Higher Learning Entrepreneurship Development Policy can be achieved.

Other than that, the Ministry of International Trade and the Industry (MITI) are involved in transforming the government's idea in encouraging the entrepreneurial skills and the attributes among university students through the National Institute of Entrepreneurship (INSKEN) that has been launched by the Prime Minister of Malaysia, Dato' Sri Mohd Najib bin Tun Abdul Razak on 22 Mei 2006. The INSKEN programme implementation includes various levels, starting from the level of encouraging the entrepreneurial culture, the basic level of entrepreneurship, and the expansion of business networks (www.insken.gov.my). There are a lot of programmes that have been established in motivating and encouraging graduates and university students under the Student Entrepreneurship Program (PKS), for example:

- i. Students Business Development Programme;
- ii. Basic Course of Students Entrepreneurship;
- iii. Student Mall;
- iv. Students Entrepreneurial Convention and Carnival ; and
- v. Student in Free Enterprise.

These programmes will help in providing the platform for the students in the sharing session and practical experience from the experts in the field of business. INSKEN, with other players, such as the financial institution and young entrepreneurs, discuss and share the information that is needed to start a business.

Literature Review

It is assumed that the personal characteristics (Alvarez & Busenitz, 2004) and skills of the entrepreneurs can be developed through education (Galloway et al., 2005). UiTM has offered the entrepreneurship course for their final semester students in encouraging them to get involved with businesses. In the class of entrepreneurship education, Donald F. Kuratko has stated that "unless students go to bed at night and feel their spines sweat; they [will] never know what it feels like to be an entrepreneur" (Kuratoko, 2003). Zhao et al. (2005) stated that entrepreneurial education is justified because entrepreneurs can be at least encouraged, if not made. Related to entrepreneurship education, previous research (Alvarez & Jung, 2004) has indicated that entrepreneurship education results in higher levels of entrepreneurial intentions.

Entrepreneurial intention is defined as the conscious state of mind that precedes action and directs attention towards business start-up as the goal (Shane & Vankataraman, 2000). In turn, intentions have shown to play a very relevant role in the decision to start a new firm (Lee & Wong, 2004). The intention to start up, then, would be a necessary precursor to perform entrepreneurial behaviours (Fayolle, Gailly, & Lassas-Clerc, 2006). The Ministry of Higher Learning Institution and MITI have recognized that it is vital to promote entrepreneurship skills among the students because it is an important process by which new knowledge is converted into products and services, increases

economic efficiencies, brings innovation to market, creates new jobs, and sustains employment levels (Shane & Vankataraman, 2000). Entrepreneurial programmes will influence current behaviours and future intention (Tkachev & Kolvereid, 1999) because it will create behavioural antecedents, such as values, attitudes, knowledge, and interest among future entrepreneurs. There are certain factors that lead to business creation like individual differences in family background, education, age, sex, or personal attributes (Krueger & Brazeal, 1994; De Martino & Barbato, 2003; Sequeira *et al.*, 2005; Zhao *et al.*, 2005). Other factors are contextual in nature, such as the general economic environment, culture, or local availability of resources to start a business (Shane *et al.*, 1991; Mueller *et al.*, 2002). Mazzarol *et al.*, (1999) reported that previous working experience was also found to affect entrepreneurial intention. Those with government sector work experience were less likely to start new business ventures as compared to their counterparts with experience in the private sector. Enterprise education can raise entrepreneurial intentions and can stimulate skill accumulation and knowledge (Davey *et al.*, 2011; Jones *et al.*, 2011; Packham *et al.*, 2010). Kolvereid (1996) also states that those with prior experience in entrepreneurial activities have higher entrepreneurial intention compared to those without prior experience. Studies have also revealed that those with a parent who is an entrepreneur are more likely to express entrepreneurial intentions (Krueger, 1993).

The development of entrepreneurship theory requires motivations of people making entrepreneurial decisions (Shane, 2003). Human motivations will influence the entrepreneurial process, which is all human action is the result of both motivational and cognitive factors, the latter including ability, intelligence, and skills (Locke, 2000). Taormina and Lao (2007) examined entrepreneurial motivation and found that striving of achievement, social networking, optimism, and perceived importance as 'highly and positively correlated with the motivation to start a business.' Their study showed psychological characteristics and the factors pertaining to the business environment are both contributors to entrepreneurial motivation. Marina (2013) found that people who have participated in enterprise programmes have higher motivation to start their own ventures. This finding is parallel with a research conducted in Poland (Jones *et al.*, 2011). Based on Marina's (2013) study, attitudes, subjective norms, and perceived behaviour control mediate the relationship between perceived entrepreneurial motivation and entrepreneurial intentions. Previous studies have confirmed that psychological and personality factors have major impact on new venture formation and differentiated the entrepreneurs and non-entrepreneurs. These factors include risk taking ability, locus of control, tolerance for ambiguity, and the level of control on them. Other motivational factors are monetary rewards and benefits, to become own boss, have more control on their own destiny, and to get new venture success through their efforts (Ashley-Cotleur *et al.*, 2009; Benzing *et al.*, 2007).

Basic Courses of Student Entrepreneurship (KAKS)

KAKS was first implemented in 2003, which involves nineteen Local Public Institutions of Higher Learning and one Private Institution of Higher Learning. KAKS now has begun to expand its implementation to 27 Polytechnics to leverage on technical skills in entrepreneurship. The course is targeted for final year undergraduates who are interested in entrepreneurship with the aim to provide motivation, entrepreneurship simulation, the characteristics of successful entrepreneurs, and exposure of business opportunities (www.insken.gov.my). In UiTM, Basic Course in Entrepreneurship is conducted to expose the final year students to business environment and at the same time, motivate them to be entrepreneurs. This is an annual programme organized by the Malaysian Academy of SME & Entrepreneurship Development (MASMED) in UiTM for Diploma and Degree final semester students. Many activities and information sharing sessions were conducted during this programme. Expert panels who were invited for the talks were the representatives from the Permodalan Usahawan Nasional Berhad (PUNB), Tabung Ekonomi Kumpulan Usaha Niaga (TEKUN Nasional), Agrobank, Companies Commission of Malaysia (CCM), INSKEN, and selected successful entrepreneurs. The programme was able to inspire students' intentions and motivations

because they have been exposed to business simulation and business practices through the entrepreneurship courses. The course participants will be given a certificate to qualify them to apply for Undergraduates Entrepreneurs Fund loan (TUS) (www.masmed.uitm.edu.my).

Methodology

This research was conducted at the Basic Courses of Student Entrepreneurship (KAKS) programme, organized by the MASMED, collaboration between UiTM Pahang and UiTM Melaka campuses. This study involved 58 final year students from the UiTM Pahang and UiTM Melaka. The important criterion was the respondents must be final year diploma or degree students from UiTM. The selection process was based on the high score of the entrepreneurial test conducted by the both UiTM counselling departments. Finally, only shortlisted final year students participated in this programme. A survey was conducted during the KAKS in 2012 at UiTM Melaka. The data for this survey was collected through questionnaires distributed to the respondents. The questionnaires contained 3 sections; students' demographic, intentions towards entrepreneurship, and motivations towards entrepreneurship. Those intentions and motivations instruments are self-monitored from Fatoki et al., (2010) using the Likert scale (1 is for "strongly disagree" until 4 "strongly agreed"). The number of questions for the intentions and motivations variables can be referred to Table 1. In this study, the researchers used two types of analyses; frequencies and mean, in order to observe the differences of intentions and motivations among the two UiTM Campuses. The data for this study were analyzed using SPSS version 20.

Table 1: Research Instruments

Variables	Number of Questions	Source
Intentions	10	Fatoki et al., 2010
Motivations	20	

Results and Discussion

Data analyses and findings in this section are classified into 3 sections, which are final year students' demographic, intentions towards entrepreneurship, and motivations towards entrepreneurship. The comparative findings and discussion between UiTM Pahang and UiTM Melaka campuses are generated as shown in Table 2:

Table 2: Demographic Percentage

Demographic	UiTM Pahang		UiTM Melaka	
	Gender	Male	29.4% (10)	Male
	Female	70.6% (24)	Female	37.5% (9)
Age	18–20 years old	0	18 – 20 years old	37.5% (9)
	21 – 23 years old	100% (34)	21 – 23 years old	58.3% (14)
	27 years old and above	0	27 years old and above	4.2%(1)
Programme	Diploma	100% (34)	Diploma	83.3% (20)
	Degree	0	Degree	16.7% (4)

Table 2 shows the total number of final year students participated from these two campuses was 58 graduates. The total number of respondents from UiTM Pahang was 34 and UiTM Melaka was 24. According to the percentage of gender among UiTM Pahang final year students, there were 29.4% males and 70.6% females. 62.5% of UiTM Melaka final year students were males while 37.5% were females. It showed that there were more female in UiTM Pahat but more males in UiTM Melaka.. 100% respondents from UiTM Pahang aged 21 to 23 years old. Whereas the respondents from UiTM Melaka came from 3 age categories; 58.3% was between 21 to 23 years old, followed by 37.5% between 18 to 20 years old, and 4.2% above 27 years old. The respondents from UiTM Pahang were 100% from diploma programme, while 83.3% of UiTM Melaka respondents were from the diploma programme and 16.7% from the degree programme.

Table 3: Percentage of Family Involvement in Business and Experienced in Business

Business Background	UiTM Pahang		UiTM Melaka	
	Family Involvement in Business	Yes	67.6% (23)	Yes
	No	32.4% (11)	No	54.2% (13)
Experience in business	Yes	73.5% (25)	Yes	58.3% (14)
	No	26.5% (9)	No	41.7% (10)

Table 3 shows family involvement in business and experiences in business. 67.6% of the UiTM Pahang respondents had their family involved in business and 32.4% without family business involvement. On the other hand, 54.2% of the UiTM Melaka respondents had no family business involvement and the balance 45.8% had family business involvement. Family involvement in business could justify the high percentage of 73.5% on experiences in business from UiTM Pahang. However, although a lower percentage of UiTM Melaka respondents (45.8%) had family involvement in business, higher percentage reported had experiences in business (58.3%). Hence, the high percentage in family involvement in business and previous hands on experience in business among the respondents from these two campuses could drive them to become future entrepreneurs.

Table 4: Comparative mean for Intentions toward Entrepreneurship

Intentions	UiTM Pahang		UiTM Melaka	
	Mean	Std. Deviation	Mean	Std. Deviation
My professional goal is to become an entrepreneur.	3.85	.359	3.46	.509
I prefer to be an entrepreneur rather than an employee in a company.	3.59	.557	3.12	.680
I am prepared to do anything to be an entrepreneur.	3.59	.557	3.17	.565
I'll put every effort to start and run my own business.	3.68	.475	3.37	.495
I have thought seriously to start my own business after completing my studies.	3.47	.615	3.25	.676
I have strong intention to	3.71	.462	3.50	.511

start a business someday.				
I'm determined to establish a firm in the future.	3.56	.561	3.38	.647
I want to be my own boss.	3.79	.479	3.37	.576
I will start my business in the next five years.	3.03	.870	2.83	.637
I will start my business in the next ten years.	2.85	1.048	2.92	.717

Table 4 shows the findings on the intentions toward entrepreneurship between the two UiTM campuses. The highest mean was 3.85 and the standard deviation at 0.359 was derived from UiTM Pahang respondents on the intention of "My professional goal is to become an entrepreneur", while the highest mean for UiTM Melaka respondents was 3.50 and the standard deviation was at 0.511 on "I have strong intention to start a business someday". The second highest mean for UiTM Pahang respondents was derived from the statement "I have strong intention to start a business someday" at 3.71, and the standard deviation was 0.462. As for UiTM Melaka respondents, the second highest mean derived from the statement "My professional goal is to become an entrepreneur" at 3.46, and the standard deviation was at 0.509. As referred to the findings, the UiTM Pahang and UiTM Melaka respondents' intentions toward entrepreneurship showed valuable results from the mean, especially to become entrepreneur as their professional career, and strongly have the intention to start their business scored the highest mean for both campuses. The lowest mean for UiTM Pahang respondents was 2.85 and the standard deviation at 1.048 for the statement "I will start my business in the next ten years". As for UiTM Melaka respondents, the lowest mean was for "I will start my business in the next five years" at 2.83, and the standard deviation was at 0.637. The difference for the lowest mean for both the campuses referred to the years of intention to start the business. It is a good sign for both campuses because the highest mean was for the similar statement and that was to become an entrepreneur or to start a business someday.

Table 5: Comparative mean for Motivations toward Entrepreneurship

Motivations	UiTM Pahang		UiTM Melaka	
	Mean	Std. Deviation	Mean	Std. Deviation
To provide employment	3.62	.493	3.46	.509
To provide job security	3.56	.561	3.21	.658
Opportunities in the market	3.62	.493	3.50	.511
Earn a reasonable living	3.65	.544	3.37	.576
To take advantage of my creative talent	3.56	.561	3.21	.721
Support for potential entrepreneurs	3.53	.563	3.38	.495
For my own satisfaction and growth	3.65	.544	3.42	.504
To be my own boss	3.79	.479	3.25	.608
To realize my dream	3.76	.431	3.54	.509
For my personal freedom	3.47	.615	3.29	.624
To challenge myself	3.68	.475	3.29	.624
Good economic environment	3.56	.504	3.25	.532
I enjoy taking risks	3.12	.686	3.08	.504

To invest personal savings	3.59	.500	3.04	.464
To use the skill learned in the university	3.59	.500	3.46	.509
Entrepreneurial family culture	3.18	.716	2.88	.741
Increase my prestige and status	3.44	.561	3.04	.751
Follow the example of someone who I admire	3.47	.563	3.25	.608
To maintain my family	3.56	.613	3.33	.637
Enjoy myself	3.41	.743	3.25	.847

Table 5 shows the findings on the respondents' motivation toward entrepreneurship between two UiTM campuses. The highest mean for motivation among the respondents from UiTM Pahang was to be the boss at 3.79 and standard deviation at 0.479. The second highest mean was 3.76 and standard deviation at 0.431 was for the statement to achieve their dreams to be entrepreneurs. As for the respondents from UiTM Melaka, the highest mean score was to realize their dreams to be entrepreneurs, at 3.54 and standard deviation at 0.509. The second highest mean for UiTM Melaka respondents was for the statement "there is an opportunity in the market", at 3.50 and standard deviation at 0.511. The top motivation towards entrepreneurship was derived from the same statement, which was "to realize their dreams to be entrepreneurs". The lowest mean was derived from the statement "I enjoy taking risk" at 3.12 and standard deviation 0.686 from UiTM Pahang respondents, while UiTM Melaka respondents had a different statement; "entrepreneurial family culture" for its lowest mean at 2.88 and standard deviation at 0.741. The results are related to the findings in table 4, because the highest mean for UiTM Pahang respondents' intention was to become entrepreneurs might be related with the highest mean for motivation to be the boss. In addition, UiTM Melaka respondents stated to start business someday as their intention might be related with high motivation to realize their dreams to be entrepreneurs.

Table 6: Intentions and Motivations towards Entrepreneurship

Campuses	Intention			Motivation		
	Min.	Max.	Mean	Min.	Max.	Mean
UiTM Pahang	2.80	4.00	3.51	2.85	4.00	3.54
UiTM Melaka	2.70	3.80	3.24	2.85	3.95	3.28

Table 6 shows the respondents' intentions and motivations toward entrepreneurship between UiTM Pahang and UiTM Melaka. Both campuses stated high mean above 3.00, which reflected them to encompass high intentions and motivations towards entrepreneurship. The mean for motivation was high at 3.54 as compared to intention at 3.51 for UiTM Pahang respondents. As for UiTM Melaka respondents, the same result of mean at 3.28 on motivation compared to 3.24 for intention was obtained. As a result, the respondents from both campuses did have high motivation towards entrepreneurship. In addition, this was supported by the high intention among the respondents from both the campuses. These two campuses did not show a huge difference in terms of intention and motivation factors. Both campuses stated positive mean above 3.00 that explained that most of the respondents had the highest intention and motivation to be entrepreneurs.

Conclusion

As a conclusion, all the respondents from both the campuses had high intention and motivation to be entrepreneurs in the future. However, when comparison was made, the findings showed these two campuses did not show huge difference in terms of intention and motivation factors. Both campuses stated positive mean above 3.00 (Table 6). In terms of background in business (in Table 3), UiTM Pahang respondents had experiences in business and had family involvement in business for over 60%. The UiTM Melaka respondents had less percentage for family involvement in business and more than 50% were experienced in business. Studies have also revealed that people having a parent who is an entrepreneur are more likely to express entrepreneurial intention (Krueger, 1993). In Table 4, the highest mean for UiTM Pahang respondents' intention to become an entrepreneur can be related with the highest mean for motivation; "to be the boss". It confirmed that other motivational factors, such as monetary rewards and benefits, to become own boss, have more control on their own destiny, and to join new successful ventures with their own efforts were important motivational factors (Ashley-Cotleur *et al.*, 2009; Benzing *et al.*, 2007). The UiTM Melaka respondents stated that they wanted to start business someday as their intention can be related with high motivation in order to realize their dream to be entrepreneurs. According to Shane and Vankataraman (2000), entrepreneurial intention is defined as the conscious state of mind that precedes action and directs attention towards business start-up as the goal. Findings from this study may assist UiTM Pahang and UiTM Melaka to create more opportunities for the students to be involved in business, especially within internal campus activities. Besides, not only UiTM, but all universities in Malaysia need to undertake entrepreneurship programmes to motivate students to be involved in real business activities. The programme should be varied from time to time so that they can learn different things about business development.

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