**UNDERSTANDING THE ENTREPRENEURIAL ATTRIBUTES AMONG UNDERGRADUATE STUDENTS**

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**ABSTRACT**

This study aims to investigate the entrepreneurial attributes among undergraduate students in Sarguja division, Chhattisgarh, India, with a focus on promoting entrepreneurship as a key driver of socio-economic development in the state. The significance of entrepreneurship in fostering economic growth, job creation, innovation, and overall societal prosperity cannot be overstated. In the context of Chhattisgarh, being one of the tribal and resource-rich state in India, there exists a high potential for nurturing entrepreneurial talent among students. The study is based on primary data collected using of a structured questionnaire from undergraduate university and college students in Surguja division of Chhattisgarh. By examining basic entrepreneurial attributes, the study found that the majority of undergraduate students displayed favorable entrepreneurial attributes. Students from nuclear families exhibited higher mean scores across all entrepreneurial attributes compared to those from joint families, indicating the impact of family type on these attributes. Female students demonstrated higher mean scores in creativity, risk-taking, and self-confidence attributes than males, while both genders showed similar mean scores for problem management skills. Family occupation exhibited uniform mean scores across all entrepreneurial attributes, signifying no discernible influence.

***Key Words: Entrepreneurial Attributes, Creativity, Problem management, Chhattisgarh***

**INTRODUCTION:**

Entrepreneurs' innovativeness empowers companies to consistently bring forth fresh products and services, and it enables them to adjust to changing market demands, thus enabling swift market entry (Covin & Wales 2019). Entrepreneurship is the journey of crafting and developing something valuable from minimal initial resources. This definition underscores the idea that entrepreneurship revolves around recognizing an opportunity and actively pursuing it, regardless of the available resources. In simpler terms, entrepreneurship involves converting innovative concepts into tangible value (Timmons & Spinelli, 2009). Gbadeyan et al., 2017 defines “entrepreneurial activity as an enterprising human action in pursuit of the generation of value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes, or markets. In other words, entrepreneurship activities are human actions employed to generate value through the creation of new products, ideas, and services”. Entrepreneurship can be viewed as a dynamic process aimed at generating incremental wealth. These definitions highlight entrepreneurship as a journey where individuals create wealth and take on associated risks. In essence, both of these definitions portray entrepreneurship as a wealth generation venture or activity (Trott, 2016). According to Kreiser et al., 2012 in entrepreneurial enterprises, the significance of innovation and creativity is frequently acknowledged as a crucial element in promoting expansion, providing novel high-profit products, and improving the overall market value.

Entrepreneurs’ self-confidence is a firm belief in one's abilities and is closely associated with self-esteem, which is the assessment of our own capability to think and tackle everyday challenges. It has been proposed that self-confidence is strongly linked to having a strong internal locus of control. Rotter introduced the concept of locus of control, which characterizes a behavioral outlook centered on the belief in having control over one's own fate (Chell, 2013).

This study is focused on exploring the entrepreneurial attributes among undergraduate students in Sarguja division of Chhattisgarh using the select socio-economic variable. Sarguja Division is an administrative division in of the Indian state situated in the northern part of Chhattisgarh and shares borders with Jharkhand, Bihar, and Uttar Pradesh. It comprises seven districts, namely Surguja, Jashpur, Surajpur, Koriya, Balrampur and Manendragarh-Chirmiri-Bharatpu. The division is known for its rich cultural heritage, diverse demographics, and natural beauty and is home to various ethnic communities, including indigenous tribes such as the Korwas, Gonds, and Satnamis, among others, contributing to the cultural vibrancy of the region.

**REVIEW OF LITERATURE:**

Ali et al. (2010) attempted to study entrepreneurial attributes in students studying in a public university. The study used multistage sampling among postgraduate students. The result revealed that majority of students possessed positive entrepreneurial attributes. The study further found that there was no significant impact of gender, family income and occupation on entrepreneurial attributes. Gürol & Atsan (2006) in their study investigated the entrepreneurial orientation of students involved in entrepreneurship education at a Turkish university and compared them with students who did not show a proclivity for entrepreneurship. A survey questionnaire utilizing the Likert scale was employed for data collection. The t-Test was utilized, and the findings indicated that the levels of various entrepreneurial traits were notably higher among students inclined towards entrepreneurship as opposed to those who did not exhibit a similar inclination. Zain et al. (2010) in their study focused on gauging the entrepreneurial intentions of undergraduate business students in Malaysia. Researchers utilized the Pearson correlation test to assess the impact of personality traits and environmental factors on students' decisions to pursue entrepreneurship. The results indicated that a significant majority of students expressed the intention to embark on entrepreneurial endeavors, with their decisions being notably influenced by their individual personality traits. A study conducted on South African university students to find association of entrepreneurial attributes and intentions. Factor analysis was performed to test validity of measuring instruments. Application of Inferential Statistics were made to find out the association. The study found that entrepreneurial attributes significantly found in students showing entrepreneurial intentions Farrington et al. (2012). Suresh & Krishnamurthy (2014) attempted to analyze the relationship between socio-economic factors and intensity of the entrepreneurial traits in commerce students in a college in Theni district in Tamilnadu. The study concluded that entrepreneurial traits played an important role in development of potential entrepreneurs and creation of new establishments. The study also suggested that governments and academics should come forward to help and motivate such students in these issues. Ahmad et al. (2014) examined the efficacy of the entrepreneurship curriculum of students in Malaysia. The investigation revealed that the curriculum was ineffective and students were not getting proper and sufficient knowledge. It further revealed that instructors also lack required entrepreneurial knowledge and training. Beránek (2015) studied the attitude of students towards entrepreneurial skills. Result revealed that all entrepreneurial skills except risk bearing traits have been developed. The study suggested to include risk bearing capacity in educational content for students so that they can learn it in a competitive environment. Anwer et al. (2019) conducted research to explore the relationship between personality traits and entrepreneurial traits among business and commerce students in universities. The researchers used a partial least square method to analyze the primary data. The finding revealed that goals and aspirations of the students highly determined the entrepreneurial intentions among the students. Anwar & Saleem (2019) attempted to explore entrepreneurial traits among university students in India. The study used questionnaires based on 7-point Likert scale and collected data using convenient sampling. Finding revealed that there is a high level of entrepreneurial traits among those students who are inclined towards entrepreneurship. Students inclined towards entrepreneurship were carrying higher risk bearing capacity, creativeness and other entrepreneurial skills.

**RESEARCH GAP:**

Chhattisgarh boasts a rich and diverse socioeconomic and cultural history, holding historical significance in India. Over the last decade, the state has experienced remarkable economic growth, becoming one of the fastest-growing regions in the country. With a substantial population, evolving markets, and various government initiatives, Chhattisgarh presents extensive entrepreneurial opportunities across multiple sectors. The state government offers attractive incentives to encourage investment, fostering a conducive environment for entrepreneurial endeavors. Despite these factors, there is a notable lack of research focusing on the entrepreneurial attributes of students in Chhattisgarh, particularly at the undergraduate level. It is imperative to explore the entrepreneurial traits among undergraduate students in this region to gain insights into the role of the current education system in promoting entrepreneurial activities. Such a study would contribute significantly to our understanding of the entrepreneurial landscape in Chhattisgarh and shed light on the entrepreneurial potential among the state's undergraduate students.

**RESEARCH OBJECTIVE:**

To understand the entrepreneurial attributes among undergraduate students in Sarguja division of Chhattisgarh using select socio-economic factors.

**RESEARCH HYPOTHESIS:**

Ho1**:** Entrepreneurial attributes among the undergraduate students is same considering family type**.**

Ho2: Entrepreneurial attributes among the undergraduate students is same considering family occupation.

Ho3: There is no significant difference inentrepreneurial attributes among the undergraduate students considering gender.

**RESEARCH METHDOLOGY:**

A quantitative study was conducted to assess how socio-economic factors influences entrepreneurial attributes and to measure these attributes among undergraduate students in Sarguja Division, Chhattisgarh. The data primary data was collected using a structured questionnaire distributed through Google Forms to undergraduate students enrolled in both UTD and colleges affiliated with Sant Gahira Guru University, Ambikapur. A sample size of 232 participants was collected through a simple random sampling technique.

To assess the entrepreneurial attributes of the students, this research utilized a well-established 20-item scale developed by Villasana et al. (2016). The scale comprises four attributes: creativity (5 items, α = 0.909), self-confidence (7 items, α = 0.947), risk-taking (4 items, α = 0.858), and problem management skills (4 items, α = 0.853). Each item is measured on a 5-point Likert scale, ranging from 1=strongly disagree to 5=strongly agree. The overall reliability of the scale was high, indicated by an alpha value of 0.972. The socio-economic variables considered in the study include family type, family occupation, and gender.

**Dependent and Independent variable of the study**

In this study, all the four dimensions/ attributes are used as dependent variables and all the three socio-economic variables are considered as independent variables.

**LIMITATION:**

The study is limited to Sarguja division of Indian state Chhattisgarh. Only undergraduate students were included in the study, who are pursuing their undergraduate program in Commerce, Arts Science stream in UTDs and colleges affiliated Sant. Gahira Guru University, Ambikapur. The study is limited to only three socio-economic variables namely, Family type, Family occupation and gender.

**RESULT AND DATA ANALYSIS:**

**Table-1 Descriptive details of Socio-economic variables**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Category** | **Frequency**  | **Percentage**  |
| **Gender**  | **Male**  | **110** | **57** |
| **Female** | **83** | **43** |
| **Total**  | **193** | **100** |
| **Family Occupation** | **Business (Self-Employed)** | **75** | **38.90** |
| **Farming** | **68** | **35.20** |
| **Job (Salaried)** | **50** | **25.90** |
| **Total** | **193** | **100** |
|  |  |  |  |
| **Family Type** | **Joint Family** | **106** | **54.90** |
| **Nuclear Family** | **87** | **45.10** |
| **Total** | **193** | **100** |

**Source: Primary Data**

Table 1 displays descriptive statistics concerning the socio-economic variables of the student participants. 57% of the survey respondents are male, while only 43% are female. In terms of family occupation, 38.90% of students come from families engaged in business (self-employed), 35.20% have families involved in farming, and 25.90 % have families with salaried employees. Furthermore, 54.90% of respondents hail from joint families, with the remaining participants belonging to nuclear families.

**Table 2: Descriptive statistics of entrepreneurial attributes for socio-economic variables**

|  |  |  |
| --- | --- | --- |
| Independent Variable  | Statistics  | Dependent Variable  |
| **Family Type** |   | **Creativity** | **Self-Confidence** | **Risk-Taking** | **Problem Management Skills** |
| Joint Family | N | 106 | 106 | 106 | 106 |
| Mean | 3.7887 | 3.9326 | 3.8656 | 3.5802 |
| Std. Deviation | 1.23221 | 1.25104 | 1.22094 | 1.19948 |
| Std. Error Mean | 0.11968 | 0.12151 | 0.11859 | 0.1165 |
| Nuclear Family | N | 87 | 87 | 87 | 87 |
| Mean | 4.2414 | 4.5074 | 4.4195 | 4.0948 |
| Std. Deviation | 0.68209 | 0.56296 | 0.68358 | 0.70633 |
| Std. Error Mean | 0.07313 | 0.06036 | 0.07329 | 0.07573 |
|   |   |   |   |   |   |
| **Gender** |   |   |   |   |   |
| Female | N | 83 | 83 | 83 | 83 |
| Mean | 4.1976 | 4.4492 | 4.3464 | 3.8283 |
| Std. Deviation | 0.64278 | 0.59537 | 0.63538 | 0.8355 |
| Std. Error Mean | 0.07055 | 0.06535 | 0.06974 | 0.09171 |
| Male | N | 110 | 110 | 110 | 110 |
| Mean | 3.8382 | 3.9974 | 3.9409 | 3.8 |
| Std. Deviation | 1.24606 | 1.24389 | 1.25065 | 1.17055 |
| Std. Error Mean | 0.11881 | 0.1186 | 0.11925 | 0.11161 |
|   |   |   |   |   |   |
| **Family Occupation**  |   |   |   |   |   |
| Business (Self-Employed) | N | 75 | 75 | 75 | 75 |
| Mean | 4.04 | 4.1905 | 4.1367 | 3.6967 |
| Std. Deviation | 0.87116 | 0.88199 | 0.93928 | 0.98921 |
| Std. Error | 0.10059 | 0.10184 | 0.10846 | 0.11422 |
| Farming | N | 68 | 68 | 68 | 68 |
| Mean | 3.9176 | 4.0315 | 4.011 | 3.886 |
| Std. Deviation | 1.29718 | 1.28958 | 1.25293 | 1.16096 |
| Std. Error | 0.15731 | 0.15638 | 0.15194 | 0.14079 |
| Job (Salaried) | N | 50 | 50 | 50 | 50 |
| Mean | 4.024 | 4.4114 | 4.225 | 3.885 |
| Std. Deviation | 0.90047 | 0.83581 | 0.8982 | 0.92886 |
| Std. Error | 0.12735 | 0.1182 | 0.12702 | 0.13136 |

**Source: Primary data**

Table 2 displays the mean values of the entrepreneurial attributes concerning specific socio-economic variables. The results indicate that, across all attributes, nuclear families exhibit higher mean scores compared to joint families, suggesting a notable influence. In terms of creativity, risk-taking, and self-confidence, males achieve higher mean scores than females. However, for problem management skills, both male and female respondents attain similar mean scores (M=3.8). Family occupation reflects identical mean scores across all four entrepreneurial attributes, indicating no discernible influence.

**Hypothesis Testing**

**Ho1: Entrepreneurial attributes among the undergraduate students is same considering family type*.***

Table 5: Result of Hypothesis testing using t-Test (Entrepreneurial attributes and family type )

|  |  |  |  |
| --- | --- | --- | --- |
|   |   | Levene's Test for Equality of Variances  | t-test for Equality of Means |
|   |   | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference  |
|   |   |   |   |   |   |   |   |   | Lower | Upper |
| Creativity | Equal variances assumed | 15.264 | .000 | -3.062 | 191 | 0.003 | -0.4527 | 0.14783 | -0.74428 | -0.16112 |
|   | Equal variances not assumed |   |   | -3.228 | 169.236 | 0.001 | -0.4527 | 0.14026 | -0.72958 | -0.17582 |
| Self-Confidence | Equal variances assumed | 29.282 | .000 | -3.967 | 191 | .000 | -0.57477 | 0.14489 | -0.86056 | -0.28899 |
|   | Equal variances not assumed |   |   | -4.236 | 151.912 | .000 | -0.57477 | 0.13568 | -0.84283 | -0.30672 |
| Risk Taking | Equal variances assumed | 14.116 | .000 | -3.773 | 191 | .000 | -0.55397 | 0.14681 | -0.84355 | -0.26439 |
|   | Equal variances not assumed |   |   | -3.974 | 170.208 | .000 | -0.55397 | 0.13941 | -0.82916 | -0.27879 |
| Problem Management Skills | Equal variances assumed | 18.648 | .000 | -3.53 | 191 | 0.001 | -0.51464 | 0.14579 | -0.8022 | -0.22708 |
|   | Equal variances not assumed |   |   | -3.704 | 174.447 | .000 | -0.51464 | 0.13895 | -0.78888 | -0.2404 |

**Source: Primary data**

The proposed hypothesis suggests that there is a significant difference in entrepreneurial attributes between nuclear and joint families at a 5% level of significance. The statistical analysis supports this claim, revealing significant distinctions in creativity (t(191) = -3.062, p = 0.003), self-confidence (t(191) = -3.967, p = 0.000), risk-taking (t(191) = -3.773, p = 0.000), and problem management skills (t(191) = -3.53, p = 0.001).

**Ho2: Entrepreneurial attributes among the undergraduate students is same considering family occupation*.***

Table 4: Result of Hypothesis using One-way ANOVA (Entrepreneurial Attributes and Family Occupation)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|   |   | Sum of Squares | df | Mean Square | F | Sig. |
| Creativity | Between Groups | 0.6 | 2 | 0.3 | 0.273 | 0.761 |
|   | Within Groups | 208.63 | 190 | 1.098 |   |   |
|   | Total | 209.23 | 192 |   |   |   |
| Self Confidence | Between Groups | 4.159 | 2 | 2.08 | 1.944 | 0.146 |
|   | Within Groups | 203.217 | 190 | 1.07 |   |   |
|   | Total | 207.376 | 192 |   |   |   |
| Risk Taking | Between Groups | 1.375 | 2 | 0.688 | 0.622 | 0.538 |
|   | Within Groups | 209.997 | 190 | 1.105 |   |   |
|   | Total | 211.372 | 192 |   |   |   |
| Problem Management Skills | Between Groups | 1.637 | 2 | 0.818 | 0.759 | 0.470 |
|   | Within Groups | 204.992 | 190 | 1.079 |   |   |
|   | Total | 206.629 | 192 |   |   |   |

**Source : Primary data**

The presented hypothesis suggests that there is no significant difference in entrepreneurial attributes based on family occupations at a 5% level of significance. The statistical analysis supports this conclusion, indicating insignificance in creativity (F(2, 190) = 0.273, p = 0.761), self-confidence (F(2, 190) = 1.944, p = 0.146), risk-taking (F(2, 190) = 0.622, p = 0.538), and problem management skills (F(2, 190) = 0.759, p = 0.470).

**Ho3: There is no significant difference in entrepreneurial attributes among the undergraduate students considering gender.**

Table 3 Result of Hypothesis testing using T-Test (Entrepreneurial attributes and Gender)

|  |  |  |  |
| --- | --- | --- | --- |
|   |  Levene's Test for Equality of Variances |   | t-test for Equality of Means |
|   |   | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference  |
|   |   |   |   |   |   |   |   |   | Lower | Upper |
| Creativity | Equal variances assumed | 23.842 | 0.000 | 2.397 | 191 | 0.017 | 0.35941 | 0.14993 | 0.06367 | 0.65515 |
|   | Equal variances not assumed |   |   | 2.601 | 171.143 | 0.01 | 0.35941 | 0.13818 | 0.08666 | 0.63216 |
| Self Confidence | Equal variances assumed | 28.858 | 0.000 | 3.054 | 191 | 0.003 | 0.45182 | 0.14793 | 0.16004 | 0.74361 |
|   | Equal variances not assumed |   |   | 3.337 | 165.016 | 0.001 | 0.45182 | 0.13541 | 0.18446 | 0.71919 |
| Risk Taking | Equal variances assumed | 23.692 | 0.000 | 2.701 | 191 | 0.008 | 0.40548 | 0.15011 | 0.10939 | 0.70156 |
|   | Equal variances not assumed |   |   | 2.935 | 169.898 | 0.004 | 0.40548 | 0.13814 | 0.13278 | 0.67817 |
| Problem Management Skills | Equal variances assumed | 6.281 | 0.013 | 0.187 | 191 | 0.852 | 0.02831 | 0.15121 | -0.26994 | 0.32657 |
|   | Equal variances not assumed |   |   | 0.196 | 190.464 | 0.845 | 0.02831 | 0.14445 | -0.25662 | 0.31325 |

**Source: Primary data**

The outcomes of the proposed hypothesis suggest that concerning gender, there is a significant difference in entrepreneurial attributes. Specifically, there is a significant difference in creativity (t(191) = 2.397, p = 0.017), self-confidence (t(191) = 3.054, p = 0.003), and risk-taking (t(191) = 2.701, p = 0.008). However, there is no significant difference in problem management skills (t(191) = 0.187, p = 0.845) at the 5% level of significance.

**FINDINGS:**

The majority of undergraduate students displayed favorable entrepreneurial attributes. Notably, students from nuclear families exhibited higher mean scores across all entrepreneurial attributes compared to those from joint families, indicating the impact of family type on these attributes. Additionally, females demonstrated higher mean scores in creativity, risk-taking, and self-confidence attributes than males, while both genders showed similar mean scores for problem management skills. Family occupation exhibited uniform mean scores across all four entrepreneurial attributes, signifying no discernible influence. The study also revealed a significant difference between male and female students in entrepreneurial attributes like creativity, self-confidence, and risk-taking, while no difference was found in problem management skills. Importantly, the entrepreneurial attributes related to family occupations were deemed insignificant, with no variation noted in creativity, self-confidence, risk-taking, and problem management skills. Conversely, the attributes associated with nuclear and joint family backgrounds were found to be significant, showcasing differences in creativity, self-confidence, risk-taking, and problem management skills.

**CONCLUSION**

Entrepreneurship plays a vital role in advancing the socioeconomic development of a state. The positive entrepreneurial attributes among undergraduate students in the division signals promising potential for socioeconomic growth in the region. By examine the basic entrepreneurial attributes, the study aims to reveal the prevalent entrepreneurial potential and mindset among students, recognizing the importance of understanding and fostering these capabilities in educational institutions. These students showcase a diverse array of skills and qualities crucial for success in the entrepreneurial domain. Particularly noteworthy is the observation that female students exhibit better entrepreneurial attributes compared to their male counterparts, underscoring the empowering role of women in pursuing business ownership rather than salaried employment. Intriguingly, family occupation appears not to influence their entrepreneurial attributes, whereas family type does have some impact, with students from nuclear families achieving higher scores than those from joint families.

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