CHAPTER - 2

ATTITUDE TOWARDS ENTREPRENEURS AND ENTREPRENEURSHIP: LITERATURE EVIDENCE

2.1 Introduction

2.2 Approaches’ used in entrepreneurial studies

2.3 Studies related to attitude towards entrepreneurs and entrepreneurship /entrepreneurial attitudes

2.4 Chapter summary
Chapter 2
ATTITUDE TOWARDS ENTREPRENEURS AND ENTREPRENEURSHIP: LITERATURE EVIDENCE

2.1 Introduction

This chapter explains the three major approaches i.e. personality approach, demographic approach and attitudinal approach, used in entrepreneurial studies. Furthermore this chapter discusses the problems related with personality approach and demographic approach. It also deals with advantages of using attitudinal approach which is to be considered as an alternative to personality and demographic approach in predicting the entrepreneurial behavioral tendencies. This chapter discusses in detail previous studies related to the attitude towards entrepreneurs and entrepreneurship.

2.2 Approaches used in entrepreneurial studies

The broadly used theoretical and methodological approaches in researching the characteristics of entrepreneurs are the personality approach and demographic approach. Both personality approach and demographic approach suggest that by identifying a configuration of personality traits or demographic characteristics of known successful entrepreneurs, prediction of entrepreneurship in unknown populations will be possible because individuals who possess the same traits or demographic characteristics as successful entrepreneurs are assumed to possess the same underlying stable characteristics (Dalton & Holdaway, 1989¹; McClelland & Crant, 1996²; Chen et al., 1998³; Zhao, Seibert & Hills, 2005⁴). Several other empirical studies suggest that it is not possible to differentiate entrepreneurs from managers or entrepreneurs from the general population based on the entrepreneur’s

---

supposed possession of entrepreneurial trait or demographic characteristics (Brockhaus, 1980⁵; Gartner, 1988⁶; Krueger, Reilly and Carsrud, 2000⁷; De-Pillis and Reardon, 2007⁸; Gulruz and Aykol, 2008⁹).

Scholars in entrepreneurship have therefore suggested a viable alternative to personality and demographic approaches which is the use of **attitudinal approach** in predicting behavioral tendencies. In the following section, the researcher is making a humble attempt to spot problems faced by personality approach and demographic approach. Moreover the researcher is discussing about the advantages of using attitudinal approach in entrepreneurial studies as the chapter proceeds further.

### 2.2.1 Personality/Trait approach

The personality approach used in identifying entrepreneurial tendencies consists of the direct measurement of personality traits or motivational tendencies possessed by entrepreneurs. It began in the 1950s with the work of David C. McClelland, David Atkinson, and others (McClelland et al., 1953¹⁰; McClelland, 1961¹¹) who explored the achievement motive or need for achievement as well as other needs, including power and affiliation. Even if the pioneering work of these researchers has methodological and conceptual problems (Klinger, 1966¹²; Kilby, 1971¹³), it provided a foundation upon which a closer examination of the psychological characteristics of the individual entrepreneurs is built. Many other

---

researchers joined hands with McClelland and his associates in their effort to find characteristics that would distinguish entrepreneurs from others (Collins & Moore, 1970; Hornaday & Aboud, 1971; Palmer, 1971; Swayne & Tucker, 1973; Shapero, 1975; Brockhaus, 1975; Brockhaus & Horwitz, 1986). Their research generally followed common personality paradigms and explored areas of the achievement motive, locus of control, risk taking, problem-solving style, innovation, and values. Personality theory approach to entrepreneur research however, poses four fundamental problems.

2.2.2 Problems with Personality/Trait approach

The first problem is that research methodologies based on the personality approach were not developed for or specifically intended to be used in measuring entrepreneurship. They were borrowed from psychology and applied to the area of entrepreneurship, sometimes it was inappropriately and often ineffectively (Hornaday, 1987; Hornaday & Nunnally, 1987), and in all cases they carried with them the theoretical and meta theoretical assumptions of the theory from which they came. The deficiencies of the older psychological theories have often got attention in entrepreneurial research. Donald Sexton (1987) wrote that “a number of research
efforts have drawn upon the literature of other functional areas in the past. However, when this has occurred, the transfer has often been of older, and frequently outdated information or the utilization of information that is not directly applicable” (Carsrud et al., 1986; Carsrud & Johnson, 1989). The instruments developed specifically for research in entrepreneurship have been very few (Wortman, 1986), and those that have been developed have been ineffective, yielding marginally significant or non significant results (Hull, Bosley, & Udell, 1980). In this regard the field has not progressed much since 1982, when Homaday wrote that “to develop more effective means of measuring entrepreneurial characteristics” is one of the research areas yet to be adequately explored in entrepreneurship (Homaday, 1982).

The second problem is that different instruments that profess to measure the same concept actually correlated poorly; that is, they lack convergent validity. One study (Yamauchi & Doi, 1977) found that 11 different scales used to measure the “Achievement Motive” actually loaded on four different factors. The use of different personality instruments is problematic then, firstly because scales having similar names often do not clearly relate to the same concept, and secondly because some instruments measure a number of different dimensions of a particular concept (such as Rotter’s Locus of Control Scale; Paulhus, 1983), thus providing only a weak measurement of the intended or salient dimension for entrepreneurship. The

literature may be filled with misleading information about given concepts or dimensions due to the given problems which arise out of the conflicts in scales.

The **third** problem explores that personality theories are intended for use across a broad spectrum of situations, measuring general tendencies (Abelson, 1982\textsuperscript{31}; Epstein, 1984\textsuperscript{32}). When we apply personality measurements to a specific domain such as entrepreneurship, it often loses its efficiency. The reduction of efficiency in any particular context is due to the diffusion of the measurement instruments. The addition of errors associated with all of the situations in which the instrument may be used is the reason for the reduction of efficacy and these are not associated with the particular concept under examination (Ajzen & Fishbein, 1977\textsuperscript{33}; Fishbein & Ajzen, 1975\textsuperscript{34}). An example is the measuring of innovation in business with creativity scales that include artistic qualities such as spatial representation or color coordination, concepts that do not relate to most business situations. Scales developed to measure and predict entrepreneurship should, therefore, incorporate a level of situational specificity not found in current measurement instruments, focusing not only on a specific context but also on a specific dimension of the considered concept. This specificity will limit the ability to generalize the findings of the instrument beyond the specific context being considered, but this is no loss because generalizing results beyond the activities related to the target concept is usually inaccurate and inappropriate.

The **fourth** problem is that recent emphasis on interactive research in human behavior has indicated the need for theoretical models that both influence and are influenced by activities in the environment that is, that are interactive. In contrast, according to the traditional model, personality is formed in one’s earliest years and remains essentially stable thereafter. According to many psychologist over the past

\begin{itemize}
\end{itemize}
decade these traditional personality models are inappropriate for, and to some extent, antithetical to interactive models because of the rigidity of the causal or temporal constructs (Rychlak, 1981; Manicas & Secord, 1983; Faulconer & Williams, 1985; Gergen, 1985). In cases where interaction is proposed as being part of a personality model, a closer look reveals that the interaction is simply an elicitation of latent behavioral responses (operant type response) based on existing personality dispositions, such as motives, needs, traits, etc. (McClelland, 1980). The interactionist position is that, above all else, entrepreneurship involves an individual operating in the environment.

2.2.3 Demographic approach

The second approach to the identification of entrepreneurs has been the use of demographic information to arrive at a profile of a typical entrepreneur. With this method, the assumption is made that people with similar backgrounds possess similar underlying stable characteristics. The underlying assumption holds that we can predict entrepreneurship in unknown populations, as individuals in unknown populations who have demographic characteristics similar to the typical entrepreneur are assumed to possess the same underlying stable characteristics. The demographic variables most often examined in this type of research have been family background and experiences such as birth order, role models, marital status, age, education level of parents and self, socioeconomic status, previous work experience, and work habits (Collins, Moore, & Unwalla, 1964; Swayne & Tucker, 1973; Cohen, 1981).


1980\textsuperscript{42}; Jacobowitz & Vidler, 1982\textsuperscript{43}; Sexton & Auken, 1982\textsuperscript{44}; Brockhaus, 1982\textsuperscript{45}; Gasse, 1985\textsuperscript{46}; Hisrich, 1986\textsuperscript{47}).

\textbf{2.2.4 Problems with the demographic approach}

The use of demographics to predict entrepreneurship is deficient on three key points. The \textbf{first} point deals with the interpretation and meaning of events in our lives. According to the demographic approach, the demographic characteristics such as sex, race, or birth determine or strongly influence our behaviour. Even if one argues that certain demographic characteristics lead to similar life experiences, psychologists have long held that it is not so much the experiences one has as the conclusions one draws from one's experiences that influence future actions (Rychlak, 1981\textsuperscript{48}). It is the specific reaction to circumstances, not a given set of demographic characteristics that determines entrepreneurship. For example, let us consider two individuals having virtually identical circumstances, both being the first born and male child of a self-employed immigrant father; one child may feel that entrepreneurship is an exciting and positive career option and the other child may feel that entrepreneurship is only for those who cannot hold a regular, steady job. The different conclusions by individuals may be based on number of different variables, from small differences in their actual experiences to differences in their perceptions of the same experiences. This means that simple factors like sex, race, or birth order are not sufficient in the prediction of entrepreneurial behavior. Moreover, the conclusions once drawn by individuals need not remain static. When

\begin{itemize}
  \item\textsuperscript{48} ibid
\end{itemize}
new experiences occur or as past experiences are reevaluated, the conclusion may change.

The second point is that some researchers seem to use demographic characteristics as surrogates for personality characteristics, imputing personality traits based on demographics. For these researchers it is not the demographic characteristics themselves that affect entrepreneurship so much as it is the stable personality characteristics or traits developed by someone having those demographic characteristics. Researchers dependent on a demographic characteristic, which is removed from the actual behavior by a construct such as a personality trait, make the linkage with the demographic variable weaker. One example of the use of a demographic characteristic as an explanatory construct in entrepreneurship states that “it is well recognized that firstborn children have different values and attitudes to their siblings. In particular, the more positive attitude towards responsibility-seeking and achievement seems likely to correlate with entrepreneurial career choice”, (Watkins & Watkins, 1983). Such explanations constitute the theoretical underpinnings of birth order and many other demographic variables with regard to our understanding of entrepreneurship. This connection is tenuous and empirical evidence is not sufficient to prove it. Here lies the importance of the description by Ernst and Angst about the problematic nature of such connections in the area of birth order. They state: The computer is fed some ordinal numbers, and it is then easy to find a plausible post hoc explanation for any significant differences in the related variables. For example, if the last born children have more anxiety than other birth ranks, it is because they are treated as being weakest in the family. Sometimes, incoherent treatment by an inexperienced mother may create more anxiety in the first born children too. On the other hand, if the middle children show the greatest anxiety, it is because their parents neglect them, being neither first nor last born. With some imagination it is even possible to find explanations for greatest anxiety in

---

a second girl of four and so on ad infinitum. This kind of research is a sheer waste of time and money (Ernst & Angst, 1983\textsuperscript{50}).

The third problem with this type of research is that it does not stand up to previously established criteria for the evaluation of social science research and theory (Shaw & Costanzo, 1982\textsuperscript{51}; Beachard, 1989\textsuperscript{52}). It does not help predict who will or will not be an entrepreneur. Knowledge of one’s birth order, education level, or parental heritage alone cannot be considered in predicting entrepreneurship as they yield conflicting results (Bowen & Hisrich, 1986\textsuperscript{53}; Deivasenapathy, 1986\textsuperscript{54}; Hisrich, 1990\textsuperscript{55}). As these factors occurred in the past, it is not logical to use them in explaining the new entrepreneurial behaviors in individuals or groups in the present or future. Static demographic characteristics cannot be used to explain a dynamic multifaceted phenomenon. Additionally, the concepts under examination are not parsimonious in that there is no direct link between entrepreneurship and the demographic characteristics being measured. The existences of more fundamental characteristics directly influence the entrepreneur. The concepts are dependent on them. But demographic data, directly describing past entrepreneurial behavior is an exception to this. Often the past behaviour can be used to predict this future behavior. Predications as used here is a statement of probability, based on a measurement of some kind, as to the likely occurrence of a given behavior. Specific past behaviors can be used to predict similar behaviors in the future. Cronkhite (1978)\textsuperscript{56} takes this reasoning one step further, explaining that overt behaviors may be viewed as an attitude test response, albeit a unidimensional scale, similar in reliability and validity to any paper-pencil test. Prediction of behavior based on that unidimensional attitude scale is then nothing more than a correlation between two different behavioral attitude measurements. The two traditional approaches for

studying entrepreneurship, personality characteristics and demographic variables cannot be ignored, as they have provided substantial background on entrepreneurship based on a psychological paradigm that assumes temporal and situational stability. The field has advanced within the limits of that paradigm to a point that further effort will yield diminishing returns. An acceptable alternative paradigm must be able to include both the strengths of the preceding paradigm and overcome the deficiencies. According to scholars in entrepreneurship, attitudinal approach does more in understanding entrepreneurship and it tries to overcome the deficiencies of the personality approach and demographic approach.

2.2.5 Attitude approach

There are different definitions of attitude. Four of them are illustrated below.

“Attitude is a mental and neural state of readiness organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it (attitude) is related.” (Allport, 193557);

“Attitude is a drive-producing response considered socially significant in the individual’s society.” (Doob, 194758);

“An attitude is a general and enduring positive and negative feeling about some person, object, or issue.” (Petty and Cacioppo, 198159);

“Having an attitude means that the individual is no longer neutral towards the referents of an attitude. He/she is for or against, positively inclined or negatively disposed in some degree towards them-not just momentarily but in a lasting way, as long as the attitude in question is operative “(Sherif & Nebergall, 198160);

Attitude is defined as the predisposition to respond in a generally favorable or unfavorable manner with respect to the object of the attitude (Rosenberg &

---

Hovland, 1960⁶¹; Shaver, 1987⁶²). Definitionally, every attitude has an object, be it a specific person, place, thing, event, activity, mental concept, cognitive orientation, lifestyle, or even combinations of these categories.

There are two fundamental approaches taken as the nature of attitude. One approach holds that attitude is a unidimensional construct and is adequately represented by affective reaction alone (Fishbein & Ajzen, 1975⁶³). The other approach, known as the tripartite model, holds that there are three types of reaction to everything: affect, cognition, and conation. Attitude is a combination of all three (Allport, 1935⁶⁴; Katz & Stotland, 1959⁶⁵; Rosenberg & Hovland, 1960⁶⁶; Ostrom, 1969; Kothandapani, 1970⁶⁷; Breckler, 1984⁶⁸; Carlson, 1985⁶⁹; Chaiken & Stangor, 1987⁷⁰; Shaver, 1987⁷¹). The cognitive component consists of the beliefs and thoughts an individual has about an attitude object. The affective component consists of positive or negative feelings toward the object. The conative or behavioral component consists of behavioral intentions and predispositions to behave in a given way toward the object.

The attitudinal approach, especially the tripartite model of attitude can be used as an alternative approach to personality approach and demographic approach.


⁶⁴ ibid


⁶⁶ ibid


⁷¹ ibid
in investigating of entrepreneurial behavior (Gasses, 1985\textsuperscript{72}; Robinson, et al., 1991\textsuperscript{73}). **The attitudinal approach has several advantages:** 1) It is more domain-specific, than the other approaches. Thus it reduces the unexplained variability and increases the correlations with behavior, 2) Another advantage is that attitudes are seen as being relatively less stable than personality traits, as it changes across time and across situations through interactive processes with the environment (Rosenberg & Hovland, 1960\textsuperscript{74}; Abelson, 1982\textsuperscript{75}; Chaiken & Stangor, 1987\textsuperscript{76}; 3) When a person’s attitude has been measured, it can be used to predict the person’s future actions (Carlson, 1985\textsuperscript{77}).

Present studies related to characteristics of entrepreneurs, commonly use attitudinal approach due to its above mentioned advantages. Hence the researcher has chosen the help of attitudinal approach for continuing her research in a more effective and efficient manner.

**2.3 Studies related to attitude towards entrepreneurs and entrepreneurship/entrepreneurial attitudes**

Robinson et al. (1991)\textsuperscript{78} has conducted a study entitled “An Attitude Approach to the Prediction of Entrepreneurship”. In this study the development and validation of the Entrepreneurial Attitude Orientation (EAO) scale is explained. The Entrepreneurial Attitude Orientation (EAO) scale is based on the tripartite model of attitude. This study had two main purposes. The first was to present attitude theory as an alternative to the trait and demographic approaches used to study entrepreneurs. The second purpose focused to explain the development and validation of the Entrepreneurial Attitude Orientation (EAO) scale, based on attitude theory and specifically designed to predict entrepreneurship. Sixty-three undergraduates were used for developing and establishing the test-retest reliability of the Entrepreneurial Attitude Orientation (EAO) scale. Fifty-four entrepreneurs and
fifty-seven non-entrepreneurs served as known groups in establishing the discriminant validity of the Entrepreneurial Attitude Orientation (EAO) scale. The results of the study indicated that there was a significant difference between known groups for all four of the Entrepreneurial Attitude Orientation (EAO) subscales (achievement, personal control, innovation, self-esteem).

Gibb and Handler (1994)\(^\text{79}\) have done a study entitled “Entrepreneurship and Family Business: Exploring the Connections”. In this study the researchers have explored the relationship between family influences and an entrepreneur’s career. The variables used in the study were (1) early experiences in the entrepreneur's family of origin, (2) family involvement and support of early start-up activities, (3) employment of family members in the new venture, and (4) involvement of family members in ownership and management succession. The results of the study indicated that there was a relationship between entrepreneur’s career and their families.

Lumpkin and Dess (1996)\(^\text{80}\) conducted a study titled “Clarifying the Entrepreneurial Orientation Construct and Linking It to Performance”. The purpose of this study was to clarify the nature of the Entrepreneurial Orientation (EO) construct, to propose a contingency framework for investigating the relationship between Entrepreneurial Orientation (EO) and firm performance. In this study, the researchers explored and refined the dimensions of Entrepreneurial Orientation (EO) and discussed the usefulness of viewing a firm’s Entrepreneurial Orientation (EO) as a multidimensional construct. Then by drawing examples from the Entrepreneurial Orientation (EO) related contingencies literature, the researchers suggested alternative models with moderating effects, mediating effects, independent effects and interaction effects for testing the Entrepreneurial Orientation (EO) and firms performance. The models were developed for both start-up ventures and for existing firms.


Jonathan et al. (1996) conducted a study titled “A Comparison of Four Scales Predicting Entrepreneurship”. In this study, four scales that have been used in entrepreneurship research were compared to understand their relative efficacy in discriminating between entrepreneurs and non-entrepreneurs. The Entrepreneurial Quotient (EQ), Entrepreneurial Attitude Orientation (EAO), Myers-Briggs Type Indicator (MBTI), and Herrmann Brain Dominance Instrument (HBDI) were used to discriminate between entrepreneurs, owner-managers, and non-entrepreneurs. The results supported Entrepreneurial Quotient (EQ) as the most efficient discriminator and the Entrepreneurial Attitude Orientation (EAO) as second best discriminator.

Ede et al. (1998) in their study titled “African American Students Attitudes towards Entrepreneurship Education”. This study examined the attitudes of African American students toward entrepreneurship education in a southeastern, historically Black university. The results revealed different levels of student attitudes towards various aspects of the entrepreneurship curriculum. Differences were found in attitude levels with respect to sex, age, parental background, GPA, number of entrepreneurship classes taken, and student classification.

Wanon, (1999) conducted a study entitled “Are Entrepreneurs Who We Think They Are? Perceptions of the Attitudes of Male and Female Entrepreneurs”. This study was conducted in Canada. It had two main objectives: the first one was to identify the attitudes of men and women entrepreneurs and second one looked at the way people perceived entrepreneurs in terms of their attitudes. To satisfy the first objective, a written questionnaire containing Entrepreneurial Attitude Orientation (EAO) scale was distributed to a sample (N=137) of entrepreneurs and non-entrepreneurs. Analyses revealed that men and women entrepreneurs could be distinguished from their non-entrepreneur counterparts. To satisfy the second objective, undergraduate students (N=244) were asked to judge the attitudes of men and women entrepreneurs in relation to either an entrepreneur of the other gender, or

---


---
to members of their gender in general. The results indicated that men and women entrepreneurs to be more entrepreneurial in their attitudes than men and women in general.

Henderson and Robertson (2000)^84 conducted a study entitled “Who Wants to Be an Entrepreneur? Young Adult Attitudes to Entrepreneurship as a Career”. In this study survey was conducted through questionnaires among young adults of United Kingdom, to examine their attitudes towards entrepreneurship as a career. The findings of the study indicated that the young adults did not have a positive attitude towards entrepreneurship as a career because positive images of entrepreneurship were hampered by a lack of identifiable role models, poor media presentation of individuals or small firms, and lack of encouragement from important influencers on career choice such as by teachers and career guidance specialists. The study suggested that universities can change young adult’s attitude towards entrepreneurship by providing better entrepreneurial courses which encourage skill development and self-reliance.

McCline et al. (2000)^85 conducted a study entitled “Opportunity Recognition: An Exploratory Investigation of a Component of the Entrepreneurial Process in the Context of the Health Care Industry”. This study used a contextually rich conceptualization of a new exploratory measure, “Entrepreneurial Opportunity Recognition” (EOR) scale; It is modeled after the attitudinal approach used by Robinson, Stimpson, Huefner, and Hunt (1991). The study used a relatively unexplored industry context by involving 515 nurses registered with the National Nurses in Business Association (NNBA) from health care industry, to explore the potential of the new scale to differentiate entrepreneurs and non-entrepreneurs. Results suggested a promising potential for the “Entrepreneurial Opportunity Recognition” (EOR) scale and the attitude approach in entrepreneurship research.

---


Erkko Autio et al.’s (2001)\(^86\) developed another study titled “Entrepreneurial Intent among Students in Scandinavia and in the USA”. The study used theory of planned behavior to analyse factors that influenced entrepreneurial intent among university students. The study provided a test of the robustness of the intent approach using international comparisons. The samples for this study were from Finland (Helsinki University of Technology), Sweden (Linkoping University), USA (Stanford University and University of Colorado, Colorado Springs), and the UK (London Business School). The international comparisons indicated a good robustness of the model. Perceived behavioural control emerges as the most important determinant of entrepreneurial intent in this study.

Peterman and Kennedy, (2003)\(^87\) conducted a study entitled “Enterprise Education Influencing Students’ Perceptions of Entrepreneurship”. This research examined the effect of participation in an enterprise education program on perceptions of the desirability and feasibility of starting a business. Changes in the perceptions of secondary school students enrolled in the Young Achievement Australia (YAA) enterprise program were analyzed with the help of a pre-test post-test control group research design. After completing the enterprise program, participants reported significantly higher perceptions of both desirability and feasibility for starting a business. The degrees of change in perceptions were related to the positiveness of prior experience and to the positiveness of the experience in the enterprise education program. Self-efficacy theory was used to explain the impact of the program.

Howard (2004)\(^88\) conducted a study entitled “Developing Entrepreneurial Characteristics in Youth: The Effects of Education and Enterprise Experience”. This research concluded that entrepreneurship education and enterprise experiences can affect characteristics that are commonly associated with entrepreneurs among intermediate level of students. The results of the study indicated that the students

---


with training in entrepreneurship had greater overall entrepreneurial characteristics, higher achievement motivation, more personal control, and greater self-esteem than a comparable cohort. The study also analyzed that the students who participated in enterprise activities had greater overall entrepreneurial characteristics, more personal control, greater self-esteem and more innovation than a comparable cohort.

Detienne and Chandler (2004)\textsuperscript{89} conducted a study entitled “Opportunity Identification and Its Role in the Entrepreneurial Classroom: A Pedagogical Approach and Empirical Test”. This study proposed that opportunity identification is a competency that can be developed as other unique competencies and that the entrepreneurship classroom is an appropriate venue for developing the skills necessary to improve the ability to identify opportunities. Using a variation of a Solomon Four Group Designed experiment, the results showed that individuals can learn processes of opportunity identification and improvement in the generation of business ideas and the innovativeness of those ideas. In addition, the results also indicated that a predisposition toward innovation does not significantly alter the ability to learn processes of opportunity identification.

Bolton and Lane (2004)\textsuperscript{90} in their study entitled “Individual Entrepreneurial Orientation: Development of a Measurement Instrument Purpose”. The purpose of this research was to develop a measurement instrument for individual entrepreneurial orientation to be used to measure the entrepreneurial orientation of students and other individuals. In the study a measure of Individual Entrepreneurial Orientation (IEO) was generated, it was validated, and then tested on 1100 university students. The items of the scale were based on the definitions of the five entrepreneurial orientation dimensions presented by Lumpkin and Dess (1996). Final analysis of the IEO items that used exploratory factor analysis resulted in reliable and valid measures for three of the dimensions. The scale development process for Individual Entrepreneurial Orientation (IEO) resulted in three distinct factors that demonstrated reliability and validity i.e. innovativeness, risk-taking, and proactive. The practical


implications of the study stated that, an individual-level entrepreneurial orientation measurement instrument can be used to assist in entrepreneurship education. It can also be used by venture capitalists who consider supporting business proposals and also by individuals who want to assess the strength of their orientation towards entrepreneurship.

Pramod Shetty (2004)\textsuperscript{91} conducted a study “Attitude towards Entrepreneurship in Organizations” in an Indian context. This study was an attempt to understand the attitude of employees working in IT and financial service sector towards entrepreneurial orientation. The researcher tried to adopt the extended Entrepreneurial Attitude Orientation (EAO) scale so as to measure the attitudinal characteristics of employees. A sample drawn from 200 executives working in IT sector and financial institutions in and around Mumbai city were taken for studying and the sub-scales were identified using the hierarchical cluster analysis. The analysis depicted the existence of eight factors consisting of forty-five items. This is a departure from the existing five sub-scales which had eighty nine items of extended EAO scale. Initially in the study the researcher used all the six sub scales of extended EAO scale i.e. self esteem, innovation, perceived personal control, achievement, opportunity recognition and risk willingness. But after the pilot study the researcher was forced to drop one dimension i.e. risk willingness due to its poor result. The researcher preceded his work using five subscales and eighty nine items.

Wilson et al. (2004)\textsuperscript{92} conducted a study entitled “Our Entrepreneurial Future: Examining the Diverse Attitudes and Motivations of Teens across Gender and Ethnic Identity”. This study analyzed the career motivation and perceived leadership skills of 1971 teenagers who reported high levels of interest in becoming entrepreneurs. Results indicated significant variations across both gender and self-reported race/ethnicity. This study also found that interest in entrepreneurship as a career was lower among girls than boys. When analyzed by race/ethnicity it was found that both African-American and Hispanic girls were more likely to be


interested in entrepreneurship than White/Caucasian girls. In addition, girls who were interested in entrepreneurship were more likely to be motivated in their career choices by social and relational factors, whereas boys interested in entrepreneurship were more motivated by autonomy. The study also identified financial gain as a strong motivator for boys in general, and for African girls. When self-perceptions of leadership skills were examined it was found that in general, girls rated themselves higher than boys, with the exception of perceived ability to manage money. According to researchers the importance of recognizing different career motivators and leadership skills will help in designing effective entrepreneurship educational programs for teenagers.

Moen et al. (2004)\textsuperscript{93} conducted a study named “A Study on Entrepreneurial Attitudes among Youths in Malaysia. Case Study: Institute Kemahiran Belia Negara, Malaysia”. The objective of this study was to know the entrepreneurial attitudes among the youth in Malaysia and to identify their demographic relationship, educational background, respondents’ experience, parental education and job with their entrepreneurial attitude orientation. Entrepreneurs Attitude Orientation (EAO) scale was used in the study to identify the entrepreneurial attitude of youth. Findings of the study showed that parent’s education and fathers’ occupation had significant relationship with entrepreneurial attitudes of youth.

Wyk and Boshoff (2004)\textsuperscript{94} did a study named “Entrepreneurial attitudes: A distinction between two professional groups”. This study investigated discriminant ability of the Entrepreneurial Attitude Orientation Scale. The samples of the study were 365 individuals practicing in two mutually exclusive professions i.e. pharmacists N=200 and accountants N=175. ANOVA was performed with the EAOS sub and total scales as dependent variables and entrepreneurial and non-entrepreneurial profiles as independent variables. Some discrimination by means of Turkey’s Range


Test and interaction through L-S means was found between the two professions and employment status of individuals.

(Lindsay, 2005)\(^{95}\) conducted a study entitled “Toward a Cultural Model of Indigenous Entrepreneurial Attitude”. This study developed a Cultural Model of Indigenous Entrepreneurial Attitude. According to this study most of the entrepreneurial attitude research focused on western oriented, non-Indigenous entrepreneurs. Hence this study investigated the entrepreneurial attitudes of Indigenous entrepreneurs. The study has taken culture as an important variable because culture is important for Indigenous people and they have strong feelings toward their self-determination, their land, and their heritage. Therefore, this research approaches the question of the nature of Indigenous entrepreneurship from two perspectives: cultural dimensions and entrepreneurial attitude. To find out the relationship between culture and entrepreneurial attitude of indigenous entrepreneurs, Entrepreneurial Attitude Orientation (EAO) scale and Entrepreneurial Opportunity Recognition (EOR) scale were used. These Entrepreneurial Attitude Orientation (EAO) constructs were used to develop a cultural entrepreneurial attitude model to explain how culture influences Indigenous entrepreneur’s attitude towards new venture creation, development and associates entrepreneurial behavior.

Veciana et al. (2005)\(^{96}\) did a study named “University Students’ Attitudes towards Entrepreneurship: A Two Countries Comparison”. This study argued that, attitudes towards the entrepreneur, entrepreneurial activity, and its social functions were determinant factors for university students to decide an entrepreneurial career. This empirical study aimed at assessing and comparing the attitudes of university students towards entrepreneurs and enterprise formation in Catalonia and Puerto Rico, using a sample of 837 and 435 students, respectively. Results revealed a positive entrepreneur’s image among university students. Both samples had a favorable perception of desirability of new venture creation, although the perception

---


of feasibility was not so positive and only a small percentage had the firm intention to create a new company.

Krauss et al. (2007)\textsuperscript{97} conducted a study entitled “Entrepreneurial Orientation: A Psychological Model of Success among Southern African Small Business Owners”. This study examined the relationship between psychological construct Entrepreneurial Orientation (EO) and business success in a sample of N=248 southern African business owners. Analyses of hierarchical regression revealed significant relationships between Entrepreneurial Orientation (EO) and business performance. In addition, this study also did a confirmatory factor analysis which supported a single factor construct of Entrepreneurial Orientation (EO) it consisted of learning, achievement, autonomy orientation, competitive aggressiveness, innovative, risk-taking orientation, and of personal initiative. This study developed an individual-based psychological concept of Entrepreneurial Orientation (EO), investigated the relationship between business owners’ Entrepreneurial Orientation (EO) and business performance in southern Africa. Entrepreneurial Orientation (EO) had primarily been discussed from a firm-level perspective by Covin & Slevin, 1991; Lumpkin & Dess, 1996. It characterized businesses in their early years and was found to be important for success of the firm. In contrast, this study applied a psychological approach with Entrepreneurial Orientation (EO) as an inter individual difference variable. Thus, the study focused on the business owner, the general relationship between individual Entrepreneurial Orientation (EO) and the performance of southern African small business owners.

Goel, et al. (2007)\textsuperscript{98} conducted a study entitled “Attitudes of the Youth towards Entrepreneurs and Entrepreneurship: A Cross-Cultural Comparison of India and China”. This study hypothesized that more positive attitude would be seen in (i) people form entrepreneurial backgrounds, and (ii) entrepreneurially more developed


regions. These hypotheses were tested on more than 5,000 respondents in India and China. In this study a questionnaire was developed to assess attitudes of college youth towards entrepreneurs and entrepreneurship. Sixty four items were generated on the basis of past studies by Global Entrepreneurial Monitor (GEM) and discussion with entrepreneurs about their perceptions of people’s reactions towards them. The results for family background’s influence on attitudes found strong support in both India and China. Regional development showed stronger influence on attitude in India than in China. This study also revealed that by and large there is a positive attitude among the youth towards entrepreneurship both in China and India. The study depicted that youth perceived entrepreneurship to be respected, rewarding, and a desirable profession for contributing to the country’s development. In this study researchers asked the respondents to rank entrepreneurship as a career. However, from the rankings it emerged that entrepreneurship was preferred as a career only after jobs with multinational companies, government, banks etc. It is evident from data analysis that as the questions became more specific to individual’s actions and indirect in measurement of attitudes; the positive ratings decreased as in the case of the items that directly measured overall evaluation of entrepreneurship. This meant that the youth found it good when a person chooses to be an entrepreneur, in their view entrepreneurs are good people, they will have a good life and will be able to realize their potential and try things independently. However, when it comes to their own actions they would prefer not to settle as an entrepreneur or wish to work for a small enterprise.

Florin et al. (2007) conducted a study entitled “Fostering Entrepreneurial Drive in Business Education: An Attitudinal Approach”. This study identified attitudinal dimensions of entrepreneurial drive (ED), it also proposed a model, and developed an instrument to measure it. Results showed that students differentiated among five attitudes were found to promote entrepreneurial behavior in prior research, namely, innovation, nonconformity, proactive disposition, self-efficacy, and achievement motivation. Taken together, these attitudes defined the authors ‘conceptualization of ED. The study provides recommendations of initiatives that

---

were proven to be helpful in developing entrepreneurial drive in undergraduate business student.

Djankov et al. (2007)\textsuperscript{100} undertook a study titled “What Makes a Successful Entrepreneur? Evidence from Brazil”. The variables used were attitude towards risk, I.Q., self-confidence, family background and social networks. This study developed two hypotheses on the above mentioned variables. The results were based on data which was collected from 400 entrepreneurs and 550 non-entrepreneurs of the same age, gender and education. The findings indicated that family characteristics have the strongest influence on becoming an entrepreneur. In contrast, success as an entrepreneur is primarily determined by the individual’s smartness and higher education in the family. Entrepreneurs were not more self-confident than non-entrepreneurs; and that overconfidence affected business success.

Souitaris et al. (2007)\textsuperscript{101} conducted a study entitled “Do Entrepreneurship Programmes Raise Entrepreneurial Intention of Science and Engineering Students? The Effect of Learning, Inspiration and Resources”. Focused on the theory of planned behavior, the study tested the effect of entrepreneurship programmes on the entrepreneurial attitudes and intentions of science and engineering students. The results showed that the entrepreneurship programmes raised attitudes and the overall entrepreneurial intentions of students.

Bonte et al. (2007)\textsuperscript{102} conducted a study entitled “Demography and Innovative Entrepreneurship”. This study analyzed the relationship between age structure and the number of startups. Study argued that an individual’s decision to start a business is determined by his or her age; therefore, a change in a region’s age distribution affects the expected number of startups in the region. Using German regional data, the study estimated a count-data model and found that the expected number of startups was positively influenced by the fraction of individuals working age from 20–64 years old. A more detailed analysis of the working-age distribution suggested


that startups in knowledge-based (high-tech) manufacturing industries are affected by changes in this distribution whereas firms in other industries are not. The study revealed that, individuals belonging to 20-30 age range and individuals belonging to 40-50 age range had positive effect on the number of high-tech startups.

Harris and Shanan (2008)\textsuperscript{103} in their study entitled “Examining the Entrepreneurial Attitudes of US Business Students” examined the entrepreneurial attitudes of undergraduate students enrolled in the Small Business Institute (SBI) program at multiple universities in USA. The samples taken for the study were 216 students. EAO scale was used for survey. The researcher adopted EAO scale because it provided a composite score based on four attitudes subscales mainly achievement in business; innovation in business; perceived personal control of business outcomes; and perceived self-esteem in business. In addition, participants were asked to provide demographic information and past entrepreneurial experience. The results indicated that the majority of students possessed entrepreneurial attitudes. Furthermore, both student’s characteristics and entrepreneurial experience were found to be associated with certain entrepreneurial attitudes. Specifically, male students scored higher on both personal control and innovation, students with family business experience had developed more entrepreneurial attitudes.

Kadir et al. (2008)\textsuperscript{104} conducted a study titled “Factors Affecting Entrepreneurial Intentions among Mara Professional College Students”. This study was conducted to determine Mara Professional College students’ perception on entrepreneurial intention. The study was built on psychological model based on Ajzen’s theory of planned behaviour to identify the factors influencing the entrepreneurial intention of these students. The study analyzed the factors contributing towards entrepreneurial intention among Mara Professional College students. Data were collected through questionnaires obtained from 181 students of three different programmes offered in Mara Professional Colleges. The study utilized correlation and regression statistics to analyse the data. A significant


relationship was found between attitudinal factor \( r = 0.5324 \), behavioural factor \( r = 0.5668 \) and educational support \( r = 0.6241 \) towards entrepreneurial intention. Educational support contributed the highest with 39%, followed by behavioural factor with 32.1% and attitudinal factor contributed 28.3% towards entrepreneurial intention among Mara professional college’s students. It was suggested that educational support through professional education in these colleges is an efficient way of obtaining necessary knowledge about entrepreneurship.

Izquierdo and Buelens (2008)\textsuperscript{105} conducted a study titled “Competing Models of Entrepreneurial Intentions: The Influence of Entrepreneurial Self-Efficacy and Attitudes”. This study tested two models that explained how entrepreneurship education can effect on entrepreneurial intentions through its impact on attitudes and self efficacy. The data was collected from 236 students who were exposed to an entrepreneurship course. In model 1 attitudes and self-efficacy positively related to intentions to new venture creation, while in model 2 attitudes mediated between self-efficacy and intentions. Results indicate that attitudes had a stronger relationship with intentions in model 2.

Turker and Selcuk (2008)\textsuperscript{106} conducted a study named “Which Factors Affect Entrepreneurial Intention Of University Students?”. The purpose of this study was to analyse the impacts of some contextual factors on entrepreneurial intention of university students. In this study, a model was proposed and empirically tested on a sample of 300 university students in Turkey. The entrepreneurial support model (ESM) considered predominantly the impact of contextual factors on entrepreneurial intention. In the model, entrepreneurial intention was taken as a function of educational, relational, and structural supports. The results of the survey showed that an educational and structural support factor affect the entrepreneurial intention of students. This study contributes to the literature by theorizing and empirically testing how some factors affect the entrepreneurial intention of university students. The


researchers believed that results of the study can have valuable implications for the policy makers and educators.

Bauder, (2008)\textsuperscript{107} conducted a study titled “Explaining Attitudes towards Self-employment among Immigrants: A Canadian Case Study”. This study examines whether the attitudes towards entrepreneurship are related to origin, or whether they can be explained through labour market circumstances at the place of settlement and/or Canada’s immigrant selection procedure. A survey on 509 Vancouver residents of a predominantly Chinese immigrant neighborhood, a predominantly South Asian immigrant neighborhood, and a neighborhood of non-immigrants reveals that, ethnic origin is a weak indicator of entrepreneurial attitudes. Instead, urban or rural background emerges as a more powerful predictor. The results highlighted that the amount of time spent by the immigrants in Canada did not significantly affect attitudes towards entrepreneurship.

Frazier and Niehm (2008)\textsuperscript{108} conducted a study “Predicting the Entrepreneurial Intentions of Non-Business Majors: A Preliminary Investigation”. This study reported preliminary results of an ongoing project to profile entrepreneurial intentions of Family and Consumer Sciences (FCS) majors. The study used a self-administered questionnaire to explore the influence of vicarious experience, entrepreneurial orientation, image of entrepreneurship, and subjective norms on Entrepreneurial Intention in a non business student sample. Students who expressed stronger interest in entrepreneurial careers are proactive, creative, opportunity seeker, confident, and have a positive image of entrepreneurship. Students’ major, family occurrence of entrepreneurship and internship experience influenced entrepreneurial intentions. It is mentioned in the study that results of the study can be applied to policy and curriculum development in efforts to disseminate enterprise education across the university.


Arias-Aranda and Bustinza-Sanchez (2009)\textsuperscript{109} developed a study titled “Entrepreneurial Attitude and Conflict Management through Business Simulations”. The purpose of this study was to elucidate the influence that participation in a simulation experience based on the automobile industry has on the entrepreneurial attitude (entrepreneurship attitude orientation) through conflict management learning. The sample used in this study consisted of 427 advanced undergraduate students majoring in Business Management and Administration, Economics, Tourism and Research, and Marketing. The data were collected by means of a structured questionnaire. Results showed that the simulation experience increases positive results for personal control and self-esteem, indicating that the participants applied the knowledge that is learned in the simulation to improve their perception of control and conflict management approaches.

Shariff and Saud (2009)\textsuperscript{110} conducted a study titled “An Attitude Approach to the Prediction of Entrepreneurship on Students at Institution of Higher Learning in Malaysia”. This study reported the findings on the entrepreneurship attitude perspective of the final year business management undergraduate students in one of the Institutions of Higher Learning in Malaysia. Fifty-eight undergraduates minored in entrepreneurship courses and sixty-five non-minored undergraduates from the faculty of Business Management were tested and validated using the Entrepreneurial Attitude Orientation (EAO) scale instrument. The data were collected with the help of questionnaire. The questionnaire was divided into two parts i.e. part A and part B. Part A consisted of questions related to the respondents’ background, his/her job experience and entrepreneurial courses or seminars that he/she has attended. Parts B consisted of 75 questions from the EAO instrument. This study showed that the attitude approach to the study of entrepreneurship among the undergraduates minored in entrepreneurship and the non-minor entrepreneurship undergraduates showed a significant difference among them for the four subscales; and when


submitted to discriminant analysis, two of the four subscales contributed significantly in the discriminant function i.e. self-esteem and personal control. The classification results showed that the overall number of cases classified correctly was 104 or 84.6 percent of the sample.

Roudaki, (2009)\textsuperscript{111} conducted a study entitled “University Students Perceptions on Entrepreneurship: Commerce Students Attitudes at Lincoln University”. This study was conducted in New Zealand. This research examined the Lincoln University commerce students’ attitude toward entrepreneurial behavior factors and the importance of university education to their future entrepreneurial career. The results indicated that students have a high demand for university entrepreneurial education because most of the students believed that entrepreneurs are made, not born. The results indicated that most of the students preferred to be an entrepreneur upon graduation but they have few worries about gender discrimination and high risks. In this study the students emphasized on the importance of mentors and role models in their entrepreneurial attitude. In general, male and female students who belonged to or not belonged to entrepreneurial families and in all various ethnic clusters showed the similar attitudes.

Ivana et al.’s (2010)\textsuperscript{112} conducted a study entitled “How Does Education Influence Entrepreneurship Orientation? Case Study of Croatia”. The main focus of this study was on entrepreneurial orientation, i.e. the future career plans of undergraduate and graduate students at the Faculty of Economics, University of Split. This research is based on empirical data, collected through survey. The study explored students’ entrepreneurial orientation, i.e. their intention to establish their own businesses. The emphasis is placed on the impact of the educational system, in terms of its role of providing knowledge and tools required for implementing an entrepreneurial idea in practice. Furthermore, the study explored the difference in entrepreneurial capabilities between students enrolled into courses such as, Entrepreneurship, Entrepreneurship Workshop, etc., versus those who were not


enrolled into such courses. Empirical data on students’ behaviors were also collected, in terms of their willingness to use additional opportunities, such as scholarships, grants and international work experience, which provided additional evidence of students’ plans for entrepreneurship after finishing their studies.

Lindsay et al.’s (2010)\textsuperscript{113} undertook a study titled “Values and Entrepreneurial Attitude as Predictors as Nascent Entrepreneur Intention”. The study is an exploratory research which examines the relationship between values, the entrepreneurial attitude of nascent entrepreneurs (individuals intending to establish new businesses), and their entrepreneurial intentions. In this research a questionnaire was administered to 166 participants who were unemployed, they identified themselves as nascent entrepreneurs after a thorough screening process to ensure their intention towards starting businesses. The results of this research showed only a weak relationship between the three Values dimensions (empathy, achievement, and hedonism) and entrepreneurial attitudes. Significant relationships, however, were identified between the dimensions underpinning entrepreneurial attitude orientation (EAO) and entrepreneurial intention. In addition, although a relationship existed between two of the values dimensions i.e. empathy and hedonism, there was no significant relationship between the achievement values dimension and entrepreneurial intention in the study.

Burkhalter et al.’s (2010)\textsuperscript{114} in their study entitled “Comparing the Entrepreneurial Attitudes of University and Community College Students” compared the Entrepreneurial Attitudes of University and Community College Students. Total students taken for the study were 395. Of these 220 students were from community colleges and 175 students were from different universities. The study used survey method and each sample was asked to complete Entrepreneurial Attitudes Orientation (EAO) survey. Results indicated that university students possessed attitudes which were stronger than their community college peers in all


four of the entrepreneurial attitudes. Similarly, university students reported that they felt significantly more prepared to start their own businesses than those students from the community colleges.

Tamizharasi and Panchanatham (2010) conducted a study titled “Entrepreneurial Attitudes among Entrepreneurs in Small and Medium Enterprises”. This study was conducted in Indian context. The study analyzed and observed the attitudes of entrepreneurs in Small and Medium enterprises. 120 entrepreneurs including both male and female were taken from Cuddalore district of Tamilnadu and they formed the sample for the study. EAO scale was used to measure the entrepreneurial attitude orientation of entrepreneurs. The findings reflected that the male entrepreneurs and female entrepreneurs had different mean scores of entrepreneurial attitudes.

Iberkleid, (2010) did a study entitled “Towards Affordable, Audience-Specific Web Design: The Case of Entrepreneurial Individuals and the Web Entrepreneurial Attitudes”. This study assumes that different types of people prefer different online experiences and proposes a research study to determine whether there is a match between competing user interface design patterns and individual differences. In this study, subjects responded to two online questionnaires like social design pattern preference and entrepreneurial attitude orientation. Firstly they answered the Entrepreneur Attitude Orientation (EAO) questionnaire consisting of 75 questions and four subscales i.e. Achievement, Innovation, Personal Control, and Self-Esteem. Secondly, they answered a social design pattern questionnaire. The data was then used to examine correlations between entrepreneurial attitude orientation and design pattern preferences. The results of the study did not show any significant relationships between entrepreneurial attitude orientation and design pattern preferences. However, one intriguing U-shaped pattern emerged between an EAO subscale (Personal Control) and social design pattern preference.


Tunjungsari,(2010) conducted a study on elementary school children titled “Fostering Children’s Entrepreneurial Attitude Orientation: Investigating the Role of Upbringing Pattern and Creative Teaching Method at Elementary School” . This study investigated on how to attach entrepreneurial based activities on upbringing pattern performed by a mother along with creative teaching method applied by the teacher at elementary school that would create high Entrepreneurial Attitude Orientation in the children. The study used EAO scale to measure the entrepreneurial attitude of children. A Sample of 300 children from five elementary schools in Jakarta was taken for the study. These children were observed to see whether they had entrepreneurial attitude orientations or not. Collecting data at this stage was conducted by teachers who nurture students and they became the subject of research through an interactive approach of teaching and learning process. A survey of mother’s upbringing pattern was also conducted. Each child’s mother’s upbringing patterns were observed at home. T-test and correlation were used in the study. The result indicates that high correlations existed between entrepreneurial upbringing pattern and children’s EAO level. Children with high EAO level were entertained by high attachment of entrepreneurial activities from their mothers. The study also found that all teachers perform creative teaching intensively. It was also understood that both entrepreneurial upbringing pattern and creative teaching fabricated children’s EAO. The study concluded by saying that parents and schools must put stress on developing children with high innovativeness and need for achievement characteristics.

Gibson et al.’s (2010) conducted a study entitled “Investigating the Entrepreneurial Attitude of African Americans: A Study of Young Adults”. In this study an examination of the entrepreneurial attitudes of African American business students from multiple universities were conducted. Entrepreneurial attitudes were measured with the Entrepreneurial Attitudes Orientation (EAO) scale. Findings indicated that African American students have very high entrepreneurial attitudes.

---


compared with the validation sample of the EAO, and that these attitudes were even higher among those who had prior entrepreneurial exposure via a family-owned or self-owned business. These findings are believed to be consistent with current rates of minority-started businesses and known intergenerational linkages in business ownership.

Pihie and Bagheri (2010) did a study entitled “Entrepreneurial Attitude and Entrepreneurial Efficacy of Technical Secondary School Students”. According to this study entrepreneurial attitude and entrepreneurial efficacy are considered to be two important factors influencing students’ intention and success in becoming entrepreneurs. This study was conducted to determine the entrepreneurial attitude and entrepreneurial efficacy of 3000 students following technical subjects in the secondary schools of Malaysia. To find out the entrepreneurial attitude EAO scale was employed. The findings indicated that students scored high on entrepreneurial attitude components including self-esteem cognition, achievement cognition, and achievement affect. However, students’ mean score for entrepreneurial self-efficacy was moderate to high. This study also discussed about the importance of intervention programs and proper teaching and learning strategies to improve technical students’ entrepreneurial attitude and self-efficacy.

Flavius, (2010) conducted a study entitled “Gender, Entrepreneurial Self-Efficacy, and Entrepreneurial Attitude Orientations: The Case Of The Caribbean”. This study applied the integrated social cognitive theory to the understanding of the interplay between gender, entrepreneurial self-efficacy (ESE), and student’s Entrepreneurial Attitude Orientations. Using a survey of 539 Caribbean students from higher education institutions in Trinidad, the study found that while gender acts as a weak determinant of students ESE (r=0.115, p=0.08), it has insignificant associations with EAOs (r=0.45, p=.305). Furthermore, the study did not find any support for expected variations in student’s perception of their ESE and EAOs based


on gender. On the other hand, ESE as a personal and social construct proved to have both direct and indirect effects on student’s perceptions of the EAOs.

Packham et al.’s (2010)\textsuperscript{121} conducted a study entitled “Attitudes towards Entrepreneurship Education: A Comparative Analysis”. This study aimed to examine the impact of enterprise education on entrepreneurial attitude within European higher education institutions (HEIs) in France, Germany and Poland. The research considered whether differences between cultural and industrial heritage can influence entrepreneurial attitude and mediate the effectiveness of enterprise education. This research argued that Europe requires more entrepreneurs who are willing to innovate and create new ventures to facilitate economic growth. This research builds on prior studies, which have examined the impact of enterprise education and training on business start-up. In particular the study utilized the concept of entrepreneurial attitude to measure how enterprise education influences students’ perceptions and motivations towards, entrepreneurship as a viable career option. The study contrasts and compares the impact of a short enterprise course on entrepreneurial attitude among undergraduate students in French, German and Polish HEIs. A quantitative methodology employed a research instrument of five-point Likert arrays to contrast attitudes and opinions of students both prior to and after the delivery of the course. The findings of this study indicated that enterprise education had a positive impact on entrepreneurial attitude of French and Polish students. Conversely, the course had a negative impact on male German students. It was also found that while female students were more likely to perceive a greater benefit from the learning experience, the impact of enterprise education on entrepreneurial attitude was actually more significant for male students. The study suggested that entrepreneurial attitude among European students can be influenced by exposure to enterprise education. The results also indicated that gender, cultural and industrial heritage can moderate the impact of enterprise education.

\textsuperscript{121} Packham, Gary; Jones, Paul; Miller, Christopher; Pickernell, David; &Thomas, Brychan;(2010). Attitudes towards entrepreneurship education: A comparative analysis. \textit{Education + Training}, 52(8), 568-586.
Yordanova and Tarrazon (2010)\textsuperscript{122} conducted a study entitled “Gender Differences In Entrepreneurial Intentions: Evidence From Bulgaria”. The purpose of this study was to provide a conceptual framework for understanding gender differences in entrepreneurial intentions. Using the framework, the researchers explored gender effects on entrepreneurial intentions and identify factors that may account for the gender gap in entrepreneurial intentions in a sample of Bulgarian university students. Results showed that women had lower entrepreneurial intentions than men. The gender effect on entrepreneurial intentions was fully mediated by perceived behavioral control and partially mediated by perceived subjective norms and attitudes toward entrepreneurship. The study suggested that policy measures designed to encourage female start-ups should be directed at attitudes, subjective norms, perceived behavioral control and should link between entrepreneurial intentions and behavior among women.

Mohammed and Aparna (2011)\textsuperscript{123} developed a study entitled “Entrepreneurial Intentions of MBA Students – A Study in Hyderabad”. This study focused on the entrepreneurship education, entrepreneurship intentions among students, the entrepreneurial self-efficacy of the students and the perception/opinion of entrepreneurship among the students within an Indian setting. The researchers identified that entrepreneurial intentions in India continue to face limitations in terms of societal pressures and self-efficacy constraints. They also found out that entrepreneurship education can mitigate these limitations for those respondents with entrepreneurial aspiration. The researchers suggested that entrepreneurship education can be positioned as an equalizer, possibly reducing the limiting effects of low self efficacy and ultimately increasing the chances for successful venture creation by motivating the students to take an entrepreneurship course.


Iakovleva et al.’s (2011)\textsuperscript{124} conducted a study entitled “Entrepreneurial Intentions in Developing and Developed Countries”. This study used the Theory of Planned Behaviour to predict entrepreneurial intentions among students in five developing and nine developed countries. The purpose of the study was to investigate whether entrepreneurial intention and its antecedents differ between developing and developed countries, and to test the theory in the two groups of countries. A total of 2,225 students from 13 countries participated in this study by responding to a structured questionnaire in classrooms. Structural equation modeling was used to analyse the data. The findings indicated that respondents from developing countries had stronger entrepreneurial intentions than those from developed countries. Moreover, the respondents from developing countries also scored higher on the theory’s antecedents of entrepreneurial intentions i.e. attitudes, subjective norms, and perceived behavioural control – than respondents from developed countries. The findings supported the Theory of Planned Behaviour in both developing and developed countries. The practical implication of the study indicated that developing countries need to focus on the development of institutions that can support entrepreneurial efforts.

Olakitan and Ayobami (2011)\textsuperscript{125} conducted a study entitled “An Investigation of Personality on Entrepreneurial Success”. This study examined the impact of gender, locus of control and risk-taking behaviour on the success of an entrepreneur. The participants in this study were thirty-five solo entrepreneurs located around Agbowo, University of Ibadan area, Ibadan, Oyo state. 34.3 percent were males and 65.7 percent were females aged between 21 and 60 years. Six hypotheses were tested using various statistical techniques including independent ‘t’ test, analysis of variance and multiple regression. The results showed that risk-taking behaviour and locus of control had no significant interaction effect on entrepreneurial success. There was also no significant difference found between risk-taking behaviour and entrepreneurial success. The findings showed that a

\textsuperscript{124} Iakovleva, Tatiana; Kolvereid, Lars; & Stephan, Ute; (2011).Entrepreneurial intentions in developing and developed countries. Education +Training, 53(5), 353-370.

significant difference existed between internal locus of control and entrepreneurial success. The study also pointed that there was no significant difference in the entrepreneurial success based on gender differences. Finally, locus of control, risk-taking behaviour did not collectively predict or determine entrepreneurial success.

Akhtar et al.’s (2011) conducted a study entitled “Entrepreneurial Attitudes among Potential Entrepreneurs”. This study explored entrepreneurial attitudes among business administration students in Pakistan. Four hundred and eighty masters of business administration (MBA) students (potential entrepreneurs) from six Pakistani universities were taken as sample for the study. The results revealed that majority of the students showed generally positive attitudes towards entrepreneurship. Overall, there was a significant difference between negative and positive attitudes (negative mean 184, positive mean 284). The study also revealed that demographic variables such as, university, parental income and profession have a significant impact on student’s entrepreneurial attitudes. But male and females students exhibited similar entrepreneurial attitudes.

Jones et al.’s (2011) conducted a study entitled “Attitudes and Motivations of Polish Students towards Entrepreneurial Activity”. This study aims to explore the attitudes and motivations of Polish students towards an entrepreneurship education programme. To achieve the research objectives the methodological approach adopted for this study involved semi-structured interviews undertaken with 122 Polish students. Each student undertook an interview within which they were asked to reflect on the impact of an entrepreneurship education programme on their entrepreneurial attitudes and motivations. This study was developed on Jones et al., “snapshot” study, which found that Polish students had limited prior entrepreneurial experiences and expectations and welcomed the opportunity to undertake entrepreneurship education. The findings of this study confirmed the results of the

127 Jones, Paul; Miller, Christopher; Jones, Amanda; Packham, Gary; Pickernell, David; & Zbierowski, Przemysław; (2010). Attitudes and motivations of Polish students towards entrepreneurial activity. Education + Training, Emerald Group Publishing Limited, 53(5), 416-432.
prior study, but also provided greater insight regarding the reasons that underpinned respondent behaviour.

Lorz, (2011)\(^{128}\) conducted a study entitled “The Impact of Entrepreneurship Education on Entrepreneurial Intention”. The main aim of this thesis was to understand the impact of entrepreneurship education on entrepreneurial intention. This study consisted of a quantitative and a qualitative section. For the quantitative section, a quasi-experimental, ex-ante/ex-post, control group, longitudinal (up to 18 months), repeated measures research design was implemented, with a total of 272 matched pairs. The theory of planned behaviour was utilised as the underlying theoretical model. In the qualitative part of the study, a content analysis of 55 reflection papers was conducted. The results attest to an insignificant impact of entrepreneurship education on entrepreneurial intention. This insignificant impact was not moderated by the length of an entrepreneurship education. However, those who were self-employed at the end of the entrepreneurship programme had significantly higher entrepreneurial intention at the beginning of the programme compared to those who had not become self employed. An analysis of the development of entrepreneurial intention after the end of an entrepreneurship programme showed that after six months entrepreneurial intentions had decreased significantly. Entrepreneurship education is confirmed to be a major source of inspirational triggers that positively impact on entrepreneurial intention. From a theoretical perspective this study contributes to the further development and application of the theory of planned behaviour to entrepreneurship education, thereby supporting the link between entrepreneurial intention and self-employment and adding a further moderating variable of retention after the end of an entrepreneurship programme. From a practical point of view, this study provided recommendations on how to setup entrepreneurship education programmes and how to facilitate an environment, in which inspirations are triggered.

Steenekamp et al.’s (2011)\textsuperscript{129} conducted a study entitled “An Investigation into Youth Entrepreneurship in Selected South African Secondary Schools: An Exploratory Study”. This study examined the status of entrepreneurship education in the selected South African secondary schools to determine the impact there of on young learners’ attitude towards entrepreneurship and their future plans. It highlights some challenges faced by youth entrepreneurship development in Sedibeng secondary schools. The study is based on the attitude approach to entrepreneurship research and it discussed the results of an empirical study involving 1748 grade 10 learners. South African youth appear to have a positive attitude towards entrepreneurship and the existence of opportunities for new venture creation, but they seem to have inflated expectations with respect to their future academic qualifications and less interest would be expected in starting their own businesses. Statistical analysis of the data revealed that entrepreneurship education in the sample schools were largely infrequent and without depth or focus. The results indicated that catalytic factors, such as exposure to entrepreneurship at school and having self-employed parents, have not had any effect on learners in the sample, thus re-emphasising the urgent need for entrepreneurship training programmes of value. This study concluded with recommendations for further research on entrepreneurship education in South African secondary schools.

Fakharzadeh, (2011)\textsuperscript{130} conducted a study titled “Development of Entrepreneurial Attitude in Iranian Elementary Literature Textbooks”. The main purpose of this study was to analyze the content of entrepreneurial attitudinal elements in Iranian literature textbooks at elementary level. In this research, all the literature textbooks such as reading and writing books of five grades at elementary level in Iran that were published in 2010, were analyzed with qualitative content analysis method. In this analysis entrepreneurial attitude was broke down to five categories with reference to (EAO) model with five dimensions i.e. need for achievement, creativity and innovation, perceived self control, self efficacy and


opportunity recognition. Analysis of data was done with the help of descriptive and deductive statistics methods. Results show that in all reading textbooks, questions and pictures considered 24.8% entrepreneurial attitude. In writing textbooks, this percentage was 54.9%. In the subjects of reading books lessons, 22.15% of all attend to entrepreneurial attitude categories. Creativity and innovation, among the other categories had the most frequency in all books where as opportunity recognition had the least and there was a significant difference in frequency of five categories.

Gibson et al.'s (2011)\textsuperscript{131} did a study entitled “Factors Affecting Entrepreneurial Attitudes of American and Chinese Business Students”. This study identified differences between the U.S. and China in terms of demographic characteristics and business education and entrepreneurship exposure factors which could influence the development of entrepreneurial attitudes in business students. Undergraduate and graduate business students from a university in the mid-Atlantic U.S. (N = 211) and a mid-sized university in China (N = 227) completed the 75-question Robinson and Hunt (1991) Entrepreneurial Attitudes Orientation scale which is based on four attitudinal constructs: (1) achieving attitude, (2) business self-esteem, (3) personal control, and (4) innovative attitude. Results indicated that U.S students had significantly higher attitudinal scores than Chinese students. For both the U.S. and China, scores were significantly higher for students in graduate business programs than for the undergraduate business students. Attitudinal scores were also significantly higher for Chinese students who had taken at least one business or entrepreneurial course. In addition, exposure to entrepreneurship, such as working in a small business or having close friends or relatives who owned a small business, also increased American and Chinese scores. Attitudinal scores for both countries were also significantly related to various demographic characteristics. Chinese scores were higher for students who were over 21 years of age, single, and had high-income; American scores were higher for students who were married and were over 21 years. It can be inferred from this study that incorporating entrepreneurship and business education into the overall curriculum will continue to

be important for the development of entrepreneurial intention in China. In the U.S., incorporating entrepreneurship education at the graduate level may be more important where entrepreneurial attitudes are strongest. In both the U.S. and China, exposure to entrepreneurial activities will also continue to have an impact on entrepreneurial attitudes.

Narayanasamy et al.’s (2011)\textsuperscript{132} conducted a study entitled “An Empirical Study of Factors Influencing Gender Differences in Entrepreneurship”. This study examined the difference between male and female entrepreneurs and how those differences can be used towards the future development of entrepreneurship. The sample size consists of 21 entrepreneurs (10 male and 11 female). The interview method; with the help of questionnaires was used to obtain the information. There is sufficient evidence to indicate that characteristic differences were major factors found in the root of gender differences. Furthermore family background and social background were contributory factors in determining the differences of male and female entrepreneurs. Education level of both sexes also influenced the quality of entrepreneurs. Subsequently, Government policies also contributed towards gender differences in the entrepreneurship world. The different capabilities of male and female entrepreneurs, had significant impact on the entrepreneurship fraternity. Country and social roles too determine the success of entrepreneurial women.

Keat et al.’s (2011)\textsuperscript{133} proposed a study entitled “Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students”. This study investigates the inclination towards entrepreneurship among university students in the northern region of the Peninsular Malaysia. Specifically, the study aimed to examine the relationship between entrepreneurship education and inclination towards entrepreneurship. The influence of demographic characteristics and family business background on university students’ inclination towards entrepreneurship is also being examined. An empirical test carried out


\textsuperscript{133} Keat, Ooi Yeng; Selvarajah , Christopher; & Meyer, Denny; (2011),Inclination towards entrepreneurship among university students: An empirical study of Malaysian university students, \textit{Centre for Promoting Ideas, USA }, 2(4),206-220.
through the data gathered from questionnaires demonstrates that two entrepreneurship education variables are found to have statistically significant relationship on the inclination towards entrepreneurship. At the meantime, two demographic variables and a family business background variable have an effect on university students’ inclination towards entrepreneurship.

Tamizharasi and Panchanatham (2011) did a study entitled “An Empirical Study of Demographic Variables on Entrepreneurial Attitudes”. The main purpose of this study was to understand the relationship between age, income, marital status and type of ownership on entrepreneurial attitude of small and medium entrepreneurs. Data was collected from 120 entrepreneurs engaged in small and medium enterprises in Cuddalore district of Tamilnadu. The findings revealed that the entrepreneur’s entrepreneurial attitudes are very much influenced by their age, income, marital status and type of ownership. The study concluded that the level of entrepreneurial attitudes increased with the increase in the age, income, change in the marital status and type of ownership.

Qureshi et al.’s (2011) conducted a study entitled “Entrepreneurial Intentions among the Business Students of Higher Education Institutes of Punjab”. This study attempts to find the entrepreneurial intentions among the business students of higher education institutes of Punjab. The data was collected from 300 students and the results indicated that males and students having families with business exposure are more inclined to start their own business enterprise than females and students not having family business exposure. In addition, environmental factors did not significantly affect the entrepreneurial intentions among the business students of higher education institutes of Punjab.

Chapter 2  

**Attitude Towards Entrepreneurs And Entrepreneurship: Literature Evidence**

Goksel and Aydmtan (2011)\(^{136}\) conducted a study titled “Gender, Business Education, Family Background and Personal Traits; A Multi Dimensional Analysis of Their Affects on Entrepreneurial Propensity: Findings from Turkey”. The main aim of this study was to reveal the effects of personality traits such as proactive, internal locus of control, and the need for achievement as well as gender, business education, and family entrepreneurship on an individual’s propensity to entrepreneurship, and the power of these effects. The study was carried out on 175 business administration students from Ankara, Turkey. The study has found that personality traits do increase entrepreneurial intentions, which are affected more by internal locus of control than any other factor, but that gender, family business, and business education make no difference on an individual’s propensity to entrepreneurship.

Fatoki and Chindoga (2011)\(^{137}\) conducted a study entitled “An investigation into the obstacles to Youth Entrepreneurship in South Africa”. The objective of this study was to investigate the obstacles faced by youth in case of their entrepreneurial intention. Two sets of questionnaires were self-administered to high school students and university students. The respondents were selected using simple random sampling method. Five-point Likert scale was used to measure the responses. Data analysis of the study included descriptive statistics, the principal component analysis and T-test. The results indicate that youths perceive lack of capital, lack of skill, lack of support, lack of market opportunities and risk as the main obstacles to entrepreneurial intention.

Timo and Vassil (2012)\(^{138}\) conducted a study named “Employees’ Entrepreneurial Attitudes and Opportunity Recognition”. The main aim of this study was to examine the relationship between the employee’s attitudes towards entrepreneurship and implication on their ability to recognize opportunities which is

---


considered as a step before developing innovation or uniqueness, resulting in creation of competitive advantage to the company, presumably leading to company growth. This study intended to fill the gap in the literature regarding one of the dimensions of the factors leading to company growth and analyses a different business stakeholder group namely employees in medium-sized companies. The research question developed in this study was - Does employees’ attitude towards entrepreneurship affect their opportunity recognition? The researchers have chosen deductive and explanatory approach for the research because they studied causal relationship between attitudes towards entrepreneurship and opportunity recognition. The primary data was collected by a self-administered electronic questionnaire. The number of received responses was 53, mainly from manufacturing and service industries. To find out the attitude towards entrepreneurship the study used EAO scale. The result indicated the employees’ positive attitude towards entrepreneurship increases their opportunity identification capability.

Dionco-Adetayo, (2012)\textsuperscript{139} developed a study entitled “Factors Influencing Attitude of the Youth Towards Entrepreneurship Program”. The study was carried out to investigate the attitude of the youth towards entrepreneurship programs. It aimed at identifying the capacity factors of potential youth entrepreneurs and the critical external factors influencing their attitude towards entrepreneurship programs. The study also aimed at determining the level of influence of these factors and identifying the perceived enhancing factors and inhibitions on the youth entrepreneurial skill development. The data for the study were collected from 210 respondents who were in their final year in the tertiary institutions in the southwestern Nigeria. The respondents were selected using stratified random sampling method. Entrepreneurship program attitude was measured using Likert scale, while the independent variables were measured by nominal and interval scaling techniques. The data was collected through pre-tested questionnaire. Descriptive analysis was used to describe and highlight the variables, while inferential statistical tools were applied in the analysis of the relationships existing.

between variables of interest. The results show that innovativeness and industriousness were the entrepreneurial personality traits that scored very high. Infrastructure, finance, and technical factors were revealed to have been inhibiting their potentials, while educational system and the rate of information technology development were perceived to have positively impacted their attitude. A linear dependence between entrepreneurial personality traits, learning, and experience, and the general attitude were revealed. Social factors were among those revealed to have averagely influenced the attitude of the youth towards entrepreneurship programs. The study concluded that entrepreneurial capacity factors, such as personality traits, learning, experiences, social factors and culture; and entrepreneurial enhancing factors, such as information technology development and education system has influenced the favorable attitude of the youth towards entrepreneurship programs. The study also concluded that the integration of some factors, such as infrastructure and finance during information processing that formed the beliefs of the youth has inhibited their skill development, thus developing an unfavorable attitude towards entrepreneurship programs.

Miao, (2012)\textsuperscript{140} conducted a study titled “Revisiting the Reliability and Validity of the Entrepreneurial Attitude Orientation Scale in China”. This study examined the generalizability of the Entrepreneurial Attitude Orientation (EAO) scale in a Chinese context using a two-wave survey. Exploratory factor analysis with the first wave data revealed a four-factor solution which was consistent with the original scale with 5 items removed. Confirmatory factor analysis of the secondary wave data verified the hypothesized model with a group of parameters with an overall satisfactory fit. The analysis indicated that the Cronbach's alpha of the four subscales were similar to the values reported by the developers of the scale. However, the results of the test-retest value of the four subscales were lower than the original reports. The findings of the study supported the generalizability of the four-dimensional model of the EAO dimensions.

\textsuperscript{140} Miao, Qing; (2012). Revisiting the Reliability and Validity of the Entrepreneurial Attitude Orientation scale in China. \textit{Psychological Reports}, 111(1), 503-508.
Segumpan and Abu Zahari (2012)\textsuperscript{141} conducted a study entitled “Attitude towards Entrepreneurship among Omani College Students Trained in Business”. This study aimed at assessing the attitude of Omani college students towards entrepreneurship. It also attempted to determine any significant differences in the respondents’ attitude when grouped by (a) gender, (b) sibling size, (c) sibling order, (d) mother’s education, (e) father’s education, and (f) business exposure. Data were gathered using a slightly modified Attitude toward Entrepreneurship Questionnaire (2011) devised by the Center for Rural Entrepreneurship, USA. The respondents were 61 (81\%) out of 75 Omani college students who took International Business Administration as their minor at the College of Applied Sciences - Sohar. Findings showed that the respondents had a positive attitude towards entrepreneurship. There were no statistically significant differences in the attitude towards entrepreneurship when the respondents were grouped according to demographic variables.

Akanbi, (2013)\textsuperscript{142} conducted a study entitled “Family Factors, Personality Traits and Self-Efficacy As Determinants Of Entrepreneurial Intention Among Vocational Based College Of Education Students In Oyo State, Nigeria”. This study explored the influence of familial factors, personality traits and self-efficacy on entrepreneurial behavior among college students. The participants included 470 vocational based students from the two public Colleges of Oyo state, Nigeria. Four research instruments were used to extract information from the participants. These include Entrepreneurial Intention Scale\( (r = 0.71)\), General Self-efficacy Scale \( (r =0.82)\), Big Five Inventory \( (0.83)\), and Bio-data Information. Using Pearson Correlation and multiple regression model, the results revealed that the independent variables examined jointly accounted for 74\% of the total variance in entrepreneurial intention. The result also indicated that Parents occupation \( (t=2.45)\), extraversion \( (t=2.44)\), agreeableness \( (t=2.77)\), conscientiousness \( (t=3.30)\) neuroticism \( (t=-3.64)\), openness \( (t=23.66)\), and self-efficacy \( (t=3.99)\) linearly contributed to the prediction of entrepreneurial intention whereas family income did not.

\begin{footnotesize}
\begin{enumerate}
\item Akanbi, Samuel Toyin ; ( 2013). Family Factors, Personality Traits and Self-Efficacy As Determinants Of Entrepreneurial Intention Among Vocational Based College Of Education Students In Oyo State, Nigeria. \textit{The African Symposium}, 13(2), 66-76.
\end{enumerate}
\end{footnotesize}
Rasli et al.’s (2013)\textsuperscript{143} conducted a study entitled “Factors Affecting Entrepreneurial Intention among Graduate Students of University Technology Malaysia”. This study empirically assessed the relationship between entrepreneurial intention and its antecedents among graduating students of UTM. Work experience, vicarious experience, general attitude, image of entrepreneurship and other demographic variables are tested against entrepreneurial conviction and entrepreneurial intentions. This study supported the proposition that conviction is the strongest variable that has direct influence towards entrepreneurial intention, whereas general attitude had a significant influence and male students with work experience were found to have higher entrepreneurial intention.

Ismail et al.’s (2013)\textsuperscript{144} conducted a study entitled “Using EAO Model to Predict the Self-Employment Intentions among the Universities’ Undergraduates in Malaysia”. This study was being conducted among undergraduates in Malaysia to understand their self-employment intention. Entrepreneurial Attitude Orientation (EAO) scale was used to measure the students’ entrepreneurial attitudes. A survey approach was adopted by sending questionnaires to 2000 students of the public and private universities. The results show that personal control, self-esteem and innovation were found to have significant and positive relationships with self-employment intention. Meanwhile achievement was found to have no significant relationship with self-employment intention.

Manuere et al.’s (2013)\textsuperscript{145} conducted a study entitled “Entrepreneurship Attitudes and Knowledge: A Survey of Fourth Year University Students”. This study was conducted to investigate the attitudes and knowledge of fourth year university students towards entrepreneurship. The study surveyed final year students across the various schools on the perception and knowledge of entrepreneurship. It

\textsuperscript{143} Rasli, Amran Md; Rehman Khan, Saif ur; Malekifar, Shaghayegh; & Jabeen, Samrena; (2013). Factors Affecting Entrepreneurial Intention among Graduate Students of University Technology Malaysia. International Journal of Business and Social Science, 4(2), 182-188.


\textsuperscript{145} Manuere, Faitira; Danha, Kizito; & Majoni, Tasara; (2013). Entrepreneurship Attitudes and Knowledge: A Survey of Fourth Year University Students. Interdisciplinary journal of contemporary research in business, 4(9), 511-521.
further investigated the perceptions and knowledge of entrepreneurship from a gender perspective. The descriptive survey was employed to collect data from a purposive sample of five schools. A sample of 400 students drawn from all the five schools at Chinhoyi University of Technology responded to questionnaires and interviews held at the campus. Students from all the schools indicated that entrepreneurship education is crucial and showed interest in starting up their businesses soon after graduation, although males were more inclined than female students to start up a business after graduation. All students showed a sense of social responsibility by suggesting that business owners should give back something to the community beyond providing employment.

Nandamuri, (2013) conducted a study entitled “Entrepreneurial Resourcefulness - Is it a Function of Gender?”. The purpose of this study was to determine the impact of the independent variable – gender, on the dependent trait - entrepreneurial resourcefulness, of management students. A sample of 200 final year post-graduate management students were selected randomly from leading management institutes in Warangal region which pass-out around 2000 management graduates every year who face a bleak opportunity for entrepreneurship and look for employment. The responses were tested with ANOVA and t-test with the help of SPSS-19. The findings establish that gender had a profound impact on entrepreneurial resourcefulness. The male group establishes a comparatively stronger preference for resourcefulness than their female counterparts.

Latha and Kamalanabhan (2013) conducted a study titled “Entrepreneurial Success and Life Satisfaction among Women Entrepreneurs in Micro Enterprises”. This study was conducted to identify and assess entrepreneurial attitude orientation and competencies and skills among women entrepreneurs in micro enterprise leading to entrepreneurial success and ultimately life satisfaction. Multivariate analysis technique like Factor Analysis and Structural Equation Modeling (SEM) were conducted to identify the entrepreneurship success related factors. The findings

---


showed a direct relationship between entrepreneurial attitudes related constructs and entrepreneurial competencies related factors, leading to entrepreneurial success, and life satisfaction among micro entrepreneurs.

2.4 Chapter summary

The literature review began with an exposition of three major approaches i.e. personality approach, demographic approach and attitudinal approach, used in entrepreneurial studies. Furthermore the chapter discussed about problems related with personality approach and demographic approach in entrepreneurial studies. The literature review also discussed about the advantages of using attitudinal approach which is to be considered as an alternative to personality and demographic approach in predicting the entrepreneurial behavioral tendencies. A methodical understanding of the problems faced by personality approach and demographic approach, and advantages of attitudinal approach helped the researcher to substantiate, why she is using attitudinal approach in her entrepreneurial study.

Studies related to attitude towards entrepreneurs and entrepreneurship/entrepreneurial attitude were also reviewed in this chapter. From the above mentioned studies, the researcher was able to identify a scale called entrepreneurial attitude orientation (EAO) scale which was developed by Robinson et, al., (1991). The scale was developed on the tripartite attitudinal theory and it has four dimension namely- entrepreneurial achievement attitude, entrepreneurial innovation attitude, entrepreneurial perceived personal control attitude, entrepreneurial self esteem attitude and seventy five statements were spread over these four dimensions. The review also helped the researcher to identify attitude towards entrepreneurs like risk taker, role model, innovator, change agent, visionary, job creator, a person contributing significantly to society’s development, opportunity recognizer, optimistic, persistent etc.

The review indicated that most of the entrepreneurial attitude studies have been done among respondents from foreign countries. There are relatively few entrepreneurial studies done especially in Indian context. However, it seems no studies have been conducted among Kerala’s youth. Thus, it is in this context the researcher has made a humble attempt to fill this lacuna.