CHAPTER 2

REVIEW OF LITERATURE

The review of literature relating to the current study on “Entrepreneurial attitude orientation and intention among various Categories of Students” is discussed under the following specific heads:

2.1 Significance of entrepreneurship
2.2 Definition of entrepreneurship
2.3 Studies on entrepreneurial attitude orientation
2.4 Theory of entrepreneurial intention
2.5 Studies on entrepreneurial intention and
2.6 Specific studies relating to the topic

2.1 Significance of entrepreneurship

According to Schumpeter (1934), entrepreneurship is the driving force behind the economy since a large supply of potential entrepreneurs is critical to a well-functioning economy and an entrepreneur is able to convert a new idea or invention into a successful innovation. In the view of Schumpeter (1942), "Everyone is an entrepreneur when he actually carries out new combinations". Finding new combinations of factors of production is process of entrepreneurial discovery that drives economic development. These "new combinations" constitute better ways to meet existing demand or create new products, often making current technologies and products obsolete in a "process of creative destruction." The firm of the innovative entrepreneur will consequently grow through the dual process of taking market share from existing suppliers and increasing overall demand for the products offered in the market by extending the boundaries of economic activity. Thus, the process of creative destruction is built on dynamic, deliberate entrepreneurial efforts to change market structures and can be propitious for additional innovations and profit opportunities.
Evans (1942) observed that entrepreneurs maintain the economic health of societies and the role is highlighted in opportunity creation through new ventures and maintenance of existing ones. Becker (1964) asserts that individuals with more or higher levels of human capital achieve higher performance in executing relevant tasks. The specific human capital relevant to entrepreneurship also needs to be distinguished from the more general concept of human capital. The decision to act entrepreneurially has been argued to be related to the utility derived from self employment (Eisenhauer, 1995). Individuals' with more positive entrepreneurial attitudes and stronger entrepreneurial abilities are more likely to attain higher levels of utility in self-employment (Douglas and Shepherd, 2000). From an entrepreneurship perspective, it is suggested that individuals with greater human capital would be more likely to pursue and be successful in entrepreneurial endeavors (Greene, 2000; Douglas and Shepherd, 2000).

Entrepreneurship helps to identify an opportunity, in order to produce value addition or economic success (European Commission, 2003). The Global Entrepreneurship Monitor (GEM) (2004) highlights on the current importance of entrepreneurship. According to GEM, entrepreneurship activities in any country boost economic development, jobs, investments and growth through knowledge, venture dynamics and innovation. Entrepreneurship is a major source of employment, economic growth and innovation, promoting product and service quality, competition and economic feasibility. Further, it is a mechanism through which people enter the society’s economic and social mainstream, aiding culture formation, population integration and social mobility (Hisrich, Langan-Fox and Grant, 2007). The importance of entrepreneurship stems from it’s vital contribution to national economy through increasing economic efficiencies, bringing innovation to market, creating new jobs and sustaining various levels of employment (Wu and Wu, 2008).

Entrepreneurship has become crucial to every country ever since the age of globalization because the growth of entrepreneurial activities will help in creating jobs for the society thereby reducing the unemployment rate (Abdullah Azhar,
Annum Javaid, Mohsin Rehman and Asma Hyder (2010). Nafukho and Helen Muyia (2010) through their research endeavor advocated that entrepreneurship is vital in creating and fulfilling a healthy economy.

According to Beeka and Rimmington (2011) and Buang (2011), entrepreneurship is one of the career options for youths and graduates. It helps to reduce the unemployment rate and the social problems that are associated with unemployment. More than increasing national income by creating new jobs, entrepreneurship acts as a positive force in economic growth by serving as the bridge between innovation and market place. (Santhi and Rajeshkumar, 2011)

Goetz et al., (2012) pointed out that self-employment has significant positive economic impact not only on wage and salary employment but also, on per capita income growth and poverty reduction. Entrepreneurship development has assumed great significance as it is a key to economic development. The objective of industrial development, regional growth and employment generation depend upon entrepreneurial development. Entrepreneurs are the seed of industrial development and it’s fruits are greater employment opportunities, increased per capita income, higher standard of living and balanced regional development. (Shaikh, 2012)

Deepti Maheswari and Supriya Sahu (2013) noted that entrepreneurship plays an important role in developing and contributing to the economy of a nation. It is even more in a developing World where many opportunities for innovations to exploit the available resources are available. Entrepreneurship has gained greater significance at global level under changing economic scenario. Global economy in general and Indian economy in particular is poised for accelerated growth driven by entrepreneurship.

2.2 Definition of entrepreneurship

The term entrepreneur is originated from the French word ‘entreprendre’. The word refers to the process to undertake. The French economist Richard Cantillon (1755) used the term as an economic term explaining the process of bearing the risk of buying at certain prices and selling at uncertain prices.
According to Say (1803) ‘An entrepreneur is an economic agent who unites means of production, land of one, the labour of another and the capital of yet another and thus produces a product. By selling the product in the market, he pays rent to land, wages to labour, interest on capital and what remains is his profit’. Thus, an entrepreneur is an organizer who combines various factors of production to produce a socially viable product. An entrepreneur is usually termed to have the initiative, skill and motivation to set up a business or enterprise of his own and who always looks for higher levels of achievements.

Schumpeter (1934) viewed an entrepreneur as a person who carries out new combinations, causing discontinuity. Carrying out of new combinations can include production of a new good or enhancing the quality of a good, a new method of production, opening up of a new market, conquest of a new source of raw materials or the reorganization of any industry.

Leibenstein (1968) defined an entrepreneur as one who marshals all resources necessary to produce and market a product. According to Cole (1968), entrepreneurship is a purposeful activity to initiate, maintain and develop profit-oriented business.

In the opinion of Kirzner (1985), an entrepreneur is one who perceived profit opportunities and initiated action to fill current unsatisfied needs. In the view of Drucker (1985) entrepreneurship is an act of innovation that involves endowing existing resources with new wealth producing capacity. Gartner (1985) defined entrepreneurship as the process of creation of new organization.

Hisrich and Peters (1989) outlined entrepreneurship as the process of creating something different with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and receiving the resulting rewards of monetary and personal satisfaction. Stevenson et al., (1989) opined that entrepreneurship is the pursuit of an opportunity irrespective of existing resources.

Kaish and Gilad (1991) defined entrepreneurship as the process of discovering and acting on a disequilibrium of opportunity. However, Bygrave and
Hofer (1991) defined an entrepreneur as one who perceives an opportunity and creates an organization to pursue such opportunities at hand. Robinson (1991) observed that four characteristics distinguish entrepreneurs - the need for achievement, internal-external locus of control, self-esteem and innovation.

According to Herron and Robinson (1993), entrepreneurship is the set of behaviour that initiates and manages the reallocation of economic resources and purpose is value creation through such means.

Nybakk and Hansen (2008) viewed entrepreneurs as drivers of economic development because they create a new order. Entrepreneurs are regarded as individuals who carry out new combinations, which come in different forms such as new goods or new quality products, new methods of production, new markets and new sources of supply or a new way of organization.

According to Scott and Marshall (2009) an entrepreneur is

i. a person who owns and runs a business but not necessarily a new business.

ii. a person, who risks capital and other resources in the hope of substantial financial gain, specialises in taking decisions about the use and co-ordination of scarce resources.

iii. a creative innovator in the business sphere, in contrast with the conventional business owner, capitalist, or professional manager, who conforms more often to established procedures and objectives.

iv. an owner or creator of a new business - a small, growing, and successful business. This includes any person who sets up a small business, or changes from being an employee of an organization to being self-employed.

2.3 Studies on entrepreneurial attitude orientation

Ajzen (1991) referred attitude towards the behavior as the extent to which a person has a positive or negative valuation towards the behavior. Tan et al., (1996) examined the discriminating power of the Entrepreneurial Attitude Orientation (EAO)
scale in Singapore and the relationship between the intention to start a business and the entrepreneurial attitude orientation sub scales. The findings showed that the entrepreneurial attitude orientation subscales were able to differentiate between entrepreneurship and non-entrepreneurship students. There was a positive and significant relationship between intention to start a business and the entrepreneurial attitude orientation sub scales. It was reported that the entrepreneurial attitude orientation sub scales differentiated a high intention versus low intention to start a business.

Venkatapathy et al., (1999) reported that the identification of the right type of attitudinal orientation would go a long way in the perceptions regarding the creation of an enterprise. According to Ajzen and Fishbein (2000), an attitude refers to individual’s general feeling of favorableness toward various stimuli comprising entrepreneurial intention.

Van Wyk et al., (2003) have investigated the relationship between entrepreneurial attitude orientation and different biographic / demographic, personality and work related variables based on a sample of 375 professionals, 200 pharmacists and 175 accountants. The personality variables measured were Type A behavior, internal-external locus of control, career orientations and self-concept. The work related variables were job satisfaction and job involvement. The significant relationship was found between entrepreneurial attitude and personality and work variables. Multiple regression analysis also identified strong predictors of the different entrepreneurial attitude dependent variables.

Veciana et al., (2005) assessed and compared the attitude of university students towards entrepreneurship and enterprise formation in Catalonia and Puerto Rico, using a sample of 837 and 435 students respectively. The results revealed a positive image about entrepreneur and entrepreneurship. However, the perception of feasibility was by for not so positive and only a small percentage have the firm intention to start a new company.

Krauss et al., (2005) examined the relationship between the psychological construct entrepreneurial orientations (EO) with business success in a sample of
Hierarchical regression analysis revealed significant relationship between entrepreneurial orientation components (personal initiative, achievement- and risk taking orientation) as well as overall entrepreneurial orientation and business performance. The application of confirmatory factor analysis supported a single factor construct of entrepreneurial orientation that consists of learning achievement and autonomy orientation, competitive aggressiveness, innovation and risk taking orientation and personal initiative.

Abhishek Goel et al., (2006) argued that social support was an important enabler in entrepreneurial activity in a country and attitude towards entrepreneurship was an important determinant for future entrepreneurial activity. It is hypothesized that higher levels of positive attitude would be seen among people from entrepreneurial backgrounds and entrepreneurially developed regions. These hypotheses were tested among 5000 respondents in India and China. The results revealed that familial occupational backgrounds influence the attitude towards entrepreneurship.

Nair and Anupandy (2006) examined the socio-economic and attitudinal characteristics of entrepreneurs in the State of Kerela and noted that neither inherited business nor religion has an impact on entrepreneurship. However, the economic status of the family, age, technical education / training and work experience in a similar or related field seem to favour entrepreneurship. It was further stated that entrepreneurs do not differ among themselves on high innovative attitude and internal locus of control orientation.

Li (200) defined entrepreneurial attitude orientation as the individual’s attractiveness towards being self-employed. Juan Florin et al., (2007) identified attitudinal dimensions of Entrepreneurial Drive(ED) and proposed a model, to develop and test the feasibility. The survey instrument was administered to a cross- sectional sample of 99 freshmen and 121 seniors. It was reported that students differ among five attitudes that are found to promote entrepreneurial behavior, namely, preference for innovation, nonconformity, proactive disposition, self- efficacy and achievement motivation and these five factors were termed as entrepreneurial drive.
Subhash Kundu and Suinta Rani (2007) analysed the impact of region and educational background on entrepreneurial orientation of Indian young female trainees by using four personality descriptors i.e. need for achievement, innovation, personal control and self-esteem around three attitude components i.e. affect, behaviour and cognition. According to the study the respondents scored the highest on the achievement motivation compared to the other three attitude dimensions viz., innovation, personal control and self-esteem. However, the lowest score was reported on the self-esteem dimension. Among attitude components, cognition emerged as the highest on entrepreneurial orientation score as a whole. The study also revealed that the female trainees from Southern India are having an edge over their counterparts from Northern India and female respondents from different educational backgrounds do not differ between themselves.

Ethem Duyglues (2008) studied a sample of 170 students from the stream of Master of business administration to find out differences in the attitude to become entrepreneurs by using the entrepreneurship model proposed by Kostova (1997). It was reported that 67.9 percent of the students were found to be entrepreneurially inclined. The income of the family and profession of the family members were reported to be significant factors that influence the entrepreneurial orientation among students. Leong (2008) reported that training and skill development programs are important in fostering personal capabilities and interests among students to have positive attitude towards entrepreneurship.

In the view of Timmons and Spinelli (2009), attitudes play a vital role in the life of a successful entrepreneur. As they build their new ventures, they are bound to overcome hurdles, solve problems, and complete the job. They are disciplined, tenacious and persistent, they are able to commit and recommit quickly as they are not intimidated by challenges. Trevelyan (2009), Sagiri and Appolloni (2009) have also indicated that behavior of a person is solely depending upon his beliefs and attitudes. Since, beliefs and attitudes play a very important role in determining individual’s action. Individuals’ perceptions on ability to perform specific tasks increase the likelihood of attitude converting into
intention and subsequent behavior. Xavier et al., (2009) referred it as the extent to which people perceived that there are good opportunities for them to start-up a business or the degree on their attachment towards high status of entrepreneurs.

Athayde (2009) designed to measure ‘enterprise potential’ among the young people using attitude toward entrepreneurial characteristics. A control group cross-sectional design was used to investigate the impact of participation in a young enterprise company program, which was based on the U.S Junior Achievement Model in six secondary schools in London, United Kingdom. The study found that participation in a company program could foster positive attitude towards self-employment and a family background of self-employment had a positive influence on pupils intentions to become self employed.

Mohd Noor et al., (2009) studied about attitude approach to the predictor of entrepreneurship on students at institutions of higher learning in Malaysia. Fifty-eight undergraduate students in entrepreneurship courses and sixty-five undergraduates from the Faculty of Business Management were used for testing and validating the Entrepreneurial Attitude Orientation (EAO) scale. Discriminant validity was used to test the known groups. There was a significant difference between known groups for two of the four entrepreneurial attitude orientation subscales (self-esteem and personal control). The estimated stepwise discriminant function revealed that the overall number of cases classified correctly was 104 or 84.6 percent of the sample.

Daniel Arias, Aranda and Oscar Bustinza- Sanchez (2009) reported the influence of participation in a simulation experience relating to entrepreneurial attitude orientation through conflict management learning. The sample consisted of 427 advanced under graduate students majoring in Business Management and Administration, Economics, Tourism and Research and Marketing. The results showed that simulation experience increased positive results for personal control and self-esteem indicating that the participants applied the knowledge learned in the simulation improving their perception of central and conflict management approaches.
Talia Esnard-Flavious (2010) based on a survey of 539 Caribbean students from higher education institutions in Trinidad reported that while gender acts as a weak determinant of students’ entrepreneurial self-efficacy, it has insignificant relationship with entrepreneurial attitude orientations. Further, the study did not find any support for expected variations in student’s perception of their entrepreneurial self-efficacy and entrepreneurial attitude orientations based on gender. Entrepreneurial self-efficacy as a personal and social construct proved to have both direct and indirect effects on students’ perceptions of the entrepreneurial attitude orientations.

Marion Titgemeyer and Gerold Holtkamp (2010) analysed the attitude towards entrepreneurship among the doctoral students in the University of Osnabrueck based on the response from 251 students. The results indicated that majority of doctoral students were interested in starting their own business and female doctoral students have approximately the same strong interest towards starting a business as that of male doctoral students. Further, it was reported that doctoral students were more interested in finding their own business than bachelors and master students.

Tamizharasi and Panchanatham (2010) based on the data of 120 entrepreneurs engaged in small and medium enterprises in Cuddalore District of Tamil Nadu noted that the entrepreneurial attitude were influenced by age, income, marital status and type of ownership.

Gary Packham et al., (2010) examined the impact of enterprise education on entrepreneurial attitude in European higher education institutions in France, Germany and Poland. The results indicated that enterprise education has a positive impact on entrepreneurial attitude of French and Polish students. The course had a negative impact on male German students. While female students are more likely to perceive a greater benefit from the learning experience, the impact of enterprise education on entrepreneurial attitude is actually more significant for male students.
Akhtar Ali et al., (2011) studied entrepreneurial attitude among potential entrepreneurs in Pakistan based on a sample of 480 students studying management programme from six public Pakistani Universities. The study noted that demographic variables, university, parental income and profession influence the attitude towards entrepreneurship and there was no gender difference in their attitude.

Shanan Gibson et al., (2011) examined the entrepreneurial attitude among university students across the U.S. by considering students from two year college programs and comparing them with students enrolled in business programs at traditional four universities. The on line survey responded by 395 students showed that the entrepreneurial attitude is associated with the entrepreneurial orientation scale ((EAO)-viz., achievement, innovation, personal control and self-esteem. The results indicated that university students have attitude that were stronger compared to the community college peers on all the four entrepreneurial attitude domains and they were significantly more likely to start their own business than the students from the community colleges.

Levent Altinay and Catherine Wang (2011) examined the relationship between Turkish ethnic entrepreneurs' socio-cultural characteristics (viz., education, experience and religion) and the entrepreneurial orientation of their firms and reported that educational attainment of an entrepreneur makes a positive impact on a firm's entrepreneurial orientation. Educational attainment equips business owners with the skills and reflective mindsets of understanding customers and responding to their needs. Previous business experience of the entrepreneur also affects positively upon a firm's entrepreneurial orientation. However, religion of the entrepreneur does not have a significant impact on the entrepreneurial orientation.

Kgagara (2011) assessed the attitude and perceptions towards entrepreneurship among students in a higher education institution in the Sedibeng District of the Gauteng Province based on data obtained from 166 university students. The results revealed that the majority of the respondents were predominantly young black Africans from lower income families and majority of them have favorable attitude towards entrepreneurship as a career.
Nwankwo et al., (2012) investigated gender role orientation and self-efficacy as correlates of entrepreneurial intentions based on 350 students of Enugu State University of Science and Technology, Nigeria. The study noted that dimensions of the gender role orientation showed a significant difference and self-efficacy and entrepreneurial intentions are significantly related.

Sandeepvij and Pooja Sharma (2013) examined the entrepreneurial drive of business students and explored the effects of demographics on the entrepreneurial drive of students. An entrepreneurial drive scale developed by Florin et al., (2007) was used to measure the entrepreneurial drive of the students. The results showed that gender and family type do not significantly affect the entrepreneurial drive of business students. However, the mean score for the students (pre-entrepreneurial education and post-entrepreneurial education) was found to be significantly higher for two dimensions viz., self-efficacy and non-conformity out of the five dimensions of entrepreneurial drive. The study proved that entrepreneurial education enhances self-efficacy of the students and gives them confidence to be non-conformists. For three other dimensions of entrepreneurial drive - preference for innovation, achievement motivation and proactive disposition, there was hardly any change in the mean score values after entrepreneurial education.

Juha Sakari Soininen et al., (2013) in the analysis of the antecedents of entrepreneurial orientation noted that owner-manager’s intrinsic work values are strongest drivers of innovative and proactive behaviour. Further more growth oriented attitude was positively related to innovativeness and proactiveness, while more survival oriented manager’s exhibit less risk-taking behaviour.

Jain and Ali (2013) examined the level of entrepreneurial self-efficacy and entrepreneurial attitude orientation of Indian entrepreneurs and found that all the three predictors were found to have positive correlation with one another and the three predictors had a significant impact on venture creation.
Emrah Talas et al., (2013) studied the key influential demographic factors affecting the entrepreneurial intention among 638 undergraduate students as a career choice at a four year-public university in Turkey. The results showed that the current faculty, type of high school and the household income were significant factors in influencing the entrepreneurial intention among them.

2.4 Theory of entrepreneurial intention

(i) The theory of entrepreneurial event (Shapero and Sokol 1982)

Theory of entrepreneurial event was developed by Shapero and Sokol (1982) to define the interaction of cultural and social factors, that can lead to firm creation by influencing individual's perceptions. In this sense, the model considers entrepreneurship as an alternative or available option that takes place because of external change. The model defines two basic kinds of perceptions-perceived desirability and perceived feasibility. Perceived desirability refers to the degree to which he/she feels attraction for given behaviour (to become an entrepreneur). Perceived feasibility is defined as the degree to which people consider themselves personally able to carry out certain behaviour. The presence of role models, mentors or partners would be a decisive element in establishing the individual's entrepreneurial feasibility level. In turn, both types of perceptions determine cultural, social and individual variables largely. The propensity to act is the personal disposition to act on one's decisions reflecting different aspects of intentions. The Shapero's entrepreneurial event has also been used in several occasions for analyzing entrepreneurial activities and the results found support this model as a consistent tool for measuring entrepreneurship intention.

(ii) The theory of planned behaviour (Ajzen 1991)

The theory of planned behaviour was grounded on the theory of reasoned action (Fishbein and Ajzen 1975). Ajzen (1991) defined the theory of planned behaviour. This model from the field of psychology, was adapted to the field of entrepreneurship by Kolvereid (1996). The theory of planned behaviour defines a relationship between intentions and behaviour where the individual intention towards a particular behaviour is directly related to that behaviour. Therefore,
intention becomes a fundamental element for explaining entrepreneurship behaviour. The theory of planned behaviour identifies three attitudinal antecedents of intention (Ajzen 1991). They are:

a) Perceived behavioral control refers to the perceived ease or difficulty of performing the behavior. It is based on beliefs regarding the presence or absence of requisite resources and opportunities for performing a given behaviour. In general, the greater this perceived behavioral control, the stronger will be the individual’s intention to start up in business.

b) Attitude towards the behavior refers to the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question. The more positive an individual’s perception is regarding the outcome of starting a business, the more favorable their attitude towards that behaviour should be and, consequently, the stronger the individual’s intention to go ahead and start a business.

c) Subjective norm refers to the perceived social pressure to perform or not to perform that behavior. It is based on beliefs concerning whether important referent individuals or groups approve or disapprove of an individual establishing a business, and to what extent this approval or disapproval matters to the individual. The more the opinion of a particular referent group or individual matters to the individual and the more encouraging the individual thinks it is of enterprising activity, the stronger should be the individual’s intention to start a business.

These three elements constitute to make the explanatory variables of intention. Theory of planned behaviour suggest that more favorable attitudes toward specific act, favorable subjective norms and greater perceived behavioral control strengthen the intention to perform the behavior.

According to Ajzen (1991), intention is the immediate antecedent of behavior. He claimed that behavior is not performed mindlessly. However, it follows reasonably and consistently from the behavior-relevant information. The rewarding events are reinforced and that lead to entrepreneurial ventures.
Ajzen’s (1991) model has been widely used in entrepreneurial research, and especially amongst student populations. For example, Krueger (1993) and Krueger, Reilly and Carsrud (2000) looked at the entrepreneurial intentions of US university business students. At the same time, Robinson et al., (1991) described the attitude of the entrepreneur with more than personality and demographic characteristics. These authors generated the EAO scale that explains the attitude prediction through four different subscales (achievement, self-esteem, personal control and innovation) and three types of reactions (affective, cognitive or creative). This model has been used in several empirical studies about potential entrepreneurs (Koh, 1995, Tan Long and Robinson, 1996, Tkachev and Kolvereid, 1999, Paramond, 2004).

Empirical testing of entrepreneurial intentions among students has found support for both the Shapero entrepreneurial event model and the theory of planned behaviour (Kolvereid, 1996; Krueger et al., 2000). Krueger (1993) argued that attitude in the theory of planned behaviour encompasses the notion of perceived desirability in the Shapero’s entrepreneurial event model. He also argued that subjective norm overlaps with the notion of desirability and feasibility and that feasibility overlaps with perceived behavioral control. Bagozzi (1992) suggested that attitudes might first be translated into desires, which are developed into intentions to act with direct action. Armitage and Conner (2001) remarked that desires would inform intentions, upon which behavioral self-predictions are partly based.

2.5 Studies on entrepreneurial intention

Katz and Gartner (1988) defined entrepreneurial intention as the search for information to fulfill the goal of venture creation. The intentions would be converted into a meaningful action if the attitude towards entrepreneurship were favourable. In case the individual has the intention but fail to compliment with favourable attitude then the intention may not realise into an act of entrepreneurship on the part of the individual. Robinson, et al. (1991) reported that the elements of personal control and innovation were the most descriptive features of entrepreneurs.
Crant (1996) explored the relationship between individual and behavioural intentions toward entrepreneurial careers based on a sample of 181 students. The results indicated that entrepreneurial intentions were found to be significantly associated with gender, education, entrepreneurial parent and a proactive personality. The strong association exists between entrepreneurial intentions and the proactive personality.

In the view of Vesalainen and Pihkala, (1999) intention is defined as ‘a state of mind directing a person’s attention toward a specific object or a path in order to achieve something’. Douglas (1999) investigated the relationship between the intention to start one’s own business and individual’s attitude towards income, independence, risk and work effort. It was reported that individuals having favourable attitude towards independence and risk are characterized by a higher level willingness to become an entrepreneur.

Autio et al., (2001) analyzed factors influencing entrepreneurial intention among university students of Finland, Sweden, USA and the UK. The study identified the perceived behavioral control as the most important determinant of entrepreneurial intention. Stien Kristiansen and Nurul Indarti (2004) identified determinants of entrepreneurial intention among young people based on the survey among Indonesian and Norwegian students. It was reported that the perceptions of self-efficacy and instrumental readiness were the variables that affect entrepreneurial intention most significantly. Age, gender and educational background have no significant impact on entrepreneurial intention.

Erich (2003) studied the role of intention to choose entrepreneurship as a career option based on a sample of 1326 students from various universities in Austria. The results showed that the attitude towards entrepreneurship was the most relevant predictor of entrepreneurial intention among students. Similarly, the attitude towards autonomy had a strong and highly significant impact on student’s interest to become an entrepreneur and attitude towards money have a strong positive impact on entrepreneurial intention.
Luthje and Franke (2003) identified the causes of entrepreneurial intention among engineering students. It was reported that the student’s personality has an indirect effect on intention and perceived barriers and support factors in the entrepreneurship related context directly affected the entrepreneurial intent.

Thompson (2004) highlighted that if the attitude compliments the intention then it would lead to strengthen the entrepreneurial qualities. The intention therefore, is a necessary component of entrepreneurial activity.

Franke and Luthje (2004) compared entrepreneurial intention among students of two German Universities with that of the students from Massachusetts institute of Technology. The sample consisted of 928 students from two German Universities and Massachusetts Institute of Technology in the US. As per the study, the Massachusetts Institute of Technology students’ entrepreneurial intentions are stronger, the personality traits associated with entrepreneurship were distributed among all the students equally and they had higher willingness to take risks and stronger internal locus of control.

Josee Audet (2004) presented a longitudinal study of entrepreneurial intentions among university students enrolled in a business administration program based on the sample of 107 third year undergraduate business students from Concordia University in Canada. It was confirmed that the perception of the desirability and feasibility of launching a business significantly explain the formation of an intention to go in to business on a long-term horizon.

Zhao et al., (2005) investigated the mediating role of self-efficacy in the development of student’s intentions to become entrepreneurs based on a sample of 265 Master of Business Administration students across universities. It was reported that the effects of perceived learning from entrepreneurship related courses, previous entrepreneurial experience and risk propensity on entrepreneurial intentions determine efficacy.

Hytti et al., (2005) studied the intention of entrepreneurship as a career option in Finland and reported that students with lower engineering degree are more inclined to pursue entrepreneurship as a career option. However, students
with higher engineering degree and social studies showed the opposite. Young engineering students (less than 30 years) are less likely to set up a firm compared to management or natural science background.

Narendra Bhandari (2006) analyzed intention for entrepreneurship among the first year students of Jodhpur and found that only luck and leadership was found to have significant relationship on entrepreneurial intention. Francisco and Yi -Wen Chen (2006) tested the entrepreneurial intention model among a sample of 533 individuals from two different countries: Spain and Taiwan. As per the study, the demographic variables have relatively a few significant effects on entrepreneurial intention. The effect of gender (being male) and having work experience had a considerable effect on self-efficacy. The influence of personal action on entrepreneurial intention is the largest in Spain, where as self-efficacy has strongest influence on entrepreneurial intention in Taiwan.

Klapper, Rita et al., (2006) compared the entrepreneurial intention among French students pursuing higher education in three different establishments (a Management Grande Ecole, an Engineering Grande Ecole and a university) using the Shapero’s Intention model. It was reported that most of the students wanted to work in large organizations and were not intending to create a new company or work in a family business. There were significant differences between management and engineering students in terms of their entrepreneurial environment, which influences their attitudes to new business creation. The engineering students showed the intention to become entrepreneurs largely compared to the students from the management stream.

Naresh Singh and Ashish Mitra (2007) conducted an exploratory study with a convenient sample of 140 management students at Gurgeon, India to determine their aspirations with special reference to entrepreneurship as a career option. The career to be opted as entrepreneurship in the future and the one preferred by their families showed a significant positive correlation. However, future career plan of students and fathers occupation showed an insignificant relationship.
Malin et al., (2007) examined the intention of entrepreneurship based on data collected from 421 students. It was reported that social norms and self-efficacy had a direct relationship on desirability and desirability and feasibility were associated with entrepreneurial intention.

Fiona Wilson et al., (2007) examined the relationship among gender, entrepreneurial self- efficacy and entrepreneurial intentions relating to Master of Business Administration students. The results showed that the effects of entrepreneurship education in Master of Business Administration programs and entrepreneurial self-efficacy proved stronger for women than for men.

Leong, Cheekeong (2008) attempted to understand the factors that stimulate or impede their entrepreneurial intention. The study has focused on examining the extent of entrepreneurial intention among the Open University Malaysia students. It also probed on the relationship of demographic factors affecting their entrepreneurial intention and the curriculum offered in Open University Malaysia on their interest in entrepreneurship. As per the study, the students find entrepreneurship desirable, which suggests that entrepreneurial career in future might become more typical and popular among University graduates. The study has also confirmed that the male students at their prime age of 31-45 years continue to be the most active group in terms of entrepreneurial intentions and the entrepreneurial intention among female students was low.

Gulruh Gurbuz and Sinem Aykol (2008) analyzed the factors that determine the entrepreneurial intention of young educated public in Turkey. It tried to examine the effects of demographics, contextual factors and the components of theory of planned behavior (TPB), on the entrepreneurial intention of the individuals based on a sample of 324 students of a State University in Istanbul. The study found that gender, entrepreneurial control, attitudes, favorable environmental conditions and academic support determine entrepreneurial intention.

Gird et al., (2008) have tested theory of planned behaviour as a predictor of entrepreneurial intention among final year students of commerce at two
universities in the Western Cape based on a sample of 247 students. Of all the predictors of entrepreneurial intention examined in the study, only prior exposure to entrepreneurship was found to be significantly predicting the power of entrepreneurship intention. Personality traits, demographic factors and situational factors did not add significantly to the variance explained by theory of planned behaviour.

Anuradha Basu and Meghna Virick (2008) studied about the entrepreneurial intentions and antecedents among 123 students from San Jose State University. It was reported that education, attitude towards entrepreneurship and entrepreneurial self-efficacy influence the decision to become an entrepreneur and the impact of education and practical exposure to entrepreneurship moderate the entrepreneurial intention outcomes. Moy and Luk (2008) have used a psychological model of new venture creation to study the career choice intent of Chinese graduates. The study showed that gender and parental role had a positive effect on career choice intent and entrepreneurial alertness was found to moderate the relationship between self-efficacy and career choice intention.

Guerrero et al., (2008) analyzed the relationship between desirability and feasibility among university students to create a new firm in Catalonia and the results indicated that most of the university students considered desirable to create a new firm, although the perception of feasibility is not positive. Further, it was stated that there was a statistically significant and positive relationship between credibility and the intention to create a new firm.

Edgar Izquierdo and Marc Buelens (2008) tested two models explaining the impact of entrepreneurship education on entrepreneurial intentions through it's impact on attitude and self-efficacy. The study was based on data collected from a sample of 236 students undergoing an entrepreneurship course. The study found that in model one attitude and self-efficacy were positively related to intentions to new venture creation while in model two, attitude mediate between self-efficacy and intentions. Wu and Wu (2008) investigated the relationship between Chinese University students' higher educational background
and their entrepreneurial intentions using structural equation modelling. The results suggest that diversity of educational background offers plausible explanations on the difference of entrepreneurial intentions of Chinese University students.

Judy Drennan and Md Abu Saleh (2008) examined the impact of childhood experiences on entrepreneurial intentions based on responses from 378 Master of Business Administration students of three Universities in Bangladesh. It was reported that a difficult childhood, frequent relocation and family background indirectly influence entrepreneurial intentions.

Mohammed Ismail et al., (2009) explored the relationship between the personality factors, contextual factors and entrepreneurial intention based on a sample of 123 undergraduate students at one of the northern region of peninsular Malaysia. The results showed that entrepreneurial intention is significantly related to extraversion, openness to experience and perceived control.

Aizzat Mohd Nasurdin et al., (2009) tested a causal model of affective factors, (role model, social identification and social norm) perceived desirability and entrepreneurial intention in the context of Malaysia based on a sample of 237 Malaysian working adults, students and unemployed adults in Penang, Selangor and Kuala Lumpur. The structural equation model procedure was employed to test the proposed model. The results indicated that role model and social norms were positive and significantly related to entrepreneurial intention. Perceived desirability was found to mediate the relationship between social norms and entrepreneurial intention. The findings indicated the importance of role models and social norms as potential factors to promote the development of entrepreneurial ventures.

Zaidatol Akmaliah Lope Pihie and Afsanch Bagheri (2009) studied the entrepreneurial intention among 439 students from three leading research universities in Malaysia. The purpose of the study was to measure the students' entrepreneurial intention by using the theory of planned behavior model. The findings indicated that there was a significant difference in entrepreneurial
intention among the respondents. Those who are positive in entrepreneurial career aspiration scored higher on intention compared to those who have no aspiration towards entrepreneurial career.

Mark Pruett et al., (2009) tried to test a model of entrepreneurial intention incorporating cultural, social and psychological factors based on the responses from 1000 students at universities in the USA, Spain and China. It was reported that across cultures, university students share generally similar views on motivations and barriers to entrepreneurship. While cultural and social dimensions explained insignificant relationship with intentions, psychological self-efficacy was reported as an important predictor of entrepreneurial intentions.

Taramisisama (2009) examined entrepreneurial intention among 110 Thai students at University of Utara Malaysia by comparing the internal factors (personal attitudes of students) and external factors (environment) and the potential relationship between them. It was reported that there was a significant relationship between the external factors and entrepreneurial intention and the personal factors do not compliment the entrepreneurial intention among the respondents. Theodora Roman (2009) studied entrepreneurial intention among students belonging to Sciences and Economics in seven European countries. It was reported that 71.9 percent of the interviewed students felt capable of creating their own enterprises and 22.6 percent felt incapable. The field and the year of study influence the capacity of the students to manage an entrepreneurial process. Further, it was reported that family plays an important role when it comes to choices related to occupations and entrepreneurial networking significantly influences entrepreneurial intention.

Leroy et al., (2009) have conducted the study on gender effects on entrepreneurial intention among Belgian undergraduates. As per the study, men seem to prefer entrepreneurship as a means of getting ahead and view financial restraints and creativity as important practical considerations in their decision to become an entrepreneur. But women seem to prefer entrepreneurship as a means of getting organized and see personal capabilities and expertise as
important practical consideration in their decision to become an entrepreneur. Hence, men and women are to be treated as different target groups in enhancing the levels of entrepreneurial intentions.

Duygu Turker and Senen Sonmez Selcuk (2009) analyzed the impact of contextual factors on entrepreneurial intention based on a sample of 300 University students in Turkey. The study found that educational and structural support factors affect the entrepreneurial intention of students. Further, it was found that the tangible factors have an impact on the intention to become an entrepreneur later.

In the view of Dhose and Walter (2010), entrepreneurial intention is defined as willingness of individuals to perform entrepreneurial behavior, to engage in entrepreneurial action, to be self-employed or to establish new business. It usually involves inner guts, ambition and the feeling to stand on one’s feet (Zain, Akram and Ghani, 2010).

Soetanto et al., (2010) explored the role of factors that determine the students decision to start up own business by using a survey carried out among the University students at Petra Christian University, Indonesia. It was reported that the personal characteristics are important and external factors and perceived barriers proved positively important.

Ariff et al., (2010) examined the relationship between attitude, subjective norms and perceived behavioural controls among Malay students’ intention to become entrepreneurs. The results indicated that attitude, subjective norms and perceived behavioural control influenced their intention to get involved in entrepreneurship. Among the three determinants of intention, perceived behavioural control emerged as the strongest factor that influenced entrepreneurial intention. Wolfgang Grassel and Joseph James (2010) studied entrepreneurial intention based on representative samples of business students at St. Norbert College. It was reported that intention was relatively weak among all students but significantly stronger among business students. The differences were due to motivational dynamics rather than situational variables.
Abdullah Azhar (2010) studied the factors affecting entrepreneurial intentions among business students in Pakistan based on data collected from seven public and private universities. As per the study, male students had a higher level of entrepreneurial intention compared to female students. Among all the behavioral categories, professional attraction was the most influential factor on the entrepreneurial intention and social valuation was negatively correlated to entrepreneurial intention.

Thomas Carey et al., (2010) reviewed Ajzen theory of planned behavior to examine university students intentions to start various types of ventures. It was reported that intentions to start high income and high growth ventures are significantly driven by perceived behavioral control. Further, it was reported that intentions to start small life style ventures were independent from intentions to start either high income or high growth ventures.

Zaidatol Akmaliah Lopepihie and Afsanch Bagheri (2010) conducted a study to determine the entrepreneurial efficacy among 3000 students pursuing technical subjects in the secondary schools of Malaysia. The findings indicated that students scored significantly high on cognition and achievement. However, students mean score for entrepreneurial self-efficacy was reported to be between moderate and high. Thomas Lans et al., (2010) examined the three different types of intentions among the University students based on a sample of 102 students. The results showed that students, independent of their domain of study, differ on different types of entrepreneurial intentions. Further, it was reported that gender and entrepreneurial self-efficacy have a direct influence on entrepreneurial intentions.

Zain et al., (2010) examined entrepreneurial intention among students pursuing business studies in Malaysia. The study found that the decision to become entrepreneur was influenced by family members. It was added that personality traits play an important role in influencing the students’ decision to become entrepreneurs. Prince Famous Ize donmi and Chinonye Okafor (2010) examined the effect of entrepreneurial education on students’ entrepreneurial
intentions based on a sample of 250 students. The study revealed that students’ exposure to entrepreneurship education has a positive influence on their entrepreneurial intentions.

Nimalathasan and Achchuthan (2011) presented a new model of personal demographic factors and their influence on entrepreneurial intention among undergraduates. As per the study, the male and female respondents remained to be homogeneous on their entrepreneurial intention scores and respondents with business experience have the highest level of entrepreneurial intention.

Tatiana Lakovleva, et al., (2011) investigated the entrepreneurial intention and its antecedents between the respondents belonging to developing and developed countries. The findings showed that respondents from developing countries have stronger entrepreneurial intentions than those from developed countries. Mirdula Gungaphul and Hemant Kassean (2011) investigated the relationship between entrepreneurship education among Mauritian students and their intentions of becoming entrepreneurs based on the sample of forty male and female undergraduate and postgraduate students enrolled in entrepreneurship modules at the University of Mauritius. The study revealed that there was a significant relationship between entrepreneurship education among Mauritius students and their intentions of becoming entrepreneurs in the future.

Mumtaz Begam Abdul Kadir et al., (2011) studied the MARA professional students’ perception on entrepreneurial intention based on data collected from 181 students from three different programmes. It was reported that educational support contributed the most (39 percent) followed by behavioral factor (32.1 percent) and attitudinal factor (28.3 percent) towards entrepreneurial intention.

Thrikawala and Perera (2011) examined the intention level and the impact of demographic and other factors on entrepreneurial intention among 88 postgraduate students. It was reported that gender, age, work experience, education and family business experience have significantly contributed to the formation of entrepreneurial effort among students pursuing management
education, while marital status, residence, monthly income level, stage of the study programme, source of funding and employment status were not related to the intention of entrepreneurship.

Sujani Sudhara Thirkawala (2011) examined the career intentions of academics in Sri Lanka. The study reported that the majority of academics ranked entrepreneurship as their second or third choice and the gender, family, business experience, type of the study program and the year of the study program have significant impact on entrepreneurial intention among the students while the financial ability of the family was not related to their intention.

Wenjun Wang et al., (2011) examined the Shapero and Sokol (1982) Entrepreneurial event model in the context of the performance of college students. It was reported that propensity to act was not directly affecting the intention but is imposing the impact by the mediation of perceived desirability and perceived feasibility. The study found that work experience and family background played significant role in the formation of entrepreneurial intention.

Moiz Mohammed and Aparna (2011) tried to examine the entrepreneurial intentions of Master of Business Administration students based on the primary data collected from 258 students. The results implied that self-efficacy play an important role in shaping perceived career options and the respondents were inclined to pursue careers in public and private sector and entrepreneurial intention appears to be limited.

Xue Fa Tong et al., (2011) studied the factors used for predicting entrepreneurial intention among 96 University students. It was reported that entrepreneurial intention was predicted by the need for achievement, family business background and subjective norms except the desire for independence.

Yvon Grasse and Maripier Tremblay (2011) tried to compare the entrepreneurial intentions, interests and prevalence among University students from Canada, Tunisia, France, Romania, United Kingdom, Columbia and Germany. Based on data collected from a sample of 2053 students, it was reported that the countries do have differences in beliefs, attitudes and perceptions about entrepreneurship.
Moriano et al., (2011) explored the strength of relationships of theory of planned behaviour predictors with entrepreneurial career intentions based on a sample of 1074 students drawn from six different countries. The study revealed that the effects of attitude and perceived behavioral control on entrepreneurial career intentions were moderate.

Vasantha Kumara and Vijayakumar (2011) studied entrepreneurial propensity and its relation to self-employment intentions among 172 engineering and 172 business students from Dayananda Sagar Institutions, Bangalore. It was reported that the demographics have little influence on entrepreneurial propensity and intentions among both engineering and management graduate students and entrepreneurial propensity and intentions to become self-employed were strongly related.

Prajapati and Biswas (2011) examined the impact of entrepreneurial demographic characteristics (age, experience and education), entrepreneurial network structure (size, density and centrality), entrepreneurial network types (competitive and supportive) and entrepreneurial self-efficacy on subjective performance. The sample consisted of 148 micro and small enterprises in a textile handicraft and handloom cluster in Gujarat. The application of regression analysis revealed that size, density, centrality, entrepreneur self-efficacy, competitive network and supportive network predicted subjective performance significantly and together they accounted for about 56 percent of the variance in the dependent variable.

Mushtaq et al., (2011) analyzed the entrepreneurial intention among the young students of management and entrepreneurship. The findings supported the fact that higher education facilitates young graduates and prepared them for a new venture creation. Further, it is confirmed that young graduates are more willing to form new business after gaining the relevant inputs in business and entrepreneurship education. It also noted that net working (close family, friends and colleagues) and new venture creation are positive and significantly correlated. The networking helps young graduates to access information and
other required assets to start their own business. The higher the rate of networking among students the greater will be the chance of new venture creation because they acquire whatever is necessary to start new business.

Tung Moi et al., (2011) identified the key factors influencing the decision of young adults, especially the University students to start a new enterprise in future and noted that the attitude is the most significant variable correlated with the entrepreneurial intention of young adults. Rittippant et al., (2011) reported the impact of attitude, aptitude and demographic factors, on entrepreneurial intention among young adults in Thailand based on 1500 responses. The results showed that attitude and aptitude factors have the strong relationship with entrepreneurial intention and differences in sex, age, educational background vary in intention.

Ahmed Imran Hunjra et al., (2011) investigated the factors that influence the young graduates for their intention to create new venture based on 255 students of various disciplines in different Universities of Pakistan. The study observed that factors like attraction, networking support, entrepreneurial capabilities, independence and self-reliance influence the decision to become entrepreneurs.

Maino (2011) analyzed the determinants of entrepreneurial intentions among Kenyan college graduates. It was reported that majority of the entrepreneurs had prior exposure to entrepreneurial activities either through family business or through employment in small-scale business.

Peng et al., (2012) analyzed entrepreneurial intention level and its influencing factors based on a survey of 2010 students. The results showed that the perceived subjective norm of students has significant positive influence on their entrepreneurial attitude and the entrepreneurial self-efficacy.

Ngugi et al., (2012) explored Shapero’s model in explaining entrepreneurial intentions among 133 university students in Kenya. The results indicated that individual perception of the desirability of a venture affects the entrepreneurial intentions of university students. Further, it revealed that the propensity to act and individual perceptions of the feasibility of a given venture influences the entrepreneurial intentions of university students.
Shujahat Ali et al., (2012) studied the determinants of entrepreneurial intentions among the college students in China and Pakistan using a structural equation model technique based on the sample of 330 male and 160 female students of first and second year of bachelor and master degrees. The study noted that the perceived desirability and perceived feasibility had the indirect impact on entrepreneurial intention of the students. Family business background has indirect impact on entrepreneurial intention through perceived desirability among the respondents of both nations.

Nisha Ashokan and Jayashree (2012) measured the determinants of entrepreneurial intention among the final year professional course students pursuing engineering, management and computer application from 650 students belonging to various technical Universities in Chennai. The majority of the professional course students were males pursuing management education. According to the study, desirability and feasibility, role models, personal motivation and institutional support had the positive and significant impact on entrepreneurial intentions among the professional course students.

Rashid et al., (2012) tried to determine the relationship between professional attraction, entrepreneurial capacity and entrepreneurial experience towards entrepreneurial intention among the technical students in Malaysia. By using structural equation modelling (SEM), the study found that professional attraction is related positively to entrepreneurial intentions and accounted for 93.1 percent of variance in entrepreneurial intention.

Sanchez and Licciardello Orazio (2012) conducted a study on gender differences in entrepreneurial intentions and traits frequently linked to entrepreneurship (Internal-External locus of control, entrepreneurial self-efficacy, risk taking propensity, and proactiveness) using a sample of 535 women and 283 men students in Spanish University. The study showed gender differences in entrepreneurial intention and entrepreneurial self-efficacy, in the sense that men felt themselves more efficient and oriented to create a new venture than women.
Ni, et al., (2012) tried to find out the impact of attitude toward behavior, subjective norm and perceived behavioral control, entrepreneurship education and personality traits on entrepreneurial intention among the 200 final year undergraduate students from faculty of business and finance at Tunku Abdul Rahman University in Malaysia. As per the study, attitude to become an entrepreneur and the entrepreneurial intention showed a positive correlation of 0.713 and all the variables included in the study have significant relationship with entrepreneurial intention.

Alsos and Isaksen (2012) studied entrepreneurial intentions among male and female youth who have gone through the entrepreneurial training during their higher secondary education compared to a control group of pupils without such training. The findings indicated that for the group of female pupils, entrepreneurial intentions are significantly stronger for those who did not complete entrepreneurial training. The entrepreneurial intention do not show any difference between male and female students who had undergone previous training and who had not undergone such training.

Alex Andros et al., (2012) examined the role of gender in the formation of entrepreneurial intention and its effect on personal attraction to entrepreneurship and to perceived behavioural control, in a sample of 354 Greek University students. The results indicated that there was a significant indirect effect of gender on the antecedents of entrepreneurial intention, which in turn influence intention.

Harun Sesen (2013) empirically tested a comprehensive model on the entrepreneurial intentions of the University students based on a random sample of 365 administrations, health sciences and law faculty students across two Turkish Universities. It was reported that as individual factors-locus of control and entrepreneurial self-efficacy and as environmental factors-social network and access to capital have significant impact on entrepreneurial intentions among students.

Kevin Walker et al., (2013) assessed the relationship between country level entrepreneurial activity and individual perceived abilities, subjective norm and intentions to pursue entrepreneurship. The theory of planned behaviour and
the Global Entrepreneurship Monitor (GEM) Conceptual Model were used in formulating hypotheses concerning factors that influence the level of entrepreneurial intentions and activity across 43 countries. The results confirmed that antecedents’ to entrepreneurial intentions have a significant impact on entrepreneurial intentions, which, in turn, significantly influence entrepreneurial activity and subjective norm had a limited relationship with intentions.

Zaidatol Akmaliah et al., (2013) attempted to examine University students’ knowledge of cognitive capacity and their intentions to become entrepreneurs. The sample consisted of 722 students from public and private Universities in Malaysia. It was reported that students from public universities scored higher in all dimensions of cognition such as procedural and conditional knowledge.

Remeikiene et al., (2013) carried out a comparative analysis of entrepreneurial intention between the students seeking for economics / managerial education and the students seeking for technical / engineering education. The results confirmed that students of both economics and mechanical engineering have similar motivation for business startup. Further, it has been established that the students of economics have more favorable attitude towards the business startup in comparison with the students of mechanical engineering.

Sundar and Madhavan (2013) examined the entrepreneurial propensity among engineering students in Chennai. The sample size consisted of 810 final B.E, B.Tech and B.Arch students of both the genders in Chennai. The study tried to test the entrepreneurial propensity with the demographic factors like gender, community, locality, family income and birth order. It was reported that male respondents had more intention towards entrepreneurship compared to female respondents. Further, students belonging to backward and most backward sections of the society showed more intention towards entrepreneurship as a career option. It was observed that the family income and entrepreneurial intention have high relationship and the respondents having affiliation with entrepreneur development cell have higher level of intention.
Agbim et al., (2013) examined the factors influencing entrepreneurial intention among 307 graduates of Nigerian Tertiary Institutions. It was found that graduates who had gone through entrepreneurship programmes have intention to start their own business and entrepreneurial intention increased with increase in age. Further, it was found that, graduates who studied engineering / technology and science courses were found to be the most willing to start their own business.

Yeboah Asuaman Samuel et al., (2013) assessed the entrepreneurial intention among the students of Sunyani polytechnic and determined the motivators and obstacles to entrepreneurial intentions based on a sample of 136 respondents comprising of 94 males and 42 females. The results indicated that there was high entrepreneurial intention among the respondents and demographic variables such as gender, age, religion affect entrepreneurial intention.

Akanbi (2013) explored the influence of family factors, personality traits and self- efficacy on entrepreneurial behaviour among the students of college of education. The results indicated that personality factors and self-efficacy jointly accounted for 74 percent of the total variance in entrepreneurial intention and parents’ occupation, extroversion, conscientiousness, neuroticism and openness contributed to the prediction of entrepreneurial intention.

Hattab (2014) studied the impact of entrepreneurship education on entrepreneurial intentions of university students in Egypt. As per the study, the engineering students not exposed to entrepreneurship education showed a greater level of disinterest towards entrepreneurial ventures. Among the group who studied entrepreneurship, business studies students were more inclined towards starting their own business compared to computer science students. Olawale Fatoki (2014) studied the entrepreneurial intention among the final year business students who have previous work experience and students without previous work experience. It was reported that students with previous work experience have a higher level of entrepreneurial intention compared to students without previous work experience, but the difference was not statistically significant.
Opoku Mensha et al., (2014) conducted a study to ascertain the entrepreneurial propensity of polytechnic students and the motivating factors based on the theory of planned behaviour. The study found that students exhibit a relative high intention for entrepreneurship with the most influencing factor as perceived behavioural control followed by attitudes and subjective norm. The study also showed that gender, previous work experience and program of study had an influence on entrepreneurial intention among students.

Suresh and Krishnamurthy (2014) based on a sample of 150 respondents in five colleges of Theni District; Tamil Nadu found that socio-economic factors such as sex, religion, community, income level, family size and birth order do not influence the entrepreneurial traits among students.

Ponmani et al., (2014) tried to examine the entrepreneurial intention from a study of 188 postgraduate students in science and non-science subjects from a recognized university in Tamil Nadu. The results showed that there were differences among the levels of entrepreneurial intention, attitude towards behaviour and perceived behavioural control between male and female students and female students are less interested in entrepreneurship compared to their male counterpart due to the influence of the stereotype social role.

Sharma and Madan (2014) tried to examine the effect of individual factors like intelligence, previous self-employment experience, past work experience and educational course of professional students on their decision to take up entrepreneurship as a career choice. The results showed that past self-employment experience has a negative impact on students' entrepreneurial inclination. Students scoring high on intelligence were seen to have little entrepreneurial inclination and students who were in the management and information technology courses were better inclined towards entrepreneurship in comparison with the rest of the courses.

Garba et al., (2014) examined 312 students' entrepreneurial intentions among the final year students in various managerial or administrative programmes.
The results showed that perceived desirability has statistically significant relationship with entrepreneurial intention, while the perceived feasibility has no significant relationship with entrepreneurial intention.

2.6 Specific studies relating to the topic

Fitzshimmons and Douglas (2005) studied the relationship between entrepreneurial attitude and abilities and entrepreneurial intentions across four different countries, viz., India, China, Thailand, and Australia. As per the study, the entrepreneurial attitude strongly explains the career decisions among the respondents of all four countries with some variation in the relative importance of each of these attitudes. Further, it was found that cross-cultural differences determine entrepreneurial attitude and entrepreneurial intentions.

Francisco Linan et al., (2005) analyzed the entrepreneurial attitude and intentions of Andalusian University students. The sample consisted of 354 final year undergraduate students from business, sciences and economics from two public universities in Spain. It was reported that perceived feasibility and personal attitude have positive impact on entrepreneurial intention. The highest correlation was reported between entrepreneurial intention and perceived feasibility (0.78).

Urve Venesaar et al., (2006) identified the students’ attitude and intention towards entrepreneurship, their personal characteristics and plans in connection with entrepreneurship. The Likert rating scale has been used for measuring students’ attitude based on their own opinions about motivations to start a business, about their entrepreneurial characteristics and behavioral habits connected with business relations and organizations. It was reported that despite a considerable share of entrepreneurship, most of them do not want to start business after graduation, but postpone this to a more distant future. The personal characteristics were correlated positively with the intention to start a new venture in the near future.

Souitaris et al., (2007) tested the effect of entrepreneurship programmes on the entrepreneurial attitude and intention of science and engineering students. The results showed that the programmes have an impact on the attitude and the overall entrepreneurial intention.
Isidore Ekpe and Norsiah Mat (2012) examined the moderating effect of social environment on the relationship between entrepreneurial orientation and entrepreneurial intention of undergraduate female students of Nigeria universities. The results indicated that entrepreneurial orientation (self-efficacy and education) had significant positive influence on entrepreneurial intention among female business students in Nigeria. Further, it was found that social environment moderated the intentions among the students.

An in depth review of existing studies indicated that while the literature on entrepreneurship in India is growing, few studies are so far trying to explain the relative contribution of personality factors and socio demographic factors in developing entrepreneurial career among the students. Although entrepreneurial intention is an important field in entrepreneurship, the analysis of determinants of entrepreneurial intention still lacks empirical evidence. Hence, the current study on “Entrepreneurial attitude orientation and intention among various Categories of Students” is expected to fill up the research gap.