

**IMPACT OF EDUCATION ON ENTREPRENEURIAL INTENTION AND  
MOTIVATION -A COMPARATIVE STUDY BETWEEN MBA AND NON  
MBA STUDENTS IN BHARATHIAR UNIVERSITY**

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**ABSTRACT**

*The entrepreneurship development has been growing steadily in India. Referable to the importance of the entrepreneurial sector, it has become one of the national agendas in many countries. The importance of entrepreneurship to the Indian economy is shown by the various supporting mechanisms and policies that exist for entrepreneurs, including support, physical infrastructure and business consultative services. The institution of the Ministry of Entrepreneur Development in 1995, clearly indicates the rising importance of the government role on the issue of entrepreneur development (Ariff & Abu bakar, 2005). The current study investigates the impact of Entrepreneurial intention and motivation among MBA and Non MBA students. It is grounded along the structural survey through a questionnaire with students in Bharathiar university. Data were obtained using simple random sampling with the sample of 216. The result indicates that the Branch of study has an influence on entrepreneurial intention and motivation. The finding has significant implications for entrepreneurial training program for the Students and providing industrial exposure to enrich their career.*

**INTRODUCTION**

The critical shortage of task opportunities in the formal sector is a painful reality for every graduate and person who has completed a diploma or whatever form of third teaching. Because of this shortage, entrepreneurship was viewed with growing interest initially, and

cultivated ever since, as a possible job option in many economies. Internationally entrepreneurship is deemed to be vital importance for economic growth and outgrowth.

In India unemployment has hit a higher floor so to increase employment opportunities it is necessary for the alums to recognize who they are, what skills and attributes they already own and how this self- knowledge could be utilized in order to enhance their awareness of entrepreneurial attitudes, intentions, behaviors and entrepreneurship as a career choice. Hence there is a demand for entrepreneurship teaching programs and first steps to train people.

The question of entrepreneurship teaching programs (ETP) assessment is likely one of the most important, both from a social and a research point of opinion. It appears to us that the most significant outcome of the ETP is not necessarily the creation of startups, but could be among student's mindset changes, attitude changes and the growth of an entrepreneurial orientation, measured through intentions.

Since the nineties, research works are highlighting a secure and growing involvement of students towards entrepreneurship situations and careers (Brenner and al., 1991). Hence there is need for Entrepreneurship in academics.

## **REVIEW OF LITERATURE**

Individual's entrepreneurial intentions are the important variables to predict their entrepreneurial behaviors. Have the researchers had no an identical definition about individual's entrepreneurial intentions. On one hand, referring to the individual's entrepreneurial intentions, the current literatures adopt some similar conceptions, like career orientation (Francis & Banning, 2001), nascent entrepreneurs (Korunka, et al, 2003) and so forth. On the other hand, researchers often give operational definitions when they define individual's entrepreneurial intentions, resulting in a discrepancy. This report asks the older university students who seldom engage in entrepreneurial activity as research objects. We define the entrepreneurial intention in this newspaper as a mental orientation such as desire, wish and hope to influence their choice of entrepreneurship.

Currently the measurement to individual's entrepreneurial intentions includes single variable method and multivariable method. Single variable method is to measure individual's entrepreneurial intentions by single variables such as individual's expectation, preference, plan, behavioral anticipation. It can also be divided into researcher judgment method and individual self-report method. Even though the single variable method is simple and light, its validity and reliability are not so ideal because of complete simplicity. Multivariable method is a method employed by researchers to improve the robustness and reliability of measurement. They judge individual's entrepreneurial intentions by multivariable or from diverse dimensions to reduce errors (Chen, Greene, & Crick, 1998; Van Gelderen, et al, 2008).

Researchers also receive a rich and extensive discussion of the determining factors of individual's entrepreneurial intentions while measuring their entrepreneurial intentions. They propose many analyzing models, among which The Entrepreneurial Event Model by Shapero & Sokol (1982) and The Theory of Planned Behavior by Ajzen (1991) are the representative ones.

Some researchers have offered new models about entrepreneurial intentions (Davidsson, 1995; Elfving, Brännback, & Carsrud, 2009; Krueger & Brazeal, 1994). These models, analyze many different factors affecting individual's entrepreneurial intentions. They can be split into three categories: individual or psychological factors, family background factors and societal and environmental constituents.

The conceptual framework and a research program of entrepreneurship in the area of work is based on Shapero's model which argues that predicating potential entrepreneurs on the basis of demographics, personality, or other static criteria could prove unmanageable in an enacted environment. The beliefs and attitudes of potential entrepreneurs are driven by perceptions. Perceived desirability of Shapero's (1982) constructs defined as the degree to which one finds the prospect of starting a business attractive. In addition, perceived desirability is determined by social living (what important others think) and the breadth (quantity) and positiveness (quality) of consciousness, knowledge and accomplishments.

Entrepreneurship is important because it contributes to increased economic efficiencies, brings innovation to the securities industry, creates new jobs, and raises employment levels

(Shane & Venkataraman, 2000). Most empirical studies conducted suggest that entrepreneurship can be taught and that training can foster entrepreneurship (Gatewood et al., 2002; Mitra & Matlay, 2004; Kuratko, 2005; Harris and Gibson, 2008; Henry et al. 2005; Falkang and Alberti, 2000; Kirby, 2002; Kuratko, 2003), which has contributed to a spectacular rise in the number and status of entrepreneurship programs at colleges and universities (Finkle and Deeds, 2001; Kuratko, 2005; Matlay, 2005). The popularity of entrepreneurship courses has increased dramatically among both graduate and undergrad students (Finkle and Deeds, 2001). The benefits of entrepreneurial education have been praised by both researchers and educators; nevertheless, the impact these programs have on entrepreneurial competencies and the intention to become an entrepreneur has remained largely unexplored (Sánchez, 2010).

### **Objective of the study**

- To find out the impact of Branch of the study on entrepreneurial intentions.
- To find out the association of breadth and positiveness of awareness, knowledge, skills with perceived desirability.

### **Methodology of the study:**

**Descriptive research** type was applied to assess the factual details on entrepreneurial intentions and behaviors of the students from the Selected department of Bharathiar university

### **Sampling Design**

A number of concepts, procedures and decisions are considered in this research, in order to successfully gather raw data from the management, Commerce, Science and Arts stream students on intentions and behaviors of potential entrepreneurs, which in turn can be used to generalize or make predictions about element in a larger group of potential entrepreneurs. The following are the logical steps that are used in the sample execution in this research.

**Target** – The universe for the study is marked as those students of MBA, M.com, Textile Management and MCA discipline from the Bharathiar university in Coimbatore district as the target groups. As research has shown that the entrepreneurial aspirations of students are highly

sensitive to the image of entrepreneurship as a career path projected by the university community.

#### **Data collection -**

**Primary data:** In this research structured questionnaires were used. The required information for the study was collected by distributing the schedule to the respondents. On an average it took 20 minutes for a respondent to complete and the data collection work spread over 2 to 3 weeks.

**Secondary data:** Has been collected for detail regarding theory and also for the literature reviews. The reviews were collected from journal of small business management. Journal of entrepreneurs, journal of business venturing, journal of international business studies, Harvard business reviews etc and opinions from management and entrepreneurship professors.

#### **• Sampling method:**

The Simple random Sampling method is chosen considering seven factors such as the research objective, degree of desired accuracy, availability of resources, time frame, advance knowledge of the target population, scope of the research and perceived statistical analysis needed.

#### **• Sample size:**

For the purpose of the study Coimbatore district is formulated, 250 samples was the sample estimate from among the student group of various departments of Bharathiar university representing Coimbatore district.

There were a number of drop outs, as many as 34. However, the response considered for the study included 216 students. The reason being that a few schedules were not completed properly and a few response sheets were found incomplete and were with in effective answers. After discarding those sheets it resulted in the numbers shown above.

### **Hypothesis of study**

The following Hypothesis is suggested as a statistical statement. Hypothesis would be the research hypothesis that support the positive association of the variables related to entrepreneurial intentions and their comparison to departments according to the theoretical framework.

**Hypothesis1:** There is no significance difference between Branch of the study on entrepreneurial intention.

**Hypothesis 2:** There is no significance relation between awareness, knowledge, and skills is associated with perceived desirability

**Hypothesis 3:** There is no significance relation between Branch of the study and Entrepreneur Behavior, Attitude and desirability.

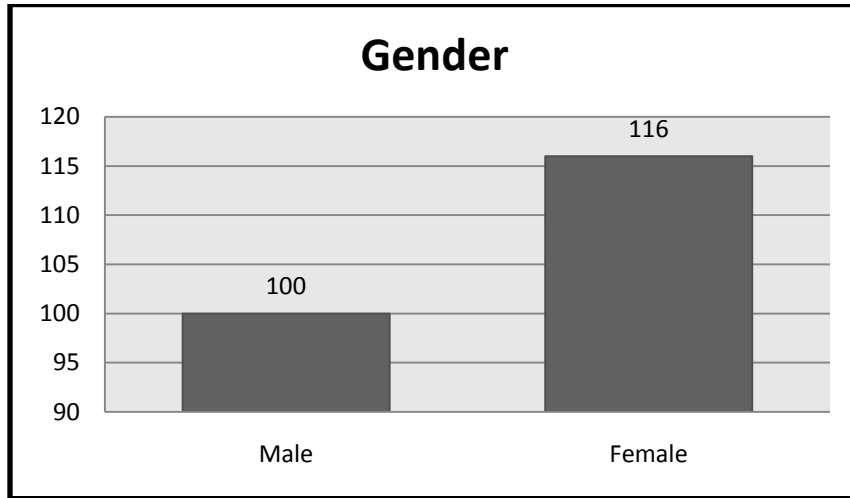
## **ANALYSIS AND INTERPRETATION**

**Table 1: Classification of Respondents by Disciplines**

<b>Particulars</b>	<b>Frequency</b>	<b>Percent</b>
Arts	49	22.7
Science	52	24.1
Management	71	32.9
Commerce	44	20.4
Total	216	100.0

**Source: Primary Data:** Table 1 shows the respondents by department.. The percent column indicates that 22.7% are Arts, 24.1% are Science, and 32.9% are Management 20.4% are Commerce. The more No.of respondents belonging to Management department.

### **Chart 1: Classification of Respondents by Gender**



**Source: Primary Data**

Above Chart 1 shows the respondents by gender. Notice that from the total of 216, 100 are male respondents and 116 are female respondents.

**ANOVA (ANALYSIS OF VARIANCE)**

**Testing of significance difference between Income and fairness of reward**

**Hypothesis 1:** There is no significance difference between Branch of the study and entrepreneurial Intention

**TABLE 2:**

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Attitude	Between Groups	6978.275	3	2326.092	67.275	.000
	Within Groups	7330.088	212	34.576		
	Total	14308.363	215			
Risk Taking Ability	Between Groups	3818.438	3	1272.813	47.585	.000
	Within Groups	5670.590	212	26.748		
	Total	9489.028	215			
Desirability	Between Groups	4849.277	3	1616.426	40.110	.000
	Within Groups	8543.609	212	40.300		
	Total	13392.886	215			
Awareness	Between Groups	2416.001	3	805.334	35.088	.000
	Within Groups	4865.819	212	22.952		
	Total	7281.820	215			
Knowledge And Skill	Between Groups	3554.455	3	1184.818	42.274	.000
	Within Groups	5941.725	212	28.027		
	Total	9496.180	215			
Motivations	Between Groups	9917.211	3	3305.737	51.808	.000
	Within Groups	13527.058	212	63.807		
	Total	23444.269	215			
Commitment to entrepreneur behavior	Between Groups	4323.835	3	1441.278	44.302	.000

	Within Groups	6897.012	212	32.533		
	Total	11220.847	215			
Feasibility Social Support	Between Groups	4281.216	3	1427.072	57.045	.000
	Within Groups	5303.493	212	25.016		
	Total	9584.709	215			
Financial Support	Between Groups	1833.697	3	611.232	33.961	.000
	Within Groups	3815.641	212	17.998		
	Total	5649.338	215			

The above table shows analysis of variance test between Branch of the study and Factors of Entrepreneurial Intention were it is inferred that there is a significance difference since the significant value (sig) is 0.0001 which less than 0.05. Hence the null hypothesis is rejected that there is a significant difference.

### Post Hoc Tests

**TABLE 3:**

		Attitude	
Duncan			
Educational Qualification	N	Subset for alpha = 0.05	
		1	2
Arts	49	20.0618	
Commerce	44	21.5125	
Management	71		32.1690
Science	52		32.2115
Sig.		.208	.971

Means for groups in homogeneous subsets are displayed.

- a. Uses Harmonic Mean Sample Size = 52.321.
- b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

But rejecting the null hypothesis means that not all population means differ from each other. For which Post Hoc test was used. From the Post hoc table 3 it indicates that Branch of Study is differed significantly from Entrepreneurship Attitude of the students. Were Duncan test however suggested that the difference were divided into two subsets and it was highly significant with minimum value of 20.06 to the maximum of 32.21.

**TABLE 4:**

Risk Taking Ability		
Duncan		
Educational Qualification	N	Subset for alpha = 0.05



		1	2
Arts	49	18.4408	
Commerce	44	20.3470	
Science	52		27.7308
Management	71		27.7465
Sig.		.061	.988

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.321.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From the Post hoc table 4 it indicates that Branch of Study is differed significantly from Entrepreneurial Risk taking Ability of the students. Were Duncan test however suggested that the difference were divided into two subsets and it was highly significant with minimum value of 18.44 to the maximum of 27.77.

**TABLE 5:**

**Desirability**

Duncan

Educational Qualification	N	Subset for alpha = 0.05	
		1	2
Arts	49	21.4006	
Commerce	44	22.0936	
Science	52		31.1346
Management	71		31.3944
Sig.		.577	.834

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.321.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From the Post hoc table 5 it indicates that Branch of Study is differed significantly from Entrepreneurship Desirability of the students. Were Duncan test however suggested that the difference were divided into two subsets and it was highly significant with a minimum value of 21.40 to the maximum of 31.39.

**TABLE 6:**

**Awareness**

Duncan

Educational Qualification	N	Subset for alpha = 0.05
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		1	2	3
Arts	49	16.1106		
Commerce	44		18.5965	
Management	71			23.8028
Science	52			23.8846
Sig.		1.000	1.000	.930

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.321.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From the Post hoc table 6 it indicates that Branch of Study is differed significantly from Entrepreneurship Awareness of the students. Were Duncan test however suggested that the difference were divided into three subsets and it was highly significant with minimum value of 16.11 to the maximum of 23.88.

**TABLE 7:**

**Knowledge And Skill**

Duncan

Educational Qualification	N	Subset for alpha = 0.05		
		1	2	3
Arts	49	18.3673		
Commerce	44		21.0636	
Science	52			27.1731
Management	71			27.9437
Sig.		1.000	1.000	.457

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.321.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From the Post hoc table 7 it indicates that Branch of Study is differed significantly from entrepreneurial Knowledge and skill of the students. Were Duncan test however suggested that the difference were divided into three subsets and it was highly significant with minimum value of 18.36 to the maximum of 27.94.

**TABLE 8:**

**Motivation**

Duncan

Educational Qualification	N	Subset for alpha = 0.05	
		1	2

Arts	49	20.9291	
Commerce	44	21.6223	
Science	52		34.1923
Management	71		35.4225
Sig.		.658	.432

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.321.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From the Post hoc table it indicates that Branch of Study is differed significantly from entrepreneurial motivation among the students. Were Duncan test however suggested that the difference were divided into two subsets and it was highly significant with minimum value of 20.92 to the maximum of 35.42.

**TABLE 9:**  
**Commitment to entrepreneur behavior**

Duncan

Educational Qualification	N	Subset for alpha = 0.05		
		1	2	3
Arts	49	17.7297		
Commerce	44		21.9754	
Science	52			28.2115
Management	71			28.4085
Sig.		1.000	1.000	.860

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 52.321.

b. The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

From the Post hoc table it indicates that Branch of Study is differed significantly from Commitment to entrepreneur behavior the students. Were Duncan test however suggested that the difference were divided into three subsets and it was highly significant with minimum value of 17.72 to the maximum of 28.40.

### Correlation analysis

Here are the result of the correlation analysis between perceived desirability and entrepreneurial intention, between breadth and positiveness of awareness, knowledge and skills and perceived desirability.

**Hypothesis 2:** There is no significance relation between awareness, knowledge, and skills is associated with perceived desirability

**Table 10: Correlation Analysis Between factors of Entrepreneurial Intention**

		Commitment to entrepreneur behaviour	Attitude	Risk Taking Ability	Fesibility Social Support	Financial Support	Desirability	Motivation	Awareness	Knowledge And Skill
Commitment to entrepreneur behaviour	Pearson Correlation	1	.606**	.569*	.611**	.552**	.745**	.632**	.601**	.644**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000
Attitude	Pearson Correlation	.606**	1	.856**	.753**	.717**	.715**	.795**	.655**	.798**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000
Risk Taking Ability	Pearson Correlation	.569**	.856**	1	.770**	.716**	.668**	.775**	.681**	.796**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000	.000
Fesibility Social Support	Pearson Correlation	.611**	.753**	.770**	1	.795**	.648**	.685**	.749**	.779**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000
Financial Support	Pearson Correlation	.552**	.717**	.716**	.795**	1	.690**	.691**	.739**	.751**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000
Desirability	Pearson Correlation	.745**	.715**	.668**	.648**	.690**	1	.797**	.657**	.693**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000
Motivation	Pearson Correlation	.632**	.795**	.775**	.685**	.691**	.797**	1	.688**	.804**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000
Awareness	Pearson Correlation	.601**	.655**	.681**	.749**	.739**	.657**	.688**	1	.787**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000
Knowledge And Skill	Pearson Correlation	.644**	.798**	.796**	.779**	.751**	.693**	.804**	.787**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Interpretation

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The correlations table displays Pearson correlation coefficients, significance values, and the number of cases with non-missing values (N). The values of the correlation coefficient range from -1 to 1. The sign of the correlation coefficient indicates the direction of the relationship (positive or negative). The absolute value of the correlation coefficient indicates the strength, with larger absolute values indicating stronger relationships. The correlation coefficients on the main diagonal are always 1, because each variable has a perfect positive linear relationship with itself.

The significance of each correlation coefficient is also displayed in the correlation table. The significance level (or p-value) is the probability of obtaining results as extreme as the one observed. If the significance level is very small (less than 0.05) then the correlation is significant and the two variables are linearly related. If the significance level is relatively large (for example, 0.50) then the correlation is not significant and the two variables are not linearly related.

Therefore the following Hypothesis is accepted for this analysis since Perceived Desirability is associated with the formation of entrepreneurial intentions.

### REGRESSION ANALYSIS

**Hypothesis 3:** There is no significance relation between Branch of the study and Entrepreneur Behaviour, Attitude and desirability

**Table 3:**

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.227 <sup>a</sup>	.052	.047	1.031
2	.231 <sup>b</sup>	.053	.044	1.033
3	.269 <sup>c</sup>	.073	.059	1.025

a. Predictors: (Constant), Commitment to entrepreneur behaviour

b. Predictors: (Constant), Attitude

c. Predictors: (Constant), Desirability

### INTREPRETATION:

The above table shows the *R* and *R*<sup>2</sup> values. The *R* value represents the simple correlation and is 0.227, 0.231, 0.269 (the "R" Column), which indicates moderate degree of correlation.

The  $R^2$  value (the "R Square" column) indicates how much of the total variation in the dependent variable, Branch of study can be explained by the independent variable Commitment to entrepreneur behaviour, Attitude, Desirability, In this case, 52%, 53%, 73% can be explained, which is satisfied.

## **FINDINGS**

Based on hypothesis 1, it is expected that the perceived desirability of starting a business would be positively associated with the formation of entrepreneurial intentions. That is people who have a positive attitude toward starting a business and thinks that starting a business is a desirable behaviour will likely form entrepreneurial intentions to do so. This relationship is supported in the study. The results of this study were consistent with prior research that investigated attitude toward a behaviour and the formation of intentions (e.g., Ajzen, 1991). The support for hypothesis 1 indicates that perceived desirability of entrepreneurship has a significant and positive relationship to the formation of entrepreneurial intentions.

Another area of investigation of the current study was examination of the factors that may relate to the formation of perceived desirability. Hypothesis 2 proposed that the breadth and positiveness of awareness, knowledge and skills would be positively related to the formation of favorable perceptions of perceived desirability.

## **SUGGESTIONS:**

1. Encourage students to attend entrepreneurial competitions and join workshops on entrepreneurship
2. Improve their cognition of the environment and establish a foundation for entrepreneurship in the future.
3. Entrepreneurship educators need to devote more time to marketing, creativity and innovation and less time to just creating business plans.

## **CONCLUSIONS:**

This study which is conducted among the graduates is a study of the hour as the need of entrepreneurs is needed for the society. Due to unemployment and recession the young generation finds it hard to find jobs so this contribution of the study sheds light over what should be taught in an entrepreneurship course. Finally based on the research findings, educators can design and include in their course in and out-of-class activities with the aim of instilling in students the development of relevant skills and knowledge for successful business start-ups and the survival of profitable enterprises.

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