

Factor Influencing Student's Intention to be Entrepreneur: An Evidence from Indonesia Higher Education

Harif Amali Rivai

Andalas University, Indonesia, harifamali@gmail.com

ABSTRACT

The current study examines factors influencing student's intention to be entrepreneur. These factors include perceived educational support, perceived relational support, perceived structural support, self-confidence and organizational culture. The data were drawn from 342 university students in West Sumatera Province, Indonesia who registered in Department of Business or Management from private and public universities. The results of structural equation modeling (SEM) supported that the theoretical model met goodness-of-fit criteria. The findings concluded that there is significant relationship between all three perceived educational support, perceived relational support, perceived structural support, and entrepreneurial intention which mediated by self-confidence. Meanwhile, organization culture in the universities did not significantly influence student's intention. Implication, limitation and suggestion for future research are discussed.

Keywords: *educational support, relational support, structural support, self-confidence, organizational culture*

I.INTRODUCTION

Developing entrepreneurship program at higher education institution has captured the attention of both scholars and policy maker during the last decades. Entrepreneurship has become priority for several countries, mainly for developing countries, to accelerate economic development through generating new ideas and utilize them in business activities. Given this prioritization, higher education institutions (i.e. universities) are encouraged to play a more active role by considering entrepreneurship course in curriculum. The universities might respond to this challenge by developing courses and programs which foster entrepreneurial mind-set among the students. This idea relies on

assumption that entrepreneurial skills will prepare students better for their careers in small and large organizations alike.

The different stories of successful entrepreneurs have been long debate among researchers to prove that entrepreneurs are made or born (Garaven & O'Conneide 1994). Though the possibility of impact of personality can be ignored, the role of education is likely to contribute in building entrepreneurial mind-set (Turker & Selcuk 2009). Therefore, it seems to be more accurate prediction if we take into account personality variable (i.e. self-confidence) and contextual variable in a model to explain the phenomenon of student entrepreneurial intention. Among the review literature on entrepreneurship in higher education context noted that personality characteristics, such as self-confidence, risk-taking ability, need to achievement and locus of control, has effect on entrepreneurial intention (e.g. Ang & Hong, 2000; Henderson & Robertson, 2000; Lee et al., 2005; Wang & Wong, 2004).

The researcher argues that university setting can directly affect the likelihood that students identify and exploit opportunities, thus affect their entrepreneurial intention. The universities have important role in developing entrepreneurial intention of the student by providing entrepreneurial education. The involvement of the higher education institution is all the more important given that this career avenue is becoming more common and necessary choice for students (Gasse and Tremblay 2011). Given this important, to foster the entrepreneurs, we need to understand factors influencing of the student intention from both institutional and personal perspectives. Institutional perspective refers to perceived educational support, structure, and culture. Meanwhile, personal perspective can be viewed from relational support and self-confidence. The current study is intended to examine the factors antecedents of entrepreneurial intention of universities

students. Developing body of the literature supported that perceived educational support, perceived relational support, perceived structural support, self confidence and culture might affect students intention to be entrepreneur. The relationships proposed in the current research are portrayed in Figure 1.

II. REVIEW OF THE LITERATURE

A. Entrepreneurial intention

Entrepreneurial intentions are “the entrepreneur” states of mind that direct attention, experience, and action towards a business concept” (Bird, 1988, p. 442). It refers to intentions of setting up one’s own business in the future (Van Gelderen *et al.*, 2008). Abraham and Sheeram (2003) argued that entrepreneurial intention is an important first step in the entrepreneurship process. Entrepreneurial intention is regarded as strong predictor of entrepreneurial activities which is considered as the most immediate and important antecedent of behavior (Ajzen 1991, Baggozi, 1989).

Several studies of entrepreneurship intention have been linked with educational program (Gorman & Hanlon, 1997). Most these studies demonstrated that entrepreneurial attributes can be positively influenced by educational entrepreneurial interest of university affect entrepreneurial intention of student. It can be said that educational programmes from universities might effect entrepreneurial intention of university students. The entrepreneurial intention is the motivational factor that influences individuals to pursue entrepreneurial outcomes. Entrepreneur action is most often intentional. Entrepreneurs intend to pursue certain opportunities, enter new market, and offer new product and this is rarely the process of unintentional behavior. The study conducted by Pruett *et al.*, (2009) suggested that developing a model entrepreneurial intention will be rigor by incorporating not only an internal psychological factors, but also cultural and situational.

B. Culture and Self-confidence as determinant entrepreneur’s intention

Organizational culture is a set of shared mental assumptions that guide interpretation and action in organizations by defining appropriate

behavior for various situations (Ravasi and Schultz 2006). Organizational culture exists in any organization, nevertheless every organization may have "own unique culture". Moreover, in larger organizations, there is a diverse and sometimes conflicting cultures that co-exist due to different characteristics of the management team. Understanding culture means understanding the difference between the formal and informal rules, the espoused way of doing things and the real way. The organizational culture profile can be viewed from three stereotypical dimensions: bureaucratic, innovative, and supportive (Wallace, 1983). Bureaucratic cultures attributed by hierarchical and compartmentalized, clear line of responsibility and authority, based on control and power. This kind of culture is appropriate for company or organization operates in a large and stable market. Innovative culture refers to entrepreneurial and ambitious characters of organizational members in which the organization operates in dynamic environment. Innovative environment is appropriate for individuals who possess attributes of entrepreneur, such as challenging, stimulating, creative, results-oriented and risk-taking. Meanwhile, supportive culture reflects organizational members act friendly, fair, and helpful each other. This type of culture also attributes people with open minded and harmonious environment. An organization has highly supportive environment if it is trusting, safe, equitable, sociable, encouraging, open, relationship oriented, and collaborative (Wallace, 1983).

Autio *et al.*, (1997) and Veciana *et al.*, (2005) suggest that entrepreneurship might be developed in the higher education context through a process-based approach. Nevertheless, the robustness of entrepreneurial intention will be affected by cultural contexts. Turker *et al.*, (2008) argued that the image of entrepreneurs and encouragement from university environment affect the entrepreneurial intention of university students. Therefore, cultural values are also likely to determine “the degree to which a society considers entrepreneurial behaviors, such as risk taking and independent thinking, to be desirable” (Hayton *et al.*, 2002, p. 33). Given the impact of differences in culture and economies across the globe on individual

values (Hayton et al., 2002; Hofstede, 1980), we expect that individual entrepreneurial intentions can be explained by culture. Therefore, the hypothesis can be advanced:

H1: Organizational culture has significant effect on entrepreneurial intention

The study conducted by Turker et al. (2005) also considered the impacts of both internal factors (motivation and self-confidence) and external factors (perceived level of education, opportunities, and support) on entrepreneurial propensity of university students. In a cross-cultural study, Parnell et al. (1995) supported that entrepreneurial propensity was taken as a function of self-confidence, perceived level of education, and perceived opportunities.

As conducted by Turker et al. (2005) the entrepreneurial support model (ESM) considers predominantly the impact of contextual factors on entrepreneurial intention. In the model, entrepreneurial intention is taken as a function of educational, relational, and structural supports. Nevertheless the model also considers the impact of one personality trait and self-confidence. Study of Henderson and Robertson (2000) showed that family was the second factor influencing career choice of respondents – after their personal experience. However, this relation can be also affected by the level of self-confident. Therefore, the hypothesis can be advanced:

H2. Self confidence has significant effect on entrepreneurial intention.

C. Perceived Educational Support, Self-confidence, and Entrepreneurial Intention

The study of Gorman and Hanlon (1997) showed that entrepreneurial attributes can be positively influenced by educational programmes. Kolvereid and Moen (1997) also indicated a link between education in entrepreneurship and entrepreneurial behavior. The study of Gorman and Hanlon (1997) showed that entrepreneurial attributes can be positively influenced by educational programs.

Self-confidence is widely accepted as a valuable individual asset and a key to personal success (Turker and Selcuk, 2008). Benabou and Tirole (2002) explained why an optimistic self-view is seen as a good thing. According to them, self-confidence is valuable because “it makes people happier”, “it makes it easier to

convince others (rightly or wrongly)” and improves “the individual’s motivation to undertake projects and persevere in the pursuit of his goals” (p.877).

Self-confidence can be viewed as an outcome rather than a determinant of entrepreneurship (Cromie, 2000). An entrepreneur is expected to have a perceived sense of self-esteem and competence in conjunction with his/her business affair (Robinson, et, al., 1991). Ho and Koh (1992) have suggested that self-confidence is an entrepreneurial characteristics and that it is related to other psychological characteristics, such as internal locus of control, propensity to take risk and tolerance of ambiguity.

Based on this conceptualization, it might be expected that more self-confident people may perceive their environment more favourably than others and have more optimistic perspective about their future. Therefore, if a person has a high level of self-confidence, the strength of the proposed link between educational support and entrepreneurial intention may also increase. Therefore, the hypothesis proposes:

H3. The relationship between entrepreneurial intention and perceived educational support will be mediated by self-confidence.

D. Perceived Relational Support, Self-confidence, and Entrepreneurial Intention

Previous studies have shown that role models influence occupational choice; they particularly seem to encourage entrepreneurial careers (Scherer et al., 1989; Krueger et al., 2000). More precisely, research into family background indicates a positive relationship between family models and the emergence of entrepreneurs. Several scholars have shown the influence of parents’ professional activities on children’s career decisions, as they often prefer to work in the same field as their parents (Scherer et al., 1991; Duchesneau and Gartner, 1990). Hence, having an entrepreneurial family background points towards a higher likelihood of self-employment (Scherer et al., 1989). Wang and Wong (2004) found that gender, family business experience, and education level are significant factors in explaining entrepreneurial interest.

Pruett et al., (2008) showed that family support was the factor significantly related with entrepreneur intention. The study of Henderson and Robertson (2000) showed that family was the second factor influencing career choice of respondents – after their personal experience. Therefore, the support of family and friends is likely to affect one’s career selection. In the current study, this relational support mainly indicates the sentimental and monetary supports of family and friends. If someone knows that there will be such type of support when she/he starts a business, she/he might be encouraged to choose an entrepreneurial career. Other study found that psychological step in studying entrepreneurs (Ho & Koh 1992). Robinson et al (1991) also noted that self-confidence as one of psychological characteristics as dimension of entrepreneurial attitudes. Therefore, link between perceived relational support with self-confidence will determine entrepreneur intention. Therefore, the hypothesis can be advanced:

H4. The relationship between entrepreneurial intention and perceived relational support will be mediated by self-confidence.

E. Perceived Structural Support, Self Confidence, and Entrepreneurial Intention

The structural support might help to foster entrepreneurship intention of students. It requires a more comprehensive support to the students from universities. Turker and Selcuk (2009) supported that there is a link between perceived structural support and entrepreneurial intention. Turker et al., (2008) showed that was the structural support from educational institutions developing for entrepreneurship is very significant to stimulate students to be an entrepreneur. The entrepreneurial support model (ESM) considers predominantly the impact of contextual factors on entrepreneurial intention. In the model, entrepreneurial intention is taken as a function of educational, relational, and structural supports. Robinson (1991), argued that personality (i.e. self-confidence) approaches can be used as predictors of behavioral attendant with of entrepreneurship. Personality characteristics have provided substantial background on entrepreneurship based on psychological prediction that

assumes temporal & situational stability. Developing body of literature supported that their direct effect of perceived structural support on entrepreneurial intention (e.g. Turker & Selcuk, 2008), and direct relationship between self-confidence and entrepreneurial intention. Therefore, the hypothese can be proposed:

H5. The relationship between entrepreneurial intention and perceived structural support will be mediated by self-confidence.

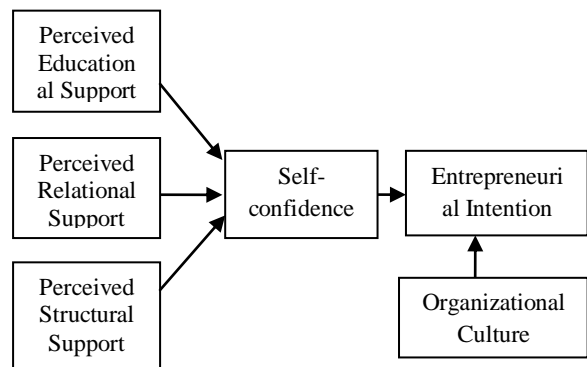


Figure 1 Research Model

III.METHODOLOGY

Data were obtained from university students who registered at bachelor degree program. Four universities in West Sumatera Province, Indonesia, participated in the study. A total of 450 questionnaires were distributed. In total, 342 were returned, comprising a response rate 76%. The questionnaires were distributed directly to each university by employing surveyors. Participation was voluntary and responses were treated with confidentiality. Data were collected over a month period.

Measurement variable of perceived educational support, perceived relational support, perceived structural support, self-confidence and entrepreneurial intention were adopted and developed on the basis of established existing variables from previous studies. All variables were measured with 5-point Likert type scaled. *Perceived educational support, perceived relational support, and perceived structural support* measures consisting of totally eleven items were adapted from Turker et al., (2008). *The self-confidence* scale consisting of four items were also adopted from Ho and Koh (1992). Then, *organizational culture* scale was

measured by three dimensions which were developed by Wallach (1983). Finally, *entrepreneurial intention* scale was adapted from Davidson (1995) in which the respective scale consists of three items. Data analysis was conducted by using Structural Equation Modeling (SEM). AMOS 18 computer program was utilized to run data from questionnaires. ‘Goodness-of-fit’ model were assessed by three criteria: *absolute fit measure*, *incremental fit measure* and *parsimonious fit measure*.

Table 2 Evaluation of SEM with Goodness-of-fit Measures

Types of Measures	Goodness-of-fit Measures	Level of Acceptable
Absolute Fit Measure	Goodness-of-fit index (GFI)	Greater than .90
	Root mean square error of approximation (RMSEA)	Under .08
Incremental Fit Measure	Adjusted goodness-of-fit index (AGFI)	Greater than .90
	Tucker-Lewis index (TLI)	Greater than .90
	Normed fit index (NFI)	Greater than .90
	Comparative Fit Index	Greater than .90
Parsimonious Fit Measure	Normed-chi-square (χ^2/df)	Lower limit 1.0 Upper limit 2.0/3.0 or 5.0

Source: Adopted from Tabachnick and Fidell (2001); Hair et al (1998); Byrne (2001)

IV.RESULTS

Unidimensionality of the constructs was assessed using principal factor analysis (PCA). Items with factor loading are 0.50 or greater; they are considered practically significant (Hair et al. 1998). Results of PCA asserted that all measure indicated a single underlying construct. The psychometric properties of scales are reported in Table 3.

The reliability of each construct was assessed using cronbach alpha. Hair et al. (1998) suggested that usual lower limit for Cronbach alpha is .70, but in exploratory research this limit may decrease to .60.). All constructs demonstrated good reliability.

Table 3. Mean, Standard Deviation, and Cronbach Alpha (N=342)

Constructs	Items	Alpha	Mean	S.D
Perceived educational support (PES)	4	.72	3.74	.44
Perceived relational support (PRS)	4	.86	3.86	.57
Perceived structural support (PSS)	3	.75	3.58	.62
Self-confidence (SC)	4	.72	3.45	.61
Organizational culture (OC)	3	.69	3.26	.52
Entrepreneurial intention (EI)	3	.82	3.97	.53

Table 4. Correlation of the Variables

	1	2	3	4	5	6
PES (1)	-					
PRS (2)	.338**	-				
PSS (3)	.332**	.152*	-			
SC (4)	.133*	.320**	.127	-		
OC (5)	.299*	.153**	.196	.144	-	
EI (6)	.296*	.249*	.471**	.327*	.180	-

** Correlation is significant at the 0.01 level (2-tailed). * Correlation is significant at the 0.05 level (2-tailed).

The survey results noted that approximately half of the respondents were female (49 percent), and the remaining 51 percent was male. Most respondents aged between 18 to 20 years (55,6 percent). A large number of respondents with level of education their parents was graduated senior high school (49,1 percent). Approximately 38,6 percent of respondents have started to run small business and 18,3 percent of them have been working as part-time job. The majority of respondents with parents as business owner (59,1 percent) and the rest as worker in private and public institutions. Most respondents encouraged by their family to choose career as entrepreneur when they graduated from university (69 percent).

Testing the Theoretical Model

The proposed model was tested using SEM by running AMOS 18 software. The chi-square of the theoretical model was 97.338 and non-significant at $p < .001$. Goodness of fit of the model was assessed using several indices (χ^2/df ; GFI ; RMSEA ;AGFI ; TLI ; NFI ; CFI). The results of the structural equations test of the composite variables indicated that the theoretical model achieved an acceptable fit to the data, ($\chi^2/df = 5.76$; GFI = .92;

RMSEA = .07 ;AGFI = .91; TLI = .93; NFI = .92; CFI = .94).

Testing hypothesis within the model is assessed by critical ratio value (c.r) (Table 5). Critical ratio values are larger than 1.96 indicating the path coefficient to be statistically significant (Byrne 2001). The results of the hypotheses testing are shown in Table 5.

Table 5 Regression Weight

Path	Estimate	S.E.	CR	Judgment
SC ← PES	0.145*	0.293	2.154	Supported
SC ← PRS	0.215**	0.257	3.749	Supported
SC ← PSS	0.300*	0.327	2.918	Supported
EI ← SC	0.518**	0.220	5.164	Supported
EI ← C	0.050	0.060	0.838	Not supported

**β coefficient is significant at level $p < 0.05$, *β coefficient is significant at level $p < 0.001$. SC = self-confidence; PES = perceived educational support; PRS = perceived relational support; PSS = perceived structural support; EI = entrepreneurial intention; OC=organizational culture

V.DISCUSSION

A. Self-confidence, organizational culture, and entrepreneurial intention

The finding of the study supports that there is significant relationship between entrepreneurial intention and self confidence. It means that students with high self-confidence will have strong intention to be entrepreneur. This consistent with finding of Turker et al. (2005) which noted that the impacts of both internal factors (motivation and self-confidence) and external factors (perceived level of education, opportunities, and support) on entrepreneurial propensity of university students. Study of Parnell et al. (1995) supported that entrepreneurial propensity as function of self-confidence, perceived level of education, and perceived opportunities. It can be said that self-confidence as determinate of students intention to be entrepreneur. Self-confidence reflect entrepreneurial characteristics which might differentiate between the students have a high or low intention. Koh (1996) supported that individual who are entrepreneurially inclined and those who are not have the same level of self-confidence.

Meanwhile, the current research results did not found a significant relationship between organizational culture and entrepreneurial intention. Culture is of a set of shared values

and beliefs that in turn determine socially accepted behavior (Hofstede 1980). Individual behavior or behavioral intention can be drive by shared values. Cultural differences among institutions might explain difference entrepreneurial behavior. The current research uses the variable of culture which consists of autocratic, innovative and supportive culture. Based on the survey result, it found that majority of universities employees supportive culture. Supportive culture that people within organization behave friendly, fair and support to each others (Wallach 1983). Meanwhile, innovative culture are exciting and dynamic. It reflects to entrepreneurial and ambitions people. This type of culture attempts to create a creative places to work. Individuals well-oriented to an innovative organization is driving, enterprising, challenging, stimulating, creative, result oriented, and risk-taking (Wallach 1983). This type of culture did not exist in the recent study.

The recent study shown there is no impact of culture on entrepreneurial of the students. It is not surprising that he relationship between culture and entrepreneurship intention demonstrated in consistent result. As noted by Slinnar et al (2009), given complexity of concept of culture, and others differently of measuring its components.

B. Perceived educational support, self-confidence and entrepreneurial intention

Entrepreneurial attributes can be positively influenced by educational programs (Gorman & Hanlon 1997). Kolvereid and Moen (1997) noted the indicated a link between education in entrepreneurship and entrepreneurial behavior. In line with the current findings, Galloway and Brown (2002) supported that the return on investment in the entrepreneurship education might be long-term rather than immediate. A study conducted by Wang and Wong (2004) also noted the similar findings that educational support as significant predictor of entrepreneurial intention. Educational support reflects university environment as antecedent of entrepreneurial intention. Therefore, higher educational institution has critical role in creating entrepreneur (Turker & Selcuk, 2009).

The self-confidence is a personality trait which might distinct one from others. As noted in the

trait model, it has been important element in study of entrepreneurship (Koh 1996). Self-confidence has been found as trait of characteristics of entrepreneur (Gurol & Atson 2006), individual which seeks on and complete demanding tasks it is unlikely that they could do enterprises if they had low confidence. Therefore, the role of self-confidence is important in mediating relationship between perceived educational support and entrepreneurial intention. As found in this current research that self-confidence did mediate the relationship between perceived educational support and entrepreneurial intention.

C. Perceived relational support, self-confidence and entrepreneurial intention

The research that there is relationship between perceived relational support and self-confidence. A family was the second factor influencing career choice of respondents – after their personal experience (Henderson and Robertson, 2000). Therefore, the support of family and friends is likely to affect one's career selection. In line with the current finding, Schere et al., (1991) supported that family background indicates a positive relationship between family models and the emergence of entrepreneurs. Several scholars have shown the influence of parents professional activities on children's career decisions, as they often prefer to work in the same field as their parents (Scherer et al., 1991; Duchesneau and Gartner, 1990).

Pruett et al., (2008) showed that family support was the factor significantly related with entrepreneur intention. Thus, the relational support (e.g. family and friends) is likely to affect one's career selection. As found in current research that variable perceived relational support positively relates to self-confidence, and self-confidence also positively relates to entrepreneurial intention. It can be concluded that relationship between perceived relational support and entrepreneurial intention through self-confidence. Individuals with more self-confidence, they may perceive their environment more favorable than others and have more ambition for the future. It can be said that student with high level of self-confidence will have high level of intention to be entrepreneur.

D. Perceived structural support, self-confidence and entrepreneurial intention

The role of structural support in educational institutions is crucial to enhance entrepreneurship characters. It is significant to stimulate students to be an entrepreneur. The entrepreneurial support model (ESM) considers predominantly the impact of contextual factors on entrepreneurial intention. Entrepreneurial intention considered as a function of educational, relational, and structural supports. Robinson (1991) argued that personality (i.e. self-confidence) approaches can be used as predictors of behavioral attendant with of entrepreneurship. Personality characteristics has provided substantial background on entrepreneurship based on psychological prediction that assume temporal & situational stability. It can be argued that the role of self-confidence is important to link between perceived structural support and entrepreneurial intention.

Based on this research, determinant of entrepreneurial intention is structural support. The more students perceive structural support to develop entrepreneurship, the higher level students' self-confidence, and then it will increase intention to be entrepreneur. Therefore the educational institutions or universities with little concern in structural support result in low level of intention to entrepreneur. It shown from the result current finding that perceived structural support significantly influence self confidence of university student to be entrepreneur.

VI. IMPLICATIONS AND LIMITATIONS

The study provides several implications of understanding direct and indirect antecedents of entrepreneurial intention in higher education context. First, implication for higher education institutions (i.e. university) in which they should improve perception of educational support by providing specific and practical curricula for university students in order to increase students' self-confidence. Besides, educational institutions should focus on creating, supporting program for university students to be entrepreneur. Secondly, support from family and friends (i.e. relational) can influence entrepreneurial intention of university students. It means students family

has supported the students to be entrepreneur. Supported from their parent will drive university students to be entrepreneur. The selection students with family background growth entrepreneur, it will accelerate process to develop entrepreneur. Then, the university students will have high intention to be entrepreneur if they have self-confidence. The implication from educational institution should improve programs in order to strengthen self-confidence of students to be entrepreneur. Finally, educational institutions or universities should improve their culture to be innovative culture for university to develop entrepreneurship. Universities should support of students more creative, facilitate collaboration with students, giving trust and fairness to students to be entrepreneur.

It is important to consider the limitations of the reported research findings. Although the SEM findings supported the prediction that most the hypotheses in the model fitted with the data, the direction of causality is somewhat difficult to interpret as the data were collected at a single point in time rather than longitudinal data. Secondly, the data collection of this study relied on self-reports. All variables in the study were measured from the same respondents and attempts were made to interpret their correlational nature, thus, common method variance problems could emerge to affect the correlation among variables.

VII.CONCLUSION

The results of the Structural Equation Modeling analysis demonstrated that perceived educational support, perceived structural support, and perceived relational support have direct effect on students' self-confidence, and indirect effect on entrepreneurial intention. That to say, an university might increase entrepreneurial intention by means of strengthening students' self-confidence. The students' self-confidence will be influenced by perceive educational support, perceived structural support, and perceived relational support. The evidence strengthens the prediction about the significant role of self-confidence in mediating relationship between all three perceived educational support, perceived structural support, perceived relational support. A student with strong self-

confidence may also have a high intention to be entrepreneur.

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