

**Proactive Personality, Entrepreneurial Self-Efficacy and Entrepreneurial intention  
A comparative study on both genders in public and private universities of Pakistan.**

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**Abstract** – The purpose of this study is to highlight the comparative study on both genders in public and private universities, and how it will effect the proactive personality in the context of entrepreneurship intentions. The core of entrepreneurship is to explore the individual have ability to take initiatives in the terms of social and economic to utilize resources and generate business. For this research three scales have been used in this questionnaire to measure Proactive Personality, Entrepreneurial Self-Efficacy and Entrepreneurial intentions. In this study the data were analyzed using independent sample test, one way ANOVA and Spearman correlation. The impact of entrepreneur on new generation is highly effect in the terms of business, to take risks, mostly in the institutions of province Sindh, Pakistan. The finding of the hypothesis showed that males do not have more Entrepreneurial intention rather than females. The students who are studying in private universities have more Entrepreneurial Intention rather than the students of public universities, those students who have attended the seminar/workshop/conference on Entrepreneurship have more Entrepreneurial Intention rather than those students who did not attend the seminar/workshop/conference on Entrepreneurship. Proactive personality is significantly positively related with Entrepreneurial self-efficacy. The more finding of this research reveals that universities in Sindh offer one course on entrepreneurship at the bachelor's and Master's levels. Entrepreneurship is a good platform for the students of BBA, MBA to show up their skills to earn and learn something from that platform.

**Keywords:** Proactive Personality, Entrepreneurial Self-Efficacy Entrepreneurial intention.

### Introduction

The phenomenon of entrepreneurship has not come into existence in a blink, but has evolved with passage of time from period of Marco Polo's thrive for trade to till dates innovative businesses. Today's economic structure has changed and has become more complex with economic developments worldwide. The concept of entrepreneurship started since the middle ages, and then it was a specific occupation now it is related to an individual's own interest and passion (Hirsch, 2000). An entrepreneur can be defined as when an individual has quality of taking initiatives, ability to organize the intellectual, social and economic capacities to turn resources and circumstances into productivity and profit generating businesses. Moreover, the most important trait of an entrepreneur is to accept risk and failure both. (Kuratko & Rao, 2012).

The characteristics of an entrepreneur are various from birth order to their beliefs. Their birth order in most cases is that oldest child has an inclination to own a business. Entrepreneurship is carried as a business mostly after marriage. Male gender has an inclination in their thirties to be an entrepreneur. However, this ability arises in an individual at teenage but one gets into it after their bachelors. The primary motive of an entrepreneur is to be independent. For a successful venture hard work, money and good idea are although very important, but it's their luck which leads to them to be an entrepreneur. Entrepreneurs take pride in creating and doing new things that is they are more of innovative individuals. Entrepreneurs are famous as risk takers, but it is just a myth in actuality they are the moderate risk takers as they make very calculated moves. (Schwarz, 2009)

Entrepreneurship is viewed today as the riskiest and most innovative of all careers. Joseph Schumpeter is considered as the pioneer who links innovation as the critical linkage between entrepreneurship and economic

growth. This pioneer views economic development as a variety of chain of new processes, new markets, new sources, and new organizational which are result of entrepreneurial activity. Economic growth is achieved when an innovative and entrepreneurial process allows conversion of all conventional methods by the contemporary through a process of trial and error and a reallocation of labor and capital from conventional to contemporary (Hjorth) Entrepreneurship is the process of identifying, developing, and bringing a vision to life. The vision may be an innovative idea, an opportunity, or simply a better way to do something. The end result of this process is the creation of a new venture, formed under conditions of risk and considerable uncertainty. Entrepreneurs are, therefore, usually considered to bear risk while pursuing opportunities, and are often associated with creative and innovative ideas (H, 1989).

### Related Work

In the context of micro-entrepreneurs Dalglish et, al (2012) conducted studies on Developing support for micro-entrepreneurs in a developing economy in Africa. The purpose of the study was to explore the capacity of the micro finance institutions, which are working to fund the small businesses in the poorest country of the world to support their business. The project is based in Beira, Mozambique, one of the poorest countries in the world. When designing the training program an analogical approach was taken. The target population was the poor micro-entrepreneurs of the Mozambique. The research identifies a number of areas of development that appear to be significant in the success of any in-country team to support poor micro entrepreneurs. These include: increased technical skills in relevant areas such as budgeting, business planning and marketing; improve self-efficacy and self-confidence to overcome year of subordination; a better understanding of the requirements of reporting and accountability.

Sarah (2012) conducted research on Gender and Entrepreneurship as a Career Choice. She evaluates in this study how cultural beliefs about gender and entrepreneurship influence self-assessments of entrepreneurial ability, and the extent to which such assessments account for the gender gap in business startups. The sample data was taken from the Global Entrepreneurship Monitor (GEM), And 15,242 was the number of respondents. Instruments used to analyze the data was Logistic regression, Self-assessments of entrepreneurial ability are measured dichotomously. Results show that about 57% of the respondent have knowledge, skill and experiences to start a new business and 38% respondents know the entrepreneur personally, and 22% respondents was really engaging in entrepreneur activities. And women are significantly less likely to perceive themselves as able to be an entrepreneur and they hold themselves to a stricter standard of competence when compared to similarly situated men.

Fiona et, al (2007) Explained in their study about Gender, Entrepreneurial Self-Efficacy, and Entrepreneurial Career Intentions. This study was conducted in the schools and Universities of USA. The objective of the study was explored and examines two sample groups: adolescents and adult master of business administration students. Data gathered and analyze from 2002 to 2004 from the different age groups, over 5000 respondents from school side and 1132 numbers of respondents from universities answer the questionnaire. They illustrate strong gender effects on both entrepreneurial self-efficacy and intentions at the middle/high school level. They suggest that entrepreneurship may still be perceived as a “male” field, and that young women may be limiting their career aspirations because they feel that they do not have the requisite skills and abilities.

Joilson and John (2005) studied on role of entrepreneurs Institutions, education, and development, study was conducted in USA. The objective of the study was to explore that entrepreneurs are the instrument to transform the structure and source of producing employment. The education not alone is effective, although it raising the entrepreneurs. The Pooled OLS regressions and Basic panel regressions tools used to analyze the data. They examine the hypothesis with data from Brazilian states using a panel that runs from 1996 to 2000. For each of the 5 years we have data on all 27 states, for a total of 135 observations. They conclude as the Rich countries have educated populations. But it does not follow that raising the supply of education is sufficient to create prosperity. The demand for education is also important. From a policy perspective, And in reduction of tax burden on the entrepreneurs is best policy to speed-up the transitional structure.

The study of Crand, J (1996) conducted research on Proactive personality scale as a predictor of entrepreneurial intentions. The objective was to study the relationship between individual differences and behavioral intentions towards entrepreneurial careers. To analyze the study Hierarchical regression analysis tool is used. And data

gathered from 181 numbers of students, five attributes have consistently been found to covary with entrepreneurship: need for achievement, locus of control, risk-taking propensity, tolerance for ambiguity, and Type-A behavior. The results of this study suggest that the proactive personality scale may be a useful addition to the armament of personality variables predictive of entrepreneurial intentions.

Douglas et, al (2002) explain in their study about Self-employment as a career choice, this study was conducted at university of Colorado. The objective of the study is to investigate the relationship between career choice and peoples' attitudes toward income, independence, risk, and work effort. This study uses conjoint analysis to determine the decision policies of career decision-makers who may or may not intend to be entrepreneurs. The sample size consisted of 300 alumni of an Australian university out of which 92 individual were respondents to this survey. They find that individuals do consider risk, independence and income when evaluating alternative career options. They found that the intention to be self-employed is stronger for those with more positive attitudes to risk and to independence. That is, the higher the individual's tolerance for risk, and the stronger is their preference for decision-making autonomy, the stronger is their intention to be self-employed

### Hypotheses

H1: Males have more EI than females

H2: Students belonging to urban areas have more EI than students belonging to rural areas.

H3: Students of private universities have more EI than students of public universities.

H4: Impact of degree is different for EI

H5: Impact of occupation of father is different for EI

H6: Students whose father own a business have more EI than students whose father do not own a business.

H7: Students are given knowledge of EI, have attended any seminar on EI, who wish to get study have more EI

H8: Proactive personality increases self-efficacy

H9: Self-Efficacy increases EI

H10: Proactive personality increases EI.

### Techniques & Tools

For this research three scales have been used in this questionnaire to measure Proactive Personality, Entrepreneurial Self-Efficacy and Entrepreneurial intentions. Proactive Personality was measured using an eight-item scale, by Batman Crant (1993). Entrepreneurial Self-Efficacy was measured using a ten item scale developed by Foina to assess an individual's capability and ability to be an entrepreneur. Entrepreneurial intentions were measured using a six-item scale, by Fiona. In this study the data were analyzed using independent sample test, one way ANOVA and Spearman correlation. Independent sample test to see relations between continuous variables and categorical variables. In this research continuous variables are Proactive Personality, Entrepreneurial Self-Efficacy and Entrepreneurial intentions. Spearman Correlation was applied as it was appropriate to find out the strength of association and link between any two continuous variables Here the correlation explored the strength of the relationship between Proactive Personality, Entrepreneurial Self-Efficacy and Entrepreneurial intentions. Analysis of variance (ANOVA) is a statistical procedure which is efficiently applied to evaluate and appraise the different sources of variance within the data set. The purpose of the comparison is to determine if the significant differences exist between two or more groups. For this test, one categorical variable used was qualification and continuous variable was entrepreneurial intention.

### Data Analysis

Hypothesis1 was tested through Independent sample test for which one continuous variable was Entrepreneurial intentions while the categorical variables gender categorized into males and females

Table I & II shows results yielded by an Independent sample test that the mean score of both genders on entrepreneurial intentions are males (M= 27.77) and females (M=26.88) at P=.192, which is more than 0.05. Therefore, we accept the null hypothesis and reject the alternative hypothesis.

H0: EI is not more in males than in females.

HA: Males have more EI than females

Hypothesis2 was tested through Independent sample test for which one continuous variable was Entrepreneurial intentions while the categorical variables respondents' birth places categorized into Urban and Rural.

Table III & IV shows results yielded by Independent sample test that the mean score of both type of birth places on entrepreneurial intentions are Urban (M= 27.59) and Rural (M=27.04); P=.410 (two-tailed), which is greater than 0.05. Therefore, we accept the null hypothesis and reject the alternative hypothesis.

H0: EI is not more in students belonging to urban areas than students belonging to rural areas.

HA: Students belonging to urban areas have more EI than students belonging to rural areas.

Hypothesis3 was tested through Independent sample test for which one continuous variable was Entrepreneurial intentions while the categorical variables respondents' university categorized into public and private university

Table V & IV shows results yielded by Independent sample test that the mean score of both type of universities on entrepreneurial intentions are public (M= 26.60) and private (M=28.00); P=.036 (two-tailed), which is less than 0.05. Therefore we accept alternative hypothesis and reject null hypothesis.

H0: Students of private universities do not have more EI than students of public universities.

HA: Students of private universities have more EI than students of public universities.

Hypothesis4 was tested through One-way ANOVA. The results of this test are shown in tables VII, VIII, IX & X. The mean score of B.E (27.87), BCS (28.44), BBA (27.83), MBA (28.89), MBBS (24.67) and DPT (23.89). The study indicates that management science degrees have more entrepreneurial intentions. The sig: 0.000 which is less than 0.05. Therefore, we accept alternative hypothesis and reject the null hypothesis

H0: Impact of degree is indifferent for EI

HA: Impact of degree is different for EI

Hypothesis5 was tested through One-way ANOVA. The results of this test are shown in tables XI, XII, XIII & XIV. The mean score Government Job (27.26), Private Job (26.67), Land Lord (27.46) and Own a business (28.07). The study indicates that students whose father's own a business have more entrepreneurial intentions. The sig: 0.627 which is greater than 0.05. Therefore, we accept alternative hypothesis and reject the null hypothesis

H0: Impact of occupation of the father is not different for EI

HA: Impact of occupation of father is different for EI

Hypothesis6 was tested through Independent sample test for which one continuous variable were Entrepreneurial intentions while the categorical variables by the student's father owning a business or not with responses as yes and no

Table XV & XVI shows results yielded by Independent sample test that the mean score of both responses on entrepreneurial intentions as Yes (M= 27.48) and No (M=27.37); at P=.873, which is more than 0.05. Therefore, we accept the null hypothesis and reject the alternative hypothesis.

H0: Students whose father own a business do not have more EI than students whose father do not own a business.

HA: Students whose father owns a business have more EI than students whose father do not own a business.

Hypothesis7 was tested through Independent sample test for which one continuous variable was Entrepreneurial intention while the categorical variables were the responses from students who wish to have knowledge/information regarding entrepreneurship from their university with responses as yes and No.

Table XVII & XVIII shows results yielded by Independent sample test that the mean score of both responses on entrepreneurial intentions as Yes (M= 27.82, SD= 5.48) and No (M=24.53, SD= 5.94); P=.002, which is less than 0.05. Therefore, we accept alternative hypothesis and reject the null hypothesis.

H0: Students, who are given knowledge of EI, have attended any seminar on EI & who wish to get study have no EI.

HA: Students are given knowledge of EI, have attended any seminar on EI & who wish to get study have more EI

Hypothesis8 was tested through Pearson product-moment correlation coefficient to investigate the relationship between Entrepreneurial intentions and Proactive personality. The results of this test are Preliminary analyses were performed to ensure no violation of the assumption of normality. There was a medium positive correlation between the two variables,  $r = .221$ ,  $n = 287$ ,  $p < .05$ . Therefore, we accept alternative hypothesis and reject the null hypothesis

H0: Proactive personality does not increase self-efficacy

HA: Proactive personality increases self-efficacy

Hypothesis9 was tested through Pearson product-moment correlation coefficient to investigate the relationship between Proactive personality and Entrepreneurial self-efficacy. The results of this test are Preliminary analyses were performed to ensure no violation of the assumption of normality. There was a medium positive correlation between the two variables,  $r = .881$ ,  $n = 287$ ,  $p < .05$ . . Therefore, we accept alternative hypothesis and reject the null hypothesis

H0: Self-Efficacy does not increase EI

HA: Self-Efficacy increases EI

Hypothesis 10 was tested through Pearson product-moment correlation coefficient to investigate the relationship between Entrepreneurial self-efficacy and Entrepreneurial intentions. The results of this test are Preliminary analyses were performed to ensure no violation of the assumption of normality. There was a medium positive correlation between the two variables,  $r = .245$ ,  $n = 287$ ,  $p < .05$ . Therefore, we accept alternative hypothesis and reject the null hypothesis

H0: Proactive personality does not EI

HA: Proactive personality increases EI

## Conclusions & Comments

**Hypothesis 1** was tested through independent sample t-test. Analyses showed that the mean score of males on Entrepreneurial Intention was ( $M = 33.19$ ,  $SD = 10.49$ ) and that of females was ( $M = 35.03$ ,  $SD = 11.18$ ) at  $P = .153$  (two-tailed). As the P value is more than .05 therefore the difference between both genders is not significant on Entrepreneurial Intention.

**Hypothesis 2** was tested through independent sample t-test. Analyses showed that the mean score of students of the Public Institute on Entrepreneurial Intention was ( $M = 26.60$ ,  $SD = 5.62$ ) and that of students of Private Institute was ( $M = 28.00$ ,  $SD = 5.6$ ) at  $P = .036$  (two-tailed). As the P value is Less than .05 therefore the difference between students of Public Universities and students of Private Universities is significant on Entrepreneurial Intention.

**Hypothesis 3** was tested through independent sample t-test. Analyses showed that the mean score of students who have studied the subject of entrepreneurship in their academic career, on Entrepreneurial Intention was ( $M = 28.55$ ,  $SD = 5.67$ ) and that of students who have not studied subject of entrepreneurship in their academic career was ( $M = 26.59$ ,  $SD = 5.50$ ) at  $P = .004$  (two-tailed). As the P value is Less than .05 therefore the students who studied entrepreneurship in their academic career have more Entrepreneurial Intention than the students who did not study subjects of entrepreneurship in their academic career.

**Hypothesis 4** was tested through independent sample t-test. Analyses showed that those students who have attended the seminar/workshop/conference on Entrepreneurship, their mean score of Entrepreneurial Intention was ( $M = 28.21$ ,  $SD = 5.29$ ) and those students who did not attend any seminar/workshop/conference on Entrepreneurship ( $M = 26.59$ ,  $SD = 5.85$ ) at  $P = .014$  (two-tailed). As the P value is Less than .05 therefore the Entrepreneurial Intention of those students who have attended the seminar/workshop/conference on Entrepreneurship is more than those students who did not attend the seminar/workshop/conference on Entrepreneurship.

**Hypothesis 5** was tested through independent sample t-test. Analyses showed that the mean score of those students whose institute provided them any information/knowledge about entrepreneurship, on Entrepreneurial Intention was ( $M = 28.25$ ,  $SD = 5.65$ ) and the the students of those institutes which did not provide them any information/knowledge about entrepreneurship was ( $M = 26.25$ ,  $SD = 5.45$ ) at  $P = .003$  (two-tailed). As the P value is less than .05 therefore the Entrepreneurial Intention of the students of those institutes which provide them any information/knowledge about entrepreneurship is more than the students of those institutes which do not provide them any information/knowledge about entrepreneurship.

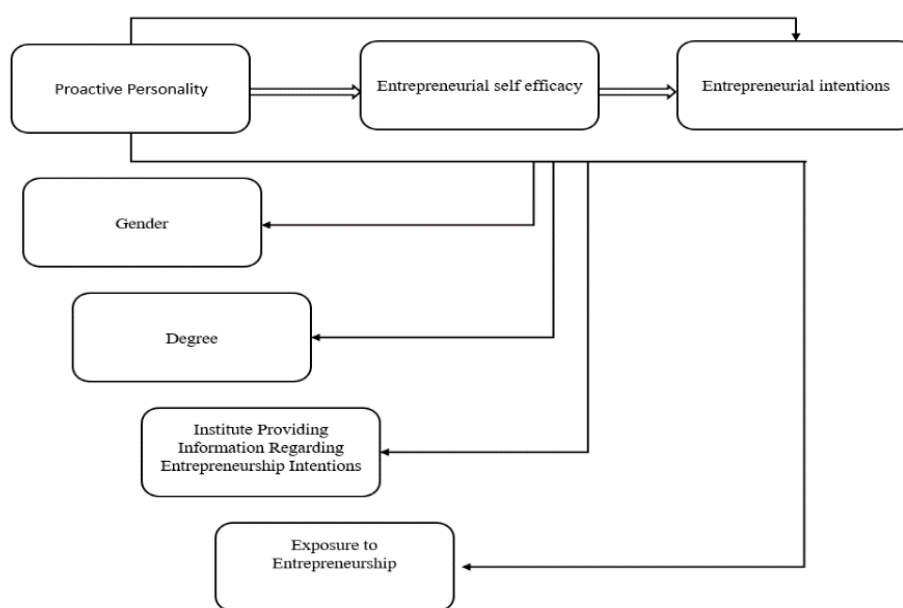
**Hypothesis 6** was tested through independent sample t-test. Analyses showed that students whose father own a business, their mean score on Entrepreneurial Intention was ( $M = 27.48$ ,  $SD = 5.25$ ) and students whose father do not own a business was ( $M = 27.37$ ,  $SD = 5.87$ ) at  $P = .873$  (two-tailed). As the P value is more than .05 therefore the difference between both is not significant on Entrepreneurial Intention.

**Hypothesis 7** was tested through one-way ANOVA. The results yielded by this analysis showed that difference of the mean score of all groups of education level- MBA ( $m = 28.89$ ,  $SD = 6.81$ ), BCS ( $m = 28.44$ ,  $SD = 3.97$ ), BE ( $m = 27.87$ ,  $SD = 4.79$ ), BBA ( $m = 27.83$ ,  $SD = 5.88$ ), MBBS ( $m = 24.67$ ,  $SD = 5.35$ ) and DPT ( $m = 23.83$ ,  $SD = 3.71$ ) - was significant at  $P = .000$ . This means that the majority of the education groups differ significantly on entrepreneurship intentions.

**Hypothesis 8** was tested through correlation. Results showed that Entrepreneurship Intentions and Proactive Personality are correlated with  $r=0.221$  at  $p=.000$ . As the value of  $p$  is less than  $.05$  therefore both variables are significantly related with each other.

**Hypothesis 9** was tested through correlation. Results showed that Proactive Personality and Entrepreneurial Self-Efficacy are correlated with  $r=0.881$  at  $p=.000$ . As the value of  $p$  is less than  $.05$  therefore both variables are significantly related with each other

**Hypothesis 10** was tested through correlation. Results showed that Entrepreneurial self-efficacy and Entrepreneurship Intentions are correlated with  $r=0.245$  at  $p=.000$ . As the value of  $p$  is less than  $.05$  therefore both variables are significantly related with each other.



## Conclusion

It is concluded from the finding of H1 that males do not have more Entrepreneurial Intention than females.

The finding of H2 showed that the students who are studying in private universities have more Entrepreneurial Intention than the students of public universities.

It is concluded from the finding of H3 that the students who have studied the subject of entrepreneurship in their academic career have more Entrepreneurial Intention than those students who did not study subject of entrepreneurship in their academic career.

The finding of H4 showed that those students who have attended the seminar/workshop/conference on Entrepreneurship have more Entrepreneurial Intention than those students who did not attend the seminar/workshop/conference on Entrepreneurship.

It is concluded from the findings of H5 that the students of those institutes which provide them any information/knowledge about entrepreneurship have more Entrepreneurial Intention than the students of those institutes which do not provide them any information/knowledge about entrepreneurship.

In H6 it is concluded from the findings that the students whose father own a business and the students whose father do not own a business have same Entrepreneurial Intention.

A conclusion derived from hypothesis 7 is this that MBA students have the highest intention of doing business, followed by the BCS students, BE students, BBA Students, MBBS Students and DPT students.

From the findings of H8 it is concluded that Proactive personality is significantly positively related with Entrepreneurial self-efficacy.

Hypothesis 9 concludes that the Entrepreneurial self - efficacy is significantly positively related with Entrepreneurial intention.

The conclusion of Hypothesis 10 shows that Entrepreneurial intentions are significantly positively related to Proactive personality.

**Recommendations:**

Public universities should offer entrepreneurship as academic courses as well encourage their students to opt it as career in the future.

Entrepreneurship course should be part of all type of curriculum not only management sciences as individuals can know about it and pursue to be an entrepreneur in their future not matter which academic background they belong to.

Institutes should arrange conferences/workshop/seminars on entrepreneurship more frequently so that students get to know more about it.

Table IV-1- Group Statistics

	Respondents Gender	N	Mean	Std. Deviation	Std. Error Mean
TEntrepreneurialIntentions	Male	157	27.7707	5.26097	.41987
	Female	130	26.8846	6.06251	.53172

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TEntrepreneurialIntentions	Equal variances assumed	3.665	.057	1.325	285	.186	.88609	.66856	-.42985	2.20202
	Equal variances not assumed			1.308	257.304	.192	.88609	.67751	-.44808	2.20205

Table IV-3- Group Statistics

	Respondent's Place of birth	N	Mean	Std. Deviation	Std. Error Mean
TEntrepreneurialIntentions	Urban	169	27.5976	5.72829	.44064
	Rural	118	27.0424	5.53218	.50928

Table N0:IV-4- Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
TEntrepreneurialIntentions	Equal variances assumed	.172	.679	.819	285	.413	.55526	.67764	-.77855	1.88907
	Equal variances not assumed			.825	257.315	.410	.55526	.67344	-.77090	1.88142

Table IV- 5- Group Statistics

Respondent's University		N	Mean	Std. Deviation	Std. Error Mean
TEntrepreneurialIntentions	Public Institute	130	26.6000	5.62470	.49332
	Private Institute	157	28.0064	5.60048	.44697



Table IV- 6- Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
TEntrepreneurial Intentions	Equal variances assumed	.645	.423	-2.114	285	.035	-1.40637	.66542	-2.71613	-.09661
	Equal variances not assumed			-2.113	274.667	.036	-1.40637	.66569	-2.71687	-.09587

Oneway

Table IV-7- TEntrepreneurial Intentions

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
B.E	56	27.8750	4.79038	.64014	26.5921	29.1579	18.00	37.00
BCS	36	28.4444	3.97452	.66242	27.0997	29.7892	21.00	36.00
BBA	81	27.8395	5.88315	.65368	26.5386	29.1404	16.00	40.00
MBA	48	28.8958	6.81438	.98357	26.9171	30.8745	8.00	40.00
MBBS	52	24.6731	5.35310	.74234	23.1828	26.1634	12.00	36.00
DPT	12	23.8333	3.71320	1.07191	21.4741	26.1926	20.00	31.00
Total	285	27.3544	5.65847	.33518	26.6946	28.0141	8.00	40.00

ANOVA

Post Hoc Tests

Table IV-8- TEntrepreneurialIntentions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	713.691	5	142.738	4.753	.000
Within Groups	8379.516	279	30.034		
Total	9093.207	284			

Post Hoc Tests

Tukey HSD

(I) Respondent's Current Qualification	(J) Respondent's Current Qualification	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
B.E	BCS	-.56944	1.17073	.997	-3.9290	2.7901
	BBA	.03549	.95243	1.000	-2.6976	2.7686
	MBA	-1.02083	1.07798	.934	-4.1142	2.0726
	MBBS	3.20192*	1.05542	.031	.1733	6.2306
	DPT	4.04167	1.74332	.190	-.9610	9.0444
BCS	B.E	.56944	1.17073	.997	-2.7901	3.9290
	BBA	.60494	1.09776	.994	-2.5452	3.7551
	MBA	-.45139	1.20830	.999	-3.9188	3.0160
	MBBS	3.77137*	1.18822	.021	.3616	7.1811
	DPT	4.61111	1.82678	.121	-.6311	9.8533
BBA	B.E	-.03549	.95243	1.000	-2.7686	2.6976
	BCS	-.60494	1.09776	.994	-3.7551	2.5452
	MBA	-1.05633	.99825	.897	-3.9209	1.8083
	MBBS	3.16643*	.97384	.016	.3719	5.9610
	DPT	4.00617	1.69518	.173	-.8584	8.8707
MBA	B.E	1.02083	1.07798	.934	-2.0726	4.1142
	BCS	.45139	1.20830	.999	-3.0160	3.9188
	BBA	1.05633	.99825	.897	-1.8083	3.9209
	MBBS	4.22276*	1.09695	.002	1.0749	7.3706
	DPT	5.06250	1.76877	.051	-.0132	10.1382
MBBS	B.E	-3.20192*	1.05542	.031	-6.2306	-.1733

	BCS	-3.77137*	1.18822	.021	-7.1811	-.3616
	BBA	-3.16643*	.97384	.016	-5.9610	-.3719
	MBA	-4.22276*	1.09695	.002	-7.3706	-1.0749
	DPT	.83974	1.75511	.997	-4.1968	5.8763
DPT	B.E	-4.04167	1.74332	.190	-9.0444	.9610
	BCS	-4.61111	1.82678	.121	-9.8533	.6311
	BBA	-4.00617	1.69518	.173	-8.8707	.8584
	MBA	-5.06250	1.76877	.051	-10.1382	.0132
	MBBS	-.83974	1.75511	.997	-5.8763	4.1968

\*. The mean difference is significant at the 0.05 level.

Table IV-9- TEntrepreneurialIntentions

Homogeneous Subsets

Table IV- 10- TEntrepreneurialIntentions

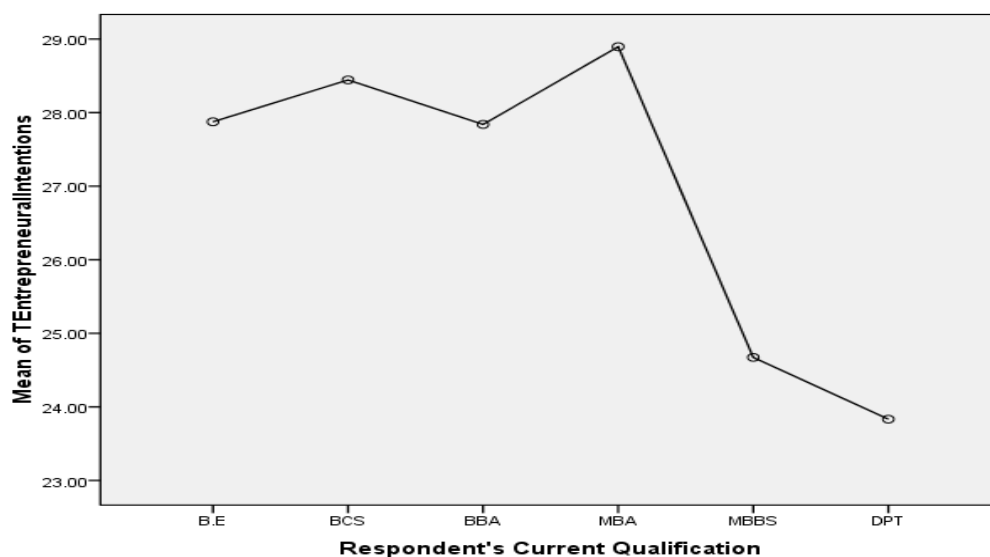
Tukey HSD

Respondent's Current Qualification	N	Subset for alpha = 0.05		
		1	2	3
DPT	12	23.8333		
MBBS	52	24.6731	24.6731	
BBA	81		27.8395	27.8395
B.E	56		27.8750	27.8750
BCS	36		28.4444	28.4444
MBA	48			28.8958
Sig.		.989	.061	.970

Means for groups in homogeneous subsets are displayed.

Means Plots

Fig: 1



Oneway

Descriptives

TableIV-11-  
TEntrepreneurialIntentions

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Government Job	148	27.2635	5.82554	.47886	26.3172	28.2098	8.00	40.00
Private Job	46	26.6739	5.70401	.84101	24.9800	28.3678	13.00	40.00
Landlord	30	27.4667	5.01538	.91568	25.5939	29.3394	18.00	38.00
Own a Business	63	28.0794	5.50162	.69314	26.6938	29.4649	16.00	37.00
Total	287	27.3693	5.64536	.33324	26.7134	28.0252	8.00	40.00

ANOVA

TableIV-12-  
TEntrepreneurialIntentions

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	55.949	3	18.650	.583	.627
Within Groups	9058.902	283	32.010		
Total	9114.850	286			

Post Hoc Tests

Multiple Comparisons

Table IV-13-TEntrepreneurialIntentions  
Tukey HSD

(I) Profession/ Occupation?	Father's (J) Profession/ Occupation?	Father's Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Government Job	Private Job	.58960	.95507	.926	-1.8786	3.0578
	Landlord	-.20315	1.13283	.998	-3.1308	2.7245
	Own a Business	-.81585	.85111	.773	-3.0154	1.3837
Private Job	Government Job	-.58960	.95507	.926	-3.0578	1.8786
	Landlord	-.79275	1.32774	.933	-4.2241	2.6386
	Own a Business	-1.40545	1.09726	.576	-4.2412	1.4303
Landlord	Government Job	.20315	1.13283	.998	-2.7245	3.1308
	Private Job	.79275	1.32774	.933	-2.6386	4.2241
	Own a Business	-.61270	1.25503	.962	-3.8562	2.6308
Own a Business	Government Job	.81585	.85111	.773	-1.3837	3.0154
	Private Job	1.40545	1.09726	.576	-1.4303	4.2412
	Landlord	.61270	1.25503	.962	-2.6308	3.8562

Homogeneous Subsets

Table IV-14-TEntrepreneurialIntentions

Tukey HSD

Father's Profession/ Occupation?	N	Subset for alpha = 0.05
		1
Private Job	46	26.6739
Government Job	148	27.2635
Landlord	30	27.4667
Own a Business	63	28.0794
Sig.		.589

Means for groups in homogeneous subsets are displayed.

Means Plots

Fig-2



Table IV- 15- Group Statistics

	Does your father own a business	N	Mean	Std. Deviation	Std. Error Mean
	No	174	27.3793	5.87193	.44515

Table IV-16 -Independent Samples Test

Table IV-16 -Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Entrepreneurial Intentions	Equal variances assumed		.156	283	.876	.10718	.68514	-1.24144	1.45579
	Equal variances not assumed		.160	252.970	.873	.10718	.66854	-1.20944	1.42379

Table IV-17-Group Statistics

Do you wish to get any knowledge/information regarding entrepreneurship from your university?	N	Mean	Std. Deviation	Std. Error Mean
Yes	247	27.8219	5.48693	.34912
No	39	24.5385	5.94645	.95219

Table IV-18-Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Entrepreneurial Intentions	Equal variances assumed	.909	.341	3.433	284	.001	3.28340	.95641	1.40085	5.16595
	Equal variances not assumed			3.237	48.768	.002	3.28340	1.01418	1.24508	5.32172

Table IV-19- Group Statistics

Have you ever studied subject of entrepreneurship in your academic career?	N	Mean	Std. Deviation	Std. Error Mean
	Yes	113	28.5575	5.67094
No	174	26.5977	5.50871	.41761

Table IV-20- Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Entrepreneurial Intentions	Equal variances assumed	.012	.912	2.911	285	.004	1.95982	.67332	.63452	3.28512
	Equal variances not assumed			2.893	234.352	.004	1.95982	.67750	.62506	3.29458

Table IV-21-Group Statistics



Have you attended any seminar/workshop/conference on Entrepreneurship?	N	Mean	Std. Deviation	Std. Error Mean
Yes	137	28.2190	5.29250	.45217
No	150	26.5933	5.85977	.47845

Table IV-22-Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Entrepreneurial Intentions	Equal variances assumed	4.515	.034	2.458	285	.015	1.62564	.66135	.32389	2.92740
	Equal variances not assumed			2.469	284.967	.014	1.62564	.65831	.32988	2.92141

Table IV-23-Group Statistics

Does your institute provide you any information/knowledge about entrepreneurship?	N	Mean	Std. Deviation	Std. Error Mean
Yes	160	28.2562	5.65157	.44680
No	127	26.2520	5.45686	.48422

Table IV-24-Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means							
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	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
TEntrepreneurialIntentions Equal variances assumed	.002	.964	3.030	285	.003	2.00428	.66153	.70218	3.30638
Equal variances not assumed			3.042	274.313	.003	2.00428	.65886	.70722	3.30134

Correlations

Table IV-25- Correlations

		TEntrepreneurialIntentions	TProactivePersonality
TEntrepreneurialIntentions	Pearson Correlation	1	.221**
	Sig. (2-tailed)		.000
	N	287	287
TProactivePersonality	Pearson Correlation	.221**	1
	Sig. (2-tailed)	.000	
	N	287	287

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

Correlations

Table IV-26-Correlations

		TProactivePersonality	TEntrepreneurialSelfEfficacy
TProactivePersonality	Pearson Correlation	1	.881**
	Sig. (2-tailed)		.000
	N	287	287
TEntrepreneurialSelfEfficacy	Pearson Correlation	.881**	1
	Sig. (2-tailed)	.000	
	N	287	287

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

Correlations

Table IV-27- Correlations

		TEntrepreneurial SelfEfficacy	TEntrepreneurial Intentions
TEntrepreneurial SelfEfficacy	Pearson Correlation	1	.245**
	Sig. (2-tailed)		.000
	N	287	287
TEntrepreneurial Intentions	Pearson Correlation	.245**	1
	Sig. (2-tailed)	.000	
	N	287	287

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

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