

Enterprising Behaviour among Rural Youth – an Analytical Study

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Abstract

Developing enterprising attitude towards income generating country activities is one prime motto of government's skill development policy. A country's dream comes true only when youth develops enterprising behavior. Youth is attracting the attention of the world. The majority of youth living in rural areas don't have access to education and suffers from low self esteem that is inhibiting them to develop an enterprising behavior. Augmenting enterprising behavior is the only solution to the development of rural India. This paper made an attempt to know the enterprising behavior among rural youth. For this purpose 143 sample respondents have been taken from rural areas. Descriptive statistics such as frequencies, percentages, means and standard deviation were used. Further, this study used the Pearson-product moment correlation coefficient to test the significant relationship between demographics and enterprising behavior variables. Independent sample t-test is applied to determine whether population means are different or same. The study found that youth in rural areas have positive opinion on entrepreneurship and have a strong desire to become entrepreneurs. The study identified that lack of confidence, lack of awareness of opportunities, fear of failure and lack of enterprising skills are the major barriers to start enterprises due to the majority of the respondents are employees rather than entrepreneurs. It is found that 'Theoretical education system' and 'Poor entrepreneurial skills' are the two major causes to unemployment. Further, it is found that rural youth have many challenges to overcome to be successful in entrepreneurship.

Keywords: *entrepreneurial behavior, rural youth*

1. Introduction

Enterprising behavior is a qualitative phenomenon. It is identified by a set of qualitative attributes which identifies it. Enterprising behavior is an individual response to engage in an enterprising activity. Some of the important attributes are problem solving, being resourceful, innovation, hard work, vision, responsiveness to opportunity, ambition for growth and resilience. Enterprising people are hugely valuable to the society, whether they choose to start up on their own or whether they're working within a business or even the public sector. Enterprise behavior is a product of enterprising education which extends beyond knowledge acquisition to a wide range of emotional, intellectual, social, and practical skills. Youth entrepreneurship has an important role to play in India's efforts to promote a business environment conducive to sustainable growth as well as economic and social prosperity. The attitudes towards the entrepreneur, entrepreneurial activity, and its social function are determinant factors for students to decide an entrepreneurial career. This study aims at assessing the attitudes of students towards entrepreneurship.

Internationally there is no generalized definition of the term "youth". Whilst age provides certain simplicity to deal with this issue, the influences of culture, economics, society and politics vary from one country to the next. It is important for each country to establish its own definition of youth in response to national circumstances. The Table 1 states a variety of age-based definitions. For the purpose of this study, 'youth' is defined as any person aged between 15-29 years of age.

Table 1 Chronological definition of youth

S.No	Name of the Country	Age in years
1	United Nations	15-24
2	Australia	12-25
3	Botswana	12-29
4	Malaysia	15-40
5	Mozambique	14-35
6	Nigeria	6-30
7	Swaziland	12-30
8	Uganda	13-35
9	Zambia	15-25
10	Malawi	14-25
11	India	15-24

Source: Simon White and Peter Kenyon (2001)

Denanyoh (2015) stated that entrepreneurship is further viewed as an important driver for economic growth, productivity and social development and hence is perhaps one of the main issues in current public policy debate demonstrating the importance of entrepreneurship in boosting economic growth. Gerba (2012) found from his study that fostering an entrepreneurial culture among the university graduates has therefore become an issue of great priority such that developing an opportunity-oriented mindset in university students is now considered very critical. Reynolds et al., (2004) stated in their study that entrepreneurial activity represents a major provider of new jobs. New firms appear to provide 2% to 15% of the current jobs in the GEM countries. This job creation is highly correlated with the level of entrepreneurial activity. Further it reveals that large differences exist between the 40 countries. The indicators for entrepreneurial activity confirm these differences. Folster (1999) also confirms that increased self-employment has a positive effect on overall employment. Bink (2005) opined that entrepreneurship education refers to the pedagogical process involved in the encouragement of entrepreneurial activities, behaviors and mind-sets. Ekpoh & Edet (2011) studied entrepreneurship education has come to denote all forms of knowledge delivering that seek to empower the individuals/students to create real wealth in the economic sector, thereby, advancing the cause of development of the nation as a whole. Aminu (2009) opined that entrepreneurship education is the process of imparting knowledge and teaching skills to potential entrepreneurs on how to venture into business that is relatively small in nature for future development or advancement as indicated by Peterman and Kennedy (2003) most models of entrepreneurial intention focus on the pre-entrepreneurial event and make use of attitude and behaviour theory (Ajzen, 1991), and self-efficacy and social learning theory (Bandura, 1997). Krueger et al., (2000) indicates that entrepreneurial intentions have a psychological nature. "Psychologists have proven that intentions are the best predictors of any planned behaviour, particularly when the behaviour is rare, hard to observe, or involves unpredictable time lags". Maas and Herrington (2007) note that education has a significant impact on entrepreneurial success, especially for innovation as a key success factor in the technologically advanced global environment. However Isaacs et al., (2007) and Horn (2006) agree that various problems in schools impede effective entrepreneurship education, including poorly trained teachers and a lack of adequate resources. According to Horn (2006), only 5 to 7 percent of successful Grade 12 candidates in South Africa find employment in the formal sector, thus emphasizing the urgent need for youth entrepreneurship education. Gird and Bagraim (2008) examined the theoretical sufficiency of Theory of Planned Behaviour (TPB) by considering four additional factors believed to influence entrepreneurial intention (personality traits, situational factors, demographics and prior experience to entrepreneurship). Gird and Bagraim (2008) found from his study that prior experience of entrepreneurship, contrary to personality traits and situational and demographic factors, significantly added to the predictive power of TPB in explaining entrepreneurship intentions.

Friendrich and Visser (2005) stated that education about entrepreneurship and for entrepreneurship has the capacity of increasing students' interest in becoming entrepreneurs at some stage after completing their university degrees. Lekoko (2011) indicates that the importance of entrepreneurship in alleviating economic and social challenges facing society is now a theme of heightened discussion the world over. The

above is echoed by Ramalan and Ngah (2012) who averred that entrepreneurship is a critical agent for economic growth. Opoku-Antwi et al., (2012) found from their study that further attests to the fact that in many countries especially emerging economies, graduate unemployment has become an albatross around the neck of society in general and school leavers in particular, hence the current clamour for entrepreneurship and entrepreneurship education in higher education institutions. The issue of entrepreneurship as a vehicle to self-employment is further emphasized (Lokoko et al., 2012) who argued that the move towards self-employment the world over is and will continue to become an important element of economic growth and development. Mapfaira and Setibi (2014) stated that the positive attitude of students towards entrepreneurship education is therefore an indication that most of them understand and view entrepreneurship education as an attempt to foster entrepreneurial awareness as a career option through the enhancement of the understanding in students of the process of initiating and managing a business. The above is also confirmed by Gerba (2012) who argued that having a positive attitude towards entrepreneurship education implies having an appreciation of entrepreneurship education as an important means of developing entrepreneurial skills in people which skills manifest through creative strategies, innovative tactics, uncanny identification of trends and opportunities in the market. Zain et al., (2010) was found that more than 50% of students had an intention to become entrepreneurs after going through the entrepreneurship programme. This is also confirmed by a study by Kabui and Maalu (2012) which found that most students who had gone through the entrepreneurship course had a positive perception of entrepreneurship as a future career though the same results also showed that factors that included fear of failure, and lack of sufficient capital were some of the major barriers to the students' intentions to start their own businesses. Ajzen (1991) proposed literature on entrepreneurship suggests that the attitude approach to research is largely based on the theory of planned behaviour (TPB). According to TPB, behaviour can be predicted by intentions, and these intentions, in turn, can be predicted by the attitude towards the behaviour, subjective norms regarding the behaviour, and perceived behavioural control over the behaviour. Krueger and Brazeal (1994) comment that research on intentions mostly focuses on proximal behaviours and not long-term goals but concede that TPB appears to be applicable in entrepreneurship research.

Research Gap

Some studies conducted were found potential roles of youth in the development process. Some other studies identified the education as a key element in developing entrepreneurial behaviour. A few Indian studies have focused on role of harnessing skills among young people to drive them to take up rural enterprising. There are no specific studies on enterprising behavior among rural youth. Specific studies have not been found on identifying social, economic, demographic, educational and cultural factors in enterprising behaviour among rural youth. Therefore the present study is undertaken on enterprising behaviour among rural youth that is expected to fill research gap identified.

2. Objectives

1. To study the enterprising behavior among rural youth
2. To know the relationship between demographics and rural youth enterprising behavior

3. Materials and Methods

A descriptive research design is undertaken to meet the objective of the study. Telangana state is located in southern region of Republic of India. Telangana is a new state formed on 2nd June, 2014 formerly it was part of Andhra Pradesh, and it was a backward region in that state. For the purpose of the study, the sample is taken from one of the District of Telangana State, India, viz., Warangal Rural. The sample size is 143 respondents. Data were collected from the UG,P.G, MBA and Bachelor of Technology (B.Tech) students of Warangal Rural and Warangal Urban dist. of Telangana. Respondent's participation was voluntarily & completely anonymous. The sample selection was based on convenience sampling method. The study is based on primary data. The primary data collected by using a schedule technique. A well structured schedule designed using like a Likert scale with a five-point scale. The responses were measured by taking a Likert scale with five points, while entering the strongly disagree option was assigned a weight

of one and strongly agree was assigned a weight of five. In between these two extremes, other levels such as disagree, neither disagree nor agree and agree were assigned weights of two, three and four respectively. Data collected is evaluated and cleared from errors before being analyzed using SPSS and presented in the form of tables. Descriptive statistics such as frequencies, percentages, means and standard deviation are used. Further, study used the Pearson-product moment correlation coefficient to test the significant relationship between demographics and enterprising behavior variables. Independent sample t-test is applied to determine whether population means are different or same.

Scope and Limitations

The study focused on a few select behavioral dimensions of enterprising behavior. The schedule adapted to local linguistic setting.

Demographic Profile of the Respondents

As a part of research demographic variables were studied. The demographic variables include gender, age, academic qualification, parent's education, population of village, caste, parent's occupation, parent's monthly income. The demographic profile of the respondents presented in Table 1.

Table 1 reveals that the majority of respondents belongs to between 15– 25 years age group and followed by above 35 years age group. Out of 143 respondents, 72 were male (50.3%) and 71 were female (49.7%). Around 72 (50.3%) of the respondents possessed B.Tech as a highest degree and 1 respondent (0.7%) possessed only matriculation (S.S.C). The highest concentrations of the respondents' parents (26.6 %) have a S.S.C education. A total of 32 (22.4%) respondents' parents have no formal education. A total of 30 (21%) of the respondents parents have only primary education. A total of 24 (16.8%) respondents' parents completed graduation. A total of 33 (19.9%) have some high school education, and 13.3 (6.0%) have only tertiary education. Out of 143 respondents 86 (61.9) from 15000 below population of village, (31.9%) from above 15000 population of a village. The majority of the respondents (66.4%) were from B.C caste and lowest from S.T (4.2%).The majority of the respondent parents occupation is in agriculture (39.2%) and lowest in private sector (10.5%). The majority of the respondents (39.2%) were working in agriculture. Around 27% were working as a laborer, 24% were working in their business. 21% were working in the public sector. Only 15% were working in the private sector. The total of 47.6% of the respondents have a family income below Rs. 10,000, 14% have a family income between R2000 and Rs.11000-15000. 11.2 % have family income between Rs.16000-20000 and 6.3% of the respondents have family income between 21000- 25000. 7.0 of the respondents have family income 26000-30000 and 14% indicated that their family income was above Rs.30000 monthly.

4. Results and Discussion

Future career plans of the students: Table 2 shows that 83.9% respondents are opined that respondents are interested in self employment i.e. they want to become entrepreneurs. Out of the respondents who want to be self employed, 62.5% respondents are interested in starting their own business, 15% of respondents wants to join their father's business and 22.5% respondent's wants to support their father in agriculture. Only 8.4% of total respondents are not interested to be self-employed or to startup an enterprise and 7.7% of total respondents could not decide their future plan.

Table 1 Demographics of respondents

Demographics	Item	Number	%
Age	15-25	137	95.8
	26-35	6	4.2
Gender	Male	72	50.3
	Female	71	49.7
Parents Education	Up to Inter	6	4.2
	Degree	57	39.9
	B.Tech	72	50.3
	P.G	8	5.6
Population of village	Below S.S.C	30	21.0
	S.S.C	38	26.6
	Inter	19	13.3
Caste	Degree/B.tech	24	16.8
	Illiterate	32	22.4
	>15000	86	60.1
	<15000	57	39.9
Parents Occupation	S.C	18	12.6
	S.T	6	4.2
	B.C	95	66.4
	O.C	24	16.8
Parents Monthly Income	Agriculture	56	39.2
	Daily labour	27	18.9
	Private employee	15	10.5
	Government Employee	21	14.7
	Business	24	16.8
	Rs.5000-10000	68	47.6
	Rs.11000-15000	20	14.0
Rs.16000-20000	16	11.2	
Parents Monthly Income	Rs. 21000-25000	9	6.3
	Rs. 26000-30000	10	7.0
	Above Rs.30000	20	14.0
	Total	143	100.0

Source : Primary Data.

Table 2 Future plan of the student

Item		Number	%
Desire to be Self employed	Yes	120	83.9
	No	12	8.4
	May be	11	7.7
1.Own Business		75	62.5
2.Joining for father business		18	15.0
3.Supporting father in agriculture		27	22.5

Perceived Barriers for Entrepreneurship

Table 3 reveals that statements, 'lack of confidence' (4.08), 'lack of awareness of opportunities' (3.94), 'fear of failure' (3.87) and 'Lack of enterprising skills' (3.80) are showing high mean values, it indicates that these 4 are major barriers towards selection of entrepreneurship as a career. The respondents expressed or possessed neutral feelings towards the following statements: 'Poor financial background with a mean of 3.71 and 'lack of achievement goals' with a mean of 3.69. The respondents disagreed with a statement that, 'Lack of family support with a mean of 3.55. The study identified that lack of confidence, lack of awareness of opportunities, fear of failure and Lack of enterprising skill are the major barriers to start an enterprise due to the majority of the respondents are to be an employee rather than entrepreneur. These barriers can be overcome by creating awareness on how to establish a enterprise and also give information about the sources available.

Causes for Unemployment

The respondents have agreed that 'Theoretical education system' and 'Poor entrepreneurial skills' are the two major causes to unemployment for rural youth with a mean of 4.08. Respondents also agreed with the statements 'Lack of capital for income generating activities' and Mismatch between skills and labor market (3.81) and 'Lack of employment opportunities' with a mean of 3.89, 3.81 and 3.57 respectively. The reason might be the entire education system is theoretical base rather than practical education which is missing practical and logical exposure to get employment.

Challenges for Enterprising

The study reveals that statements 'Lack of Financial and technical support' (4.01), 'Lack of startup technical support such as how to write a winning business plan' (3.92), 'Lack of market experience' (3.90), 'Difficult in accessing funding' (3.86), 'Shortage of funds and resources' (3.84), 'Lack of entrepreneurship training' (3.83), Not enough skills to be employed (3.82), Lack of entrepreneurial capacity (3.62) are given high mean values, it indicates that these are the major challenges to start an enterprise, 'Fear of repayment of long term loans' (3.73), 'Faced difficulties to prepare credible business plans for bank loans' (3.73), 'Lack of basic infrastructure' (3.72), 'My current life situation' (3.71), 'Lack of professional skills and competence skills' (3.68), 'Regulatory frame work' (3.67), 'General negative opinion on entrepreneurship' (3.56), 'Administrative Difficulties' (3.55), 'Unwillingness or incompetence to use one's professional skills and competence' (3.50), 'Fear of arranging debt' (3.48), 'Legislation which is not business friendly' (3.42) are showing neutral overall mean value, it indicates that respondents expressed neutral feelings. The respondents neither disagree nor agree with the following statements 'Society provides no safety net for entrepreneurs', 'Inadequate business opportunities', 'Current economic climate is not good for startups', 'Entrepreneurs are excessively at the mercy of their investors', 'Difficult to reconcile with family commitments', 'Employee related difficulties' with a mean value ranging from 3.73 to 3.42. For the statement 'Does not suit to my personality' lowest mean of 2.53 which indicates that the respondents were in disagreement. Therefore the study found that rural youth have many challenges to overcome to be successful in entrepreneurship. Rural youth are lagging beyond in many areas. It has to be addressed carefully. Since entrepreneurship has become an alternative for employment.

Table 3 Mean and standard deviation of variables to find enterprising behavior among rural youth

Variable	Mean	Std. Deviation
Perceived Barriers for Entrepreneurship		
Lack of confidence	4.08	1.175
Lack of family support	3.55	1.185
Poor financial background	3.71	1.283
Lack of awareness of opportunities	3.94	1.124
Fear of failure	3.87	1.127
Lack of enterprising skills	3.80	1.202
Lack of achievement of goals	3.69	1.108
Overall	3.82	1.18
Causes for Unemployment		
Theoretical education system	4.08	1.107
Poor entrepreneurial skills	4.08	1.049
Mismatch between skills and labour market	3.81	1.061
Lack of employment opportunities	3.57	1.265
Lack of capital for income generating activities	3.89	1.008
Overall	3.88	1.12
Challenges for Enterprising		
Inadequate business opportunities	3.27	1.223
Difficult in accessing funding	3.86	.990
Lack of startup technical support such as how to write a winning business plan	3.92	.935
Legislation which is not business friendly	3.42	1.147
Lack of Financial and technical support	4.01	.989
Regulatory frame work	3.67	.948
Not enough skills to be employed	3.82	1.079
Current economic climate is not good for startups	3.25	1.160
Fear of repayment of long term loans	3.73	1.076
Administrative Difficulties	3.55	1.005
Shortage of funds and resources	3.84	1.032
Lack of market experience	3.90	.940
Lack of entrepreneurial capacity	3.62	1.033
Lack of entrepreneurship training	3.83	1.061
Employee related difficulties	2.97	1.180
Difficult to reconcile with family commitments	3.08	1.178
My current life situation	3.71	1.173
Society provides no safety net for entrepreneurs	3.35	1.269
Unwillingness or incompetence to use one's professional skills and competence	3.50	1.192
General negative opinion on entrepreneurship	3.56	1.259
Does not suit to my personality	2.53	1.255
Lack of professional skills and competence skills	3.68	1.148
Fear of arranging debt	3.48	1.198
Entrepreneurs are excessively at the mercy of their investors	3.22	1.110
Lack of basic infrastructure	3.72	1.077
Faced difficulties to prepare credible business plans for bank loans	3.73	1.043
Overall	3.37	1.17

Table 4 Overall means and standard deviations of selected demographics and Variables of Enterprising behaviour with Independent 't' test:

		PBE	CU	CHALLEN
Gender				
Male	Mean	3.2083	3.2708	3.3822
	SD	.56294	.47836	.42877
Female	Mean	3.4507	3.2019	3.4497
	N	71	71	71
	SD	.63086	.62356	.42174
t-test	P Value	.017	.459	.345
Academic Qualification				
Inter	Mean	3.1250	3.1667	3.2889
	SD	.57960	.42492	.36702
Degree	Mean	3.1623	3.2310	3.3561
	SD	.65549	.56146	.47465
B.Tech	Mean	3.4358	3.2292	3.4434
	SD	.56606	.58304	.37560
P.G	Mean	3.5938	3.3542	3.5833
	SD	.31161	.36119	.45480
t-test	P Value	0.240	.514	.110
Total	Mean	3.3287	3.2366	3.4157
	N	143	143	143
	SD	.60781	.55433	.42515

PBE-Perceived Barriers to Entrepreneurship; CU- Causes for Unemployment; CE- Challenges for Entrepreneurship

Table 4 (overall means) shows that the male and female youth in rural opined that they have barriers towards entrepreneurship with a mean rating of 3.2 and 3.5 respectively, they have also similar opinions towards causes for unemployment and challenges for entrepreneurship 3.20 & 3.27 and 3.3 & 3.4 respectively. It shows that there is no significant difference among the perception of male and females with regard to perceived barriers to entrepreneurship, causes for unemployment and challenges for entrepreneurship.

Another demographic parameter i.e., academic qualification did not make significant difference among the respondents with regard to barriers to entrepreneurship, causes for unemployment and challenges for entrepreneurship. In case of barriers to entrepreneurship respondents who have completed intermediate (10+2) and graduation (Non-technical) more towards neither agree nor disagree with a mean rate of 3.1 and who have completed B.tech and PG more towards agreeing that there are barriers to entrepreneurship. In case of 'Causes for unemployment' all are towards neither agree nor disagree with a mean rating ranging from 3.1 to 3.3. It is the same with 'Challenges for Entrepreneurship', with a mean rating ranging from 3.2 to 3.4 except post graduate respondents who were more towards agreeing with a mean rating of 3.5

To test whether there is any significant differences existing between two means of male and females and among different educational qualified respondents independent 't' test has been executed. Based on the results the following interpretation has been developed.

Ho: There is no significance difference existing between the means of the sample

When gender bases means compared to test whether significant difference exist or not it is found $p > .05$ in all three cases 'Perceived Barriers to Entrepreneurship, Causes for Unemployment, Challenges for

Entrepreneurship' with a p-value of 0.017, 0.459 and 0.345 respectively, hence null hypothesis accepted. It means there is no significant difference existing between the means of the two samples.

Similarly with respondents' education, it is found $p > .05$ in all three cases 'Perceived Barriers to Entrepreneurship, Causes for Unemployment, Challenges for Entrepreneurship' with a p-value of 0.240, 0.514 and 0.110 respectively, hence null hypothesis accepted, as it means there is no significant difference existing between the relation between select demographics and variables influencing enterprising behaviour as shown in Table 5.

Table 5 Relation between financial literacy and personal financial planning

	Age	Gender	Academic Qualification	PBE	CU	CE
Age						
Gender	-.068					
Academic Qualification	.031	.241**				
PBE	-.020	.200*	.196*			
CU	.058	-.062	.022	.318**		
CE	.008	.080	.094	.460**	.465**	

PBE-Perceived Barriers to Entrepreneurship; CU- Causes for Unemployment; CE- Challenges for Entrepreneurship
 **: Correlation is significant at the 0.01 level (2-tailed);

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

Table 5 shows a correlation analysis between selected demographics and variables of enterprising behavior:

- i. The variable 'Age' has shown a negative and weak relationship with 'Perceived Barriers to Entrepreneurship' ($r = -0.020$) and positive but weak relationship with 'Challenges for Entrepreneurship' ($r = 0.008$). It reveals that age doesn't have much role enterprising behavior. The positive and strong correlation with causes for unemployment ($r = 0.518$) evidences that age is one of the strong factors which influences the employment of the respondents.
- ii. The variable 'Gender' has shown a positive but weak relationship with 'Perceived Barriers to Entrepreneurship' ($r = -0.20$) and 'Challenges for Entrepreneurship' ($r = 0.08$). It reveals that gender plays very little role in an enterprising behavior. The negative and weak relationship with 'Causes for Unemployment' ($r = -0.062$) evidences that gender doesn't have any role.
- iii. The variable 'Education' has shown a positive but weak relationship with all three variables i.e., 'Perceived Barriers to Entrepreneurship' ($r = 0.196$), Causes for Unemployment ($r = 0.022$) and 'Challenges for Entrepreneurship' ($r = 0.008$). It reveals that education has little role in motivating enterprising behavior among rural youth.

5. Conclusions

The study found that youth in rural areas have positive opinions and have a strong desire to become entrepreneurs. The study identified that lack of confidence, lack of awareness of opportunities, fear of failure and lack of enterprising skills are the major barriers to start an enterprise due to the majority of the respondents are to be an employee rather than entrepreneur. These barriers can be overcome by creating awareness on how to establish an enterprise and also give information about the sources available. The respondents felt that 'Theoretical education system' and 'Poor entrepreneurial skills' are the two major causes to unemployment. The study found that rural youth have many challenges to overcome to be successful in entrepreneurship. Rural youth are lagging beyond in many areas. It has to be addressed carefully. Since entrepreneurship has become an alternative for employment.

To face the challenges youth can be sent to study the market in specific industries and motivate them to prepare a business plan and give them training and also create awareness about sources of finances by the government. Universities should include business incubators and mentors to promote aspiring entrepreneurs as well as other entrepreneurs within the academic environment. Private financial institutions such as banks and micro finance institutions should introduce youth entrepreneurship funding as a part of their services.

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