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DETERMINANTS OF ENTREPRENEURIAL INTENTION
The Case of Norwegian Students*

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This paper aims to identify determinants of entrepreneurial intentions among young people. The empirical basis is Norwegian students, while an objective is also to create a basis for comparative studies among different economic and cultural contexts. Independent variables in the study include demographic factors and individual background, personality traits, and contextual elements like access to capital and information. The individual perceptions of self-efficacy and instrumental readiness are the variables that affect entrepreneurial intentions most significantly. Age, gender and educational background have no statistically significant impact. Generally, the level of the entrepreneurial intentions among Norwegian students is relatively low, which may be explained by social status and economic remuneration of entrepreneurs compared with employees in the Norwegian context.

Keywords: instrumental readiness; entrepreneurial intentions; entrepreneurship; locus of control; need for achievement; self-efficiency

* This paper is based on Nurul Indarti's Master's thesis in Economics and Business Administration at Agder University College (*Siviløkonomoppgave*).

Introduction

Economic development depends on entrepreneurs and innovations. Mainstream neoclassical economics has for too long 'left growth outside its borders' and made little room in its science for the entrepreneurial function (Abramovitz 1989:9). Focus has been on equilibrium and the circular flow, and away from the adjustment process, which has been theoretically assumed to be instantaneous for the purpose of analytical clarity.

Harvey Leibenstein, however, already in the 1960s introduced the term 'x-efficiency' in economics. The phrase, equivalent to adaptive efficiency, means the ability to find new business opportunities in a society, or the capability to innovate in Schumpeterian terms (Schumpeter 1934). The starting point of Leibenstein's argumentation was empirical findings revealing limited gains from improved competition and allocative efficiency on economic growth in the US. Much more than allocative inefficiency is the 'x-inefficiency' a serious cause of lost profits in firms and lost welfare in society, according to Leibenstein (1966, 1968). Much of the cause of x-inefficiency is attributed to differential and inadequate motivation and information usage. Lack of motivation and incentives create a substantial time lag before individuals establish themselves as entrepreneurs and before firms accomplish new investments and potential improvements. Unless there is a pressure to innovate and work harder, individuals and firms will allow levels of x-inefficiency to increase. A high level of x-inefficiency is related to the fact that the market for entrepreneurs is generally one of the least efficient markets in any economy (Casson 1995). X-efficiency in a society depends on 'gap-fillers', entrepreneurs who find new business opportunities that are based on innovations in technology, organization or market arrangements. The gap-filling activity in an economy is a result of the combination of the supply of and the demand for entrepreneurial services, where the supply side is constituted by motivational factors. In this article, focus is on entrepreneurial motivation in general, while the empirical data are limited to the specific context of Norway. Our main focus will be on the impact of personality traits on students' intention to start their own business.

In a developed economy with low unemployment rates, like Norway's, much of the entrepreneurial and innovative processes take place within established and large-scale firms. In an economically poor and populous country like Indonesia, more of the economic development process needs to be based on individual business starters and small-scale enterprises. This article, based on empirical data from an advanced economy, aims to prepare the ground for comparative analyses that also include economies hit by crisis and with permanently high unemployment rates.

Based on entrepreneurship theory and previous empirical findings, in section two of the paper we present a model and the hypotheses for the empirical analysis. In section three we discuss the data and the methodology, and the results of the analyses are presented in section four. Finally the conclusion and prospects for further research bring the article to a close.

A Theoretical Basis

The academic study of motivation for entrepreneurial endeavour started some 50 years ago and has been dominated by social sciences other than economics. McClelland (1961, 1971) for instance, in-

troduced the theory on need for achievement, based on empirical studies from West Africa and the US. The term 'n-ach', still going strong in the development literature (Lewis 1991), brought into the debate on economic growth a terminology and a scientific tradition from the disciplines of psychology and sociology. The need for achievement is a personality trait and also a result of demographic characteristics and environmental factors. Hagen (1962, 1971) used the theoretical basis as McClelland, in his study in Burma. In 'traditional societies,' he says, the social structure is hierarchical and authoritarian in all of its aspects-economic, political and religious. Individuals' status in the society is inherited, social mobility is limited, and the entrepreneurial motivation is therefore low (Hagen 1971:126). Therefore, Hagen has been regarded as an environmental determinist.

More recent studies have been more specific on demographic factors and personal history, as well as on environmental factors influencing entrepreneurial intentions. Still, studies of entrepreneurial intentions are dominated by contributions from psychology and sociology and focusing on specific personality characteristics of entrepreneurs. In the following, we make a distinction in the theoretical discussion between demographical factors and individual background, personality traits, and contextual elements.

Demography and Individual Background

Several studies support the argument that demographic characteristics such as age and gender and individual background such as education and previous employment have an impact on entrepreneurial intentions. Mazzarol et al. (1999) found that females were generally less likely to be founders of new businesses than males. Similarly Kolvereid (1996) concluded that males had significantly higher entrepreneurial intentions than females. Some ten years ago, women only accounted for approximately 20 percent of new firm formations in the Scandinavian countries. Although age is normally not regarded a significant determinant of business startups, Reynolds et al. (2000) found that individuals aged 25-44 years are the most active in entrepreneurial endeavour in Western countries. Findings from a study in India also indicate that successful entrepreneurs are relatively young (Sinha 1996). The same study from India revealed that educational background is of importance for entrepreneurial intentions as well as for business success. Lee (1997) studied women entrepreneurs in Singapore and found that university education had a great impact on the need for achievement of women entrepreneurs. Mazzarol et al. (1999) found that respondents with previous government employment experience were less likely to be business starters compared with employees from private businesses. Kolvereid (1996) found that individuals with prior entrepreneurial experience had significantly higher entrepreneurial intentions when compared with those without such experience.

Based on the above-mentioned studies and theoretical discussion we can reckon that gender, age, educational background and employment experiences all might have an influence on entrepreneurial intentions.

Personality Traits

As already mentioned, McClelland (1961, 1971) emphasized that a personality characteristic such as the *need for achievement* influences individuals in the direction of entrepreneurial intentions. He

characterized individuals with a high need for achievement as having a strong desire to be successful. People who score high on the need for achievement usually appreciate personal responsibility and like taking risks, and they have a strong interest in seeing the results of decisions they make. A person with high need for achievement 'is more self confident, enjoys taking carefully calculated risks, researches his environment actively, and is very much interested in concrete measures of how well he is doing' (McClelland 1965:7). Terpstra et al. (1993) more recently stated that the concept of need for achievement includes such characteristics as the desire to be personally successful, the tendency to take moderate or calculated risks, and the desire for immediate and concrete feedback. Lee (1997:103) argued that the need for achievement is conceptualized as a 'unitary disposition that motivates a person to face challenges in the interest of attaining success and excellence.' Scapinello (1989), in a study of differences in the attributions of groups that had high or low motivation, concluded that those with a high need for achievement were less accepting of failure, suggesting that need for achievement affected attributions for success and failure. Nathawat et al. (1997) found that low need for achievement is associated with low competence, low expectations, an orientation toward failure, and a tendency toward self-blame and low inspirations.

Locus of control is another personality characteristic indicating a feeling of control. According to Hisrich and Peters (1998:68), locus of control should be understood as 'an attribute indicating the sense of control that a person has over life.' A typical questions in a checklist for feelings about control for potential entrepreneur is the following: 'Do you know that if you decide to do something, you'll do it and nothing can stop you?' (Hisrich and Brush 1985:6). When considering forming a new venture, people will be concerned whether they will be able to sustain the drive and energy required handling the challenges of establishing, managing and making the business prosper. Locus of control refers to the degree to which an individual perceives success and failure as being contingent on his or her personal initiatives (Green et al.1996). The belief that things happen only because of destiny or accidentally is a reflection of limited internal control with the individual, which is the same as a low score on the locus of control parameter. The level of internal control has been identified as one of the most dominant entrepreneurial characteristics (Venkanthapathy 1984). Individuals with a high score on feeling of control are also more likely to have a clear vision of the future and long-term business development plans (Entrialgo et al. 2000). There seem to be a general acceptance in the literature that the stronger the internal locus of control of the individuals, the greater the degree of entrepreneurial intentions (Mazzarol et al.1999).

The third factor in our search for personality traits of importance for entrepreneurial intentions, *self-efficacy*, is derived from Bandura's (1977) social learning theory. It refers to a person's belief in his or her capability to perform a given task. According to Ryan (1970), self-perception plays a role in the development of intentions. Likewise, Cromie (2000) stated that self-efficacy affects a person's beliefs regarding whether or not certain goals may be attained. Moreover, self-efficacy provides the foundation for human motivation and personal accomplishment; unless people believe that their actions can produces the outcomes they desire, they have little incentive to act or to persevere

in the face of adversities (Pajares 2002). Bandura (1997:2) pointed to the fact that 'people's level of motivation, affective status and actions are based more on what they believe than on what is objectively true.' An individual's perception of self-efficacy has a strong influence on how he or she will act and how the available knowledge and skills will be utilized. Consequently, people behave according to beliefs about their capabilities rather than based on real facts on competence and capabilities.

Cromie (2000) emphasizes the need to make a clear distinction between the concepts of locus of control and self-efficacy. The first is a generalized construct that covers a variety of situations, while self-efficacy is task and situation specific. Thus, individuals may exhibit a strong feeling of control in general, but may have a low self-efficacy with regard to specific tasks. We conclude that three personality factors might be of importance for a person's entrepreneurial intentions: need for achievement, feeling of control, and self-efficacy.

Contextual Elements

Environment factors that affect entrepreneurial intentions include cultural characteristics, social relations, economic and political conditions and physical and institutional infrastructure (Kristiansen 2001, 2002a). Not only the objective contextual characteristics are important when discussing entrepreneurial intention and behaviour, but also the way potential entrepreneurs perceive their environments. Anderson (2000:102) studied entrepreneurs in the periphery of the Scottish Highlands and found that one could not understand entrepreneurship as if it was a discrete objective reality. Objectification of the environment is not reality; '… the environment is actually enacted and consequently becomes a subject.' In the following we shall focus on three contextual elements normally regarded to be of importance by potential business starters: access to capital, availability of information, and social networks.

Access to capital. Access to capital is obviously one of the typical obstacles to the start-up of new businesses, not least in a developing economy with weak credit and venture capital institutions. Sources of capital may be personal savings, an extended family network, community saving and credit systems, or financial institutions and banks.

Availability of information. Singh and Krishna (1994), in their studies of entrepreneurship in India, pointed out that eagerness in information seeking is one of the entrepreneurial characteristics. Information seeking refers to the frequency of contact an individual makes with various sources of information. The result of this activity is most often dependent on information accessibility, either through individual efforts and human capital or as a part of a social capital and networking. In a study of agribusiness entrepreneurs in Java, Kristiansen (2002b) found that access to new information is indispensable for the survival and growth of firms. The availability of new information is found to be dependent on personal characteristics, such as the level of education, and on infrastructure qualities, such as media coverage and telecommunication systems.

Social networks. The study of entrepreneurship has increasingly reflected the general agreement that entrepreneurs and new companies must engage in networks to survive (Huggins 2000). Networks represent a means for entrepreneurs to reduce risks and transaction costs and improve access to business ideas, knowledge and

capital (Aldrich and Zimmer 1986). A social network consists of a series of formal and informal ties between the central actor and other actors in a circle of acquaintances and represents channels through which entrepreneurs get access to the necessary resources for business start-up, growth and success (Kristiansen and Ryen 2002).

In conclusion of this brief sub-section on contextual elements of importance to entrepreneurial intentions, we suggest that individuals' perception of their access to capital and information and the quality of their social networks be considered as one factor with a combined measurable effect on entrepreneurial intentions. We name the combined contextual elements as *instrumental readiness*.

A Model and Hypotheses

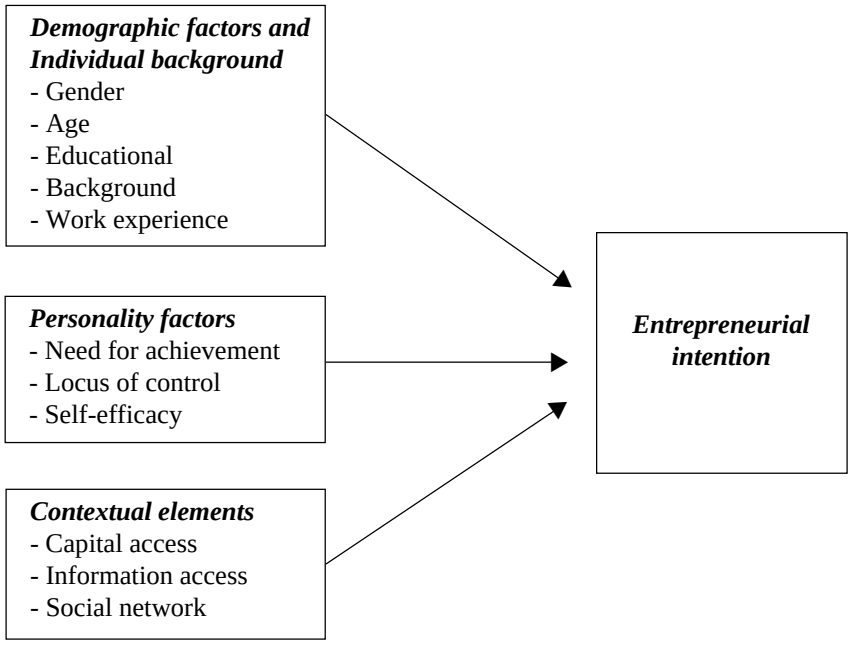
Based on the above three sub-sections on theoretical and empirical contributions to explaining business start-ups, the model as presented in Figure 1 is used in this study.

Based on the refereed theory and the model above, we set forth the following hypotheses for empirical analyses in this paper:

H_1= *Demographic factors and individual background, such as age, gender, education, and work experience have an influence on entrepreneurial intentions.*

H_2= *High 'need for achievement' has a positive impact on entrepreneurial intentions.*

Figure 1. **Research Model**



H_3= *High score on 'locus of control' is positively correlated with strong entrepreneurial intentions.*

H_4= *High score on 'self-efficacy' is positively correlated with strong entrepreneurial intentions.*

H_5= *'Instrumental readiness' is a positive significant predictor of entrepreneurial intentions.*

Data and Methodology

The data for this study were collected from Norwegian students at Agder University College during six weeks in 2002 at different locations within the university campus, like in the student canteen, library and computer laboratories. The instrument was a questionnaire in English distributed by a judgement sampling method (Remenyi 2000), for the purpose to have a certain percentage of students represented with educational background in economics and business administration, as well as a balance in the representation of gender and age groups. The questionnaire was presented to 200 students, after an initial pilot study and focus group discussions including ten students. The questionnaire is anonymous and respondents cannot be identified in any way. The response rate was 60 percent, and our total sample is 121.

The questionnaire consists of background questions for demographic information, and attitudinal questions related to the main variables of the analysis. The full questionnaire is presented in Appendix 1. Respondents were asked along a 7-point Likert-type scale to which degree they agreed or disagreed on the specific items (1= Strongly disagree; 7= Strongly agree; reverse scaling is used for two items, L2 and E2). Multiple-item scales are used for the attitudinal questions to ensure that the assumption of interval level measurement is more tenable than in single-item scales (Remenyi 2000). A total of 12 items are included in the questionnaire related to the personality and environmental variables. Indexes on the independent variables are created by averaging scores of 2 to 4 items. Similarly, the dependent variable is created as an index of three items in the questionnaire. We have checked the reliability of the indexes, and the opportunity has been open to drop items if that could improve the Chronbach's alpha.

45 respondents are females (37.2%) and the remaining 76 (62.8%) are males. The age varies between 20 and 45, the average being 25 years. Respondents with economics and business educational background represent more than two-thirds of the total (68.6%), while the remaining is grouped simply as those with other tertiary education. Twenty four of the respondents (19.8%) have no previous employment experience, whereas 80.2 percent of them have. Among those with employment experience, 51 (42.2%) have that from the private sector, 26 (21.5%) from public sector, and 20 (16.5%) from both sectors.

Table 1 presents all attitudinal variables and the values of each item under each variable (independent and dependent) used in the study.

Correlation and regression analyses are deployed, in addition to the descriptive analysis (i.e. central tendency). Correlation analysis is used to determine the effect of each independent variable on the dependent variable, while regression analysis is used to explain the total effect of the independent variables on the entrepreneurial intention index. The Pearson correlation coefficient is also used to evaluate inter-correlation among independent variables. Because all questions in the ques-

Table 1. **Variables, Items, and Values**

Variables	Mean	Standard Deviation
Need for achievement		
I will do very well in fairly difficult tasks relating to my study and my work.	4.70	1.05
I will try hard to improve on past work performance.	4.96	1.13
I will seek added responsibilities in job assigned to me.	4.94	1.17
I will try to perform better than my friends.	4.56	1.37
Locus of Control		
Diligence and hard work usually lead to success.	5.55	1.20
If I do not succeed on a task, I tend to give up.	2.72	1.46
I do not really believe in luck.	4.47	1.59
Self Efficacy		
I have leadership skills that are needed to be an entrepreneur.	4.32	1.25
I have mental maturity to start to be an entrepreneur.	4.07	1.39
Instrumental Readiness		
I have access to capital to start to be an entrepreneur.	2.58	1.62
I have good social networks that can be utilized when		
I decide to be an entrepreneur.	3.92	1.32
I have access to supporting information to start to be an entrepreneur.	3.46	1.48
Entrepreneurial Intentions		
I will choose a career as an entrepreneur.	2.87	1.41
I will choose a career as an employee in a company/an organization.	5.04	1.40
I prefer to be an entrepreneur rather than to be an employee in a company/an organization.	3.30	1.63

tionnaire are closed-ended ones, a statistical software package, SPSS, was found to be appropriate for the data analysis.

Analyses

The Demographic and Individual Background Data are Analysed First

Gender. The degree of need for achievement, locus of control, instrumental readiness, and entrepreneurial intentions of female students does not significantly differ from that of male students in *t*-tests, as shown in Table 2 and 3.

Only the score on the self-efficacy variable of female students (mean = 3.84) is significantly different from that of male students (mean = 4.41), with a calculated *t*-value = -2.561, $p < 0.05$, as can be seen in the same tables.

Age. We have conducted independent-samples *t*-tests by several cut-points of age: 25, 30, 35, 40 years. The most interesting findings are: 1) Scores on all variables of students aged 25 or older do not significantly differ from those of the younger. 2) Students aged 30 years or older differ significantly from those who are younger on two variables: self-efficacy ($t = 3.060$, $p < 0.05$) and instrumental readiness ($t = 2.521$, $p < 0.05$).

Educational background. No significant differences are found between students with and without education background in economics and business administration in independent-samples *t*-test.

Former work experience. To compare four groups of the respondents based on previous employment experience (never, public sector, private sector, and both sectors), one-way ANOVA is employed. There is no measurable difference in the average score of any variable among the mentioned employment experience groups.

Our findings give no support for the statements in Hypothesis 1 that demographic factors and individual background, such as age, gender, education and work experience have an influence on entrepreneurial intentions.

Table 2. **Group Statistics on Gender**

	Gender	Mean	Standard Deviation
NACH	Female	4.6667	0.8444
	Male	4.8651	0.8180
LOC	Female	5.0556	1.1542
	Male	4.9868	1.2165
SELFEFF	Female	3.8444	1.1620
	Male	4.4079	1.1739
INSREAD	Female	3.1329	1.1423
	Male	3.4303	1.2113
INTENT	Female	2.9704	0.9665
	Male	3.0830	1.2366

Table 3. **Independent-samples *t*-test with Gender as Grouping Variable**

	t	***p* (2-tailed)**
NACH	-1.275	0.205
LOC	0.306	0.760
SELFEFF	-2.561	0.012
INSREAD	-1.333	0.185
INTENT	-0.523	0.602

t: calculated •*t*-value
p: level of significance or probability

The Influence of the Variables Related to Personality and the Perceived Context

Before the correlation and regression analyses, item 2 of the locus of control variable is dropped since this improves the reliability (Cronbach's alpha). The reliability coefficients now vary between 0.60 and 0.79, which is regarded acceptable for exploratory studies (Nunally 1978).

Table 4 shows Pearson's correlation coefficients among the variables. Instrumental readiness and self-efficacy have the highest significant correlation coefficient (0.548), which is still acceptable for the conclusion that we do not have a multicolinearity problem when it comes to regression analysis. In addition to internal reliability and multicolinearity assessments, no other assumptions of regression analysis seem to be violated. There is no heteroscedasticity[1] problem and the dependent variable approximates normal distribution. Also, the ratio of subjects to independent variables is substantial (121 subjects and 6 independent variables), and no outliers are observed in original or predicted values of the dependent variable.

In the following, the research hypotheses 2-5 are examined. A standard multiple regression analysis is performed with entrepreneurial intention as the dependent variable and need for achievement, locus of control, self-efficacy and instrumental readiness as the independent variables. The independent variables are entered into the regression equation simultaneously. The correlations among these variables are presented in Table 5.

Hypothesis 2 states that high need for achievement has a positive impact on entrepreneurial intentions. Table 5 shows that the *p*-value of this variable in the regression analysis is greater than 0.05. Based on this result, we can conclude that the need for achievement does not have a significant contribution to determine entrepreneurial intentions among Norwegian students.

Hypothesis 3 states that a high score on locus of control is positively correlated with strong entrepreneurial intentions. The level of significance (p-value) of locus of control shown in Table 5 is greater than 0.05. This finding, again, does not support the hypothesis.

Hypothesis 4 states that a high score on self-efficacy is positively correlated with strong entrepreneurial intentions. In the analysis, this variable has a positive significant contribution ($p < 0.05, \beta = 0.219$) in determining entrepreneurial intentions among Norwegian students. The result fully supports the hypothesis.

[1] Heteroscedasticity occurs when the variance of scores on one variable is not the same across all values of the second variable. If heteroscedasticity is present, it threatens the validity of the reported findings.

Table 4. **Pearson's Correlation Coefficients**

Variables	NACH	LOC	SELFEFF	INSREAD	INTENT
NACH	1.000				
LOC	0.204 *	1.000			
SELFEFF	0.339 **	0.095	1.000		
INSREAD	0.346 **	-0.059	0.548 **	1.000	
INTENT	0.195 *	-0.068	0.386 **	0.433 **	1.000

NACH: need for achievement; LOC: locus of control; SELFEFF: self-efficacy;
INSREAD: instrumental readiness; INTENT: entrepreneurial intentions.

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

Table 5. **Regression Coefficients**

	β	t	p
(Constant)		2.154	0.033
NACH	0.034	0.379	0.705
LOC	-0.079	-0.930	0.354
SELFEFF	0.219	2.187	0.031
INSREAD	0.297	2.926	0.004
Summary R^2: 0.225, $p < 0.05$			

Notes:
β: Standardided regression coefficients,
t: calculated *t*-value,
p*:* level of significance.

Hypothesis 5 states that instrumental readiness is a positive significant predictor of entrepreneurial intentions. In the Pearson analysis we find strong inter-correlations ($R > 0.8$; $p < 0.05$) between the three items in instrumental readiness (capital access, availability to information and social networks). The level of significance of instrumental readiness as shown in Table 5 is less than 0.05 and the regression coefficient is clearly positive ($\beta = 0.297$). These values lead us to the conclusion that hypothesis 5 is verified.

From Table 5 we also see that the independent variables (need for achievement, locus of control, self-efficacy and instrumental readiness) altogether explain entrepreneurial intentions significantly. The proportion of variance in the dependent variable that can be predicted by the dependent variables (R^2) is 22.5 percent.

Conclusions and Implications for Further Research

Based on the statistical analyses above, several conclusions can be drawn:

- Generally, the degree of entrepreneurial intentions among Norwegian student is relatively low (Reynolds et al. 2000), which we interpret as a preference for working as an employee rather than starting a new business.
- Self-efficacy and instrumental readiness influence the entrepreneurial intentions in the expected direction, while need for achievement and locus of control have no significant effect on the dependent variable.

- The result of the regression analysis shows that the independent variables altogether significantly determine the entrepreneurial intentions. But, they only explain 22.5 percent (R^2) of the total variance of the entrepreneurial intentions.
- Each of the demographic and individual background variables (age, gender, educational background and previous employment experience) has no significant effect on the entrepreneurial intentions. However, adding these variables into the regression model increases the percentage of explained variance to 25.1 percent.

Although the entrepreneurial intentions are affected by the independent variables used in this research, intentions may also be affected by other variables that we have not included. Adding other potential factors may increase the total percentage of explained variance. Also, using a higher number of and more representative student respondents might give a more complete picture of the degree of entrepreneurial intentions among Norwegian students and the factors that affect them. We might have got an imbalanced sampling of respondents; simply the 40 percent non-respondents, who did not take their time to fill in the questionnaire, might be the most ambitious and career-oriented of the students who received the questionnaire.

The unexpected results of the analyses may also have some context specific reasons. Over the last years, the gender roles and balance have changed in Norway, resulting in females and males being equal in many aspects of career and employment aspirations. The unemployment rate is generally low in Norway and very few people with higher education need to be unemployed for more than a few weeks after graduation or while searching for a new position. Moreover, salaries in Norway are relatively high, not least for business administration graduates working in the private sector. It can be expected that people are likely to enter self-employment when they are dissatisfied with their compensation as employees or have reasons to expect higher earnings as entrepreneurial self-employed. Besides, starting a small business in Norway is actually not connected with high status or any particular prestige, compared to a permanent position as a manager in the private or public sectors. It might even be associated with greediness and problems to fall into line in a regular job. Also, entry barriers are high in most businesses, and most innovation and entrepreneurial endeavour take place among employees in larger firms.

It is our hope that this paper could be used as a starting point for similar studies of entrepreneurial intentions in, for instance, Indonesia. With a comparative perspective and data from various locations, such studies could also be used for making strategies and educational programmes to stimulate the motivation among students to be innovative and start their own business, for the benefit of national economic development.

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APPENDIX 1

I. PERSONAL DATA

Fill in the blanks with your data or select appropriate alternatives given.

D1. Date of birth: ___ /___ /___ (mm/dd/yy)

D2. Gender: 1. Female 2. Male

D3. Faculty/Major: 1. Economics or Business Administration
2. Non-economics or Business Administration

D4. Have you been working?: 1. Yes 2. No

D5. If you have been working, in which company sector?
1. Public or government sectors
2. Private sector

II. QUESTIONS

Please choose one of 7-point scale for each statement that represents your opinion. (1=strongly disagree, 7= strongly agree).

		strongly disagree						*strongly agree*
N1	I will do very well in fairly difficult tasks relating to my study and my work	1	2	3	4	5	6	7
N2	I will try hard to improve on past work performance	1	2	3	4	5	6	7
N3	I will seek added responsibilities in job assigned to me	1	2	3	4	5	6	7
N4	I will try to perform better than my friends	1	2	3	4	5	6	7
L1	Diligence and hard work usually lead to success	1	2	3	4	5	6	7
L2	If I do not succeed on a task, I tend to give up	1	2	3	4	5	6	7
L3	I do not really believe in luck	1	2	3	4	5	6	7
F1	I believe that my closest family thinks that I should pursue a career as an entrepreneur	1	2	3	4	5	6	7
F2	I do not care about what my closest family thinks when I decide to be an entrepreneur	1	2	3	4	5	6	7
P1	I believe that my closest friends think that I should pursue a career as an entrepreneur	1	2	3	4	5	6	7

Continued from Question II

		strongly disagree						*strongly agree*
P2	I do not care about what my closest friends think when I decide to be an entrepreneur	1	2	3	4	5	6	7
P3	I believe that people, who are important to me, think that I should pursue a career as an entrepreneur	1	2	3	4	5	6	7
P4	I do not care about what people who are important to me think when I decide to be an entrepreneur	1	2	3	4	5	6	7
S1	I have leadership skills that are needed to be an entrepreneur	1	2	3	4	5	6	7
S2	I have mental maturity to start to be an entrepreneur	1	2	3	4	5	6	7
I1	I have access to capital to start to be an entrepreneur	1	2	3	4	5	6	7
I2	I have good social networks that can be utilized when I decide to be an entrepreneur	1	2	3	4	5	6	7
I3	I have access to supporting information to start to be an entrepreneur	1	2	3	4	5	6	7
E1	I will choose a career as an entrepreneur	1	2	3	4	5	6	7
E2	I will choose a career as an employee in a company/an organization	1	2	3	4	5	6	7
E3	I prefer to be an entrepreneur rather than to be an employee in a company/ organization	1	2	3	4	5	6	7