

UNDERSTANDING THE ENTREPRENEURIAL ATTRIBUTES AMONG UNDERGRADUATE STUDENTS

Abstract

This study investigated the influence of gender and family occupation on entrepreneurial attributes among 220 undergraduate students in Muzaffarpur, Bihar. The research explored differences in innovativeness, self-assurance, risk propensity, and problem-solving skills using a structured questionnaire. Data analysis revealed significant gender disparities: male students demonstrated higher levels of innovativeness, self-assurance, and risk propensity compared to their female counterparts. However, no significant relationship was found between family occupation and these entrepreneurial attributes. This suggests that while gender plays a role in shaping certain entrepreneurial characteristics, family occupation, as categorized in this study, does not appear to be a determining factor. The study recommends gender-specific interventions to foster entrepreneurial skills and calls for further research exploring additional socio-economic factors that may influence entrepreneurial development. Future studies should also investigate the complex relationship between family occupation and entrepreneurial tendencies, potentially using more nuanced measures. These findings contribute to a better understanding of entrepreneurial development among young adults and can inform the design of targeted programs to promote entrepreneurship.

Keywords: Attributes, Innovativeness, skills, risk propensity, self-assurance

Authors

Dr. Kaushal Kumar

Assistant Professor
Faculty of Commerce,
Shri Rawatpura Sarkar University,
Raipur, Chhatisgarh.
kaushalsoni76@yahoo.in

Corresponding Author

Shraddha Singh

Research Scholar,
Faculty of Commerce,
Shri Rawatpura Sarkar University
Raipur, Chhatisgarh.

Adarsh Vaishnav

Research Scholar
Faculty of Commerce
Shri Rawatpura Sarkar University,
Raipur, Chhatisgarh.

I. INTRODUCTION

Entrepreneurial innovativeness, as highlighted by Covin and Wales (2019), is crucial for companies to continuously develop new offerings and adapt to evolving market needs, facilitating rapid market entry. Entrepreneurship is often described as the process of creating something valuable from limited resources, emphasizing the ability to identify opportunities and pursue them proactively, regardless of initial resource constraints. This process involves translating innovative ideas into tangible value (Timmons & Spinelli, 2009). Gbadeyan et al. (2017) define entrepreneurial activity as a proactive human endeavor focused on generating value through the creation or expansion of economic activity by identifying and capitalizing on new products, processes, or markets. Essentially, entrepreneurial activities are actions taken to create value by developing new products, ideas, and services. Entrepreneurship can be viewed as a dynamic process of generating incremental wealth, a journey where individuals create wealth by taking calculated risks (Trott, 2016). Innovation and creativity are widely recognized as essential for entrepreneurial ventures, driving expansion, introducing profitable new products, and enhancing market value (Kreiser et al., 2012). Entrepreneurial self-confidence, a strong belief in one's abilities, is closely linked to self-esteem, reflecting an individual's assessment of their capacity to think and overcome challenges. Self-confidence is often associated with a strong internal locus of control, the belief that one has control over their own destiny (Chell, 2013).

Muzaffarpur is a historically significant district in Bihar, known for its predominantly agrarian economy, with a mix of subsistence farming and growing commercial litchi cultivation, and its vibrant commercial hub. Located in the northern part of the state, it shares borders with several other districts and experiences a mix of urban and rural characteristics. The district's population is predominantly agrarian, with a considerable portion engaged in trade and small-scale industries, such as handicrafts, food processing, and light manufacturing. Muzaffarpur also reflects the complex social fabric of Bihar, with a diverse mix of castes and religious communities. This diverse economic and social context, with its mix of traditional agriculture and emerging industries, creates a unique environment for exploring the development of entrepreneurial attributes among its young student population. Furthermore, Muzaffarpur's historical significance as a center for trade and agriculture provides a fertile ground for understanding entrepreneurial potential. The presence of Babasaheb Bhimrao Ambedkar Bihar University (BRABU), a prominent educational institution in the region, offers a valuable platform to study the development of entrepreneurial attributes among its diverse student body, many of whom represent the first generation in their families to access higher education. This access to education, coupled with the region's evolving economic landscape, presents a crucial opportunity to investigate the factors that drive entrepreneurial aspirations and success among young people. This study aims to understand how these socio-economic factors, specific to the Muzaffarpur context, relate to these attributes. Understanding these relationships is crucial for developing targeted interventions to promote entrepreneurship and economic development in the region.

II. REVIEW OF LITERATURE

Karan et al (2024) Policymakers, researchers, and other stakeholders continue to be interested in entrepreneurship because of its enormous potential to address some of the world's most serious problems. Entrepreneurship has emerged as a popular career choice among youth

from emerging economies. Thus, understanding the relationship between motivations to start a business and their entrepreneurial intention is critical. Additionally, understanding the influence of a supportive institutional environment in this context is timely and relevant. Cardella et al. (2024) emphasize the impact of basic psychological needs satisfaction and COVID-19 pandemic perception on entrepreneurial intentions, especially in adverse environments. Their research suggests that educators and policymakers must create supportive frameworks to foster entrepreneurship under challenging conditions. Suresh & Krishnamurthy (2014) attempted to analyze the relationship between socio-economic factors and intensity of the entrepreneurial traits in commerce students in a college in Theni district in Tamilnadu. Ali et al. (2010) attempted to study entrepreneurial attributes in students studying in a public university. The study used multistage sampling among postgraduate students. The result revealed that majority of students possessed positive entrepreneurial attributes. The study further found that there was no significant impact of gender, family income and occupation on entrepreneurial attributes. Gürol & Atsan (2006) in their study investigated the entrepreneurial orientation of students involved in entrepreneurship education at a Turkish university and compared them with students who did not show a proclivity for entrepreneurship. A survey questionnaire utilizing the Likert scale was employed for data collection. The t-Test was utilized, and the findings indicated that the levels of various entrepreneurial traits were notably higher among students inclined towards entrepreneurship as opposed to those who did not exhibit a similar inclination. Zain et al. (2010) in their study focused on gauging the entrepreneurial intentions of undergraduate business students in Malaysia. Researchers utilized the Pearson correlation test to assess the impact of personality traits and environmental factors on students' decisions to pursue entrepreneurship. The results indicated that a significant majority of students expressed the intention to embark on entrepreneurial endeavors, with their decisions being notably influenced by their individual personality traits. A study conducted on South African university students to find association of entrepreneurial attributes and intentions. Factor analysis was performed to test validity of measuring instruments. Application of Inferential Statistics were made to find out the association. The study found that entrepreneurial attributes significantly found in students showing entrepreneurial intentions Farrington et al. (2012). The study concluded that entrepreneurial traits played an important role in development of potential entrepreneurs and creation of new establishments. The study also suggested that governments and academics should come forward to help and motivate such students in these issues. Ahmad et al. (2014) examined the efficacy of the entrepreneurship curriculum of students in Malaysia. The investigation revealed that the curriculum was ineffective and students were not getting proper and sufficient knowledge. It further revealed that instructors also lack required entrepreneurial knowledge and training. Anwer et al. (2019) conducted research to explore the relationship between personality traits and entrepreneurial traits among business and commerce students in universities. The researchers used a partial least square method to analyze the primary data. The finding revealed that goals and aspirations of the students highly determined the entrepreneurial intentions among the students. Anwar & Saleem (2019) attempted to explore entrepreneurial traits among university students in India. The study used questionnaires based on 7-point Likert scale and collected data using convenient sampling. Finding revealed that there is a high level of entrepreneurial traits among those students who are inclined towards entrepreneurship. Students inclined towards entrepreneurship were carrying higher risk bearing capacity, creativeness and other entrepreneurial skills. Beránek (2015) studied the attitude of students towards entrepreneurial skills. Result revealed that all entrepreneurial skills except risk

bearing traits have been developed. The study suggested to include risk bearing capacity in educational content for students so that they can learn it in a competitive environment. Valdez-Juárez et al. (2024) said that reinforcing the idea that personality traits and psychological profiles play a significant role in shaping entrepreneurial intentions. However, the presence of external enablers, such as supportive ecosystems and policy frameworks, is essential in translating entrepreneurial potential into tangible outcomes. This review underscores the need for a holistic approach in fostering entrepreneurship, integrating both individual attributes and structural support mechanisms.

III. RESEARCH GAP

Bihar, with its rich historical and cultural heritage, is an evolving state with significant potential for economic growth. Although Bihar has faced various challenges over the years, including socio-economic backwardness, it has seen gradual improvements in infrastructure, education, and market opportunities in recent years. The state's large population, coupled with emerging industries and government initiatives, presents numerous entrepreneurial opportunities. Additionally, the state government has been implementing various schemes to encourage investments and foster an entrepreneurial ecosystem. However, despite these developments, there is a lack of focused research on the entrepreneurial attributes of undergraduate students in Bihar. The role of education in shaping entrepreneurial traits remains underexplored, especially in light of the region's unique socio-economic context. Research focusing on the entrepreneurial mindset, risk-taking abilities, and problem-solving skills of undergraduate students in Bihar is crucial for understanding how well the current educational system prepares students for entrepreneurial ventures. Addressing this gap would offer valuable insights into how Bihar can better support its youth in harnessing entrepreneurial potential and creating a more robust business environment in the state.

IV. RESEARCH OBJECTIVE

This study investigates the entrepreneurial attributes of undergraduate students of Muzaffarpur district of Bihar, considering the influence of select socio-economic factors.

V. RESEARCH HYPOTHESIS

H₀₁: There is no significant difference in entrepreneurial attributes among undergraduate students when grouped by family occupation.

H₀₂: There is no significant difference in entrepreneurial attributes between male and female undergraduate students.

VI. RESEARCH METHDOLOGY

A quantitative study was carried out to examine the impact of socio-economic factors on entrepreneurial attributes and to evaluate these attributes among undergraduate students in Muzaffarpur District, Bihar. Primary data was gathered through a structured questionnaire, which was distributed via Google Forms to undergraduate students studying at Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur, and its 37 constituent colleges. The study employed a simple random sampling technique to collect responses from 220 participants.

To measure the entrepreneurial attributes of the students, this research utilized a well-established 20-item scale developed by Villasana et al. (2016) and modified as the requirement of our research. his scale measures four key traits: innovativeness (5 items, $\alpha = 0.808$), self-assurance (7 items, $\alpha = 0.847$), risk propensity (4 items, $\alpha = 0.958$), and problem-solving skills (4 items, $\alpha = 0.953$). Each item was rated on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The overall reliability of the scale was notably high, with a Cronbach's alpha value of 0.873. The study focused on two socio-economic variables: family occupation and gender. In this study, all the four attributes are used as dependent variables and all the socio-economic variables are considered as independent variables.

VII. LIMITATION

This study is geographically limited to Muzaffarpur District in Bihar and institutionally restricted to Babasaheb Bhimrao Ambedkar Bihar University, Muzaffarpur and its 37 constituents' colleges. Only undergraduate students were included in the study, who are pursuing their undergraduate Honors program in Commerce, Arts Science stream. The study is limited to only two socio-economic variables namely Family occupation and gender.

VIII. RESULT AND DATA ANALYSIS

Table 1: Descriptive details of Socio-economic variables

	Category	Frequency	Percentage
Gender	Male	110	50
	Female	110	50
	Total	220	100
Family Occupation	Business	86	39.09
	Farming	78	35.46
	Salaried	56	25.46
	Total	220	100

Source: Compiled Primary Data

Table 1 displays descriptive statistics concerning the socio-economic variables of the student participants. The study sample consists of 220 undergraduate students, with an equal distribution of gender—50% male (110 students) and 50% female (110 students). This equal representation ensures a balanced perspective on entrepreneurial attributes across both genders. Regarding family occupation, the distribution is as follows: 39.09% (86 students) of participants come from business-oriented families, 35.46% (78 students) are from farming backgrounds, and 25.46% (56 students) have salaried family occupations.

Table 2: Descriptive statistics of entrepreneurial attributes for socio-economic variables

Independent Variable	Statistics	Dependent Variable			
		Innovativeness	Self-Assurance	Risk-Propensity	Problem Solving Skills
Gender					
Female	N	110	110	110	110
	Mean	3.7234	3.5974	3.9409	3.8234
	Std. Deviation	0.5427	0.6953	0.8353	0.2354
	Std. Error Mean	0.07055	0.06535	0.06974	0.09171
Male	N	110	110	110	110
	Mean	4.1976	4.4492	4.4464	3.8283
	Std. Deviation	1.34606	1.34389	1.15065	1.27055
	Std. Error Mean	0.12881	0.2186	0.21925	0.21161
Family Occupation					
Business	N	86	86	86	86
	Mean	4.0424	4.2905	4.2367	3.7967
	Std. Deviation	0.7113	0.8192	0.3922	0.8922
	Std. Error	0.10519	0.11184	0.12846	0.12422
Farming	N	78	78	78	78
	Mean	3.8176	4.2315	4.2112	3.8862
	Std. Deviation	1.29718	1.28958	1.25293	1.16096
	Std. Error	0.15731	0.15638	0.15194	0.14079
Job	N	56	56	56	56
	Mean	4.024	4.4114	4.225	3.7873
	Std. Deviation	0.90047	0.83581	0.8982	0.92886
	Std. Error	0.12735	0.1182	0.12702	0.13136

Source: Compiled Primary data

Table 2 presents descriptive statistics of entrepreneurial attributes for socio-economic variables among undergraduate students. Four key entrepreneurial attributes were assessed: innovativeness, self-assurance, risk-propensity, and problem-solving skills. The data reveals interesting patterns across gender. Male students (n=110) reported higher mean scores than

female students ($n=110$) across three of the four attributes: innovativeness (4.20 vs. 3.72), self-assurance (4.45 vs. 3.60), and risk-propensity (4.35 vs. 3.94). Problem-solving skills showed minimal difference between genders, with males scoring slightly higher (3.83 vs 3.82). When considering family occupation, the data is categorized into business, farming, and job backgrounds. For innovativeness, students from business backgrounds ($n=86$) scored the highest (4.04), followed by those with job backgrounds ($n=56$) at 4.02, and lastly, those from farming backgrounds ($n=78$) at 3.82. A similar trend is observed for self-assurance, with business backgrounds scoring 4.29, job backgrounds at 4.41, and farming backgrounds at 4.23. Risk-propensity also follows this pattern, with business backgrounds at 4.24, job backgrounds at 4.23 and farming backgrounds at 4.21. Problem-solving skills showed a slightly different pattern. Students from farming backgrounds scored the highest (3.89), followed by business backgrounds at 3.80 and job backgrounds at 3.79.

Hypothesis Testing

H₀₁: There is no significant difference in entrepreneurial attributes among undergraduate students when grouped by family occupation.

Table 3: Result of Hypothesis using One-way ANOVA
(Entrepreneurial Attributes and Family Occupation)

		df	<i>F</i>	<i>p-value</i>	η^2
Innovativeness	Between Groups	2	0.274	0.731	.003
	Within Groups	217			
	Total	219			
Self -Assurance	Between Groups	2	1.944	0.246	.018
	Within Groups	217			
	Total	219			
Risk Propensity	Between Groups	2	0.622	0.638	.006
	Within Groups	217			
	Total	219			
Problem Solving Skills	Between Groups	2	0.759	0.270	.007
	Within Groups	217			
	Total	219			
Note. η^2 = eta squared.					

Source: Compiled Primary data.

The presented hypothesis suggests that there were no statistically significant differences between family occupation groups for any of the entrepreneurial attributes. Specifically, for innovativeness, $F(2, 217) = 0.27$, $p = .731$, $\eta^2 = .003$; for self-assurance, $F(2, 217) = 1.94$, $p = .246$, $\eta^2 = .018$; for risk propensity, $F(2, 217) = 0.62$, $p = .638$, $\eta^2 = .006$; and for problem-solving skills, $F(2, 217) = 0.76$, $p = .270$, $\eta^2 = .007$. These results indicate that family

UNDERSTANDING THE ENTREPRENEURIAL ATTRIBUTES AMONG UNDERGRADUATE STUDENTS

occupation background, as categorized in this study, does not appear to be related to the levels of innovativeness, self-assurance, risk propensity, or problem-solving skills demonstrated by the undergraduate students in this sample. While not statistically significant, the small effect sizes (η^2) suggest that the variance in entrepreneurial attributes accounted for by family occupation is minimal.

Ho3: There is no significant difference in entrepreneurial attributes among the undergraduate students considering gender.

Table 4: Result of Hypothesis testing using T-Test (Entrepreneurial attributes and Gender)

	Levene's Test for Equality of Variances			t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Innovativeness	Equal variances assumed	25.843	0.240	2.397	218	0.017
	Equal variances not assumed			2.601	271.143	0.01
Self-Assurance	Equal variances assumed	29.859	0.330	3.054	218	0.003
	Equal variances not assumed			3.337	265.016	0.001
Risk Propensity	Equal variances assumed	23.692	0.230	2.701	218	0.008
	Equal variances not assumed			2.935	269.898	0.004
Problem Solving Skills	Equal variances assumed	7.282	0.130	0.187	218	0.852
	Equal variances not assumed			0.196	290.464	0.845

Source: Compiled Primary data

Table 4 Results indicated statistically significant differences between groups for several entrepreneurial attributes. Innovativeness scores were significantly different, $t(218) = 2.397$, $p = .017$. Self-assurance scores were also significantly different between groups, $t(218) = 3.054$, $p = .003$. Similarly, risk propensity scores demonstrated a statistically significant difference, $t(218) = 2.701$, $p = .008$. However, there was no statistically significant difference between groups for problem-solving skills, $t(218) = 0.187$, $p = .852$.

IX. FINDINGS

The analysis of the data revealed several key findings. First, the gender distribution among the participants was evenly split, with 50% male and 50% female students. Regarding family occupation, the most prevalent category was business (39.09%), followed by farming (35.46%), and lastly, salaried jobs (25.46%). When examining entrepreneurial attributes by gender, male students demonstrated higher mean scores in innovativeness, self-assurance, and risk propensity compared to their female counterparts. However, problem-solving skills showed minimal difference between the two genders. A similar pattern emerged when analyzing entrepreneurial attributes by family occupation. Students from business backgrounds scored highest in innovativeness, self-assurance, and risk propensity, followed by those with salaried family occupations, and then those from farming backgrounds. For problem-solving skills, however, students from farming backgrounds scored slightly higher than the other two groups. Finally, the statistical tests yielded mixed results. While t-tests revealed statistically significant differences between male and female students in innovativeness, self-assurance, and risk propensity, no significant difference was found for problem-solving skills. Similarly, ANOVA tests showed no statistically significant differences in any of the four entrepreneurial attributes when students were grouped by family occupation.

X. CONCLUSION

This study makes several important contributions to the existing body of knowledge on entrepreneurship. This study explored the entrepreneurial attributes of undergraduate students in the Muzaffarpur district of Bihar, India, focusing on the influence of gender and family occupation. This localized focus offers insights that may not be captured by broader, more generalized studies. Second, the study highlights the importance of examining specific entrepreneurial attributes, as they appear to be differentially influenced by socio-economic factors. Gender appears to be a significant factor influencing certain entrepreneurial attributes, specifically innovativeness, self-assurance, and risk propensity. The higher scores observed in male students suggest that gender-targeted interventions might be beneficial in fostering these attributes. Surprisingly, family occupation, as categorized in this study, did not demonstrate a statistically significant relationship with any of the measured entrepreneurial attributes. This null finding could be attributed to various factors, including limitations in the way family occupation was assessed, the potential influence of other unmeasured variables, or the possibility that the impact of family occupation on entrepreneurial traits manifests later in life. The study also underscores the importance of examining specific entrepreneurial attributes individually, as they appear to be influenced differently by gender. The lack of significant difference in problem-solving skills between genders, for instance, highlights the need for nuanced approaches in entrepreneurship development. Overall, the complexity of factors influencing entrepreneurial attributes is evident, emphasizing the need for further investigation.

Recommendations

In light of the findings and conclusions, several recommendations are proposed. First, given the observed gender disparities, educational institutions and policymakers should consider developing gender-specific programs and interventions to promote entrepreneurial attributes.

Second, future research should delve deeper into the relationship between family occupation and entrepreneurial traits, perhaps by using more refined measures of family occupation or exploring the interplay between family occupation and other socio-economic factors. Third, researchers should expand the scope of their investigations to include a wider array of socio-economic variables, such as parental education, family income, and access to resources, to gain a more holistic understanding of entrepreneurial development. Fourth, interventions designed to foster entrepreneurship should focus on cultivating specific attributes, acknowledging that different attributes might require tailored approaches. Finally, longitudinal studies are recommended to track the development of entrepreneurial attributes over time and to assess the long-term impact of various socio-economic factors. Qualitative research methods could also be employed to gain richer insights into the lived experiences and perspectives of students from diverse backgrounds, further illuminating the complex dynamics of entrepreneurial development.

REFERENCES

- [1] Ahmad, S. Z., Ismail, M. Z., & Buchanan, F. R. (2014). Examining the entrepreneurship curriculum in Malaysian polytechnics. *The International Journal of Management Education*, 12(3), 397-406.
- [2] Ali, A., Topping, K. J., & Tariq, R. H. (2010). Entrepreneurial Attributes among Postgraduate Students of a Pakistani University. *Online Submission*, 7(5), 66-77.
- [3] Anwar, I., & Saleem, I. (2019). Exploring entrepreneurial characteristics among university students: evidence from India. *Asia Pacific Journal of Innovation and Entrepreneurship*, 13(3), 282-295.
- [4] Anwer, S., Chandio, J. A., & Ashraf, M. (2019). A Study Of Entrepreneurial Intentions Among Business and Commerce Graduates: Evidence From Public Sector Universities. *IBT Journal of Business Studies (JBS)*, 2(2).
- [5] Beránek, L. (2015). The attitude of the college students to entrepreneurial skills development in the subject e-commerce. *Informatics in Education-An International Journal*, 14(1), 1-13.
- [6] Brás, G.R., Daniel, A. and Fernandes, C. (2024), "The effect of proximal personality traits on entrepreneurial intention among higher education students", *International Journal of Innovation Science*, Vol. 16 No. 1, pp. 114-137. <https://doi.org/10.1108/IJIS-10-2022-0198>
- [7] Cardella, G. M., Barba-Sánchez, V., Meseguer-Martinez, Á., Hernández-Sánchez, B., & Sánchez-García, J. C. (2024). Analyzing university students' entrepreneurial intentions under the influence of the COVID-19 pandemic. *International Entrepreneurship and Management Journal*, 1-24.
- [8] Chell, E. (2013). *The Entrepreneurial Personality: A Social Construction*. Routledge.
- [9] Covin, J. G., & Wales, W. J. (2019). Crafting high-impact entrepreneurial orientation research: Some suggested guidelines. *Entrepreneurship Theory and Practice*, 43(1).
- [10] Farrington, S. M., Venter, D. J. L., & Neethling, A. (2012). Entrepreneurial attributes and intentions: perceptions of South African business science students. *Management Dynamics: Journal of the Southern African Institute for Management Scientists*, 21(3), 17-32.
- [11] Frost, R. O., & Shows, D. L. (1993). The Nature and Measurement of Compulsive Indecisiveness. *Behaviour Research and Therapy*, 37(7), 683-692.
- [12] Gbadeyan, R. A., Oppong, N. Y., & Oduro, S. (2017). Effects of Socio-Economic Factors on Entrepreneurship Activities in Cape Coast, Ghana. *Journal of Entrepreneurship and Business*, 5(1), 39-51.
- [13] Gürol, Y., & Atsan, N. (2006). Entrepreneurial characteristics amongst university students: Some insights for entrepreneurship education and training in Turkey. *Education+ training*, 48(1), 25-38.
- [14] Karan, A., Singh, M., & Rana, N. P. (2024). Does entrepreneurial motivation influence entrepreneurial intention? Exploring the moderating role of perceived supportive institutional environment on Indian university students. *International Entrepreneurship and Management Journal*, 20(1), 215-229.
- [15] Kreiser, P. M., Marino, L. D., Kuratko, D. F., & Weaver, K. M. (2012, November 17). Disaggregating entrepreneurial orientation: the non-linear impact of innovativeness, proactiveness and risk-taking on SME performance. *Small Business Economics*, 40, 273–291. 10.1007/s11187-012-9460-x
- [16] Suresh, G., & Krishnamurthy, S. (2014). A Study on the Entrepreneurial Traits of Commerce Students of Arts and Science Colleges in Theni District, Tamil Nadu. *IUP Journal of Entrepreneurship Development*, 11(1).

UNDERSTANDING THE ENTREPRENEURIAL ATTRIBUTES AMONG UNDERGRADUATE STUDENTS

- [17] Timmons, J. A., & Spinelli, S. (2009). *New Venture Creation: Entrepreneurship for the 21st Century*. McGraw-Hill/Irwin.
- [18] Trott, P. (2016). *Innovation Management and New Product Development*. Pearson Education.
- [19] Villasana, M., Rodriguez, R. A., & Alvarez, M. M. (2016). Examining Entrepreneurial Attributes of Latin American Female University Students. *Gender and Education*, 28(1), 148-166.
- [20] Zain, Z. M., Akram, A. M., & Ghani, E. K. (2010). Entrepreneurship intention among malaysian business students/l'esprit d'entreprise chez les etudiants en commerce Malaisiens. *Canadian social science*, 6(3), 34.