

RELATIONSHIP BETWEEN STUDENTS' FAMILY REASONS AND THEIR INTENTION FOR ENTREPRENEURSHIP

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ABSTRACT

This paper studies if there is a relationship between (a) the students' rating of the three family related variables as important or unimportant and (b) their intention to start their own business; or their intention to work for someone else; after they have completed their undergraduate education, whether or not they have completed work for a degree.

Statistical testing of various responses using eighteen hypotheses found no such relationships.

The first nine statistical tests found no relationship between the students' rating of the three family related variables as important and unimportant (Q. 16, 17, and 18) and their intention to start their own business (Q15ab) once they have completed their undergraduate studies whether they have obtained a degree or not—data classified by male, female, and total components.

Similarly, the remaining nine statistical tests also found no relationship between the students' rating of the three family related variables as important and unimportant (Q. 16, 17, and 18) and their intention to work for someone else (Q15c) once they have completed their undergraduate studies whether they have obtained a degree or not—data classified by male, female, and total components.

This article is one of a kind in two particular ways. One, it presents (a) students' intention for starting a business and (b) students' intention for working for someone else in the same writing; and two, it is based on the data that were collected about ten years ago which has its own historical significance for comparison for future studies. Suggestions for improvement would be highly appreciated.

INTRODUCTION

Joseph Schumpeter_(1934) was one of those few who pioneered and encouraged research into the various areas of entrepreneurship. Researching the role of one's family in starting and building a business was one of those fields that scholars and practitioners continue to investigate.

According to Bird et al. (2002), family business clearly played a critical role in the global prominence of the industrial age.

Parents are naturally motivated to build a business that they can pass on to their children. What a heritage to leave for their children!

The family experience in business has regularly helped new business creation and development process (e.g., Hundley 2006; Katz 1992; Krueger 1993; Matthews and Moser 1995, 1996). (Cited in Dyer, et al (2014).

A study by Robinson and Stubberud (2012) examines the proportions of men and women in a variety of 'European countries whose motivation for starting a business was based on a

family tradition for self-employment. The results show that, in several countries, more women than men state that this tradition was a motive for entrepreneurship.

Based on his empirical research, Hundley (2006) concluded that men with self-employed fathers and higher parental incomes are more likely to be self-employed. (cited in Dyer, et al (2014) Text is partly mine. See original articles.

A family often provides various kinds of critical support in the establishment and enhancement of a business. Family capital consists of human, social, and financial resources (Danes et al. 2009; Nahapiet & Ghoshal, 1998; Dyer 2006; cited in Dyer, et al.).

According to Fairlie and Robb (2008), cited by Dyer, et al. (2014), children of self-employed parents are three times more likely to become self-employed than children whose parents are not self-employed.

According to Sirmon and Hitt (2003), the collective financial capital, the “survivability capital,” that a family can provide a new firm can empower it with a competitive advantage over those firms which don’t have such an access. (Cited in Dyer, et al (2014).

Clearly, the role of family in entrepreneurship continues to be researched regularly and extensively. However, much more needs to be done in this important area.

PURPOSE OF RESEARCH

Purpose of Overall Research

The overall purpose of this research is to find if there is a statistical relationship between a number of independent variable and the Lubin School of Business students’ intention to become entrepreneurs after they have completed their undergraduate education, whether or not they have completed education for a degree.

Two academic journal articles have already been published based on these data; in addition to an article in conference proceedings.

Purpose of this Particular Article

The objective of this particular article is limited to analyzing the selected variables included in the questionnaire that related to the “Relationship between students’ family reasons and their intention for starting a business” (entrepreneurship). In particular, it studies the role of the following three micro variables in students’ intention to start a new business; or to work for someone else; after they have completed their education; whether or not they have obtained a degree. These three variables are: (1) “family tradition,” (2) “family encouragement,” and (3) “family can provide monetary support.” An extensive survey of literature did not reveal any such study done in the past that examined the duality of these intentions in the same investigation.

The relationship of these three micro variables to the students’ intention for entrepreneurship, or to work for someone else, has been studied by testing a total of eighteen hypotheses as stated later in the article.

Limitations of Study: Nature of Student Population

This is a study of the Lubin students who were taking undergraduate business courses (accounting, information system, management, or marketing) at different class levels (first, second, third, or fourth year) during the study period. The 366 students chosen for the study were

all different individuals. This is not a study of the same individuals as they progressed from their first year of study through to their fourth year.

Limitations of Study: Statistical Testing Tool

Several statistical techniques, such as chi-square, regression analysis, and t-test, are available to test the validity of a set of data. All the same, only the chi-square technique has been used to test the validity of data used in this research, because the data gathered amply satisfy the following four primary assumptions of the Pearson's chi-squared test: (a) Independence of observations, (b) large enough expected cell counts, (c) randomness of data, and (d) sufficient sample size (Yates, Moore & McCabe, 1999).

Significance of the Study

This article is one of a kind that deals with students' family reasons both (a) To intend to become entrepreneurs and (b) To intend to work for someone else at the same time. Literature is replete with the studies that deal with the students' intention to become entrepreneurs. However, an extensive survey of literature has shown that not much has been written on the students' intention to work for someone else. Research articles dealing with both at the same time were found to be non-existent.

This article is based on the data that were collected about ten years ago. Its findings, therefore, may have their own temporal historical significance for scholars doing micro research in this important area.

Possible areas of improvement

While the research reported in this article is unique in its own way, the author, based on the reviewers' suggestions, if needed, would be glad to enhance its contents in the areas such as follows:

1. Additional computations and/or statistical tests.
2. Depth and breadth of survey of literature.
3. Additional analysis of data, such as breakdown of the total responses by individual class years (first year, second year, third year, and fourth year).

RESEARCH METHODOLOGY

Questionnaire

A 6-page questionnaire containing 91 questions (variables) was designed for this study for distribution among selected undergraduate students at the Lubin School of Business, Pace University New York during December 2004 – December 2005 period. The 91 variables were classified into the following eight groups:

1. Personal data: Gender, age group, marital status, father's employment, father's income, mother's employment, mother's income, (questions 1-7)
2. Educational data: Current student status, current year of study, degree program, major area of study in the broad discipline of business, grade point average, (questions 8-12)
3. Respondent's employment status, respondent's income, (questions 13-14)

4. Respondent's intention to start own business, work for a family business, work for someone else (Question 15)
5. Reasons for starting your own business (Table 1, questions 16-34; or 19 questions)
6. Reasons for not working for someone else (Table 2, questions 35-53; or 19 questions)
7. Reasons for not starting your own business (Table 3, questions 54-72; or 19 questions)
8. Reasons for working for someone else (Table 4, questions 73-91; or 19 questions)
 - I. Of the four tables included in the questionnaire, the students were asked to answer only two of them: Either, answer Tables 1 and 2, or, answer Tables 3 and 4. A note to this effect appeared at the bottom of each table. Thus in effect, it was only a 53-questions questionnaire (15+19+19).
 - II. Each of the 19 questions included in each table had 1-5 possible answers: (a) Unimportant, (b) Important-somewhat (c) Important-average, (d) Important-above average, and (e) Very important. Note: describe how they were grouped.

Collection and Selection of Data

Copies of the questionnaire were sent to the author's faculty colleagues who agreed to allow their students to participate in the study. The number of students' responses varied. Not every student who participated in the study answered all the 53 questions (total 91 questions minus 38 questions that had to be ignored because of the nature of the questionnaire).

A total of 435 questionnaires were returned by the students. Of these, 366 questionnaires were found usable for this particular article. The remaining 69 questionnaires were withdrawn for this study for the reasons such as follows:

1. Did not answer the question about class level.
2. Did not answer any question included in the four tables.
3. Answered only a single table or a combination of the tables inconsistent with the guidelines provided.

Exhibits Included

For readers' information and convenience, a total of seven exhibits are included in this article. Exhibit 1 presents a list of questions related to students' gender, class year, intention, and rating of family reasons as presented in the questionnaire. The other six exhibits deal with the students' rating of family variables and their intention to start their own business, or to work for someone else.

Exhibit 1: List of Questions

- Related to Students' Gender, Class Year, Intention, and Rating of Family Reasons; As Presented in the Research Questionnaire (With their Original Question Numbers)

Exhibit 2: Summary of Null Hypotheses Testing and Decisions

- Relationship between Students' rating of the "Family tradition" as important and unimportant (Q16) and their intention to start their own business (Q 15ab); Broken down by totals and gender

Exhibit 3: Summary of Null Hypotheses Testing and Decisions

- Relationship between Students' rating of the "Family encouragement" as important and unimportant (Q17) and their intention to start their own business (Q 15ab); Broken down by totals and gender

Exhibit 4: Summary of Null Hypotheses Testing and Decisions

- Relationship between Students' rating of the "Family can provide monetary support" as important and unimportant (Q18); and their intention to start their own business (Q 15ab); Broken down by totals and gender

Exhibit 5: Summary of Null Hypotheses Testing and Decisions

- Relationship between Student's rating of the "Family tradition" as important and unimportant (Q16) and their intention to work for someone else (Q 15c); Broken down by totals and gender

Exhibit 6: Summary of Null Hypotheses Testing and Decisions

- Relationship between Student's rating of the "Family encouragement" as important and unimportant (Q17) and their intention to work for someone else (Q 15c); Broken down by totals and gender

Exhibit 7: Summary of Null Hypotheses Testing and Decisions

- Relationship between Student's rating of the "Family can provide monetary support" as important and unimportant (Q18) and their intention to work for someone else (Q 15c); Broken down by totals and gender

NULL HYPOTHESES TESTING AND DECISIONS HYPOTHESES 1-9 FAMILY VARIABLES & INTENTION FOR ENTREPRENEURSHIP

Hypotheses 1-3: Relationship between "Family Tradition" and Intention for Entrepreneurship

Null Hypothesis 1: There is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 16) and their Intention to start their own business (Q15ab).

(For the total of all males and females)

- Alternate hypothesis 1: There is such a statistical difference.

Null Hypothesis 2: There is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 16) and their Intention to start their own business (Q15ab).

(For the total of all males)

- Alternate hypothesis 2: There is such a statistical difference.

Null Hypothesis 3: There is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 16) and their Intention to start their own business (Q15ab).

(For the total of all Females)

- Alternate hypothesis 3: There is such a statistical difference.

Findings: Hypotheses 1, 2, and 3

A summary of the statistical analysis of data related to the three hypotheses stated above is presented in Exhibit 2. It also shows the decisions reached based on this analysis.

It accepts the Null Hypothesis 1 which states that (for the total of all males and females) there is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 16) and their intention to start their own business (Q15ab) once they have completed their undergraduate studies whether they have obtained a degree or not. It is so because the calculated value of X^2 , 0.7496, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Likewise it also accepts the Null Hypothesis 2 that deals with only the male component of the students. In this case the calculated value of X^2 , 0.2255, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Similarly, it also accepts the Null Hypothesis 3 that deals only with only the female component of the students In this case the calculated value of X^2 , 0.6649, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Hypotheses 4-6: Relationship between "Family Encouragement" and Intention for Entrepreneurship

Null Hypothesis 4: There is no relationship between Students' rating of the "family encouragement" as important or unimportant (Q 17) and their Intention to start their own business (Q15ab).

(For the total of all males and females)

- Alternate hypothesis 4: There is such a statistical difference.

Null Hypothesis 5: There is no relationship between Students' rating of the "family encouragement" as important or unimportant (Q 17) and their Intention to start their own business (Q15ab).

(For the total of all Males)

- Alternate hypothesis 5: There is such a statistical difference.

Null Hypothesis 6: There is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 17) and their Intention to start their own business (Q15ab). (For the total of all Females)

- Alternate hypothesis 6: There is such a statistical difference.

Findings: Hypotheses 4, 5, and 6

A summary of the statistical analysis of data related to the three hypotheses stated above is presented in Exhibit 3. It also shows the decisions reached based on this analysis

It accepts the Null Hypothesis 4 which states that (for the total of all males and females) there is no relationship between Students' rating of the "family encouragement" as important or unimportant (Q 17) and their intention to start their own business (Q15ab) once they have completed their undergraduate studies whether they have obtained a degree or not. It is so because the calculated value of X^2 , 0.7496, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Likewise it also accepts the Null Hypothesis 5 that deals with only the male component of the students. In this case the calculated value of X^2 , 0.0082, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Similarly, it also accepts the Null Hypothesis 6 that deals with only the female component of the students. In this case the calculated value of X^2 , 0.0272, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Hypotheses 7-9: Relationship Between "Family Can Provide Monetary Support" and Intention for Entrepreneurship

Null Hypothesis 7: There is no relationship between Students' rating of the "family can provide monetary support" as important or unimportant (Q 18) and their Intention to start their own business (Q15ab).

(For the total of all males and females)

- Alternate hypothesis 7: There is such a statistical difference.

Null Hypothesis 8: There is no relationship between Students' rating of the "family can provide monetary support" as important or unimportant (Q 18) and their Intention to start their own business (Q15ab).

(For the total of all males)

- Alternate hypothesis 8: There is such a statistical difference.

Null Hypothesis 9: There is no relationship between Students' rating of the "family can provide monetary support" as important or unimportant (Q 18) and their Intention to start their own business (Q15ab).

(For the total of all females)

- Alternate hypothesis 9: There is such a statistical difference.

Findings: Hypotheses 7, 8, and 9

A summary of the statistical analysis of data related to the three hypotheses stated above is presented in Exhibit 4. It also shows the decisions reached based on this analysis.

It accepts the Null Hypothesis 7 which states that (for the total of all males and females) there is no relationship between Students' rating of the "family can provide monetary support" as important or unimportant (Q 18) and their intention to start their own business (Q15ab) once they have completed their undergraduate studies whether they have obtained a degree or not. It is so because the calculated value of X^2 , 0.4866, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Likewise it also accepts the Null Hypothesis 8 that deals with only the male component of the students. In this case the calculated value of X^2 , 1.2509, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Similarly, it also accepts the Null Hypothesis 9 that deals only with only the female component of the students In this case the calculated value of X^2 , 0.0636, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Summary of Statistical Findings (Q. 16, 17, and 18 vs. Q. 15ab)

All nine statistical tests found no relationship between the students' rating of the three family related variables as important and unimportant (Q. 16, 17, and 18) and their intention to start their own business (Q15ab) once they have completed their undergraduate studies whether they have obtained a degree or not—data classified by male, female, and total components.

NULL HYPOTHESES TESTING AND DECISIONS HYPOTHESES 10-18

FAMILY VARIABLES & INTENTION TO WORK FOR SOMEONE ELSE

Hypotheses 10, 11, and 12: Relationship between Family Tradition and Intention to Work for Someone Else

Null Hypothesis 10: There is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 16) and their Intention to work for someone else (Q15c).

(For the total of all males and females)

- Alternate hypothesis 10: There is such a statistical difference.

Null Hypothesis 11: There is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 16) and their Intention to work for someone else (Q15c).

(For the total of all Males)

- Alternate hypothesis 11: There is such a statistical difference.

Null Hypothesis 3: There is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 16) and their Intention to work for someone else (Q15c).

(For the total of all Females)

- Alternate hypothesis 12: There is such a statistical difference.

Findings: Hypotheses 10, 11, and 12

A summary of the statistical analysis of data related to the three hypotheses stated above is presented in Exhibit 5. It also shows the decisions reached based on this analysis.

It accepts the Null Hypothesis 10 which states that (for the total of all males and females) there is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 16) and their intention to work for someone else (Q15c) once they have completed their undergraduate studies whether they have obtained a degree or not. It is so because the calculated value of X^2 , 1.3090, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Likewise it also accepts the Null Hypothesis 11 that deals with only the male component

of the students. In this case the calculated value of X^2 , 0.4221, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Similarly, it also accepts the Null Hypothesis 12 that deals only with only the female component of the students. In this case the calculated value of X^2 , 1.0449, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Hypotheses 13, 14, 15: Relationship between Family Encouragement and Intention to Work for Someone Else

Null Hypothesis 13: There is no relationship between Students' rating of the "family encouragement" as important or unimportant (Q 17) and their Intention to work for someone else (Q15c).

(For the total of all males and females)

- Alternate hypothesis 13: There is such a statistical difference.

Null Hypothesis 14: There is no relationship between Students' rating of the "family encouragement" as important or unimportant (Q 17) and their Intention to work for someone else (Q15c).

(For the total of all Males)

- Alternate hypothesis 14: There is such a statistical difference.

Null Hypothesis 15: There is no relationship between Students' rating of the "family tradition" as important or unimportant (Q 17) and their Intention to work for someone else (Q15c).

(For the total of all Females)

- Alternate hypothesis 15: There is such a statistical difference.

Findings: Hypotheses 13, 14, and 15

A summary of the statistical analysis of data related to the three hypotheses stated above is presented in Exhibit 6. It also shows the decisions reached based on this analysis.

It accepts the Null Hypothesis 13 which states that (for the total of all males and females) there is no relationship between students' rating of the "family encouragement" as important or unimportant (Q 17) and their intention to work for someone else (Q15c) once they have completed their undergraduate studies whether they have obtained a degree or not. It is so because the calculated value of X^2 , 0.0539, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Likewise it also accepts the Null Hypothesis 14 that deals with only the male component of the students. In this case the calculated value of X^2 , 0.0154, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Similarly, it also accepts the Null Hypothesis 15 that deals with only the female component of the students. In this case the calculated value of X^2 , 0.0456, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Hypotheses 16, 17, 18: Relationship Between “Family Can Provide Monetary Support” and Intention to Work for Someone Else

Null Hypothesis 16: There is no relationship between Students’ rating of the "family can provide monetary support" as important or unimportant (Q 18) and their Intention to work for someone else (Q15c).

(For the total of all males and females)

- Alternate hypothesis 16: There is such a statistical difference.

Null Hypothesis 17: There is no relationship between Students’ rating of the "family can provide monetary support" as important or unimportant (Q 18) and their Intention to work for someone else (Q15c).

(For the total of all males)

- Alternate hypothesis 17: There is such a statistical difference.

Null Hypothesis 18: There is no relationship between Students’ rating of the "family can provide monetary support" as important or unimportant (Q 18) and their Intention to work for someone else (Q15c).

(For the total of all females)

- Alternate hypothesis 18: There is such a statistical difference.

Findings: Hypotheses 16, 17, and 18

A summary of the statistical analysis of data related to the three hypotheses stated above is presented in Exhibit 7. It also shows the decisions reached based on this analysis.

It accepts the Null Hypothesis 16 which states that (for the total of all males and females) there is no relationship between Students’ rating of the "family can provide monetary support" as important or unimportant (Q 18) and their intention to work for someone else (Q15c) once they have completed their undergraduate studies whether they have obtained a degree or not. It is so because the calculated value of X^2 , 0.8497, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Likewise it also accepts the Null Hypothesis 17 that deals with only the male component of the students. In this case the calculated value of X^2 , 2.3415, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Similarly, it also accepts the Null Hypothesis 18 that deals with only the female component of the students In this case the calculated value of X^2 , 0.0999, is smaller than the critical (tabulated) value of X^2 , 3.8410, with 1 degree of freedom, $\alpha=.05$.

Summary of Statistical Findings (Q. 16, 17, and 18 vs. Q. 15c)

All nine statistical tests found no relationship between the students’ rating of the three family related variables as important and unimportant (Q. 16, 17, and 18) and their intention to work for someone else (Q15c) once they have completed their undergraduate studies whether they have obtained a degree or not—data classified by male, female, and total components.

SURVEY OF LITERATURE

Several articles have been written about the role of family in entrepreneurial intention. Many of them encourage such intention. While some other studies are not as supportive. Some of them even reflect negatively on the family experience.

Many students chose to work for someone else after completing their education; instead of choosing to become entrepreneurs. An extensive survey of literature using sources such as EBSCO did not turn up any previous studies concluding that any particular family variables were instrumental for people not to become entrepreneurs. It, however, can be surmised that if starting a business requires good amount of money, then the family not having such money may discourage its members not even think of starting a business.

On the other hand, several studies were found which directly dealt with why students and others want to work for someone else, instead of starting a business.

A survey of literature reflecting on these areas is presented below.

Family Role: Contributory to Entrepreneurship

In a study of university students from 14 countries, Engle, Schlaegel, and Delanoe (2011) concluded, among other things, that each of the three individual factors which comprise Ajzen's (1991) social norms significantly contribute to entrepreneurial intent across all countries: parental experience, culture, and gender egalitarianism.

A business with a family name and relationship generates more trust and respect among various stakeholders. Such advantages are often not available to businesses which don't have a family connection. (Seidel, Polzer, & Stewart, 2000; Stuart, Ha, and Hybels 1999; cited in Dyer, et al. (2014)).

The family capital has been quite successful in promoting the spread and enhancement of the Chinese family businesses (Fukuyama, 1995; Light 1972; Light and Gold 2008). (Cited in Dyer, et al (2014)).

A survey of 180 undergraduate business school students, by Zampetakis, Gotsi, Andriopoulos, and Moustakis (2011), shows that the more creative young people consider themselves to be, the higher are their entrepreneurial intentions. Students' creativity also fully mediates the effect of family support for creativity on their entrepreneurial intention. Support for creativity in the university is found to have no effect on their creativity or on their entrepreneurial intention. Entrepreneurship course attendance moderates the effect of individual creativity on entrepreneurial intention. Done. Recheck first name, last name.

Qureshi, Naveed Ahmed, and Sarfraz (2011) studied a sample of 300 students of higher education institutes of Punjab. The results indicate that males and people having families with business exposure are more inclined to start their own business enterprise than females and students not having family business exposure. In addition, environmental factors do not significantly affect the entrepreneurial intentions among the business students of higher education institutes of Punjab.

Siqueira (2007) analyzed 2000 Census data relating to the Brazilian immigrants in the United States to examine the extent to which the human capital and the family social capital theories explain the probability of owning a business. She observed, among other things, that the presence of a co-habiting spouse, treated as an indicator of family social capital, enhances the probability that immigrants will own their own establishment.

In this study, Yeng Keat and Shuhymee (2012) examine motivators, challenges, etc. faced by 153 Universiti Utara Malaysia's undergraduate students to start up their new ventures.

They found, among others that gender and birth order affect one's entrepreneurial intention significantly. They also found that motivators such as extrinsic rewards and government assistance play a significant role in promoting entrepreneurship. On the other hand, financial and operational problems seemingly impede their effort to launch a new venture.

A survey of 180 undergraduate business school students, by Zampetakis, Gotsi, Andriopoulos, and Moustakis (2011), shows that the more creative young people consider themselves to be, the higher are their entrepreneurial intentions. Students' creativity also fully mediates the effect of family support for creativity on their entrepreneurial intention. Support for creativity in the university is found to have no effect on their creativity or on their entrepreneurial intention. Entrepreneurship course attendance moderates the effect of individual creativity on entrepreneurial intention.

A study of 447 undergraduate business students from three South African Universities done by Farrington, Venter, and Louw (2012) shows that the demographic variables, university attended, level of study, and ethnicity have a significant influence on the intentions of respondents to start their own businesses.

Family Role: No Effect on Entrepreneurship

The study by Göksel and Aydintan (2011) aims to reveal the effects of personality traits such as proactivity, internal locus of control, and the need for achievement as well as gender, business education, and family entrepreneurship, if any, on an individual's propensity to entrepreneurship, and the power of these effects. Carried out on 175 business administration students in Turkey, Ankara, the study has found, among other things, that personality traits do increase entrepreneurial intentions, which are affected more by internal locus of control than any other factor, but that gender, family business, and business education make no difference on an individual's propensity to entrepreneurship.

Kolvereid (1996) research applied the theory of planned behavior to predict employment status choice, defined as the intention to enter an occupation as a wage or salaried individual or as a self-employed one. The role of family background, sex, and prior self-employment experience was also investigated.

Using a sample of 128 Norwegian undergraduate business students, the findings strongly support the theory of planned behavior as applied to employment status choice intentions. Moreover, demographic characteristics were found to influence employment status choice intentions only indirectly through their effect on attitude, subjective norm, and perceived behavioral control.

Using a sample of 51 students belonging to second module postgraduate diploma in management (All India Management Association) program at Dayananda Sagar Institutions (DSI) campus, Bangalore, India, Kumara and Sahasranam (2009) found that the student's academic marks and father/ guardian's occupation have little influence on their entrepreneurial characteristics.

Akanbi and Ofoegbu (2011) examined the influence of some selected situational factors (perceived feasibility, perceived desirability, future unemployment, future family commitments and subjective norms) on entrepreneurial intentions among 392 undergraduate students in a private university in Oyo, Oyo State, Nigeria. The study revealed that the situational factors can have a significant effect or impact on an individual's entrepreneurial intentions.

In a study of undergraduate students at an American university, Bhandari's (2012) research rejected its first three hypotheses: (a) That there is no statistical difference between these students' fathers' employment--and these students' intention to starting a business; (b) That there is no statistical difference between these students' mothers' employment--and these students' intention to starting a business; (c) That there is no statistical difference between students' own employment--and their intention to starting a business. However, the study accepted the fourth hypothesis; that there is no statistical difference between students' gender--and their intention to starting a business once they have completed their education, whether or not they obtained a degree.

Family Role: Negative Effect on Entrepreneurship

Kets de Vries (1977, 1985) found that certain entrepreneurs may have problems developing positive relationships with family members; thus making it difficult for them to have access to family resources. As such, entrepreneurs often come from family backgrounds where neglect, desertion, poverty, and death are common themes. (Cited in Dyer, et al (2014).

Fatoki and Chmdoga (2011) investigated obstacles to youth entrepreneurial intention in South Africa. The results indicate that youths perceive lack of capital, lack of skill, lack of support, lack of market opportunities and risk as the main obstacles to entrepreneurial intention.

Fatoki (2010) investigates the entrepreneurial intention of South African graduates as well as the motivators and obstacles to entrepreneurial intention. 701 students in their final year of study participated in the survey. The results indicate that the entrepreneurial intention of South African students is very weak. In addition, the study identified five motivators of entrepreneurial intention. These are employment, autonomy, creativity, economic and capital. The obstacles to entrepreneurial intention of South African graduates are capital, skill, support, risk, economy and crime.

Factors Discouraging Entrepreneurship

Here are some of the studies that dealt with topics such as follows: (a) Why some people don't want to become entrepreneurs and (b) Why some people want to work for someone else. However, an extensive survey of literature did not produce any study that directly dealt with any specific family reasons for not starting a new business. While there are many studies that concluded that the lack of capital prevented people from becoming entrepreneurs. But, they did not argue that it was the family's responsibility to provide such capital.

Based on a study of students at the University of Cordoba (Spain), Cañizares and García's (2010) suggest, among other things, that women are less prone to initiate entrepreneurial activity and that fear of failure is a major obstacle to setting up a company.

Ekore, and Okekeocha (2012) examined the role of psychological factors, especially fear of failure as an entrepreneur, among university graduates in Nigeria. Their findings confirmed core self-evaluation as influencing fear of entrepreneurship. Also, pre-entrepreneurial intention, attitude, and capacity significantly predicted fear of entrepreneurship.

Farsi, Arabiun, and Moradi (2012) present a study of entrepreneurial intentions among 56 nursing students in Zanjan Azad University. Their study found very low effect of entrepreneurial training program (ETP) on entrepreneurial intentions of nursing students. This might be due to factors such as greater chance of nursing students to be employed after graduation.

Kristiansen and Indarti (2004) conducted a study of Indonesian and Norwegian students. They found that the individual perceptions of self-efficacy and instrumental readiness are the variables that affect entrepreneurial intention most significantly. Age, gender and educational background have no statistically significant impact. Generally, the level of entrepreneurial intention is higher among Indonesian students. The lower level of entrepreneurial intention among Norwegian students is explained by the social status and economic remuneration of entrepreneurs in comparison with those enjoyed by employees in the Norwegian context.

Tkachev and Kolvereid (1999) investigated employment status choice intentions, defined as the decision to enter an occupation as a waged or salaried individual as opposed to a self-employed one. Hypotheses based on tracking models and the theory of planned behavior was tested on a sample of 512 Russian students from three different universities in St. Petersburg. The results showed that the theory of planned behavior, not tracking models or demographics, determined employment status choice intentions.

SUGGESTIONS FOR FUTURE RESEARCH

There is need for “simultaneous research” in the following areas of students’ intention to become entrepreneurs:

1. Why students intend to become entrepreneurs; why they want to work for someone else, instead?
2. What family reasons discourage students to intend to become entrepreneurs, such as lack of mutual love and trust in the family; although the family has financial resources?

Exhibit 1: List of Questions

Related to Students’ Gender, Class Year, Intention, and Rating of Family Reasons; As Presented in the Research Questionnaire (With their Original Question Numbers)

Q. 1: Sex (check one): (a) Male _____ (b) Female _____

Q. 9: What is your current year of education (check one):

- (a) 1st year of undergraduate study _____; (b) 2nd year of undergraduate study _____;
 (c) 3rd year of undergraduate study _____; (d) 4th year of undergraduate study _____;
 (e) 1st year of graduate study _____; (f) 2nd year of graduate study _____

Q. 15: After you have finished your education (whether you have attained a degree or not), what do you **intend** to do (check one):

- a. Start my own business _____;
 b. Work for a business owned by an immediate family member (spouse, parent, brother and/or sister) _____;
 c. Work for someone else _____

Q. 16, 17, and 18: Students’ Rating of the Family Reasons as Unimportant or Important for their intention for starting their business.

Table 1

	Un-important (a)	Important (somewhat) (b)	Important (average) (c)	Important (above average) (d)	Very Important (e)
<u>Family Reasons for starting a Business</u>					
16. Family tradition	-----	-----	-----	-----	-----
17. Family encouragement	-----	-----	-----	-----	-----
18. Family can provide monetary support	-----	-----	-----	-----	-----

Exhibit 2: Summary of Null Hypotheses Testing and Decisions

Relationship between Students' rating of the "Family tradition" as important and unimportant (Q16) and their intention to start their own business (Q 15ab); Broken down by totals and gender

Table 2

Null Hypothesis	Total No. of Respondents	Respondents who want to be Entrepreneurs	X ² Calculated Value	X ² Critical Value	Degree of Freedom, $\alpha=.05$	Decision on Null Hypothesis
Null Hypothesis : There is no relationship between Students' rating of the "Family tradition" as important or unimportant (Q 16) and their Intention to start their own business (Q15ab) (Total of all)	184	117	0.7496	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family tradition" as important or unimportant (Q 16) and their Intention to start their own business (Q15ab) (Total of all Males)	112	73	0.2255	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family tradition" as important or unimportant (Q 16) and their Intention to start their own business (Q15ab) (Total of all Females)	72	44	0.6649	3.8410	1	Accept

Exhibit 3: Summary of Null Hypotheses Testing and Decisions

Relationship between Students' rating of the "Family encouragement" as important and unimportant (Q17) and their intention to start their own business (Q 15ab); Broken down by totals and gender

Table 3

Null Hypothesis	Total No. of Respondents	Respondents who want to be Entrepreneurs	X ² Calculated Value	X ² Critical Value	Degree of Freedom, $\alpha=.05$	Decision on Null Hypothesis
Null Hypothesis : There is no relationship between Students' rating of the "Family encouragement" as important or unimportant (Q 17) and their Intention to start their own business (Q15ab) (Total of all)	187	120	0.7496	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family encouragement" as important or unimportant (Q 17) and their Intention to start their own business (Q15ab) (Total of all Males)	112	73	0.0082	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family encouragement" as important or unimportant (Q 17) and their Intention to start their own business (Q15ab) (Total of all Females)	75	47	0.0272	3.8410	1	Accept

Exhibit 4: Summary of Null Hypotheses Testing and Decisions

Relationship between Students' rating of the "Family can provide monetary support" as important and unimportant (Q18); and their intention to start their own business (Q 15ab); Broken down by totals and gender

Table 4

Null Hypothesis	Total No. of Respondents	Respondents who want to be Entrepreneurs	X ² Calculated Value	X ² Critical Value	Degree of Freedom, a=.01	Decision on Null Hypothesis
Null Hypothesis : There is no relationship between Students' rating of the "Family can provide monetary support" as important or unimportant (Q 18) and their Intention to start their own business (Q15ab) (Total of all)	184	117	0.4866	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family can provide monetary support" as important or unimportant (Q 18) and their Intention to start their own business (Q15ab) (Total of all Males)	112	73	1.2509	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family can provide monetary support" as important or unimportant (Q 18) and their Intention to start their own business (Q15ab) (Total of all Females)	72	44	0.0636	3.8410	1	Accept

Exhibit 5: Summary of Null Hypotheses Testing and Decisions

Relationship between Student's rating of the "Family tradition" as important and unimportant (Q16) and their intention to work for someone else (Q 15c); Broken down by totals and gender

Table 5

Null Hypothesis	Total No. of Respondents	Respondents who want to be Entrepreneurs	X ² Calculated Value	X ² Critical Value	Degree of Freedom, a=.05	Decision on Null Hypothesis
Null Hypothesis : There is no relationship between Students' rating of the "Family tradition" as important or unimportant (Q 16) and their Intention to work for someone else (Q15c) (Total of all)	184	67	1.3090	3.8410	1	Accept

Null Hypothesis : There is no relationship between Students' rating of the "Family tradition" as important or unimportant (Q 16) and their Intention to work for someone else (Q15c) (Total of all Males)	112	39	0.4221	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family tradition" as important or unimportant (Q 16) and their Intention to work for someone else (Q15c) (Total of all Females)	72	28	1.0449	3.8410	1	Accept

Exhibit 6: Summary of Null Hypotheses Testing and Decisions

Relationship between Student's rating of the "Family encouragement" as important and unimportant (Q17) and their intention to work for someone else (Q 15c); Broken down by totals and gender

Table 6

Null Hypothesis	Total No. of Respondents	Respondents who want to be Entrepreneurs	χ^2 Calculated Value	χ^2 Critical Value	Degree of Freedom, $\alpha=.05$	Decision on Null Hypothesis
Null Hypothesis : There is no relationship between Students' rating of the "Family encouragement" as important or unimportant (Q 17) and their Intention to work for someone else (Q15c) (Total of all)	187	67	0.0539	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family encouragement" as important or unimportant (Q 17) and their Intention to work for someone else (Q15c) (Total of all Males)	112	39	0.0154	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family encouragement" as important or unimportant (Q 17) and their Intention to work for someone else (Q15c) (Total of all Females)	75	28	0.0456	3.8410	1	Accept

Exhibit 7: Summary of Null Hypotheses Testing and Decisions

Relationship between Student's rating of the "Family can provide monetary support" as important and unimportant (Q18) and their intention to work for someone else (Q 15c); Broken down by totals and gender

Table 7

Null Hypothesis	Total No. of Respondents	Respondents who want to be Entrepreneurs	X ² Calculated Value	X ² Critical Value	Degree of Freedom, $\alpha=0.01$	Decision on Null Hypothesis
Null Hypothesis : There is no relationship between Students' rating of the "Family can provide monetary support" as important or unimportant (Q 18) and their Intention to work for someone else (Q15c) (Total of all)	184	67	0.8497	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family can provide monetary support" as important or unimportant (Q 18) and their Intention to work for someone else (Q15c) (Total of all Males)	112	39	2.3415	3.8410	1	Accept
Null Hypothesis : There is no relationship between Students' rating of the "Family can provide monetary support" as important or unimportant (Q 18) and their Intention to work for someone else (Q15c) (Total of all Females)	72	28	0.0999	3.8410	1	Accept

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While citing other scholars' writings in this article, care has been taken to present their findings as accurately as possible by often using their own words—subject to the limitations of this article.

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