Project Dissertation Report on

ENTERPRENUERIAL ATTITIDE AMONG MBA STUDENTS – A CASE OF TWO ASIAN COUNTRIES

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CERTIFICATE

This is to certify that the dissertation titled "**Entrepreneurial Attitude among MBA students – A case of Two Asian countries**" as the requirement of the Major Research Project for the award of degree of Master of Business Administration is submitted by Herath Mudiyanselage Ishara Sachinthana Herath in the 4th semester of MBA, Delhi School of Management, Delhi Technological University and it is her original work and has not been submitted anywhere else for the award of any credit/degree whatsoever.

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Seal of HOD

DECLARATION

I hereby declare that the dissertation titled "**Entrepreneurial Attitude among MBA students – A case of Two Asian countries**" as the requirement of the Major Research Project for the award of degree of Master of Business Administration is submitted by me in the 4th semester of MBA, Delhi School of Management, Delhi Technological University under the guidance of Mr. Yashdeep Singh is my original work and has not been submitted anywhere else for the award of any credit/degree whatsoever.

I confirm that the work presented here in this report and in all other associated material; is wholly my own work. If anything referred from work of others were appropriately acknowledged & cited and I agree to the assessment for plagiarism.

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ABSTRACT

The objectives of the present research were to assess the attitudes of Indian and Sri Lankan MBA students towards entrepreneurship and to conduct an Exploratory study to assess different types of aspects which influences the entrepreneurial attitude of MBA students in India and Sri Lanka.

The scope of the research has been to study the factors influencing the entrepreneurial attitude of MBA students in India and Sri Lanka. The expectation of the research has been to evaluate the factors influencing with positive or negative significance towards entrepreneurial attitude of those MBA students. The sample has been MBA students of Delhi Technological University in India and the Colombo University in Sri Lanka.

All accessible literature relevant to the scope of the research including definitions, statements, discoveries and conclusions of preceding researchers were scrutinized and appraised.

Entrepreneurial Attitude was identified as the dependent variable while Background, Social Pressure & Environmental support, Locus of Control and Self-efficacy were identified as independent variables for the research.

It was decided to be conducted as an Exploratory Research and a five point Likert scale questionnaire was drafted encompassing relevant statements for primary data gathering. The questionnaire was circulated online among the MBA students of Delhi Technological University and Colombo University to collect responses.

Using the collected primary data, Reliability Analysis in relation to each variable, Exploratory Factor Analysis and Ordinal Regression Analysis were conducted employing SPSS software. Also, T-test and Mann-Whitney U Test were conducted to compare Entrepreneurial Attitude of two countries.

A discussion was conducted comparing results of the research with accessible outcomes of prior research with special emphasis on variables associated with the research prior to reaching at conclusions.

Keywords: Entrepreneurial Attitude; Background, Social Pressure and Environmental support; Locus of Control; Self-efficacy

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01. INTRODUCTION

1.1 Background

Around the world, transferals in environment, technology and political economy have contributed to progressively enhance the unstable situations necessitating policymakers to act in response to complex dynamics and unexpected situations. Economy has played the role of the nucleus as science, technology and innovation have occupied the center of the changes (EDB SL Report, 2021).

In any country the development of economy could be comprehended as the progress in average production per person on sustainable basis (Alcalde & Cohard, 2004).

In 18th century itself, the affiliation of economic growth with entrepreneurship has been identified by Adam Smith and Jean Baptiste Say. It is evident in recent times that business leaders, Academics and government policy makers have launched deliberations on the relationship (Mirza, 2017).

An individual, who establishes, operates and undertakes the risks of an enterprise or a business venture, playing the role of a change agent is referred to as an entrepreneur. According to Sobel, (2019) Entrepreneurship is the process of finding innovative approaches of blending and amalgamating resources.

Entrepreneurship implies to the wide-ranging and comprehensive strategies and actions undertaken towards starting, operating and managing any enterprise with the intension of making profit by its owner or the partners or the board of directors. Entrepreneurship necessarily contributes to economic growth and thus it performs an imperative stake in the process of development. Entrepreneurship development is fundamentally dependent on entrepreneurial attitude and in developing countries such as India and Sri Lanka, entrepreneurship plays a vital role in the economic advancement and development. As a result, in both countries, entrepreneurship development has been given colossal importance. Some ancillary objectives of entrepreneurial development are expansion in the industrial sector, employment generation and regional development (Fasla, 2017).

Entrepreneurs are considered to be architects of generating employment opportunities being forerunners of industrial development. Increased per capita income, higher standard of living and balanced regional development are considered as subsidies and

profits derived from accomplishments of such entrepreneurships. Thus one of the highest priorities for the public policy sectors in both India and Sri Lanka has been to encourage entrepreneurship (Fasla, 2017). Future entrepreneurs of any country are the present generation of students.

In the Indian system of Higher education, in addition to National and Private Universities, students could be graduated from Colleges, Autonomous Colleges and institutions Deemed to be Universities. In the case of Sri Lanka, students could be graduated from foreign Universities of UK and Australian origin by studying in their branches and affiliated colleges in Sri Lanka in addition to National Universities (Balasundaram, 2010).

However, in both countries, many graduates with basic degrees have been unsuccessful in finding employment in par with the degree they finished. In India, promoting entrepreneurship has been nationally acknowledged as a promising approach to control graduate unemployment issue while contributing to social and economic welfare. Similarly in Sri Lanka also the government has started promoting graduates to turn towards entrepreneurship instead of demanding state sector employment. Entrepreneurship is known to generate more employment opportunities (Fasla, 2017).

According to Balasundaram, (2010), the situation of MBA students in India is different from their counterparts in Sri Lanka. In the case of India, just passed out fresh graduates are enrolled on fulltime basis to study for MBA programs and they would be starting their career path after obtaining a MBA. Whereas in the case of Sri Lanka, it is mandatory for the students to possess a minimum of one to four years of employment experience as a fundamental qualification for registration depending on the University / Faculty / Institute on part time basis and therefore by the time they join for the MBA they are already in their mid-career.

On the other hand entrepreneurship is timeless and people from very young age to old age were starting new business prior to COVID – 19 pandemic situations both in India and Sri Lanka. Major triggers of such increases of new entrepreneurs could be attributed to promotional programs conducted by state and NGO sector organizations in both countries and the trend of professionals who leave their employment to start their own businesses. It has become a new trend that youngsters of the new

millennium are revealing and displaying their intention in setting up of an enterprise than searching for employment.

Undeniably, entrepreneurship is the foremost driver of development in local, regional and national economies (Amofah, 2020).

1.2 Problem Statement

Both in India and Sri Lanka, high rate of unemployment among youth and especially graduates has developed to a serious and precarious national issue while the complaint of majority of employed graduates and post graduates that the employment they have obtained does not tally with their education background making them underemployed or misemployed. This situation has largely contributed to youth unrest and many other issues in countries.

Self-employment opportunities have been proposed and implemented in relation to non-graduate level youth while entrepreneurship has been considered as the knight in shining armor for the issue of graduates and post graduate youth. It has been accepted that persons with MBA training would be the ideal persons to take up entrepreneurship as employment not only for them but also for several others in their business process.

But it has been perceived that there are some comprehended influences encountered by Indian and Sri Lankan MBA students while taking-up entrepreneurship as their career pathway.

1.3 Objectives of the Research

The objectives of the research are:

1. To assess the attitudes of Indian and Sri Lankan MBA students towards entrepreneurship
2. To conduct an Exploratory research to assess different types of aspects which influences the entrepreneurial attitude of MBA students in India and Sri Lanka
3. To compare the entrepreneurial attitude among MBA students in two Asian countries

1.4 Scope of the Research

The research has been conducted to study the factors impacting on the entrepreneurial attitude of MBA students in India and Sri Lanka. By conducting the research, it is expected to evaluate those influencing factors to find out whether they are impacting positively and/ or negatively towards entrepreneurial attitude of those MBA students. MBA students of two public Universities in India and Sri Lanka have been selected as the sample for the research.

02. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT

The word "entrepreneur" is presumed to have derived from the French verb, "entreprendre" of 13th century, which denotes 'to undertake' or 'to do something'. Subsequently by the 16th century, 'entrepreneur' as a noun has been referred to a person who commences a commercial undertaking. It is believed that, Richard Cantillon is the first economist to use the word in 1730. He has defined an entrepreneur as a person who is willing to personally endure the financial risk of a commercial undertaking. The economists Jean-Baptiste Say and John Stuart Mill in early 1800's, have endorsed the usage of the word "entrepreneur" for academic purposes and have accentuated the role of the entrepreneur in value generation through repositioning assets from less productive projects to higher productive ventures. In his book,' Principles of Political Economy' in 1848, Mill has applied the term 'entrepreneur' to signify a person who undertakes the risk as well as the management of a business. Thus, more clearly than Cantillon, Mill has differentiated 'entrepreneur' from other business persons such as shareholders, who undertake risk on investment without actively participating in routine operational and managerial functions of the organization.

Joseph Schumpeter and Israel Kirzner, who are distinguished economists of the 20th century, have supplemented the academic perception of entrepreneurship. They have described the entrepreneur as an innovator who initiates and executes change in economy through introduction of new goods and/or production processes. Schumpeter has defined entrepreneur as a person who disrupts the economy. He stressed the advantage of creative destruction by introducing new products which lead to make the predecessor obsolete and a failure. The vinyl record being replaced by the compact disc can be considered as an example of creative destruction. Different from the interpretation of Schumpeter, entrepreneurship was interpreted by Kirzner as a process of discovery. Entrepreneur was defined by Kirzner as a person who discovers profit opportunities which were not formerly identified and expended. The innovation of an entrepreneur initiates a process by which the newly discovered profit opportunities are performed in the market until competitions eliminates the profit opportunity. Different from being the disruptive force as defined by Schumpeter,

entrepreneur was expressed by Kirzner as an equilibrating force. A person in the vicinity of a college who perceives that a recent increase of college admission has created a new profit opportunity and renovates houses and convert them to apartments for renting is an example of such an entrepreneur. Subsequently, the economists in the modern Austrian school of economics have remolded and further refined the ideas of both Schumpeter and Kirzner.

In 1980's and 1990's the Local and State Governments across the United States have forsaken their prominence towards attracting large scale production entities in their economic development policies and shifted towards encouraging entrepreneurship.

Simultaneously an extraordinary upsurge was also observed towards realistic experimentation with regards to entrepreneurship. Certain such research has exposed the impact of demographic and socioeconomic aspects towards the probability of somebody deciding to engage in entrepreneurship. Some other studies have investigated the impact of taxes in relation to entrepreneurial activities.

Generally some scholars assess entrepreneurship by counting the numbers of self-employed people. But there is a major imperfection in such a measure since some people especially in US and western part of the world have selected to be self-employed partially to avoid or evade taxes such as income and payroll. It has been also found by economists that higher taxes on inheritance lead to reduction in prospects of persons opting to be entrepreneurs.

It has been determined by some scholars that the contribution of entrepreneurial activity as total economic growth. Some of the widely cited studies have applied the international data of the index of entrepreneurial activity of each country which are annually published in the Global Entrepreneurship Monitor. Such studies have resulted to conclude that one-third to one-half of the differences in economic growth rates among countries to explain by divergent rates of entrepreneurial activity. The status of state and local levels is also found to be similar.

Economists have found that investing only on venture capital funding does not inevitably nurture entrepreneurship. Since it is more convenient to move financial

resources than labor, usually it is preferred to invest in those countries or areas where creative and potentially profitable ideas are generated. Therefore it is evident that primarily it is more important for economic development policy to promote individual entrepreneurs than attracting venture capital. Even-though funding could increase the odds of new business survival, it does not create new ideas. Usually funding follows ideas and not vice versa.

2.1 Entrepreneurial Attitude

2.1.1 Entrepreneurial intention

Defining entrepreneurship which is a multidimensional term is considered to be exceedingly challenging (Carree and Thurik, 2005). However, Commission of the European communities (2003, p. 5) has defined entrepreneurship as an attitude that reveals the motivation and capacity of a person to recognize an opportunity and pursue it in such a way that generates and fabricates innovative value and/or economic benefit.

Such an approach is imperative for competitiveness, since novel entrepreneurial initiatives enhance the productivity of a country leading to increasing competitive pressure and encouraging innovation. Ajzen (1991) has defined intention as "preparedness of a person to perform a given task" and has suggested that intention is the immediate determinant of factor. Bird (1988) has specified entrepreneurial intention as a perception in the mind of a person and it guides and leads towards the development and implementation of new business concepts. It has been emphasized by Van Gelderen et al. (2008) that entrepreneurial intention is the driving force of which germinates in future to be a business of the person. Preceding research has proven that primary forecaster of future entrepreneurs is the entrepreneurial intent (Krueger et al., 2000). It has been also suggested by Krueger et al. (2000), that entrepreneurial activity could be more accurately predicted by studying intention than personality traits and/or situational factors.

Theory of Planned Behaviour, Theory of Entrepreneurial Event and Institutional Economic Theory can be considered as some intention-based theories. The Theory of Planned Behaviour (TPB) has been considered as possessing higher analytical

capability (Diaz-Casero et al., 2012). TPB is the most accepted theory to explain the antecedent and consequences of entrepreneurial intention (Iakovlera, Kolvereid & Stephen, 2011). The intention-based models argue that development of intentions to establish a start-up and by appreciating such intentions would lead the entrepreneurial venture creation and it would be possible to forecast venture creation. Ajzen (1991) has proposed that intentions to perform different kinds of behaviours could be accurately predicted from attitudes towards the behaviour as well as subjective norms and perceived behavioural control. It is also called as entrepreneurial self-efficacy. While predicting entrepreneurial intentions, some researchers have replaced it with entrepreneurial self-efficacy (Krueger et al., 2000; Miao et al., 2016; Moriano et al., 2012).

2.1.2 Attitude towards entrepreneurship

Attitude towards Entrepreneurship (ATE) is the degree of which a person could sustain a positive or negative personal valuation for becoming an entrepreneur (Ajzen & Fishbein, 2011; Autio et al., 2013; Darren Lee-Ross, 2017; Krueger et al., 2000; Ozaralli & Rivenburgh, 2016). It was revealed by Autio et al. (2001) and Schwarz et al. (2009) that ATE could be considered as a major determinant of entrepreneurial intentions among respondents. According to Moriano et al. (2012) attitude being positive towards entrepreneurship can be considered as the strongest forerunner of entrepreneurial intentions. Therefore, ATE can be considered as a determining factor about success or failure of a person to override any challenges while facing ambiguous situations of life (Darren Lee-Ross, 2017). Aragon-Sanchez et al. (2017) have argued that a person possessing a more positive attitude towards a given situation such as entrepreneurial intention would be more successful as an entrepreneur. Luthje and Frank (2003) have identified the attitude toward entrepreneurship as the primary factor determining the goal to be self-employed. Such attitude is considered to be influenced by the personality of the respondent. The relationship of attitude towards entrepreneurship and entrepreneurial intentions has been determined to be significant and the linkage has been evaluated under diverse situations (Aragon-Sanchez et al., 2017; Fini et al., 2012; Moriano et al., 2012). As an example, the attitude of small business founders regarding entrepreneurial behaviour could be recognized as the major factor contributing to corporate entrepreneurial

behaviour. Fini et al., (2012), have identified a positive relationship between the attitude towards entrepreneurship and entrepreneurial intention. Studying the, Ayalew and Zeleke (2018), as a result of a study about entrepreneurial intentions among engineering students in Ethiopia, have established that ATE has a positive influence on self-employment attitude of students. But Gultom et al. (2020), being consistent with a publication by Zahid and Haji Din (2019), have confirmed that ATE influences intention insignificantly in the Indonesian society. Accordingly, it can be postulated that attitude Towards Entrepreneurship (ATE) has positively significant influence over the entrepreneurial intentions. (Amofah et al. 2020)

2.2 Background, Social Pressure and Environmental support

Due to its high level of uncertainty, entrepreneurship is generally considered a risky endeavor irrespective of gender, cultural or other differences (Daim et al. 2016). Governments should develop their policies in order to a manage economy to control. It is evident that the Europe has stuck in the economic growth process (Thurik, 2004). European Council has identified entrepreneurship as a decisive factor in achieving political objectives.

Through their study, Kuttim et al. (2014) have revealed that students of efficiency-driven countries possess higher potential for entrepreneurship intentions more than the students of innovation-driven countries. It has been proved that students of the efficiency-driven countries possess stronger relationships with entrepreneurial activities and that higher potential entrepreneurs are from the efficiency-driven countries.

Similarly, Komulainen et al. (2014) have instituted that major role is been played by education system in generating entrepreneurial intentions among students. Further, it has revealed that the education system could encourage students to develop internal entrepreneurship having enterprising mentality with self-responsibility and confidence.

Basu & Goswami (1999) have conducted a study about the triumphant Indian entrepreneurs and proposed specific suggestions to the central and state governments, financial institutions, banks and entrepreneurs. The expansion of entrepreneurship culture would generate ‘job givers’ and not ‘job seekers’. It has been proposed to the

government to efficiently bestow consultancies and the banks to facilitate efficient approval of loans and simplification of banking services. Entrepreneurs are expected to possess comprehensive industrial plans at the inception itself.

The study of Daim et al. (2016) which is based on a broad spectrum of data collected from 4281 students of both genders from ten different countries has described the entrepreneurial perceptions of students. Data has been collected from nine western countries and from India for the study but the Indian sample have been limited only to 16 in number. However, the analysis has assessed not only the factors impacting entrepreneurial behavior but also has identified new educational opportunities leading to entrepreneurship development. Also the differences between genders and country specific perception of feasibility and desirability towards entrepreneurial behavior have been elucidated. Significant differences have been instituted among genders and countries on the assessments of desirability and feasibility in relation to entrepreneurial behavior. Major shortcoming of the study is the vast difference of sample sizes of different countries which does not hold a justification.

The study by Zhou (2012) articulates that the entrepreneurship opportunities for graduates in China were not established well and as a result most of the college students migrate to other countries for employment and only few students try to find employment in China. He has proposed to enhance entrepreneurship education taking debates, a survey of the population, training the teachers and/or providing encouragements/incentives to the teachers who concentrate on entrepreneurship teachings. Moreover, he suggests providing a fund to entrepreneurship educations which would promote entrepreneurship among university graduates and post graduates.

Entrepreneurship has become a field of talk in different research institutions such as universities, university technology transfer offices, incubators, science park & industrial laboratories etc. Further, there could be entrepreneurial representatives/agents such as academic and industry scientists or entrepreneurs in business or higher education sectors. However, entrepreneurship has developed over past few decades and it has become vastly heterogeneous and inter-disciplinary field (Muñoz-Bullón 2016).

Zaman (2013) by his study on psychological characteristics applicable to entrepreneurship has established that there are six entrepreneurial characteristics associated with entrepreneurship. The t-test of his research has revealed that students who are entrepreneurially inclined, to be ready to take risks, highly motivated, innovative and self-confident with higher internal locus of control. However he has also found that under a tolerance of ambiguity there are differences between non-inclined and inclined students.

Entrepreneurship is still at the early stage and in entrepreneurship education, it is still less than the average standard of Global Entrepreneurship Monitor (GEM) (Gibcus et al. 2012). According to Gibcus et al. (2012), the China could transmute further its economy and could achieve future economic strength until they had not fully utilized its entrepreneurial potential and accordingly enriching it.

Conducting a study in Malaysian universities based on several theories correlated to intermediating variables attitude towards entrepreneurship, goals and family roles has found that the foremost responsibility of universities, policymakers, SMEs, financial institutions and parents including extended family members is to contribute for the entrepreneurial intentions of younger generation (Rengiah, 2016).

The education of parents plays an important role in generating a positive attitude towards an entrepreneurship environment among students. Parents having 12^{th} to UG level education possess the capacity to encourage their children and facilitate entrepreneurship environment. The specialization of student also plays an important role in creating/generating a positive attitude towards the entrepreneurial environment. Students who have specialized in finance and marketing are more attracted towards products, technologies and innovations while students who have specialized in information system and/or human resource management possess various ideas/keenness for business opportunities (Arunkumar, 2020).

The Euro-barometer Survey which is a set of surveys on public opinion conducted often for the European Commission and the survey on Entrepreneurship has reported that absence of know-how and experience in business, the exertion of obtaining start-up capital, red tapes in approval processes, the weak economic environment and distinctive fear of failure are the major causes of inhibiting potential entrepreneurs from endeavoring entrepreneurship. (Stephen et al. 2005)

Entrepreneurial research which does not refer the environment could be considered as incomplete and insufficient since environmental forces play a key role in setting up an entrepreneurial venture (Van de Ven, 1993). Due to a negative perception of important environmental factors, graduates with a positive attitude toward entrepreneurship may not want to begin their own company/entrepreneurship. Therefore a fundamental challenge which students are faced with when they implement an entrepreneurial intention would be due to the lack of enabling & supportiveness of the environment (F. Khan et al., 2014; Indarti, Rostiani & Nastiti, 2010). Yar Hamidi et al., (2008) and Indarti et al. (2010) have identified environment as a significant factor which effect in entrepreneurial intentions.

According to Cetindamar et al. (2012), financial capital could be considered as a crucial force for any subsequent entrepreneurial activities regardless of the gender. Luthje et al. (2003) has emphasized that notwithstanding their relatively bad inclination towards entrepreneurship, students might be prepared to establish business ventures because they perceive the founding conditions as very favorable. As an element under the environment, access to capital is one of the imperative factors in starting a business (Kristiansen & Indarti, 2004; Kim et al., 2006). Significant numbers of people have abandoned their emerging entrepreneurial livelihoods due to the incapability in accessing capital required (Meier & Pilgrim, 1994; Marsden, 1992). It is possible to acquire start-up capital using personal savings, with help of family and friends and bank loans or through forming collaboration/partnership with a sponsor or an investor (Cetindamar et al., 2012). It has been evident in several developing countries, the obtainability of institutional support reassurance enhancing growth of entrepreneurship among young people (Amankwah-Amoah et al., 2017; Donbesuur et al, 2020; Nakku et al, 2020).

Based on the Literature Review done above, the following hypothesis could be developed;

Ho: Background, Social Pressure and Environmental support does not significantly influences the Entrepreneurial Attitude of MBA students

H_1: Background, Social Pressure and Environmental support significantly influences the Entrepreneurial Attitude of MBA students

2.3 Locus of Control

The term Locus of control denotes to the extent of which an individual assumes and believes that he/she has regulatory power over the affairs and incidents which influence his/her life and in psychological terms. Locus of Control is contemplated as a significant behavioral characteristic of a person (Rotter, 1966). Such belief of the person can be of controlling by himself or by outward strengths and/or energies including fate, god or powerful others. Julian Rotter originally in 1950's comprehensively named it as 'Locus of Control of Reinforcement' where he was linking behavioural and cognitive psychological aspects. The original interpretation was that such behaviour was largely driven by 'reinforcements' which included both rewards and punishments since it is believed that people beliefs that such contingencies instigate and influence their actions. These viewpoints are liable to influence the attitudes and behaviours which people would agree and accept.

A Locus of Control orientation is also called as the confidence about the outcomes of somebody's actions are contingent on what he / she does as internal control orientation or on outside events which are his/her personal control which is called as external control orientation. (Zimbardo, 1985, p. 275)

As a result, the Locus of Control can be considered in two dimensions:

1. External Locus of Control which occurs when an individual assumes that fate, chance or other external factors influence his or her success.
2. Internal Locus of Control where the person feels that his or her own decisions and efforts are guiding his or her success.

In general, it tends to be psychologically beneficial to feel or observe that a person has power over the things that he or she may influence. As a result, a greater internal locus of control is commonly considered as advantageous. Self-agency, "personal authority" and "self-determination" are all terms for possessing an Internal Locus of Control.

Output of studies conducted into Locus of Control have revealed following tendencies:

1. Males are more internally focused than females
2. With age people are inclined to become more internal

3. People at higher levels in organizational structures of an organization are more internally focused

(Mamlin et. al., 2001)

Nevertheless, it is incorrect to conclude that internal locus of control is better than the external locus of control. There are a number of essential case-specific details and nuances that must be considered. Internal Locus of Control could be socially stigmatized and dysfunctional in certain situations requiring to balance it with competence, self-efficacy and opportunity so that the individual could effectively feel a sense of personal control and obligation. Persons with Internal Locus of Control who lack competence, effectiveness, and potential, on the other hand, could become neurotic, anxious and distressed. People with internal locus of control ought to have a reasonable understanding of their sphere of influence in order to achieve success in their lives. (Neill et al., 1997).

Regardless, psychological study has discovered that people with Internal Locus of Control seem to be better off than people with External Locus of Control, who tend to live easy-going, calm, and happier lives. People with Internal Locus of Control, on the other hand, are more goal-oriented and are more likely to secure better paid employment. Nonetheless, it is important that interconnections are also given due consideration in relation to whether environmental factors such as advantage and disadvantage affect Locus of Control beliefs or such beliefs cause conditions (Hans, 2000).

Since Locus of Control is often acquired or trained, considering it as a robust, inherent personality framework under some circumstances would be a misinterpretation. It has been evident that, in most cases, locus of control moves towards internal locus of control in response to certain conditions and psychological and educational interventions that are also uncovered (Neill et al., 1997).

The importance of locus of control in impacting entrepreneurship aspiration has been demonstrated (Luthje & Frank, 2003). Internal and external locus of control both imposes different levels of influence on entrepreneurial intention (Rauch & Frese, 2007).

The Locus of Control has established its significance in influencing the degree of aspiration for entrepreneurship (Luthje & Frank, 2003; Rauch & Frese, 2007). The

Internal and external control perceptions are included in the Locus of Control theory. Each of them has a different impact on entrepreneurial motivation. (Ng et al., 2006; Zigarmi et al., 2018).

Bönte and Jarosch (2011) has discovered that people with a higher internal locus of control are more likely to pursue self-employment because they are optimistic and feel secure in their ability to control their own destiny. With an external locus of control, on the other hand, an individual believes that external circumstances such as opportunity, fortune or fate decide his or her existence.

According to Khan et al. (2011), students with internal locus of control have a positive tendency to entrepreneurial goals, while previous studies have shown the opposite, with internal locus of control being inconsistent and contradictory towards entrepreneurial intentions (Gurol & Atsan, 2006; Rauch & Frese, 2007). Previous research has found that students who have a higher internal locus of control have more entrepreneurial intentions and behaviours (Koh, 1996; Mazzarol et al., 1999; Mueller & Thomas, 2001; Gurol & Atsan, 2006; Vodă & Nelu, 2019).

Ferreira et al. (2012) and Dinis et al. (2013), on the other hand, found no substantial relationship between Internal Locus of Control and entrepreneurial intentions. In a study of Indian university students, Chaudhary (2017) discovered that effective entrepreneurs have a higher internal locus of control than ordinary citizens. Based on all of the preceding deliberations, it is reasonable to assume that people with an internal locus of control would have a favourable attitude toward pursuing an entrepreneurial career (Esfandiar et al., 2019).

The following hypothesis may be established based on the above Literature Review:

Ho: Locus of Control significantly does not influences the Entrepreneurial Attitude of MBA students

H_1: Locus of Control significantly influences the Entrepreneurial Attitude of MBA students

2.4 Self-efficacy

Self-efficacy is a personal assessment of the ability of a person to deal with a given situation based on their abilities and circumstances. It influences all aspects of human behavior including both power actually possess by a person to competently face challenges and make applicable selections (Bandura, 1994).

An individual with a clear sense of self efficacy is capable of achieving goals and achieve comfort and happiness in life. Such people consider challenges as things which require to master and not as intimidations entail evading. They handle jeopardizing situations with the confidence of overriding them and would quickly recover from failures if any and would ascribe failure to lack of exertion. Such people who are less susceptible to stress and depression are less likely to be depressed. People with a poor or negative sense of self-efficacy, on the other hand, see challenging tasks as personal challenges and try to evade or retreat from them. When faced with challenging tasks, they tend to focus on the skills they lack rather than the skills they possess. They rapidly lose confidence in their own abilities after a failure. Low self-efficacy could be concomitant with high stress and depression levels (Bandura, 1997).

2.4.1 Sources of Self-Efficacy

Self-Efficacy of a person could be enhanced by four key sources of influence:

1. Through triumphant experiences -

Successes fabricate a strong confidence in the efficacy of a person but failures if happen especially prior to firmly establishing sense of efficacy would weaken or fade away the efficacy of the person.

If an individual only has easy successes, they will come to expect easy results in the future and will be easily swayed by failures. To resolve obstacles through perseverance effort, a strong sense of efficacy is required. Occasional obstructions and complications in human pursuits help to understand that sustained effort is required to achieve success.

Once convinced that the person possesses what is required to succeed, he or she continue with endurance to face the hardships and quickly recover from hindrances and emerge stronger from adversity. (Bandura, 1997)

2. Through empathetic encounters impersonated by social models -

Perceiving a comparable person prosper and flourish by continuous effort promotes the beliefs of an observer to a level that he also claims he has the abilities to master similar tasks. possess the ability to master similar tasks that are needed to achieve.

Correspondingly, when observing another similar person fail or fall despite high effort would lower the efficacy of observers. As a result, perceived resemblance to the models would have a significant effect on the impact of modeling on perceived self-efficacy. Perceived self-efficacy of people would not be prejudiced by the performance of models if they notice that the models are very different from themselves. (Bandura, 1977)

3. Social persuasion -

It is possible for some people to be persuaded verbally that they possess the competences to master certain tasks, which would trigger a greater effort and maintain it over time, if they had any doubts about any personal absences or shortcomings, when confronted with a task. Perceived self-efficacy rises as a result of social persuasion, encouraging people to work hard enough to achieve by acquiring abilities and a sense of personal efficacy.

Social persuasion could easily be used to undermine than to impart or inculcate high beliefs of personal efficacy. Improbable enhancements of effectiveness could be quickly shattered by unsatisfactory outcomes of efforts of a person. On the other hand, people who have been convinced that they lack competences prefer to avoid demanding tasks that develop ability and give up easily when faced with difficulties. Disbelief in a person's abilities provides its own behavioural validation by restricting behaviours and weakening motivation. (Redmond, 2010)

4. Stress reduction and altering negative and misinterpreted emotional proclivities –

In order to improve efficacy, it is insufficient to only provide positive feedback. It is also essential to plan situations in ways that promote performance and avoid putting people in situations where they are likely to fail prematurely. They need to be trained to assess achievement in terms of personal growth rather than victories over others.

Stress responses and tension are often misinterpreted as indicators of signs of vulnerability to poor performance. People interpret exhaustion, aches and pains as indicators of physical debility in tasks requiring strength and endurance. Self-efficacy decisions of people are often influenced by their disposition. Positive temperament boosts self-efficacy, while depressed mood lowers it.

Persons with a high sense of efficacy regard their affective arousal as an energizing facilitator of success, whereas those with self-doubt regard their arousal as dissuasion. (Bandura, 1977)

The following hypothesis may be established based on the above Literature Review:

Ho: Self-efficacy does not significantly impact on the Entrepreneurial Attitude of MBA students

H_1: Self-efficacy significantly impacts on the Entrepreneurial Attitude of MBA students

03. RESEARCH METHODOLOGY

The research has been conducted as an exploratory research, by focusing on studying about the factors influencing entrepreneurial attitude of MBA students. The quantitative research approach has been used to develop and evaluate the hypotheses.

A Structured questionnaire has been used as the data collection method and the questions have been formed under four variables consist of Entrepreneurial Attitude as the dependent variable while Background, Social Pressure & Environmental support; Locus of Control and Self-efficacy as the independent variables. The responses format of the questionnaire was a 5-point Likert scale.

3.1 Theoretical Framework

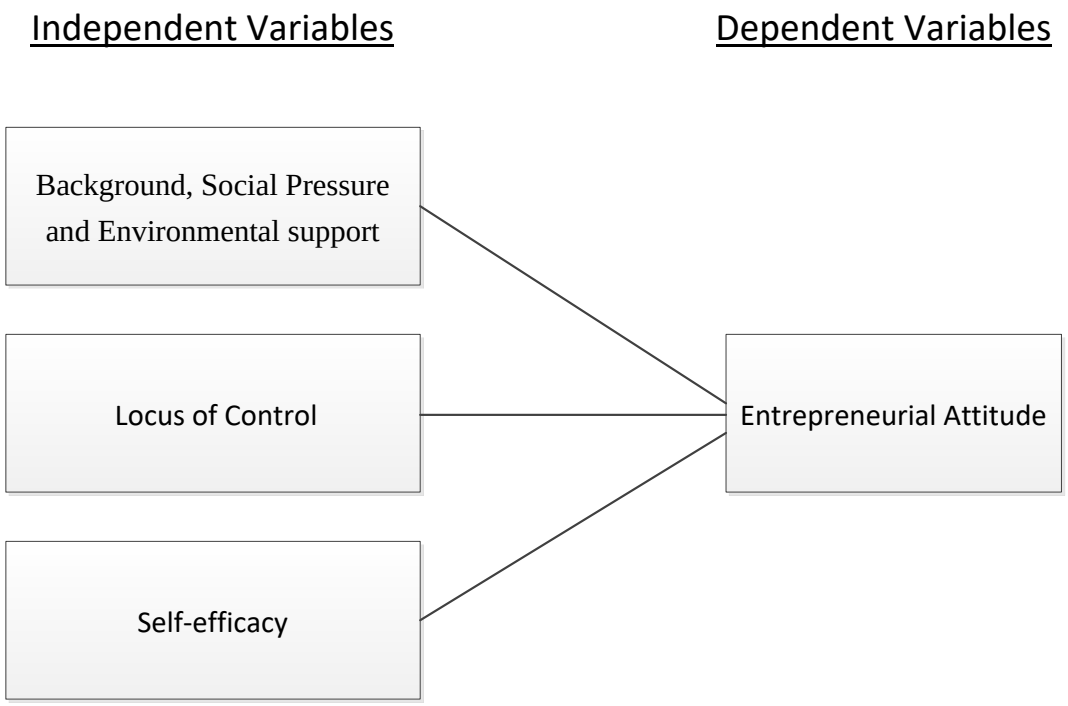

Figure 3.1: Theoretical Framework

Source: *Own Analysis – Built in to illustrate variables*

3.2 Measures

In order to develop statements for each variable, several researches from other researchers were referred and studied.

For creating statement in relation to Entrepreneurial Attitude, the measures in the questionnaire by Kolvereid (1996) were referred.

Self-efficacy was measured with the help of measures from Wilson et al. (2007).

For creating statements in relation to Locus of Control, the ten-items developed by Mueller and Thomas (2001) were used while to measure Background, Social Pressure and Environmental support, the measures from Autio et al. (2010) & Kolvereid (1996) were referred.

Following table indicates all the factors and statements developed to address those factors in relation to each variable of the study.

Table 3.1: Elucidation of variables

Variable	**Factors**	**Questionnaire statements**
Dependent Variable		
Entrepreneurial Attitude	Determination	I am determined to have my own business in the future
	Creative Attitude	I am keen to create / do something different, other than community accepted professions
	Independence	Starting a business will provide me with Independence
	Superior/ Authoritative	Starting a business will provide me with the opportunity to be my own boss
	Pecuniary responsible	I need to be able to fulfill my financial requirements
Independent Variables		
Background, Social Pressure and Environmental support	Influence from Parents	My parents are positively oriented towards my future career as an entrepreneur
	Influence from Friends	My friends see

		entrepreneurship as a logical choice for me
	Influence from significant other	I believe people who are important to me, think that I should pursue a career as an entrepreneur
	Influence from Government	Technological and operational assistance are insufficient for new entrepreneurs in my country
	Influence of Investment opportunities	It is difficult to find capital providers in my country
	Influence from Financial Institute	Banks do not readily provide credit to start-up companies
Locus of Control	Belief / credence	My life is controlled by accidental happenings
	Internal Locus of Control	When I get what I want, it is usually because I am lucky
	External Locus of Control	Success in business is mostly a matter of luck
Self-efficacy	Resourcefulness	I am a creative person
	Self confidence	Being a leader, I make better decisions
	Self-assurance / self-perception	I can be successful to the same degree of my role model
	Poise	Even if my boat capsizes midstream, I will get on top of it and row to the destination

Source: *Own Analysis – Built in to illustrate Elucidation of variables*

04. SAMPLE & DATA COLLECTION

The population of the research consists of MBA students from Indian and Sri Lankan Public Universities. Therefore, MBA students from Delhi School of Management, Delhi Technological University and Faculty of Management & Finance, University of Colombo were asked to respond to the questionnaire distributed online.

The sample from Delhi Technological University was about 111 students while the sample from University of Colombo was about 70 Students from two batches totaling to 181 in number. Responding to the questionnaire, only 131 MBA students have submitted their responses online. However, only 125 responses could be incorporated into the research since the others were repetitive responses.

All the respondents were MBA students from both universities specializing in Human Resource Management, Information Technology Management, Marketing, Financial Management, Supply Chain & Operations Management and Accounting & Information Management.

A student sample (of MBA students) is an appropriate selection in studying entrepreneurial Attitude as students would face immediate career choices to select a typical job or career pathway in entrepreneurial sector. (Shinnar et al. 2012 & Krueger et al., 2000)

Furthermore, according to exposure and experience of the author and Balasundaram (2010), the situation of MBA students in India is different from their counterparts in Sri Lanka. Therefore, usage of two samples of MBA students in two universities in India & Sri Lanka would provide a better understanding for the study.

4.1 Data Analysis

SPSS was utilized as the data analytical & statistical software and a statistical data analysis was conducted to analyze the data accumulated.

The Statistical Package for the Social Sciences (SPSS) was originally created and launched in 1968 by SPSS Inc. to facilitate conducting of statistical analysis for social science data. However, it was then assimilated in 2009 by IBM (Alchemer.com, 2018).

SPSS can be used to analyze survey data as well as to mine text data for research projects.

Therefore, SPSS has been identified as the ideal tool to convert unprocessed data sets into conveniently comprehensible formats or graphical representations with minimal technical skills and coding knowledge.

The Analysis carried out using SPSS are as Follows;

4.1.1 Categorization on Universities of Respondents

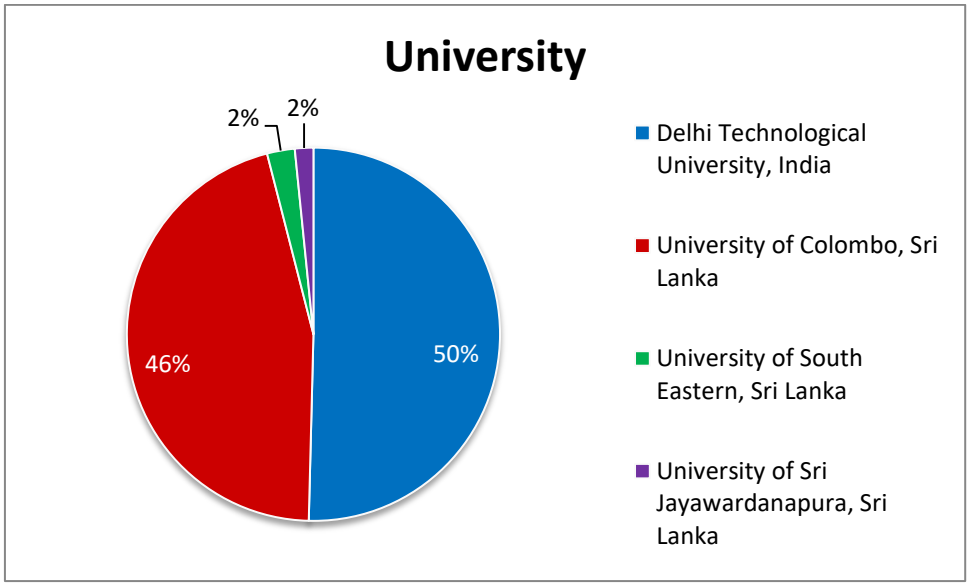

Figure 4.1: Categorization of Universities of Respondents

Source: *Own Analysis – Built in to illustrate Responses*

The range of categories on Universities of Respondents participated for the research was aimed to be limited to DTU and University of Colombo, Sri Lanka. Even though the relevant questionnaire was circulated only among MBA students of those universities, some responses have been received from two more Sri Lankan Universities, South Eastern University of Sri Lanka and University of Sri Jayewardenepura.

The major group of respondents was from the DTU which accounted to 50% of the number of respondents while the second largest participation of respondents was from the University of Colombo, Sri Lanka which is 46%. The participation from South

Eastern University and University of Sri Jayewardenepura each were only 2% of the respondents.

4.1.2 Analysis on MBA Specializations

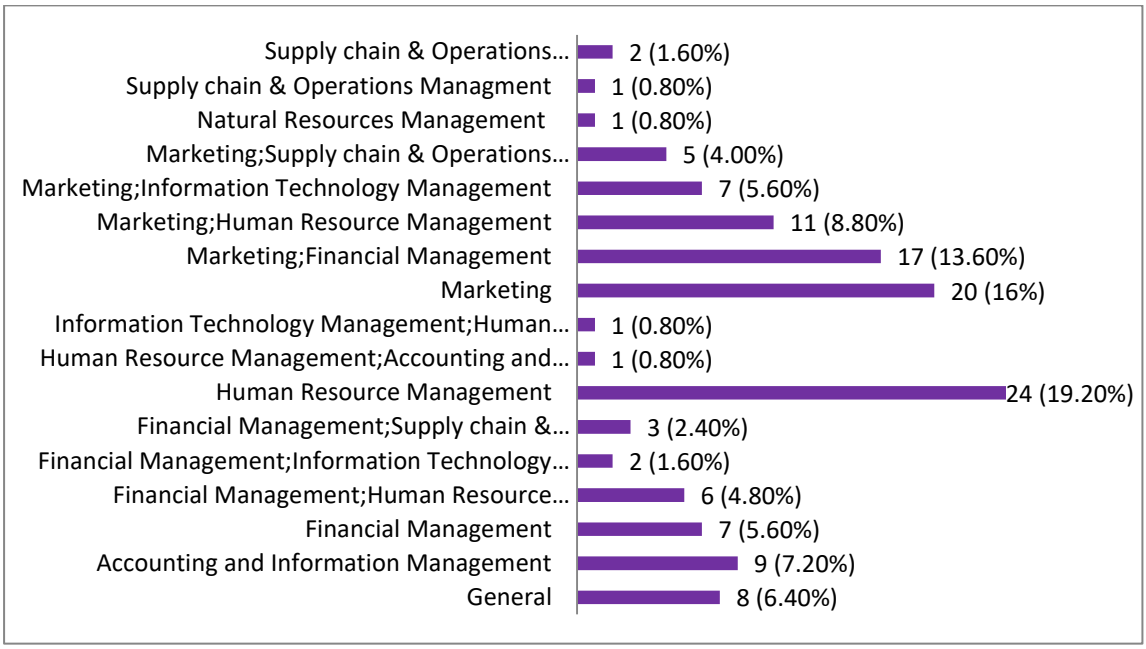

Figure 4.2: Analysis on MBA Specializations

Source: *Own Analysis – Built in to illustrate Responses*

Respondents when grouped on the basis of their Specialization in MBA program, it is depicted that students from 16 different specializations and General MBA have responded to the questionnaire.

Leading in responding, respondents in the specialization field of Human Resource Management was 19.20% while the second largest contribution has been from the specialization field of Marketing which was 16%. The third category of specialization of 13.60% has been the Marketing and Financial Management combination while the fourth largest of 8.80% is from the Marketing and Human Resources Management combination. The responding rate of Accounting and Information Management specialization students has been 7.20% while the General MBA respondents have accounted to 6.40% of the total. Financial Management along with Marketing and IT Management have been in equal position at 5.60% of the number of respondents. Respondents in the specialization fields of Financial Management and Human Resources Management has been 4.80% while the respondents from the combination of specializations of Marketing and Supply Chain & Operations Management has

been 4%. Respondents from Financial Management and Supply Chain & Operations Management combination of specializations has been 2.40% while the respondents in the specialization combinations of Financial Management & Information Technology and Supply Chain & Operations Management and Information Technology have been equal at 1.60%. The lowest level of 0.80% is shared by specializations of Supply Chain & Operations Management, Natural Resources Management, Information Technology & Human Resources Management combinations and Human Resources Management & Accounting Combination.

4.1.3 Categorization on Gender of Respondents

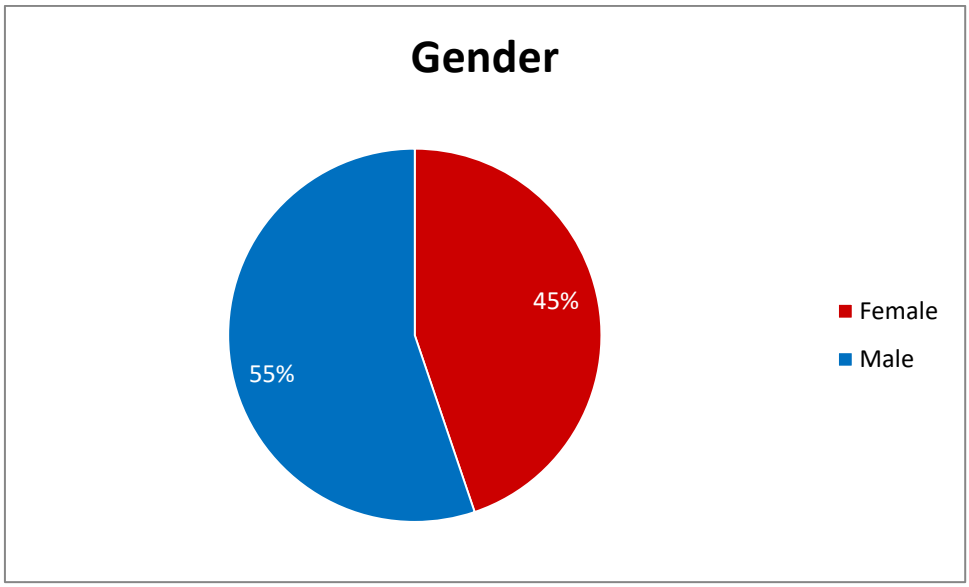

Figure 4.3: Categorization on Gender of Respondents

Source: *Own Analysis – Built in to illustrate Responses*

From among the respondents to the questionnaire circulated online among MBA students, 55% of responses have come from male participants while the female participants are only 45%.

4.1.4 Categorization on the basis of Age of respondents

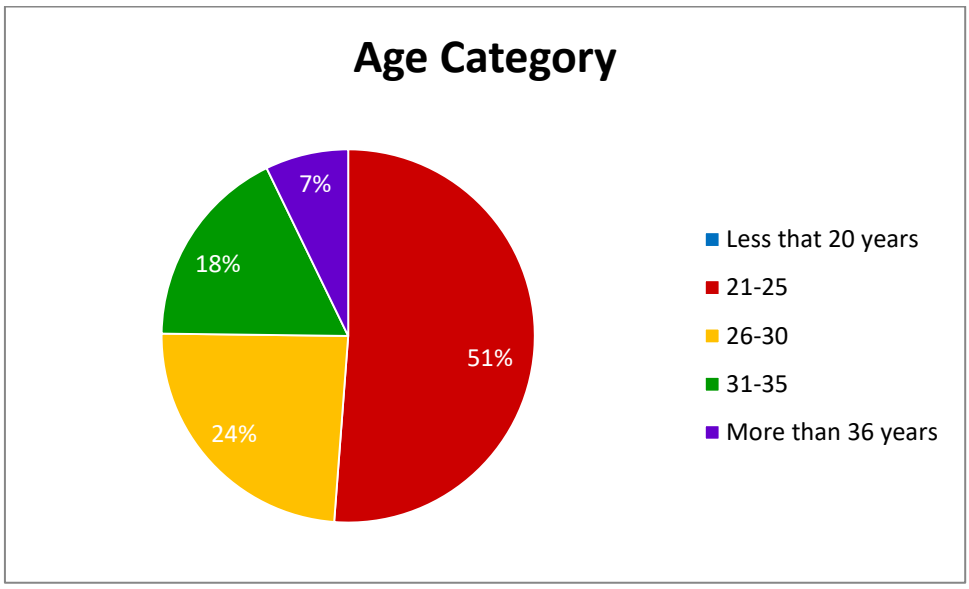

Figure 4.4: Categorization on the basis of Age

Source: *Own Analysis – Built in to illustrate Responses*

The gamut of age categories used for the research was from less than 20 to more than 36 years. The categories adopted were; Less than 20 years, 21 to 25 years, 26 to 30 years, 31 to 35 years and more than 36 years. There were no respondents from the less than 20 years category. The major group of respondents was from the age category of 21 to 25 years contributing to 51% while the participation of the age group of 26 to 30 years was 24%. Contribution of the age group of 31 to 35 years was 18% while being the least contributor at 7% was the respondents of the age category of more than 36 years.

4.1.5 Categorization on the basis of Marital Status

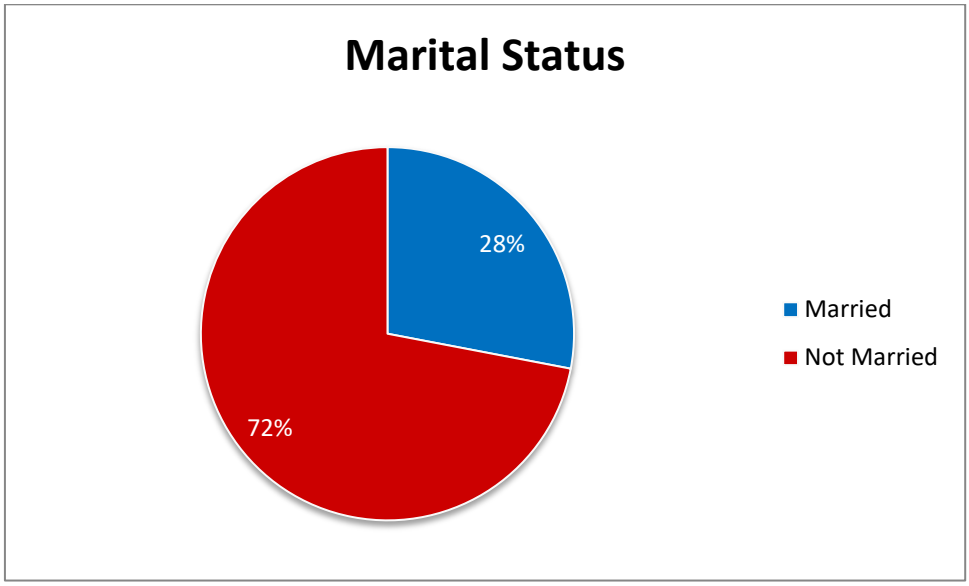

Figure 4.5: Categorization on the basis of Marital Status

Source: *Own Analysis – Built in to illustrate Responses*

It was revealed that from the respondents to the questionnaire circulated online, being the majority, 72% of respondents are 'Not Married' while the balance 28% respondents are 'Married'.

4.1.6 Analysis on Employment Status

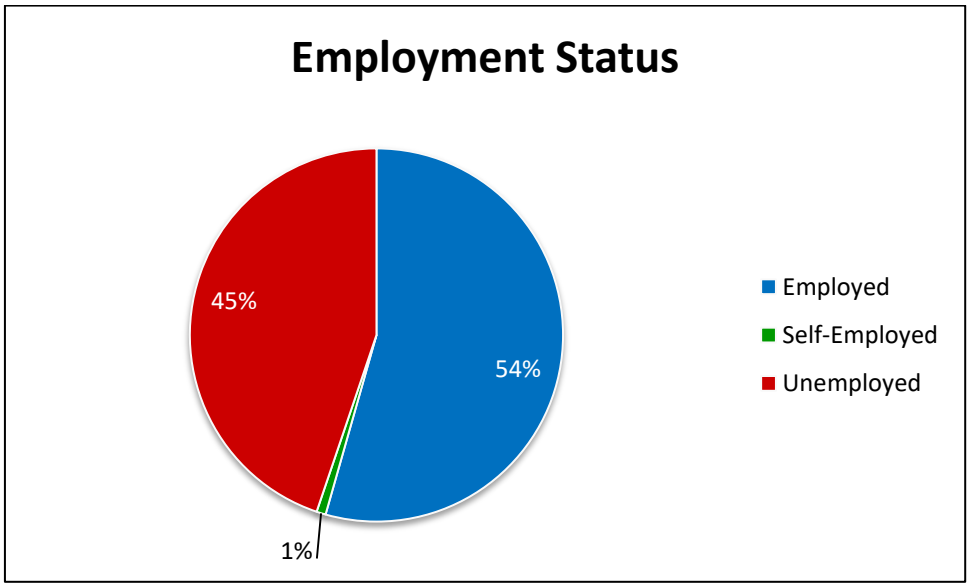

Figure 4.6: Analysis on Employment Status

Source: *Own Analysis – Built in to illustrate Responses*

The results of the analysis have disclosed that 54% majorities of respondents are employed and 45% of them are unemployed. Only 1% of the respondents are of the self-employed category.

4.1.7 Categorization on the basis of Parents owning a business

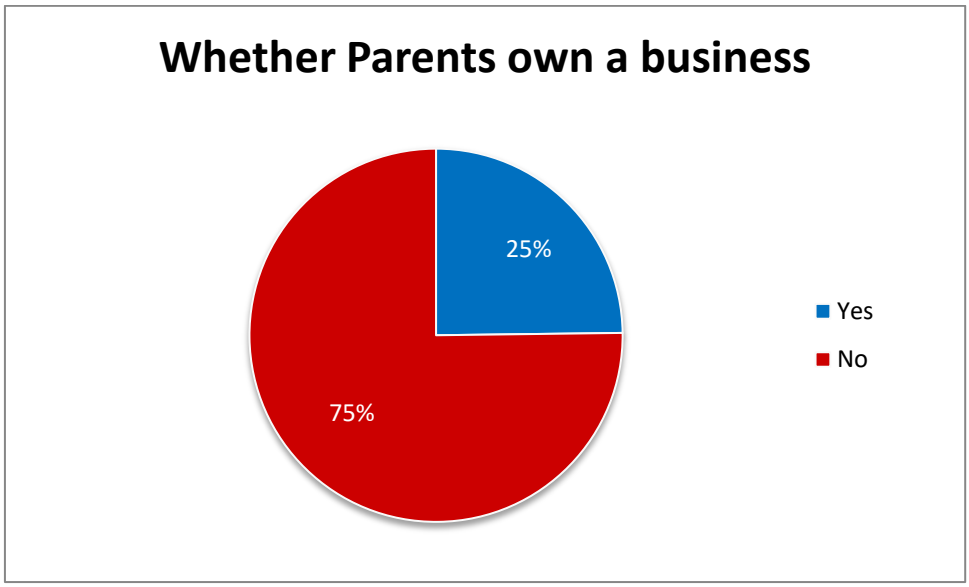

Figure 4.7: Categorization on the basis of Parents owning a business

Source: *Own Analysis – Built in to illustrate Responses*

The analysis has revealed that parents of 75% of respondents to the questionnaire do not own any business while the parents of the other 25% own a business venture.

4.1.8 Entrepreneurial Attitude

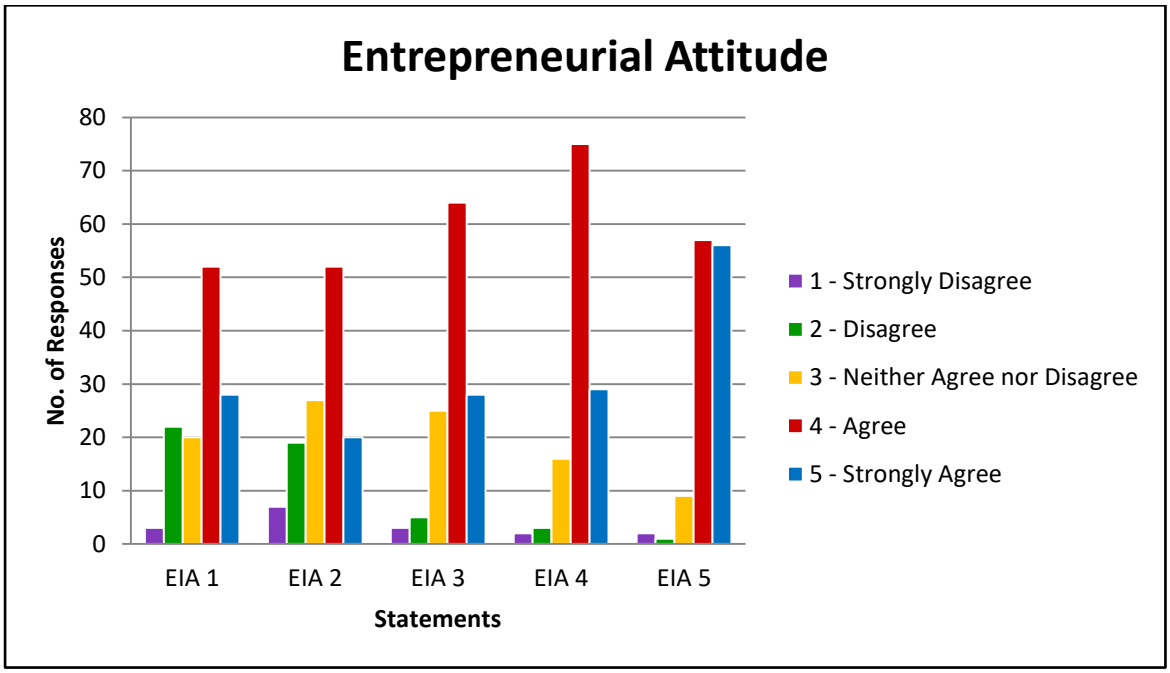

Figure 4.8: Analysis of Statement on Entrepreneurial Attitude

Source: *Own Analysis – Built in to illustrate Responses*

Responses in relation to the variable "Entrepreneurial Attitude" have been gathered through posing following five statements:

1. I am determined to have my own business in the future
2. I am keen to create / do something different, other than community accepted professions
3. Starting a business will provide me with Independence
4. Starting a business will provide me with the opportunity to be my own boss
5. I need to be able to fulfill my financial requirements

Responses have been gathered as Strongly Agree, Agree, Neither agree nor disagree, Disagree and Strongly Disagree and analyzed as indicated in the bar chart in Figure 4.8 above.

To the statement 'I am determined to have my own business in the future', from among 125 respondents, 52 have 'Agreed' while 28 have 'Strongly Agreed' and 22 have 'Disagreed'. 'Neither agree nor disagree' has been the response from 20 of them while only 2 have responded as 'Strongly Disagreed'.

Responses to the statement 'I am keen to create / do something different, other than community accepted professions' have been as 52 'Agree', 27 'Neither agree nor disagree', 20 'Strongly Agree', 19 'Disagree' and 7 'Strongly Disagree'.

The statement 'Starting a business will provide me with Independence' has been responded as 'Agree' - 64, 'Strongly Agree' - 28, 'Neither agree nor disagree'- 25, 'Disagree' - 5 and 'Strongly Disagree'- 3.

The numbers of responses to the statement 'Starting a business will provide me with the opportunity to be my own boss' has been 'Agree' - 75, 'Strongly Agree'- 29, 'Neither agree nor disagree'- 16, 'Disagree' - 3 and 'Strongly Disagree'- 2.

To the statement 'I need to be able to fulfill my financial requirements' has been responded as 'Agree' - 57, 'Strongly Agree'- 56, 'Neither agree nor disagree'- 9, 'Strongly Disagree'- 2 and 'Disagree' – 1.

4.1.9 Analysis of Statement on Background/Social Pressure Environmental support

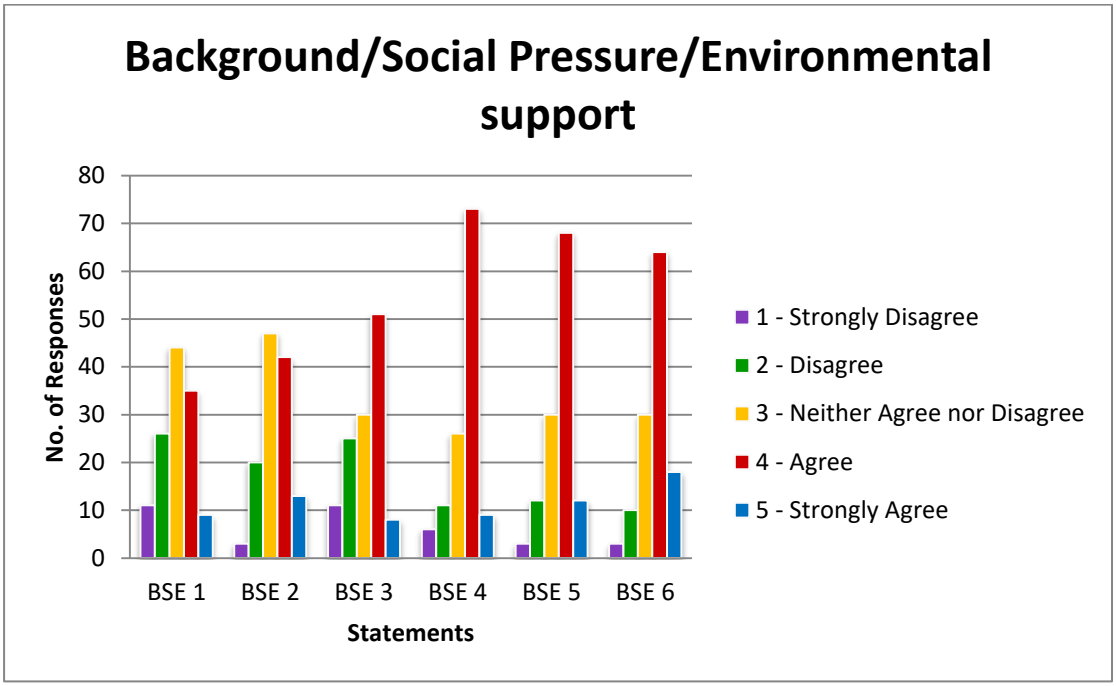

Figure 4.9: Analysis of Statement on Background/Social Pressure / Environmental support

Source: *Own Analysis – Built in to illustrate Responses*

Responses in relation to the variable "Background/Social Pressure/Environmental support" have been gathered through presenting following six statements:

1. My parents are positively oriented towards my future career as an entrepreneur
2. My friends see entrepreneurship as a logical choice for me
3. I believe people who are important to me, think that I should pursue a career as an entrepreneur
4. Technological and operational assistance are insufficient for new entrepreneurs in my country
5. It is difficult to find capital providers in my country
6. Banks do not readily provide credit to start-up companies

Responses have been gathered and analyzed as indicated in the bar chart in Figure 4.9 above.

To the statement 'My parents are positively oriented towards my future career as an entrepreneur', from among 125 respondents, 44 have 'Neither agree nor disagree' while 35 have 'Agree' and 26 have 'Disagree'. 'Strongly Disagree' has been the response from 11 of them while only 9 have responded as 'Strongly Agree'.

Responses to the statement 'My friends see entrepreneurship as a logical choice for me' have been as 47 'Neither agree nor disagree', 42 'Agree', 20 'Disagree', 13 'Strongly Agree', and 3 'Strongly Disagree'.

The statement 'I believe people who are important to me, think that I should pursue a career as an entrepreneur' has been responded as 'Agree' - 51, 'Neither agree nor disagree'- 30, 'Disagree' - 25, 'Strongly Disagree' - 11 and 'Strongly Agree'- 8.

To the statement 'Technological and operational assistance are insufficient for new entrepreneurs in my country', 73 have 'Agree'; while 26 have 'Neither agree nor disagree', 11 have 'Disagree', 9 have 'Strongly Agree' and 3 have 'Strongly Disagree'.

The numbers of responses to the statement 'It is difficult to find capital providers in my country' has been 'Agree' - 68, 'Neither agree nor disagree' - 30, while both 'Disagree' and 'Strongly Agree' - 12 each and 'Strongly Disagree'- 3.

To the statement 'Banks do not readily provide credit to start-up companies' has been responded as 'Agree' 64, 'Neither agree nor disagree'- 30, 'Strongly Agree'- 18, 'Disagree' – 10 and 'Strongly Disagree'- 3.

4.1.10 Analysis of Statement on Locus of Control

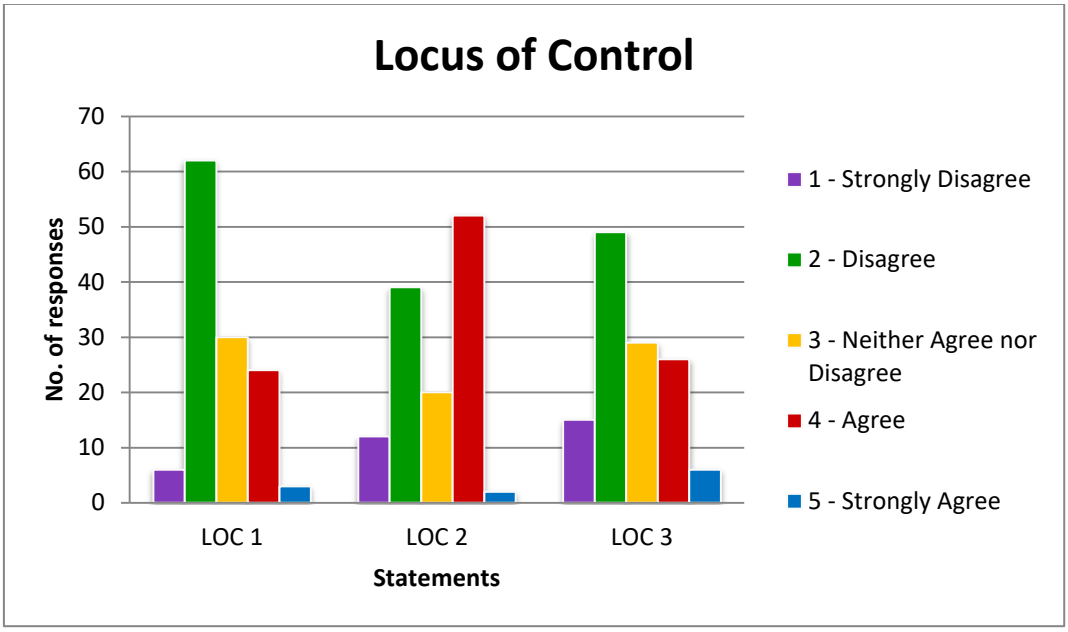

Figure 4.10: Analysis of Statement on Locus of Control

Source: *Own Analysis – Built in to illustrate Responses*

Responses in relation to the variable "Locus of Control" have been gathered through presenting following three statements:

1. My life is controlled by accidental happenings
2. When I get what I want, it is usually because I am lucky
3. Success in business is mostly a matter of luck

Responses have been gathered and analyzed as indicated in the bar chart in Figure 4.10 above.

The statement 'My life is controlled by accidental happenings' has been responded as 'Disagree' - 62, 'Neither agree nor disagree'- 30, 'Agree' - 24, 'Strongly Agree' - 6 and 'Strongly Disagree'- 3.

Responses to the statement ‘When I get what I want, it is usually because I am lucky’ have been as 52 ‘Agree’, 39 ‘Disagree’, 20 ‘Neither agree nor disagree’, 12 ‘Strongly Disagree’ and 2 ‘Strongly Agree’.

The numbers of responses to the statement ‘Success in business is mostly a matter of luck’ has been ‘Disagree’ - 49, ‘Neither agree nor disagree’- 29, ‘Agree’- 26, and ‘Strongly Disagree’- 15 and ‘Strongly Agree’- 6.

4.1.11 Analysis of Statement on Self-efficacy

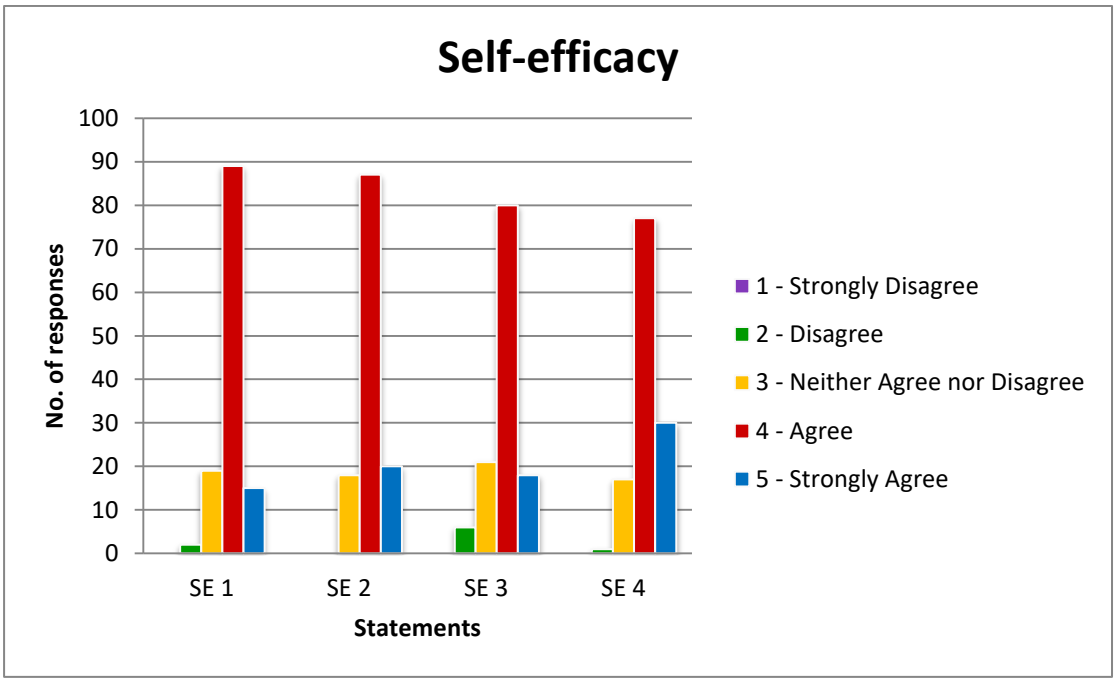

Figure 4.11: Analysis of Statement on Locus of Control

Source: *Own Analysis – Built in to illustrate Responses*

Responses in relation to the variable “Self-efficacy” have been gathered through presenting following four statements:

1. I am a creative person
2. Being a leader, I make better decisions
3. I can be successful to the same degree of my role model
4. Even if my boat capsizes midstream, I will get on top of it and row to the destination

Responses have been obtained and analyzed as indicated in the bar chart in Figure 4.11 above.

To the statement ‘I am a creative person’, from among 125 respondents, 89 have ‘Agree’, 19 have ‘Neither agree nor disagree’ and 15 have responded as ’Strongly Agree’ while 2 have ‘Disagree’ and none has responded as ‘Strongly Disagree’.

Responses to the statement ‘Being a leader, I make better decisions’ have been as 87 ‘Agree’ 21 ‘Neither agree nor disagree’, 18 ‘Strongly Agree’ and 6 ‘Disagree’ while nobody has responded as ‘Strongly Disagree’.

The statement ‘I can be successful to the same degree of my role model’ has been responded as ‘Agree’ - 80, ‘Neither agree nor disagree’- 21, ‘Strongly Agree’- 18 while ‘Disagree’ - 6 and ‘Strongly Disagree’ has been none.

The numbers of responses to the statement ‘Even if my boat capsizes midstream, I will get on top of it and row to the destination’ has been ‘Agree’ - 77, ‘Strongly Agree’ - 30, ‘Neither agree nor disagree’ - 17, while ‘Disagree’ - 1 and none for ‘Strongly Disagree’.

05. RESULTS

5.1 Reliability Analysis

5.1.1 Reliability Analysis for Entrepreneurial Attitudes

Reliability

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[DataSet2] C:\Users\Ish\Desktop\DTU MBA\4 sem\Major Project\Analysis\Analysis.sav
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Scale: EIA Scale

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded[a]	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.880	.884	5

Item Statistics

	Mean	Std. Deviation	N
EIA-1	3.64	1.088	125
EIA-2	3.47	1.104	125
EIA-3	3.87	.889	125
EIA-4	4.01	.778	125
EIA-5	4.31	.777	125

Inter-Item Correlation Matrix

	EIA-1	EIA-2	EIA-3	EIA-4	EIA-5
EIA-1	1.000	.740	.736	.585	.487
EIA-2	.740	1.000	.678	.615	.391
EIA-3	.736	.678	1.000	.725	.537
EIA-4	.585	.615	.725	1.000	.543
EIA-5	.487	.391	.537	.543	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.861	3.472	4.312	.840	1.242	.106	5
Inter-Item Correlations	.604	.391	.740	.349	1.892	.013	5

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
EIA-1	15.66	8.677	.782	.659	.839
EIA-2	15.83	8.818	.738	.611	.852
EIA-3	15.43	9.586	.817	.687	.831
EIA-4	15.30	10.565	.733	.586	.854
EIA-5	14.99	11.379	.552	.357	.888

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
19.30	14.875	3.857	5

Figure 5.1: Reliability Analysis for Entrepreneurial Attitudes

Source: *Own Analysis – Generated through SPSS*

The case Processing Summery has indicated that all the selected 125 records of responses are valid. The Cronbach's alpha of scale of the Reliability Analysis is 0.880 for the five statements in relation to Entrepreneurial Attitude.

5.1.2 Reliability Analysis for Background, Social Pressure and Environmental support

Reliability

```
[DataSet2] C:\Users\Ish\Desktop\DTU MBA\4 sem\Major Project\Analysis\Analysis.sav
```

Scale: BSE Scale

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded[a]	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.791	.792	6

Item Statistics

	Mean	Std. Deviation	N
BSE-1	3.04	1.066	125
BSE-2	3.34	.950	125
BSE-3	3.16	1.095	125
BSE-4	3.54	.929	125
BSE-5	3.59	.881	125
BSE-6	3.67	.905	125

Inter-Item Correlation Matrix

	BSE-1	BSE-2	BSE-3	BSE-4	BSE-5	BSE-6
BSE-1	1.000	.600	.623	.271	.258	.139
BSE-2	.600	1.000	.653	.248	.175	.186
BSE-3	.623	.653	1.000	.294	.235	.232
BSE-4	.271	.248	.294	1.000	.628	.598
BSE-5	.258	.175	.235	.628	1.000	.691
BSE-6	.139	.186	.232	.598	.691	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.391	3.040	3.672	.632	1.208	.064	6
Inter-Item Correlations	.389	.139	.691	.552	4.964	.043	6

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
BSE-1	17.30	11.617	.545	.482	.759
BSE-2	17.01	12.185	.546	.493	.758
BSE-3	17.18	11.184	.591	.523	.748
BSE-4	16.80	12.242	.555	.467	.757
BSE-5	16.75	12.575	.538	.565	.761
BSE-6	16.67	12.738	.488	.537	.771

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
20.34	16.711	4.088	6

Figure 5.2: Reliability Analysis for Background, Social Pressure and Environmental support

Source: *Own Analysis – Generated through SPSS*

The case Processing Summery has indicated that all the selected 125 records of responses are valid. The Cronbach's alpha of Reliability Analysis is 0.791 for the six statements in relation to Background, Social Pressure and Environmental support.

5.1.3 Reliability Analysis for Locus of Control

Reliability

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Scale: LOC Scale

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded[a]	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.798	.799	3

Item Statistics

	Mean	Std. Deviation	N
LOC-1	2.65	.927	125
LOC-2	2.94	1.087	125
LOC-3	2.67	1.083	125

Inter-Item Correlation Matrix

	LOC-1	LOC-2	LOC-3
LOC-1	1.000	.476	.583
LOC-2	.476	1.000	.648
LOC-3	.583	.648	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.755	2.648	2.944	.296	1.112	.027	3
Inter-Item Correlations	.569	.476	.648	.172	1.361	.006	3

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
LOC-1	5.62	3.884	.583	.356	.787
LOC-2	5.32	3.203	.639	.435	.731
LOC-3	5.59	3.002	.719	.517	.640

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
8.26	6.873	2.622	3

Figure 5.3: Reliability Analysis for Locus of Control

Source: *Own Analysis – Generated through SPSS*

The case Processing Summery has indicated that all the selected 125 records of responses are valid. The Cronbach's alpha under Reliability Analysis yielded 0.798 for the three statements in relation to Locus of Control.

5.1.4 Reliability Analysis for Self-efficacy

Reliability

```
[DataSet2] C:\Users\Ish\Desktop\DTU MBA\4 sem\Major Project\Analysis\Analysis.sav
```

Scale: SE Scale

Case Processing Summary

		N	%
Cases	Valid	125	100.0
	Excluded[a]	0	.0
	Total	125	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.690	.695	4

Item Statistics

	Mean	Std. Deviation	N
SE-1	3.94	.578	125
SE-2	4.02	.553	125
SE-3	3.88	.703	125
SE-4	4.09	.635	125

Inter-Item Correlation Matrix

	SE-1	SE-2	SE-3	SE-4
SE-1	1.000	.432	.358	.235
SE-2	.432	1.000	.420	.363
SE-3	.358	.420	1.000	.367
SE-4	.235	.363	.367	1.000

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.980	3.880	4.088	.208	1.054	.008	4
Inter-Item Correlations	.362	.235	.432	.197	1.837	.004	4

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
SE-1	11.98	2.113	.440	.225	.646
SE-2	11.90	2.023	.545	.303	.587
SE-3	12.04	1.748	.509	.260	.604
SE-4	11.83	2.028	.418	.189	.661

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
15.92	3.187	1.785	4

Figure 5.4: Reliability Analysis for Self-efficacy

Source: *Own Analysis – Generated through SPSS*

The case Processing Summery has indicated that all the selected 125 records of responses are valid. Cronbach's alpha was 0.690 for the four statements in relation to Self-efficacy in the Reliability Analysis.

5.2 Exploratory Factor Analysis

Exploratory factor analysis (EFA) is mostly applied to determine the factor structure of a measure and assess its internal reliability. It would be applicable when there is no hypothesis about the essence of the underlying factor structure of their measure.

After performing first analysis it was identified that the minimum threshold/small coefficient could be adjusted to ".40" as recommended by Samuels P (2016) & Stevens (2012). Therefore, the final version shown below is regenerating with the minimum threshold/small coefficient of .40 adjustment and "Varimax" rotation.

Factor Analysis

[DataSet2] C:\Users\Ish\Desktop\DTU MBA\4 sem\Major Project\Analysis\Analysis.sav

Descriptive Statistics

	Mean	Std. Deviation	Analysis N
EIA-1	3.64	1.088	125
EIA-2	3.47	1.104	125
EIA-3	3.87	.889	125
EIA-4	4.01	.778	125
EIA-5	4.31	.777	125
BSE-1	3.04	1.066	125
BSE-2	3.34	.950	125
BSE-3	3.16	1.095	125
BSE-4	3.54	.929	125
BSE-5	3.59	.881	125
BSE-6	3.67	.905	125
LOC-1	2.65	.927	125
LOC-2	2.94	1.087	125
LOC-3	2.67	1.083	125
SE-1	3.94	.578	125
SE-2	4.02	.553	125
SE-3	3.88	.703	125
SE-4	4.09	.635	125

Figure 5.5: Descriptive Statistics

Source: *Own Analysis – Generated through SPSS*

This shows the Mean & standard deviation for each and every statement.

Correlation Matrix[a]

		EIA-1	EIA-2	EIA-3	EIA-4	EIA-5	BSE-1	BSE-2	BSE-3	BSE-4	BSE-5	BSE-6	LOC-1	LOC-2	LOC-3	SE-1	SE-2	SE-3	SE-4
Correlation	EIA-1	1.000	.740	.736	.585	.487	.541	.633	.664	.299	.241	.289	.081	-.222	-.197	.104	.291	.038	.186
	EIA-2	.740	1.000	.678	.615	.391	.450	.486	.564	.157	.142	.261	.148	-.267	-.159	.161	.225	.074	.032
	EIA-3	.736	.678	1.000	.725	.537	.448	.443	.510	.212	.128	.238	.160	-.233	-.195	.156	.217	.117	.177
	EIA-4	.585	.615	.725	1.000	.543	.399	.433	.462	.206	.158	.244	.071	-.162	-.169	.127	.318	.076	.194
	EIA-5	.487	.391	.537	.543	1.000	.316	.228	.292	.355	.341	.307	.120	-.008	.027	.009	.157	.054	.222
	BSE-1	.541	.450	.448	.399	.316	1.000	.600	.623	.271	.258	.139	.210	-.075	.004	-.061	.122	.039	-.029
	BSE-2	.633	.486	.443	.433	.228	.600	1.000	.653	.248	.175	.186	.062	-.146	-.151	.025	.220	.073	.058
	BSE-3	.664	.564	.510	.462	.292	.623	.653	1.000	.294	.235	.232	.008	-.317	-.322	.080	.169	-.048	.107
	BSE-4	.299	.157	.212	.206	.355	.271	.248	.294	1.000	.628	.598	.093	.038	.147	-.070	.014	-.085	.041
	BSE-5	.241	.142	.128	.158	.341	.258	.175	.235	.628	1.000	.691	.080	.136	.230	-.210	-.036	-.054	.050
	BSE-6	.289	.261	.238	.244	.307	.139	.186	.232	.598	.691	1.000	.005	.047	.095	-.102	-.054	-.075	.107
	LOC-1	.081	.148	.160	.071	.120	.210	.062	.008	.093	.080	.005	1.000	.476	.583	-.057	.074	.145	-.111
	LOC-2	-.222	-.267	-.233	-.162	-.008	-.075	-.146	-.317	.038	.136	.047	.476	1.000	.648	-.121	-.052	.044	-.121
	LOC-3	-.197	-.159	-.195	-.169	.027	.004	-.151	-.322	.147	.230	.095	.583	.648	1.000	-.124	-.045	.117	-.133
	SE-1	.104	.161	.156	.127	.009	-.061	.025	.080	-.070	-.210	-.102	-.057	-.121	-.124	1.000	.432	.358	.235
	SE-2	.291	.225	.217	.318	.157	.122	.220	.169	.014	-.036	-.054	.074	-.052	-.045	.432	1.000	.420	.363
	SE-3	.038	.074	.117	.076	.054	.039	.073	-.048	-.085	-.054	-.075	.145	.044	.117	.358	.420	1.000	.367
	SE-4	.186	.032	.177	.194	.222	-.029	.058	.107	.041	.050	.107	-.111	-.121	-.133	.235	.363	.367	1.000

a. Determinant = 7.993E-005

Figure 5.6: Correlation Matrix

Source: *Own Analysis – Generated through SPSS*

According to Tabachnick & Fidell (2013), values close to the 0 would be signifying a problem. Further, since none of the correlations falls into .80 - .90 range it could be interpreted as there is no multi-collinearity problem (Field, 2018). Moreover, the Determinant of the correlation matrix is 7.993, which is greater than field's threshold which also denotes that there is no multi-collinearity problem.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.798
Bartlett's Test of Sphericity	Approx. Chi-Square	1105.398
	df	153
	Sig.	.000

Figure 5.7: KMO & Bartlett's Test

Source: *Own Analysis – Generated through SPSS*

The Barnett Test is significant, which indicates that it is pertinent for factor analyze the matrix. According to the KMO MSA of the test, the matrix could be considered as insupportable for factoring. However, using Kaiser & Rice's (1974) term, factorability of a matrix could be under the range of .70's (middling) which makes the matrix to be acceptable. Therefore, it could be ascertained that the data collected for the research are statically significant.

Anti-image Matrices

		EIA-1	EIA-2	EIA-3	EIA-4	EIA-5	BSE-1	BSE-2	BSE-3	BSE-4	BSE-5	BSE-6	LOC-1	LOC-2	LOC-3	SE-1	SE-2	SE-3	SE-4
Anti-image Covariance	EIA-1	.227	-.115	-.101	.060	-.049	-.012	-.091	-.043	-.024	-.013	.011	.034	-.031	.004	.026	-.072	.061	-.060
	EIA-2	-.115	.317	-.014	-.087	.003	.000	.015	-.034	.075	.014	-.073	-.066	.092	-.021	-.056	.016	-.040	.114
	EIA-3	-.101	-.014	.267	-.141	-.060	-.025	.030	.016	.000	.031	-.025	-.089	.046	.040	-.043	.077	-.055	.002
	EIA-4	.060	-.087	-.141	.361	-.112	-.013	-.050	-.012	.003	.008	-.015	.044	-.044	.013	.030	-.117	.056	-.033
	EIA-5	-.049	.003	-.060	-.112	.540	-.030	.069	.025	-.074	-.062	.030	.013	-.031	-.018	.025	.019	.004	-.086
	BSE-1	-.012	.000	-.025	-.013	-.030	.452	-.111	-.134	-.016	-.050	.074	-.027	.011	-.053	.061	.010	-.044	.065
	BSE-2	-.091	.015	.030	-.050	.069	-.111	.428	-.105	-.028	.034	-.017	.023	-.029	.002	.046	-.023	-.074	.042
	BSE-3	-.043	-.034	.016	-.012	.025	-.134	-.105	.334	-.032	-.042	.004	-.056	.041	.097	-.058	.018	.064	-.045
	BSE-4	-.024	.075	.000	.003	-.074	-.016	-.028	-.032	.489	-.122	-.136	-.030	.053	-.041	-.058	-.013	.046	.039
	BSE-5	-.013	.014	.031	.008	-.062	-.050	.034	-.042	-.122	.380	-.197	.040	-.016	-.059	.091	-.018	-.034	.007
	BSE-6	.011	-.073	-.025	-.015	.030	.074	-.017	.004	-.136	-.197	.409	.043	-.041	-.001	-.001	.059	.022	-.068
	LOC-1	.034	-.066	-.089	.044	.013	-.027	.023	-.056	-.030	.040	.043	.483	-.139	-.189	.065	-.046	-.035	.030
	LOC-2	-.031	.092	.046	-.044	-.031	.011	-.029	.041	.053	-.016	-.041	-.139	.488	-.157	-.021	.004	.013	.035
	LOC-3	.004	-.021	.040	.013	-.018	-.053	.002	.097	-.041	-.059	-.001	-.189	-.157	.381	-.009	.008	-.043	.016
	SE-1	.026	-.056	-.043	.030	.025	.061	.046	-.058	-.058	.091	-.001	.065	-.021	-.009	.677	-.195	-.142	-.020
	SE-2	-.072	.016	.077	-.117	.019	.010	-.023	.018	-.013	-.018	.059	-.046	.004	.008	-.195	.585	-.150	-.112
	SE-3	.061	-.040	-.055	.056	.004	-.044	-.074	.064	.046	-.034	.022	-.035	.013	-.043	-.142	-.150	.639	-.204
	SE-4	-.060	.114	.002	-.033	-.086	.065	.042	-.045	.039	.007	-.068	.030	.035	.016	-.020	-.112	-.204	.669
Anti-image Correlation	EIA-1	.834[a]	-.430	-.409	.209	-.141	-.038	-.293	-.157	-.071	-.046	.035	.104	-.093	.013	.066	-.199	.159	-.155
	EIA-2	-.430	.835[a]	-.048	-.258	.008	.000	.041	-.104	.190	.041	-.202	-.168	.234	-.061	-.121	.036	-.088	.247
	EIA-3	-.409	-.048	.827[a]	-.453	-.157	-.072	.090	.055	.001	.096	-.077	-.247	.129	.126	-.102	.194	-.133	.004
	EIA-4	.209	-.258	-.453	.828[a]	-.254	-.032	-.128	-.034	.006	.021	-.039	.106	-.104	.034	.061	-.254	.116	-.067
	EIA-5	-.141	.008	-.157	-.254	.887[a]	-.060	.143	.060	-.144	-.138	.065	.025	-.061	-.040	.041	.033	.007	-.142
	BSE-1	-.038	.000	-.072	-.032	-.060	.869[a]	-.251	-.345	-.033	-.119	.173	-.058	.024	-.126	.111	.020	-.082	.118
	BSE-2	-.293	.041	.090	-.128	.143	-.251	.865[a]	-.277	-.061	.083	-.041	.051	-.063	.005	.086	-.046	-.142	.079
	BSE-3	-.157	-.104	.055	-.034	.060	-.345	-.277	.864[a]	-.079	-.117	.012	-.139	.102	.272	-.122	.042	.139	-.096
	BSE-4	-.071	.190	.001	.006	-.144	-.033	-.061	-.079	.821[a]	-.283	-.305	-.061	.109	-.094	-.100	-.024	.083	.067
	BSE-5	-.046	.041	.096	.021	-.138	-.119	.083	-.117	-.283	.747[a]	-.499	.093	-.036	-.156	.180	-.038	-.068	.014
	BSE-6	.035	-.202	-.077	-.039	.065	.173	-.041	.012	-.305	-.499	.738[a]	.097	-.092	-.002	-.002	.121	.042	-.130
	LOC-1	.104	-.168	-.247	.106	.025	-.058	.051	-.139	-.061	.093	.097	.617[a]	-.287	-.440	.113	-.087	-.063	.052
	LOC-2	-.093	.234	.129	-.104	-.061	.024	-.063	.102	.109	-.036	-.092	-.287	.746[a]	-.364	-.037	.008	.023	.061
	LOC-3	.013	-.061	.126	.034	-.040	-.126	.005	.272	-.094	-.156	-.002	-.440	-.364	.705[a]	-.017	.017	-.088	.031
	SE-1	.066	-.121	-.102	.061	.041	.111	.086	-.122	-.100	.180	-.002	.113	-.037	-.017	.671[a]	-.309	-.216	-.029
	SE-2	-.199	.036	.194	-.254	.033	.020	-.046	.042	-.024	-.038	.121	-.087	.008	.017	-.309	.715[a]	-.245	-.180
	SE-3	.159	-.088	-.133	.116	.007	-.082	-.142	.139	.083	-.068	.042	-.063	.023	-.088	-.216	-.245	.610[a]	-.311
	SE-4	-.155	.247	.004	-.067	-.142	.118	.079	-.096	.067	.014	-.130	.052	.061	.031	-.029	-.180	-.311	.649[a]

a. Measures of Sampling Adequacy(MSA)

Figure 5.8: Anti-image Matrices

Source: *Own Analysis – Generated through SPSS*

In the Anti-image correlations table, the principle diagonal of the matrix denotes the Measure of Sampling Adequacy of the individual items which would be indicating the problematic items and according to Kaiser & Rice's criteria the measures are appropriate for the inclusion in the factor analysis.

Communalities

	Initial	Extraction
EIA-1	.773	.763
EIA-2	.683	.634
EIA-3	.733	.821
EIA-4	.639	.640
EIA-5	.460	.465
BSE-1	.548	.598
BSE-2	.572	.629
BSE-3	.666	.746
BSE-4	.511	.547
BSE-5	.620	.772
BSE-6	.591	.641
LOC-1	.517	.595
LOC-2	.512	.540
LOC-3	.619	.790
SE-1	.323	.332
SE-2	.415	.522
SE-3	.361	.457
SE-4	.331	.357

Extraction Method: Principal Axis Factoring.

Figure 5.9: Communalities

Source: *Own Analysis – Generated through SPSS*

Total Variance Explained

Factor	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.415	30.085	30.085	5.084	28.246	28.246	2.748	15.264	15.264
2	2.672	14.843	44.928	2.305	12.805	41.051	2.440	13.557	28.821
3	2.086	11.591	56.519	1.631	9.062	50.113	2.128	11.824	40.645
4	1.599	8.881	65.401	1.159	6.439	56.552	1.942	10.788	51.432
5	1.041	5.781	71.182	.670	3.723	60.275	1.592	8.842	60.275
6	.794	4.409	75.591						
7	.616	3.423	79.014						
8	.550	3.056	82.070						
9	.524	2.909	84.979						
10	.475	2.636	87.616						
11	.397	2.206	89.821						
12	.382	2.121	91.943						
13	.323	1.794	93.737						
14	.293	1.626	95.363						
15	.255	1.415	96.778						
16	.247	1.372	98.150						
17	.203	1.126	99.276						
18	.130	.724	100.000						

Extraction Method: Principal Axis Factoring.

Figure 5.10: Total Variance Explained

Source: *Own Analysis – Generated through SPSS*

This result shows the Initial principle components analysis / Initial Eigenvalues of each and every statement and this was generated by only selecting a fixed number of 5 factors after determining through initial factor analysis. Also rotation is selected as "Varimax" rotation when generating this analysis.

It indicates percentage of variances for each five factors which finally reach to 60.275 of cumulative extraction sum of Squared Loadings.

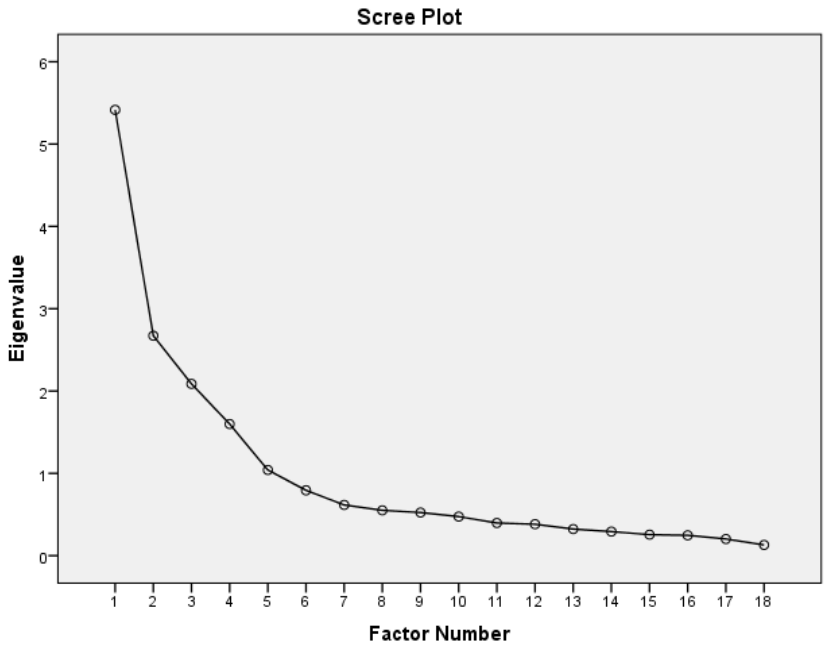

Figure 5.11: Scree Plot

Source: *Own Analysis – Generated through SPSS*

Scree plot indicates the Eigenvalues of each and every statement/factor and there are five dominant factors according to the Scree plot.

Factor Matrix[a]

	Factor				
	1	2	3	4	5
EIA-1	.865				
EIA-2	.756				
EIA-3	.811				
EIA-4	.736				
EIA-5	.574				
BSE-1	.639				
BSE-2	.678				
BSE-3	.761				
BSE-4	.425	.492			
BSE-5		.653			
BSE-6	.419	.491			
LOC-1		.465	.496		
LOC-2		.574			
LOC-3		.723	.457		
SE-1					
SE-2			.506		
SE-3			.570		
SE-4				.463	

Extraction Method: Principal Axis Factoring.

a. 5 factors extracted. 10 iterations required.

Rotated Factor Matrix[a]

	Factor				
	1	2	3	4	5
EIA-1	.619	.563			
EIA-2	.649	.446			
EIA-3	.839				
EIA-4	.719				
EIA-5	.570				
BSE-1		.703			
BSE-2		.741			
BSE-3		.750			
BSE-4			.698		
BSE-5			.853		
BSE-6			.771		
LOC-1				.740	
LOC-2				.695	
LOC-3				.855	
SE-1					.539
SE-2					.685
SE-3					.652
SE-4					.544

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

Figure 5.12: Factor Matrices

Source: *Own Analysis – Generated through SPSS*

This indicates the engagement or involvement of each and every factor/statement. Since all the values are positive, it could be interpreted that there is a positive involvement/interest in each factor.

Factor Transformation Matrix

Factor	1	2	3	4	5
1	.681	.613	.336	-.108	.190
2	-.077	-.051	.645	.693	-.307
3	.138	-.068	-.340	.629	.682
4	-.092	-.455	.586	-.334	.574
5	-.709	.640	.110	-.012	.274

Extraction Method: Principal Axis Factoring.
Rotation Method: Varimax with Kaiser Normalization.

Figure 5.13: Factor Transformation Matrix

Source: *Own Analysis – Generated through SPSS*

5.3 Ordinal Regression

PLUM - Ordinal Regression

[DataSet2] C:\Users\Ish\Desktop\DTU MBA\4 sem\Major Project\Analysis\Analysis.sav

Case Processing Summary

		N	Marginal Percentage
Avg_EIA	1	2	1.6%
	2	3	2.4%
	3	28	22.4%
	4	67	53.6%
	5	25	20.0%
Avg_BSE	1	2	1.6%
	2	16	12.8%
	3	41	32.8%
	4	62	49.6%
	5	4	3.2%
Avg _LOC	1	10	8.0%
	2	37	29.6%
	3	50	40.0%
	4	25	20.0%
	5	3	2.4%
Avg_SE	3	11	8.8%
	4	102	81.6%
	5	12	9.6%
Valid		125	100.0%
Missing		0	
Total		125	

Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	191.391			
Final	111.894	79.497	10	.000

Link function: Logit.

Figure 5.14: Case Processing Summary & Model Fitting Information

Source: *Own Analysis – Generated through SPSS*

The p-value being less than 0.001 is an excellent indication of the compatibility of the model with the data.

Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	206.346	94	.000
Deviance	76.774	94	.902

Link function: Logit.

Figure 5.15: Goodness-of-Fit

Source: *Own Analysis – Generated through SPSS*

Goodness-of-fit test indicates the appropriateness of sample data to represent the population. In this case, Pearson Chi-square rejects the null hypothesis.

Pseudo R-Square

Cox and Snell	.471
Nagelkerke	.523
McFadden	.277

Link function: Logit.

Figure 5.16: Pseudo R-Square

Source: *Own Analysis – Generated through SPSS*

In this diagram, Cox and Snell's R^2 indicates that this model is "perfect" as it is less than the theoretical maximum value of 1. Nagelkerke's R^2 & McFadden's R^2, the advanced versions of Cox and Snell's R^2 also demonstrations same.

Parameter Estimates

							95% Confidence Interval	
		Estimate	Std. Error	Wald	df	Sig.	Lower Bound	Upper Bound
Threshold	[Avg_EIA = 1]	-28.112	2233.312	.000	1	.990	-4405.323	4349.099
	[Avg_EIA = 2]	-27.127	2233.312	.000	1	.990	-4404.338	4350.084
	[Avg_EIA = 3]	-24.228	2233.312	.000	1	.991	-4401.439	4352.983
	[Avg_EIA = 4]	-20.335	2233.312	.000	1	.993	-4397.546	4356.875
Location	[Avg_BSE=1]	-21.504	2233.312	.000	1	.992	-4398.716	4355.708
	[Avg_BSE=2]	-16.790	2233.312	.000	1	.994	-4394.001	4360.420
	[Avg_BSE=3]	-16.357	2233.312	.000	1	.994	-4393.568	4360.853
	[Avg_BSE=4]	-14.094	2233.312	.000	1	.995	-4391.305	4363.117
	[Avg_BSE=5]	0[a]	.	.	0	.	.	.
	[Avg_LOC=1]	-4.426	.828	28.554	1	.000	-6.049	-2.802
	[Avg_LOC=2]	-3.527	.588	36.001	1	.000	-4.679	-2.375
	[Avg_LOC=3]	-4.726	.521	82.359	1	.000	-5.747	-3.706
	[Avg_LOC=4]	-4.344	.000	.	1	.	-4.344	-4.344
	[Avg_LOC=5]	0[a]	.	.	0	.	.	.
	[Avg_SE=3]	-2.669	1.015	6.908	1	.009	-4.659	-.679
	[Avg_SE=4]	-3.527	.831	18.020	1	.000	-5.155	-1.898
	[Avg_SE=5]	0[a]	.	.	0	.	.	.

Link function: Logit.

a. This parameter is set to zero because it is redundant.

Figure 5.17: Parameter Estimates

Source: *Own Analysis – Generated through SPSS*

The significance of the test for LOC=1, LOC=2, LOC=3 and SE=4 are less than 0.05 which denotes that its effects are not due to chance. However, BSE categories do not seem to be contributing to the model in a meaningful manner.

Test of Parallel Lines[a]

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Null Hypothesis	111.894			
General	49.274[b]	62.620[c]	30	.000

The null hypothesis states that the location parameters (slope coefficients) are the same across response categories.

a. Link function: Logit.

b. The log-likelihood value cannot be further increased after maximum number of step-halving.

c. The Chi-Square statistic is computed based on the log-likelihood value of the last iteration of the general model. Validity of the test is uncertain.

Figure 5.18: Total Parallel Lines

Source: *Own Analysis – Generated through SPSS*

The test of Parallel Lines signifies the assumption of Proportional odds which should be greater than 0.05. However, as this does not comply with that, it could be due to poor choices in ordering the categories of the dependent variable as the Entrepreneurial attitude would have greater relevancy to independent variables.

5.4 T-Test

```
T-TEST GROUPS=Country_Code(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=EIA1 EIA2 EIA3 EIA4 EIA5
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet1] C:\Users\Ish\Desktop\DTU MBA\4 sem\Major Project\Analysis\Analysis.sav
```

Group Statistics

	Country_Code	N	Mean	Std. Deviation	Std. Error Mean
EIA-1	India	64	3.67	1.085	.136
	Sri Lanka	61	3.61	1.100	.141
EIA-2	India	64	3.67	1.099	.137
	Sri Lanka	61	3.26	1.079	.138
EIA-3	India	64	3.91	1.019	.127
	Sri Lanka	61	3.84	.734	.094
EIA-4	India	64	4.08	.931	.116
	Sri Lanka	61	3.93	.574	.073
EIA-5	India	64	4.27	.930	.116
	Sri Lanka	61	4.36	.578	.074

Figure 5.19: Group Statstics Table

Source: *Own Analysis – Generated through SPSS*

This table shows the descriptive statics of the Entrepreneurial Attitude variable items country-wise.

According to the above for EIA-1, the mean of India is 3.67 while Sri Lanka is 3.61 and Standard deviation of India is 1.085 while for Sri Lanka it is 1.100. This indicates that for the statement of 'I am determined to have my own business in the future', both countries have similar level of influence; though, there is a slightly more attitude for entrepreneurship in Sri Lankan students.

According to the above for EIA-2, the mean of India is 3.67 while Sri Lanka is 3.26 and Standard deviation of India is 1.099 while for Sri Lanka it is 1.079. This indicates that for the statement of 'I am keen to create / do something different, other than community accepted professions', both countries have similar level of influence, yet there is a slightly more attitude for entrepreneurship in Sri Lankan students.

According to the above for EIA-3, the mean of India is 3.91 while Sri Lanka is 3.84 and Standard deviation of India is 1.019 while for Sri Lanka it is 0.734. This indicates

that for the statement 'Starting a business will provide me with Independence', Indian students are more tend to agree to the statement than Sri Lankan students.

According to the results for EIA-4 above, the mean of India is 4.08 while Sri Lanka is 3.93 and Standard deviation of India is 0.931 while for Sri Lanka it is 0.574. This indicates that for the statement 'Starting a business will provide me with the opportunity to be my own boss', Indian students are more tend to accept the statement/have the attitude than Sri Lankan students.

According to the results for EIA-5, the mean of India is 4.27 while Sri Lanka is 4.36 and Standard deviation of India is 0.930 while for Sri Lanka it is 0.578. This indicates that for the statement 'I need to be able to fulfill my financial requirements', Indian students are more tend to have the attitude than Sri Lankan students.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
EIA-1	Equal variances assumed	.358	.551	.334	123	.739	.065	.195	-.321	.452
	Equal variances not assumed			.334	122.526	.739	.065	.195	-.322	.452
EIA-2	Equal variances assumed	.032	.859	2.102	123	.038	.410	.195	.024	.795
	Equal variances not assumed			2.103	122.893	.038	.410	.195	.024	.795
EIA-3	Equal variances assumed	1.774	.185	.440	123	.661	.070	.160	-.246	.386
	Equal variances not assumed			.443	114.622	.658	.070	.158	-.243	.384
EIA-4	Equal variances assumed	8.012	.005	1.033	123	.304	.144	.139	-.132	.419
	Equal variances not assumed			1.044	105.582	.299	.144	.138	-.129	.417
EIA-5	Equal variances assumed	5.309	.023	-.682	123	.496	-.095	.139	-.371	.181
	Equal variances not assumed			-.690	106.145	.492	-.095	.138	-.368	.178

Figure 5.20: Independent Samples Test

Source: *Own Analysis – Generated through SPSS*

5.5 Mann-Whitney U Test

```
NPAR TESTS
  /M-W= EIA1 EIA2 EIA3 EIA4 EIA5 BY Country_Code(1 2)
  /MISSING ANALYSIS.
```

NPar Tests

```
[DataSet1] C:\Users\Ish\Desktop\DTU MBA\4 sem\Major Project\Analysis\Analysis.sav
```

Mann-Whitney Test

Ranks

	Country_Code	N	Mean Rank	Sum of Ranks
EIA-1	India	64	63.84	4085.50
	Sri Lanka	61	62.12	3789.50
	Total	125		
EIA-2	India	64	69.85	4470.50
	Sri Lanka	61	55.81	3404.50
	Total	125		
EIA-3	India	64	66.41	4250.50
	Sri Lanka	61	59.42	3624.50
	Total	125		
EIA-4	India	64	68.38	4376.50
	Sri Lanka	61	57.35	3498.50
	Total	125		
EIA-5	India	64	63.45	4060.50
	Sri Lanka	61	62.53	3814.50
	Total	125		

Figure 5.21: Ranks Table

Source: *Own Analysis – Generated through SPSS*

According to the above Ranks table of Mann-Whitney Test, Mean Ranks of EIA-1 statement for India is 63.84 and Sri Lanka is 62.12. This indicates that the students from India have higher determination for Entrepreneurial Attitude than Sri Lankan Students.

Mean Ranks of EIA-2 statement for India is 69.85 and Sri Lanka is 55.81. This indicates that the students from India have higher creative attitude for Entrepreneurial Attitude than Sri Lankan Students.

Also, Mean Ranks of EIA-3 statement for India is 66.41 and Sri Lanka is 59.42. This indicates that the students from India have higher tendency in seeking independence through Entrepreneurship than Sri Lankan Students.

Further, Mean Ranks of EIA-4 statement for India is 68.38 and Sri Lanka is 57.35. This indicates that the students from India have higher superior / authoritative entrepreneurial attitude than Sri Lankan Students.

Moreover, Mean Ranks of EIA-5 statement for India is 63.45 and Sri Lanka is 62.53. This indicates that the students from India have higher pecuniary responsible in entrepreneurial attitude than Sri Lankan Students.

Test Statistics[a]

	EIA-1	EIA-2	EIA-3	EIA-4	EIA-5
Mann-Whitney U	1898.500	1513.500	1733.500	1607.500	1923.500
Wilcoxon W	3789.500	3404.500	3624.500	3498.500	3814.500
Z	-.277	-2.270	-1.173	-1.940	-.156
Asymp. Sig. (2-tailed)	.781	.023	.241	.052	.876

a. Grouping Variable: Country_Code

Figure 5.22: Test Statistics

Source: *Own Analysis – Generated through SPSS*

06. DISCUSSION

On the basis of results retrieved through the analysis of data gathered by way of primary data collection, a discussion could be held, in comparison with accessible outcomes of prior research, as follows;

6.1 Background, Social Pressure & Environmental support and Entrepreneurial Attitude

The analysis of the research revealed that in the case of MBA students of India and Sri Lanka, statements of background, social pressure and environmental support do not possess significant relationships to Entrepreneurial Attitude. It is complimentary to the outcomes and conclusions of researchers such as Maes et al., (2014); Linan & Chen., (2009); Autio et al., (2001) and Krueger et al., (2000) who have publicized non-significant relationship of variable towards Entrepreneurial Intentions. Ferreira et al. (2012) also in their study on the effect of Subjective Norm including background and social pressure also have established that they do not have a significant relationship. As a result of their research examining the factors impacting on Entrepreneurial Intentions among Vietnamese youths, Nguyen et al. (2019) have found no correlation between Social Norms or Pressure and Entrepreneurial Intentions.

Environmental factors, such as access to finances, have a significant impact towards entrepreneurial Attitudes, according to Sesen (2012). It has been argued by Jena (2020), that the support provided to entrepreneurs from environment such as Government, Mentor and Financial Institutions would influence entrepreneurial Attitudes. In contrary, according to Kristiansen & Indarti (2004) and Kim et al. (2006), as a variable of environment, access to capital is one of the most imperative factors in starting a new business.

6.2 Locus of Control and Entrepreneurial Attitude

According to the analysis, Locus of Control (LOC) has recorded an impact of positively significant on the Entrepreneurial Attitude among MBA students from India and Sri Lanka. This outcome of the research partially corresponds with an

exploration conducted by Indarti & Kristiansen (2004); have asserted an insignificant relationship, although it is positive between Entrepreneurial Attitudes and Locus of Control among Indonesian students. Yet in the same study, the authors have ascertained an insignificant and negative correlation between Locus of Control and Entrepreneurial Attitudes amongst Norwegian students. Luthans et al. (2006) have emphasized, as persons with an internal locus of control would welcome obstacles and difficulties and would be able to overcome them by showing attainment motivation and seeking for constructive and creative solutions. Through observing 1200 respondents of several European countries for entrepreneurial Attitudes, Rajh et al. (2016) have discovered a positive but then insignificant impact between Attitudes of Entrepreneurship and LOC. Popescu et al. in 2016 had also examined master and undergraduate students from Romania and has realized a positive but then insignificant relation with Locus of Control and Entrepreneurial Attitudes. Nelu and Vodă (2019) have recorded that earlier experimental research examining the relationship between Entrepreneurial Attitudes and LOC in European countries also have generated harmonious outcomes.

6.3 Self-efficacy and Entrepreneurial Attitude

The results of the research demonstrate that self-efficacy as a variable holds a positively significant effect on Entrepreneurial Attitudes among MBA students in India and Sri Lanka. Though, it was observed that some statements of Self-efficacy do not have significant impact to the model. Several prior researchers also have established such positively significant contribution/impact of Self-efficacy on Entrepreneurial Attitudes. The study of Sesen's (2012) has recorded that Self-efficacy possesses a significant effect on entrepreneurial intentions. Douglas and Fitzsimmons (2013) have reported self-efficacy to possess a strong influence on Entrepreneurial Intentions of MBA students. Researchers such as Puni et al., (2018), Luthje & Frank, (2003) and Krueger et al. (2000) all have published empirical evidence to prove that Self-efficacy impacts positively towards Entrepreneurial Intentions & Attitudes. Haddoub and Nowinski (2019) have recorded that even though the positive attitude toward entrepreneurship is imperative, it would be insufficient to promote entrepreneurial intentions and/or attitudes. Moreover they highlighted that the attitude

towards entrepreneurship should be positive and need to be reinforced by Self-efficacy and inspiring role models. However, researchers such as Boukamcha, (2015) and Kolvereid & Isaksen, (2006) have reported the Self-efficacy possesses no stimulus on the entrepreneurial intentions while Laguna (2013) has confirmed that self-efficacy has a positive relation to Entrepreneurial Intention.

07. CONCLUSION

Youth unemployment especially among graduates has aggravated to be a serious national issue while the complaint of majority of employed graduates and post graduates that the employment they have acquired does not tally with their education background which lead them to be underemployed or misemployed both in India and Sri Lanka which had paved the way to youth unrests from time to time.

Entrepreneurship has been comprehended as the remedial measure to address the issue of graduates and especially post graduate youth while youth possessing MBA training in both countries have been identified as ideal contenders to take up entrepreneurship.

The present research has been conducted as an exploratory research to assess different types of aspects which manipulate the entrepreneurial attitude of MBA students in India & Sri Lanka. Sample sizes of both countries have been almost similar making it a balance sample.

Entrepreneurial Attitude has been selected as the dependent variable while Background, Social Pressure & Environmental support, Locus of Control and Self-efficacy have been acknowledged as independent variables for the research.

An Exploratory Research has been conducted adopting a five point Likert scale questionnaire for gathering the primary data and circulated online among the MBA students of Delhi Technological University and Colombo University. Reliability Analysis has been conducted in relation to each variable and an Exploratory factor analysis and Ordinal Regression Analysis also has been conducted employing SPSS software. Moreover, a T-test and a Mann-Whitney U Test have been conducted for comparing samples from the two countries in relation to Entrepreneurial Attitude.

Analysis of the research has revealed that statements of background, social pressure and environmental support do not hold significant relationships to Entrepreneurial Attitude while Self-efficacy and Locus of Control have recorded a positively significant influence.

Such results of the research are compatible with results of most of the prior research conducted especially in Asian countries than in European cultures. Therefore, the results could be interpreted as socio-cultural specific to South Asian region which encompasses India and Sri Lanka.

Conversely, the results of T-Test show that there are slight differences in the thinking/ perspective of Indian and Sri Lankan MBA students. Then the Mann-Whitney U Test reveals that the Indian students have higher entrepreneurial attitude than Sri Lankan students. This indicates that even though the results are socio-cultural specific to South Asian region there could be minor difference when comparing country wise.

Further, the insights from the research could be used by policy makers in policy and strategy formulation in relation to promotion of entrepreneurship in both countries.

08. LIMITATIONS AND FUTURE RESEARCH

8.1 Limitations

Although the limitations faced during the period of the research were limited, the effect they impacted on conducting the research was enormous. The COVID 19 pandemic situation gravely impacted on the research in addition to the lives of people of both India and Sri Lanka. The universities were closed down in both countries due to the pandemic, necessitating all academic work of both universities to be conducted online. Impact of this situation towards the conducting the research was of two folds, not being able to physically attend lectures and collection of primary data by circulating the questionnaire. Since the questionnaire had to be circulated online, the pace of responding was extremely low. Several reminders had to be circulated and required to personally remind respondents to respond to the questionnaire.

While there were several opportunities to expand the scope of the present research incorporating several affiliated and extended aspects to it, allocated time for the research was the limiting factor which necessitated to conclude the research as it tis presented.

8.2 Future Research

As a result of the limitations stated above, the scope of the present research had to be confined to MBA students of one state university from each country. However, the potential for entrepreneurship is not limited to MBA students and especially it is applicable to students of Vocational training institutions and undergraduates of professional degree programs. Therefore, it is proposed to conduct future research in the subject area incorporating such students as well as students of private universities of both countries while enhancing the sample sizes involving larger numbers of universities from both countries.

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ANNEXURE

Annex 01 : Questionnaire

The Questionnaire was created using Google Forms and it was distributed through online platforms such as Whatsapp etc.

Following is the questionnaire created for data gathering;

Entrepreneurial Attitude among MBA Students - A case of two countries

All the personal details will be kept highly confidential and used solely for the purpose of this study.

Thank you for supporting me for this project.

Regards,
Ishara Herath

* Required

1. Name

_____

2. University *

Mark only one oval.

- ◯ Delhi Technological University, India
- ◯ University of Colombo, Sri Lanka
- ◯ Other: _____

3. Specialization *

Check all that apply.

- ☐ Marketing
- ☐ Financial Management
- ☐ Supply chain & Operations Managment
- ☐ Information Technology Management
- ☐ Human Resource Management
- ☐ Accounting and Information Management
- Other: ☐ _____

4. Gender *

Mark only one oval.

- ◯ Male
- ◯ Female
- ◯ Prefer not to say

5. Age Category *

Mark only one oval.

- ◯ Less than 20 years
- ◯ 21-25
- ◯ 26-30
- ◯ 31-35
- ◯ More than 36 years

6. Marital status *

Mark only one oval.

- ◯ Married
- ◯ Not Married
- ◯ Other: _____

7. Employability Status *

Mark only one oval.

- ◯ Employed
- ◯ Unemployed
- ◯ Self-Employed

8. Whether Parents own any business *

Mark only one oval.

- Yes
- No

9. Entrepreneurial Intentions / Attitude *

Mark only one oval per row.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
I am determined to have my own business in the future					
I am keen to create / do something different, other than community accepted professions					
Starting a business will provide me with Independence					
Starting a business will provide me with the opportunity to be my own boss					
I need to be able to fulfill my financial requirements					

10. Background/Social Pressure/Environmental support *

Mark only one oval per row.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
My parents are positively oriented towards my future career as an entrepreneur	◯	◯	◯	◯	◯
My friends see entrepreneurship as a logical choice for me	◯	◯	◯	◯	◯
I believe people who are important to me, think that I should pursue a career as an entrepreneur	◯	◯	◯	◯	◯
Technological and operational assistance are insufficient for new entrepreneurs in my country	◯	◯	◯	◯	◯
It is difficult to find capital providers in my country	◯	◯	◯	◯	◯
Banks do not readily provide credit to start-up companies	◯	◯	◯	◯	◯

11. Locus of Control *

Mark only one oval per row.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
My life is controlled by accidental happenings					
When I get what I want, it is usually because I am lucky					
Success in business is mostly a matter of luck					

12. Self-efficacy *

Mark only one oval per row.

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
I am a creative person					
Being a leader, I make better decisions					
I can be successful to the same degree of my role model					
Even if my boat capsizes midstream, I will get on top of it and row to the destination					