

Influential Article Review - Does Gender Affect Entrepreneurial Behavior in Students?

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This paper examines entrepreneurship. We present insights from a highly influential paper. Here are the highlights from this paper: Due to a high level of uncertainty, entrepreneurship is generally considered a risky endeavor. This paper explores the factors impacting entrepreneurial behavior to identify new educational opportunities for its development. The paper explores perceived feasibility and desirability for students in 10 countries. The entrepreneurship role is gender tested against desirability and feasibility. The requirements for developing this skill set are also studied. A survey instrument was developed, and data was collected from 4281 students. The results indicate that gender impacts entrepreneurship intention and the way it impacts is influenced by which country the students are from. For our overseas readers, we then present the insights from this paper in Spanish, French, Portuguese, and German.

Keywords: Entrepreneurship, International differences, Gender differences, Behavior, Higher education

SUMMARY

- As can be seen in Table 1, the average response to the statement «I would love to do it» shows a positive attitude regarding the desirability of entrepreneurial activities for students. The highest score among the statements on desirability is with family support, meaning that students felt they would generally have the benefit of high family encouragement.
- It is interesting to observe the results of student perceptions on feasibility in connection with starting a new business. As can be seen in Table 2, the lowest average score and standard deviation occur for the question describing how overworked the entrepreneur expects to be. This could lead to the conclusion that students have the perception of being overworked if they start their own businesses. As for the certainty of success, the average score indicates that students were right in the middle between most affirmative and most negative, meaning, on average, they were neither certain or uncertain of success. The average score for the question regarding knowing enough to start a business is slightly negative, meaning students are a little unsure whether they know everything they need to start a business and thus may benefit from some additional education in this area.
- ANOVA results for gender wise differences per country, with respect to desirability questions 1 through 4 for the 5 % level of significance, exhibit that for desirability question 1 regarding attitudes

towards entrepreneurial initiatives there is a statistically significant difference between genders in Croatia, Austria, France, Israel , and India whereas there is statistically no significant difference between genders in Lithuania , Poland , Slovenia , and the rest of the world .

- ANOVA results for gender wise differences per country, with respect to feasibility questions 1 through 5 for the 5 % level of significance, exhibit that for feasibility question 1 regarding level of difficulties associated with entrepreneurial activities there is a statistically significant difference between genders in Croatia whereas there is statistically no significant difference between genders in Austria , France , Israel , Lithuania , Poland , Slovenia , India , and the rest of the world .
- Based on the significance values for feasibility question 2 regarding the level of certainty associated with success, there is a statistically significant difference between genders in Croatia, Austria, Israel, and Lithuania, whereas there is statistically no significant difference between genders in France, Poland, Slovenia, India, and the rest of the world.
- Based on the significance values for feasibility question 3 regarding the level of excess work associated with entrepreneurial activities, there is a statistically significant difference between genders in Croatia whereas there is statistically no significant difference between genders in Austria, France, Israel, Lithuania, Poland, Slovenia, India, and the rest of the world.

HIGHLY INFLUENTIAL ARTICLE

We used the following article as a basis of our evaluation:

Daim, T., Dabic, M., & Bayraktaroglu, E. (2016). Students' entrepreneurial behavior: International and gender differences. *Journal of Innovation and Entrepreneurship*, 5(1), 1–22.

This is the link to the publisher's website:

<https://innovation-entrepreneurship.springeropen.com/articles/10.1186/s13731-016-0046-8>

INTRODUCTION

The noteworthy contribution of entrepreneurial activities to economies (Keilbach and Sanders, 2008) in terms of growth, innovation, job creation, and poverty reduction (Lunati et al., 2010) makes entrepreneurship a popular research topic. The OECD-Eurostat Entrepreneurship Indicators Programme defines entrepreneurs as “those persons (business owners) who seek to generate value, through the creation or expansion of economic activity, by identifying and exploiting new products, processes or markets” (Lunati et al., 2010). Entrepreneurs differ from the rest of the society ostensibly by their propensity to take risk, tolerance for ambiguity, and motivation for self-employment. Hines (1973) sees entrepreneurship as a role model and bases his reasoning on a conclusion that entrepreneurs strive for greater realization and accomplishment in comparison to the role that is fostered by non-entrepreneurial activity. According to Summers (2000), the main aspect of entrepreneurship is “the critical combination of the individual, his or her past experience, background and the decision to start an enterprise.” Increasing interest in entrepreneurship also raised the curiosity for the drivers such as intentions, traits, behavioral patterns, and external and contextual factors leading individuals to the entrepreneurship phenomenon.

The study of entrepreneurial motivations has a long history. According to Summers (2000), primal publications were mainly focused on traits, such as self-confidence, risk tolerance, and tolerance for ambiguity. On the way to more recent intention-based process models (Shapero, 1982), later studies for entrepreneurial motivation were based on several other perspectives, such as demographic characteristics (gender, age, education, etc.), social factors (family, community, etc.), and external influences (politics, capital availability, etc.) (Summers, 2000). More recent process models for entrepreneurial motivation are “focusing on attitudes and beliefs and how they can predict intentions and behaviors” (Segal et al., 2005). These models are mainly based on human cognitive processes to distinguish possible desirable outcomes and to make decisions on the feasibility of acting to obtain those outcomes (Segal et al., 2005).

As mentioned above, country-specific factors were examined in relation with entrepreneurship in the literature. For instance, in their study where they compared 15 EU member countries and the USA in terms of latent and actual entrepreneurship, Grilo and Irigoyen (2005) indicate that the level of entrepreneurship shows distinct differences across countries. They pointed out that country-specific effects are indicative for both entrepreneurial motivation and activity levels. According to Freytag and Thurik (2007), country-specific effects are significant for entrepreneurship preferences but in contrast to that result they do not seem to be able to explain entrepreneurial activity. In their 2006-dated paper, Lee et al. 2006 tried to determine the disparities among the examined countries regarding the aspects essential to improve entrepreneurship education. Also, Carayannis et al. (2003) indicate that there are differences between American and French entrepreneurship students in terms of attitudes and perceptions towards entrepreneurship.

Female and male entrepreneurs usually operate in different sectors and pursue different ways to develop their business. Therefore, increased number of female entrepreneurs means increased entrepreneurship variety in the economy (Verheul et al. 2004). Notwithstanding the importance of their contribution in terms of entrepreneurship variety, the number of female entrepreneurs is lower than that of male entrepreneurs in almost every country in terms of Total Entrepreneurial Activity, except Ghana, Costa Rica, and Australia (Kelley et al. 2010). This result is also supported with the entrepreneurship literature. For instance, according to Grilo and Irigoyen (2005), for the evaluated 15 EU member countries and the USA, the probability of preference for self-employment is notably higher for men compared to women. Menzies and Tatroff (2006) work on gender differences on preferences on entrepreneurship education also states that less women are interested in entrepreneurship education compared to men. Zhang et al. (2009) indicate that there is a difference between genders regarding the genetic basis of entrepreneurship.

The purpose of this paper is to examine whether gender and country of residence differences have a significant impact on entrepreneurial intentions of university students as measured by perceived feasibility and perceived desirability. So, our research question is the following:

What are the gender and country differences' impact on entrepreneurial intentions of university students?

This paper focuses on university-level students because of the conviction that younger people are more willing to be self-employed (Blanchflower et al., 2001; Grilo and Irigoyen, 2005). According to GEM's 2010 global report, in the case of age distribution of entrepreneurs, the 24–35 age group has the highest population for almost every geographic region. Since university students generally fall into the 18–24 age group, examining their entrepreneurial intentions as potential future entrepreneurs might reveal some implications, because according to Ajzen (1991) intention is anterior to act.

The next section examines the entrepreneurial behavior literature with a focus on university students and corresponding national setting and gender differences. Then hypotheses are introduced. This is followed by the description of research design and the methodology conducted. The paper concludes with the discussion of the results and the recommendations for future research.

CONCLUSION

This paper makes significant contributions to the understanding of entrepreneurial perceptions among students. One of the key strengths of this study is that it is based on a wide range of data for students from 10 different countries. Thus, the results are not culturally related but reflect more globally oriented intentions.

This paper explores the factors impacting entrepreneurial behavior to identify new educational opportunities for its development. Specifically, there are three major findings. Significant differences were found between genders and countries on their perceptions of desirability and feasibility towards entrepreneurial behavior. This adds to the findings of prior research on gender differences in entrepreneurial

attitudes. Moreover, there were differences in how genders differ in different countries which would require further research.

Insights from this study can help educators plan entrepreneurship-oriented programs or courses in a manner that aims to minimize the gender differences in entrepreneurial motivation. Also, policy makers of countries willing to increase the number of female entrepreneurs would benefit from the results regarding which perceptions females show significant differences from males, so they can shape their entrepreneurship-related policies aiming to reduce these differences or alter the perceptions. There were also differences in how countries differ in terms of perceived feasibility and desirability. These differences can result from social security policies, economic activity, regulatory issues, or sectoral concentration of recent entrepreneurial activities, etc. specific to each country, which can affect the intention of starting a new business negatively. Further research revealing that differences' direction would also help policy makers to understand their countries' potential entrepreneurs' perceptions about those aspects and to alter them.

One shortcoming of this study might be the varying sample sizes from different countries. Sample sizes vary from 1918 to 16, and they are not determined relatively to the student population in those countries. More balanced sample size from examined countries would lead to more meaningful results. For further research also, the effect of students' training areas (engineering, business, social sciences, etc.) on their entrepreneurial perceptions can be examined.

APPENDIX

FIGURE 1
RESEARCH FRAMEWORK (SOLID LINES INDICATE THE PART OF THE STUDY
ADDRESSED IN THIS PAPER)

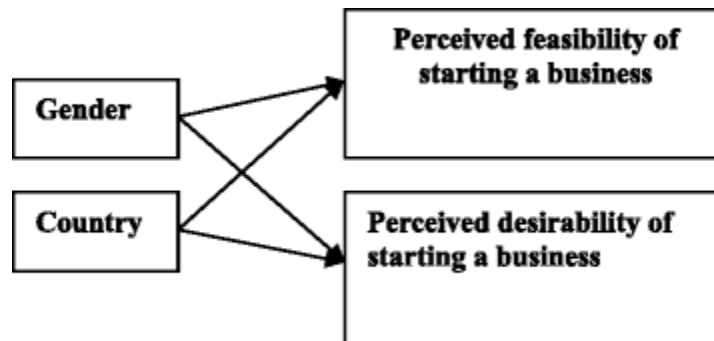


TABLE 1
PERCEIVED DESIRABILITY—DESCRIPTIVE STATISTICS

Country	Desirability 1 (D1)	Desirability 2 (D2)	Desirability 3 (D3)	Desirability 4 (D4)
Croatia	4.66	5.07	4.21	4.70
Austria	3.69	4.33	4.47	4.36
France	4.29	4.44	4.16	4.62
Israel	4.02	4.49	4.40	4.68
Lithuania	1.83	1.97	2.37	1.78
Poland	4.19	4.12	3.51	4.31
Slovenia	4.23	4.97	4.41	4.49
India	4.44	3.81	3.38	4.94
Rest of the World	4.00	4.69	4.50	4.75
All	4.12	4.50	4.04	4.33

Desirability: (D1) I would love to do it; (D2) My immediate family members would encourage me to do it; (D3) I would be tense; and (D4) I would be enthusiastic. Agreement: (1) not at all; (2) slightly; (3) somewhat; (4) moderately; (5) very much; and (6) extremely

TABLE 2
PERCEIVED FEASIBILITY—DESCRIPTIVE STATISTICS

Country	Feasibility 1 (F1)	Feasibility 2 (F2)	Feasibility 3 (F3)	Feasibility 4 (F4)	Feasibility 5 (F5)
Croatia	2.03	2.82	1.86	3.49	2.42
Austria	2.13	3.43	2.08	3.60	2.65
France	2.03	3.30	2.32	4.35	3.26
Israel	2.14	2.60	2.39	3.59	2.42
Lithuania	3.01	3.19	2.98	3.99	2.93
Poland	2.56	3.35	2.50	3.65	3.01
Slovenia	2.28	2.67	2.50	3.45	2.28
India	1.88	2.38	2.00	3.50	2.00
Rest of the World	2.13	3.50	2.00	3.88	2.56
All	2.20	3.00	2.17	3.66	2.62

Feasibility: (F1) It would be very hard to do; (F2) I am certain that I would be successful; (F3) I would be overworked; (F4) I know enough to start a business; and (F5) I trust myself. Agreement: (1) very much agree; (2) strongly agree; (3) mildly agree; (4) mildly disagree; (5) strongly disagree; and (6) very much disagree

TABLE 3
PERCEIVED DESIRABILITY MEANS BY GENDER AND COUNTRY—DESCRIPTIVE STATISTICS

Country	Gender		Desirability 1	Desirability 2	Desirability 3	Desirability 4
Croatia	Female	Mean	4.56	5.14	4.29	4.60
	Male	Mean	4.82	4.95	4.10	4.84
Austria	Female	Mean	3.54	4.34	4.46	4.22
	Male	Mean	4.14	4.32	4.49	4.78
France	Female	Mean	4.08	4.44	4.29	4.47
	Male	Mean	4.62	4.44	3.95	4.84
Israel	Female	Mean	3.60	4.23	4.57	4.55
	Male	Mean	4.51	4.79	4.21	4.82
Lithuania	Female	Mean	1.82	1.96	2.37	1.77
	Male	Mean	1.84	1.99	2.36	1.79
Poland	Female	Mean	4.19	4.27	3.57	4.31
	Male	Mean	4.19	3.80	3.37	4.31
Slovenia	Female	Mean	4.12	5.00	4.41	4.44
	Male	Mean	4.46	4.91	4.40	4.61
India	Female	Mean	5.60	4.80	3.00	6.00
	Male	Mean	3.91	3.36	3.55	4.45
Rest of the world	Female	Mean	4.25	4.75	4.38	4.88
	Male	Mean	3.75	4.63	4.63	4.63
Total	Female	Mean	3.99	4.52	4.10	4.23
	Female	Std. dev.	1.703	1.703	1.517	1.486
	Male	Mean	4.36	4.46	3.94	4.50
	Male	Std. dev.	1.616	2.187	1.384	1.475

TABLE 4
PERCEIVED FEASIBILITY MEANS BY GENDER AND COUNTRY—DESCRIPTIVE STATISTICS

Country	Gender		Feasibility 1	Feasibility 2	Feasibility 3	Feasibility 4	Feasibility 5
Croatia	Female	Mean	1.95	2.89	1.81	3.57	2.53
	Male	Mean	2.14	2.72	1.95	3.38	2.27
Austria	Female	Mean	2.10	3.53	2.04	3.76	2.78
	Male	Mean	2.23	3.15	2.20	3.12	2.26
France	Female	Mean	1.98	3.35	2.30	4.53	3.50
	Male	Mean	2.11	3.22	2.35	4.07	2.89
Israel	Female	Mean	2.17	2.78	2.50	3.69	2.61
	Male	Mean	2.12	2.39	2.27	3.47	2.20
Lithuania	Female	Mean	2.98	3.35	2.95	4.13	3.10
	Male	Mean	3.06	2.89	3.04	3.75	2.62
Poland	Female	Mean	2.50	3.31	2.45	3.67	3.12
	Male	Mean	2.69	3.43	2.60	3.62	2.77
Slovenia	Female	Mean	2.23	2.68	2.45	3.57	2.40
	Male	Mean	2.39	2.64	2.60	3.20	2.01
India	Female	Mean	1.80	2.80	2.00	3.80	2.20
	Male	Mean	1.91	2.18	2.00	3.36	1.91
Rest of the world	Female	Mean	2.13	3.25	1.88	4.13	3.13
	Male	Mean	2.13	3.75	2.13	3.63	2.00
Total	Female	Mean	2.16	3.09	2.14	3.76	2.76
	Female	Std. dev.	1.102	1.101	1.111	1.291	1.247
	Male	Mean	2.27	2.84	2.22	3.48	2.37
	Male	Std. dev.	1.105	1.543	1.113	1.257	1.208

**TABLE 5
SUMMARY OF ANOVA RESULTS**

	Among different countries	Among different genders	Among different genders in different countries
Differences in desirability	Significant differences were found in all cases	Significant differences were found in all but one case	Significant differences were found depending on the country
Differences in feasibility	Significant differences were found in all cases	Significant differences were found in all cases	Significant differences were found depending on the country

**TABLE 6
DESIRABILITY AND FEASIBILITY DIFFERENCES BETWEEN COUNTRIES—ANOVA**

		Sum of squares	df	Mean square	F	Sig.
Desirability 1	Between groups	2775.778	8	346.972	159.710	.000
	Within groups	9144.115	4209	2.173		
	Total	11,919.894	4217			
Desirability 2	Between groups	3289.738	8	411.217	146.154	.000
	Within groups	11,833.948	4206	2.814		
	Total	15,123.685	4214			
Desirability 3	Between groups	1444.878	8	180.610	98.994	.000
	Within groups	7673.663	4206	1.824		
	Total	9118.541	4214			
Desirability 4	Between groups	2922.443	8	365.305	240.145	.000
	Within groups	6396.598	4205	1.521		
	Total	9319.041	4213			
Feasibility 1	Between groups	379.611	8	47.451	41.907	.000
	Within groups	4776.065	4218	1.132		
	Total	5155.675	4226			
Feasibility 2	Between groups	338.531	8	42.316	26.864	.000
	Within groups	6639.460	4215	1.575		
	Total	6977.991	4223			
Feasibility 3	Between groups	538.126	8	67.266	60.560	.000
	Within groups	4681.749	4215	1.111		
	Total	5219.875	4223			
Feasibility 4	Between groups	327.085	8	40.886	25.896	.000
	Within groups	6654.730	4215	1.579		
	Total	6981.814	4223			
Feasibility 5	Between groups	397.251	8	49.656	33.967	.000
	Within groups	6177.962	4226	1.462		
	Total	6575.213	4234			

TABLE 7
DESIRABILITY AND FEASIBILITY DIFFERENCES BETWEEN GENDERS—ANOVA

		Sum of squares	df	Mean square	F	Sig.
Feasibility 1	Between groups	13.774	1	13.774	11.314	.001
	Within groups	5139.783	4222	1.217		
	Total	5153.557	4223			
Feasibility 2	Between groups	58.238	1	58.238	35.508	.000
	Within groups	6919.753	4219	1.640		
	Total	6977.991	4220			
Feasibility 3	Between groups	6.668	1	6.668	5.397	.020
	Within groups	5211.806	4219	1.235		
	Total	5218.474	4220			
Feasibility 4	Between groups	80.262	1	80.262	49.082	.000
	Within groups	6899.205	4219	1.635		
	Total	6979.467	4220			
Feasibility 5	Between groups	149.169	1	149.169	98.202	.000
	Within groups	6425.371	4230	1.519		
	Total	6574.540	4231			
Desirability 1	Between groups	140.515	1	140.515	50.267	.000
	Within groups	11,776.839	4213	2.795		
	Total	11,917.354	4214			
Desirability 2	Between groups	2.593	1	2.593	0.722	.396
	Within groups	15,118.361	4210	3.591		
	Total	15,120.953	4211			
Desirability 3	Between groups	23.155	1	23.155	10.720	.001
	Within groups	9093.382	4210	2.160		
	Total	9116.536	4211			
Desirability 4	Between groups	75.164	1	75.164	34.225	.000
	Within groups	9243.556	4209	2.196		
	Total	9318.720	4210			

TABLE 8
SUMMARY OF PERCEIVED DESIRABILITY AND FEASIBILITY DIFFERENCES BETWEEN
GENDERS PER COUNTRY

TABLE 9
DESIRABILITY DIFFERENCES BETWEEN GENDERS PER COUNTRY—ANOVA

ANOVA							
Country			Sum of squares	df	Mean square	F	Sig.
Croatia	Desirability 1	Between groups	29.840	1	29.840	13.322	.000
		Within groups	4291.598	1916	2.240		
		Total	4321.437	1917			
	Desirability 2	Between groups	17.688	1	17.688	11.284	.001
		Within groups	3003.501	1916	1.568		
		Total	3021.189	1917			
	Desirability 3	Between groups	15.785	1	15.785	9.263	.002
		Within groups	3265.144	1916	1.704		
		Total	3280.929	1917			
	Desirability 4	Between groups	26.133	1	26.133	18.588	.000
		Within groups	2693.657	1916	1.406		
		Total	2719.790	1917			
Austria	Desirability 1	Between groups	36.911	1	36.911	14.370	.000
		Within groups	1384.538	539	2.569		
		Total	1421.449	540			
	Desirability 2	Between groups	0.046	1	0.046	0.018	.894
		Within groups	1392.398	539	2.583		
		Total	1392.444	540			
	Desirability 3	Between groups	0.085	1	0.085	0.058	.810
		Within groups	786.721	539	1.460		
		Total	786.806	540			
	Desirability 4	Between groups	32.178	1	32.178	16.737	.000
		Within groups	1036.255	539	1.923		
		Total	1068.433	540			
France	Desirability 1	Between groups	30.707	1	30.707	12.411	.000
		Within groups	1088.643	440	2.474		
		Total	1119.351	441			
	Desirability 2	Between groups	0.002	1	0.002	0.001	.974
		Within groups	946.848	440	2.152		
		Total	946.851	441			
	Desirability 3	Between groups	11.560	1	11.560	5.979	.015
		Within groups	850.669	440	1.933		
		Total	862.229	441			
	Desirability 4	Between groups	14.302	1	14.302	7.905	.005
		Within groups	796.080	440	1.809		
		Total	810.382	441			

Israel	Desirability 1	Between groups	54.667	1	54.667	22.442	.000
		Within groups	643.092	264	2.436		
		Total	697.759	265			
	Desirability 2	Between groups	20.394	1	20.394	1.292	.257
		Within groups	4151.847	263	15.786		
		Total	4172.242	264			
	Desirability 3	Between groups	8.673	1	8.673	5.589	.019
		Within groups	411.245	265	1.552		
		Total	419.918	266			
	Desirability 4	Between groups	4.859	1	4.859	2.795	.096
		Within groups	458.979	264	1.739		
		Total	463.838	265			
Lithuania	Desirability 1	Between groups	0.027	1	0.027	0.030	.863
		Within groups	358.950	394	0.911		
		Total	358.977	395			
	Desirability 2	Between groups	0.075	1	0.075	0.073	.787
		Within groups	402.497	393	1.024		
		Total	402.572	394			
	Desirability 3	Between groups	0.021	1	0.021	0.026	.871
		Within groups	321.751	393	0.819		
		Total	321.772	394			
	Desirability 4	Between groups	0.020	1	0.020	0.025	.874
		Within groups	306.425	394	0.778		
		Total	306.444	395			
Poland	Desirability 1	Between groups	0.004	1	0.004	0.003	.954
		Within groups	406.531	312	1.303		
		Total	406.535	313			
	Desirability 2	Between groups	14.849	1	14.849	3.452	.064
		Within groups	1337.777	311	4.302		
		Total	1352.626	312			
	Desirability 3	Between groups	2.832	1	2.832	0.576	.448
		Within groups	1518.898	309	4.916		
		Total	1521.730	310			
	Desirability 4	Between groups	0.002	1	0.002	0.001	.970
		Within groups	394.269	308	1.280		
		Total	394.271	309			

Slovenia	Desirability 1	Between groups	7.720	1	7.720	3.177	.076
		Within groups	738.806	304	2.430		
		Total	746.526	305			
	Desirability 2	Between groups	0.488	1	0.488	0.308	.579
		Within groups	481.185	304	1.583		
		Total	481.673	305			
	Desirability 3	Between groups	0.004	1	0.004	0.003	.957
		Within groups	421.748	304	1.387		
		Total	421.752	305			
	Desirability 4	Between groups	2.017	1	2.017	1.064	.303
		Within groups	576.470	304	1.896		
		Total	578.487	305			
India	Desirability 1	Between groups	9.828	1	9.828	7.598	.015
		Within groups	18.109	14	1.294		
		Total	27.937	15			
	Desirability 2	Between groups	7.092	1	7.092	3.383	.087
		Within groups	29.345	14	2.096		
		Total	36.437	15			
	Desirability 3	Between groups	1.023	1	1.023	0.306	.589
		Within groups	46.727	14	3.338		
		Total	47.750	15			
	Desirability 4	Between groups	8.210	1	8.210	6.138	.027
		Within groups	18.727	14	1.338		
		Total	26.938	15			
Rest of the world	Desirability 1	Between groups	1.000	1	1.000	0.341	.568
		Within groups	41.000	14	2.929		
		Total	42.000	15			
	Desirability 2	Between groups	0.062	1	0.062	0.034	.855
		Within groups	25.375	14	1.812		
		Total	25.438	15			
	Desirability 3	Between groups	0.250	1	0.250	0.359	.559
		Within groups	9.750	14	0.696		
		Total	10.000	15			
	Desirability 4	Between groups	0.250	1	0.250	0.131	.723
		Within groups	26.750	14	1.911		
		Total	27.000	15			

TABLE 10

FEASIBILITY DIFFERENCES BETWEEN GENDERS PER COUNTRY—ANOVA

ANOVA							
Country			Sum of squares	df	Mean square	F	Sig.
Croatia	Feasibility 1	Between groups	15.230	1	15.230	14.211	.000
		Within groups	2053.466	1916	1.072		
		Total	2068.697	1917			
	Feasibility 2	Between groups	11.942	1	11.942	10.714	.001
		Within groups	2135.786	1916	1.115		
		Total	2147.729	1917			
	Feasibility 3	Between groups	8.513	1	8.513	8.708	.003
		Within groups	1873.149	1916	0.978		
		Total	1881.662	1917			
	Feasibility 4	Between groups	16.340	1	16.340	11.625	.001
		Within groups	2693.071	1916	1.406		
		Total	2709.412	1917			
	Feasibility 5	Between groups	31.051	1	31.051	22.386	.000
		Within groups	2657.637	1916	1.387		
		Total	2688.689	1917			
Austria	Feasibility 1	Between groups	1.741	1	1.741	1.463	.227
		Within groups	641.408	539	1.190		
		Total	643.150	540			
	Feasibility 2	Between groups	14.370	1	14.370	9.240	.002
		Within groups	838.281	539	1.555		
		Total	852.651	540			
	Feasibility 3	Between groups	2.421	1	2.421	2.235	.136
		Within groups	584.000	539	1.083		
		Total	586.421	540			
	Feasibility 4	Between groups	42.879	1	42.879	17.309	.000
		Within groups	1335.276	539	2.477		
		Total	1378.155	540			
	Feasibility 5	Between groups	27.350	1	27.350	18.554	.000
		Within groups	794.509	539	1.474		
		Total	821.860	540			
France	Feasibility 1	Between groups	1.748	1	1.748	1.963	.162
		Within groups	391.809	440	0.890		
		Total	393.557	441			
	Feasibility 2	Between groups	1.859	1	1.859	1.585	.209
		Within groups	516.315	440	1.173		
		Total	518.174	441			
	Feasibility 3	Between groups	0.358	1	0.358	0.278	.598
		Within groups	565.663	440	1.286		
		Total	566.020	441			
	Feasibility 4	Between groups	22.219	1	22.219	12.823	.000
		Within groups	762.426	440	1.733		
		Total	784.645	441			
	Feasibility 5	Between groups	39.155	1	39.155	19.977	.000
		Within groups	862.401	440	1.960		
		Total	901.557	441			

Israel	Feasibility 1	Between groups	0.124	1	0.124	0.151	.698
		Within groups	222.016	271	0.819		
		Total	222.139	272			
	Feasibility 2	Between groups	10.525	1	10.525	14.152	.000
		Within groups	200.795	270	0.744		
		Total	211.320	271			
	Feasibility 3	Between groups	3.361	1	3.361	3.780	.053
		Within groups	239.178	269	0.889		
		Total	242.539	270			
	Feasibility 4	Between groups	3.061	1	3.061	3.095	.080
		Within groups	266.994	270	0.989		
		Total	270.055	271			
	Feasibility 5	Between groups	11.414	1	11.414	10.930	.001
		Within groups	282.982	271	1.044		
		Total	294.396	272			
Lithuania	Feasibility 1	Between groups	0.476	1	0.476	0.220	.639
		Within groups	857.484	397	2.160		
		Total	857.960	398			
	Feasibility 2	Between groups	19.815	1	19.815	10.473	.001
		Within groups	751.087	397	1.892		
		Total	770.902	398			
	Feasibility 3	Between groups	0.672	1	0.672	0.337	.562
		Within groups	791.168	397	1.993		
		Total	791.840	398			
	Feasibility 4	Between groups	12.899	1	12.899	7.141	.008
		Within groups	717.091	397	1.806		
		Total	729.990	398			
	Feasibility 5	Between groups	21.679	1	21.679	10.985	.001
		Within groups	783.494	397	1.974		
		Total	805.173	398			
Poland	Feasibility 1	Between groups	2.398	1	2.398	2.693	.102
		Within groups	276.874	311	0.890		
		Total	279.272	312			
	Feasibility 2	Between groups	0.972	1	0.972	0.169	.681
		Within groups	1777.523	309	5.753		
		Total	1778.495	310			
	Feasibility 3	Between groups	1.547	1	1.547	1.662	.198
		Within groups	288.441	310	0.930		
		Total	289.987	311			
	Feasibility 4	Between groups	0.137	1	0.137	0.150	.699
		Within groups	282.358	309	0.914		
		Total	282.495	310			
	Feasibility 5	Between groups	8.307	1	8.307	8.188	.004
		Within groups	324.665	320	1.015		
		Total	332.972	321			

Slovenia	Feasibility 1	Between groups	1.659	1	1.659	1.810	.179
		Within groups	278.606	304	0.916		
		Total	280.265	305			
	Feasibility 2	Between groups	0.106	1	0.106	0.101	.751
		Within groups	317.894	304	1.046		
		Total	318.000	305			
	Feasibility 3	Between groups	1.485	1	1.485	1.510	.220
		Within groups	299.015	304	0.984		
		Total	300.500	305			
	Feasibility 4	Between groups	9.357	1	9.357	6.430	.012
		Within groups	442.408	304	1.455		
		Total	451.765	305			
	Feasibility 5	Between groups	10.480	1	10.480	11.246	.001
		Within groups	282.385	303	0.932		
		Total	292.866	304			
India	Feasibility 1	Between groups	0.041	1	0.041	0.059	.812
		Within groups	9.709	14	0.694		
		Total	9.750	15			
	Feasibility 2	Between groups	1.314	1	1.314	1.479	.244
		Within groups	12.436	14	0.888		
		Total	13.750	15			
	Feasibility 3	Between groups	0.000	1	0.000	0.000	1.000
		Within groups	8.000	14	0.571		
		Total	8.000	15			
	Feasibility 4	Between groups	0.655	1	0.655	0.808	.384
		Within groups	11.345	14	0.810		
		Total	12.000	15			
	Feasibility 5	Between groups	0.291	1	0.291	0.230	.639
		Within groups	17.709	14	1.265		
		Total	18.000	15			
Rest of the world	Feasibility 1	Between groups	0.000	1	0.000	0.000	1.000
		Within groups	19.750	14	1.411		
		Total	19.750	15			
	Feasibility 2	Between groups	1.000	1	1.000	0.519	.483
		Within groups	27.000	14	1.929		
		Total	28.000	15			
	Feasibility 3	Between groups	0.250	1	0.250	0.255	.622
		Within groups	13.750	14	0.982		
		Total	14.000	15			
	Feasibility 4	Between groups	1.000	1	1.000	0.427	.524
		Within groups	32.750	14	2.339		
		Total	33.750	15			
	Feasibility 5	Between groups	5.062	1	5.062	4.200	.060
		Within groups	16.875	14	1.205		
		Total	21.938	15			

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TRANSLATED VERSION: SPANISH

Below is a rough translation of the insights presented above. This was done to give a general understanding of the ideas presented in the paper. Please excuse any grammatical mistakes and do not hold the original authors responsible for these mistakes.

VERSION TRADUCIDA: ESPAÑOL

A continuación se muestra una traducción aproximada de las ideas presentadas anteriormente. Esto se hizo para dar una comprensión general de las ideas presentadas en el documento. Por favor, disculpe cualquier error gramatical y no responsabilite a los autores originales de estos errores.

INTRODUCCIÓN

La notable contribución de las actividades empresariales a las economías (Keilbach y Sanders, 2008) en términos de crecimiento, innovación, creación de empleo y reducción de la pobreza (Lunati et al., 2010) hace del emprendimiento un tema de investigación popular. El Programa de Indicadores de Emprendimiento OCDE-Eurostat define a los emprendedores como "aquellas personas (propietarios de empresas) que buscan generar valor, a través de la creación o expansión de la actividad económica, mediante la identificación y explotación de nuevos productos, procesos o mercados" (Lunati et al., 2010). Los empresarios difieren del resto de la sociedad ostensiblemente por su propensión a asumir el riesgo, la tolerancia a la ambigüedad y la motivación para el autoempleo. Hines (1973) ve el emprendimiento como un modelo a seguir y basa su razonamiento en la conclusión de que los empresarios se esfuerzan por lograr una mayor realización y logro en comparación con el papel que fomenta la actividad no empresarial. Según Summers (2000), el aspecto principal del emprendimiento es "la combinación crítica del individuo, su experiencia pasada, sus antecedentes y la decisión de iniciar una empresa". El creciente interés por el emprendimiento también suscitó la curiosidad por los impulsores como las intenciones, los rasgos, los patrones de comportamiento y los factores externos y contextuales que llevan a las personas al fenómeno del emprendimiento.

El estudio de las motivaciones emprendedoras tiene una larga historia. Según Summers (2000), las publicaciones primarias se centraban principalmente en rasgos, como la confianza en sí mismos, la tolerancia al riesgo y la tolerancia a la ambigüedad. En el camino hacia modelos de procesos basados en la intención más recientes (Shapiro, 1982), estudios posteriores para la motivación empresarial se basaron en varias otras perspectivas, tales como características demográficas (género, edad, educación, etc.), factores sociales (familia, comunidad, etc.), e influencias externas (política, disponibilidad de capital, etc.) (Veranos, 2000). Los modelos de proceso más recientes para la motivación empresarial están "centrándose en las actitudes y creencias y cómo pueden predecir intenciones y comportamientos" (Segal et al., 2005). Estos modelos se basan principalmente en procesos cognitivos humanos para distinguir posibles resultados deseables y tomar decisiones sobre la viabilidad de actuar para obtener esos resultados (Segal et al., 2005).

Como se mencionó anteriormente, se examinaron factores específicos de cada país en relación con el espíritu empresarial en la literatura. Por ejemplo, en su estudio en el que compararon 15 países miembros de la UE y estados Unidos en términos de emprendimiento latente y real, Grilo e Irigoyen (2005) indican que el nivel de emprendimiento muestra diferencias claras entre los países. Señalaron que los efectos específicos de cada país son indicativos tanto para la motivación empresarial como para los niveles de actividad. Según Freytag y Thurik (2007), los efectos específicos de cada país son significativos para las preferencias de emprendimiento, pero a diferencia de ese resultado no parecen ser capaces de explicar la actividad empresarial. En su documento de 2006, Lee et al. 2006 trataron de determinar las disparidades entre los países examinados con respecto a los aspectos esenciales para mejorar la educación para el emprendimiento. (2003) indican que hay diferencias entre los estudiantes de emprendimiento americano y francés en términos de actitudes y percepciones hacia el emprendimiento.

Las mujeres y los hombres emprendedores suelen operar en diferentes sectores y persiguen diferentes formas de desarrollar su negocio. Por lo tanto, el aumento del número de mujeres empresarias significa un aumento de la variedad de emprendimiento en la economía (Verheul et al. 2004). A pesar de la importancia de su contribución en términos de variedad de emprendimiento, el número de mujeres emprendedoras es menor que el de los empresarios masculinos en casi todos los países en términos de Actividad Empresarial Total, excepto Ghana, Costa Rica y Australia (Kelley et al. 2010). Este resultado también está respaldado por la literatura de emprendimiento. Por ejemplo, según Grilo e Irigoyen (2005), para los 15 países miembros evaluados de la UE y los Estados Unidos, la probabilidad de preferencia por el trabajo por cuenta propia es notablemente mayor para los hombres en comparación con las mujeres. El trabajo de Menzies y Tatloff (2006) sobre las diferencias de género en las preferencias en la educación para el emprendimiento también afirma que menos mujeres están interesadas en la educación para el emprendimiento en comparación con los hombres. (2009) indican que hay una diferencia entre los géneros con respecto a la base genética del emprendimiento.

El objetivo de este documento es examinar si las diferencias de género y país de residencia tienen un impacto significativo en las intenciones empresariales de los estudiantes universitarios, medida por la viabilidad percibida y la conveniencia percibida. Por lo tanto, nuestra pregunta de investigación es la siguiente:

¿Cuáles son el impacto de las diferencias de género y país en las intenciones emprendedoras de los estudiantes universitarios?

Este trabajo se centra en los estudiantes universitarios debido a la convicción de que los más jóvenes están más dispuestos a ser autónomos (Blanchflower et al., 2001; Grilo e Irigoyen, 2005). Según el informe global de 2010 de GEM, en el caso de la distribución por edad de los empresarios, el grupo de edad de 24 a 35 años tiene la población más alta para casi todas las regiones geográficas. Dado que los estudiantes universitarios generalmente caen en el grupo de edad de 18 a 24 años, el examen de sus intenciones empresariales como posibles futuros empresarios podría revelar algunas implicaciones, porque según Ajzen (1991) la intención es anterior a actuar.

La siguiente sección examina la literatura de comportamiento emprendedor con un enfoque en los estudiantes universitarios y el entorno nacional correspondiente y las diferencias de género. Luego se introducen hipótesis. Esto es seguido por la descripción del diseño de la investigación y la metodología realizada. El documento concluye con el debate sobre los resultados y las recomendaciones para futuras investigaciones.

CONCLUSIÓN

Este artículo hace contribuciones significativas a la comprensión de las percepciones emprendedoras entre los estudiantes. Uno de los puntos fuertes de este estudio es que se basa en una amplia gama de datos para estudiantes de 10 países diferentes. Por lo tanto, los resultados no están culturalmente relacionados, sino que reflejan intenciones más orientadas globalmente.

Este artículo explora los factores que afectan el comportamiento empresarial con el fin de identificar nuevas oportunidades educativas para su desarrollo. Específicamente, hay tres hallazgos principales. Se encontraron diferencias significativas entre los géneros y los países en cuanto a sus percepciones de conveniencia y viabilidad hacia el comportamiento empresarial. Esto se suma a las conclusiones de investigaciones previas sobre las diferencias de género en las actitudes empresariales. Además, existen diferencias en la forma en que los géneros difieren en los diferentes países, lo que requeriría más investigaciones.

Las perspectivas de este estudio pueden ayudar a los educadores a planificar programas o cursos orientados al emprendimiento de una manera que tenga como objetivo minimizar las diferencias de género en la motivación empresarial. Además, los responsables políticos de los países dispuestos a aumentar el número de mujeres empresarias se beneficiarían de los resultados respecto de las cuales las percepciones de las mujeres muestran diferencias significativas con respecto a los hombres, de modo que puedan dar forma a sus políticas relacionadas con el emprendimiento con el objetivo de reducir estas diferencias o alterar las percepciones. También hubo diferencias en la forma en que los países difieren en términos de viabilidad y conveniencia percibidas. Estas diferencias pueden resultar de las políticas de seguridad social, la actividad económica, las cuestiones regulatorias o la concentración sectorial de las actividades empresariales recientes, etc. Específicas de cada país, lo que puede afectar negativamente a la intención de iniciar un nuevo negocio. Otras investigaciones que revelan que la dirección de las diferencias también ayudaría a los responsables políticos a comprender las percepciones de los posibles empresarios de sus países sobre esos aspectos y a modificarlos.

Una deficiencia de este estudio podría ser la variación de los tamaños de muestra de diferentes países. Los tamaños de las muestras varían de 1918 a 16, y no se determinan relativamente a la población estudiantil en esos países. Un tamaño de muestra más equilibrado de los países examinados daría lugar a resultados

más significativos. Para más investigaciones también, se puede examinar el efecto de las áreas de formación de los estudiantes (ingeniería, negocios, ciencias sociales, etc.) En sus percepciones empresariales.

TRANSLATED VERSION: FRENCH

Below is a rough translation of the insights presented above. This was done to give a general understanding of the ideas presented in the paper. Please excuse any grammatical mistakes and do not hold the original authors responsible for these mistakes.

VERSION TRADUITE: FRANÇAIS

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INTRODUCTION

La contribution remarquable des activités entrepreneuriales aux économies (Keilbach et Sanders, 2008) en termes de croissance, d'innovation, de création d'emplois et de réduction de la pauvreté (Lunati et coll., 2010) fait de l'entrepreneuriat un sujet de recherche populaire. Le Programme d'indicateurs de l'entrepreneuriat OCDE-Eurostat définit les entrepreneurs comme « les personnes (propriétaires d'entreprises) qui cherchent à générer de la valeur, par la création ou l'expansion de l'activité économique, en identifiant et en exploitant de nouveaux produits, processus ou marchés » (Lunati et coll., 2010). Les entrepreneurs diffèrent du reste de la société en raison de leur propension à prendre des risques, de leur tolérance à l'ambiguïté et de leur motivation au travail indépendant. Hines (1973) considère l'entrepreneuriat comme un modèle et fonde son raisonnement sur la conclusion que les entrepreneurs s'efforcent d'obtenir une plus grande réalisation et réalisation par rapport au rôle qui est favorisé par l'activité non entrepreneuriale. Selon Summers (2000), l'aspect principal de l'entrepreneuriat est « la combinaison critique de l'individu, de son expérience passée, de ses antécédents et de la décision de démarrer une entreprise ». L'intérêt croissant pour l'esprit d'entreprise a également soulevé la curiosité pour les facteurs tels que les intentions, les traits, les modèles comportementaux et les facteurs externes et contextuels menant les individus au phénomène de l'entrepreneuriat.

L'étude des motivations entrepreneuriales a une longue histoire. Selon Summers (2000), les publications primaires étaient principalement axées sur les traits, comme la confiance en soi, la tolérance au risque et la tolérance à l'ambiguïté. Sur la voie de modèles de processus axés sur les intentions plus récents (Shaper, 1982), les études ultérieures sur la motivation entrepreneuriale étaient fondées sur plusieurs autres perspectives, telles que les caractéristiques démographiques (sexe, âge, éducation, etc.), les facteurs sociaux (famille, communauté, etc.) Et les influences externes (politique, disponibilité du capital, etc.) (Étés, 2000). Des modèles de processus plus récents pour la motivation entrepreneuriale « se concentrent sur les attitudes et les croyances et sur la façon dont ils peuvent prédire les intentions et les comportements » (Segal et coll., 2005). Ces modèles sont principalement fondés sur des processus cognitifs humains afin de distinguer les résultats souhaitables possibles et de prendre des décisions sur la faisabilité d'agir pour obtenir ces résultats (Segal et coll., 2005).

Comme mentionné ci-dessus, des facteurs spécifiques à chaque pays ont été examinés en relation avec l'entrepreneuriat dans la littérature. Par exemple, dans leur étude où ils ont comparé 15 pays membres de l'UE et les États-Unis en termes d'entrepreneuriat latent et réel, Grilo et Irigoyen (2005) indiquent que le niveau d'entrepreneuriat montre des différences distinctes entre les pays. Ils ont souligné que les effets propres à chaque pays sont révélateurs à la fois de la motivation entrepreneuriale et des niveaux d'activité. Selon Freytag et Thurik (2007), les effets propres à chaque pays sont importants pour les préférences en matière d'entrepreneuriat, mais contrairement à ce résultat, ils ne semblent pas être en mesure d'expliquer l'activité entrepreneuriale. Dans leur document daté de 2006, Lee et coll. 2006 ont tenté de déterminer les

disparités entre les pays examinés en ce qui concerne les aspects essentiels à l'amélioration de l'éducation à l'entrepreneuriat. De plus, Carayannis et coll. (2003) indiquent qu'il existe des différences entre les étudiants américains et Français en entrepreneuriat en termes d'attitudes et de perceptions à l'égard de l'entrepreneuriat.

Les entrepreneurs féminins et masculins opèrent habituellement dans différents secteurs et poursuivent différentes façons de développer leur entreprise. Par conséquent, l'augmentation du nombre de femmes entrepreneures signifie une plus grande variété d'entrepreneuriat dans l'économie (Verheul et coll., 2004). Malgré l'importance de leur contribution en termes de diversité entrepreneuriale, le nombre de femmes entrepreneures est inférieur à celui des entrepreneurs masculins dans presque tous les pays en termes d'activité entrepreneuriale totale, à l'exception du Ghana, du Costa Rica et de l'Australie (Kelley et al., 2010). Ce résultat est également soutenu par la littérature entrepreneuriale. Par exemple, selon Grilo et Irigoyen (2005), pour les 15 pays membres évalués de l'UE et les États-Unis, la probabilité de préférence pour le travail indépendant est nettement plus élevée chez les hommes que chez les femmes. Les travaux de Menzies et Tatoff (2006) sur les différences entre les sexes sur les préférences en matière d'éducation à l'entrepreneuriat stipulent également que moins de femmes s'intéressent à l'éducation à l'entrepreneuriat que les hommes. Zhang et coll. (2009) indiquent qu'il existe une différence entre les sexes en ce qui concerne la base génétique de l'entrepreneuriat.

Le présent document a pour objet d'examiner si les différences entre le sexe et le pays de résidence ont un impact significatif sur les intentions entrepreneuriales des étudiants universitaires, mesurées par la faisabilité perçue et l'opportunité perçue. Donc, notre question de recherche est la suivante:

Quel est l'impact des différences entre les sexes et les pays sur les intentions entrepreneuriales des étudiants universitaires?

Le présent document met l'accent sur les étudiants universitaires parce qu'ils sont convaincus que les jeunes sont plus disposés à travailler à leur compte (Blanchflower et coll., 2001; Grilo et Irigoyen, 2005). Selon le rapport mondial 2010 du GEM, dans le cas de la répartition par âge des entrepreneurs, le groupe d'âge des 24 à 35 ans a la population la plus élevée pour presque toutes les régions géographiques. Étant donné que les étudiants universitaires font généralement partie du groupe d'âge des 18 à 24 ans, l'examen de leurs intentions entrepreneuriales en tant que futurs entrepreneurs potentiels pourrait révéler certaines implications, car selon Ajzen (1991), l'intention est antérieure d'agir.

La section suivante examine la littérature sur le comportement entrepreneurial en mettant l'accent sur les étudiants universitaires et le contexte national correspondant et les différences entre les sexes. Ensuite, des hypothèses sont introduites. Elle est suivie de la description de la conception de la recherche et de la méthodologie menée. Le document se termine par la discussion des résultats et des recommandations pour la recherche future.

CONCLUSION

Ce document apporte une contribution importante à la compréhension des perceptions entrepreneuriales chez les étudiants. L'une des principales forces de cette étude est qu'elle est basée sur un large éventail de données pour les étudiants de 10 pays différents. Ainsi, les résultats ne sont pas liés à la culture, mais reflètent des intentions plus orientées vers le monde.

Cet article explore les facteurs qui influent sur le comportement entrepreneurial afin d'identifier de nouvelles possibilités d'éducation pour son développement. Plus précisément, il y a trois constatations majeures. Des différences significatives ont été constatées entre les sexes et les pays quant à leur perception de l'opportunité et de la faisabilité d'un comportement entrepreneurial. Cela s'ajoute aux résultats de recherches antérieures sur les différences entre les sexes dans les attitudes entrepreneuriales. En outre, il existe des différences dans la façon dont les sexes diffèrent selon les pays, ce qui nécessiterait des recherches plus approfondies.

Les idées de cette étude peuvent aider les éducateurs à planifier des programmes ou des cours axés sur l'entrepreneuriat d'une manière qui vise à minimiser les différences entre les sexes dans la motivation entrepreneuriale. En outre, les décideurs politiques des pays désireux d'augmenter le nombre de femmes

entrepreneurs bénéficieraient des résultats sur lesquels les perceptions des femmes montrent des différences significatives par rapport aux hommes, afin qu'elles puissent façonner leurs politiques liées à l'entrepreneuriat visant à réduire ces différences ou à modifier les perceptions. Il y avait également des différences dans la façon dont les pays diffèrent en termes de faisabilité perçue et d'opportunité. Ces différences peuvent résulter de politiques de sécurité sociale, d'activité économique, de questions réglementaires ou de concentration sectorielle d'activités entrepreneuriales récentes, etc. Propres à chaque pays, ce qui peut avoir une incidence négative sur l'intention de démarrer une nouvelle entreprise. D'autres recherches révèlent que l'orientation des différences aiderait également les décideurs politiques à comprendre les perceptions des entrepreneurs potentiels de leur pays à l'égard de ces aspects et à les modifier.

Une lacune de cette étude pourrait être les différentes tailles d'échantillons de différents pays. La taille des échantillons varie de 1918 à 16, et ils ne sont pas déterminés relativement à la population étudiante de ces pays. Une taille d'échantillon plus équilibrée provenant des pays examinés donnerait des résultats plus significatifs. Pour d'autres recherches également, l'effet des domaines de formation des étudiants (ingénierie, affaires, sciences sociales, etc.) Sur leurs perceptions entrepreneuriales peut être examiné.

TRANSLATED VERSION: GERMAN

Below is a rough translation of the insights presented above. This was done to give a general understanding of the ideas presented in the paper. Please excuse any grammatical mistakes and do not hold the original authors responsible for these mistakes.

ÜBERSETZTE VERSION: DEUTSCH

Hier ist eine ungefähre Übersetzung der oben vorgestellten Ideen. Dies wurde getan, um ein allgemeines Verständnis der in dem Dokument vorgestellten Ideen zu vermitteln. Bitte entschuldigen Sie alle grammatikalischen Fehler und machen Sie die ursprünglichen Autoren nicht für diese Fehler verantwortlich.

EINLEITUNG

Der bemerkenswerte Beitrag unternehmerischer Aktivitäten zur Wirtschaft (Keilbach und Sanders, 2008) in Bezug auf Wachstum, Innovation, Schaffung von Arbeitsplätzen und Armutsbekämpfung (Lunati et al., 2010) macht Unternehmertum zu einem beliebten Forschungsthema. Das OECD-Eurostat-Programm für Unternehmerindikatoren definiert Unternehmer als "Personen (Unternehmer), die durch die Schaffung oder Ausweitung wirtschaftlicher Aktivitäten durch die Identifizierung und Nutzung neuer Produkte, Verfahren oder Märkte einen Mehrwert schaffen wollen" (Lunati et al., 2010). Unternehmer unterscheiden sich vom Rest der Gesellschaft vorgeblich durch ihre Risikoneigung, Toleranz gegenüber Mehrdeutigkeit und Motivation zur Selbständigkeit. Hines (1973) sieht Unternehmertum als Vorbild und begründet seine Argumentation damit, dass Unternehmer im Vergleich zu der Rolle, die durch nicht-unternehmerische Aktivitäten gefördert wird, nach mehr Verwirklichung und Leistung streben. Laut Summers (2000) ist der Hauptaspekt des Unternehmertums "die kritische Kombination des Individuums, seiner bisherigen Erfahrungen, seines Hintergrunds und der Entscheidung, ein Unternehmen zu gründen". Zunehmendes Interesse am Unternehmertum weckte auch die Neugier auf die Treiber wie Absichten, Eigenschaften, Verhaltensmuster und externe und kontextbezogene Faktoren, die den Einzelnen zum Phänomen des Unternehmertums führen.

Das Studium unternehmerischer Motivationen hat eine lange Geschichte. Laut Summers (2000) konzentrierten sich die Urpublikationen hauptsächlich auf Merkmale wie Selbstvertrauen, Risikotoleranz und Toleranz gegenüber Mehrdeutigkeiten. Auf dem Weg zu neueren absichtsbasierten Prozessmodellen (Shapiro, 1982) basierten spätere Studien zur unternehmerischen Motivation auf mehreren anderen Perspektiven, wie demografischen Merkmalen (Geschlecht, Alter, Bildung usw.), sozialen Faktoren

(Familie, Gemeinschaft usw.) Und externen Einflüssen (Politik, Kapitalverfügbarkeit usw.) (Sommer, 2000). Neuere Prozessmodelle für unternehmerische Motivation konzentrieren sich "auf Einstellungen und Überzeugungen und wie sie Absichten und Verhaltensweisen vorhersagen können" (Segal et al., 2005). Diese Modelle basieren hauptsächlich auf menschlichen kognitiven Prozessen, um mögliche wünschenswerte Ergebnisse zu unterscheiden und Entscheidungen über die Durchführbarkeit zu treffen, um diese Ergebnisse zu erzielen (Segal et al., 2005).

Wie bereits erwähnt, wurden in der Literatur länderspezifische Faktoren im Zusammenhang mit dem Unternehmertum untersucht. So zeigen Grilo und Irigoyen (2005) in ihrer Studie, in der sie 15 EU-Mitgliedstaaten und die USA in Bezug auf latentes und tatsächliches Unternehmertum verglichen haben, dass das Ausmaß des Unternehmertums deutliche Unterschiede zwischen den Ländern zeigt. Sie wiesen darauf hin, dass länderspezifische Effekte sowohl für die unternehmerische Motivation als auch für das Aktivitätsniveau indikativ sind. Laut Freytag und Thurik (2007) sind länderspezifische Effekte für die Präferenzen des Unternehmertums signifikant, aber im Gegensatz zu diesem Ergebnis scheinen sie nicht in der Lage zu sein, unternehmerisches Handeln zu erklären. In ihrem 2006 datierten Papier versuchten Lee et al. 2006, die Unterschiede zwischen den untersuchten Ländern in Bezug auf die Aspekte zu ermitteln, die für die Verbesserung der unternehmerischen Bildung unerlässlich sind. Auch Carayannis et al. (2003) weisen darauf hin, dass es Unterschiede zwischen amerikanischen und französischen Unternehmern in Bezug auf Einstellungen und Wahrnehmungen gegenüber Unternehmertum gibt.

Weibliche und männliche Unternehmer sind in der Regel in verschiedenen Sektoren tätig und verfolgen unterschiedliche Wege, um ihr Geschäft zu entwickeln. Daher bedeutet eine höhere Zahl von Unternehmerinnen eine größere Vielfalt an Unternehmern in der Wirtschaft (Verheul et al. 2004). Ungeachtet der Bedeutung ihres Beitrags für die Vielfalt des Unternehmertums ist die Zahl der Unternehmerinnen in fast allen Ländern mit Ausnahme von Ghana, Costa Rica und Australien (Kelley et al. 2010) geringer als die der männlichen Unternehmer. Dieses Ergebnis wird auch durch die Unternehmerliteratur unterstützt. So ist laut Grilo und Irigoyen (2005) für die bewerteten 15 EU-Mitgliedstaaten und die USA die Wahrscheinlichkeit, eine Vorliebe für eine selbständige Erwerbstätigkeit zu bevorzugen, bei Männern im Vergleich zu Frauen deutlich höher. In Menzies und Tatoffs (2006) Arbeit über geschlechtsspezifische Unterschiede bei den Präferenzen in der unternehmerischen Bildung heißt es auch, dass weniger Frauen an unternehmerischer Bildung interessiert sind als Männer. Zhang et al. (2009) weisen darauf hin, dass es einen Unterschied zwischen den Geschlechtern in Bezug auf die genetische Grundlage des Unternehmertums gibt.

Ziel dieses Beitrags ist es, zu untersuchen, ob Geschlechts- und Wohnsitzunterschiede einen signifikanten Einfluss auf die unternehmerischen Absichten von Universitätsstudenten haben, gemessen an der wahrgenommenen Machbarkeit und der wahrgenommenen Erwünschtheit. Unsere Forschungsfrage lautet also:

Welche Auswirkungen haben geschlechtsspezifische und länderspezifische Unterschiede auf die unternehmerischen Absichten von Studierenden?

Dieses Papier konzentriert sich auf Studenten auf Hochschulniveau, weil sie davon überzeugt sind, dass jüngere Menschen eher bereit sind, sich selbständig zu machen (Blanchflower et al., 2001; Grilo und Irigoyen, 2005). Laut dem globalen Bericht 2010 des GEM hat die Altersgruppe der 24- bis 35-Jährigen bei der Altersverteilung von Unternehmern die höchste Bevölkerungszahl für fast jede geografische Region. Da Universitätsstudenten in der Regel in die Altersgruppe der 18- bis 24-Jährigen fallen, könnte die Prüfung ihrer unternehmerischen Absichten als potenzielle zukünftige Unternehmer einige Implikationen aufzeigen, denn nach Ajzen (1991) ist die Absicht vordem zu handeln.

Der nächste Abschnitt befasst sich mit der unternehmerischen Verhaltensliteratur mit dem Schwerpunkt auf Universitätsstudenten und entsprechenden nationalen Rahmen- und Geschlechterunterschieden. Dann werden Hypothesen eingeführt. Es folgt die Beschreibung des Forschungsdesigns und der durchgeführten Methodik. Das Papier schließt mit der Diskussion der Ergebnisse und der Empfehlungen für die zukünftige Forschung.

SCHLUSSFOLGERUNG

Dieses Papier leistet einen wesentlichen Beitrag zum Verständnis der unternehmerischen Wahrnehmung unter den Studierenden. Eine der Hauptstärken dieser Studie besteht darin, dass sie auf einer breiten Palette von Daten für Studierende aus 10 verschiedenen Ländern basiert. Die Ergebnisse sind also nicht kulturell bedingt, sondern spiegeln global orientierte Absichten wider.

In diesem Beitrag werden die Faktoren untersucht, die das unternehmerische Verhalten beeinflussen, um neue Bildungschancen für seine Entwicklung zu identifizieren. Konkret gibt es drei wichtige Erkenntnisse. Zwischen den Geschlechtern und den Ländern wurden erhebliche Unterschiede in ihrer Wahrnehmung der Begehrlichkeit und Durchführbarkeit unternehmerischen Verhaltens festgestellt. Dies ergänzt die Ergebnisse früherer Forschungen zu geschlechtsspezifischen Unterschieden in unternehmerischen Einstellungen. Darüber hinaus gab es Unterschiede in der Unterschiedlichen der Geschlechter in den einzelnen Ländern, die weiterer Forschung bedürfen.

Erkenntnisse aus dieser Studie können Pädagogen dabei helfen, auf unternehmerische Programme oder Kurse zu planen, die darauf abzielt, die geschlechtsspezifischen Unterschiede in der unternehmerischen Motivation zu minimieren. Außerdem würden politische Entscheidungsträger in Ländern, die bereit sind, die Zahl der Unternehmerinnen zu erhöhen, von den Ergebnissen profitieren, in denen die Wahrnehmung von Frauen erhebliche Unterschiede zu Männern zeigt, so dass sie ihre unternehmerische Politik gestalten können, um diese Unterschiede zu verringern oder die Wahrnehmung zu ändern. Es gab auch Unterschiede in der Art und Weise, wie sich die Länder in Bezug auf die wahrgenommene Durchführbarkeit und Erwünschtheit unterscheiden. Diese Unterschiede können sich aus der Politik der sozialen Sicherheit, der Wirtschaftstätigkeit, regulatorischen Fragen oder der sektoralen Konzentration der jüngsten unternehmerischen Aktivitäten usw. ergeben, die sich negativ auf die Absicht auswirken können, ein neues Unternehmen zu gründen. Weitere Untersuchungen zeigen, dass die Richtung der Unterschiede auch politischen Entscheidungsträgern helfen würde, die Wahrnehmungen ihrer potenziellen Unternehmer über diese Aspekte zu verstehen und zu ändern.

Ein Manko dieser Studie könnte die unterschiedliche stichprobenartigen Größen aus verschiedenen Ländern sein. Die Stichprobengrößen variieren zwischen 1918 und 16, und sie werden nicht relativ zur Studentenpopulation in diesen Ländern bestimmt. Ein ausgewogenerer Stichprobenumfang aus den untersuchten Ländern würde zu aussagekräftigeren Ergebnissen führen. Für die weitere Forschung können auch die Auswirkungen der Ausbildungsbereiche der Studierenden (Ingenieurwesen, Wirtschaft, Sozialwissenschaften usw.) Auf ihre unternehmerische Wahrnehmung untersucht werden.

TRANSLATED VERSION: PORTUGUESE

Below is a rough translation of the insights presented above. This was done to give a general understanding of the ideas presented in the paper. Please excuse any grammatical mistakes and do not hold the original authors responsible for these mistakes.

VERSÃO TRADUZIDA: PORTUGUÊS

Aqui está uma tradução aproximada das ideias acima apresentadas. Isto foi feito para dar uma compreensão geral das ideias apresentadas no documento. Por favor, desculpe todos os erros gramaticais e não responsabilize os autores originais responsáveis por estes erros.

INTRODUÇÃO

A notável contribuição das atividades empreendedoras para as economias (Keilbach e Sanders, 2008) em termos de crescimento, inovação, criação de empregos e redução da pobreza (Lunati et al., 2010) torna o empreendedorismo um tema de pesquisa popular. O Programa de Indicadores de Empreendedorismo da OCDE-Eurostat define os empreendedores como "aquelas pessoas (donos de empresas) que buscam gerar valor, através da criação ou expansão da atividade econômica, identificando e explorando novos produtos, processos ou mercados" (Lunati et al., 2010). Os empreendedores diferem do resto da sociedade ostensivamente por sua propensão a assumir risco, tolerância à ambiguidade e motivação para o trabalho por conta própria. Hines (1973) vê o empreendedorismo como um modelo e baseia seu raciocínio em uma conclusão de que os empreendedores buscam maior realização e realização em comparação com o papel que é fomentado pela atividade não empreendedora. Segundo Summers (2000), o principal aspecto do empreendedorismo é "a combinação crítica do indivíduo, sua experiência passada, experiência e a decisão de iniciar um empreendimento". O crescente interesse pelo empreendedorismo também despertou a curiosidade pelos fatores como intenções, traços, padrões comportamentais e fatores externos e contextuais que levam os indivíduos ao fenômeno do empreendedorismo.

O estudo das motivações empreendedoras tem uma longa história. Segundo Summers (2000), as publicações primitivas foram focadas principalmente em características como autoconfiança, tolerância ao risco e tolerância à ambiguidade. No caminho para modelos de processo baseados em intenções mais recentes (Shapiro, 1982), estudos posteriores para motivação empreendedora foram baseados em várias outras perspectivas, como características demográficas (sexo, idade, escolaridade, etc.), fatores sociais (família, comunidade, etc.), e influências externas (política, disponibilidade de capital, etc.) (Verões, 2000). Os modelos de processo mais recentes para motivação empreendedora estão "focando em atitudes e crenças e como podem prever intenções e comportamentos" (Segal et al., 2005). Esses modelos baseiam-se principalmente nos processos cognitivos humanos para distinguir possíveis desfechos desejáveis e tomar decisões sobre a viabilidade de agir para obter esses desfechos (Segal et al., 2005).

Como mencionado acima, fatores específicos do país foram examinados em relação ao empreendedorismo na literatura. Por exemplo, em seu estudo, onde compararam 15 países membros da UE e os EUA em termos de empreendedorismo latente e real, Grilo e Irigoyen (2005) indicam que o nível de empreendedorismo mostra diferenças distintas entre os países. Eles apontaram que os efeitos específicos do país são indicativos tanto para a motivação empreendedora quanto para os níveis de atividade. Segundo Freytag e Thurik (2007), os efeitos específicos do país são significativos para as preferências de empreendedorismo, mas ao contrário desse resultado, eles não parecem ser capazes de explicar a atividade empreendedora. Em seu artigo datado de 2006, Lee et al. 2006 tentaram determinar as disparidades entre os países examinados em relação aos aspectos essenciais para melhorar a educação empreendedora. Além disso, Carayannis et al. (2003) indicam que há diferenças entre estudantes de empreendedorismo americanos e franceses em termos de atitudes e percepções em relação ao empreendedorismo.

Empreendedores do sexo feminino e masculino geralmente atuam em diferentes setores e buscam diferentes formas de desenvolver seus negócios. Portanto, o aumento do número de empreendedoras significa aumento da variedade de empreendedorismo na economia (Verheul et al. 2004). Apesar da importância de sua contribuição em termos de variedade de empreendedorismo, o número de empreendedoras é menor do que o de empreendedores homens em quase todos os países em termos de Atividade Empreendedora Total, exceto Gana, Costa Rica e Austrália (Kelley et al. 2010). Esse resultado também é apoiado pela literatura empreendedora. Por exemplo, de acordo com Grilo e Irigoyen (2005), para os 15 países membros da UE avaliados e os EUA, a probabilidade de preferência por trabalho por conta própria é notavelmente maior para os homens em comparação com as mulheres. O trabalho de Menzies e Tatroff (2006) sobre diferenças de gênero nas preferências sobre educação empreendedora também afirma que menos mulheres estão interessadas em educação empreendedora em comparação com os homens. Zhang et al. (2009) indicam que há uma diferença entre os gêneros em relação à base genética do empreendedorismo.

O objetivo deste artigo é examinar se as diferenças de gênero e país de residência têm impacto significativo nas intenções empreendedoras dos estudantes universitários, medida pela viabilidade percebida e pela desejabilidade percebida. Então, nossa pergunta de pesquisa é a seguinte:

Qual é o impacto das diferenças de gênero e país nas intenções empreendedoras dos estudantes universitários?

Este artigo se concentra em estudantes universitários por causa da convicção de que os mais jovens estão mais dispostos a ser autônomos (Blanchflower et al., 2001; Grilo e Irigoyen, 2005). De acordo com o relatório global de 2010 da GEM, no caso da distribuição etária dos empreendedores, a faixa etária de 24 a 35 anos tem a maior população para quase todas as regiões geográficas. Uma vez que os universitários geralmente caem na faixa etária de 18 a 24 anos, examinar suas intenções empreendedoras como potenciais futuros empreendedores pode revelar algumas implicações, porque de acordo com a Ajzen (1991) a intenção é anterior de agir.

A próxima seção examina a literatura comportamental empreendedora com foco em estudantes universitários e correspondentes diferenças nacionais e de gênero. Então hipóteses são introduzidas. Isso é seguido pela descrição do desenho da pesquisa e da metodologia realizada. O artigo conclui com a discussão dos resultados e as recomendações para futuras pesquisas.

CONCLUSÃO

Este artigo contribui significativamente para a compreensão das percepções empreendedoras entre os alunos. Um dos pontos fortes deste estudo é que ele se baseia em uma ampla gama de dados para estudantes de 10 países diferentes. Assim, os resultados não estão culturalmente relacionados, mas refletem intenções mais orientadas globalmente.

Este artigo explora os fatores que impactam o comportamento empreendedor para identificar novas oportunidades educacionais para seu desenvolvimento. Especificamente, há três descobertas importantes. Foram encontradas diferenças significativas entre gêneros e países em suas percepções de desejo e viabilidade para o comportamento empresarial. Isso se soma aos achados de pesquisas prévias sobre diferenças de gênero em atitudes empreendedoras. Além disso, houve diferenças na diferença de gêneros em diferentes países, o que exigiria mais pesquisas.

Os insights deste estudo podem ajudar os educadores a planejar programas ou cursos orientados ao empreendedorismo de forma a minimizar as diferenças de gênero na motivação empreendedora. Além disso, os formuladores de políticas de países dispostos a aumentar o número de mulheres empreendedoras se beneficiariam dos resultados sobre quais percepções as mulheres apresentam diferenças significativas em relação aos homens, para que possam moldar suas políticas relacionadas ao empreendedorismo com o objetivo de reduzir essas diferenças ou alterar as percepções. Houve também diferenças na forma como os países diferem em termos de viabilidade percebida e desejabilidade. Essas diferenças podem resultar de políticas previdenciárias, atividade econômica, questões regulatórias ou concentração setorial de atividades empreendedoras recentes, etc. Específicas para cada país, o que pode afetar negativamente a intenção de iniciar um novo negócio. Pesquisas adicionais revelando que a direção das diferenças também ajudaria os formuladores de políticas a entender as percepções dos potenciais empreendedores de seus países sobre esses aspectos e alterá-los.

Uma deficiência deste estudo pode ser os diferentes tamanhos amostrais de diferentes países. Os tamanhos amostrais variam de 1918 a 16 anos, e não são determinados relativamente à população estudantil nesses países. O tamanho amostral mais equilibrado dos países examinados levaria a resultados mais significativos. Para outras pesquisas também, o efeito das áreas de formação dos alunos (engenharia, negócios, ciências sociais, etc.) Em suas percepções empreendedoras pode ser examinado.