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Entrepreneurial motivation factors.

A case study of students at the Universities of Applied Sciences in the Helsinki Metropolitan region with respect to place of origin

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Entrepreneurial Motivation Factors.

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Entrepreneurial Motivation: Case of students in UASs in Helsinki Metropolitan Region

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According to research conducted in Finland concerning entrepreneurship, the involvement of students is minimal compared to people without educational background, and furthermore the significant number of businesses are only established by certain ethnic groups. Based on this argument, this thesis aims to identify primarily the motivational factors that inspire students to be entrepreneurs, focusing mainly on students studying in the Helsinki metropolitan region at Universities of Applied Sciences. In addition to this, the motivational factors that met the statistically significant test will be further assessed to establish whether any motivational differences are as a result of students' ethnicity or place of origin.

In order to support this argument, the theoretical section defines and analyzes the concepts of entrepreneurship, entrepreneurial motivation, and motivational push-pull factors in detail.

The empirical section presents data collected through questionnaires sent to students of four Universities of Applied Sciences located in the Helsinki Metropolitan region (namely Arcada, Haaga-Helia, Laurea and Metropolia UAS).

To analyze the data, the Statistical Package for the Social Science (SPSS) software was employed as the primary tool. The result obtained reveal that factors such as desire for independence and work-life balances were considered significant by the respondents, in motivating them to become entrepreneurs. Regarding the possible motivational difference that is based on students' place of origin, the results reveal that, while some individual motivational disparities are apparent, the variations are insignificant within the group.

Key words: Entrepreneur, entrepreneurial motivation, push-pull factors, desire for independence, work-life balance

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1 Introduction

In many parts of the world, the public sector used to provide significant employment opportunities. However as a result of the current economic crises the government would not be able to continue its reputation. (Timmons & Spinelli, 2009, 6). Thus to overcome this prevailing problem a number of researchers, politicians and policy makers suggest that there is a need to encourage people to become entrepreneurs.

Motivating people towards the entrepreneurial undertakings will help the world economy to move at a constant momentum of growth. In harmony with the growing world population and to further secure the increasing demand of job seekers, innovation and entrepreneurship has to keep growing consistently. Securing and motivating the innovation process requires immense support and cooperation of policy makers and leaders to create conducive environment and attractive policy that would motivate entrepreneurs to participate in the process of innovation and invention.

Accordingly, a number of scholars argue that the sustainable approach to tackling the challenges of creating an entrepreneurial mind-set can be addressed consistently by paying more attention to students and schools. Closer focus and emphasis on students' competence development, creating desire and motivation will ensure the continuation of the process. In respect of this fact, the EU commission were one of the supporters that focus on the student entrepreneurial motivation process in 2004. (Timmons & Spinelli, 2009, 6-7). The commission proposed a strategic plan that seeks to implement a broader action plan that would foster an entrepreneurial mind set through the school education curriculum at all levels of regional or national education by promoting a "learning-by-doing" approach. Furthermore, by increasing the involvement of entrepreneurs and local companies in the entrepreneurship education, the students would be able to gain more experience from the entrepreneurs. (Timmons & Spinelli, 2009, 6-7)

Focusing on school education to teach students entrepreneurial education would enable them to develop the appropriate skills, concepts and competence that would enable them to build business analytical skill, business plan preparation, increase creativity, understanding of finance and accounting principles, way of thinking and reasoning of facts. The ability to apply this acquired knowledge and competence

would provide a competitive advantage to succeed during the application of strategies, tactics and practices in the real world. (Timmons & Spinelli, 2009, 7).

The Global Entrepreneurship Monitor Exclusive report 2005 (GEM), stated that countries with rich educational endowments are places where entrepreneurship flourishes with high-tech businesses, while the low educational attainment category lack this opportunity. This supports the notion that investment in educational infrastructure creates an asset of enormous value for the society (Minniti, Bygrave and Autio, 2005, 34). The direct impact of education on entrepreneurial activity is hard to quantify, but a well-educated workforce is needed for the success of added-growth businesses. However, within the school environment, self-employment is rarely put forward as a career option. Education has a great responsibility in supporting the inclination to innovate (Minniti, Bygrave and Autio, 2005, 34).

Hence, motivating students would encourage them to reject the old mind set of looking for employment after graduation. In addition to this, motivating and supporting students to establish own business would improve the prevailing trend of job creation difficulty. For instance, to show how employment opportunity is getting difficult and serious issue, the Statistics Finland in 2009 revealed that the rate of finding employment were about 68% for fresh graduates while it was 86% for masters degree holders. (Statistics Finland, 2009, Accessed 4/30/11). Therefore, motivating students to become entrepreneurs would help to reduce the existing job market problem.

Another similar survey conducted in Finland regarding the entrepreneurial job undertaking trend reveals that “graduates of higher institutions who tend to be entrepreneurs are considerably lower than the graduates’ elsewhere in Europe or in the world in general”. (Alasaarela, Fallenius, Halkosaari, Huhta, Jansson, Jylha, Lahtela, Nivala, Nokso-Koivisto and Telkki 2002,9). To change the current situation the education system has been designed in order to prepare students for entrepreneurship at all levels of the education process. Accordingly, the universities of applied sciences have established in the sense of providing education through the “learning by doing” method, which have believed to meet the objective. Thus, this thesis would tend to focus on the UAS students who are schooling through the specialized programs, to identify the factors that motivate them to become an entrepreneur.

1.1 Background

Education is recognized as a vital tool that would enhance to convert entrepreneurial knowledge and expertise into product and service (Shane & Venkataraman, 2000, 217-226). Education has an enormous potential to develop entrepreneurial competence, innovation and creativity. Furthermore it enhances personal development, analytical skill, understanding and problem solving ability that encourages innovation. These competences acquired through the learning process would enable a person to be competitive in his/her career development, leading, controlling, analyzing and understanding his/her business trend.

Education is considered to be an irreplaceable key element which enables a country to strengthen the economic competitiveness of a region or a nation. In 2000 to make the EU regions more competitive, various broad objectives and action towards entrepreneurial motivation have been proposed which include motivating an entrepreneurial mind-set- by encouraging, financing and creating a more entrepreneurial friendly regulatory and administrative framework. To make this objective more prudent, in July 2004, the EU commission further recommended to foster entrepreneurial education in all levels of formal education through training and by motivating teachers to engage in entrepreneurial education, promoting the application of the program “learning by doing”, involving entrepreneurs and local companies in the design and running of entrepreneurship courses and activities, and increasing the teaching of entrepreneurship in the higher education system, notably at scientific and technical universities and placing emphasis on setting up companies. (Timmons & Spinelli, 2009, 6-7)

Even though the impact of proper education is believed to be a key factor in the innovation and business incubation process, some research in the sector reveal that educated people are less involved in the entrepreneurship process. (Habiyakare, Owusu, Mbare, & Landy, 2009, 5). In most cases the compelling causes that push people towards an entrepreneurial career option includes (unemployment, job dissatisfaction, family factors, prior entrepreneurial practice & experiences), are among the common once that are mentioned as major motivators to create own business. (Kirkwood 2009 & Habiyakare, Owusu, Mbare, & Landy, 2009, 5)

1.2 Problem statement and objective

Recently it's apparent that people with the immigrant background are participating in the Finnish economy. According to the data found from the Statistics Finland and the trade register 2009, as cited by the article "Characterizing African Immigrants' Entrepreneurship in Finland, 2009", revealed that about 5600 enterprises have established which are owned by the immigrants. On the other hand the article further stated that most of these business owners who have established the enterprises do not have any university background or study. In addition to this fact, the majority of the new businesses are dominated by certain ethnic groups.

In contrast access to education is believed to be a key factor that provides a better competitive advantage for educated individuals over the uneducated in terms of competences and problem solving skills. Thus a lot is expected from students to get involved in the entrepreneurship process. Hence this thesis will identify and enlighten the main motivational factors that make students decide to consider entrepreneurship as a career option.

Thus, the main purpose of this thesis is to answer the question of which motivational factors characterizes most students' desire to consider entrepreneurial undertakings? The obtained motivational factors or the result will be analyzed with respect to the students' place of origin in order to identify any possible disparity in motivation that is based on ethnicity.

1.3 Scope of the study

This research attempts to assess the compelling factors that push/ pull students to become entrepreneurs. The scope of this case study is limited to students who are studying in University of Applied Sciences in Helsinki metropolitan regions. However, the result would also be useful for other students studying out of Helsinki metropolitan region as well, since the general practices are similar across the country.

The data collection process for this research was conducted in September 2011, from the students who are studying full time at Arcada UAS, Haaga Helia UAS, Laurea UAS and Metropolia UAS. The data was collected with random cluster sampling method that focused on the students doing assignments, studying, reading in the student

working room and libraries in their respective institutions, by distributing the questionnaires in person based on the willingness of the students to respond to the questionnaires.

1.4 Structure of the study

To deal with the problem statement put forward, the empirical research and theoretical reviews are employed as shown in by (Figure 1). The empirical section analysis has done based on the quantitative data that has collected through questionnaires from University of Applied Science students.

In the theoretical section issues regarding the general concept of entrepreneurship, the concept of entrepreneurial motivational factors and a review of previous research, from various sources like books, earlier research conducted in this specific field are included.

Finally, the conclusion and the recommendation parts on the results obtained from the analysis of the empirical section and from the supporting background information gained from the theoretical section.

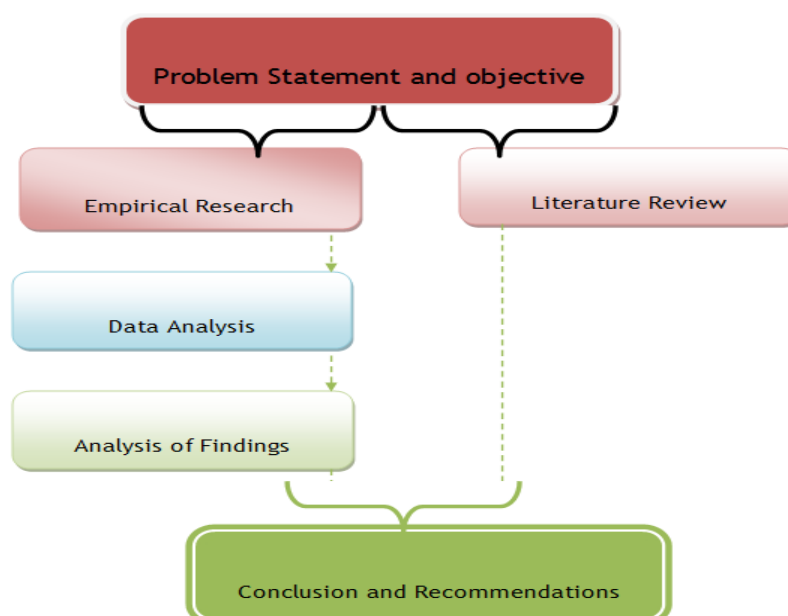


Figure 1. Structure of the study

2 Theoretical background

2.1 Framework

The theoretical section segmented and organized as it is manifested by (Figure 2). The general concept of entrepreneurship was reviewed in the first part, the second part emphasis on general concepts regarding entrepreneurial motivations. The proceeding section dealt with the push and pull factors that presumed would motivate students to become entrepreneurs. Finally, earlier research and literatures concerning this subject reviewed.

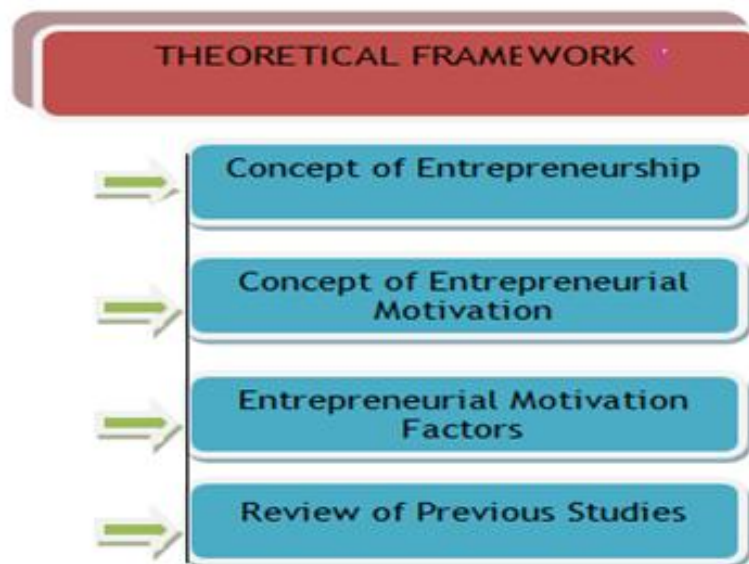


Figure 2. Theoretical framework structure

2.2 Concept of entrepreneurship

The concept of entrepreneurship construed differently by different scholars and school of thoughts for several reasons. According to the definition of (Schumpeter, 1934), “entrepreneurship drives innovation and technical change, and therefore generates economic growth”. The Austrian economists’ defines that “entrepreneurial action is the process, through which supply and demand are equilibrated” (Kirzner, 1997). The other schools of thought explained as an important process by which “new knowledge is converted into products and services” (Shane & Venkataraman, 2000). The fourth school of thought defines as an important “vocation to understand its role

in the development of human and intellectual capital” (Zahra & Dess, 2011). Moreover, according to (Timmons & Spinelli 2009, 6), entrepreneurship is a process that presumably capable of replacing the public sector structure with a new innovative idea and approach that best able to utilize the resource efficiently, linking the emerging and growing of SMEs, and creating new employment opportunity.

2.3 Concept of entrepreneurial motivation

Most of the definitions put forwarded regarding motivation theory shows; it is an innate behaviour that would drive a person towards the desired goal. According to the definition suggested by the online business dictionary, motivation can be “an internal or external factor that stimulates desire and energy in people to make them continually interested, committed and exerted persistent effort in attaining a desired goal. (Business Dictionary com, Accessed June 27, 2011)

The other dictionary definition made by (The Free Dictionary-Encyclopaedia) discloses that, “it’s the intention of achieving a goal, leading to goal-directed behaviours and an innate mechanism modified by learning” (The Colombia Electronic Encyclopaedia. 2007, Accessed 27 June 2011).

According the citation made by (Carsrud & Brännback, 2011,9-11), on their research, they referred back the historical facts regarding motivation to the early work of Freud’s on instinct (Freud 1924, 1915, 1900), which relates motivation with an instinct behaviour. Followed by Freud’s work (Deutsch and Krauss 1965, Maslow 1946) suggested further, as instincts (motive) that drive behaviour where the goal is to survive, to succeed, and to avoid failure.

Traditionally the compelling reasons behind conducting a research concerning motivation are to answer the following three basic questions. Those are: what activates a person, what makes the individual to choose specific behaviour over another, and why do different people respond differently to the same motivational stimuli (Carsrud & Brännback, 2011, 11). These questions are intended to give rise to three important aspects of motivation: activation, selection-driven, preparedness of response (Perwin 2003) cited by (Carsrud & Brännback, 2011, 9-11)

Motivation theories are mainly studied by two schools of thought that are based on either on economics and/or psychology. These two schools have been disputing with each other for decades (Fisher 1930) and recently a consensus has reached to link the facts and fact based theories across the disciplines to create a common framework between the two schools (Steel & Konig, 2006 and Wilson 1998). This approach has brought various theories of motivation together as applied in economics, management and psychology. Carsrud & Brännback, 2011, 9-11)

The traditional reason which enforces a person to consider entrepreneurship as a career option is economical according to the view of (Shumpter 1934). The recent notion reveals that a person's entrepreneurial motive may not be necessarily to fulfil the economic reasons rather it can be primarily to gain social or lifestyle reasons. The social entrepreneurs are the new dimension that is considered in the field of entrepreneurship, that motivated by social gains. The other recognized entrepreneurs who are driven and motivated by the lifestyle lay between the economic group and the social groups. This group is driven by economic reasons, which is not necessarily to maximize economic gains. (Carsrud & Brännback, 2009) cited by Carsrud & Brännback, 2011, 9-11)

Accordingly a research shows that people differ in their motivation, desire and ability to pursue opportunities to be an entrepreneur. The motivational differences create a variation among people in their perception of risk taking behaviour, opportunity considerations, and decision making process. Thus, this motivational differences influence the individual's readiness to act on the opportunities on time that would detrimental to the entrepreneurial process. (Shane & Venkataraman, 2000. 217-226).

2.4 Factors of entrepreneurial motivation

Motivational factor that would motivate one person may not convey any impact to the other one. According to the explanation made by GEM 2005 report, motivational factors are variable from person to person and can be varied based on geographical factors as well. Thus, the willingness to undertake the process requires stiff commitment and compelling reasons that urges for choosing entrepreneurial career option over the others.

Some scholars who conducted a research in the field were suggested different factors can cause individual's entrepreneurial motivation. According to (Shane et.al. 2003, 257-279) the "willingness to peruse opportunity" determines the motivational level of an individual to become an entrepreneur. Furthermore, the citation made by (Shane et.al 2003) from various scholars, reveal that entrepreneurial motivation factors such as financial desire and desire for independence have been found as a main motivators that inspire a lot of people to choose the entrepreneurial career option and as a result it was considered as the strongest motivational factor (Amit, Meuller, & Cockburn, 1995). On the other hand factors such as "historical social tie of an individual to an investor" has been also described in the findings as the two factors positively correlated to each other. Furthermore, the relationship derived from the experience that have been obtained and developed family business owner, family life-style, and as a reason of any other role model people that are closer to the individual (Aldrich & Zimmer, 1986). In addition to the mentioned facts, practical exposure of past career experience gained has been one of the significant positive impact forces the person as well. In most cases people with such strong past career experience are the one who are likely to be successful as a result of past know-how accumulated from previous work. Carroll & Mosakowski, 1987; Cooper, Woo, & Dunkleberg, 1989).

Consequently, all the motivational factors can be further sub-grouped into two categories, namely "push" and "pull" factors. The "pull" factors are characterized by the positive connotation which drives people to be an entrepreneur mainly due to their dream and vision to create new idea, to seek opportunity, and to create interesting working environment. Hence the citation made by Global Entrepreneurship Monitor (GEM, 2005, 10) from (Minniti, Bygrave and Autio, 2005) referred this group of entrepreneurs as "opportunity" entrepreneurs.

The other group of entrepreneurs usually come into existence are due to impoverished situation, usually family reasons, life style and to fulfil other "necessity" reasons. According to the GEM, such forms of entrepreneurs are motivated or "pushed" to the entrepreneurial undertaking option is to fulfil basic needs.

2.4.1 Pull factors

"Pull" factors are an internal motive that draws people to start a business, usually occurred as a result of seeing an opportunity. (Hakim, 1998, 286-297). Entrepreneurs who are created as a result of pull factors are usually inspired by some reasons other than (financial) motives in most of the cases. Accordingly motivators such as need for independence, desire to create self employment & flexible working time, autonomy, monetary motivation, and long time strong desire to be an entrepreneur are considered as pull factor as depicted in (Figure 3).

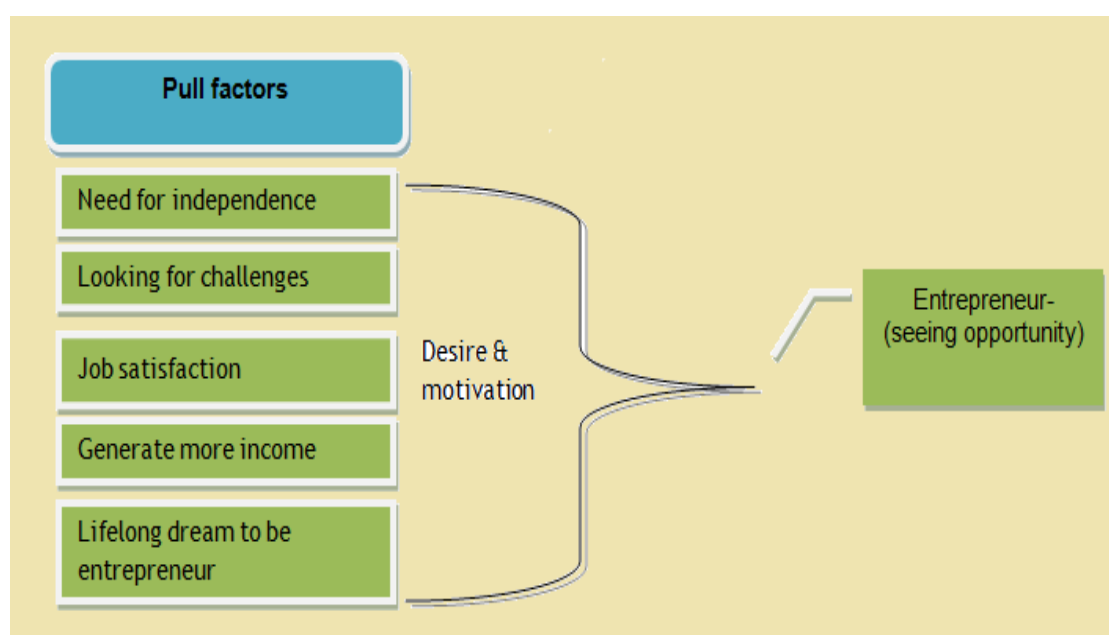


Figure 3. Pull factor

Adapted from the GEM 2005 report, (Humbert & Drew, 2010, 173-196) and (Hakim, 1998, 286-297)

According to the findings reported by (GEM, 2010, 22) annual report, commonly, entrepreneurs who are motivated by the pull factor enter to this role by their own free choice, and the majority of them are from wealthier economies particularly from (innovative-driven economies and efficiency-driven economies) (See the list from Figure 4 & 5). Furthermore the countries in the efficiency-driven economies are characterized by encouraging environment for entrepreneurial activities in terms of relatively good infrastructure, education and efficiency which optimize their process. In contrast the people from the "factor-driven economic" group (see Figure 6) are characterized by where services such as education and infrastructural facilities are

relatively weaker, in such countries often people pushed to become an entrepreneur with the motive of meeting the deprived necessity for living.

Innovative-Driven Economies	Australia	Ireland	Slovenia
	Belgium	Israel	Spain
	Denmark	Italy	Sweden
	Finland	Japan	Switzerland
	France	Republic of Korea	United Kingdom
	Germany	Netherlands	United States
	Greece	Norway	
	Iceland	Portugal	

Figure 4. List of Innovative-driven economies, adopted from the GEM 2010 report

Efficiency-Driven Economies	Argentina	Ecuador	Romania
	Bosnia and Herzegovina	Israel	Russia
	Brazil	Hungary	South Africa
	Chile	Macedonia	Taiwan
	China	Malaysia	Trinidad and Tobago
	Colombia	Mexico	Tunisia
	Costa Rica	Montenegro	Turkey
	Croatia	Peru	Uruguay

Figure 5. List of Efficiency-driven economies, adopted from the GEM 2010 report

Factor-Driven Economies	Angola	Iran	Uganda
	Bolivia	Jamaica	Vanuatu
	Egypt	Pakistan	West Bank and Gaza Strip
	Ghana	Saudi Arabia	Zambia
	Guatemala		

Figure 6. List of Factor-driven economies, adopted from the GEM 2010 report

2.4.1.1 Desire for independence

Desire for independence which is categorized as one of the main pull motivational factors to become an entrepreneur according to various findings obtained from previous research, is related to the need of control and autonomy that the individual wishes to achieve. It entails taking the responsibility for pursuing an unmated opportunity. This action will enable a person to be able to apply own management skill and decision of doing things than following the presumption of others. (Shane, Locke; & Collins, 2003, 257-279). Based on the citation from (Alstete, 2003, Borooah et.al., 1997, Cassar 2007; Fox, 1998, Wilson et.al., 2004) cited by (Kirkwood, 2009, 348), shows that desire for independence is found to be the primary cause for many people to become an entrepreneur. In addition to this some existing empirical evidences also show that entrepreneurs likely enjoys more independence than other individuals. (Shane et. al., 2003, 257-279)

Peoples' desire for independence and business establishment could also be affected by region, mainly based on the availabilities of required facilities (such as education, transportation and other communication media facilities and etc), environmental factors, merely factors such as culture, family background, closer role model, the formal and informal education system, prior work experience, access to resources, the legal system and technology infrastructure would determine individuals motive to be an entrepreneur. (Gray, Foster & Howard, 2006, 300)

2.4.1.2 Income and financial freedom

The need for monetary motivator is also considered as one of the "push" factors that are proven by various research as a significant factor in inspiring many people to become an entrepreneur. In most cases the financial desire emerges from the fact that, the need to increase and secure own and family income level, as a repulsive strategy to secure decent standard of living.

Some research that were conducted regarding desire for financial freedom which seeks to proof its level of significance in motivating people to become an entrepreneur revealed, for many entrepreneurs financial motive was one of the factor that pulled them to become an entrepreneur. However, similar empirical findings re-

vealed also the fact that monetary motivation is not the primary cause to inspire many people to be an entrepreneur, though its significance may not be undermined. (Kirkwood, 2009, 348)

2.4.1.3 Desire to deal with challenges

Every entrepreneur starts his/her very business idea with some mission in mind to achieve a certain desired goal. Moreover, all entrepreneurs share some character in common; that is commitment of readiness to contribute to their business. However, the path towards this success won't be easy for all due to some unfavourable critical moments that might happen during the process. Thus these challenging moments create a period of uncertainty for many and let many to leave the process.

On the other hand, such events create a best opportunity for those who thrive to adopt faster than their rivals. Those entrepreneurs, who experienced to sustain their momentum within the harsh and challenging situation, will develop a strategy which makes them different from the other and they happen to believe that they are always reaching out for the next challenge. "They do not want to arrive because then it's all over--and what do they do next?, always moving to new goal. (Isachsen, 1998, 1)

2.4.1.4 Long life dream to become an entrepreneur

The entrepreneurs who dreamed to be an entrepreneur as a result of their own free choice without any externalities are categorized under the pull factor. The possible justified motive behind this group of entrepreneurs could be either desire for independence or to increase the wealth motive. (Hessels, Van Gelderen, Thurik, 2008, 408) Such motive entails that an aspiration which grew up with the person in dreaming to achieve a certain goal in life or a desire to change something during life time.

2.4.1.5 More flexible job and job satisfaction

Entrepreneurial undertakings could fetch more flexible job options and satisfaction to the entrepreneur in the long run with persistent effect and stable determination as described in sections "desire for independence and dealing with challenges".

Hence, many believe that entrepreneurial undertakings would enable people to enjoy time freedom as their business matures.

2.4.2 Push factors

The main reasons that causes the existence of this group of entrepreneurs is the need to overcome the impoverished negative environmental impacts, such as situations which occurs due to unemployment, lack of job or career prospect, dissatisfactions caused in work place, redundancy, to cope with the competitive situation, and to tend to change their life style. This motivational factors which are related to work are usually considered as a key factor that influences the preparation for an entrepreneurial career (Dobrev and Barnett, 2005; Winn, 2004 cited by (Kirkwood, 2009, 349).

Regarding regional distribution, regions with low income groups are most likely pushed to the entrepreneurial career option as a result of factor-driven reasons more than the other middle and high income groups do according to the (GEM 2010, 20) report (Ref. to Figure 4-6 for the list of countries). For instance sub-Saharan Africa is where the majority of businesses are established recently and all businesses that are founded were as a result of the "factor-driven motivators" according to the annual GEM report. Based on the survey conducted in Uganda, a lot of people start a business though all are out of necessity with few exceptions.

According to (Kirkwood, 2009, 348) more women's are motivated as a result of push factor than men, furthermore the main cause which leads them to the entrepreneurial undertaking is the family related factors

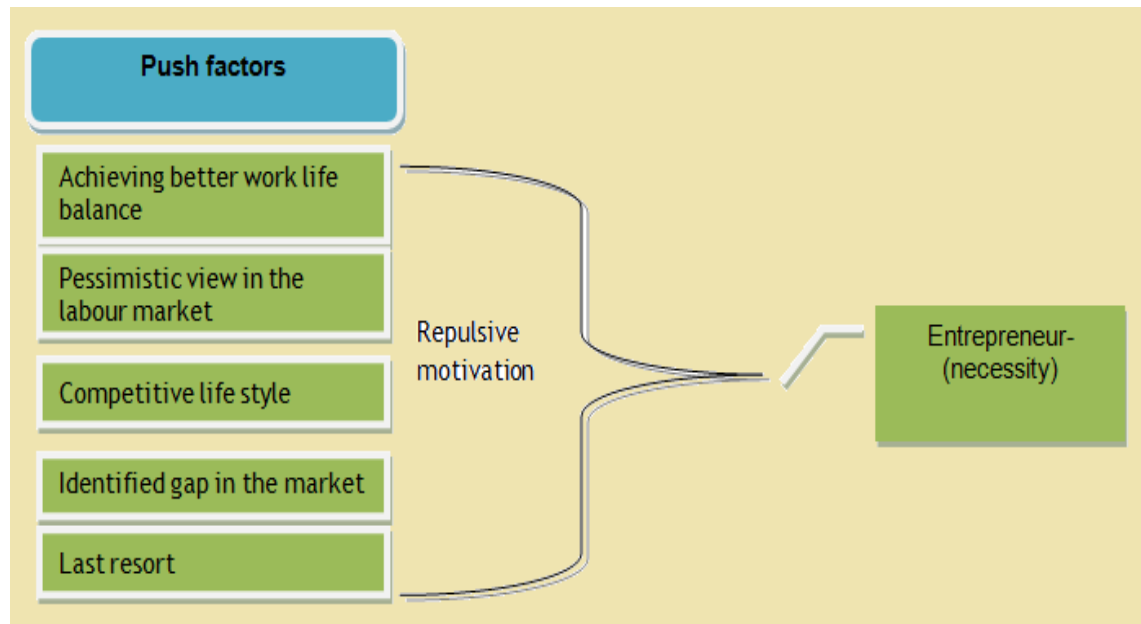


Figure 7. Push factors

Adapted from the GEM 2005 report, (Humbert & Drew, 2010, 173-196) and (Hakim, 1998, 286-297)

2.4.2.1 To cope with competitive life style

The ever frequently changing life style drives people to consider the entrepreneurial undertaking as their career option. Thus this group of entrepreneurs pushed to this career alternative decision not because they enjoy doing it but to cope up with the prevailing market trend, to make sure that they are able to afford standard living style which usually comes as a result of family influence. According to some studies the success rate among the entrepreneurs who are pushed to the entrepreneurial process to cope up with the life style, those who are from the family with entrepreneurial background are much more likely to be successful to establishing and running their business (Mancuso, 1994), cited by (Shane et. al., 2003, 257-279).

2.4.2.2 Potential gap in the market

Potential gap in the market is one of the push factors, which creates a sense of motivation inside peoples' mind as a result of potential unmated gap in the market. Such motivational factors considered as a root cause that motivates a person to an entre-

preneurial process. However, opportunity perceptions can be variable with respect to geographical pattern according to GEM 2010 report manifests (see figure 4-6). To start a business, the opportunity perception is considered as golden opportunity in some part of the regions where as no reaction was taken in other regions. For instance, the report revealed that the Sub-Saharan African countries which are classified as factor-driven group had showed highest perception of entrepreneurship opportunities where as the South Asian countries in the same category showed lower perception with the exception of Saudi Arabia.

In the efficiency driven group, the Latin America countries showed the highest level of opportunity perception, while the Eastern European countries showed below average, with the exception of Macedonia, Bosnia/Herzegovina and Montenegro.

In the Efficiency-driven group, some distinctions between some northern and southern nations have also revealed. For instance the Nordic countries are among the highest opportunity perception groups while the Southern European countries such as (Greece, Spain, Portugal and Italy) tend to the lower end and USA in the same group levelled at just above the average. (GEM 2010 report, 17-21)

2.4.2.3 To overcome the pessimistic view of job market

Some people are not confident with the variable pay plan these type of people frightened to adjust their psychology with non-constant salary they are receiving from their employer. This prevailing reality of fluctuation of salaries or freelancing type of work nature makes them very uncomfortable, as a counter mechanism they would be pushed to consider own business which will be operated either by the owner himself or member of the family. (Kirkwood, 2010, 346-348)

2.4.2.4 To achieve better work-life balance

Work life balance is usually a motivational factor which reflects motive to have balanced working time and time for family. In most of the cases this motivator is connected with the family reasons, further it's practiced in rich countries where rich educational environment exists. (GEM 2005 Report)

2.4.2.5 Last resort

Last resort is considered as push factor to be an entrepreneur, which is a strategic option or final means to the end. This choice is usually adopted by individuals' in desperation to make a living, to keep oneself employed, and survive as the last expedient without compromising the principal ethics. In most of the cases immigrants who are living in many developed countries are happened to be unemployed or self-employed compared to the native society. An empirical study conducted in Denmark regarding the last resort entrepreneurial push factor manifests that, due to the fact that most of the immigrants are unemployed, they are forced to consider the last option to be engaged in self-employment entrepreneurial option compared to the native society. (Blume, Ejrnaes, Nielsen & Murtz 2004, 3-6)

2.5 Review of previous studies

A study conducted by (Jylhankang, 2007) at Jyväskylä University of Applied Sciences titled "The Motivational Factors of Finnish Women to be an Entrepreneur" was assessed factors that motivate Finnish women's towards entrepreneurship and attitude towards an entrepreneurial mindset. Consequently in the analysis motivational factors such as independence, self-fulfilment, income needs, job dissatisfaction, difficulty to receiving jobs, an alternative for unemployment and other factors have been taken into account. As a result desire for independence and self-fulfilment were the two factors which has been showed a significant result that motivates Finnish women towards being entrepreneurs.

Furthermore, many other researchers also revealed in their research, desire for independence, motivates both male and female to be an entrepreneur, though some also described the marginal difference that they have been found in their research regarding the distribution. For instance, according to (Frederick & Chittock, 2005, 9-11), the need for independence motivates both sexes often in countries where independence is part of the national culture. In contrast in countries, where collective cultural obligation is dominant and significant gender difference gap exists, the variation is huge. In such countries, collective cultural responsibility for managing his/her own life can be strongly emphasized as the major obstacle. Therefore, as this evidence infers, the cultural variation may have some impact on the process.

A research titled “Gender, Entrepreneurship and Motivational Factors in an Irish Context” which is conducted by (Humbert & Drew, 2010, 173-196) assessed the motivational factors that encourage people to be an entrepreneur. The motivational factors such as: seeking great autonomy or independence, looking for challenge, rejecting stereotypical feminine identities, regaining excitement/ satisfaction in one’s work, identifying a gap in the market, having a lifelong dream of being an entrepreneur, generating more income, achieving better work life balance, experiencing dissatisfaction in the labour market and last resorts have regarded as motivational factors. Accordingly the result obtained from the research showed that factors apart from last resort reject feminine imposed identities, dissatisfied in the labour market and work life balance factors; the remaining factors were found as a significant motivational factors for both male and female to be an entrepreneur.

Another research titled, “What Motivates Ecopreneurs to Start a Business”, conducted by (Kirkwood & Walton 2010), was considered motivational factors such as gap in the market, money- to make a living, independence-being own boss, passion-passion for environment, family related motivators- life style have been described as significant motivators that encourages people to start a business. Thus the research concluded that independence and passion were the two factors that met the significant test level.

Based on the previous research commenced gender disparities are apparent concerning the push factors. For example, the citation made by (Kirkwood, 2009, 349) manifests that in work related factors gender difference is widely observable. The main cause for the apparent disparities that put forward were, factors such as the rising of women workforce in the last 50 years (availability of gendered nature of workplace), distinction of types of job that men and women do, lower women managerial experience, women's personal characteristics to consider some jobs that men do, lack of networks and social capital,

The research "gender, entrepreneurship and motivation in the Irish context" revealed that some motivational factors impose significant effect on gender. The researcher indicated that the gender disparity in motivation is caused due to social factors which likely that de-motivate women's participation, particularly factors related to family push factors. (Humbert & Drew, 2010, 173-196)

According to the study titled "Characterizing African Immigrant Entrepreneurship in Finland, 61), which cited from Statistics of Finland and the Trade register, manifested that, about 5600 businesses has set up in Finland by immigrants. The majority of them are related to service providing businesses, and the regional distribution of the business owners were- the overwhelming majority of founders are people from a countries where the SMEs form of company practices are popular and common such as Turkey 37%, Thailand 20%, Iraq & Iran 16%, former Yugoslavia, UK, Vietnam, China, Germany all together about 11-15%, and Africa represented by about 2%. Cited from (Nieminen, 2006) cited by (Characterizing African Immigrant Entrepreneurship in Finland, 61)

3 Research approach, methods, reliability and validity

To conduct the empirical research, questionnaires that designed to serve this purpose have employed to collect the data from Universities of Applied Sciences students who are studying in Helsinki Metropolitan Region (namely Arcada, Haaga-Helia, Laurea and Metropolia UAS). Accordingly 118 questionnaires were collected, which is about 30 questionnaires on average from every schools.

3.1 Method of data collection

The data collection process has conducted by using simple cluster sampling method in the mentioned schools from the students who has been found in the libraries and students' working room in uniform passion in every school. The method employed to collect the data was fully based on cluster sampling within the chosen group. Followed by this the questionnaires has distributed to the students in person by the researcher for those who were willing to respond and participate. As a result it has been managed to collect the whole data in about five working days.

3.2 Method of data analysis

The raw data which has been collected through the questionnaires has processed by using the Statistical Package for the Social Sciences (SPSS). Thus, the analysis process has based on the results that have obtained from the processed questionnaires by using the SPSS software. Accordingly, three different statistical analysis methods

have used to assess validity, to show the proportion of occurrence of variables (namely Reliability & validity test, cross-tabulation and frequency analysis).

The reliability analysis tests the "robustness of the questionnaire, whether or not it will produce consistent findings at different time, and under different conditions and whether the result is acceptable or not, while the validity test is concerned with the causal relationship of two variables". (Saunders, Lewis, & Thornhill, 2009, 373), The other statistical method which has used is- cross tabulation- employed to identify the relationship between the research variables, proportion and trend of occurrence. The other statistical variable which is frequency distribution has used to show the categories of distribution and values of variables (research questions). (Sandra, et.al.2009, 429-443)

3.2.1 Reliability

In case of this research the reliability test examines the consistency of the "internal reliability" which refers to the multiple-item scales that refers to each scale which is measuring to a single idea. The assumption is the people who participated on the survey initially will also be expected to convey similar result when retested, that means the expected relative position of the person's stand or position comparatively remains constant. Hence to estimate the internal reliability the widely used Cronbach's Alpha has used to calculate the average of all possible split-half reliability coefficients. As a law of thumb rule, Alpha should be between (1 and 0), the nearer the result to 1- and preferably at closer ranges to 1 the more internally reliable the results are. (Bryman & Cramer, 1999, 64-65)

The reliability test which is analyzed with the exception of all background information shows, the test is reliable and the result can be trustable. The value of Cronbach Alpha found was 0.646 from the initial stage, which is reliable without further attempting to delete any item. (This can be referred from Appendix 1)

3.2.2 Validity

Validity is used to measure the accuracy of the specific concept that the research is attempting to measure (Sandras, et.al.2009, 429). Accordingly the validity test of the research questionnaires, reveal that the questions are valid.

4 Data analysis and findings

4.1 Questionnaire process

The first questionnaires draft was designed in May 2011, then after with the support of the research advisor all the required correction has made and devised to the final form. (See questionnaires in the Appendix 19).

4.2 Survey planning process

The survey planning process was made around the 3rd week of May 2011 proceeded by an approval of the research questionnaires by the research advisor. Subsequently, methods of data collection was discussed, apparently the agreement reached to collect the data by directly approaching and distributing the questionnaire to the target respondents. The main reason which was made this method to be chosen over the other methods was, by using this method it was easy to predict the size of the data that can be collected than using the electronic mail. The second compelling reason for not sending through electronic mail was students might be reluctant to respond in time and that could lead to wait for too long for the response. Therefore this method has chosen as an effective method to get the intended data.

Afterwards, the data collection process period was put forward to be conducted by September followed by the start of new academic year. Consequently the data collection process successfully commenced in September 2011 according to the schedule made.

In accordance with the pre-plan made, the survey conducted in every respective target schools, by approaching the students in person and distributing the questionnaire to the students who were willing to fill the questionnaires. To choose the target respondents a uniform approach was made in every school by carefully selecting to a

particular group of students who were found in the library, students working rooms regardless of any further criteria such as their gender, field of study or place of origin. Eventually a total of 118 questionnaires collected, by using unanimous approach all across the schools. Furthermore almost all students who have been asked for participation responded positively except quite insignificant number of students who resist participation.

4.3 Descriptions of quantitative analysis

To analyze the data statistical methods such as reliability analysis, frequency distribution, cross-tabulation, and Pearson Chi-Square test were employed. Reliability analysis is a method which is widely used to test the consistency and acceptability of the research result, while cross tabulations is used to identify the interdependencies and relationships between research variables. Furthermore the Pearson Chi-Square test is used to test whether the two variables are associated to each other, by using the thumb rule of p-value at 0.05 which is statistically significant level and the frequency distribution will be used to tabulate range of value of the research variables. (Saunders et.al 2003, 252-253, 338-340)

4.3.1 Description of sample

This research has based on six background information questions that describe the respondents: sex, place of origin, field of study, school of study, and year of graduations. Accordingly, frequency distribution analysis used to explain the results obtained. Furthermore the emphasis was given to background information like sex and place of origin due to their direct relationship with the aim on the thesis. (See Appendix 19 Questionnaires-background information).

Referring to (

Table 1. Gender distribution by respondents), a total of 118 respondents were participated in the survey; among these respondents (54.2 %) male and (45.8%) female were the respondents.

Regarding the age distribution, the majority of the respondents were within (18-24) that was (53.4%) of the total, followed by 35.6% of (25-30) age groups and the re-

maining groups , (31-35), (36-40) and (+40) were (8.5%), (1.7%) and (0.8%) respectively. (See Appendix 2 Respondents age distribution)

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	64	54.2	54.2	54.2
	Female	54	45.8	45.8	100.0
	Total	118	100.0	100.0	

Table 1. Gender distribution by respondents

Concerning the distribution by place of origin the result found manifests that the respondents were not proportional distributed across all regions due to the random sampling of the data collection method chosen. Thus according to obtained result students who represented the European region were the majority by (58.5%), while the second largest group was (24.6%) which represents Africa and (14.4%) refers to Asian students. Furthermore, small number of students represented regions such as Australia and Latin America which accounted to only (0.8%) and (1.7%) respectively while North America embodied by none. (See

Table 2. Respondents place of origin)

		Place of origin			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Africa	29	24.6	24.6	24.6
	Asia	17	14.4	14.4	39.0
	Australia	1	.8	.8	39.8
	Europe	69	58.5	58.5	98.3
	Latin America	2	1.7	1.7	100.0
	Total	118	100.0	100.0	

Table 2. Respondents place of origin

According to the result obtained from the distribution of respondents by field of specialization, the majority of the respondents reckoning (77.9%) were from four field of

studies namely, Information Technology, Engineering, Business and Nursing streams; and accounted by (27.1%), (23.7%), (17.8%) and (9.3%) respectively.

On the other hand students who were accounted (16.1%) all together represented the field of studies such as Security Management, Facility Management, and plastic technology; furthermore the proportion of representation per field of studies was 6.8%, 5.1%, and 4.2% respectively. The rest of field of studies like (sport & leisure), Service management, Online Media, Tourism, and Social Services represented by just less than 2% of students per fields of study. (See Appendix 3 Respondents field of specialization)

Students from four Universities of Applied Sciences participated to this survey as it has described earlier. The number of participants from every school was fairly similar regardless of small variation. As it can be referred from (Appendix 4 Respondents place of study) the proportion of respondents who have participated in this survey, were (27.4%) from Metropolia UAS, (27.1%) from Laurea UAS; and Haaga-Helia and Arcade UAS each them represented by (23.7%).

The students expected year of graduation shows that (6.8%) of the students were hoping to graduate with in year 2011, (19.5%) in 2012; (20.3%) in 2013, (42.4%) in 2014; (10.2%) in 2015; and 1 respondent (0.8%) did not indicated his/her expected year of graduation. (See Appendix 5 Respondents year of graduation).

N.B. Due to only one (1) respondent from Australia and two (2) respondents from Latin America, the results obtained regarding these two regions doesn't reflect the real picture that the research aims for. As a result, the output obtained regarding these respondents will not be reflected on the final result of this research.

4.4 Respondents motivation to be an entrepreneur

Out of the total respondents who responded to the survey questionnaire that asks "Whether the respondent has ever been thought to be an entrepreneur", 18 students who represents (15.3%) of the total respondents replied that, they have been thinking throughout their life to be an entrepreneur by choosing the option (yes, all my life), furthermore 26 students who were (22%) of the respondents replied they have been thinking to be an entrepreneur "often". On the other hand, the majority of the

respondents that reckoned to (60) students in total which was (50.8%) of the respondents were chosen in favour of "sometimes" option,

In contrast the remaining (14) students that were (11.9%) of the respondents, chosen "never been thought to be an entrepreneur". (Refer to Appendix 6 Respondents view to be an entrepreneur)

The student's distribution by place of origin analysis concerning "whether they have ever been thought to be an entrepreneur or not- all respondents from every region were chosen in favour of the "sometimes" option over the other choices. Among the choosers the European students were the highest in proportion, reckoning to 58% of the European origin, 45% of African and 42% Asian students with in the particular origin groups were chosen the same option. (See Figure 8. Thought to be entrepreneur by place of origin). On the other hand, in aggregate terms the majority of the African and Asian students have chosen for the choice "yes, all my life" and "often" options, while the overwhelming European students have fallen in "sometimes" and "Not at all" choices.

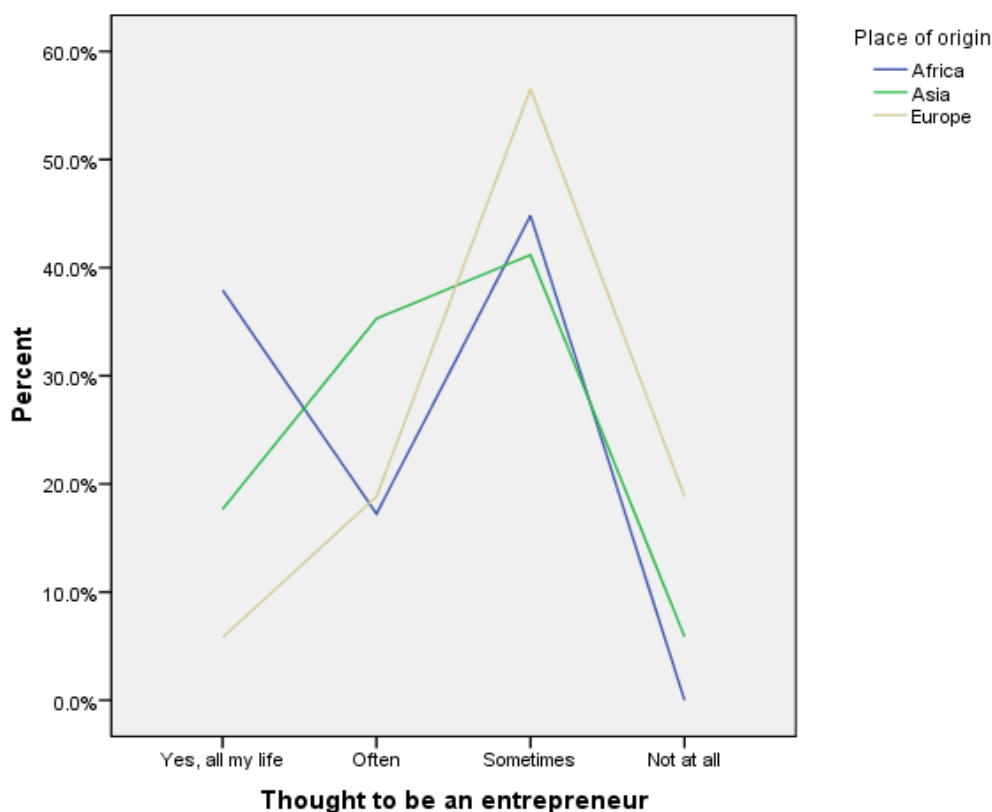


Figure 8. Thought to be entrepreneur by place of origin

4.4.1 Desire for Independence

Desire for independence is one of the main pull motivational factors for many people to become an entrepreneur according to the earlier research findings obtained. Likewise, the majority of the respondents who participated in this survey also manifested similar fact. Referring to the result obtained the frequency distribution analysis show that (43.2%) of the respondents were "totally agreed" that desire for independence motivates them to become an entrepreneur, furthermore the other (27.1%) chosen the "agree" option while (22%) of the respondents showed their doubt by choosing in favour of "partially agree" option.

On the other hand quite insignificant proportion of the respondents sided to the "disagree" or "totally disagree" options which accounted to (6.8% & 0.8%) respectively. (See Chart 9 and Appendix 17)

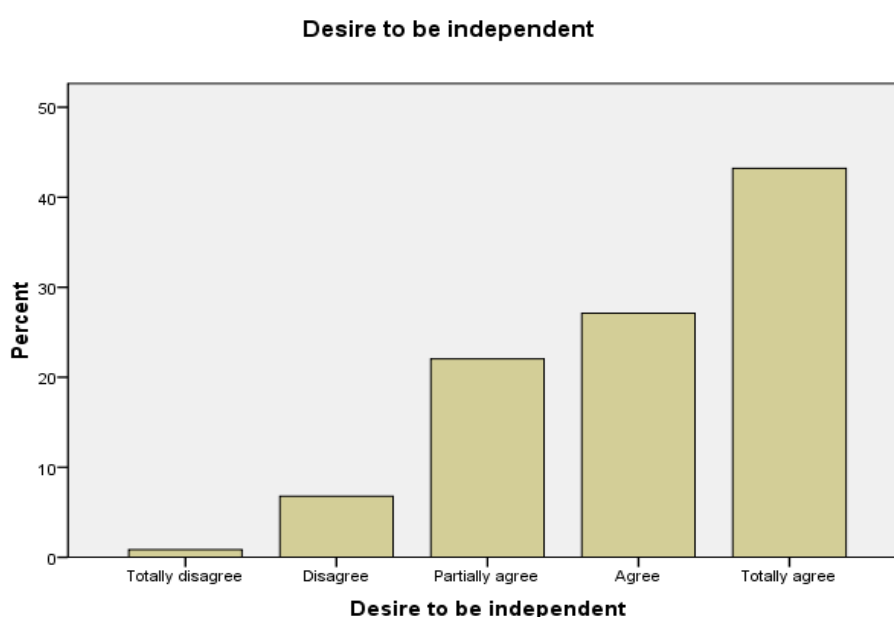


Figure 9. Respondents desire to be independent

In order to enable the researcher to compare the interdependencies and relationship between the research variable with respect to students' place of origin, cross tabulation analysis were employed. (See Table 3). According to the cross tabulation result demonstrates, the total students who were chosen "totally agree" option accounted

(43.2%) all together. Among these the share of African students were the highest with (79.3%) within the place of origin in particular and (19.5%) from the total sample.

Further the European origin students who were the second biggest in terms of the total proportion among the respondents argued in support of “totally agree” option and they were 16.1% of the total respondents and they represented 27.5% within the place of origin.

Moreover, the Asian students who were the 3rd biggest in proportion, represented by (5.9%) of the total sample group and were (41.2%) within the specific place of origin. (See Table 3 independent with respect to place of origin crosstab).

On the other hand, it's also apparent that the majority of the European origin students were chosen "agree" option. In this category they were (18.6%) of the total respondents of this modality, and they were (31.9%) within the specific place of origin.

From the analysis of the frequency distribution and the cross tabulation analyses one can deduce that the significant proportion of students have sided to the agree side, by choosing in support of either totally agree or agree modalities.

Furthermore the distribution of students with place of origin analysis result manifests that the fairly more than 60% of the respondents regardless of their place of origin have chosen the agree side. Consequently, based on the results obtained the variable-desire for independence can be considered as one of the compelling motivational factors that pulls students towards the entrepreneurial career option.

According to the Pearson Chi-square test, the P-value that was found for the variable “desire for independence” was 0.016. Obtaining the p-value of 0.016, which is lower than the p-value of 0.05 (which is the accepted standard for statistical significance test interval), allows the researcher to trust the result and confidently conclude that the two variables are associated to each other. Thus, it is apparent that the Chi-square test meets statistical significance standard with more than 95% degree significance interval. (See Table 4. Chi-Square Tests-independence)

Desire to be independent cross tabulation						
			Place of origin			
			Africa	Asia	Europe	Total
Desire to be independent	Totally disagree	Count	0	0	1	1
		% within Place of origin	0.00%	0.00%	1.40%	0.80%
		% of Total	0.00%	0.00%	0.80%	0.80%
	Disagree	Count	1	0	7	8
		% within Place of origin	3.40%	0.00%	10.10%	6.80%
		% of Total	0.80%	0.00%	5.90%	6.80%
	Partially agree	Count	1	5	20	26
		% within Place of origin	3.40%	29.40%	29.00%	22.00%
		% of Total	0.80%	4.20%	16.90%	22.00%
	Agree	Count	4	5	22	32
		% within Place of origin	13.80%	29.40%	31.90%	27.10%
		% of Total	3.40%	4.20%	18.60%	27.10%
	Totally agree	Count	23	7	19	51
		% within Place of origin	79.30%	41.20%	27.50%	43.20%
		% of Total	19.50%	5.90%	16.10%	43.20%
	Total	Count	29	17	69	118
		% within Place of origin	100.00%	100.00%	100.00%	100.00%
		% of Total	24.60%	14.40%	58.50%	100.00%

Table 3. Independent with respect to place of origin crosstabs

Since the statistical test result obtained shows acceptable result, due to this fact the analysis of background information output obtained for the variable "desire for independence", the analysis regarding other background information such will be presented as follows with respect to desire for independence.

As it can be seen from the matrix of gender distribution by place of origin against "desire for independence", relatively higher proportion of the European female students were argued in favour of the "totally agree" option, while the African male students were the dominant in all and twice as big as Asian male students, who were the second biggest in proportion within the male counterparts.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	30.452 ^a	16	.016
Likelihood Ratio	34.118	16	.005
Linear-by-Linear Association	14.794	1	.000
N of Valid Cases	118		

Table 4. Chi-Square Tests-independence

Regarding the respondents who have been chosen the "agree" option, the number of students were smaller in size compared to those who have been chosen the "totally agree" alternative, among the choosers the European and Asian female students were the majority with closely similar proportion. On the other hand no significant distinction between the male students in general has found.

Furthermore, the student who have been chosen the "partially agree" option were by half smaller than those who have been chosen for "totally agree" option. Among those who have been chosen this option were, about 10% each Asian and European female student. Moreover slightly higher proportions of Asian and European male students have also argued in support of this choice. (See Figure 8)

As it can be seen from the (Figure 10), the majority of African students who have been participated in survey were from all age groups where the majority of them were within ages 25-35. Accordingly the majority of respondents within this age range has been chosen the "totally agree" option.

Furthermore, the students from Europe have been also from all age group with the exception of +40, where the majority of them were within 18-24 ages groups. The overwhelming portion of the respondents have chosen in favour of options partially agree and agree alternatives.

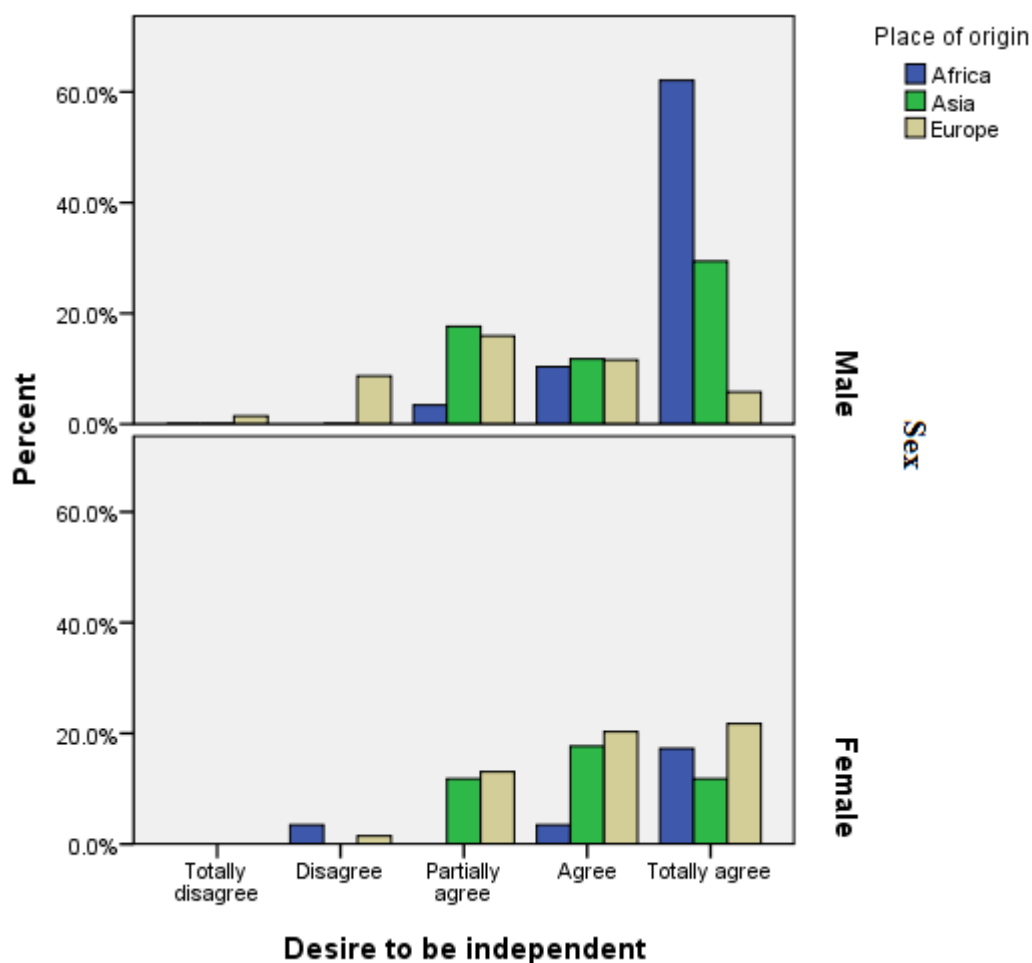


Figure 10. Respondents to independence factor by sex

On the other hand, the age range for the Asian students who have been participated in the survey were within (18- 35). The majority of students in their 25-30 and 31-35 of ages have been chosen the totally agree option, whereas similar proportion of students within ages (31-35) have been chosen also partially agree alternative.

According to the result obtained concerning students motivation for the factor "desire to be independent" by students' field for study, among those who have been chosen in support of "totally agree" choice option were students' from field of studies such as Business, IT, Engineering, plastic technology and nursing were the observable once. Within the group of respondents, the African Engineering students are quite noticeable in their proportion while Asian and African students who were studying Information technology were the second in proportion.

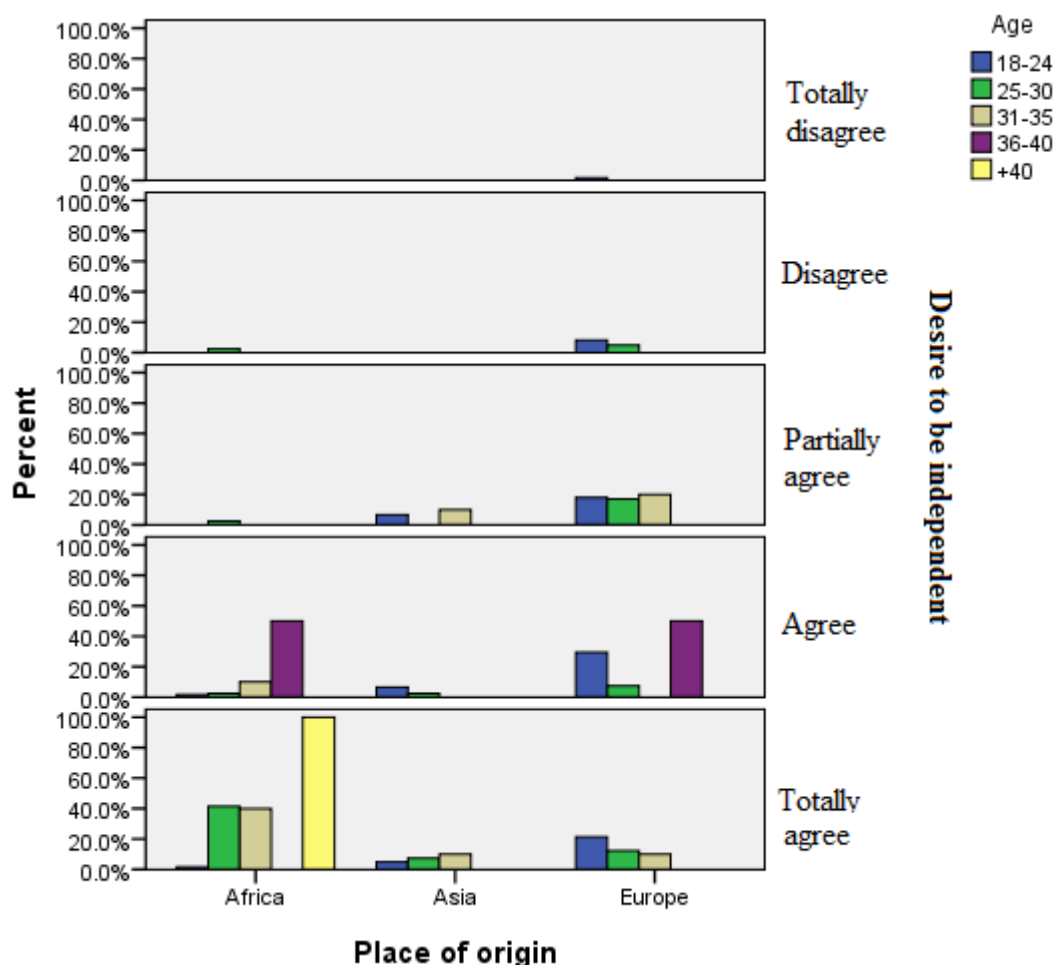


Figure 11. Respondents to independence factor by age

On the other hand among the students who have been chosen in favour of the "agree" option, the European Engineering and Asian IT students were the majority though their proportion were lower than the counterparts in the "totally agree" option.(see Figure 10)

Figure 13, manifests that the analysis of students' entrepreneurial motivation for the variable "desire for independence" by students' place of study, with respect to their place of origin. As it can be seen from the Figure an African origin students who are studying in Arcadian and Metropolia have sharp increase from "agree" to "totally agree" options. Whereas students from Haaga-Helia have level out with in disagree and partially agree option.

With regards to the Asian origin students who are studying in Laurea, Arcada and Metropolia- have shown fairly constant trend and lied within "partially agree" to "totally agree" option.

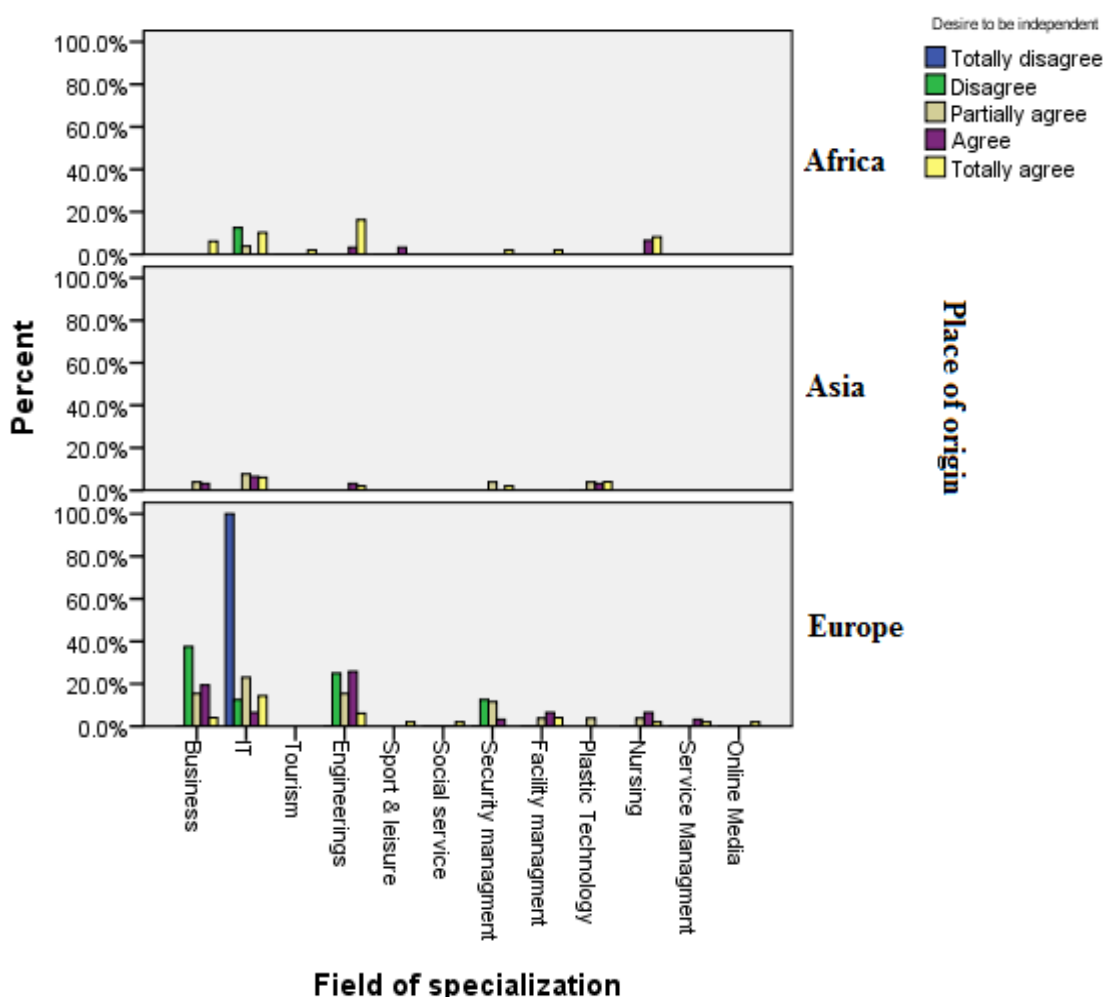


Figure 12. Respondents to independence by field of study

On the other hand the European students who have disagreed with the variable "independence" were minimal and high in proportion on the "agree" option. Students from Haaga-Helia were at the pick for the option "partially agree", whereas Metropolia and Laurea students were the majority for the "agree option" and the Arcada students' trend shows an increasing trend towards "totally agreed", where they reached the climax. (See Figure 13)

As it can be depicted from (Figure 14), the trend of students strong desire to be entrepreneur in support of the "desire for independence" shows that within the years to come (2012 to 2014) the likely graduates proportion, reduces fairly for every level of

choices as the year of expected graduation approaches closer, with the exception of Asian origin students who have been chosen the "totally agree" option and the fluctuating trend of African students.

However, among those who were expecting to be graduated in the 2011, relatively the proportion of African students were the majority among those who supported "totally agree" option. (See Figure 14)

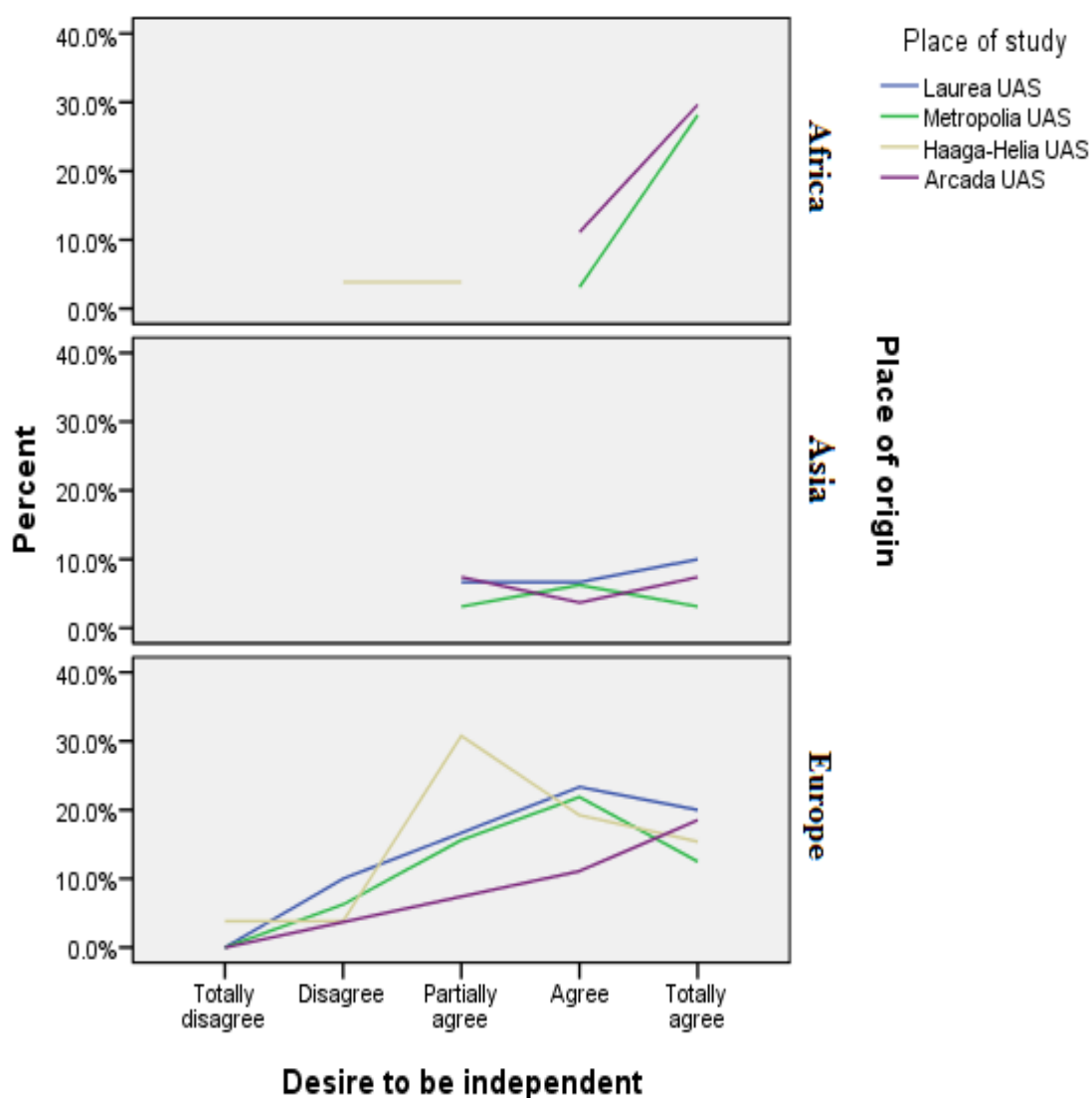


Figure 13. Respondents to independence by place of study

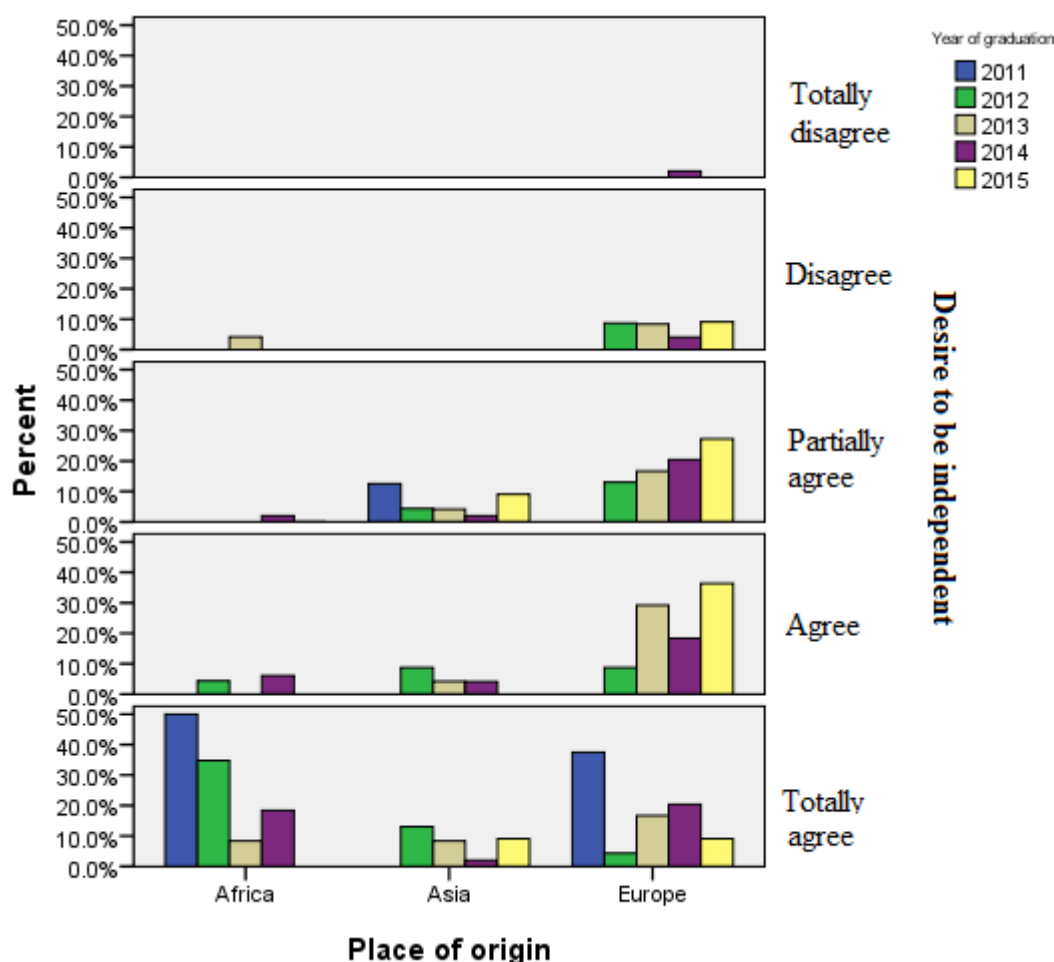


Figure 14. Respondents to independence by students' year of graduation

4.4.2 Income or monetary motivation

Monetary motivation is believed by many people as one of the compelling factors that motivate people towards entrepreneurship. Thus, as the result obtained from the frequency distribution analysis (See Figure 15), 86 students out of the total 118, have been chosen either the "agree" or "totally agree" options. Among these, a total of 47 (39.8%) students have been chosen the "agree" option while the remaining 39 (33.1%) students were shown their strongest desire for monetary motivation by choosing to "totally agree" option.

On the other hand 25 students have been supported in favour of the "partially agree" option, while the remaining 7 students were sided to the disagreement end. (See Appendix 18)

Apparently, the majority of the students who have been participated in this survey revealed that monetary motivation is one of the compelling factors that motivate students to become an entrepreneur. Accordingly as it can be referred from the (Fig. 15), more than the majority of the students were chosen the agree side.

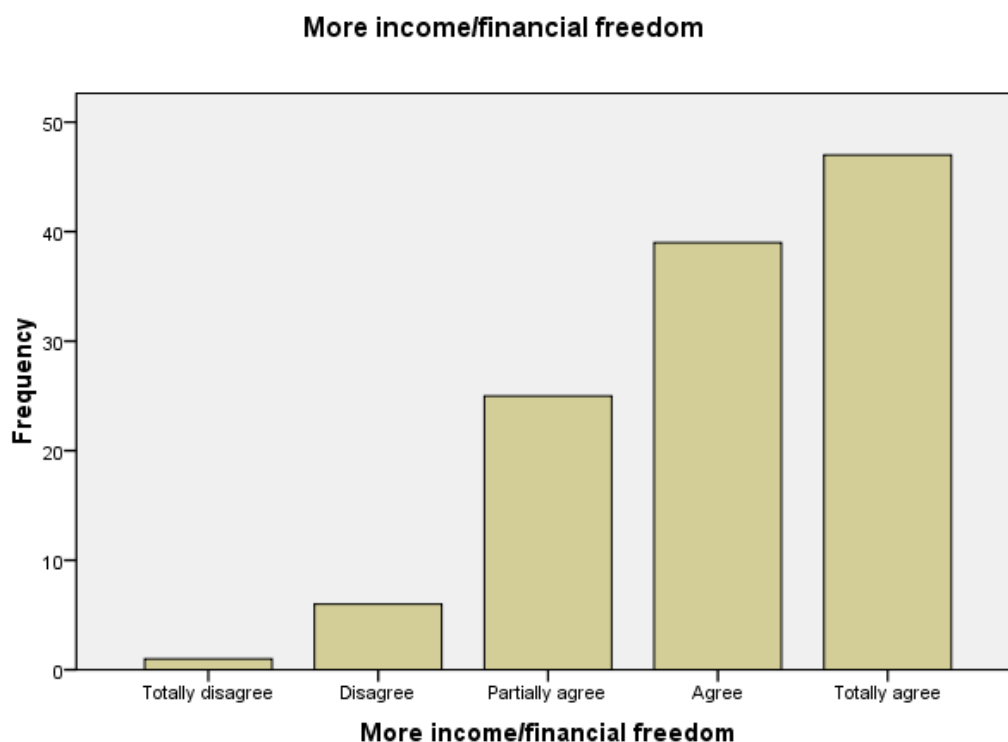


Figure 15. Frequency of desire for monetary motivations

From the cross tabulation result, it's noticeable that, the overwhelming proportion of the sample groups which were 39.8% have been chosen the "totally agree" option. Among these students, who were supported the "totally agree" option, the African origin students represented 16.9% of the total sample population, and they were 69% within the specific place of origin in particular. In addition to this the majority of the Asian students have been also supported this option, they represented 7.6% of the total sample population, and they were 52.9% within the place of origin in particular. (See Table 5 Monetary motivation)

On the other hand, the total students who have been chosen in favour of the option "agree" were 33.1% in total, among these students; the European origins were the highest in proportion which represented the 23.7% of the total sample groups and they were 40.6% within the place of origin in particular. Furthermore the total repre-

sensation of the African and Asian origin students were minimal compared to the European origin students regarding this modality and they represented 4.2% each. (See Table 5 Monetary motivation)

Financial freedom cross tabulation						
			Place of origin			
			Africa	Asia	Europe	Total
Financial freedom	Totally disagree	Count	0	0	1	1
		% within Place of origin	0.00%	0.00%	1.40%	0.80%
		% of Total	0.00%	0.00%	0.80%	0.80%
	Disagree	Count	0	1	5	6
		% within Place of origin	0.00%	5.90%	7.20%	5.10%
		% of Total	0.00%	0.80%	4.20%	5.10%
	Partially agree	Count	4	2	18	25
		% within Place of origin	13.80%	11.80%	26.10%	21.20%
		% of Total	3.40%	1.70%	15.30%	21.20%
	Agree	Count	5	5	28	39
		% within Place of origin	17.20%	29.40%	40.60%	33.10%
		% of Total	4.20%	4.20%	23.70%	33.10%
	Totally agree	Count	20	9	17	47
		% within Place of origin	69.00%	52.90%	24.60%	39.80%
		% of Total	16.90%	7.60%	14.40%	39.80%
	Total	Count	29	17	69	118
		% within Place of origin	100.00%	100.00%	100.00%	100.00%
		% of Total	24.60%	14.40%	58.50%	100.00%

Table 5. Monetary motivation cross tabulations

Furthermore concerning the distribution of students by place of origin analysis result shows that more than 80% of the African and Asian students have been chosen the “agree” and “totally agree” options while about 47% were chosen the agree and to-tally agree. On the other hand nearly similar proportion of European students also chosen “agree” and “partially agree” options.

As per the Pearson Chi-square test analysis for the “monetary motivation”, shows a result 0.112 P-value has been obtained. Obtaining the p-value of that will make the variable not to be accepted as a significant entrepreneurial motivation factor to become an entrepreneur because; the P-value which is greater than the standard statistically accepted limit 0.05 degree significance test level. As a result of this the monetary motivation factor does not fulfil criteria of strong correlation with students’ place of origin. (See Table 6. Chi-Square test for monetary motivation)

In conclusion, according to the results that have been obtained from the frequency and cross tabulation analyses, the monetary motivation has been supported by the overwhelming number of students as one of the major motivation factor. However, since the result obtained from the Pearson Chi-square test analysis manifested an error which was greater than 5% degree interval, led the researcher to deduce that “monetary motivation factor is insignificant to motivate students towards entrepreneurial motivation.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	23.055 ^a	16	.112
Likelihood Ratio	25.565	16	.060
Linear-by-Linear Association	13.794	1	.000
N of Valid Cases	118		

Table 6. Chi-Square test for monetary motivation

4.4.3 Desire for flexible job

Desire for flexible job is also one of the major factors that inspire many people to consider own enterprise, by hoping that it provides them relaxed working time frame as business matures. Hence as per the frequency distribution Figure depicts on (Figure 16. Frequency for desire to flexible job) 45 students, which were (38.1%) of the total sample respondents have been chosen "totally agree" option in favour of desire for flexible job, as a main motivational factor that inspire them to be an en-

trepreneur and furthermore 46 (39%) of the respondents also chosen the "agree" option.

On the other hand, a total of 19 students that represented (16.1%) of the total sample group have been shown their neutral feeling by choosing to "partially agree" options, while the remaining 8 students sided to the disagreement corner (See Figure 16. Frequency for desire to flexible job)

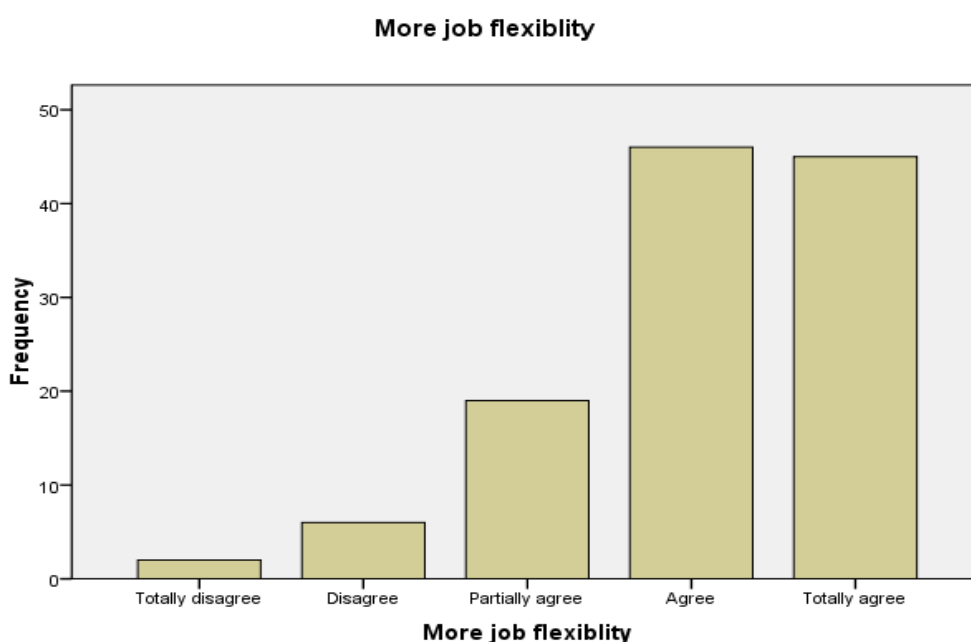


Figure 16. Frequency for desire to flexible job

The cross tabulation analysis result for flexible job variable depicts that the majority of the respondents have been chosen the "agree" option; and the overwhelming majority of the choosers were the European origin students. Out of the 39% of the students' who have been answered in favour of "agree" option, the European origin students were reckoning to 27.1% of the respondents and they represented 46.4% within the European students in particular.

In contrast, the share of other students whose origin was non- European was minimal regarding this modality. For instance among the total respondents, only (5.9%) of the African and (3.4%) of the Asian origin students chosen in support of the "agree" option.

Job flexibility cross tabulation						
			Place of origin			
			Africa	Asia	Europe	Total
More job flexibility	Totally disagree	Count	0	0	2	2
		% within Place of origin	.0%	.0%	2.9%	1.7%
		% of Total	.0%	.0%	1.7%	1.7%
	Disagree	Count	2	2	2	6
		% within Place of origin	6.9%	11.8%	2.9%	5.1%
		% of Total	1.7%	1.7%	1.7%	5.1%
	Partially agree	Count	4	4	11	19
		% within Place of origin	13.8%	23.5%	15.9%	16.1%
		% of Total	3.4%	3.4%	9.3%	16.1%
	Agree	Count	7	4	32	46
		% within Place of origin	24.1%	23.5%	46.4%	39.0%
		% of Total	5.9%	3.4%	27.1%	39.0%
	Totally agree	Count	16	7	22	45
		% within Place of origin	55.2%	41.2%	31.9%	38.1%
		% of Total	13.6%	5.9%	18.6%	38.1%
	Total	Count	29	17	69	118
		% within Place of origin	100.0%	100.0%	100.0%	100.0%
		% of Total	24.6%	14.4%	58.5%	100.0%

Table 7. Desire for more flexible job with respect to place of origin crosstab

The African and Asian students have been shown their strong motivation to this variable, by choosing the "totally agree" option. The total students who have been chosen to the "totally agree" choice were slightly lower than the students who have been chosen "agree" option. The total share of students who have been in favour of "totally agree" choice were 38% of the total sample, among these the African students who were the highest reckoning to 13.6% of the total respondents and were 55.6% within the place of origin. Moreover the Asian students who were the second biggest to choose this modality accounted 5.9% of the total respondents and represented 41.2% within the place of origin. (See Table 7)

Furthermore concerning the distribution of students by place of origin analysis result shows the result obtained was fairly uniform all across the students where the majority were sided to the agree side.

As it can be seen from the (Table 8.), the Chi-square test analysis result shows that, the P-value of 0.476, which is much bigger than the 0.05 statistical acceptable significance level interval. As a result, obtaining an error which is much greater than the 95% degree confidence level will allow the researcher to conclude that, this factor is statistically insignificant even though fairly many students argued in favour of it. Hence based on the Chi-Square test result it can be deduced that there is no significant relationship between the variable "flexible job" and students place of origin because of the 47.7% error found from the analysis.

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.676 ^a	16	.476
Likelihood Ratio	17.082	16	.380
Linear-by-Linear Association	1.016	1	.314
N of Valid Cases	118		

Table 8. Chi-Square Tests- flexible job

4.4.4 Desire for work-life balance

Many people pushed to the entrepreneurial career option due to the desire for balancing their work and family affairs. Likewise, the result obtained from this survey reveals the similar fact. As it can be referred from the frequency distribution (Figure 17. Frequency for desire for work-life balance), the overwhelming majority of the students have chosen the agree side, while smaller proportion of the respondents sided to the disagreement corner with the variable.

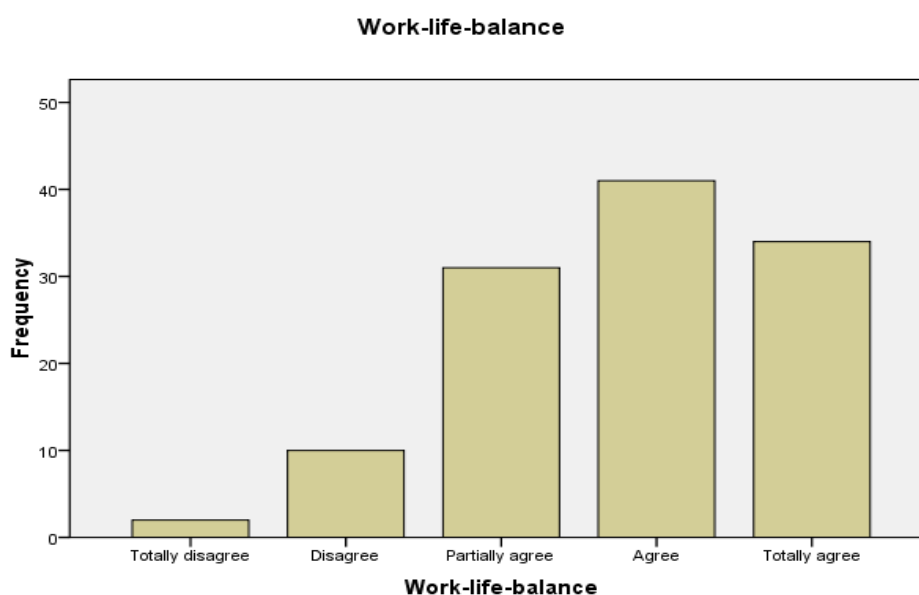


Figure 17. Frequency for desire for work-life balance

According to the cross tabulation analysis result the respondents who have been chosen in favour of the "agree" choice option were 41 students in total and represented 34.7% of the respondents. Among the students who replied in support of this choice, the European students who were the highest in proportion represented by 19.5% of the total respondents, where as 9.3% and 5.1% represented by African and Asian students respectively. Furthermore the African students were 37.9% within the African place of origin in particular, while the Asian and the European students were 35.3% and 33.3% within the particular place of origins.

In addition to this, another 34 students have also been chosen in favour of "totally agree" option and they represent 28.8% of the total population. Among the respondents, the African students represented 14.4% of the total proportion and represented 58.6% within the place of origin in particular. Furthermore 10.2% of the total shares of the choosers of this modality were represented by the European origin students and they represented 17.4% within the place of origin in particular.

In contrast 31 students have also been chosen in favour of "partially agree" option and they represented 26.3% of the total respondents. Among the respondents, the majority of the European students who have been participated in this survey supported in favour of partially agree option. They represented 20.3% of the total re-

spondents, and they were 34.8% of the European students. Furthermore the Asian students who have been chosen in favour partially agree option were as many as those who have been chosen in support of "agree" option and they were reckoning to 5.1% of the total respondents and were 35.3% within the place of origin itself. (See Table 9).

As per the results obtained from the frequency distribution and the cross tabulation analyses, it's apparent that more than average of the respondents chosen in support of the agree side, while about 26.2% of the respondents remained indecisive by choosing to the option "partially agree". The remaining smaller share which was accounted about 10.2% of the total respondents agreed in contrast to the agree side.

Furthermore as the students' place of origin analysis result depicts the majority of the African students chosen to agree or totally agree alternatives, while both the European and the Asian students chosen in support of agree and partially agree. Therefore, based on the results obtained the variable "work-life balance" can be regarded as one of the compelling motivational factors that pulls students towards the entrepreneurial career option.

Referring to the Pearson Chi-square test, the P-value that has been found for the variable "work-life balance" was 0.012. Obtaining the p-value of 0.012, which is lower than the p-value of 0.05 (which is the accepted standard test of statistical significance interval), allows the researcher to trust the result and confidently conclude that the two variables are associated to each other. This is therefore, it is apparent that the Chi-square test is statistically significant with more than 95% degree significance level interval. (See Table 10)

As (Figure 18) depicts, the majority of African male students have been shown stronger motivation for work-life balance motivational factor by choosing "totally agree" and "agree" options. While the Asian and European male students' resembled highly to the neutral option comparatively.

On the other hand, significant proportion of African females also chosen "totally agree" option while the Asian and European females supported in favour of "Agree" option.

Work-life balance cross tabulation						
			Place of origin			
			Africa	Asia	Europe	Total
Work-life balance	Totally disagree	Count	0	1	1	2
		% within Place of origin	.0%	5.9%	1.4%	1.7%
		% of Total	.0%	.8%	.8%	1.7%
	Disagree	Count	0	1	9	10
		% within Place of origin	.0%	5.9%	13.0%	8.5%
		% of Total	.0%	.8%	7.6%	8.5%
	Partially agree	Count	1	6	24	31
		% within Place of origin	3.4%	35.3%	34.8%	26.3%
		% of Total	.8%	5.1%	20.3%	26.3%
	Agree	Count	11	6	23	41
		% within Place of origin	37.9%	35.3%	33.3%	34.7%
		% of Total	9.3%	5.1%	19.5%	34.7%
	Totally agree	Count	17	3	12	34
		% within Place of origin	58.6%	17.6%	17.4%	28.8%
		% of Total	14.4%	2.5%	10.2%	28.8%
	Total	Count	29	17	69	118
		% within Place of origin	100.0%	100.0%	100.0%	100.0%
		% of Total	24.6%	14.4%	58.5%	100.0%

Table 9. Work-life balance with respect to place of origin crosstab

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	31.319 ^a	16	.012
Likelihood Ratio	35.777	16	.003
Linear-by-Linear Association	14.425	1	.000
N of Valid Cases	118		

Table 10. Chi-square test-work life balance

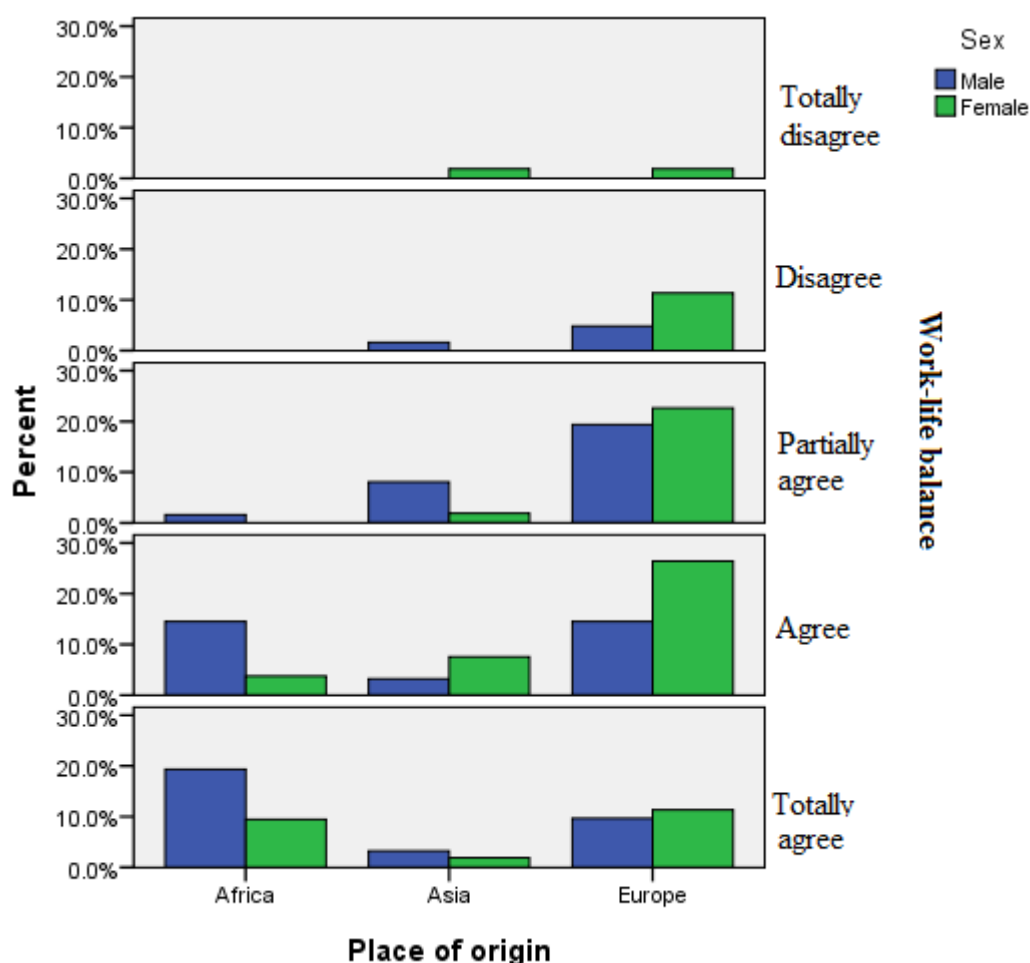


Figure 18. Respondents to work-life balance by students' sex

As it can be seen from the (Figure 19), the age ranges of African students were from all age groups where the majority of them were within age groups 25-35. Thus the majority of respondents within this age range has been chosen the "totally agree" option in favour of work-life balance.

Furthermore, the students from Europe have been also from all age groups with the exception of those +40, where the majority has been fallen within 18-24 ages. Among this the majority of them have been chosen the partially agree and agree options.

On the other hand, the Asian students were between (18-35) age groups. Within these age groups there was no such a noticeable difference. For instance the majority of students who have been within (30-35) age groups were chosen in favour of totally agree alternative whereas those within (18-24) chosen in support of agree option.

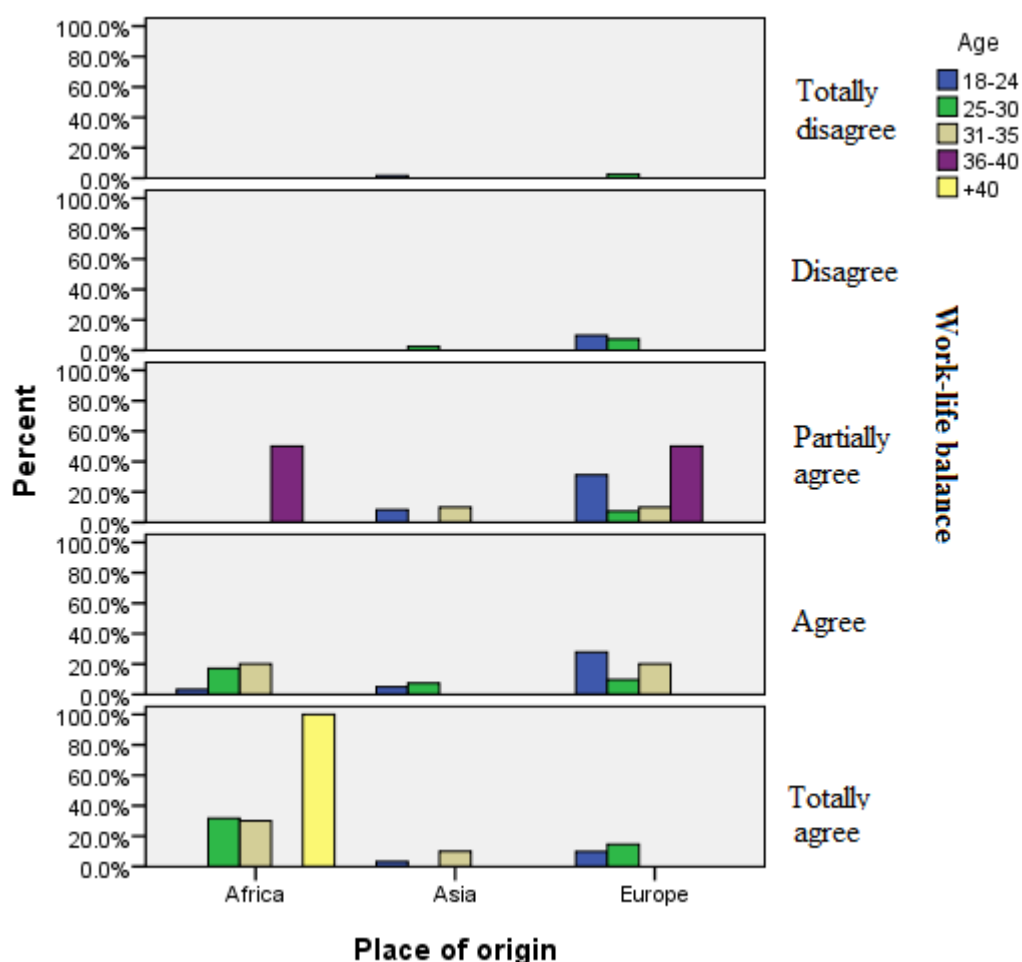


Figure 19. Respondents to work-life balance by students' age

The analysis result of Work-life balance variable with respect to field of study, manifests that the African students who have been studying Engineering field of study were the majority among the respondents to choose "totally agree" option while IT students from Asia and Africa were the second significant in proportion. In addition to this the marginal difference between the fields of studies such as Business, IT, Engineering were minimal. (See Figure 20)

Referring to (Figure 20) manifests, among the students who have been chosen in favour of "totally agree" option were the African students from Metropolia and Arcadia, with the highest in proportion, while the Asian students from Laurea were also noticeable in their proportion. Concerning the other modalities, such as "agree" and "partially disagree" options no observable significant variation found across all UAS.

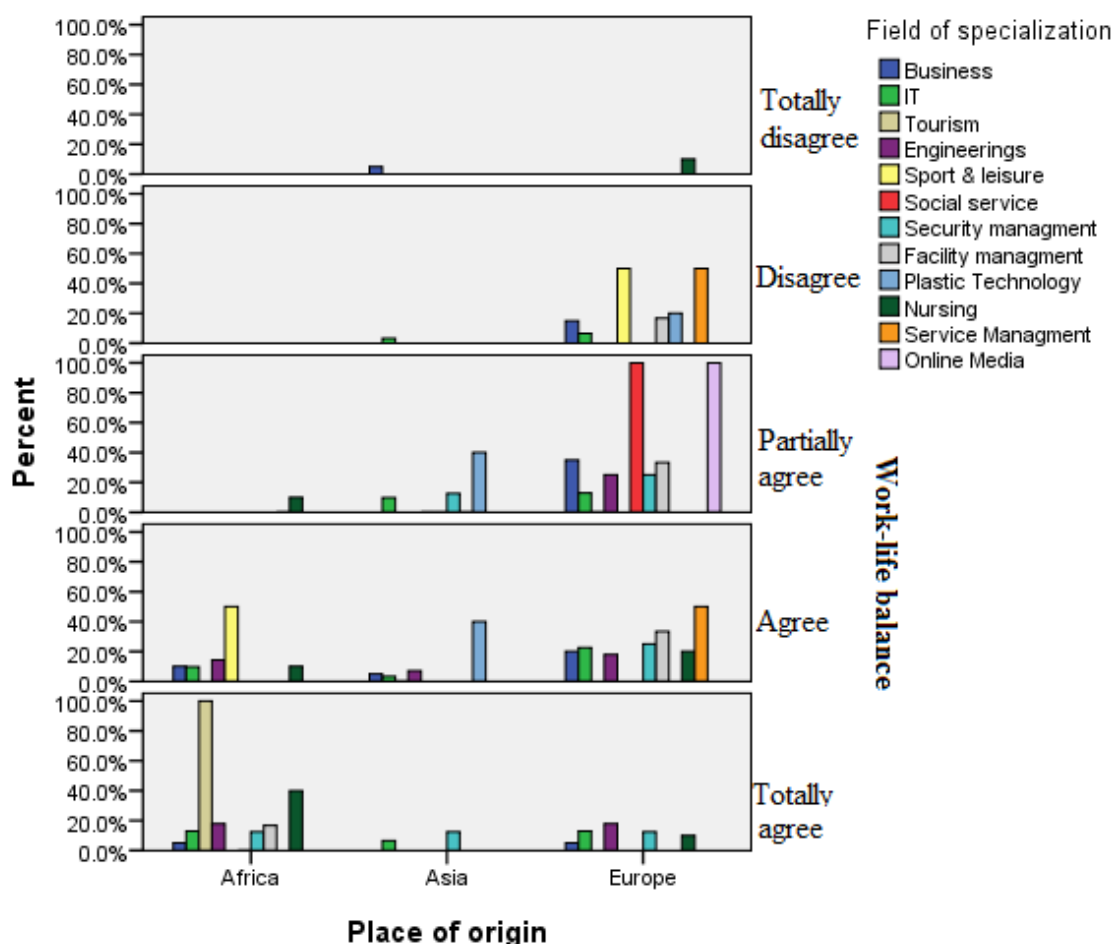


Figure 20. Respondents to work-life balance by students' field of study

(Figure 21), shows that the analysis of students' entrepreneurial motivation for the variable "work-life balance" by students' place of study, with respect to their place of origin. As it can be seen from the (Figure 21) the African origin students who were studying in Arcadia UAS chosen the alternatives of partially agree, agree and totally agree" options. As it can be referred from the trend only (5%) of the students chosen in support of "partially agree" option while the trend shown sharp increase towards the agree side and reached peak of (25%). Similarly the students from Haaga-Helia UAS, who were reckoning to (5%) of the respondents chosen for the agree modality, whereas this figure has sharply increased to (15%) as the curve moves to the totally agree options.

On the other hand the African origins students who have been participated from Metropolia UAS and Laurea UAS were chosen agree and totally agree options. The trend was constant throughout for both Metropolia and Laurea UAS at 15% and 5% respectively for both modalities.

The Asian students who were studying in Laurea UAS chosen within the options disagree and totally agree options. As it can be seen from the Figure the students who have been chosen the disagree option were below (5%) whereas the remaining students evenly distributed at (5%) level within partially agree to totally agree options. Moreover the students from Arcada UAS have also been shown similar constant trend of (5%) over the options partially agree and agree options. On the other hand the students from the Metropolia UAS chosen the choices partially agree to totally agree, where the highest were (5%) for the agree option.

The European students with the exception of those who were from Arcada UAS chosen all the modalities (Totally disagree to totally agree) whereas, the Arcada UAS students choice was distributed within (disagree to totally agree) options. As it can be seen from the trend, the climax point for Metropolia and Arcada UAS students' choice were at (21%) and (14%) respectively for the "partially agree" options.

On the other hand the majority of the students from Haaga-Helia have been chosen in favour of the options partially agree and agree option. Those who supported the two options were about (27%) of the respondents, and the Laurea UAS students also shown similar trend with a maximum at (30%), in support of the agree option. (See Figure 21)

As it can be seen from the (Figure 22), the trend of students strong desire to be entrepreneur within the years of (2012 to 2014) graduates reduces fairly for every level of choices as the expected year of graduation approaches closer, with the only exception of Asian origin students who have been chosen the "agree" option. However, among those who were expecting to be graduated in the 2011, relatively the proportion of African students were the majority amid those who supported "totally agree" option.

Referring further to (Figure 22), the majority of African students who have been participated in survey were from all age groups where the majority of them were within ages (25-35). Accordingly the majority of respondents within this age range has been chosen the "totally agree" option.

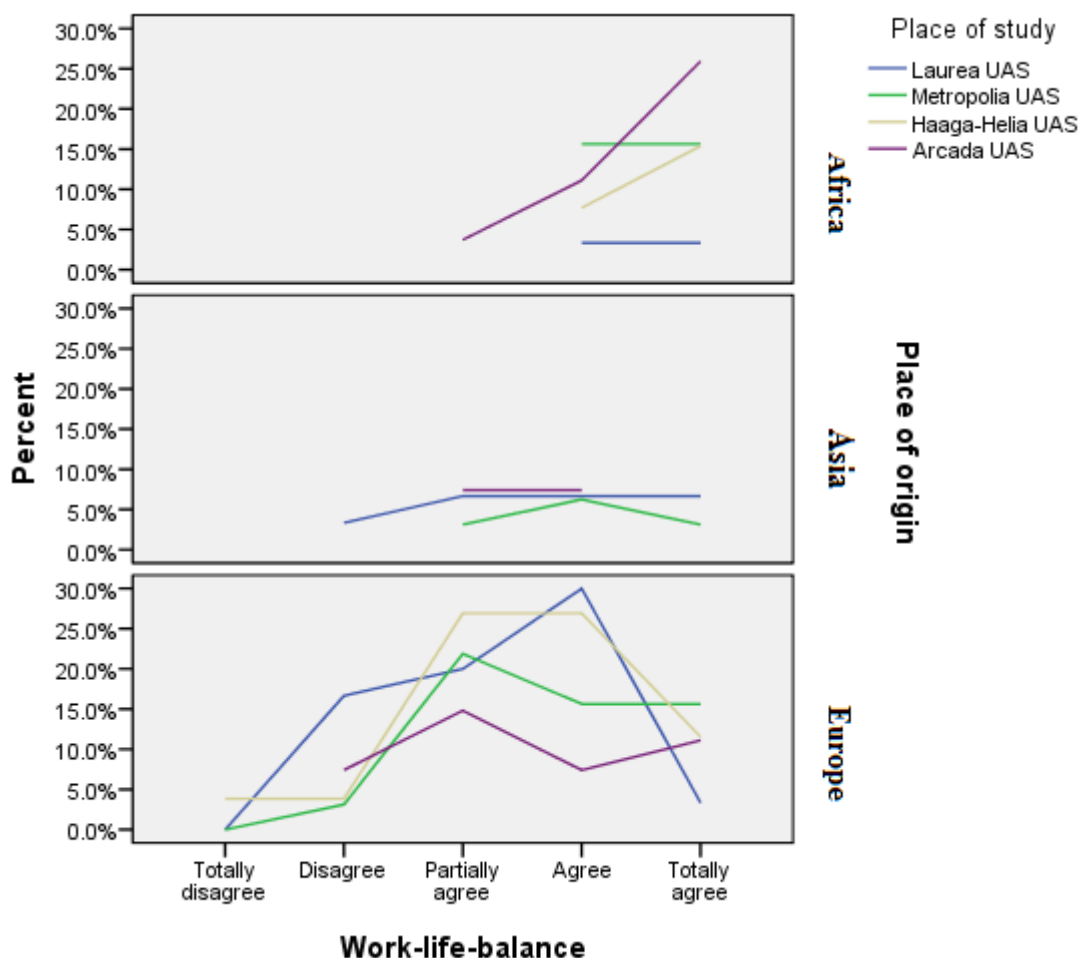


Figure 21. Respondents to work-life balance by students' place study

Moreover, the Europe students were from all age group except (+40), where the majority fallen within (18-24) of ages. Among this the majority of them chosen in support of partially agree and agree options.

On the other hand, the Asian students were lied between (18- 35). Within this group there was no such a noticeable difference. For instance students who were within (30-35) chosen in favour of totally agree option while (18-24) chosen agree option.

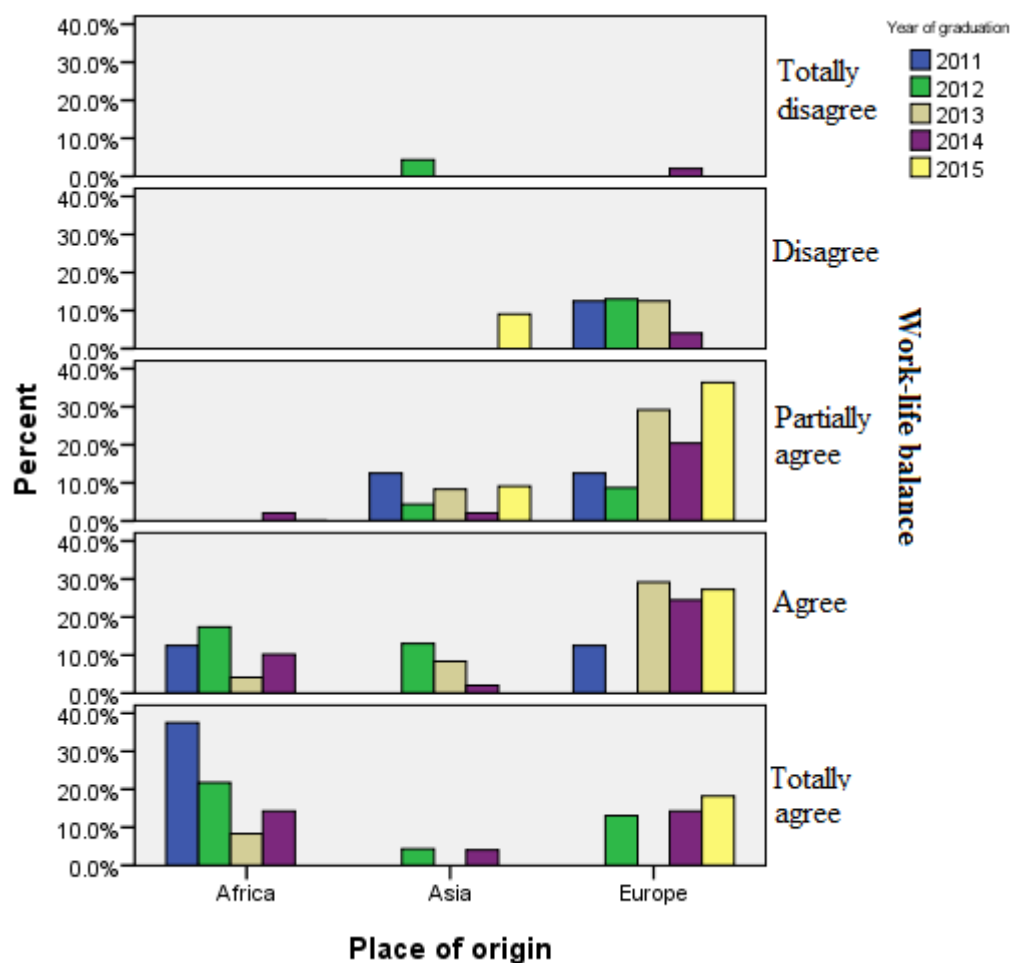


Figure 22. Respondents to work-life balance by students' expected year of graduation

5 Conclusion

Motivation is a driving force that pushes or pulls people towards some desired goals; furthermore, it is a factor that creates a difference between individuals' career option and way of living. Thus, as per the findings of this research, motivational difference is apparent among individual respondents. For instance, most of the students who participated in this survey reflected their strongest desire to become an entrepreneur as a cause of pull factor motivators rather than the push factors. Hence, from the result obtained it can be concluded that, most of the students want to be entrepreneurs but their primary motive is not simply to solve immediate unfavourable prevailing situation which emerged as a result desperation or family reasons. Instead internal desire which is needed to achieve or solve something in life pulls them to become an entrepreneur.

As it can be referred from the analysis part, pull factor motivators such as desire for independence, monetary motivation, flexible job or working time are the factors that have been supported by overwhelming number of respondents, though factors such as monetary motivation and desire for flexible job did not meet the positive statistically significant level test.

On the other hand, the two factors independence and work-life balance met the significant statistical result. Desire for independence which is one of the statistically significant factor based on the commenced research, has found as a primary motivational factor that push students to become entrepreneurs. Regardless of some motivational differences that have been observed concerning students place of origin, the obtained result shows that there is no significant variation among the students as a bases of their place of origin or ethnicity. Although, some individual motivational differences are apparent at an individual level, this does not alter the conclusion.

Though the numbers of students who chosen "monetary motivation factor" were many in number, it did not meet the test of statistical significance. However, interestingly the majority of African and Asian students argued in favour of this motivational factor compared to the European origin students. (See Table 5 monetary motivation)

Push motivational factor such as "work-life balance" was the only factor which was chosen by the majority of the respondents and also met the acceptable test of statistical significance. Concerning the expected motivational differences among students as a result of their background or origin, there were individual disparities though no significant variation found that can shift the argument the other way too at the group level. Since most of the factors which represented push factors have been found to be the least preferred causes to be an entrepreneur, it can be concluded that, students consider push motivational factors to be an entrepreneur only during hard time such as to get rid of impoverished situations, compelling family life style reasons, and factors related to job insecurities (see the illustration section).

6 Recommendation and future research

Students should develop self-confidence and believe in themselves to convert their knowledge to practical matters. Furthermore, they must prepare themselves for seeking opportunities while adopting calculated risk-taking attitude.

On the other hand, students' motivation alone may not bring the end result, and thus the responsible bodies such as policy makers, governments and other parties cooperation needed to encourage students towards entrepreneurship by easing some of the difficult bureaucracies, procedures, complicated formalities and structures.

Lastly, little research has been conducted concerning entrepreneurial motivation factors. Thus similar research can be conducted to identify the possible motivation disparities that might exist by choosing specific pool of countries unlike generalizing by regions as this thesis did.

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Illustrations

Illustration 1 Frequency Distribution of potential gap in the market

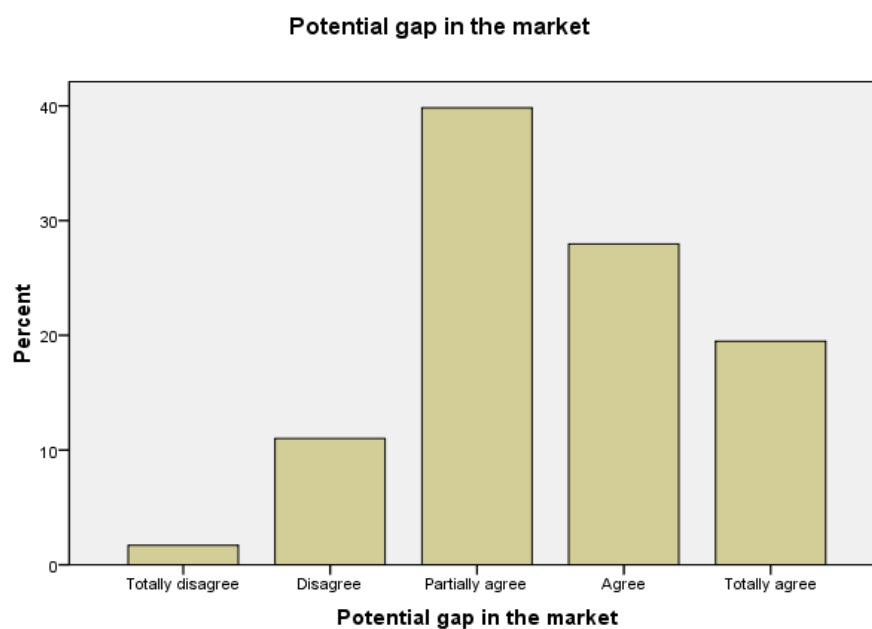


Illustration 2 Frequency distribution of dream to be entrepreneur

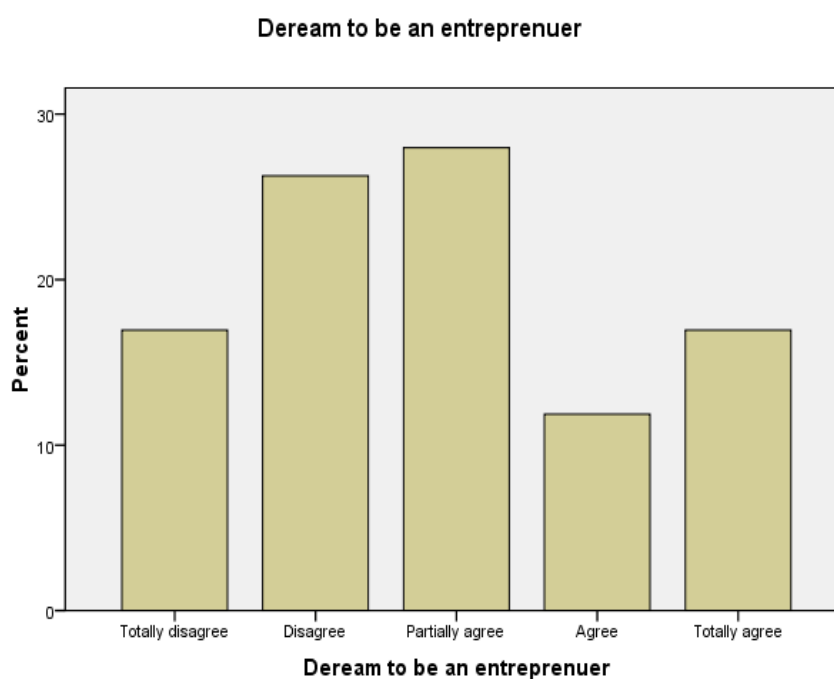


Illustration 3 Frequency distribution of challenge

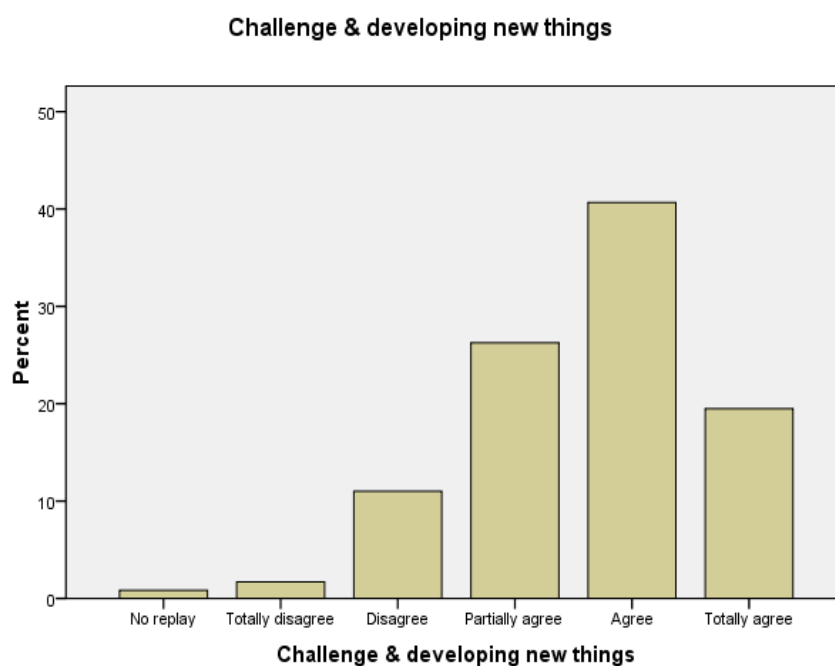


Illustration 4 Frequency distribution of competitive lifestyle

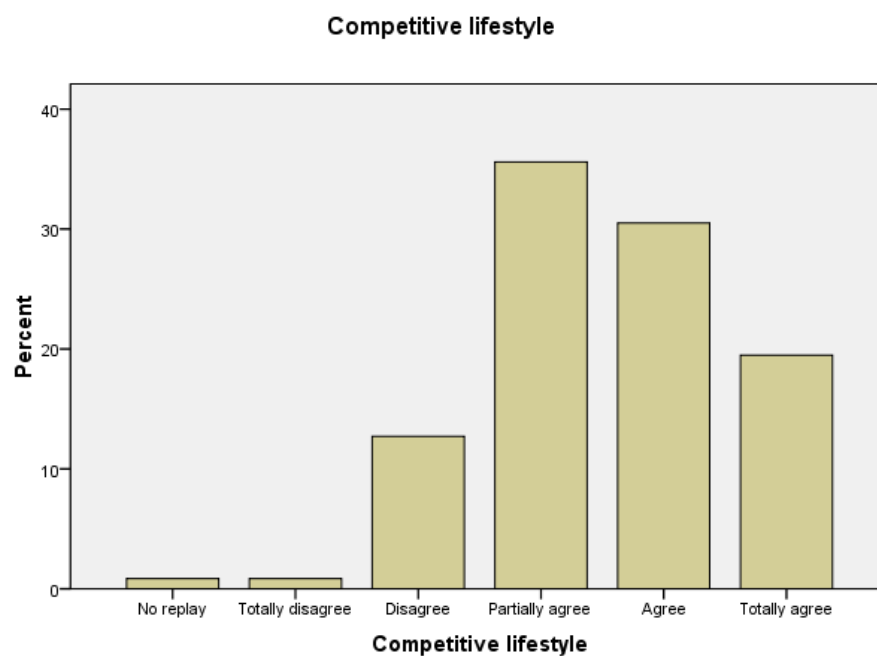


Illustration 5 Frequency distribution of pessimistic job market

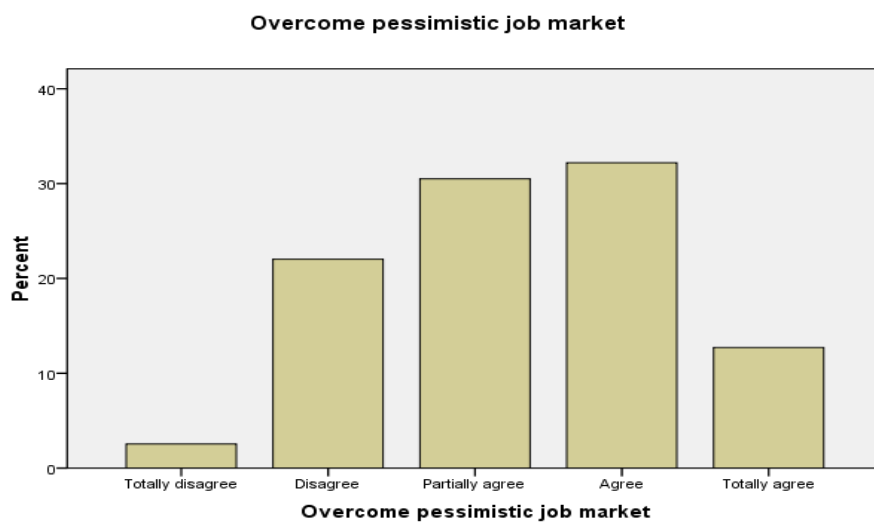
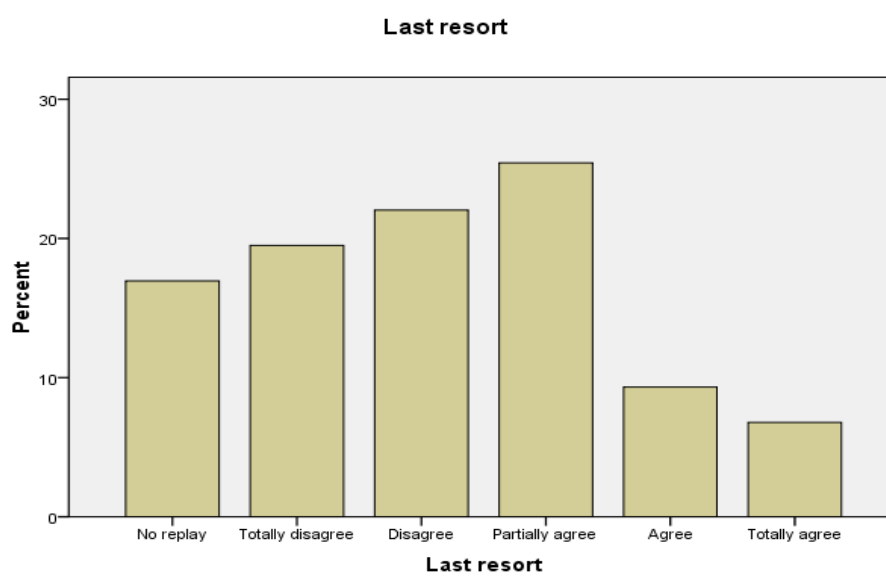


Illustration 6 Frequency Distribution of last resort



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Appendices

Appendix 1 Reliability of the research

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Stan- dardized Items	N of Items
.646	.658	11

Appendix 2 Respondents age distribution

Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-24	63	53.4	53.4	53.4
25-30	42	35.6	35.6	89.0
31-35	10	8.5	8.5	97.5
36-40	2	1.7	1.7	99.2
+40	1	.8	.8	100.0
Total	118	100.0	100.0	

Appendix 3 Respondents field of specialization

Field of specialization

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Business	21	17.8	17.8	17.8
IT	32	27.1	27.1	44.9
Tourism	1	.8	.8	45.8
Engineering	28	23.7	23.7	69.5
Sport & leisure	2	1.7	1.7	71.2
Social service	1	.8	.8	72.0
Security management	8	6.8	6.8	78.8
Facility management	6	5.1	5.1	83.9
Plastic Technology	5	4.2	4.2	88.1
Nursing	11	9.3	9.3	97.5
Service Management	2	1.7	1.7	99.2
Online Media	1	.8	.8	100.0
Total	118	100.0	100.0	

Appendix 4 Respondents place of study

Place of study		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laurea UAS	30	25.4	25.4	25.4
	Metropolia UAS	32	27.1	27.1	52.5
	Haaga-Helia UAS	28	23.7	23.7	76.3
	Arcada UAS	28	23.7	23.7	100.0
	Total	118	100.0	100.0	

Appendix 5 Respondents year of graduation

Year of graduation		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	1	.8	.8	.8
	2011	8	6.8	6.8	7.6
	2012	23	19.5	19.5	27.1
	2013	24	20.3	20.3	47.5
	2014	50	42.4	42.4	89.8
	2015	12	10.2	10.2	100.0
	Total	118	100.0	100.0	

Appendix 6 Respondents view to be an entrepreneur

Thought to be an entrepreneur		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes, all my life	18	15.3	15.3	15.3
	Often	28	22.0	22.0	37.3
	Sometimes	60	50.8	50.8	88.1
	Not at all	14	11.9	11.9	100.0
	Total	118	100.0	100.0	

Appendix 7 Respondents desire for independence

Desire to be independent					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	.8	.8	.8
	Disagree	8	6.8	6.8	7.6
	Partially agree	26	22.0	22.0	29.7
	Agree	32	27.1	27.1	56.8
	Totally agree	51	43.2	43.2	100.0
	Total	118	100.0	100.0	

Appendix 8 Respondents monetary motivation

More income/financial freedom					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	.8	.8	.8
	Disagree	6	5.1	5.1	5.9
	Partially agree	25	21.2	21.2	27.1
	Agree	39	33.1	33.1	60.2
	Totally agree	47	39.8	39.8	100.0
	Total	118	100.0	100.0	

Appendix 9 Desire for challenging work

Challenge & developing new things					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No replay	1	.8	.8	.8
	Totally disagree	2	1.7	1.7	2.5
	Disagree	13	11.0	11.0	13.6
	Partially agree	31	26.3	26.3	39.8
	Agree	48	40.7	40.7	80.5
	Totally agree	23	19.5	19.5	100.0
	Total	118	100.0	100.0	

Appendix 10 Life- long dream to be entrepreneur

Dream to be an entrepreneur

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	20	16.9	16.9	16.9
	Disagree	31	26.3	26.3	43.2
	Partially agree	33	28.0	28.0	71.2
	Agree	14	11.9	11.9	83.1
	Totally agree	20	16.9	16.9	100.0
	Total	118	100.0	100.0	

Appendix 11 More flexible job

More job flexibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	2	1.7	1.7	1.7
	Disagree	6	5.1	5.1	6.8
	Partially agree	19	16.1	16.1	22.9
	Agree	46	39.0	39.0	61.9
	Totally agree	45	38.1	38.1	100.0
	Total	118	100.0	100.0	

Appendix 12 Potential gap in the market

Potential gap in the market

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	2	1.7	1.7	1.7
	Disagree	13	11.0	11.0	12.7
	Partially agree	47	39.8	39.8	52.5
	Agree	33	28.0	28.0	80.5
	Totally agree	23	19.5	19.5	100.0
	Total	118	100.0	100.0	

Appendix 13 Competitive life style

Competitive lifestyle					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No replay	1	.8	.8	.8
	Totally disagree	1	.8	.8	1.7
	Disagree	15	12.7	12.7	14.4
	Partially agree	42	35.6	35.6	50.0
	Agree	36	30.5	30.5	80.5
	Totally agree	23	19.5	19.5	100.0
	Total	118	100.0	100.0	

Appendix 14 Pessimistic job market

Overcome pessimistic job market					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	3	2.5	2.5	2.5
	Disagree	26	22.0	22.0	24.6
	Partially agree	36	30.5	30.5	55.1
	Agree	38	32.2	32.2	87.3
	Totally agree	15	12.7	12.7	100.0
	Total	118	100.0	100.0	

Appendix 15 Work-life balance

Work-life-balance					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	2	1.7	1.7	1.7
	Disagree	10	8.5	8.5	10.2
	Partially agree	31	26.3	26.3	36.4
	Agree	41	34.7	34.7	71.2
	Totally agree	34	28.8	28.8	100.0
	Total	118	100.0	100.0	

Appendix 16 Last resort

Last resort					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No replay	20	16.9	16.9	16.9
	Totally disagree	23	19.5	19.5	36.4
	Disagree	26	22.0	22.0	58.5
	Partially agree	30	25.4	25.4	83.9
	Agree	11	9.3	9.3	93.2
	Totally agree	8	6.8	6.8	100.0
	Total	118	100.0	100.0	

Appendix 17 Desire to be independent Vs sex crosstabulation

Desire to be independent* Sex Crosstabulation					
			Sex		
			Male	Female	Total
Desire to be independent	Totally disagree	Count	1	0	1
		% within Sex	1.6%	.0%	.8%
	Disagree	Count	6	2	8
		% within Sex	9.4%	3.7%	6.8%
	Partially agree	Count	15	11	26
		% within Sex	23.4%	20.4%	22.0%
	Agree	Count	13	19	32
		% within Sex	20.3%	35.2%	27.1%
	Totally agree	Count	29	22	51
		% within Sex	45.3%	40.7%	43.2%
	Total	Count	64	54	118
		% within Sex	100.0%	100.0%	100.0%

Appendix 18 More income/ financial freedom

More income/financial freedom					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Totally disagree	1	.8	.8	.8
	Disagree	6	5.1	5.1	5.9
	Partially agree	25	21.2	21.2	27.1
	Agree	39	33.1	33.1	60.2
	Totally agree	47	39.8	39.8	100.0
	Total	118	100.0	100.0	

Appendix 19 Questionnaires-background information

Laurea U.A.S.
Laurea Leppävaara
Gezahegn Dawit Asfaw

Questionnaires
Sep 2011

No: _____

I am a 3rd year Business Management student at Laurea University of Applied Sciences; and I am writing my thesis about students' entrepreneurial motivation. I believe that, this kind of researches would optimize students' awareness about entrepreneurial motivation factors that pushes/ pulls students towards entrepreneurship. Accordingly, I would kindly request you to share to me 5 to 8 minutes of your time by answer the subsequent questionnaires.

Thanks for your cooperation in advance ☺

1. Sex: Male ☐ Female ☐
2. Age: (18-24) ☐ (25-30) ☐ (31-35) ☐ (36-40) ☐ 40+ ☐
3. Place of origin:
Africa ☐ Asia ☐ Australia ☐
Europe ☐ Latin America ☐ North America ☐
4. What is your field of specialization?
Business studies ☐ IT (ICT) ☐ Tourism ☐ Engineering ☐
Sport and leisure education ☐ Social service ☐ Security management ☐
Facility management ☐ Plastic technology ☐ Nursing ☐ others _____
5. In which school are you studying?
Laurea UAS ☐ Metropolia UAS ☐ Haaga-Helia UAS ☐ Arcada UAS ☐
6. When is your estimated graduation year?
Year 2011 ☐ Year 2012 ☐ Year 2013 ☐ Year 2014 ☐

Appendix 20 Questionnaires- research

7. Have you ever thought to be an entrepreneur?
Yes, all my life ☐ Often ☐ Sometime ☐ Not at all ☐

Beneath there are multiple choice questions that are focusing on entrepreneurial motivation. Each question has 1 to 5 choices, which are: 1= **Totally disagree**, 2= **Disagree**, 3= **Partially agree**, 4= **Agree**, 5= **Totally agree**. The fellow respondents are kindly requested to mark only one option for every corresponding question.

	Factors that motivate me to be an entrepreneur	5	4	3	2	1
8	Desire of being <i>independent</i> by working for myself					
9	To generate more <i>income</i> and achieve financial freedom					
10	To exploit the potential <i>gaps in the market</i>					
11	<i>Lifelong dream</i> of being an entrepreneur					
12	I like dealing with <i>challenge</i> and <i>developing new things</i>					
13	To enjoy more <i>flexible job</i> options (job satisfaction)					
14	To cope up with the competitive <i>lifestyle</i>					
15	To overcome the pessimistic view of <i>job market</i>					
16	To achieve better <i>work life balance</i>					
17	<i>Last resort</i>					

Thank you very much for your answers and kind cooperation.