



## A study on entrepreneurial intention among the rural - agricultural students

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### Abstract

This study examined entrepreneurial intention of undergraduate agriculture students from rural origin at Sohag university- faculty of agriculture. The perceived motivations and obstacles to entrepreneurship among students are also examined. Despite the fact that there have been many studies dealing with students' entrepreneurial intentions, few have specifically addressed the entrepreneurial intentions of agriculture students. The goal of this study is to ascertain the correlations between professional attraction, entrepreneurial capacity, and entrepreneurial experience toward entrepreneurial intention among Sohag University's agriculture students. All variables are measured from developed instrument using 7-point interval scale: professional attraction (6 items) and entrepreneurial capacity (5 items) as the exogenous variable, while entrepreneurial intention (6 items) as endogenous variables. Questionnaires were distributed to 150 students, based on random sampling selected from various races and genders, for the purpose of data collection. The social science statistical application SPSS was used to analyse the data. As a consequence, the hypothesis that professional attraction is positively correlated with entrepreneurial ambition is supported ( $r=0.648$ ,  $CR=2.324$ ,  $p<0.05$ ). The findings indicated that the majority of students plan to launch their own firm following graduation. They believe that their biggest obstacle to business is a lack of entrepreneurial knowledge.

**Keywords :** Agricultural; Entrepreneurship; Entrepreneurial; Intention; Students.

### 1. Introduction

One There is a current trend toward entrepreneurship in several developed nations. It is the era of entrepreneurship's golden age. Entrepreneurs now have access to resources and abilities that previous generations could only imagine. One of the biggest issues facing graduates in the nation is the lack of employment prospects in the official sector. Since then, many economies, particularly developing and undeveloped ones, have fostered entrepreneurship as a result of this lack.

Former Indian President Dr. A.P.J. Abdul Kalam stated that "educational systems should highlight the importance of entrepreneurship and prepare students right from the college education to get oriented towards setting up of the enterprises which will provide them with creativity, freedom, and ability to generate wealth." An enterprise is made up of a variety of skills and dedication to the job. Because entrepreneurship is crucial to fostering economic growth, entrepreneurship development is critical for advancing the economy. According to Basu and Virick (2008), an entrepreneurial career offers considerable chances for people to become financially independent as well as assist the economy by fostering job creation, innovation, and economic

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growth. In the strong competition for jobs, not all graduates are created equal.

University graduates who pursue self-employment have the chance to hire others as well as themselves. One job option for young people and recent graduates is entrepreneurship, according to Beeka and Remington (2011) and Buang (2011). One strategy to lower the unemployment rate and the social issues related to unemployment is entrepreneurship. Additionally, as the job market changes, more graduates are forced to compete for fewer but more difficult openings or choose self-employment (Mwasalwiba, 2010). Therefore, it is crucial to comprehend the variables influencing their future aspirations to launch a firm. According to Ashley-Cotleur *et al.* (2009), there are various personal elements that influence a person's desire to launch their own business. In general, an individual's attention and actions are directed toward supporting entrepreneurial behaviour, developing new business concepts, and pursuing an entrepreneurial career when they have entrepreneurial aim. However, according to Guerrero, Rialp, and Urbano (2006), the entrepreneurial intention includes the predisposition to act as well as the ambition to found a new company. It's critical that kids understand that entrepreneurship is a viable career option for them and that they have an entrepreneurial interest and ambition. Students' entrepreneurial intentions have been the subject of prior, pertinent study (Noor and Malek, 2021; Bhandari, 2006). The entrepreneurial intentions of agriculture students have only been the subject of a few number of studies.

## **2. Review of empirical research on students' entrepreneurial intent**

Erich (2003) in his study examined key factors influencing student's intent to create a new venture. He investigated the effect of individual's attitude in general and towards self-employment on their choice of entrepreneurial career.

1326 students from Austrian universities made up the study's sample. The most significant indicator of entrepreneurial intent among students was attitude toward entrepreneurship.

Similar to this, a student's attitude toward autonomy significantly and positively influenced their desire in starting their own business. The intention to start a business is significantly influenced by one's attitude toward money. The university's initiatives to support entrepreneurial aspirations result in increased entrepreneurship readiness. In Duygulu (2008) study of 170 students he has investigated entrepreneurs and non-entrepreneurs have systematically different psychological characteristics, especially in terms of proactive behavior or personality. He used the entrepreneurship model proposed by Kostova (1997). The model suggests that among other things, those certain entrepreneurial activities and these characteristics make them different from non-entrepreneurs. It was found that 67.9 percent of the students were found to be entrepreneurially inclined. The income of the family and profession of the family members was found to be a significant factor that influences the entrepreneurial orientation of students. A strong relationship between proactive behavior and entrepreneurship orientation was found in the study.

The study by Liñán and Chen (2006) they tested the planned behavior entrepreneurial intention model using a sample of 533 individuals from two different countries (Spain and Taiwan), demographic variables have relatively few significant effects on entrepreneurial intention. The effect of gender (being male) and having work experience had a considerable effect on self-efficacy. The influence of personal action on entrepreneurial intention is largest in Spain, whereas self-efficacy has strongest influence on entrepreneurial intention in Taiwan.

in a study of 421 students, made by Liñán and Chen, (2006). facing career decision respondent asked them to indicate on a scale from 0-100 how likely it was for them to start a firm within the

next 5 years, how attraction starting a firm for the average person was, how attractive it was for them, how feasible for the average people was to start a firm and how feasible it was for them. Additionally, an 18-item measure on intentions using Likert scale was used. It was found that social norms and self-efficacy had a direct relationship on desirability and feasibility respectively. It was also found that desirability and feasibility were associated with entrepreneurial intention. Those with strong intentions had a strong desirability towards new ventures.

In their study Rätty *et al.* (2020) of Turku University students in Finland tried to investigate how people with an academic degree perceive entrepreneurship as a personal career alternative. It was found that in case of Engineering discipline people with lower engineering degree are more inclined to pursue entrepreneurship where as those with higher engineering degree the option is less frequent within the business and social studies the trend seems to be opposite; the more educated person act as entrepreneurs more frequently than the person with a lower degree. It was found that men are about 2.5 times likely to perceive entrepreneurship as personally desirable as well as feasible and similarly 2.5 times more likely to start a firm in next 5 years. The age of the respondents also explains the perceptions regarding entrepreneurship. The likelihood of finding entrepreneurship personally desirable increases for the young people (under 30) and prime age people (31 years) compared to middle aged and older people (above 45 years). It was also found that students with an engineering background are less likely to set up a firm compared to management or natural science background.

In a study of Evan (2005) he has investigated the role of entrepreneurial attitudes and entrepreneurial self-efficacy on an individual's intention to engage in entrepreneurial behavior. Their sample consisted of 414 students surveyed at the beginning of their first entrepreneurship

class in MBA programs in Australia (46), China (39), India (204) and Thailand (125) between 2003 and 2004. They measured the entrepreneurial intentions of the students using a 7-point scale ranging from very unlikely (1) to very likely (7) over eight items measuring intentions to engage in a range of entrepreneurial behaviour. Their result found that individuals who prefer more income, more independence and more ownership have high entrepreneurial intentions. The study found no relationship between risk propensity and entrepreneurial intention significant positive relationships were also found between entrepreneurial self-efficacy and entrepreneurial intention.

### **3. Research Methodology**

The main objective for this paper is to assess the entrepreneurial intention of the undergraduates of faculty of agriculture at Sohag university. The study investigated empirically whether there is a significant difference in the entrepreneurial intention of students and Professional Attraction, Entrepreneurial Capacity and Social Valuation. This study focused specifically on the final year agriculture students (undergraduate level).

#### **3.1. Research Design**

Research Design of the study was exploratory. Survey methods as well as personal interview methods were used to collect data from the respondents of the study.

#### **3.2. Sampling and Selection of the respondents**

All the final year students of faculty of agriculture- Sohag university were selected as a sample for the paper. The total number of participants agreed to respond to the prepared questionnaire was 165 respondents.

#### **3.3. Variables and their measurement**

Variables included in the study were selected based on extensive review of literature and

discussion with experts in the field. Efforts were made to define each concept to the operational level so that it could be measured. Lists of

variables studied along with tools used for their measurement are as follows in Table No. 1

**Table 1.** Variables and their measurement

S. No	Variables	Measurement
1	Age	Actual chronological age in year
2	Gender	Schedule developed
3	Family background	Schedule developed
4	Economic Class	Schedule developed
5	Family occupation	Schedule developed
6	Family income	Annual income in Rs
7	Family type	Schedule developed
8	Birth status in parental home	Actual position among siblings
9	Family size	Number of family members
10	Parent Parents' concern about Career	Schedule developed
11	Family Family Support	Schedule developed
12	Career aspirations	(CAS) by Gregor and O'Brien (2013)
13	Career Preference	Scale by Super (1969)
14	Entrepreneurial intention	Entrepreneurial Intention Questionnaire by Liñan and Chen (2009)
15	Entrepreneurial opportunities and supports	Schedule developed
16	Constr Constraints	Garrett's ranking technique

1. Age: Refers to chronological age of agricultural students. It was operationalized as the number of full years completed by the respondents at the time of data collection .

2. Gender: One of the factors influencing entrepreneurial intention is gender. It has been discovered that some communities do not permit women to choose an entrepreneurial profession, and that some other societies even do not permit them to hold employment. The majority of societies are still dominated by men. In these countries, women are only permitted to enter certain professions, and they are rarely permitted to own their own businesses. Family Background: the background of respondents belonging to family business or without family business.

3. Economic Class of the Students: The economic class of students was operationalized as the perceived economic status of family they belongs to (upper class, middle class and lower class) categorized as the literature review were

taken as three categories to which respondents belonged to .

4. Family Occupation: The occupation that provides major source of income for the family was taken as the family occupation. The various occupations were categorized as follows: Agriculture, Business and service

5. Family Income (annual): The annual family income indicates the total income earned by all earning members of the family. Since the family income of the students may influence the entrepreneurial skills of the students, it is included as one of the profile variables. The annual family income of the students is confined to less than Egyptian pound 25000, from 25000 to 50000 Egyptian pound, and above 50000 Egyptian pound.

6. Family Type: Nuclear: family consists of a couple and their children as a basic unit of society. If this nucleus is extended, as it very often is by addition of other closely related kin, then it is called as joint family. The family type

was coded as nuclear and joint for statistical analysis .

7. Birth Status in Parental Home: One's birth sequence among siblings in the family plays an important role in the student multiple role-taking behavior and sharing of responsibilities. A question was asked to know whether the respondent was the first-born or youngest or born in any middle position among the offspring in the family. The actual status of birth of respondent was coded as 1 (I born), 2 (II born), 3 (III born), 4 (IV born) and 5 (after 4th born).

8. Family Size: The family size of the students indicates the number of family members in students' families. Since the number of family members may have its own influence on the level of entrepreneurial competencies among the students, it is included as one of the profile variables. Actual numbers of members was taken as the response for the study

9. Parents' concern about Career Future: Parents play a key supportive role to the children's future choice of career. A set of dichotomous statements were prepared and these statements were put to the respondents for which the answers were either 'yes' or 'no', and score 1 was given for 'yes', and zero (0) for 'no.'

10. Fa Ahmed Imran Hunjra mily Support: Parental support and extent of help play an important role on the part of students' entrepreneurial aspirations. Proper statements were prepared for this purpose.

12. Career aspirations: Career aspiration has been defined as intrinsic motivation for succeeding in one's chosen career field ( Wang and Staver, 2001), Career aspiration was measured with the help of Career Aspirations Scale (CAS) by Gregor and O'Brien (2013). The CAS consists of a three factor structure including leadership, educational and achievement aspirations .The leadership aspirations measures the degree to which students aspire to a leadership position within their career (e.g., "I hope to become a leader in my career field."). The educational aspirations refer to the degree to which student aspire to continue

education within their career (e.g., "Even if not required, I would take continuing education courses to become more knowledgeable"). The achievement aspirations measure the degree to which student aspires to achieve recognition within their career (e.g., "I aspire to have my contributions at work recognized by my employer").

13. Career Preference: refers to the decision-making attempt to measure oneself in relation to alternative goal as one sense it this is opposed to choose which involves, commits to one goal and its field which in turn orients the person to act. It refers to the choice of a student's future career. It was measured with the help of the scale developed by Super (1969). He suggested that career choice and development is essentially a process of developing and implementing a person's self-concept. According to Super (1990), self-concept is a product of complex interactions among several factors, including physical and mental growth, personal experiences, and environmental characteristics and stimulation. Whereas Super presumed that there is an organic mechanism acting behind the process of development and maturation, recent articulations (e.g., Herr, 1997; Savickas, 2002) of Super's theory have called for a stronger emphasis on the effects of social context and the reciprocal influence between the person and the environment. Building on Super's notion that self-concept theory was essentially a personal construct theory, Savickas (2002) took a constructivist perspective and postulated that "the process of career construction is essentially that of developing and implementing vocational self-concepts in work roles" (p. 155). A relatively stable self-concept should emerge in late adolescence to serve as a guide to career choice and adjustment. However, self-concept is not a static entity, and it would continue to evolve as the person encounters new experiences and progresses through the developmental stages. Life and work satisfaction is a continual process of implementing the evolving self-concept

through work and other life roles. Thus, the response for each statement was rated on a four-point continuum ranging from most preferred, to least preferred and not preferred. The scoring procedure was as follows :

- Most preferred:4
- Preferred:3
- Least preferred:2
- Not preferred:1

14. Entrepreneurial intention: is defined as willingness of individuals to perform entrepreneurial behaviour, to engage in entrepreneurial action, to be self-employed, or to establish new business Dhose and Walter, (2010).

The interview schedule developed for the study was based on the Entrepreneurial Intentions Questionnaires (EIQ) by Liñan and Chen (2009). EIQ contains following dimensions: Professional attraction, Social valuation, Entrepreneurial capacity.

a) Professional attraction is defined as the extent to which individuals hold a positive or negative assessment of a person about being an entrepreneur.

b) social valuation is a larger concept which includes social capital as well as the subjective aspects of the citizens' well-being, such as their ability to participate in making decisions that affect them

c) Entrepreneurial capacity is presented as a mechanism that facilitates an ongoing process of opportunity exploitation that results in a sustained competitive advantage.

15. Perceived entrepreneurial opportunities and supports available refer to the perception of the agriculture students about the sufficiency of the opportunities and facilities available for entrepreneurial activity in their respective institutes and locality. Opportunities are defined as situations in which new products, services or methods of organizing can be introduced in a market to generate economic profits (Casson, 1982). A schedule was developed to identify

various opportunities offered by various organizations

16. Constraints can be an element, factor, or subsystem that works as a bottleneck. It restricts an entity, project, or system (such as a manufacturing or decision-making process) from achieving its potential (or higher level of output) with reference to its goal these may be financial, infrastructural, constraints due to business, economic & political environment, entrepreneurial training and education and others.

For measuring constraints, Garrett's ranking technique was used. Respondents were asked to assign the rank for all constraints and the outcome of such ranking has been converted into score value with the help of the following formula: Garret and Woodworth.(1969)

$$\text{Percent position} = 100 (\text{Rij} - 0.5) / \text{Nj}$$

Where, Rij = Rank given for the *i*th variable by *j*th respondents and Nj = Number of variables ranked by *j*th respondents. With the help of Garrett's Table, the percentage position was estimated then converted into scores. Then for each constraint, the scores of each individual were added and then total value of scores and mean values of score was calculated. The factors having the highest mean value was the most important constraints.

### 3.4. Data collection

Data was collected from the respondents using a personal interview method using a semi-structured schedule designed for this purpose. Appropriate descriptive and inferential statistical tools were used to analyze data.

### 3.5. Statistical analyses

The collected raw data was then compiled, tabulated, and transferred to MS. Excel 2010 Work sheets. A separate sheet was prepared for each variable. The data was analyzed using statistical tools like frequency; percentage, mean, and standard deviation and correlation etc. The IBM. SPSS V.16. statistical package was used for the analyses.

#### 4. Results and Discussions

The main goal of this paper was to examine the entrepreneurial intention of agriculture students. 150 questionnaires were distributed in

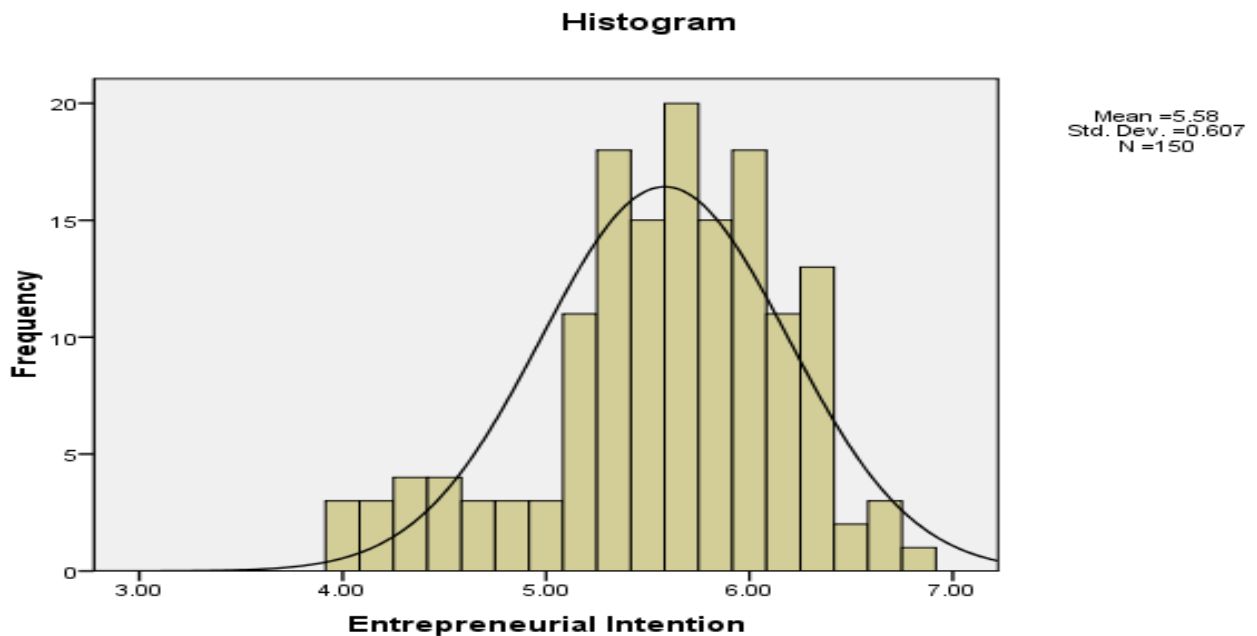
class. 67.33% respondents were male and 32.67% were female. 70 respondents had family business background and 80 respondents did not have family business background.

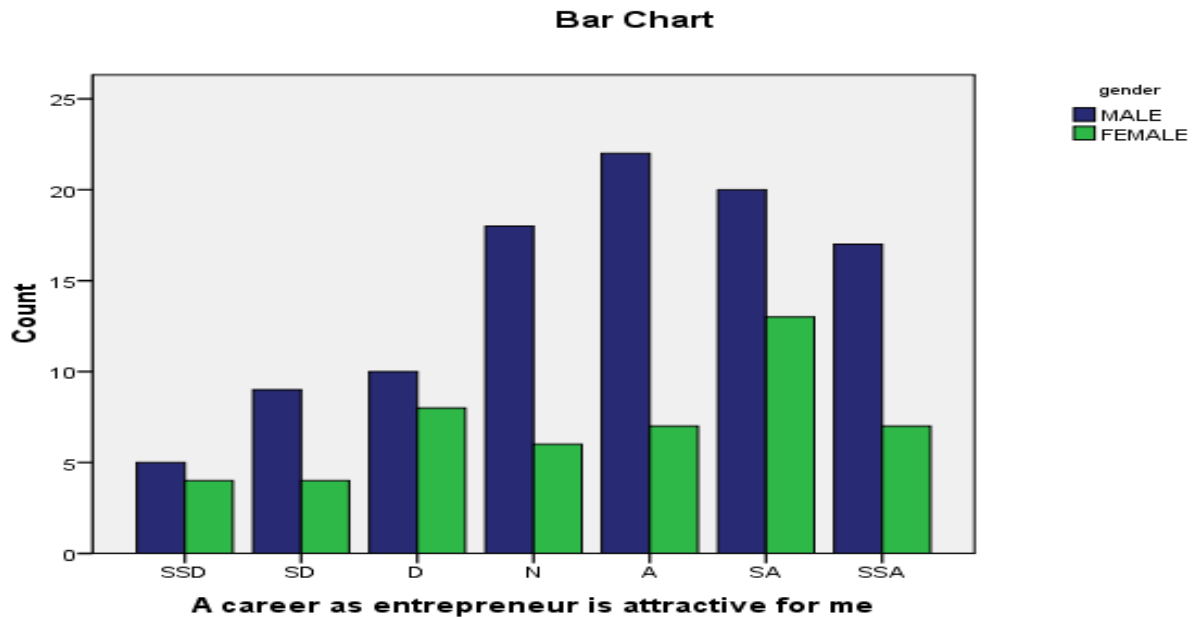
**Table 2.** Entrepreneurial Intention of Agriculture Students (n = 150)

	Items	Mean	S.D
1	I'm ready to make anything to be an entrepreneur	5.55	1.26
2	My professional goal is becoming an entrepreneur	5.85	1.05
3	I will make every effort to start and run my own firm	5.14	1.51
4	I'm determined to create a firm in the future	5.43	1.31
5	I have very seriously thought in starting a firm	5.62	1.23
6	I've got the firm intention to start a firm some day	5.91	1.12
Scale Mean		5.58	0.607

For construct entrepreneurial intention it was found that the scale mean for the entrepreneurial intention of agriculture students is 5.58. This indicates a high level of entrepreneurial intention for agriculture students. Studies such, Wang *et al.* (2001) similar to this line of research proposes that there is entrepreneurial intention among international students, and that a large portion of these students have rather strong entrepreneurial intention. the higher percentage of student were

the students of plant production programme (22%) They have very seriously thought in starting a firm with (12%) students in the programme of Economics and social sciences, Plant pathology and biotechnology have entrepreneurial intention. characteristics which as following statement I've got the firm intention to start a firm some day and their professional goal is becoming an entrepreneur.





shown that for professional attraction, in plant production programme, most of the students of programme of Economics and social sciences, (24%) were preferring to open firm if given opportunity, in Biotechnology, most of the students (20%) shown advantage in entrepreneurship profession while most of the students of plant protection and pathology. had preferred a profession which is liberal (18%) and also preferred to an entrepreneur (18%). overall students had attraction toward entrepreneurship as profession.

For construct social valuation, most of the students from plant production (38%) were giving more importance to their close family members while most of the students from biotechnology (58%) and plant pathology (26%) students were preferring close friends to take a decision. Overall students were taking advice from their family members in making decisions.

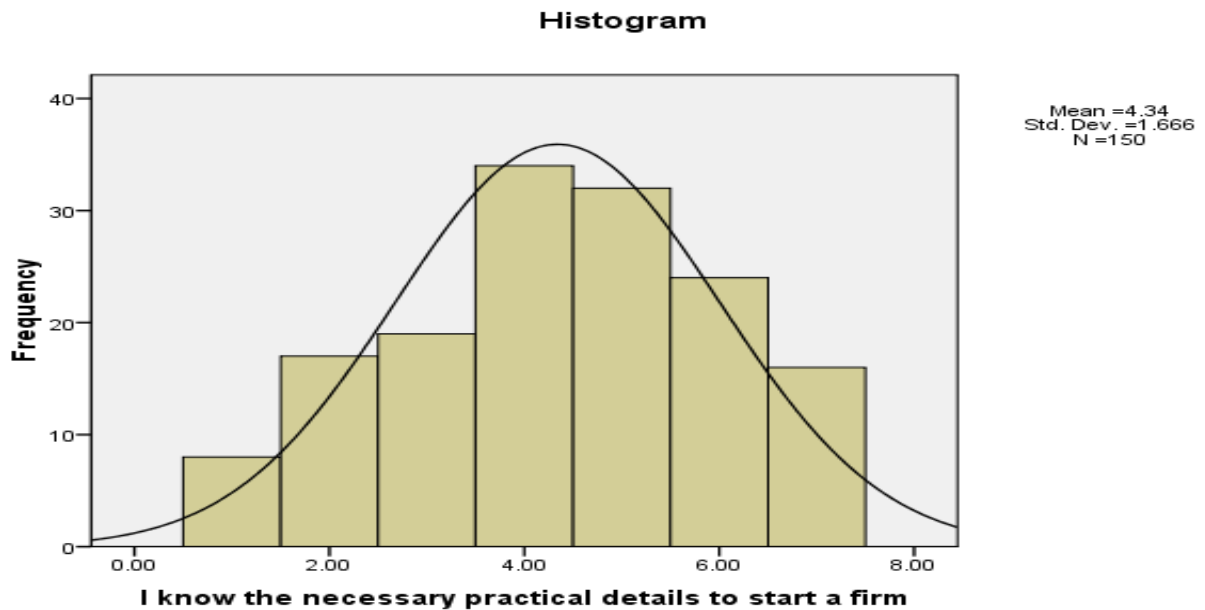
Mushtaq *et al.* (2011) analyzed the entrepreneurial intention among the young students of management and entrepreneurship. The findings supported the fact that higher education facilitates young graduates and prepared them for a new venture creation. Further, it is confirmed that young graduates are more willing to form new businesses after gaining the relevant inputs in business and entrepreneurship education. It also noted that networking (close family, friends, and colleagues) and new venture creation are positive and significantly correlated. Networking helps young graduates to access information and other required assets to start their own business. The higher the rate of networking among students the greater will be the chance of new venture creation because they acquire whatever is necessary to start new business.





For construct entrepreneurial capacity (18%) of Plant Production shown that they have idea about the necessary practical to start firm where students in Biotechnology, (18) prepared to start

firm and only (14%) of economics and social sciences said that they can I know how to develop an entrepreneurial project.



**3.1. Correlation Analysis of the Variables**

A correlation analysis was conducted to determine the relationship gender, family business background, professional attraction, social valuation, entrepreneurial capacity, and intention towards entrepreneurship. The

relationship strength was derived from the Pearson Product-moment correlation coefficient when the significance level is P-value=<0.01, table (4.7.1) presents the result which shows positive and significant relationship between professional attraction and the intention toward

entrepreneurship ( $r=.605$ ,  $p<.01$ ). The result supports the hypothesis that there is a relationship between professional attraction and the intention toward entrepreneurship. Those who have professional attraction tend to show a higher intention to be involved in entrepreneurship after graduating. The Pearson Correlation result also shows that there is a positive and significant relationship between the social valuation, entrepreneurial capacity, and the intention toward entrepreneurship ( $r=.590$ ,  $p<0.01$ ) and ( $r=.635$ ,  $p<0.01$ ). This infers that as the confidence of

students' ability to successfully perform entrepreneurial roles and tasks increases, the intention to be involved in entrepreneurship after graduating tends to be higher. It is found that the gender shows a negative and strong relationship with the intention toward entrepreneurship, ( $r=-.208$ ,  $p<0.01$ ), whereby as the student perception regarding the attractiveness of starting an entrepreneurial venture will tend to their gender where male students will having increase on the intention to be involved in entrepreneurship venture after graduating.

**Table 3.** Correlation among gender, family business background, professional attraction, social valuation, entrepreneurial capacity, and entrepreneurial intention

Variables		1	2	3	4	5	6
Gender	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	150					
Family Business Background	Pearson Correlation	.072	1				
	Sig. (2-tailed)	.383					
	N	150	150				
Professional attraction	Pearson Correlation	-.026	.164*	1			
	Sig. (2-tailed)	.751	.045				
	N	150	150	150			
Social valuation	Pearson Correlation	-.251**	.347**	.511**	1		
	Sig.(2-tailed)	.002	.000	.000			
	N	150	150	150	150		
Entrepreneurial capacity	Pearson Correlation	-.225**	.183*	.716**	.565**	1	
	Sig. (2-tailed)	.006	.025	.000	.000		
	N	150	150	150	150	150	
Entrepreneurial Intention	Pearson Correlation	-.208*	-.502**	0.605**	0.590**	0.635**	1
	Sig. (2-tailed)	.011	.000	.000	.000	.000	
	N	150	150	150	150	150	150

#### 4.2. Enterprise preference

The potential choice or liking of student for the agri-enterprise among others was measured in terms of the student's preference to enterprises they want to have in the future. A list of possible potential agri-enterprises was prepared, and the first five preferences were scored and ranked, which has been summarized in Table. As it is seen in the Table, Post-Harvest Management Centers for sorting, Grading, Standardization, Storage and Packaging. With score of 59 was highly

preferred enterprise by the respondents, followed by Soil and water quality cum inputs testing laboratories (score 52), and the third preferred enterprise by the respondents was value addition centers with (score of 50) The results suggest for appropriate measures to restructure courses in important areas with motivational inputs to promote entrepreneurship development in agriculture so as to contain the increasing unemployment in graduates.

**Table 4.** programme wise preferences of agricultural enterprises in rank order by the Respondents N= 150

Enterprises	Plant Production Programme <i>F (%) (n= 50)</i>	Biotechnology programme <i>F (%) (n= 50)</i>	Economics and social sciences programme <i>F (%) (n= 50)</i>	Total	Rank
Soil and water quality cum inputs testing laboratories	17 (34.00)	16 (32.00)	19 (38.00)	52 (34.66)	2
Seed Processing Units	17 (34.00)	13 (26.00)	14 (24.00)	44 (29.33)	5
Micro-propagation through Plant Tissue Culture Labs	12 (24.00)	15 (30.00)	11 (22.00)	38 (25.33)	6
Setting up of Vermiculture units, production of bio-fertilisers, bio-pesticides, bio-control agents.	16 (32.00)	18 (36.00)	13 (26.00)	47 (31.33)	4
Setting up of Apiaries (bee-keeping) and honey & bee products' processing units	12 (24.00)	5 (10.00)	6 (12.00)	23 (15.33)	8
Hatcheries and production of fish fingerlings for aquaculture	6 (12.00)	5 (10.00)	11 (22.00)	22 (14.67)	9
Setting up of Information Technology Kiosks in rural areas	5 (10.00)	9 (18.00)	10 (20.00)	24 (16.00)	7
Feed Processing and testing units	7 (14.00)	7 (14.00)	12 (24.00)	26 (17.33)	6
Value Addition Centers	19 (38.00)	16 (32.00)	15 (30.00)	50 (33.33)	3
Post-Harvest Management Centers for sorting, Grading, Standardization, Storage and Packaging.	26 (52.00)	18 (36.00)	15 (30.00)	59 (39.33)	1
Off season vegetable production, vegetable and fruit nursery	5 (10.00)	6 (12.00)	9 (18.00)	20 (13.33)	10

**Table 5.** Distribution of the respondents based on the fears/ demotivators responsible not to be engaged in entrepreneurial activities (n = 150)

Demotivator factor	S. Agree <i>F (%)</i>	Agree <i>F (%)</i>	Neutral <i>F (%)</i>	Disagree <i>F (%)</i>	S. Disagree <i>F (%)</i>
Lack of technical & management skills	4 (2.67)	15 (10.00)	50 (33.33)	56 (37.33)	25 (16.67)
Financial risk	56 (37.33)	35 (23.33)	22 (14.67)	23 (15.33)	14 (9.33)
Competition	13 (18.00)	27 (30.00)	45 (30.00)	45 (30.00)	20 (13.33)
Administrative difficulties	20 (13.33)	18 (12.00)	40 (26.67)	41 (27.33)	31 (20.67)
Low income	6 (4.00)	22 (14.67)	36 (24.00)	55 (36.67)	31 (20.67)
Marketing risk	46 (30.67)	23 (15.33)	6 (4.00)	46 (30.67)	29 (19.33)
Lack of awareness	11 (7.33)	18 (12.00)	31 (20.67)	59 (39.33)	31 (20.67)
Lack of support from family members	15 (10.00)	18 (12.00)	15 (10.00)	42 (28.00)	10 (6.67)

Demotivators: It refers to the student's fear for being engaged in entrepreneurial activities. The Demotivators were studied and rated on a five-points continuum scale ranging from strongly agree, agree, neutral, disagree to strongly disagree. Fear factors which demotivate the respondents for being engaged in the entrepreneurial activities were studied and the results are presented in Table (3) From the above Table, it is evident that most of the students was afraid of high financial risk (37.33%), followed by high marketing risk (30.67%), corruption (30.00%), lack of managerial skill (33.33%) and administrative difficulties (26.67 %). Similar results have been reported by White and Kenyon (2000) since they assessed the entrepreneurial intention among the students of Sunyani polytechnic and determined the motivators and obstacles to entrepreneurial intentions based on a sample of 136 respondents comprising of 94 males and 42 females. The results indicated that there was high entrepreneurial intention among the respondents and demographic variables such as gender, age, religion affect entrepreneurial intention.

## 5. Conclusions

Graduate unemployment rate is on the increase in Egypt due to lack of job opportunities. Entrepreneurship offers unemployed university graduates a way to become employed and create jobs. The major objective of the study is to assess the entrepreneurial intention of university undergraduates. This study focused specifically on the final year agriculture students (undergraduate level). The scale mean for the entrepreneurial intention of agriculture students is 5.58. This indicates a high level of entrepreneurial intention for agriculture students. When learners are oriented into entrepreneurship from an early age, it becomes easier to develop successful ventures. Entrepreneurship and small business management should be made a compulsory module at all levels and in all the faculties in the universities. Successful

entrepreneurs from various fields should be invited to give practical talks to students in all faculties. Government agencies such as the Small Enterprise Development Agency and the Small Enterprise Finance Agency should make student entrepreneurship one of their core missions. Future research could expand the study to more universities to improve the generalizability of the study .

Many students perceived that being the own boss of their company is a very rewarding job. It is not only practicing their talents but also helping those people who need jobs. With the students having expressed their views about their own entrepreneurial intentions, they agreed that if only they have opportunity and if only the needed resources are available, they would likely go into entrepreneurship considering that entrepreneurship is an attractive career for them. Moreover, it is clearly stated that most of the students have strong entrepreneurial intentions as results showed that they will try to start and run their own business. Making professional contact is believed to be the least capability/skill an entrepreneur must possess. Most of the students agreed that they need to be creative and have good communication skills to start and manage their own business. Respondents also agree that they still need to improve their skills with respect to networking skills and making professional contacts .

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### **Institutional Review Board Statement**

*All Institutional Review Board Statements are confirmed and approved.*

### **Data Availability Statement**

*Data presented in this study are available on fair request from the respective author.*

### **Ethics Approval and Consent to Participate**

*Not applicable*

### **Consent for Publication**

*Not applicable.*

### **Conflicts of Interest**

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## 6. References

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