

MOTIVATION FACTORS TOWARDS INTENTION FOR SELF-EMPLOYMENT AMONG COLLEGE STUDENTS IN TANZANIA

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ABSTRACT

The purpose of the study was to find-out motivating factors for College students in Tanzania to employ themselves. The data were collected from 146 third year students from the College of Business Education (CBE) and the Institute of Financial Management (IFM). The respondents filled questionnaires on Likert scale of seven points to measure the level of agreement on the need for achievement, social influence, desire to grab market opportunities, perception on the flexibility of the self-employment aspect and desire for self-employment. The multiple regression was conducted to measure the level of influence. The results confirmed that the need for achievement, social influence, market opportunities, behavioral intention (future), need of self-employment and not salary employment are motivating factors for Tanzania college students to employ themselves.

Keywords: *Motivation, Self-employment, and Entrepreneurship*

1. INTRODUCTION

World statistics about unemployment according to ILO in 2014 showed that over 201 million people were unemployed and by 2019 it is expected to rise by 8 million people. Graduate unemployment, in particular, is also increasing in the world but since 2001 recession, the problem has been more notable in United States of America even when securing mismatched jobs to one's specialization where for every 3 graduates 1 is underemployed, which makes 33 percent in two decades from 1990-2012 (Abel et al, 2014). Tanzania is of no exceptions though in the different scenarios in experiencing the problem of unemployment.

Historically, graduates of higher learning institutions in Tanzania have been accessing employment opportunities in central and local government departments and government organizations since independence (Olomi, 2009, Mukyanuzi 2003). This has been so because of socialist policies as the government was the controller and owner of major means of the economy. But for more than two decades now they are facing problems in getting formal employment soon after graduating. This is because of policy change in mid-1980 as the government downsized its activities and privatization policy which was adopted in the 1990s (Mburu, 2007, Nchimbi, 2003) and the private sector does not provide employment opportunities in the way the government did. As a result, the number of employed graduates has decreased.

On the other hand, the number of students graduating from colleges and the University increases year after year due to the mushrooming of the higher learning institutions in Tanzania. The general survey of 2004/2005 (NBS, 2006) showed the increased number of unemployed youths including 17 percent of graduates. The statistics from different source like National Bureau of Statistics (NBS), World Bank (WB) and UNESCO indicate that unemployment stands at the average of 11 percent with exception of 2013 as unemployment rose to 13.7 percent.

Self-employment has remained as one of the best options to offer a solution for unemployment in Tanzania. Self-employment or rather entrepreneurship involves deliberating an idea, start a business, organizing, managing, assuming responsibilities (Segal et al 2005). However, not many graduates are moving to self-employment as experience shows that graduates don't seek self-employment, instead they prefer to be employed. They will opt self-employment only after failing to secure salaried jobs (Mwasalwiba, 2012). Questions might arise such as; Are Tanzanian graduates of higher learning institutions fear to employ themselves? Are they not risk-takers? Are they not after achievement through self-employment? Are they not able to recognize business opportunities? The whole process is challenging as it involves either negative or positive results and consumes time and energy. Therefore this study sought to answer the question that "Does motivation theory contributes to intention to go for self-employment?"

The paper is divided into six parts; introduction which includes background information, the literature review where the definition of keywords is done and guiding theory is provided, methodology of which unit of analysis and data collection instruments are presented, findings, discussion and then the conclusion.

2. LITERATURE REVIEW

The two leading concepts to be discussed in this section are *motivation* and *self-employment*. According to Wang et al (2012) self-employment means the willingness to start income-generating activities instead of salaried employment. Entrepreneurship in the context of this paper means a process by which individuals pursue opportunities without regard to the resources they currently control (Barringer et al, 2008). The graduates who voluntarily start their business venture instead of working for someone else must have an internal or external motivation to do so. Besides the ability to take risks as indicated by Wang et al. (2012), the passion from within and motivation from outside normally contribute to self-employment.

The concept of motivation and how it has influenced individuals to go for self-employment and the theories associated with it are discussed; For example Gilad and Levine (1986) identified two theories which either can be a motivation factor for individual selection; (i) Push-up theory which claims that an individual will choose self-employment if at all he/she experience negative external forces such as loss of job or job dissatisfaction, insufficient salary, experiencing unemployment. (ii) Pull-up theory claims that an individual will be motivated to go for self-employment because of being pushed by experiencing positive things such as the need for autonomy, self-fulfillment, wealth and other desirable outcomes. Dawson et al (2012) agrees that individuals are either pushed or pulled into self-employment depending on the following factors for 'push' can be financial factors, loss of a job, family issues, etc. While factors for 'pull' can be the market opportunity, independence, desire to manage, family success, use of skills and occupation change just to mention the few. Peel et al (2004) adds that redundancy may force someone to go for self-employment hence at a particular moment that is the only best option.

While Vroom model of expectancy as discussed by Segal et al (2005) shows that an individual will select what they call alternative behavior which will lead to the best desired outcome, that is individual make career choice depending on what Gagne' and Deci (2005) as cited by Leal et al (2013) term as intrinsic and extrinsic motivation; intrinsic motivation is when someone feels satisfied because of performing certain actions and extrinsic motivation is the result of either verbal or tangible rewards that bring satisfactions. Baumol (1996) and Praag and Cramer (2001) argue that individuals will be motivated to engage in entrepreneurial activity just depending on reward to be achieved as the reward must be over salaried employment, in other words an individual will select self-employment only when he/she expects to get more profit (reward) than being employed (salaried). This is what Peel et al (2004) call utility maximization which means obtaining the most amount of value possible. The pull- up or push-up, utility maximization and Vroom model of expectancy describe motivation from the economic point of view.

Ajzen's (1985)'s theory of planned behaviour (TPB) may be used to present the psychological perspective of motivation, supporting the argument that behavioral can make someone entrepreneurial. TPB claims that an individual's behavior is determined by one's behavior intention to perform the specific action and this intention is jointly influenced by three beliefs; behaviour, normative, and control. The behavioral beliefs produce a favorable or an unfavorable attitude towards the behaviour; normative beliefs result in perceived social pressure or subjective norm; control beliefs contribute to perceived behavioural control. The combination of these beliefs results in a particular behaviour. Therefore, using this theory, it can be said that behavioural intention to be an entrepreneur is influenced by behaviour beliefs, normative beliefs and perceived behavioral control. Segal et al (2005) also argues that individual intentions affect an individual's behaviour and make him/her entrepreneurial. Feldman and Bolino (2000) identify other psychological factors that cause someone to be motivated for self-employment as a high need for achievement, need for control and tolerance of ambiguity. Douglas and Shepherd (2002) hold by saying that entrepreneurs are successful because they are risk-takers; suggesting that someone can be motivated to take all the risk if only she/he expects the greater outcome. Likewise Peel et al (2004) state that values and interests may also influence career choice, including self-employment, security, and stability, entrepreneurial creativity, autonomy, and independence. Other factors that influence the choice to be an entrepreneur are: age, sex, level of education, family history of self-employment, social support, role models and societal attitude (Katz, 1992 and Dyer, 1994 cited by Peel et al., 2004).

Several authors have discussed factors which motivate graduates to go for self-employment which includes cognitive and environmental factors (Haase et al,2011), entrepreneurial education (Rosti et al , 2009), start-up motivation, interest

and qualifications (Beynon et al, 2014), individual with need for independence ability to take risk while perceiving positively with environmental factors such supporting instruments (Wang et al, 2012), incentives (2017). Therefore this study investigates motivation factors for Tanzania college students to go for self-employment. Questionnaires had three criteria of questions that were grouped either as economic factors, psychological factors or environmental factors to identify motivating factors for graduates of college to opt self-employment.

3. METHODOLOGY

The study used a quantitative approach and survey design to collect data from 146 third-year students from the College of Business Education (CBE) and Institute of Financial Management (IFM) in Dar es Salaam in 2015. The quantitative approach was used because data are in the statistical form and highly structured. The researcher selected these two institutions because entrepreneurship is taught as a compulsory subject in the second year and their topics are quite similar and that is why the third year students as are the ones in the final year of their studies. Data were collected during normal class time involving all students who attended a class on the day of data collection. This led to managing to collect data from only from 146 respondents leaving out the total number of 198 absentees. Data collection tools used were structured questionnaires. The tool was developed by the researcher on the Likert scale to be able to collect information from a big number with well-fixed time and at low cost as the researcher faced a scarcity of resources especially financial ones.

The Likert scale of seven points was used to measure the level of agreement. Respondents were asked to indicate their level of agreement on the 16 statements (items) measuring the need for achievement, social influence, desire to join the family business, desire to grab market opportunities, perception on the flexibility of the self-employment aspect, desire to join self-employment because of the absence of the salaried jobs and behaviour intention (Table 2). The questions measured the following: (1) Psychology theory were questions 1, 2, 3 and 4 (2) Economic theory questions 5, 6, 7, 9 and 11. (3) 8, 10, 12, 13, 14 and 15.

Table 1: Likert Scale Item

Code	Item (Statement)
X1	<i>Self-employment will create in me the need for more achievement</i>
X2	<i>Self-employment will make me more independent</i>
X3	<i>Self-employment will provide personal development</i>
X4	<i>Self-employment will give me an opportunity to be my own boss</i>
X5	<i>Self-employment will provide me with an opportunity to make more money</i>
X6	<i>Self-employment will make me wealthy</i>
X7	<i>Self-employment will provide me with more opportunity to attain financial security</i>
X8	<i>Self-employment will make me more respectable in the society</i>
X9	<i>Self-employment will give me an opportunity to join the family business</i>
X10	<i>Self-employment decision will make disagree with my parents</i>
X11	<i>I want to go to self-employment because of the opportunities in the market</i>
X12	<i>Self-employment offers flexibility</i>
X13	<i>I will go for self-employment because there is no salaried employment</i>
X14	<i>My future will be in self-employment</i>
X15	<i>My future will be in salaried employment</i>

Data analysis involved the descriptive statistics that gave the percentage of students who agreed or disagreed with the Likert scale items. The midpoint of this scale was 4; all scores above 4 were in disagreement with the item and those below 4 were in agreement with the item. The percentages of the responses were computed. The measure of central tendency included Mode and Standard deviation (SD). The central tendency helps in giving further explanations of the findings, Mode is important because it shows the most occurring response.

To test the influence of the items on behavioural intention towards self-employment x14, multiple regression analysis (inferential analysis) was conducted (the independent variable X14 was measured using Likert scale, it was not binary variable). Although Likert-type scales are technically ordinal scale, this parametric test is conducted because the categories are seven, the number that is allowed for the parametric test (Zumbo and Zimmerman, 1993).

The multiple regression model with five predictor variables was used;

$$Y = b_0 + b_1 X_1 + b_2 X_2 + b_3 X_3 + b_4 X_4 + b_5 X_5 + \epsilon$$

Where:

Y = Behavioural Intention

X_1 = Need for achievement

X_2 = Social influence

X_3 = Desire to join family business

X_4 = Desire to grab market opportunities

X_5 = Absence of salarised job

4. FINDINGS

The research finding follows:-

4.1 Demographic characteristics

In terms of gender, there were 90 (61.6 percent) and 56 (38.4 percent) females as shown in table (Table 2). This may show why there is large number of males in the business sector in Tanzania as they outnumber females in the class. The highest average age of respondent is between 25-29 (44.5 percent) and 20-24 (42.5 per cent). Reflecting on Tanzania education policy on years of starting primary school, it suggests that the respondent has spent all the time in schooling and hence lacking employment experience.

4.2 Need for achievement

Most of the respondents very strongly that self-employment will enable them to achieve their goals (67 percent), make them more independent (81percent), provide personal development (75.3percent) and is an opportunity to make more money (68 percent). Besides, most of them agreed that self-employment will make them wealthy (44 percent) and enable them to attain financial security (44 percent) as indicated in the Table 3.

4.3 Social Influence

The respondents agree that joining self-employment will make them have respect in society (45 percent) Table 3. Though a good number is either undecided and others don't agree.

4.4 Desire to join the family business

The respondents disagree that they will join self-employment because it will allow them to join the family business (30 percent). But also parents will very strongly disagree with respondent decision to go for self-employment (56 percent). The findings indicate that there is no connection between parents and their children decision on career choice.

4.5 Desire to grab market opportunities, flexibility and Absence of the salaried jobs

The respondents very strongly agree that they want to go to self-employment because of the opportunities in the market (37 percent) and it offers flexibility (61percent) Table 3. It is no wonder therefore when respondents disagree that they will go for self-employment because there is no salaried employment (32.2 percent) Table 3.

4.6 Behavioural Intention

In terms of behavioural intention, the respondents very strongly agrees that their future will be in self-employment (63 percent). But neither disagree or agree that their future will be in salaried employment (51percent) somehow this might suggest that to young graduates future is very uncertain Table 3.

Table 2: Demographic characteristics

Variable	Category	Frequency	%
Gender	Male	90	61.6
	Female	56	38.4
Age	20 - 24	62	42.5
	25-29	65	44.5
	30-34	11	7.5
	35-39	4	2.7
	40-44	2	1.4
	45 and above	2	1.4
Degree Programme	Accountancy	113	77.4
	Business Administration	33	22.6

Table 3: Need for achievement

Item	Very strongly disagree	Strongly Disagree	Disagree	Either Disagree or Agree	Agree	Strongly Agree	Very Strongly Agree	M	SD
	%	%	%	%	%	%	%		
<i>X1: Self-employment will create in me the need for more achievement</i>	2.7 (4)		0.7 (1)	1.4 (2)	19.9 (29)	29.5 (43)	45.9 (67)	7	1.2
<i>X2: Self-employment will make me more independent</i>	4.1 (6)	0.7 (1)	0.7 (1)	2.1 (3)	17.8 (26)	19.2 (28)	55.5 (81)	7	1.4
<i>X3: Self-employment will provide personal development</i>	2.7 (4)		2.7 (4)	4.1 (6)	22.6 (33)	22.6 (33)	45.2 (66)	7	1.3
<i>X4: Self-employment will give me an opportunity to be my own boss</i>	2.7 (4)			3.4 (5)	11 (16)	7.5 (11)	75.3 (110)	7	1.2
<i>X5: Self-employment will provide me with an opportunity to make more money</i>	0.7 (1)	1.4 (2)	1.4 (2)	6.8 (10)	21.9 (32)	21.2 (31)	46.6 (68)	7	1.2
<i>X6: Self-employment will make me wealthy</i>	1.4 (2)	0.7 (1)	2.1 (3)	14.4 (21)	30.1 (44)	18.5 (27)	32.9 (48)	7	1.3
<i>X7: Self-employment will provide me with more opportunity to attain financial security</i>	2.1 (3)	0.7 (1)	3.4 (5)	11 (16)	30.1 (44)	25.3 (37)	27.4 (40)	5	1.3
<i>X8: By joining self-employment will have respect in the society</i>	2.7 (4)	2.1 (3)	12.3 (18)	15.1 (22)	30.8 (45)	14.4 (21)	22.6 (33)	5	1.5
<i>X9: I will join self-employment because it will give me an opportunity to join the family business</i>	6.2 (9)	6.2 (9)	20.5 (30)	17.1 (25)	19.2 (28)	13 (19)	17.8 (26)	3	1.8
<i>X10: My parents will disagree with my decision to go for self-employment</i>	38.4 (56)	9.6 (14)	26.7 (39)	10.3 (15)	7.5 (11)	3.4 (5)	4.1 (6)		
<i>X11: I want to go to self-employment because of the opportunities in the market</i>	3.4 (5)	2.1 (3)	6.8 (10)	17.8 (26)	22.6 (33)	21.9 (32)	25.3 (37)	7	1.6
<i>X12: Self-employment offers flexibility</i>	1.4 (2)	2.1 (3)	1.4 (2)	8.2 (12)	20.5 (30)	24.7 (36)	41.8 (61)	7	1.3
<i>X13: I will go for self-employment because there is no salaried employment</i>	21.2 (31)	2.7 (4)	32.2 (47)	15.8 (23)	16.4 (24)	4.8 (7)	6.8 (10)	3	1.7
<i>X14: My future will be in self-employment</i>	2.1 (3)	0.7 (1)	2.7 (4)	17.8 (26)	19.9 (29)	13.7 (20)	43.2 (63)	7	1.5
<i>X15: My future will be in salaried employment</i>	18.5 (27)	5.5 (8)	15.1 (22)	34.9 (51)	10.3 (15)	6.2 (9)	9.6 (14)	4	1.8

4.7 Multiple Regression Analysis

The results of the multiple regressions indicated that thirteen items explained 40% of the variation in the intention to be self-employed ($R^2=0.400$, $F= 8.427$, $p=0.000$). Regarding the need for achievement, The multiple regression

analysis showed that the item X1 (*self-employment will create the need for achievement*) and X6 (Self-employment will make me wealthy) had a positive influence on the item X14 (My future will be in self-employment) on the other hand, the item X2 (Self-employment will make me more independent) had a negative influence on the item X14. Other items had no significant influence on the item X14 (Table 4).

Regarding other factors, items that influenced the item X14 were only two; item X8 (By joining self-employment will have respect in the society) and item X12 (Self-employment offers flexibility). Both were found to influence the item X14 positively . The other items had no significant influence on the item X14 (Table 4).

Table 4: Multiple regression analysis findings

Item (Variable)	β	p-Value
<i>Need for Achievement variables</i>		
X1	0.331*	0.000
X2	-0.249*	0.006
X3	0.100	0.295
X4	-0.005	0.956
X5	-0.084	0.377
X6	0.257*	0.013
X7	0.107	0.197
<i>Others variables</i>		
X8	0.236*	0.004
X9	-0.148	0.072
X10	-0.007	0.921
X11	0.028	0.723
X12	0.197*	0.037
X13	-0.075	0.320

* Significant at the 0.05 level

5. DISCUSSION

The objective of the study was to find out the motivation factors for Tanzania College students to go for self-employment after graduating. The results found after collecting data from 146 students of the final year of whom 90 (60.6 percent) were males and females were 56 (38.4 percent) indicate that more males graduates are self-employed which originate from the classroom. This can be attributed by what Rosti et al (2009) argue that education makes it easier for females to secure salaried employment than males.

The results from two colleges show that need for achievement is the major motivating factor for graduates' preference for self-employment. That need for more achievement will be accomplished by being self-employed. This suggests that students who are studying entrepreneurship perceive that self-employment provides an avenue for individuals to achieve more in life than being employed as indicated in Kurtko (2004). This is supported by Gilad and Levine (1986) in their motivation theory in which they state that an individual is either pulled or pushed up for achievement. Dawson et al (2012) emphasises that needs for independence, autonomy, success may push somebody for the achievement of a certain goal. Self-employment does fast and independently leads to satisfaction.

In addition to that respondent indicated that independence could be achieved by being self-employed as other scholars such as Kolvered et al (2006) suggests. Independence of operating the business without interference, selecting type of business, location of business even what to do with profit gain in business are among motivation factors. Vroom model of expectancy as discussed by Segal at el (2005) supports these findings as expectations can be a motivating factor for behaving a certain way to achieve the needs.

Moreover, research findings show that need for achievement, independence and wealth make someone to be respected in society. In the African context, individuals do care about how others think about them. The findings also prove that self-employment provides flexibility to entrepreneurs. Flexibility in business operations, management, finances and even the future business. The research also has indicated a behavioural intention regarding the future as the motivating

factor for future is self-employment and not salaried employment since the respondents are influenced by the availability of market opportunity as proved in the study. These findings concur with Ajzen (1985)'s theory of planned behaviour (TPB) that an individual's behaviour is determined by one's behavioural intention to perform the specific action and this intention is jointly influenced by three beliefs; behaviour, normative, and control.

In contrast, the respondents disagreed that self-employment provides the opportunity to work in the family business. Suggesting that perhaps their families don't have any business or parents don't want their children to go into their business venture. Even though the respondents disagreed that their parents won't accept/ let them go for self-employment. They are indicating that there is no connection between parents and their children's decision on career choice. Therefore, it can either be environmental or cognitive as argued by (Haase et al, 2011).

6. CONCLUSION

The purpose of the study was to find-out motivating factors for College students from Tanzania to go for self-employment. The finding of this study concludes that motivation theory factors such as the need for achievement, independence, wealth, flexibility, social influence, market opportunity, future intention influence students of Higher Learning to go for self-employment. This suggests that Colleges, University and curriculum developer should use the theory of motivation in their learning process to motivate learners to go for self-employment as a solution towards unemployment and poverty. Additionally, the research findings have indicated that majority prefer self-employment after studies but their age show that most of them don't have any experience with self-employment activities such as operating business ventures. This calls for their fields attachment to include attachment to small and medium enterprises (SME's) to get experience. It is also recommended that curriculum developers should design more activities which motivate learners of higher learning institutions to be motivated and inspired for self-employment against salaried employment. Policymakers should consider enabling higher learning institutions to produce students who are self-employment oriented. Furthermore, it is recommended that further research be undertaken given that only a small sample of third-year students participated in the research does not guarantee generalisation.

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