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A SURVEY OF PERSONAL GOALS AND PERCEPTIONS OF ENTREPRENEURIAL ABILITY AMONG STUDENTS AT THE SCHOOL OF BUSINESS, UNIVERSITY OF NAIROBI

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Abstract

A great deal of research has investigated the reasons for the creation of new enterprises and the entrepreneurial characteristics of those individuals responsible for the emergence of new firms. This was a study on how do the students of the university of Nairobi business school perceive their entrepreneurial ability in relation to personal goals? The goals in entrepreneurial ability are influenced by factors such as: maximum utilization of own skills and talents; full control of own future; achievement of what one values personally; being "my own boss"; the freedom/opportunity to make own decisions; the opportunity to learn new things; financial security; performing challenging and exciting work; having peace of mind with a peaceful and stress-free life; allocation of enough free time for family, hobbies, leisure, and other interests; an opportunity to extend one's range of abilities, a goal to accumulate wealth; desire to live an adventurous and exciting life; the goal to start own business, striving for an idea to own business, an ultimate goal to be self employed and the wish to become an influential person to the future.

Keywords: Personal Goals, Entrepreneurial Ability and Business School Students.

1. Introduction

1.1 Background

The current literature is replete with differing definitions of entrepreneurship. Rumelt (1987) defined it as the creation of new businesses with some element of novelty. Mintzberg (1973) viewed the entrepreneur as one who seeks to improve the organization through change initiation. Vesper (1983) provided the economists' perspective; an entrepreneur is one who coordinates resources to create profits. Entrepreneurship has also been viewed as the identification of market opportunities and the recombination and allocation of resources to pursue them (Kirzner, 1973; Schumpeter, 1934). Indeed, much of the present entrepreneurship literature has rested on the assumption that the entrepreneur is a risk-taker (McClelland 1962).

Bygrave (1989) and Whickham (2006) observe that entrepreneurial research is being undertaken by a multitude of disciplines

employing a variety of conceptual frameworks and no wonder that there is little consensus in defining entrepreneurship and what it involves.

Thus, research has suffered from problems of focus and disjointment (Bygrave, 1989).

The earliest work in the field of entrepreneurship focused on personal characteristics that distinguished entrepreneurs from non-entrepreneurs (Naffziger, Hornsby & Kuratko, 1994). For example, numerous studies have found consistent relationships between individual factors, namely achievement locus of control, motivation (McClelland, 1961), and entrepreneurship (Brockhaus, 1982; Gartner, 1985). McClelland (1962) identified three behavioral traits associated with high need for achievement (nAch): (1) taking personal responsibility for finding solutions to problems, (2) setting moderate achievement goals and taking calculated risks to achieve them, and (3) desiring concrete feedback concerning performance. McClelland later reported a series of studies linking high nAch with entrepreneurship.

Later studies reinforced McClelland's motivation-entrepreneurship linkage (Moore, 1986).

A distinctive stream of research has begun to focus on the entrepreneurship process and de-emphasize distinctive characteristics of the entrepreneur (Gartner, 1988; Katz, 1992; Sexton & Bowman, 1986). Indeed, there is little conclusive evidence of differences between founders and non-founding managers or between successful and unsuccessful founders (Low & MacMillan, 1988). Nonetheless, much of the literature remains primarily concerned with the uniqueness of the individuals behind the ventures (Krueger & Brazeal, 1994). As Shaver and Scott (1991) noted, separating the entrepreneurship from the venture is analogous to separating the "dancer from the dance".

Personal perceptions and goals are critical ingredients of success in entrepreneurship. The GEM report 2009 observes that in a recent study, Godin and colleagues (2008) identify six common elements of entrepreneurship. Looking at the proposed constructs in some detail, three main components may be identified: entrepreneurial attitudes, entrepreneurial activity and entrepreneurial aspiration (Acs and Szerb, 2008). These are interlinked in a complex set of feed forward and feedback loops. For example, positive attitudes towards entrepreneurship may increase entrepreneurial activity and aspiration, which in turn positively affect attitudes as more positive role models appear. Positive aspirations may change the nature of activity, and in turn, change attitudes. *Entrepreneurial attitudes* are attitudes toward entrepreneurship. For example, the extent to which people think there are good opportunities for starting a business, or the degree to which they attach high status to entrepreneurs, might be termed entrepreneurial attitudes. Other relevant attitudes might include the level of risk that individuals might be willing to bear and individuals' perception of their own skills, knowledge and experience in business creation. Entrepreneurial attitudes can influence entrepreneurial activity but can also be influenced by entrepreneurial activity.

1.2 Students at the School of Business

The School of Business of the University of Nairobi offers three main degree programmes namely the Bachelor of Commerce (B.Com.) at the undergraduate level, Master of Business Administration (MBA) at Postgraduate level and the PhD programme. Entrepreneurship is taught at both B.Com and MBA levels as a course unit. At the undergraduate level, the unit is compulsory for all students at their fourth year of study. At the MBA level, the

course is offered as an elective under the strategic management specialization but open to all students in the programme. At the PhD level, entrepreneurship is offered as an option for students who choose to specialize in it.

Both the B.Com and the MBA programmes are offered both regular and "Parallel" programmes. The regular programme is taken by students on a full time basis and these are students sponsored under the government scholarship. The "parallel" programme was introduced in 1998 as an evening executive programme targeting those who qualify to take the course but who are not available to take it on full time basis. The classes for the parallel programmes are offered in the evenings and weekends. The parallel programme is on a full fees recovery arrangements and hence the student must meet the full fees to be admitted. While the two groups consist of students who meet the basic university entry requirements, the regular students are normally admitted competitively through the Joint Admissions Board (a board established by the public universities to coordinate admission for regular students) with much higher examination scores than their parallel counterparts.

The catchment of the regular students is normally the bright young boys and girls straight from the high school. There is normally a fair mix of background of students admitted in this programme. While some are from economically well up backgrounds, others are from fairly humble backgrounds. The parallel programme on the other hand normally attracts students who can pay either by their parents (especially at B.Com. level) or by themselves from own incomes (especially the MBA) level. Majority of the MBA students are already working or self employed and have gained experience.

2.0 Literature Review

2.1 Theories of Entrepreneurship

Three streams of theories that attempt to explain the origin of entrepreneurship in individuals have emerged and put together the various contributions over time. These theories explain the origin of entrepreneurship in individuals. They attempt to answer the question of why some people or even some communities more entrepreneurial than others. The theories revolve around the roles of inborn traits and the environment in providing answers to the question.

2.1.1 Traits Theories

Traits theories hold that entrepreneurs are born not made. Through interviews with over 500 entrepreneurs over a three-year period Prof Allan Jacobwitz (cited in Cohen 1980) observed that entrepreneurs commonly share certain personality characteristics. These include: restlessness, independence, a tendency to be a loner, extreme self confidence, innovative, action oriented, high on need for personal control and highly autonomous.

Trait theories such as Jacobwitz suggest that entrepreneurial aptitude is static-that is, either people are born with the related characteristics, or they are not. While personality and other individual differences may predispose individuals to entrepreneurial behaviour the

dissatisfaction with the trait approach prompted a growing focus on identifying what the entrepreneur does (Bygrave and Hofer, 1991; Gartner, 1988). Some argue that situational factors such as the nature of the task and the environment have more impact on action than personality traits. However, if we focus on what an entrepreneur does, it does not assist us in developing a better understanding of what encourages or discourages entrepreneurial activity as it ignores how perceived opportunities are constructed (Brockhaus and Horwitz, 1985; Gartner, 1989; Gibb, 1993; Mitchell, 1979).

The other theoretical basis for explaining and predicting entrepreneurial intentions are Shapero's 'entrepreneurial event' model as well as in Azjen's (1991) more general theory of planned behaviour. Indeed, both of these frameworks provide similar explanations of individuals' entrepreneurial intentions as being a function of the perceived feasibility and desirability of entrepreneurial behaviour (Krueger and Brazeal, 1994).

2.1.2 Entrepreneurial Events Theory

Shapero and Sokol (1982) advanced a process model of new venture formation which included what they called a displacement event. They argued that inertia guided human action and as a result there needed to be a displacing event to push or pull an individual to change course, and in this case to found a business. This displacement has also been called the 'trigger' or 'precipitating' event. This model is more dynamic and suggests that entrepreneurial intention is based on the interaction between personal characteristics, perceptions, values, beliefs, background and environment (situational context). They base this approach on a model of the entrepreneurial event in which entrepreneurship is defined as "the pursuit of an opportunity irrespective of existing processes" (Kirzner 1985).

Unlike the traits models, this approach incorporates the influence of environment, and the notion that entrepreneurial behavior is planned and intentional. This approach is process-focused in that the interactions of several factors are examined in order to predict behavior. Beliefs, perceptions and assumptions are learned within the context of a given environment (such as a business or community). These attitudes and perceptions predict intentions, which in turn influence behavior.

Entrepreneurial intention is thus mediated in the following manner: Environment or event

causes an individual to form perceptions, attitudes and assumptions (consider the assumptions and beliefs that might be formed in a change-oriented environment as opposed to a static environment). These perceptions then translate themselves into intentions, or potential. Intentions or potential then are expressed through behavior. Thus, this model suggests that entrepreneurial characteristics not only can be learned, but also can vary across individuals and situations.

While Shapero and Sokol (1982) did not propose their model as an intentions-based model, it was quickly seen as precisely that by many and has since been so utilized in entrepreneurship literature. They sought to identify key social factors that led to what they called 'entrepreneurial events', or the act of starting a business. Central to their model were the perceptions of the individual of the desirability and feasibility of launching a new venture combined with some propensity to act on opportunities, and then triggered by a displacement event. While many variables would be expected to influence an individual's intentions to act in a certain way, research supports the mediating effect for the three variables outlined in the model, namely perceived desirability, perceived feasibility and propensity to act (Krueger, 1993).

As a process model, Shapero and Sokol (1982) argued that the displacement made one open to consideration of different paths that he/she could choose. They proposed that any path being considered had to be perceived as not only desirable but feasible, and that there had to be some general propensity to act on an alternative. In their view, an individual's conclusion that an alternative was attractive and doable was an insufficient condition to action; hence, their belief that there must be some predisposition to act on opportunities for a new venture startup to actually take place.

Displacement events were conceptualized as situations, positive, such as an opportunity is presented to get into business for oneself, or negative, such as being laid off from a job, or more neutral as in life-transition situations, such as graduating from college. To Shapero and Sokol, these were necessary to break people out of the 'ruts' they develop over time.

In terms of family business, the transition event could be viewed as the displacement event that would possibly trigger the entrepreneurship in offspring who otherwise considered other options in life. The demise of the founder for instance could become the event that as a matter of necessity, one has to take over the family firm even if they did not wish to.

2.1.3 Theory of Planned Behavior (Venture theory)

Ajzen (1991) argued that considered actions are preceded by conscious decisions to act in a certain way. He further theorized that these intentions were the result of attitudes formulated through life experiences, personal characteristics and perceptions drawn from these prior experiences. He proposed that the three determinants of intention were as follows:

First is the attitude toward the behavior as being "...the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question". Attitude is a composite variable comprised of both cognitive and affective elements that support this mindset toward entrepreneurship as a lifestyle or career or activity, whether positive or negative. As an attitude is a conclusion or predisposition toward an action, it is formed through experience and perceptions formed over the life of the person.

Second being subjective norm which refers to "the perceived social pressure to perform or not perform the behavior." This variable would be influenced not only by broad cultural attitudes toward entrepreneurship, but also the attitudes of particular individuals, groups and networks the person is most influenced by, such as family, friends, peers and significant 'others'. Third determinant being perceived behavioral control which "refers to the perceived ease or difficulty of performing the behavior and it is assumed to reflect past experience, as well as anticipated impediments and obstacles."

This model takes entrepreneurial behavior a step further by declaring a framework that explains sustained and repeated entrepreneurial behavior (venturing). In essence, the model moves beyond attempting to explain why individuals initiate ventures to why or how entrepreneurs are motivated to continue with the behavior as a career choice. They conclude that, like the intention to act entrepreneurially, the decision to continue behavior is influenced by the interaction of various factors. These include individual characteristics, individual environment, business environment, an individual's personal goal set, and the existence of a viable business idea. Under this model, the individual is active in the process unlike the earlier theories that seem to show the individual as passive being largely controlled by events outside themselves.

Through these interacting factors individuals make several comparisons between their perceptions of a probable outcome, their intended goals, intended behavior and actual outcomes. The model predicts that when the outcomes meet or exceed perceived outcomes, positive behavior (continued engagement in entrepreneurialism) is reinforced. It also predicts that the opposite occurs when the perceived outcomes are not met. This model clearly incorporates psychological, behavioral and situational factors.

This model finds immediate application in family firms in the sense that family members could develop their goals around the family firm and that the experience in the business

could help to confirm their assessment of the probability of success. Those who assess that they have high chances of success would naturally wish to join the family firm. This interest and motivation would be an asset in the transition arrangement.

Three streams of theories that attempt to explain the origin of entrepreneurship in individuals have emerged and put together the various contributions over time as articulated above.

2.2 The Entrepreneurs' Perception of Success in Entrepreneurship

A great deal of research has investigated the reasons for the creation of new enterprises and the entrepreneurial characteristics of those individuals responsible for the emergence of new firms. An important question is why some individuals decide to pursue entrepreneurial endeavors while others do not. Research has investigated the possible reasons behind this behaviour from the perspective of the individual themselves as well as economic and other factors in their environment (Acs, Audretsch and Evans, 1994; Hofstede, 2004). Recent work has also investigated the utility derived from choosing entrepreneurship over traditional career opportunities - it is argued that individuals will choose entrepreneurship as a career option if the utility derived from this choice exceeds the utility derived from formal employment (Eisenhauer, 1995; Douglas & Shepherd, 2000).

While the utility derived from self-employment may exceed that derived from other career alternatives it is generally not a sufficient condition for an individual to engage in entrepreneurial behaviour. Rather, entrepreneurial behaviour has three necessary conditions, these being (i) the motive to pursue self-employment (or other entrepreneurial behaviour); (ii) the perception of an apparently lucrative entrepreneurial opportunity; and (iii) access to the means to pursue that opportunity. Without the simultaneous existence of these three pre-requisite conditions entrepreneurial behaviour will not eventuate.

The motivation to behave entrepreneurially is explained by the utility-maximizing theory of entrepreneurial behaviour - viz: that the individual is motivated to become self-employed (or otherwise behave entrepreneurially) because that course of action promises the greatest psychic utility (Eisenhauer, 1995; Douglas & Shepherd, 2000). Underlying this motivation is the strength of the individual's abilities (human capital) and his/her attitudes to elements provided by entrepreneurship, which include autonomy, risk, work effort, income, and net perquisites. In general, individuals desiring more income, more independence, and more net perquisites are more likely to want to engage in entrepreneurial behaviour. Likewise, an individual with a higher tolerance for risk and less aversion to work effort should be expected to be more likely to want to engage in entrepreneurial behaviour (Douglas & Shepherd, 2000).

The decision to act entrepreneurially has been argued to be related to the utility derived from self employment

(Eisenhauer, 1995) with individuals' with more positive entrepreneurial attitudes and stronger entrepreneurial abilities being more likely to attain higher levels of utility in self-employment than in employment (Douglas and Shepherd, 2000). Previous research has identified the role of risk tolerance, income and preference for independence as being significant in the decision to be self-employed (Douglas and Shepherd, 2002). Individuals with more tolerance for risk and stronger positive attitudes toward income and independence are more likely to want to pursue an entrepreneurial endeavor. Note that Douglas & Shepherd (2002) did not find attitude to work effort to be significantly related to entrepreneurial intentions, although their sample (MBA students) may not have been representative of the population in this respect. While individual attitudes to income, independence, risk, work effort and net perquisites may vary, we would expect that individuals indicating higher expected utility (or lower disutility) from these factors would be more likely to have greater entrepreneurial intentions.

2.3 Self Concept and Entrepreneurship

Self-concept is defined by Sabin (1954) as those ideas the individual has of himself or herself that he or she learned in relationship with others. If our self-concept is positive, we tend to act and perceive the world positively. If our self-concept is negative, we feel dissatisfied and unhappy (Rogers, 1980). The self and role we play interact. Since the self strives for consistency, it selects those roles compatible with the self-concept. When the role and self-concept are incompatible, conflict arises.

Sabin (1954) asserts that self-concept is a product of the social roles that an individual plays. Thus, the self-concept which females hold is determined by the social roles that they play. Marshall (1998) holds that females have a high self-concept of themselves and they believe in their capabilities and ability to accomplish any task. Ross and Lyle (1978) indicate that women can excel in any venture once they have a positive frame of mind. They further argued that females could assimilate to roles requiring high esteem and self-confidence.

In a contrary view, Fenn (1976) advanced that the socialization process for women stresses dependency, directedness, nurturance, sacrifice and caring which contributes to feelings of ambivalence about self worth. Females are believed to have a negative image of their self worth. They are constantly reminded that a woman's role is passive and non-assertive. To

be accepted by society as 'normal', she has to subjugate herself. If she has intellectual ability, she has to under-utilize that ability in order not to be considered a deviant.

The female subsequently has a low image of herself. According to Dipboye (1975), the female actually comes to believe and accept that in some manner, she is deficient and hence inferior. This is because the female role in relation to the male is differently evaluated by the society and the female status is regarded as inferior and subordinate to male status. Character traits such as high self-concept, managerial competence, high commitment to work, favorable perception of work stress, aggressiveness, emotional stability, vigor and self-reliance necessary for entrepreneurial success (Akeredolu-Ale, 1975; Carland, Hoy, Boulton & Carland, 1984; Meredith, Nelson & Neck, 1982; Olakanpo, 1968; Omololu, 1990; Onah, 1990; Schumpeter, 1954) are assigned by the society to males. It is therefore important to examine if a woman's self-concept, perceived managerial competence, work stress and business commitment would affect her perception of business success.

2.4 Social Cognitive Career Theory

SCCT is anchored in social cognitive theory and highlights the importance of self-beliefs and self-thought in fostering an individual's motivation and subsequently guiding their behavior (Segal, Borgia, & Schoenfeld, 2003). Core variables of the SCCT model are (1) self efficacy-- which affects an individual's expectations for outcomes as well as their intentions toward performance, (2) outcome expectations--which affects their future performance or goals, and (3) goals-- for entrepreneurs towards self employment.

This model bases much of its predictive powers on Vroom's (1964) work in expectancy theory. Expectancy theory states that in order for an outcome to be achieved, three things must be in place; (1) a person must believe that he or she can do it (expectancy), (2) accomplishment of the task must be clearly connected to an outcome (outcome expectations), and (3) the outcome must be desired by the individual (valence). According to Vroom, an individual will choose among alternative behaviors by considering which behavior will lead to the most desirable outcome. SCCT suggests that these outcome expectations are important determinants of career interests (Segal, Borgia, & Schoenfeld, 2003).

3.0 Statement of the Problem

The question of why some people venture into business while others do not has remained a major focus for research in entrepreneurship for several decades. In attempting to answer this question, there have been a number of frameworks developed in the literature. For many years scholars employed 'trait research' in attempting to identify a set of personality characteristics that would distinguish entrepreneurs from others. While research demonstrates consistency in the factors characterizing business founders, these factors have not proven to be a strong predictor of who will start a

business. Indeed, this should not be surprising as personality traits are not known to be a good predictor of behaviour (Gartner, 1989). Studies of the demographic background characterizing business founders have fared no better, even though they, too, show very consistent results (Evans and Leighton, 1989; Reynolds, 1997). For example, founders tend to have a higher education than the general population and/or have previous experience of self-employment, have self-employed parents, and are between 25 and 40 years old (Reynolds, 1997).

A great deal of research has investigated the reasons for the creation of new enterprises and the entrepreneurial characteristics of those individuals responsible for the emergence of new firms. An important question is why some individuals decide to pursue entrepreneurial endeavours while others do not. Research has investigated the possible reasons behind this behaviour from the perspective of the individual themselves as well as economic and other factors in their environment (Audretsch and Evans, 1994; Hofstede, 2004). Recent work has also investigated the utility derived from choosing self employment over traditional career opportunities - it is argued that individuals will choose self-employment as a career option if the utility derived from this choice exceeds the utility derived from employment (Eisenhauer, 1995; Douglas & Shepherd, 2000; GEM 2008).

Perceptions about entrepreneurship may affect the *supply side* and the *demand side* of entrepreneurship. On the supply side, or the "pool" of potential entrepreneurs, important perceptions include both willingness and perceived ability to become an entrepreneur (Davidsson, 1991). Education levels and the availability of entrepreneurship training programs are possible determinants of perceived skills.

While the utility derived from self-employment may exceed that derived from other career alternatives it is generally not a sufficient condition for an individual to engage in entrepreneurial behaviour. Rather, entrepreneurial behaviour has three necessary conditions, these being (i) the motive to pursue self-employment (or other entrepreneurial behaviour); (ii) the perception of an apparently lucrative entrepreneurial opportunity; and (iii) access to the means to pursue that opportunity. Without the simultaneous existence of these three pre-requisite conditions entrepreneurial behaviour will not eventuate.

The Kenya government recognizes the important role entrepreneurship plays in economic development. Introduction of

entrepreneurship education at various levels of the education system is evidence of this importance. At the University of Nairobi, entrepreneurship is being taught at both under and post graduate levels. The expectation is that the students who learn about entrepreneurship are going to apply the skills in establishing significant enterprises. What is not clear however is how the students themselves perceive entrepreneurship and themselves in terms of being able to do so. Increasingly therefore interest in individual's perception of entrepreneurial ability has become a key concern for researchers in the area of entrepreneurship. The GEM study of 2008 for instance focused on the entrepreneurial ability and perceptions as the key focus. These studies have had limited focus on the African setting where the context is unique and possibly with different perception profile. Context plays a critical role in development of perceptions. *How do the students of the university of Nairobi business school perceive their entrepreneurial ability in relation to personal goals?*

3.1 Research Objectives

The objectives of this study were:

- i. To determine the factors influencing students personal goals in life relative to entrepreneurship; and
- ii. To establish the students' perception of their own entrepreneurial ability

3.2 Hypothesis Development

The following null hypotheses were developed based on the literature review.

- i. All characteristics define positive relationship between personal goals and personal entrepreneurial ability
- ii. There is no significant interrelationships among the characteristics

4.0 Research Strategy

The research design constitutes the blueprint for the collection, measurement and analysis of data. This study involved use of both primary and secondary data. The study employed a cross sectional survey design owing to the fact that the data required relate to perceptions which can only be collected at one particular point in time and does not exist in any other published form. The design also allows the researcher to ensure unbiased representation of the population of interest.

The population of interest in this study was all the students registered in the School of Business as at May 4th 2009. According to the SMIS (Students Management Information System) there were 1200 B.Com regular, 1400 B.Com Parallel and 1218 MBA making a total population of 3978.

The Central Limit Theorem proposes that a sample should be big enough to be a good estimator of the population parameter. The specific technique to be employed in testing hypothesis of the statistics will depend on the size of the sample selected. Some techniques like Chi-square and student t tests are appropriate for small sample less than 30 while the Z-

tests are appropriate for the large sample which is more than 30. A sample of 250 students was selected using the stratified sampling technique.

The population was stratified according to the program they were registered in.

| Program | Total | Proportionate |
|----------------|-------|---------------|
| B.COM Regular | 1200 | 960/3978*250 |
| B.COM Parallel | 1400 | 1800/3978*250 |
| MBA | 1200 | 1218/3978*250 |
| TOTAL | 3800 | 250 |

The actual responses were however as follows:

| Programme | Frequency | % |
|-----------|-----------|-------|
| MBA | 39 | 15.7 |
| B. COM R | 103 | 41.5 |
| B. COM P | 106 | 42.7 |
| Total | 248 | 100.0 |

The higher response rate from the B.Com students was largely due to the fact that the questionnaires were distributed in classes and returned immediately.

The questionnaires were distributed in class for both the B.Com regular and parallel classes just before the selected lectures and not the Entrepreneurship course to avoid biased responses. The research assistants then collected them back immediately after they were filled. For the MBA students, the questionnaires were distributed through the MBA office to be filled by students who passed through the office and the assistants collected the filled ones after one week. Data was coded and a data base was created using the SPSS package. The analysis employed basic descriptive statistics and factor analysis as presented in the next section.

5.0 Data Analysis, Findings and Discussions

This section covers data analysis and findings of the research. The main instrument for primary data collection was a questionnaire.

5.1 Perceived Entrepreneurial Ability (PEA) among Students

This was a survey of perceived entrepreneurial ability (PEA) among students at the school of business, university of Nairobi. The perceived entrepreneurial ability (pea) can be measured in terms of one's own ability, goals and the conduciveness of the entrepreneurial environment.

Table 5.1: Aspects of Own Work Goals in Life

| Aspects | N | Mean | Std. Dev |
|--|-----|------|----------|
| To be able to use my skills and talents to the | 248 | 6.64 | .907 |

| | | | |
|--|-----|------|-------|
| maximum | | | |
| Control my own future | 247 | 6.63 | .958 |
| To be able to achieve something that I personally value | 248 | 6.62 | .935 |
| Be my own boss | 248 | 6.59 | .922 |
| To have the freedom/opportunity to make my own decisions | 246 | 6.56 | .953 |
| To have the opportunity to learn new things | 247 | 6.50 | .932 |
| Have financial security | 247 | 6.50 | 1.115 |
| Have peace of mind (i.e. peaceful and stress-free life) | 248 | 6.47 | 1.214 |
| To perform challenging and exciting work | 247 | 6.47 | .995 |
| Have free time for family, hobbies, leisure, and other interests | 247 | 6.41 | 1.275 |
| To be able to extend my range of abilities | 247 | 6.37 | 1.015 |
| Accumulate wealth | 247 | 6.34 | 1.286 |
| Live an adventurous and exciting life | 247 | 6.26 | 1.334 |
| My goal is to start my own business | 247 | 6.25 | 1.197 |
| I intend to strive for an idea to own my own business | 244 | 6.25 | 1.244 |
| My ultimate goal is to be self employed | 247 | 6.17 | 1.410 |
| Become an influential person | 246 | 6.02 | 1.376 |
| To have control over the pace of my work | 233 | 5.98 | 1.498 |
| To receive attractive pay and benefits | 246 | 5.97 | 1.545 |
| To have opportunity for advancement/promotions | 248 | 5.93 | 1.463 |
| To be able to set my own working hours | 247 | 5.91 | 1.568 |
| To have job security | 247 | 5.81 | 1.798 |
| To be ultimately involved in the entire operation | 235 | 5.80 | 1.603 |
| To work with others as members of a group | 247 | 5.65 | 1.429 |
| Have a steady paycheck (i.e. job and income I can count on) | 247 | 5.61 | 1.903 |
| Be recognized by family/friends for my accomplishments | 247 | 5.58 | 1.778 |
| To be friends with, and be liked by my co-workers | 246 | 5.00 | 1.879 |
| Having a job is more | 247 | 3.11 | 1.992 |

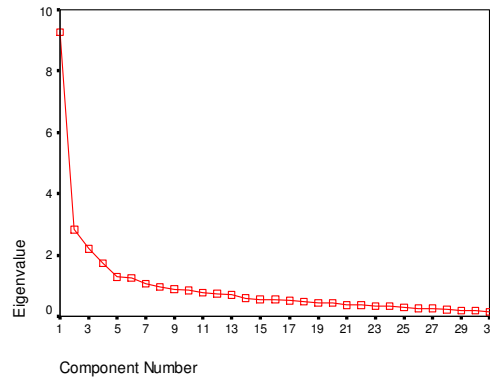
| | | | |
|----------------------------------|--|--|--|
| appealing than owning a business | | | |
|----------------------------------|--|--|--|

Source: Research Data (2009)

From the research data in table 4.4a above, to a great extent (Mean ≥ 6.0 , with a significant standard deviation), the respondents agreed that the goals in entrepreneurial ability are influenced by factors such as: maximum utilization of own skills and talents; full control of own future; achievement of what one values personally; being “my own boss”; the freedom/opportunity to make own decisions; the opportunity to learn new things; financial security; performing challenging and exciting work; having peace of mind with a peaceful and stress-free life; allocation of enough free time for family, hobbies, leisure, and other interests; an opportunity to extend one’s range of abilities, a goal to accumulate wealth; desire to live an adventurous and exciting life; the goal to start own business, striving for an idea to own business, an ultimate goal to be self employed and the wish to become an influential person to the future. The respondents slightly agreed that the goals in entrepreneurial ability are influenced by factors such as: having control over the pace of own work, receipt of attractive pay and benefits; an opportunity for advancement/promotions; ability to set own working hours; job security; ultimate involvement in the entire operation; working with others as members of a group; having a steady paycheck (i.e. job and income I can count on); and to be recognized by family/friends for the accomplishments.

Further analysis using the factor analysis (See Appendix I) and scree plot indicates that there are only seven goals in entrepreneurial ability which are very important. But all the factors showed a positive correlation with each other. The correlation is significant at the 0.01 level (2-tailed) and also significant at the 0.05 level (2-tailed) – See Appendix II.

Figure 5.1: Aspects of Own Work Goals in Life (Scree Plot)



Source: Research Data (2009)

Factor analysis was done using Principal Component Analysis to extract goals in entrepreneurial ability required Varimax with Kaiser Normalization gave a rotation that converged in 6 iterations. The results are as in table 4.4b. From the research data, the goals in entrepreneurial ability are influenced by factors which can be broken into seven components.

Figure 5.2 Factor Analysis: Rotated Component Matrix(a)

| Aspects of Own Work Goals in Life | Factor Component |
|--|-------------------|
| To be able to achieve something that I personally value | personal Freedom |
| To be able to use my skills and talents to the maximum | |
| To have the opportunity to learn new things | |
| To perform challenging and exciting work | |
| To have the freedom/opportunity to make my own decisions | |
| To be able to extend my range of abilities | |
| Control my own future | Personal security |
| Accumulate wealth | |
| Be my own boss | |
| Have financial security | |
| Have peace of mind (i.e. peaceful and stress-free life) | Recognition. |
| Be recognized by family/friends for my accomplishments | |
| To be friends with, and be liked by my co-workers | |
| Become an influential person | |
| To have the authority to influence others | |
| Live an adventurous and exciting life | Job |
| To have job security | |

| | | | |
|--|-----------------|---|---|
| | | peaceful & stress-free life | |
| Have a steady paycheck (i.e. job and income I can count on) | Self employment | Be recognized by family/friends for my accomplishments | <i>own destiny and being ready for change</i> |
| To work with others as members of a group | | To be friends with, and be liked by my co-workers | |
| To have opportunity for advancement/promotions | | Become an influential person | |
| To have fixed working hours | | To have the authority to influence others | |
| My ultimate goal is to be self employed | Flexibility | Live an adventurous and exciting life | <i>risk in entrepreneurship – financial, failures</i> |
| My goal is to start my own business | | To have job security | |
| I intend to strive for an idea to own my own business | | To receive attractive pay and benefits | |
| To be able to set my own working hours | Control | Have a steady paycheck (i.e. job and income I can count on) | <i>Personal traits in entrepreneurship</i> |
| To have control over the pace of my work | | To work with others as members of a group | |
| Have free time for family, hobbies, leisure, and other interests | | To have opportunity for advancement/promotions | |
| To always know specifically and exactly what I am | | To have fixed working hours | |
| To be ultimately involved in the entire operation | | My ultimate goal is to be self employed | |
| Having a job is more appealing than owning a business | | My goal is to start my own business | |
| | | I intend to strive for an idea to own my own business | |

Source: Research Data (2009)

5.2 Perception of own entrepreneurial ability

| Perception of own entrepreneurial ability | Factor Component | | |
|--|-------------------------------------|--|--|
| To be able to achieve something that I personally value | | To be able to set my own working hours | <i>Easy in becoming an entrepreneur</i> |
| To be able to use my skills and talents to the maximum | | To have control over the pace of my work | |
| To have the opportunity to learn new things | <i>Well being of the individual</i> | Have free time for family, hobbies, leisure, and other interests | <i>A challenge in becoming an entrepreneur</i> |
| To perform challenging and exciting work | | always know specifically and exactly what I am | |
| To have the freedom/opportunity to make my own decisions | | ultimately involvement in the entire operation | |
| To be able to extend my range of abilities | | A job is more appealing than owning a business | |
| Control my own future | | | |
| Accumulate wealth | | | |
| Be my own boss | | | |
| Have financial security | | | |
| Have peace of mind- | | | |

6.0 Summary and Conclusions

The goals in entrepreneurial ability are influenced by factors such as: maximum utilization of own skills and talents; full control of own future; achievement of what one values personally; being “my own boss”; the freedom/opportunity to make own decisions; the opportunity to learn new things; financial security; performing challenging and exciting work; having peace of mind with a peaceful and stress-free life; allocation of enough free time for family, hobbies, leisure, and other interests; an opportunity to extend one’s range of abilities, a goal to accumulate wealth; desire to live an adventurous and exciting life; the goal to start own business, striving for an idea to own business, an ultimate goal to be self employed and the wish to become an influential person to the future.

Factor analysis was done using Principal Component Analysis to extract goals in entrepreneurial ability required Varimax with Kaiser Normalization gave a rotation that converged in 6 iterations. The first factor is **personal freedom** which includes achieving personal goals, using personal talents, personal learning, personal challenge, and independence in decision making. The second factor is **personal security** which is illustrated by factors like controlling own future, financial freedom, being own boss, and peace of mind. The third factor is **recognition**. This includes recognition by family and friends, being admired, being influential, having authority over others and excitement in life. Factor number four was **job security**. Includes here are aspects like attractive pay, steady income, team environment, advancements and defined working hours. Sixth factor was **self employment**, seventh was **flexibility** and eighth was **control**.

The perception of individuals or students as entrepreneurs can be characterized with six perceptions: Believe that entrepreneurship is positively related to well being of the individual - Aspiration, comfortable running own business, lifestyle, commitment, entrepreneurship as a source of wealth and prosperity of the individual. Secondly, believe that there exist challenges in entrepreneurship - Financial challenges, high levels of education, luck, no support institutions or mentors, and skills deficiency. Thirdly, a belief in own destiny and being ready for change. Fourthly, believe about risk in entrepreneurship – financial failures. Fifthly, personal traits in entrepreneurship. Lastly, a belief that it is easy in becoming an entrepreneur.

7.0 Recommendations for Further Research

This was a survey of personal goals and perceptions of entrepreneurial ability among students at the school of business, university of Nairobi; a study that involves more members of the University population in various schools such as arts and law which are none-business oriented needs to be undertaken to determine the factors in students personal goals in life relative to entrepreneurship, and to establish the students' perception of their own entrepreneurial ability in a none-business education orientation.

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APPENDICES

Appendix IA: Aspects of Own Goals in Life (Factor Analysis: Rotated Component Matrix(a))

| Aspects of Own Work Goals in Life | Rotated Component Matrix(a) | | | | | | |
|--|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| To be able to achieve something that I personally value | .790 | .140 | -.039 | .222 | .050 | .120 | -.194 |
| To be able to use my skills and talents to the maximum | .769 | .180 | .101 | .065 | .125 | .041 | -.144 |
| To have the opportunity to learn new things | .748 | .184 | .167 | .158 | .148 | -.057 | .023 |
| To perform challenging and exciting work | .657 | .118 | .136 | .087 | .092 | -.009 | .036 |
| To have the freedom/opportunity to make my own decisions | .650 | .350 | .106 | .094 | .052 | .177 | -.027 |
| To be able to extend my range of abilities | .630 | .187 | .279 | -.198 | .170 | .144 | .316 |
| Control my own future | .269 | .737 | .100 | .036 | .168 | .143 | .138 |
| Accumulate wealth | .169 | .727 | .094 | .056 | .082 | -.066 | .090 |
| Be my own boss | .260 | .701 | .109 | .115 | .331 | .194 | -.020 |
| Have financial security | .135 | .697 | .169 | .274 | .055 | .154 | .097 |
| Have peace of mind (i.e. peaceful and stress-free life) | .206 | .596 | .330 | .020 | -.026 | .321 | .193 |
| Be recognized by family/friends for my accomplishments | .013 | .262 | .747 | .071 | .083 | -.069 | .194 |
| To be friends with, and be liked by my co-workers | .027 | -.052 | .591 | .428 | .067 | .241 | .222 |
| Become an influential person | .131 | .461 | .590 | .178 | .115 | -.116 | -.073 |
| To have the authority to influence others | .329 | .094 | .585 | .083 | .122 | .141 | .119 |
| Live an adventurous and exciting life | .111 | .454 | .542 | .159 | .038 | .296 | -.172 |
| To have job security | .118 | .207 | .126 | .783 | .044 | .140 | -.006 |
| To receive attractive pay and benefits | .280 | .154 | .292 | .706 | -.055 | -.039 | .036 |
| Have a steady paycheck (i.e. job and income I can count on) | -.013 | .314 | .255 | .516 | .043 | -.133 | .399 |
| To work with others as members of a group | .426 | -.064 | -.077 | .459 | .063 | .188 | .008 |
| To have opportunity for advancement/promotions | .225 | .065 | .421 | .433 | .000 | .094 | .264 |
| To have fixed working hours | .228 | .062 | .032 | .370 | .234 | .130 | .507 |
| My ultimate goal is to be self employed | .181 | .140 | -.040 | -.040 | .785 | .187 | -.041 |
| My goal is to start my own business | .185 | .151 | .019 | .040 | .775 | .259 | -.048 |
| I intend to strive for an idea to own my own business | .079 | .079 | .186 | .081 | .668 | -.074 | .067 |
| To be able to set my own working hours | .090 | .135 | .226 | .048 | .139 | .744 | -.002 |
| To have control over the pace of my work | .073 | .250 | .018 | .138 | .256 | .716 | .129 |
| Have free time for family, hobbies, leisure, and other interests | .081 | .463 | .498 | .058 | -.029 | .316 | -.096 |
| To always know specifically and exactly what I am | .242 | .035 | .391 | .168 | -.238 | .314 | .161 |
| To be ultimately involved in the entire operation | .206 | .309 | .174 | -.066 | .103 | .208 | .605 |
| Having a job is more appealing than owning a business | -.207 | -.017 | .094 | .123 | -.291 | -.072 | .593 |

Appendix IB: Perception Of own entrepreneurial ability

| Perception Own Entrepreneurial ability | Rotated Component Matrix(a) | | | | | | |
|--|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| I aspire to be an entrepreneur | .857 | .010 | .150 | .022 | .058 | .023 | .032 |
| I would be comfortable running my own business | .840 | -.024 | -.058 | .058 | -.041 | .041 | .030 |
| I would enjoy the lifestyle provided by being an entrepreneur | .787 | .039 | .120 | -.062 | .022 | .009 | -.009 |
| I am willing to put the time in that it takes to be an entrepreneur | .693 | .036 | .147 | .106 | .006 | .238 | .041 |
| In general, I have heard good things about entrepreneurs | .682 | .048 | -.127 | .062 | -.138 | .203 | .249 |
| Being an entrepreneur would positively impact my current lifestyle | .660 | -.100 | .039 | .144 | -.096 | .017 | -.299 |
| I believe being an entrepreneur would provide a good living | .636 | -.031 | -.083 | .174 | -.100 | .336 | -.044 |
| Being a successful entrepreneur would increase my wealth | .506 | -.185 | .220 | .049 | -.078 | .095 | -.512 |
| I believe that someone who runs their own business is successful | .447 | .031 | .143 | .191 | .007 | .395 | .251 |
| Being an entrepreneur would better my lifestyle when I retire | .401 | -.266 | .312 | .103 | -.044 | .412 | -.257 |
| I believe that being an entrepreneur would have a positive impact on the | .326 | -.062 | .113 | .037 | -.684 | -.044 | .004 |
| I do not know how I would get money to start a business | .054 | .731 | .136 | .056 | -.246 | -.196 | -.005 |
| I believe becoming a successful entrepreneur is simply having enough money to start. | -.086 | .704 | -.085 | .111 | .165 | .201 | -.120 |
| I believe that one needs a higher level of education than I have to be an entrepreneur | -.030 | .678 | .078 | .202 | .335 | .046 | .101 |
| I believe being a successful entrepreneur is just luck | -.190 | .640 | -.124 | .112 | .193 | .314 | -.127 |
| I do not know any institutions within the country that could educate/qualify me | .043 | .637 | .051 | -.144 | .080 | .169 | .023 |
| I do not know anyone who could mentor/help me be an entrepreneur | .006 | .623 | .224 | -.026 | -.051 | .147 | .186 |
| I believe that one needs a specific education to be a successful entrepreneur | -.024 | .584 | -.018 | .173 | .274 | -.116 | .073 |
| I believe it is too difficult for me to succeed as an entrepreneur | -.188 | .496 | .222 | .174 | -.095 | .142 | .409 |
| I believe there exists a standard entrepreneurial profile into which I have to fit | .077 | .469 | .001 | .123 | .064 | -.220 | .217 |
| I believe I should not rely too heavily on the government for my retirement | .127 | -.090 | .746 | -.042 | .041 | -.030 | .163 |
| I expect to change jobs and occupation many times before I retire | -.041 | .355 | .613 | .088 | -.101 | .002 | -.152 |
| I prefer to work for well-established organizations rather than new firms | -.222 | .351 | .510 | .159 | .089 | -.009 | -.108 |
| I believe an entrepreneur always has to be an inventor | .123 | .112 | -.015 | .748 | -.005 | -.104 | -.123 |
| I believe that entrepreneurs have to suffer a high number of failures before | -.084 | .324 | .008 | .654 | -.055 | .238 | .025 |
| I believe there is a lot of risk in starting and running | .162 | -.052 | .226 | .565 | .112 | -.067 | .341 |
| I believe the characteristics of entrepreneurs are innate traits and therefore cannot be taught or learned (i.e. initiative, willingness to take risks, creativity, innovative attitude) | .058 | .380 | .109 | .036 | .555 | .061 | .341 |
| Someone who fails in starting a business is not an entrepreneur | .041 | .481 | .162 | .026 | .531 | .014 | -.261 |
| becoming an entrepreneur would be easy | .103 | .263 | .072 | .080 | .091 | .698 | .001 |

Appendix II: Correlation Coefficients

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|----|----|----|----|--|--|--|--|--|
| 1 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 652 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 329 | 372 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 548 | 633 | 241 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 218 | 291 | 273 | 241 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 568 | 611 | 326 | 610 | 269 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 263 | 333 | 298 | 297 | 608 | 358 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 494 | 456 | 301 | 330 | 219 | 466 | 292 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | 475 | 390 | 131 | 487 | 100 | 509 | 173 | 479 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | 215 | 181 | 242 | 248 | 376 | 278 | 492 | 193 | 300 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 097 | 073 | 193 | 171 | 372 | 145 | 453 | 169 | 239 | 497 | 000 | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 | 320 | 282 | 143 | 273 | 255 | 352 | 398 | 305 | 373 | 306 | 365 | 000 | | | | | | | | | | | | | | | | | | | | | | | | |
| 13 | 173 | 223 | 157 | 232 | 214 | 206 | 281 | 166 | 213 | 359 | 359 | 290 | 000 | | | | | | | | | | | | | | | | | | | | | | | |
| 14 | 128 | 098 | 053 | 019 | 243 | 024 | 170 | 040 | 042 | 171 | 326 | 095 | 064 | 000 | | | | | | | | | | | | | | | | | | | | | | |
| 15 | 185 | 187 | 158 | 298 | 219 | 152 | 113 | 133 | 235 | 190 | 263 | 300 | 236 | 133 | 000 | | | | | | | | | | | | | | | | | | | | | |
| 16 | 154 | 197 | 212 | 281 | 283 | 156 | 123 | 145 | 260 | 117 | 233 | 241 | 151 | 234 | 500 | 000 | | | | | | | | | | | | | | | | | | | | |
| 17 | 154 | 124 | 119 | 220 | 175 | 224 | 176 | 150 | 380 | 274 | 205 | 341 | 203 | 167 | 261 | 307 | 000 | | | | | | | | | | | | | | | | | | | |
| 18 | 274 | 203 | 137 | 291 | 209 | 250 | 243 | 248 | 290 | 184 | 104 | 258 | 137 | 072 | 164 | 194 | 289 | 000 | | | | | | | | | | | | | | | | | | |
| 19 | 340 | 282 | 129 | 460 | 192 | 344 | 283 | 316 | 387 | 273 | 188 | 290 | 214 | 123 | 254 | 351 | 410 | 551 | 000 | | | | | | | | | | | | | | | | | |
| 20 | 380 | 341 | 195 | 429 | 281 | 419 | 303 | 309 | 371 | 227 | 182 | 322 | 144 | 104 | 310 | 417 | 364 | 514 | 671 | 000 | | | | | | | | | | | | | | | | |
| 21 | 256 | 145 | 126 | 318 | 243 | 226 | 271 | 214 | 305 | 312 | 345 | 299 | 250 | 081 | 297 | 284 | 256 | 308 | 422 | 472 | 000 | | | | | | | | | | | | | | | |
| 22 | 266 | 278 | 137 | 346 | 353 | 283 | 309 | 228 | 332 | 306 | 353 | 404 | 229 | 064 | 376 | 355 | 235 | 348 | 420 | 471 | 596 | 000 | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|---|---|---|---|
| 23 | 136 | 010 | 076 | 202 | 225 | 253 | 265 | 130 | 260 | 354 | 424 | 399 | 300 | 199 | 202 | 108 | 358 | 330 | 278 | 268 | 409 | 448 | 000 | | | | | | | | |
| 24 | 248 | 222 | 139 | 338 | 275 | 359 | 350 | 265 | 237 | 259 | 314 | 415 | 232 | 133 | 220 | 171 | 217 | 411 | 413 | 450 | 407 | 502 | 564 | 000 | | | | | | | |
| 25 | 054 | 079 | 134 | 192 | 449 | 194 | 414 | 101 | 136 | 398 | 337 | 251 | 221 | 322 | 114 | 114 | 342 | 211 | 295 | 247 | 222 | 289 | 382 | 370 | 000 | | | | | | |
| 26 | 282 | 266 | 110 | 393 | 409 | 289 | 298 | 225 | 310 | 347 | 300 | 262 | 307 | 177 | 272 | 298 | 277 | 506 | 538 | 567 | 396 | 457 | 333 | 399 | 408 | 000 | | | | | |
| 27 | 282 | 244 | 042 | 445 | 267 | 290 | 280 | 259 | 424 | 336 | 311 | 381 | 321 | 164 | 375 | 341 | 387 | 401 | 551 | 513 | 523 | 460 | 365 | 414 | 290 | 505 | 1 | 0 | 0 | 0 | |
| 28 | 235 | 242 | 162 | 236 | 056 | 228 | 007 | 173 | 273 | 071 | 024 | 162 | 030 | 112 | 228 | 309 | 139 | 202 | 269 | 419 | 142 | 137 | 078 | 109 | 021 | 180 | 1 | 0 | 0 | 0 | |
| 29 | 282 | 219 | 173 | 224 | 158 | 269 | 080 | 237 | 263 | 149 | 120 | 174 | 065 | 107 | 304 | 340 | 214 | 210 | 343 | 451 | 194 | 207 | 086 | 132 | 040 | 234 | 2 | 6 | 0 | 0 | |
| 30 | 214 | 252 | 002 | 129 | 047 | 145 | 078 | 079 | 047 | 114 | 161 | 003 | 087 | 220 | 067 | 016 | 121 | 027 | 098 | 137 | 037 | 016 | 128 | 021 | 227 | 012 | 0 | 2 | 5 | 9 | |
| 31 | 207 | 137 | 045 | 215 | 152 | 175 | 092 | 116 | 222 | 102 | 178 | 169 | 014 | 098 | 142 | 216 | 119 | 118 | 202 | 271 | 076 | 175 | 145 | 223 | 163 | 215 | 1 | 3 | 4 | 1 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | 0 | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | - | 0 | 2 | 4 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1 | 0 | 0 | 0 |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | 0 | 4 | 0 |