Parental Role Models’ Influence on Female Students’ Entrepreneurial Aspirations: Lessons Drawn from University of Botswana

Nthathi Magdelaine ramestse
RMIT University
Nthathi.rametse@rmit.edu.au

Topoyame Efithile Moremong-Nganunu
Sultan Qaboos University
topoyame@squ.edu.om

ABSTRACT: This paper discusses the extent to which parental role models influence female students’ aspirations to venture creation. Empirical research of 76 University of Botswana female students and a focus group discussion with 10 of the women from the same group suggest that female students regard their fathers, irrespective of their level of education as influential in their aspirations to business start-up. The paper extends parental role models research by separating mothers from fathers, to assess the extent of their level of education as influential determinant of female students’ entrepreneurial aspirations. Understanding role models’ influence on female students’ entrepreneurial intentions can help policy makers, universities and gender-based entrepreneurial researchers to foster entrepreneurship within Botswana society.

Keywords
Role models, women entrepreneurship, parents, higher education
INTRODUCTION

Researchers in the area of career theory continuously identify role models as an influential determinant of student’s career choice. The presence of entrepreneurial role models had been characterised as one of the most significant socio-cultural factors to play a role in entrepreneurship (Fornahl, 2003). Earlier studies stem from the social learning theory (Bandura, 1977) and the cognitive developmental theory (Kohlberg, 1966), that assume that children imitate adults, in particular, parents who are regarded as role models (Dryler, 1998). Shapero (1985) assert that role models influence entrepreneurial intentions. Later research (Scott and Twomey 1988, p. 7) found that students whose parents owned a small business showed the highest preference for self-employment. Earlier studies (Scherer, Adams, Carley, and Wiebe, 1989) found parental role model to be an influential determinant to entry into entrepreneurial career even if the role model’s performance is low. This paper discusses the influence of role models on entrepreneurial desirability of women students in Botswana. Gibson (2004) notes two theoretical constructs on “role model”: Role identification and social learning. Role identification is where “individuals are attracted to people whom they perceive some similarity to….. and are motivated to enhance that similarity through observation and emulation. Social learning entails that “individuals attend to models because they can be helpful in learning new tasks, skills and norms” (Gibson, 2004). Business owners, in particular, have included their children and other young people in their businesses to share their practical knowledge and experience (Van Auken, Stephens, Fry, & Silva, 2006). Other studies have confirmed appropriate capabilities of universities to facilitate successful students’ entrepreneurial intention (Saeed, Muffatto, & Yousafzai, 2014). Kraaijenbrink, Groen, and Bos (2010) earlier confirmed that entrepreneurship support may be influential in giving people the confidence to start their own businesses. International studies, for example, Scott and Twomey (1988), have focused on the influence of role models on career intentions, in particular entrepreneurship, however, studies within the Botswana context seem to be lacking, hence filling this gap. The presence of parental role model, had been associated with higher level of family income (Wang and Wong, 2004; Stephan and Uhlaner, 2010) as well as increased education and training (Sherer et al, 1989). Other studies, for example Almquist and Angrist (1971) found full time employed
mothers, and their amount of education to play a role in their children’s career. However, there seems to be no study that separates fathers from mothers’ level of education on female students’ entrepreneurial aspirations. This then raises the following questions: RQ1 - To what extent do parental role models influence female students’ aspirations to start businesses when they graduate? Sub-RQ1 - Do mothers’ level of education influence female students’ aspirations to start their business when they graduate than fathers’ level of education?

This research’s findings contribute to women students’ entrepreneurship literature, in particular, the extent of the influence of parental role models on their aspirations to start their businesses. Moreover, understanding the influence of role models on female students’ entrepreneurial aspirations will contribute to structuring student experiences in entrepreneurship curriculum and to entrepreneurs with interest in encouraging entrepreneurship among young people (Van Auken et al., 2006). The main finding of this research differs from other studies. Unlike other research that associated the presence of parental role models with increased education and training, these studies did not separate mothers from fathers. Thus, this research found that female students’ mothers’ level of education was associated with their children’s aspirations to venture creation. On the contrary, irrespective of their level of education, female students’ fathers still had a greater significant influence on their children’s aspirations to start businesses.

The motivations for this study, particularly focusing on female students in Botswana are as follows. First, studies have confirmed that the woman entrepreneur is not an “average” woman (Hisrich and Brush 1991) and that, she has problems not encountered by her male peers (Scott, 1986). These setbacks have resulted in women entrepreneurs to be “under-resourced, under-experienced, under-protected and under-productive” (Marcucci, 2001, p.iii). Secondly, students mostly comprise of the youth, which falls within LEA’s criteria for entrepreneurship assistance programme. Moreover, a great amount of innovation power and entrepreneurial competences is embedded within students and can later lead to successful start-ups (GUESS, 2008, p.1). Finally, policy makers must be enlightened of situations confronting women entrepreneurship. Thus, predisposing factors, in particular, parents as role models’ influence on the Botswana women students’ entrepreneurial aspirations is explored. As Karimi, Biemans, Lans, Chizari and Mulder (2014) note, entrepreneurial role models are a promising
resource for entrepreneurial learning and the inspiration of students to become entrepreneurs, although there is not much agreement on the magnitude and mechanisms of their influence.

**BOTSWANA’S ECONOMIC CONTEXT**

Since independence from Britain in 1966, Botswana has received international commendation for an effective democratic system, with an impressive growth record. With a population of around 2 million, which Ngowi (2000), characterises it as a collectivist-feminine culture, Botswana’s Gross Domestic Product (GDP) for 2014, estimated at P32,710 million (equivalent of US$3,689,705), increased by 3.3 per cent from 2013. The rise was mostly attributed to two dominant industries— Mining and Trade, and Hotels and Restaurants. As a diamond rich country, mining continues to be the largest contributor of GDP (Statistics Botswana, 2014). Unemployment, estimated at 20 per cent in 2014 (Statistics Botswana, 2014) and the need for diversification away from diamonds are challenges facing the country (Makgosa & Ongori, 2012). Consequently, entrepreneurship has become the government’s focus. The government started entrepreneurial programmes since the mid-70s, for example, the Botswana Enterprise Development Unit (BEDU) that targeted Botswana owned enterprises in manufacturing. Later initiatives included Financial Assistance Policy (FAP), the Local Enterprise Agency (LEA), the Citizen Enterprise Development Agency (CEDA) and others.

**LITERATURE**

The literature on the influence of role models on female entrepreneurship is limited (Bosma, Hessels, Schutjens, Van Praag & Verheul, 2012; Hoffmann, Junge, & Malchow-MÖller, 2015), particularly in the Botswana context (Rametse and Huq, 2014, 2015). Earlier research on role models has focused on children and adolescents (Bandura, 1977). Gibson (2004) has identified an abundance of literature on role models that examine career choice, in particular, underrepresented groups, such as women. Gibson (2004) further proposed a framework that defines role models along cognitive and structural dimensions. The commonly used role model attribute is the positive dimension, where individuals, when asked about their role models, provide names of people they see as positive (Gibson, 2004). These may be famous people such as Steve Jobs, former colleagues or family members (Bosma, Hessels, Schutjens, Van Praag & Verheul, 2012). Moreover, individuals compare their own situations and
experiences to those of role models (Barnir, Watson & Hutchins, 2011). Thus, whether the youth learn positive and/or negative attitudes and behaviours depends on available modes in their environment (Hurd, Zimmerman, & Reishl, 2011). Overall, this confirms the importance of role models in female entrepreneurship. Lerner, Brush and Hisrich (1997) argue that the small numbers of both women entrepreneurs and men in Israel may mean fewer role models for Israeli women entrepreneurs. Davey, Plewa and Struwig (2011) conducted a cross-cultural comparison study and found African respondents showing a stronger focus on local businesses as influential in their aspirations to venture creation.

The most relevant study that also sees role models as influential factor on students’ career aspirations on entrepreneurship is by Scott and Twomey (1988), which identifies a strong theoretical framework on students’ career aspirations in business start-up. Scott and Twomey confirmed that respondents whose parents owned a small business showed the highest preference for self-employment and the lowest for large business (Scott and Twomey 1988, p.7). Wang and Wong (2004) reported entrepreneurial aspirations to have increased due to the macro-environmental changes since the 1980s, particularly with the current success of Internet-based businesses. An earlier study (Almquist and Angrist, 1971) associated career-oriented students with mothers who were often employed full time. Almquist and Angrist (1971) further note that the amount of education they have, the type of work they do, and whether the mother works at all or is active in leisure pursuits should affect the girl’s adult aspirations. This phenomenal is particularly applicable to female students’ entrepreneurial aspirations as a career option. Verheul, Thurik, Grilo, and Van der Zwan (2012) reported that having at least one self-employed parent positively influences not just an individual’s preference for self-employment but also his or her self-employment status. Thus, entrepreneurial parents seem to inspire their children to become entrepreneurs. The social learning and the cognitive developmental literature support this issue, as it is well known that the family is one of the most influential contexts of socialisation in childhood and adolescence (Kohlberg, 1966; Bandura, 1977; Dryler, 1998; Dryler, 1998). Moreover, other researchers suggest that less educated women without managerial experience can acquire entrepreneurial skills through socialisation with a successful family member entrepreneur (Kim, Aldrich, & Keister, 2003). To answer RQ1, we hypothesise the following: $H_1$ – Female students’ interest in entrepreneurship is more associated with parents who own businesses than those who are
Hoffmann et al. (2015) discuss role models explanation as relating to a human capital, where children may acquire relevant experience in entrepreneurship by working in their parents' businesses. Another clarification by Hoffmann et al. (2015) was that children inherit preferences for being an entrepreneur, which could be genetically, but also socially if their parents serve as role models for their children. The final explanation relates to a financial situation in that family funds may substitute for access to formal credit markets where successful entrepreneurs may transfer financial wealth or the family business to their offspring, thereby relaxing capital market constraints that may limit their entrepreneurial activities (Hoffmann, Junge, & Malchow-Møller, 2015). Stephan and Uhlaner (2010) note that entrepreneurs in a socially-supportive culture are likely to receive more help and support in founding and running their enterprise than in non-socially supportive cultures. Wang and Wong (2004) earlier added that the family support entailed the financial or social support. Societies with strong communal and collective values are seen not supporting individualistic wealth creation, while those with strong individualist values generally do (Morrison, 2000), a situation expected in Botswana (Ngowi 2000). To further answer RQ1, we formulate the following hypothesis: $H_2$ – Female students’ aspirations to start businesses is more associated with parents with higher income.

Scherer et al. (1989) found that the presence of a parent role model was associated with increased education and training. However, there seems to be no research that separates fathers and mothers’ level of education on female students’ aspirations in venture creation, which represents the heart of this paper. Bosma et al. (2012) confirmed that role models with a mentoring function are more likely to be family members and less likely to be colleagues or former employers. Matthews and Moser (1995) note that parental role can be expanded to include a family background as the antecedent of small business career interest, to include brother, sister, aunt uncle, etc. On the contrary, Zellweger, Zieger and Halter (2011) found that whilst students with family business background are pessimistic about being in control in an entrepreneurial career, they are however, optimistic about their efficacy to pursue an entrepreneurial career. Chen, Greene, and Crick (1998) have argued that an individual’s entrepreneurial self-efficacy plays a significant role, particularly on entrepreneurial intention and entrepreneurial behaviour. To answer sub-RQ1, we formulate $H_3$ - Female students’ interest in
entrepreneurship is more associated with a parent with higher level of education.

Mungai and Velamuri (2009) note that recent research in social learning theory argue that “negative role models” do exist, as they can discourage the observer from undertaking the behaviour exhibited by the role model. Thus, low parental performance in self-employment may have a “negative role model” effect in their offspring’s choice of self-employment career (Mungai & Velamuri 2009, p.339). This can also occur where the socio-cultural status of women, especially when society regard them as minors, can impede their entrepreneurial desire (Rametse and Huq 2014), particularly if women confide to this societal attitude. Van Auken et al. (2006) examined differences in role model influence between the US and Mexican students. Their results showed that role models who owned businesses had a significantly greater influence on the career intentions of US respondents than role models that did not own a business. However, whether or not Mexican role models owned a business had no significant difference among Mexican students (Van Auken et al., 2006, p.334). A Dutch study (Bosma et al., 2012) investigated 292 Dutch entrepreneurs and confirmed the existence of role models before or shortly after business start-up. One third of respondents regarded these role models to be important for the start-up decision.

**THEORETICAL FRAMEWORK**

This study’s analysis is predominantly based on Scott and Twomey (1988) model, which prescribes factors that influence women students’ career aspirations (see figure 1). Notably, this paper discusses only the predisposing factor of parental role models as the other dimensions had been applied in analysis elsewhere (Rametse & Huq, 2014, 2015). This framework is used as its conceptual dimensions are mostly covered by the literature (Scott & Twomey, 1998; Huq & Moyeen, 1999; Orhan & Scott, 2001; and Gibson, 2004) and meet the research objectives of this study.

<insert figure 1 here>

The factors are represented by three broad variables: predisposing factors, triggering factors and possession of a business idea (Scott & Twomey, 1988). Predisposing factors develop over several years or more and for this study, include family background; in particular, small business owners within immediate or broader family as role models. Work experience and perception of business
ownership are also predisposing variables that may shape students’ entrepreneurial aspirations. Other broad variables, which are situational and short-term, are triggering factors that include “the effects of looking for work, career advice received, and the prospect of unemployment” Possession of a business idea may also influence women students to start their businesses. Rametse and Huq (2014) extended this model by providing additional explanations of how the socio-cultural status of women in a particular country context can significantly moderate the influence of the triggering and predisposing factors on women students’ entrepreneurial career aspirations, and often to the extent that, it can act as an impediment to venture creation. In Botswana, these include access to land, inheritance and status of women as dependants (see figure 1).

**METHODOLOGY**

Participants were University of Botswana female students from Faculty of Business. The empirical analyses are based on data collected in two stages; using a questionnaire survey in December, 2010 and a focus group discussion (FGD), in July 2011. The first stage involved a questionnaire survey of 100 University of Botswana women students, in December, 2010, which produced 76 usable questionnaires. This sample size was suitable for a qualitative study which required the researcher’s close association with the respondents. The students completed the questionnaires after class and were immediately collected by the researcher. It took around 45 to 60 minutes for the students to fill out the questionnaires, which included several open-ended questions. The questions covered personal and family background; information on economic option for graduates only; perception/experience of entrepreneurship; and the general views and barriers of entrepreneurship for women students. Women participants’ attitudes towards entrepreneurship as an option were also included.

The second stage was a FGD in July 2011, with 10 female students from the same surveyed group. A focus group is “an in-depth, open-ended group discussion of 1-2 hours’ duration that explores a specific set of issues on a predefined and limited topic… convened under the guidance of a facilitator” (Robinson 1999, p.905). The FGD was conducted mainly to validate the information from the survey, as to delve deeper in obtaining Botswana women students’ views, experiences, and aspirations of business-ownership (Kitzinger, 1994). Twenty of the students who had indicated in the survey
questionnaire that they were willing to participate further in the study were contacted. However, only 10 students attended the FGD session because most of the students had finished their studies and others had gone to their respective home towns for their semester break. The women students related well during discussions as they knew each other (Kitzinger, 1994). The participants reflected on predisposing and triggering factors that influenced women students’ entrepreneurial aspirations in the socio-economic context of Botswana. The issues included the education level, family background, awareness, access to money, inheritance, gender inequality, government policies, confidence, role models and the media. The FGD was divided into three sessions and it lasted for four hours. Session 1 comprised of an “ice breaker” and motivations for business start-ups. Participants discussed who they are now and how they see themselves in future. They outlined their motivation for business start-up. Session 2 was on moderating factors for business start-up decision. Phase 1 results confirmed that amongst other factors, the media (television, radio, newspapers, magazines, etc.) and relatives who are entrepreneurs influenced women students’ desire to start businesses. Thus, the extent of these influences on their desire for venture creation was discussed. In session 3, participants identified barriers to business start-up in Botswana and strategies to combat them. For phase 1, Statistical Package for Social Sciences (SPSS) was used to analyse data. Phase 2 typed data were transcribed and analysed through identification of key themes, linking issues discussed to the underlying subject matter on role models. Table 1 summarises survey and FGD respondents’ profile.

<insert Table 1 here>

Around 48 per cent were interested in a service business. Generally, Botswana statistics show more women working in the service industry than men. In 2007, there were a total of 6,709 service workers, of which 3,719 (55 per cent), were women (Central Statistics Office, 2007). A majority of respondents’ parents were literate and their mothers were more educated than their fathers.

RESULTS AND ANALYSIS

Drawing from the literature (Wang and Wong, 2004; Stephan and Uhlaner, 2010), we tested H2, in an attempt to answer RQ1. We assumed that female students’ level of interest in entrepreneurship is related to the higher level of family (parents) income. Thus, the higher the level of family income, the
higher is the level of aspiration to entrepreneurship, as students will receive financial and social support from family. Consequently, we analysed women students’ family income by their interest in venture creation. As shown on Table 2, a majority of participants (80 per cent) with the level of income of between BWP5, 000 and BWP20, 000 (US$507 and US$2,027) were interested in starting businesses when they graduate, thus rejecting H2 and Stephan and Uhlaner (2010) family support finding. Thus, as confirmed by the FGD participants, students were motivated to start businesses in order to make money and support their families as they expressed that culturally, Batswana are not individualistic (Morrison, 2000). Moreover, female students asserted that they do not want to continue living a hard life. Only 10 per cent of female students with a higher family income of more than BWP20, 000 were interested in self-employment when they graduate (See Table 2).

<insert Table 2 here>

A majority (57.9 per cent), reported their mothers as either owning a business or having a job. Additionally, 65.8 per cent said that their fathers either owed a business or were employed. We then analysed the students’ aspirations to start businesses when they graduate by their parents’ employment and self-employment status, to test H1 and answer RQ1. The occupations listed were: farmer, business owner and having a job. It seems participants’ aspirations to start their ventures when they graduate were more associated with parents who were employed than those who owned businesses. It seems a majority of female students were similarly influenced by employed than self-employed parents, hence supporting part H1. For example, 43 per cent of students were influenced by fathers who had a job and 44 per cent of students were inspired by their working mothers (Table 3).

<insert Table 3 here>

Around 18 per cent of participants were involved in their parents’ enterprises and only seven per cent confirmed that they were paid a salary from the business. Three per cent of the respondents were paid a share of the profit from the business. Thus, these few students’ involvement in their parents’ businesses may support Hoffmann et al. (2015) human capital explanation that they may receive human capital advantage in entrepreneurship activities, which will inspire them to later start their ventures. Students were asked if involvement in their family members’ businesses influenced their aspiration to own businesses. Students who were involved in their parents’ enterprises (18 per
cent), around 12 per cent of them said involvement in their family members’ businesses did not influence them on their desire to own businesses. In answering RQ1, we also explored the extent to which female students’ involvement in their family business influenced their aspirations to start their business when they graduate. A majority of students who were not involved in their family business were interested in starting businesses upon their graduation (68 per cent) (Table 4). The FGD participants related this to self-efficacy as they believed that they are educated enough to start and grow their own business, despite their involvement in their family businesses. Thus, only a few students (21 per cent) were involved in their family business were interested to start their own ventures upon their graduation.

<insert Table 4 here>

Around 59.3 per cent of the students also reported their mothers’ level of education as ranging from form three to university education. Additionally 39.4 per cent reported that their fathers’ level of education ranged from form three to university education. Overall, their parents’ level of education, involvement in entrepreneurship and work were the determinant factors that influenced female students on their most preferred employment (Bandura, 1977; Scherer et al., 1989). This confirms that generally, in Botswana, parents have a significant influence on their children’s career choices.

To answer sub-RQ1 and test H3, we separated fathers from mothers and explored the extent of their level of education on students’ aspirations to start their businesses upon graduation. The participants’ who were interested in starting their own businesses upon graduation (45 per cent) ranked their fathers’ level of education from no education to standard 1-7 (primary school level). Conversely, around 43 per cent of participants who were interested in business start-up said their fathers’ level of education ranged from form 1 to university education. When it comes to mothers level of education, around 56 per cent of participants who were interested in venture creation upon graduation, ranked their mothers’ level of education between form 1 and university education. Around 34 per cent ranked their mothers’ education level between no education to standard 7 (primary school level). This analysis suggests that for female students, mothers as role models are more associated with the high level of education and training than fathers (see Table 5).

<insert Table 5 here>
Thus, despite female students’ fathers’ level of education, their children still regard them as influential in their motivations to venture creation, hence not supporting H3. This could be that in Botswana society, prevailing norms require men to take a more leading role in the family. Remnants of patriarchy might be playing a role as the female students could have been socialised into this perspective. Based on these findings important policy implications, as discussed in the next section, are vital.

**CONCLUSION AND POLICY IMPLICATIONS**

This study has fully answered the research question: *To what extent do parental role models influence female students’ aspirations to start businesses when they graduate?* A majority of female students confirmed that their parents influenced their desire to start their businesses positively, due to their parents’ level of education (Scherer et al. 1989) and that they owned ventures, which enabled them to be involved in those businesses (Scott and Twomey 1988; Verheul, et al., 2012), hence get a comparative advantage in entrepreneurial activities (Hoffmann, Junge, & Malchow-Møller, 2015). This research, however, rejects previous studies’ findings that the higher level of income is positively related to students’ aspiration in starting businesses. The analysis presents the opposite. Female students in Botswana, who come from a lower socio-economic background (with a lower level of family income), aspire to start businesses when they graduate than those who come from higher socio-economic background (with higher family income). This study has also answered the sub-research question (sub-RQ1): *Do mothers’ level of education influence female students’ aspirations to start their business when they graduate than fathers’ level of education?* Interestingly, this study found that despite students’ fathers’ level of education, they still attributed their aspirations to start their ventures to their fathers’ influence than their mothers.

Caution should be exercised when interpreting the findings of this research. This study’s limitation was, due to soliciting information from only one university and discipline and a few FGD participants, the findings cannot be generalised to represent the opinions of the whole female students’ population in Botswana. However, the richness of the data obtained from the FGD participants strengthened this study’s outcomes. Based on the findings, universities, in collaboration with
government bodies can formulate effective entrepreneurship curricula that incorporate role models as guest speakers in lectures. This can help educational institutions to identify entrepreneurs who may be most influential in entrepreneurship or business students’ career choice. These personalities can continue to be role models for students upon completion of their studies in both pre- and post-start-up of their ventures. Moreover, students can be taught the knowledge and skills that are needed in starting their new ventures (Saeed, et al., 2014). In order to foster entrepreneurship, policy makers should recognise the need for increased formal training of potential entrepreneurs and understand how children can acquire entrepreneurship tendencies from their parents. Thus entrepreneurship curriculum should not only be developed in higher educational institutions, but also at an early stage of high school where usually parents have an active participation role in their children’s educational activities at a school level. Further research on a larger scale, (which includes various disciplines, such as engineering, health, etc.) on the influence of role models on female entrepreneurship is also suggested.

REFERENCES


Kitzinger, J. (1994). The methodology of focus groups: The importance of interaction between research participants. *Sociology of Health and Illness*, 16 (2), 103-121.


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**Table 1: Respondents’ Profile**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Survey Sample</th>
<th>FGD Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Ranged between 18 and 26 years</td>
<td>Ranged between 18 and 26 years</td>
</tr>
<tr>
<td>Qualification</td>
<td>n=12 (15.8%) Secondary</td>
<td>2 had just completed accounting degree and the rest were completing Bachelor of Commerce</td>
</tr>
<tr>
<td></td>
<td>n=14 (18.4%) Diploma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n=49 (65.5%) Bachelor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>n=1 (1.3%) Masters</td>
<td></td>
</tr>
<tr>
<td>Subject of Study</td>
<td>n=76 (100%) Business</td>
<td>n=10 (100%) Business</td>
</tr>
<tr>
<td>Industry</td>
<td>n=37 (48.7%) Service</td>
<td>n=5 Service</td>
</tr>
<tr>
<td></td>
<td>n=14 (8.5%) Retail</td>
<td>n=3 Retail</td>
</tr>
<tr>
<td></td>
<td>n=6 (7.5%) Manufacturing</td>
<td>n=2 Manufacturing</td>
</tr>
</tbody>
</table>

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**Figure 1 – Main Factors Influencing Career Aspirations**

![Diagram](image_url)
Family members in business include parents, husband, siblings, uncle, aunts, cousins, and grand-parents. Family members of 50% students were in business.

Table 2: Students’ interest in business start-up by family monthly income

<table>
<thead>
<tr>
<th>Monthly income *BWP (Pula)</th>
<th>Female students’ interest in starting business</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No (%)</td>
<td>Yes (%)</td>
</tr>
<tr>
<td>&lt; BWP5,000</td>
<td>2 (3)</td>
<td>18 (29)</td>
</tr>
<tr>
<td>BWP5,001 to BWP20,000</td>
<td>5 (8)</td>
<td>32 (51)</td>
</tr>
<tr>
<td>BWP20,001 to BWP35,000</td>
<td>0 (0)</td>
<td>3 (5)</td>
</tr>
<tr>
<td>&gt; BWP35,000</td>
<td>0 (0)</td>
<td>3 (5)</td>
</tr>
<tr>
<td>Total</td>
<td>7 (11)</td>
<td>56 (89)</td>
</tr>
</tbody>
</table>

*BWP1 = US$0.10

Table 3: Students’ interest in venture creation by parents’ employment and owning business status

<table>
<thead>
<tr>
<th>Parents’ Occupation</th>
<th>Not interested</th>
<th>Interested</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
</tr>
<tr>
<td>Father - Farmer</td>
<td>3 (4)</td>
<td>22 (29)</td>
<td>25 (33)</td>
</tr>
<tr>
<td>Father – Business</td>
<td>1 (2)</td>
<td>13 (17)</td>
<td>14 (19)</td>
</tr>
<tr>
<td>Father - Job</td>
<td>4 (5)</td>
<td>32 (43)</td>
<td>36 (48)</td>
</tr>
<tr>
<td>Total</td>
<td>8 (11)</td>
<td>67 (89)</td>
<td>75 (100)</td>
</tr>
<tr>
<td>Mother – Farmer/housewife</td>
<td>3 (4)</td>
<td>29 (39)</td>
<td>32 (43)</td>
</tr>
<tr>
<td>Mother – Business</td>
<td>0 (0)</td>
<td>5 (7)</td>
<td>5 (7)</td>
</tr>
<tr>
<td>Mother – Job</td>
<td>5 (6)</td>
<td>33 (44)</td>
<td>38 (50)</td>
</tr>
<tr>
<td>Total</td>
<td>8 (10)</td>
<td>67 (90)</td>
<td>75 (100)</td>
</tr>
</tbody>
</table>

Table 4: Students’ interest in business start-up by involvement in family business

<table>
<thead>
<tr>
<th>Involvement in family business</th>
<th>Female students’ interest in starting business</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No (%)</td>
<td>Yes (%)</td>
</tr>
<tr>
<td>No</td>
<td>6 (11)</td>
<td>38 (68)</td>
</tr>
<tr>
<td>Yes</td>
<td>0 (0)</td>
<td>12 (21)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (11)</td>
<td>50 (89)</td>
</tr>
</tbody>
</table>

Table 5: Students’ Interest in Venture Creation
### Female students’ interest in starting business by Level of Parents’ Education

<table>
<thead>
<tr>
<th>Parents’ level of education</th>
<th>Female students’ interest in starting business</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not interested $n$ (%)</td>
<td>Interested $n$ (%)</td>
</tr>
<tr>
<td>Father No education to primary</td>
<td>3 (5)</td>
<td>27 (45)</td>
</tr>
<tr>
<td>Father Secondary to university</td>
<td>4 (6)</td>
<td>26 (43)</td>
</tr>
<tr>
<td>Mother No education to primary</td>
<td>1 (1)</td>
<td>24 (34)</td>
</tr>
<tr>
<td>Mother Secondary to university</td>
<td>6 (9)</td>
<td>39 (56)</td>
</tr>
</tbody>
</table>