

Something Fun.: A Marketing Research Project for Student Startup Inc.

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Executive Summary

We are conducting marketing research for Student StartUp Inc. because they have not gotten the desired level of student applicants and are unsure as to why they were unable to recruit more student entrepreneurs. To help solve this problem, we will be asking, "are students interested in owning a business involving physical labor" and asking "are underclassmen more willing to do physical labor than upperclassmen." We will use the following hypotheses:

Hypothesis 1: Students would rate their interest in owning a business involving physical labor as at least a six on a 7-point scale. Hypothesis 2: Underclassmen are more interested in doing "physical labor" than upperclassmen. To test our first hypothesis, we performed a one-sample t-test. We found that the mean for interest in mowing is 2.54, and the mean for interest in window washing is 2.25. Our p-value is less than .00001 for Interest_mow and Interest_wash. Therefore, we do not support our hypothesis because the mean was significantly lower than six, and our p-value was less than 0.05. To test our second hypothesis, we ran an ANOVA test. We found that the average interest, in mowing, of underclassmen (2.33) was lower than the average interest of upperclassmen (2.74). We found that the average interest in window washing, of underclassmen (2.09) was lower than the average interest of upperclassmen (2.39). Based on these results, we rejected our hypothesis because there was no significant difference between our reported means ($p > .05$).

We would recommend that Student StartUp Inc. create more jobs with more variety. They should spend less time offering jobs that students are not interested in and focus on creating jobs students want. They should focus more on attracting upperclassmen than underclassmen. By doing so, Student StartUp may see a larger amount of interest in students to join in the company's entrepreneurship program.

Introduction:

We are students at Wichita State University, conducting a real-world research project in our Marketing Research class. Our client, Student Startup Inc (SSI), is a local non-profit organization that provides internship experience for entrepreneurs. The organization promotes three values: economic profit, societal profit, and eternal profit. SSI's managerial objective is to increase overall growth by increasing the number of SSI entrepreneurs. SSI believes that there is a market for student entrepreneurs in the service industry. The jobs that SSI offers are mowing, window washing, babysitting, tutoring, and house cleaning. The jobs offered by SSI mostly require an element of physical labor for high pay.

Throughout the past four years, SSI has "used business coaching as a platform for mentoring and leadership development, preparing students for their lives and careers after school." Students are coached in business and life as a part of the mentorship side of the organization. Student Startup believes that mentorship gives students a competitive edge in the service industry. SSI also offers funding as a part of their mentorship to reduce the fear of failure and resolve the issue of students having no capital to start a business.

Unfortunately, our client has a problem. They have not received the desired level of student applicants. SSI does not know why they were unable to recruit more student entrepreneurs. The directors of Student Startup would like to see an increase in the number of applicants and the overall growth of their organization. To determine how the organization can accomplish this objective, Joe Woodward and Abraham Rodriguez have asked Dr. Matthews and her MKT 403 9:30 class at Wichita State University to conduct a survey of Wichita State students' perception of the benefits their organization offers.

SSI would like to identify whether there is interest in their organization among college students. To help SSI pinpoint the interest, we want to see if students are willing to do a job that involves physical labor if they were given high pay and if that willingness varies across class years. This will give them a better idea of what their target market should be. Our goal is to provide SSI with reliable and valid data that they can use to make a well-informed decision.

Literature Review:

Entrepreneurs are important not only to the creation of small businesses but also to the well-being of the entire economy. Research completed from 1989 to 2017 shows that the amount of young entrepreneurs (ages 18-34) has fallen from 10% to 4%. With such a significant decline, the Wallstreet Journal proceeded to label entrepreneurs as an "endangered species" (Guta, 2019). With such a drop, many companies are worried because entrepreneurs are the driving force for small businesses across the nation. The same report stated that around 99.7% of all businesses in the United States are operated by 500 employees or less. Overall, this decrease in the number of entrepreneurs has led to a decrease in the number of new small businesses and a decrease in innovation.

In our research, we set out to seek if the students of Wichita, KS were willing to engage in entrepreneurship, more specifically, Student Startup Inc. It was important to determine this because SSI's current target market is college students. One of the questions we sought answers for was if college students are interested in entrepreneurship specializing in physical labor. We asked this because the answer would give us a better understanding if SSI would need to reevaluate their target market. Currently, SSI has lower than expected applicants. One of the reasons for our research is to find out if students are interested or not.

Guangdong University of Foreign Studies researched the impact of failure on undergraduate entrepreneurs. They found that undergrad students have 3 phases in which they experience failure (Jing, 2016). Phase one described "startup adversity and distress." During this time, the undergraduate entrepreneur feels like they do not measure up to the challenges. They then start to "doubt and deny their capacity." This feeling makes them unmotivated. In the second phase, the undergraduate entrepreneurs learn how to cope with adversity and distress. Their ability is attributed to their values and beliefs. In the third and final phase, the "individual starts to interpret the adversity and explore to strengthen themselves" (Jing, 2016). In this phase, the student learns what caused their adversity, and they enact new behaviors and actions to overcome it. Undergraduate students need "strong perseverance" to be able to continue their journey in entrepreneurship after failure. "The undergraduates lack social knowledge and life experience, so distress and barriers are unavoidable in the process of new venture creation." What the study did not include is what provokes the student's "strong perseverance" and what can be done to increase its appearance in future students.

One of the benefits of working for SSI is that entrepreneurs receive mentoring from experts. This mentorship includes job training and teaching. The goal is to help young entrepreneurs excel by building up their confidence and expertise. Fear of failure is a significant factor in keeping students from becoming entrepreneurs. SSI has a solution to this problem. Entrepreneurship does not have a solution. Therefore, mentorship is SSI's competitive advantage in the entrepreneurship field. SSI needs to advertise how they are better to their target market and the city of Wichita.

Less innovation and competition in the economy cause a decrease in GDP for the nation. A research group hypothesized reasons for the decline in entrepreneurship. Higher education has

shown to be negatively correlated with entrepreneurship. Another factor is the fear of failure. In a study done by the Lance Surety Bond Associates, more than 41% of individuals between the ages of 25-34 are afraid of failure (Lance, 2017). Entrepreneurship seemingly requires that individuals make mistakes in order to be successful. Therefore, people that fear failure are unlikely to become entrepreneurs. Finances are another factor. Young adults under the age of 30 generally do not have the amount of spendable income that older adults have. Lastly, Networking and Work experience in the desired field are factors that prevent young adults from becoming entrepreneurs. Simply put, young adults have not had enough time in the workforce to build up their resume and network.

The fact that creating a successful business takes a lot of time and risk may discourage young entrepreneurs from becoming entrepreneurs. Northwestern University's Dr. Benjamin Jones, Javier Miranda of the U.S. Census Bureau, and MIT's Pierre Azoulay and J. Daniel Kim showed how most start-up firms do not reach comfortable success until a middle-age range (ages between 40-60) (Kim, 2019). Their research focused on tech companies. Their research stated that younger generations are more tech-savvy than older generations. Many adults under the age of 27 have known the internet their entire lives. These researchers took into account both young and older entrepreneurs, their industry's biases, and prospective venture capitalists. With big names such as Bill Gates, Mark Zuckerberg, Steve Jobs, and Jeff Bezos, all starting companies during their 20's show a popular story of young entrepreneurs making it big. However, most companies do not operate like this, nor grow as these companies did. An example shown in the article explains how an older gentleman, David Duffield, founded Workday in 2005 at the age of 65. By 2018 the company has since gone public and was worth an estimated 26.5 billion dollars in market capital. Jones continued to state that "even companies such as Microsoft or

Apple were founded by exceptionally young entrepreneurs and did not achieve their rapid market capitalization growth until later, when both their founders and companies were older. The iPhone did not enter the market until Steve Jobs was in his 50's." (Aillo, 2018). This shows that many firms take time to grow, as their founding entrepreneurs grow alongside it.

When young entrepreneurs join SSI, they are given access to SSI's client base. If they need equipment, SSI has a loan program where entrepreneurs can buy the equipment they need and pay off the loan over a period of time without interest. Most entrepreneurs have to seek investors, get a loan, or find some other means of generating money in order to start their business. Usually, they do not make a profit until all their pre-business costs are paid off. That is not the case at SSI. Therefore, it is important that SSI advertise this competitive advantage (just like with their mentorship program) to their target market. This is a good reason why SSI should succeed because of their offer of capital funding and the reduced fear of failure.

In his book "There is Life After College," Jeffrey Selingo talks about how the demand for a degree is just as important as a resume with job experience. Employers are looking for individuals who know how to make "independent decisions on the job." Students who are more willing to work while in college have an increased hiring rate versus the student who has no job experience at all. Selingo states that "one out of four people in their twenties takes an unpaid job simply to show they have work experience."

Students who have and keep a job during their college years shows future employers that they can juggle multiple obligations at once and are better prepared for the life/work balance. We believe students want to gain valuable work experience, regardless of the field it is in. Even if it includes physical labor. Underclassmen usually do not have any work experience, and therefore are more willing to do jobs that include physical labor to gain that experience to put on their

resume. There are some people who enjoy working with their hands and actually might prefer it during their time at college because of the break of having to use their mind to study and solve problems.

In an article written by Jeff Haden for Business Insiders, titled "five jobs every entrepreneur should have before starting a business," he explains how gaining experience in these five jobs will change the way you run a business. Haden explains that "entrepreneurs often wear every hat," and the issue with that is young entrepreneurs often do not know how to wear every single one. They lack the skills and experience, "so sometimes they [the hats] fit poorly" (Haden, 2011). He suggests that there are five jobs that will help the young entrepreneurs in trying on those hats, sales, fast food, manual labor, customer service, and babysitting. When you are in sales, you learn basic skills on how to communicate with customers. Distinguishing what language works and what does not. In fast food, you learn process control and how to manage time. Manual labor gives you a sense of accomplishment of hard work paying off in the end. Customer service shows you how to balance the needs of the customer while also tending to the needs of the business. While babysitting will teach you about responsibility.

SSI helps young entrepreneurs try on all these hats by showing them how to run their own business. This article shows us how the appeal of Student StartUp would be to students who do not have the capital or the knowledge to start a business on their own. Student StartUp has multiple jobs that were included in this article, such as babysitting, sales, and manual labor. If Student StartUp were to advertise how gaining these skills would be beneficial in a student's future entrepreneurial career, they may gain more applicants.

Methods Section:

Hypotheses:

In order to meet managerial objectives, SSI needs to determine whether or not college students are willing to do physical labor for good pay, and if underclassmen are more willing to do physical labor than upperclassmen.

We believe that both underclassmen and upperclassmen will be interested because they desire to make money and gain valuable work experience. We think that there are students who enjoy physical labor. What we set out to find what student's overall interest in applying for Student StartUp. Included in the survey are questions that ask about student's interest in owning a business in different industries. Businesses that include mowing lawns, washing windows, cleaning houses, babysitting, and tutoring. We hypothesize that underclassmen are more willing to do "physical labors" than upperclassmen. Younger students are willing because they want job experience and a monthly income. They usually either have little or no job experience, so underclassmen are more willing to settle for laborious work to gain that experience.

Upperclassmen usually have more job experience than underclassmen and use their connections, knowledge, and skills to get jobs that underclassmen cannot. Students usually do not go to college if they plan to get trade school jobs. Trade school offers education and training primarily in physical labor. Therefore, we believe that upperclassmen attending WSU are not pursuing physical labors.

Based on these beliefs, we have formed the following hypotheses:

Hypothesis 1: Students would rate their interest in owning a business involving physical labor at least a six on a 7-point scale.

Hypothesis 2: Underclassmen are more interested in doing "physical labor" than upperclassmen.

Survey Methods

To test our hypotheses, we created and sent a survey to 292 WSU students. The class goal was to get 200 respondents. Our target population of interest is WSU Students. The mode of our survey is online. The service we used to create our online survey is Qualtrics. Our recruitment methods consisted of asking WSU Students in person (only our roommates and family members who attend WSU), emailing students from our other classes via blackboard email, and emailing fraternity members via an email list provided by one of our group members.

While designing our survey, we wanted to try to avoid multiple errors such as non-response error, coverage error, and measurement error. In order to avoid non-response errors, we sent out an invitation email that included the survey to our group members to check if the link worked and the survey ran smoothly. We also started the survey informing the respondents that they are important to the survey. This encouraged them to complete the survey. We asked an engaging question to begin the survey so we could hook the respondent's interest. We constructed the survey, so it was less than 10 minutes in order to keep the respondent's interest. To avoid coverage error, we asked demographic and categorization questions that placed respondents into specific buckets. Through these questions, we were able to determine whether or not our respondents fit into our target population. There are some challenges in recruiting college respondents. College students receive many survey requests and are unable to respond to all of them. Wichita State is a very diverse campus. We had to figure out which medium would be able to reach the most diverse and relevant population. We concluded that student email was the best because all WSU students are required to have and check their student email.

To target the freshman portion of our target population, we used a list of WSU Freshman consisting of just under 3,000 current students, provided by one of our group members. To avoid

measurement error, our survey did not ask about sensitive or controversial topics. Our questionnaire only asked questions about the respondent's level of interest in a subject, such as the willingness to work a physical labor job. In order to make sure the survey was concise, relevant, and easy to understand for our sample, the group had the survey reviewed by Student StartUp to ensure the questions effectiveness. To decrease the number of sampling errors, we had an expert (our professor) evaluate the survey. We also decreased sampling error by increasing the number of respondents in our population from 200 to 292. We also used cognitive interviewing with a couple of our respondents. These respondents only included family and friends because of the social distancing rule due to the Covid-19 Pandemic.

Measurement

Dependent Variables:

The dependent variable for our univariate hypothesis is the student's interest in doing physical labor. We defined physical labor as mowing and window washing. In order to measure this, we asked students, "If you were given the opportunity to own your own business, how interested would you be in owning a lawn mowing business?" "If you were given the opportunity to own your own business, how interested would you be in owning a window washing business?" Student's response options were on a seven-point, unipolar scale, ranging from "not interested at all" (1) to "somewhat interested" (4) to "extremely interested" (7).

Independent Variables:

To measure the independent variables of our multivariate hypothesis, we asked our respondents what year they are in college. The question is stated as, "Which of the following most closely represents your academic standing?". The answers are close-ended; freshman, sophomore, junior, senior, and other. Answers to this question helped us measure in what year of

college students are more willing to work a physical job and weed out the respondents who are not eligible for the program. Another independent variable is Wichita State Students. We screened out students who are not currently attending Wichita State University by asking, "Which of the following best describes you?". If they chose "I am not a student at Wichita State University," then they were immediately directed out of the survey. Once we had these responses we categorized freshman and sophomores into underclassmen and juniors and seniors into upperclassmen.

Covariates:

We asked WSU students if they have any previous physical labor experience in order to find out about their work history. Using a categorical question, we asked, "Do you have experience working in a physical labor job?" If students answered yes, we concluded that they had acquired knowledge about what physical labor jobs require of individuals. To establish another covariate variable, we asked students if they ever created their own business. Using a nominal level question, we asked: "have you ever owned your own business?". If they answered yes, we assume they have a positive level of interest in entrepreneurship. If the respondent answered "no," we asked, "How interested would you be in owning your own business someday?". If the respondent answered that they were "interested", then we knew they had interest in entrepreneurship. Lastly, we asked the students about their demographic information. For these demographic questions, we used mostly nominal and closed-ended formatted questions for simplicity and clarity. Our demographic questions gathered information on the respondents' age, gender, college and major, religious affiliation, school and work hours, and ethnicity. We ended our survey by informing the students that they have completed our survey and then thank the respondents for their time.

Analysis and Results

In our survey, we had a total of 292 respondents. There were a total of 135 males, 156 females, and 1 other. 57% of respondents were born between the years 1998-2002. 31% of respondents were born between the years 1993-1997. The remaining 12% were born between the years 1973-1992 (refer to figure 1). Of the 292 respondents, only 14% (40 students) had owned a business (see figure 2). Our research group then used all 292 responses to answer two hypotheses: "Students would rate their interest in doing physical labor for good pay as at least a six on a 7-point scale" and "Underclassmen are more interested in doing "physical labor" than upperclassmen. Our client, Student StartUp Inc., employs young entrepreneurial students. These students have a variety of jobs to choose from, including physical labor jobs. Physical labor is physically demanding manual labor. We looked at all the jobs Student StartUp Inc. offers to form our definition of physical labor jobs. We have defined physical labor as mowing and window washing.

Our univariate hypothesis states, "Students would rate their interest in owning a business involving physical labor at least a six on a 7-point scale." To test this hypothesis, we identified two variables. The variables are interest in mowing and interest in window washing. The codebook labeled these variables as Interest_mow, Interest_wash. Then we found the average score for each of these variables. The scores are Interest_mow=2.54 and Interest_wash=2.25 (see figure 3). Then we used a single sample T-Test calculator to test the mean of each variable's scores to a hypothetical population mean (6). We tested at a significance level of 0.05. We found that the mean for interest_mow was 32.50 standard deviations away from the true mean and that interest_wash was 40.55 standard deviations away from the true mean. Our p-value is less than 00001 for Interest_mow and Interest_wash. Therefore, we do not support our hypothesis because

the mean was significantly lower than six, and our p-value was less than 0.05. See table 5 for a table for the Number of people interested in mowing and window washing. In this table, we also included Attract_Pay (attracted to a job paying \$1000 or more a month) and Interest_own (level of interest in owning a business) to create perspective for the physical labor market. The results reveal that students are interested in owning a business and making \$1000 or more a month.

Our multivariate hypothesis states, "Underclassmen are more interested in doing "physical labors" than upperclassmen." We defined physical labors as mowing and window washing. We performed three Single Factor ANOVA tests for this hypothesis. To test our hypothesis, we identified our variables. Our categorical variables were underclassmen and upperclassmen. Underclassmen are defined as freshman and sophomore and upperclassmen were defined as juniors and seniors. Those that did not fit into one of those categories were excluded from our testing.

For our first test, we used mowing as our continuous variable. We found that the average interest in mowing of underclassmen (2.33) was lower than the average interest of upperclassmen (2.74) at a p-value of .0631 (see table 2). For our second test, we used window washing as our continuous level. We found that the average interest in window washing of underclassmen (2.09) was lower than the average interest of upperclassmen (2.39) at a p-value of .12 (see table 3). For our third test, we took the average of mowing and window washing interest scores. This gave us the overall interest students had in physical labor jobs offered by Student Startup Inc. We used that average as our continuous variable. We found that the average interest in physical labor of underclassmen (2.25) was lower than the average interest in physical labor of upperclassmen (2.57). Based on these results, we rejected our hypothesis because there was no

significant difference between our reported means ($p > .05$). Therefore, underclassmen are not more interested in doing physical labor than upperclassmen. See table 4 for our table of results.

We concluded that while there is not a significant difference in interest levels between upperclassmen and underclassmen, upperclassmen are more interested in physical labor jobs than underclassmen. The mean interest in mowing and window washing is 2.54 and 2.25. Student StartUp Inc. offers other jobs that are not considered physical labor. We know that students are not very interested in mowing and window washing. However, we found that students are moderately interested in owning their own business (average was 3.14). Since there seems to be mild interest from students in owning a business, we wanted to see what factors impact students' interest. To find this out, we ran a multiple regression. Our predicted (y-value) was interest in owning a business. The codebook labeled this as Interest_own. Our predictor variables (x-values) were the level of importance pay has on a job search (Import_pay), the level of importance networking opportunities have on a job search (Import_network), the level of importance entrepreneurial opportunities have on a job search (Import_expo), and age (yborn). We tested these variables at a p-value of 0.05. We found that our model successfully predicts 0.006% of Interest_own variation. Our model is poor and has a small effect. This is interesting considering that 83% of respondents think jobs that pay \$1000 or more a month are attractive. However, being attracted to different things offered by a job or internship do not necessarily translate to interest in starting a business. Import_pay, Import_exp and yborn do not have a significant predictive impact on Interest_own ($p > 0.05$). Import_net does have a significant predictive impact on Interest_own. If students go from thinking networking is not important to thinking it is important, their interest in owning a business will go up by 0.04 ($b = 0.04$ $p < 0.05$). If students go from thinking entrepreneurial opportunities are not important to thinking they are important,

their interest in owning a business will go up by 0.28 ($b=0.28$ $p<0.05$). This makes sense.

Students who want to start their own business are also probably the students who are thinking about how they can leverage a network and gain experience in this field. For our complete table, see table 6 in appendices.

Conclusion and Recommendations

We found that, on average, a student's interest in working physical labor jobs (2.54, 2.25) is significantly below our estimated mean (6). Students are not very interested in working physical labor jobs. We rejected our second hypothesis because underclassmen were not more interested in working physical labor jobs than upperclassmen. We found the opposite to be true. We visualized these findings in table 5.

Based on our first hypothesis, we would recommend that Student StartUp Inc. create more jobs with more variety. In table 5, we show that 71% of students are interested in owning a business and that 83% think jobs that pay \$1000 or more a month are attractive. They should spend less time offering jobs that students are not interested in and focus on creating jobs students want and can earn lots of money in. In figure 2, we found that 31% of students are willing to mow lawns, and 24% are willing to wash windows. We recommend that Student StartUp Inc. spend more time promoting their lawn mowing program and less time promoting their window washing program.

Based on our second hypothesis, we would recommend that Student StartUp Inc. refocus their target market. They should not focus more on attracting upperclassmen than underclassmen or visa versa. This is because there was no statistical difference between the two groups. The difference is only 0.29 (2.54-2.25). They should spend less time on recruiting college students and more time identifying interested groups.

Student StartUp Inc. should build a greater brand awareness on the WSU campus. If they do this, we believe underclassmen will have a longer period of time to consider working there (which will yield favorably), and more upperclassmen will join. We believe that if Student StartUp Inc. follows these tips, they will see more interest in their company and their entrepreneurship programs. Even though the data we collected is not statistically significant, marketing towards WSU students rather than specifically underclassmen, will be broader for applicants and diversity for the company.

After running a regression for student's interest in owning a business, using Interest_own as our Y variable, and Import_pay, Import_network, Import_expo, and yborn as our x variables. We found that students can be found to be more interested in owning a business given how they value wages, networking opportunities, and work experience. Surprisingly, the variables that had a statistically significant effect were Import_network and yborn. The other two variables (Import_pay and Import_expo) were not statistically significant; however, they were still positively correlated with predicting Y, Interest_own. Knowing this, we recommend that Student StartUp Inc. emphasize the value of networking that students may receive. Student StartUp Inc. cannot control the age of students; however, they can emphasize the value that older students may bring, being that their age may have an influence on their interest in one day owning a business.

Limitations and Future Research Directions

Our limitations for conducting the research were external. We released our survey to the public around the time Wichita State shut down in-person classes and canceled school for a week in response to the COVID-19 Pandemic. This limited our ability to get more responses by talking to people in-person. COVID-19 also made our marketing research much more difficult to

conduct because we could not meet in-person. This limited our ability to communicate by a great deal, forcing us to reach individuals online, via social media and email to take the survey. We would have preferred using probability sampling instead of non-probability sampling. Because we used non-probability sampling, we do not know how representative the sample is of the population, and technically we cannot make statistical predictions about the population. However, we did it because it was easier and cheaper, which is understandable given the circumstances.

Another limitation of the effectiveness of our group's research was our inexperience in conducting marketing research. For most of us, this was our first research project using real-life data. For future research, we would like to look into how the importance of leadership opportunities and personal/spiritual growth would affect the interest level of students becoming entrepreneurs. We would also be interested in knowing the impact of more diverse jobs at Student StartUp Inc. has on student interest in working there. More diverse jobs could include computer coding, woodworking, pet grooming, or home improvement. We believe having a wider range of work options while giving students the ability to choose a program that interests and suits them, would help them improve the number of student entrepreneurs.

We recommend during the next research opportunity regarding WSU students that the group uses a list of students like was used in this research project. Expanding the size of our sample and increasing the diversity of our sample size would have been helpful, as a majority of our sample was outside of Student StartUp's target market (underclassmen). A way in which future researchers could target this group, especially at Wichita State University, would be by utilizing the Rhatigan Student Center upon the reopening of campus, as it is common knowledge among current students that a majority of Freshmen spend time in between classes at that location.

We believe our sample would have been larger and more diverse if given the opportunity to administer surveys in-person. That was not an option due to the pandemic. Given the topic for our research, a similar research topic would benefit from in-person surveying for their data, as well as if given new researchers, a "head researcher" to help with confusion or questions the research group may have.

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Appendices:

Table 1:

Continuous Variables	Mean	Standard Deviation	95% confidence interval	% of respondents
interest mow	2.54	32.5	95%	
interest wash	2.25	40.55	95%	
Categorical Variables				
upperclassmen				47%
underclassmen				50%
Other				3%

Figure 1:

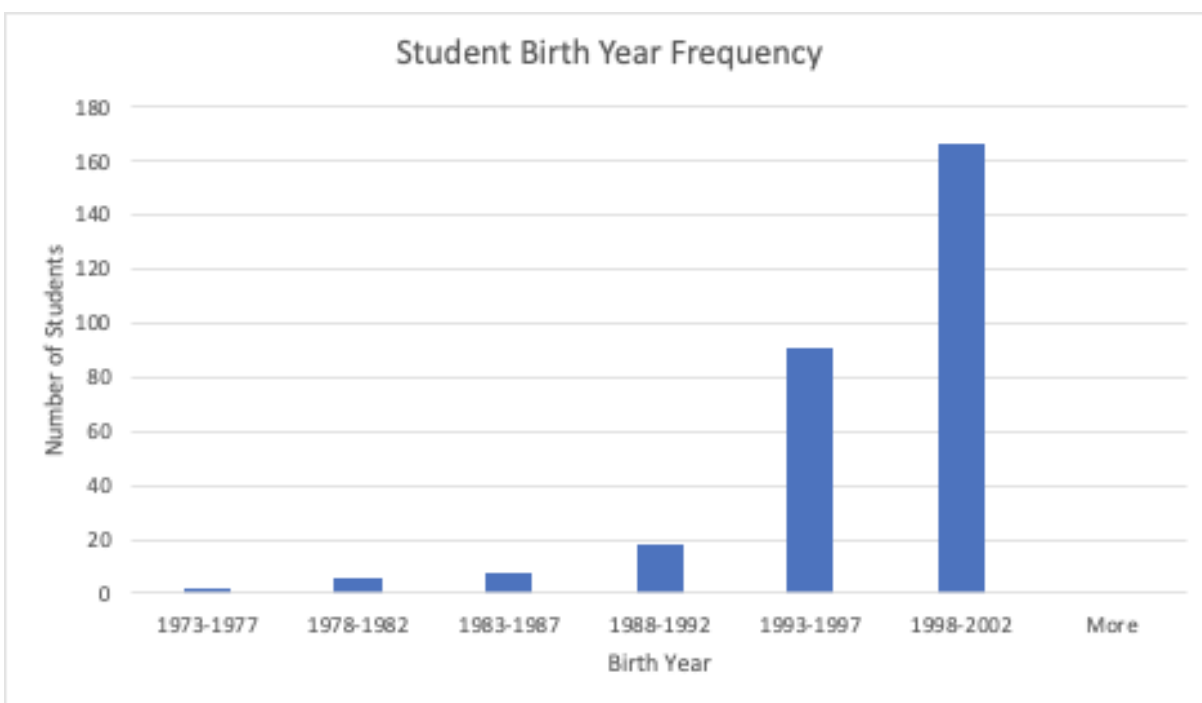


Figure 2:

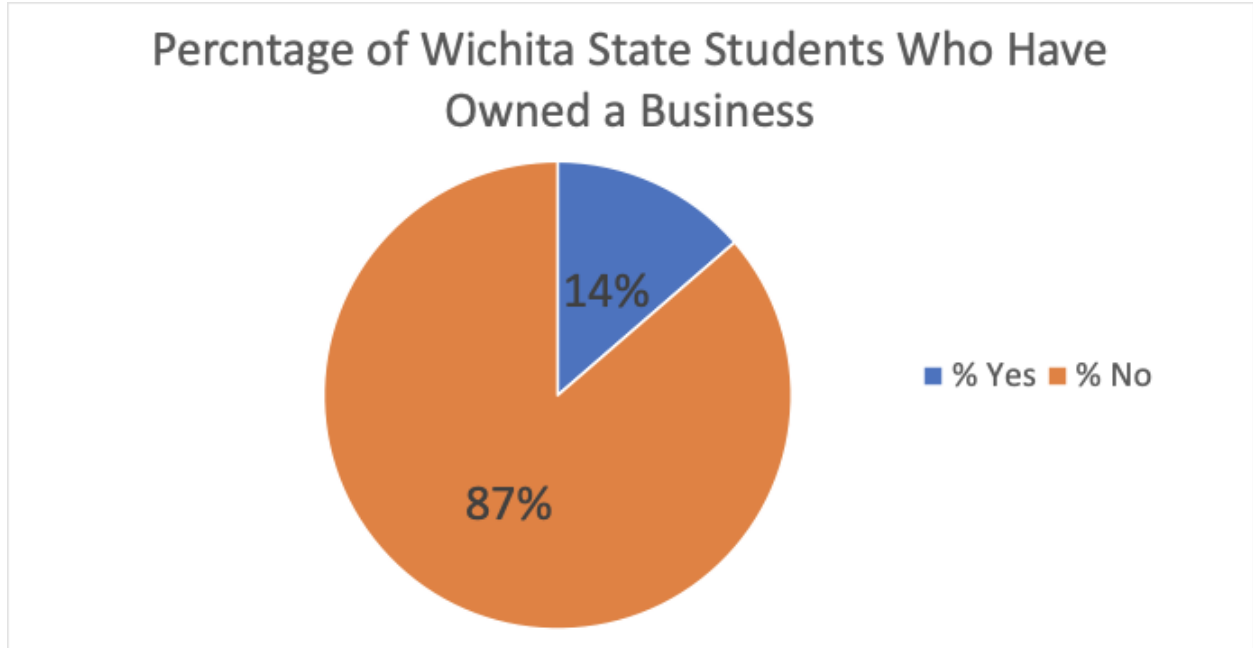


Figure 3:

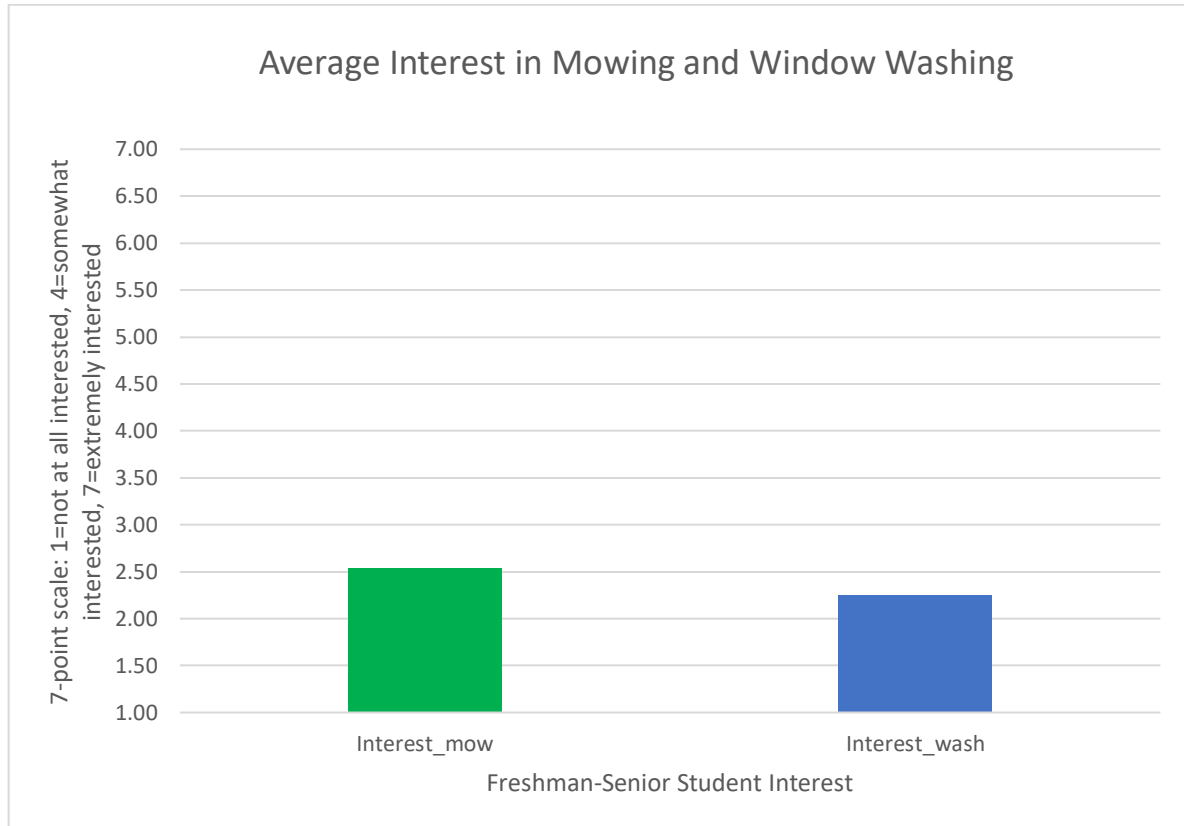


Table 2:

Interest in physical labor jobs (# of students)	interested	not interested	
mowing	90	202	
window washing	69	223	
Interest in physical labor jobs (% of students)			
mowing	31%	69%	
window washing	24%	76%	
Level of Attraction to Jobs paying \$1000 or more per month	Attractive	Not Attractive	Neutral
# of students	243	26	23
% of students	83%	9%	8%
Level of Interest in Owning a Business	interested	not interested	
# of students	94	36	
% of students	71%	27%	

Table 3:

Anova: Single Factor Interest in Mowing						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
interest mow upper	145	397	2.73793103	4.01417625		
interest mow under	138	322	2.33333333	2.60340633		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	11.5746395	1	11.5746395	3.47966803	0.06316925	3.87476427
Within Groups	934.708046	281	3.32636315			
Total	946.282686	282				

Table 4:

Anova: Single Factor Interest in Window Washing						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
Interest wash under	138	289	2.094202899	2.04215593		
Interest wash upper	145	347	2.393103448	2.99022989		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	6.317	1	6.3170466	2.49883009	0.11505582	3.87476427
Within Groups	710.37	281	2.528001658			
Total	716.69	282				

Table 5:

Anova: Single Factor (Averaged interest)						
SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
interest under	139	312.5	2.24820144	2.12092065		
interest upper	145	372	2.56551724	2.71616379		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	7.14575076	1	7.14575076	2.94685373	0.08714299	3.87464541
Within Groups	683.814637	282	2.4248746			
Total	690.960387	283				

Table 6:

SUMMARY OUTPUT								
<i>Regression Statistics</i>								
Multiple R	0.146776279							
R Square	0.021543276							
Adjusted R Square	0.005503002							
Standard Error	1.074902363							
Observations	249							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	4	6.207232164	1.551808	1.343074	0.254553247			
Residual	244	281.9212819	1.155415					
Total	248	288.1285141						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	22.66850239	35.00836519	0.647517	0.517906	-46.28866454	91.62567	-46.288665	91.6256693
Import_pay	0.034048084	0.059521569	0.572029	0.567829	-0.083193573	0.15129	-0.0831936	0.15128974
Import_exp	-0.09786914	0.090237756	-1.08457	0.279183	-0.275613514	0.079875	-0.2756135	0.07987523
Import_network	0.139104126	0.068140275	2.041438	0.042283	0.00488591	0.273322	0.00488591	0.27332234
yborn	-0.00981455	0.017495701	-0.56097	0.575333	-0.044276428	0.024647	-0.0442764	0.02464733