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4

5 **Abstract**

6 The objective of this study was to assess whether higher education students desire to create
7 their own enterprise/being an entrepreneur or search for job after their graduation. Two
8 hundred sixty three (263) prospective graduates were selected from three schools (School of
9 Business and Economics, School of Agriculture, and School of Engineering and Information
10 Technology) that were taken as strata and proportionate stratified sampling was used to
11 determine each stratum sample size. Then sample respondents were selected by systematic
12 random sampling and self administrated questionnaire was filled and returned by selected
13 respondents. The findings of this research revealed that the majority of students showed
14 generally positive desire towards creating one's own job though they desired being an
15 entrepreneur as a second option.

16

17 **Index terms**— entrepreneurial desire, entrepreneurship, higher education institution students?, ASTU.

18 **1 Introduction**

19 government policies on entrepreneurship education are critical for ensuring that entrepreneurship is embedded into
20 the formal education system, and offered through partnership with the private sector, the informal community,
21 and apprentice training programmes (UNCTAD, 2010). Currently, the Ethiopian Higher Education Institutions
22 give attention for enabling graduates to be self employed rather than seekers of job. To ensure this the course
23 Entrepreneurship is given in almost all departments of HEIs of Ethiopia. Entrepreneurship is an elusive concept.
24 Hence, it is defined differently by different authors at different periods and depending on the level of economic
25 development. According to Robert Ronstadt, 'Entrepreneurship is the dynamic process of creating incremental
26 wealth'. This wealth created by individuals who assume the major risks in terms of equity, time and/or career
27 commitments of providing value for some product or service. The product or service itself may or may not be
28 new or unique but value must somehow be added by the entrepreneur by securing and allocating the necessary
29 skills and resources. An Entrepreneur is a person who has the initiative, skill for innovation and who looks for
30 high achievements and who creates his/her own job (Hailay Gebretinsae, 2007).

31 Entrepreneurial spirit in university graduates increases innovation, job creation, and competition in market
32 place (Blanchflower and Oswald, 1998). Entrepreneurial skills are the most demanded ones, where today,
33 governments and societies worldwide seek to introduce a range of different programs and encouragement to
34 support entrepreneurship in university students ??European Commission Report, 2008). The concern with
35 entrepreneurship is thus a subset of employability, give that employability has been defined as 'A set of
36 achievements, understandings and personal attributes that make individuals more likely to gain employment
37 and be successful in their chosen occupations ??Yorke, 2004). Personal desire is the primary element for creating
38 one's own job and for successful achievement of one's own vision. That is why successful people advise us to
39 discover that success measured by the size of our thinking. Let us then think and grow rich! To be rich does
40 not come by chance but it is an individual's power of thought of direction and choice of action (Werotaw, 2010).
41 A person chooses to set up a business as a consequence of a variety of reasons, and it is right to say that new
42 businesses are usually the reflection of what their founders expected/desired. According to Werotaw (2010), 'If
43 you think you can, you can. If you think you cannot, you cannot.' For every achievement, the first requirement
44 is personal motivation to design vision. The motivational to succeed comes from the burning desire to achieve a
45 purpose.

6 METHODOLOGY OF THE STUDY A) DATA TYPE AND DATA SOURCES

46 entrepreneurial desire. This is evident that the course entrepreneurship has positively influenced students'
47 desire for self-employment and hence, self-employment intentions increased with taking the course entrepreneurship.
48 Adama Science and Technology University has to work on entrepreneurial promotion by establishing
49 club, arranging different seminars and workshops on entrepreneurship, start business plan competitions among
50 graduates with attractive rewards for winners, giving training on entrepreneurship, facilitate means of experience
51 sharing with famous entrepreneurs in the country, and any other means should be used in order to foster
52 entrepreneurial spirit in the mind of graduates before graduation.

53 Napoleon Hill wrote 'Whatever the mind of man can conceive and believe the mind can achieve. A burning
54 desire is the starting point of all achievement' (Shiv Khera, 2002).

55 Therefore, this study was conducted on assessment of higher education students' desire to create their
56 own business (desire for being an entrepreneur) after their graduation and the contribution of the course
57 entrepreneurship in creating desire of graduates for being self employed by taking students of Adama Science and
58 Technology University in the case study.

59 2 II.

60 3 Statement of the Problem

61 Higher education institutions are coming under increasing pressure to ensure their graduates have relevant
62 employability skills. Institutions are also being encouraged to help students develop enterprise skills so that more
63 graduates have the confidence and knowledge to set up businesses. Senior managers and academics are looking
64 for support at all levels to embed employability and enterprise into the higher education experience ??Morelan,
65 2006). In order to increase the level of entrepreneurial initiative among students, it is essential to increase positive
66 attitudes towards entrepreneurship, so attitudes can be viewed as the stepping stone to entrepreneurial intentions.
67 Arguably, attitudes have a strong bearing on the way the students would look at entrepreneurship as a course
68 requirement in HEIs education. A popular wisdom says that 'attitude determines altitude', which suggests that
69 success or propensity to achieve targets or goals can be determined largely by the way people conceive positive
70 thoughts about their ability to accomplish these targets or goals (Segumpang and Joanna, 2012). Many graduates
71 of HEIs in Ethiopia today are also greatly under-employed. As the free labor movement (market) inaugurated
72 and the expansion of governmental and private higher education institutions, the number of graduates increased
73 at a speed faster than the rate of growth in the economy even university degrees ceased to guarantee automatic
74 employment. The pace of economic and social development in the country is not fast enough to permit large
75 number of Higher Education Institutions graduates to be immediately absorbed in to the job market (Asnake,
76 2010). Therefore, given the potential of self employment for Ethiopian economic development, it is the present
77 strategy of the Ethiopian government inculcating entrepreneurship in higher education curriculum. The main
78 reason behind the requirement of higher education to take entrepreneurship course is to encourage prospective
79 graduates to create their own enterprise after graduation. One of the major outcomes of higher education is
80 the preparation of graduates to participate fully in the world of work, higher education needs to recognize and
81 take on board more fully the significance and incidence of self-employment for the employability aspects of the
82 higher education Curriculum ??Morelan, 2006). But most of graduates have been observed while searching job
83 in different organizations than creating their own enterprise (being entrepreneurs). If the students have positive
84 attitude to entrepreneurship, they develop desire for being an entrepreneur. This is the main reason why this
85 study geared on assessment of students' desire for being an entrepreneur.

86 4 III.

87 5 Objectives of the Study

88 The general objective of this study was to assess the desire of higher education students' to create their own
89 business enterprise after their graduation. The specific objectives of this research were:

90 ? To examine students' desire after graduation.

91 ? In order to identify factors that influence the students' desire to becoming an entrepreneur. ? To investigate
92 how entrepreneurship course could affect students' entrepreneurial intentions. ? In order to identify strategies to
93 be used by Higher Education Institutions/ASTU in order to promote Entrepreneurship.

94 IV.

95 6 Methodology of the Study a) Data Type and Data Sources

96 For the achievement of the stated objectives, both qualitative and quantitative data were used. Respondents
97 (under-graduates', prospective graduating class of 2011/2012 academic year) filled the questionnaires designed to
98 achieve the objectives of the research. The relevant data were collected from both primary and secondary sources
99 of data collection. Primary data were collected using: questionnaire and focused group discussion. Well designed
100 questionnaire was prepared and filled by selected respondents/students at appropriate time for them and focused
101 group discussion was conducted with purposively selected entrepreneurship course instructors. Secondary data

102 were used from different sources such as manuals, various books, articles and journals, and websites from the
103 Internet in order to strengthen the paper.

104 **7 b) Target Population and Sampling Techniques**

105 There are many higher education institutions in Ethiopia both governmentally and privately owned; but this
106 study focused on Adama Science and Technology University that owned governmentally. In this University, there
107 are students enrolled in seven schools and under different divisions such as regular, extension, summer. There
108 are also different programs such as TVET, undergraduate, and post graduate programs, but this study used
109 graduating class of 2011/2012 students enrolled in regular undergraduate of three schools. These are Schools
110 of Business and Economics, Agriculture, and Engineering and Information Technology. In order to achieve the
111 stated objectives, the researcher took the aforementioned schools and program as target population. Accordingly,
112 the three schools selected were taken as strata. The total graduating students in each stratum is shown in the
113 following table. The above table (table-1) summarizes target population of the study. The study took the sample
114 size of 20% of the target population. The sample size was made proportionate to the size of each stratum. That
115 means; proportionate stratified sampling was used. Hence, the total sample size was 263 graduating students
116 (1315x20%). And sample size from each stratum was; 163, 60, and 40 from schools of Business and Economics,
117 Agriculture, and Engineering and Information Technology respectively by using proportionate stratified sampling.
118 Since the lists of all respondents were available from Enrollment and Examination Office, using systematic random
119 sampling technique the respondents included in sample were selected.

120 **8 c) Method of Data Analysis**

121 After collecting the data using self administrated questionnaire and focused group discussion, it was analyzed
122 descriptively and inferentially and SPSS was also used for questionnaire analysis. Finally, the summaries were
123 presented in the form of tables, bar graph, ratio, frequency counts, and percentage and interpreted in line with
124 the objectives of the study.

125 V.

126 **9 Data Analysis, Interpretation and Findings a) Higher Educa- 127 tion Students' Self Employment Desires after Graduation**

128 This section describes higher education students' prospects concerning their future career options and their level
129 of desire to be an entrepreneur after their graduation in relation with different variables. According to Veciana,
130 Aponte, and Urbano (2005) identifying university students' perceptions of new venture desirability and feasibility
131 is the first step to do something in awakening and stimulating students' interest in an entrepreneurial career. Table
132 2 depicts that whether higher education students have developed the intention (desire) to be an entrepreneur
133 or not in their campus life. Accordingly, in each school majority of students were willing to be an entrepreneur
134 (36.20% in SoBE, 40% in SoA, and 32.50% in SoEIT) replied as probably they could be an entrepreneur/business
135 owner, and 46%, 41.67%, and 52.5% from SoBE, SoA, and SoEIT respectively revealed their wish as definitely
136 they will be an entrepreneur and also there were students (SoBE(4.9%), SoA(5%), and SoEIT (2.5%) who replied
137 as they have already started a business activities. This is consistent with Gemechis (2007) that revealed over
138 91% of the respondents claimed that they would like to start their own business.

139 According to Teixeira (2008), a high percentage of students also identify self-employment as a preferable career
140 option as it involves a more interesting work and it is more prestigious than being an employee.

141 Instructors of Entrepreneurship course disclosed during FGD that even if students desire to create their own
142 enterprise still the traditional thinking of 'education for employment' still exist in the mind of their students.

143 Figure ??: Readiness of Students' to be an entrepreneur (Percentage of students that agree and strongly agree
144 with the statements)

145 Figure ?? revealed to what extent students agree or strongly agree with variables that indicate the level of
146 students' readiness to be self employed. Accordingly, the above figure reveals that 84.80% of students thought
147 that running their own business would be more prestigious than working for others. And 81.40% and 79.90%
148 of students show their agreement about motivation of having their own enterprise after their graduation and
149 preference to be self employed rather than work for others respectively. This all combined indicates that higher
150 number of students in higher education (ASTU) have readiness for creating their own enterprise. This finding
151 was compatible with what Llado's Josep (2009) found out 'the main reasons why people start a business has
152 nothing to do with earning a lot of money, being famous or recognized, looking for adventure or improving the
153 world but primarily because, for a variety of reasons, they do not want to carry on working for someone else.
154 Besides, the above figure reveals the influence of family and other people suggestion in process of creating one's
155 own job. Accordingly, 48.20% of students replied their agreement on positive thinking of their family if they
156 pursue a career as an entrepreneur. But only 36.90% of them said that people suggestion influence their decision
157 of creating an enterprise after their graduation. Traditionally, in Ethiopia families and other people expect
158 graduates of higher education students to be employed in public or private enterprises rather than creating their
159 own enterprise/ being an entrepreneur but the above data reveals that graduates witnessed that others' people

11 C) CONTRIBUTION OF THE COURSE ENTREPRENEURSHIP IN CREATING ENTREPRENEURIAL INTENTIONS

160 suggestion were not influencing their intention. However, still the families of majority of graduates did not prefer
161 for their children to be entrepreneur.

162 10 b) Factors Influencing Students' Entrepreneurial Desire

163 According to Global Entrepreneurship Monitor (2004), there are various reasons why young people decide to
164 start a business, relating to their living circumstances, their personal attitudes, preferences and objectives and
165 their particular interests and individual strengths. Recognizing these reasons is crucial for understanding and
166 stimulating youth entrepreneurship.

167 Higher education students desire to become an entrepreneur is influenced by different factors. The figure
168 below depicts percentage to which different factors have impact on entrepreneurial intentions. Majority of
169 surveyed students (79.80%) reckon that accessibility of credit and personal skill of students have high and/or
170 very high impact on creation of desire to be an entrepreneur, income prospects ranked third (76.80%) in
171 influencing entrepreneurial intention of students'. According to Gemechis (2007) also access to finance (42%)
172 of the respondents ranked it first, 20% of the respondents ranked it second and 38% of them ranked it third and
173 beyond) as major inhibitor to starting up a business. According to, Blanchflower és Oswald (1998), one of the
174 most important obstacles of own business start up is the limited amount of resources, mostly the lack of capital.

175 Social factors, family background, previous entrepreneurial experiences can influence the timing of start-up in
176 the career of an individual ??Carrolés Mosakowski, 1987).

177 The students also replied that government policy (74.90%), willingness to take risk (72.60%), availability of
178 business idea (71.10%), self efficacy/effectiveness (70.70%) have either high or very high impact on entrepreneurial
179 desire.

180 Below half percent of students (44.50%) only said their friend/s have either high or very high influence on
181 their entrepreneurial intentions. Still the figure 4.3 reveals that being one's own boss, mass media, previous work
182 experience, availability of job opportunity, role model, social and cultural value, and entrepreneurship course have
183 either high or very high impact on entrepreneurial desire of students. According to Teixeira (2008), entrepreneurial
184 intents are to examine personal traits such as risk taking, self effectiveness/creativity, and achievement motive
185 (income prospects). From the above figure (figure 2), it is possible to conclude that almost all identified factors
186 have an impact on creation of entrepreneurial desire in graduates' mind. Only role of friends was less than all
187 other factors in its influence on entrepreneurial desire of graduates.

188 11 c) Contribution of the Course Entrepreneurship in Creating 189 Entrepreneurial Intentions

190 A broad definition of entrepreneurship education: «All activities aiming to foster entrepreneurial mindsets,
191 attitudes and skills and covering a range of aspects such as idea generation, start-up, growth and innovation»
192 (Fayolle, 2009). According to KAUFFMAN Entrepreneurship is a fundamental means by which a free society
193 comes to know itself. Through the continual innovation, the ongoing transformation of ideas and enterprises,
194 and the persistent testing this takes place in the market. ??ccording Today in higher education of Ethiopia,
195 entrepreneurship has got recognition to be given in almost all fields of studies. Many departments inculcate
196 entrepreneurship as a course in their curriculum. Therefore, in this section of the article the view of students on
197 the importance of the course entrepreneurship given to them and the extent to which the course entrepreneurship
198 influence their desire of being entrepreneur was discussed. The above figure (figure 3) depicts the impact of
199 the course entrepreneurship in creating entrepreneurial intentions of students via their schools. As shown in
200 the figure the curious result is that majority of respondents in School of Business and Economics (61.35%)
201 and Agriculture (58.33%) reckon that the course entrepreneurship given to them increased their entrepreneurial
202 intentions considerably. Similarly, majority of students in the School of Engineering and Information Technology
203 (55%) reckon that entrepreneurship course given to them somewhat increase their entrepreneurial intentions.
204 Whereas very few students replied as entrepreneurship course given to them has no effect (8.9% from all schools),
205 decreased somewhat (0.60; SoBE), and decreased considerably (6.67% from SoBE and SoA). Generally, the
206 result found proves that the course entrepreneurship given to graduates of higher education students' increase
207 their entrepreneurial desire. This figure ??as Accordingly, most of the students agreed on the contribution of the
208 course entrepreneurship in creating awareness (94.30%), creating knowledge (92.40%), creating attitude (81.70%),
209 and enhance their skills (79.50%) to start up a business. The result also depicts that only 45% of students have
210 identified idea on which they have created their business after their graduation and only 40% agreed as they have
211 developed the skills of preparing business plan in the entrepreneurship course. From this result, it is possible to
212 conclude that the Entrepreneurship course given to the students were theoretical focused than practical focused.
213 The above figure indicated less than 50% agreed on business idea identification and business plan preparation
214 in the course Entrepreneurship given to them. But these two factors really determine business start up as of
215 many research findings. bridges between potential entrepreneurs and private business organizations, namely those
216 acting as entrepreneurship support organizations, such as incubators, business angels, property rights offices, to
217 name a few.

218 Fostering entrepreneurship among students has become an important topic in universities as well as in
219 researches. As a number of studies show, student interest in entrepreneurship as a career choice is growing

220 (Brenner et al., 1994; Kolvereid, 1996) while interest in professional employment in businesses
221 is declining (Kolvereid, 1996). Since many researchers have evaluated the importance of entrepreneurial
222 competencies in connection with successful start-up and survival in business (Bird, 2002; nstenk, 2003), for
223 moving towards the entrepreneurial society it is imperative to have entrepreneurship competencies (Taken from,
224 Hosseini S.M. and Mahtab P., 2010). In Ethiopia currently government give great attention for entrepreneurial
225 development so as graduates of higher education institutions able to create their own enterprise after their
226 graduation. Therefore, 0.00% 20.00% 40.00% 60.00% 80.00% 100.00%

227 **12 Global**

228 **13 VI. Conclusion and Recommendations a) Conclusion**

229 A high percentage of students in the schools under study have desire/intention to become self em-
230 ployed/entrepreneur after their graduation. The result shows that 87.10%, 86.67%, and 87.50% from SoBE,
231 SoA, and SoEIT students respectively have a positive attitude for creating an enterprise. The finding revealed
232 that students' whose families have entrepreneurial background have higher entrepreneurial desire than those
233 students whose families have no entrepreneurial background. Even if 84.80% of students believe that running
234 their own business would be more prestigious than working for others, the majority of students' families did not
235 prefer creating an enterprise for their children. Out of surveyed students only 48.20% agreed on the statement
236 that says 'I believe that my family thinks that I should pursue career as an entrepreneur'.

237 Higher education students' desire to become an entrepreneur is influenced by many factors. Among identified
238 factors accessibility of credit and personal skill (79.80%) ranked first, followed by income prospectus (76.80%),
239 and government policy (74.90%). But friends (44.5%), being one's own boss (51.40%), and mass media (54%)
240 are ranked as less influential factors in entrepreneurial desire creation. In three of schools majority of the
241 surveyed students was reckoning as entrepreneurship course was very important in their field of study. The
242 result obtained proves that the course entrepreneurship given to graduates of higher education students increase
243 their entrepreneurial desire and entrepreneurship education positively influences students' perceptions of self-
244 employment and hence, self-employment intentions. The contribution of the course Entrepreneurship, which is
245 given to the students, was relatively less in business idea identification (45%) and business plan preparation
246 (40%) as students replied. However, instructors revealed that they gave project works such as business idea
247 identification and business plan preparation. Over 80% of the surveyed students recognized the fact that their
248 desire in new venture creation would be improved more if their institution/ASTU establish students' club that
249 rely on fostering entrepreneurship in campus (85.40%), offer project work on business plan preparation and give
250 attractive incentives for the winners (82.50%), give additional training for all graduates on entrepreneurship
251 (82.10%), and provide students with the financial means needed to start a new business venture (80.90%). But
252 only 66.50% of the surveyed students replied as allow companies run by students to use University facilities
253 improve their entrepreneurial desire. The FGD result disclosed that the higher education institutions/ASTU
254 should create linkage with industry and if venture capitalist created with students and industry, students gain
255 more knowledge of entrepreneurship practical.

256 **14 b) Recommendations**

257 In light of the findings, the following recommendations were drawn: 3. It was found that majority of students
258 had desire to be an entrepreneur and they knew as selfemployment/being an entrepreneur is career possibility for
259 graduates of higher education institutions. Therefore, stakeholders should help graduates so that they are able to
260 convert their desire into practices. 4. Participation in business plan competitions is more prevalent today than
261 before. Student competitions have become very important, offering incentives in the form of reward and often
262 the opportunity for students to get financing for their plans. Therefore, the University should prepare a program
263 at end of each academic calendar on which students compete on preparation of business plan that is viable and
264 winners should given attractive incentives either in monetary or no-monetary terms so that they enable doing
265 business.

266 **15 Many universities now have entrepreneurship clubs**

267 or associations for students. These campus-based clubs arrange speakers, round table discussions and
268 provide opportunities for peer learning. And the finding of this research also revealed that establishment
269 of Entrepreneurship club in the campus was among top factor that enables to foster entrepreneurial spirit.
270 Therefore, the University/ASTU should initiate and encourage establishment of 'Entrepreneurship Club' that
271 prepares different programs, workshops, conferences that promote entrepreneurship in campus and that enable
272 students' to create the desire of being an entrepreneur after their graduation.

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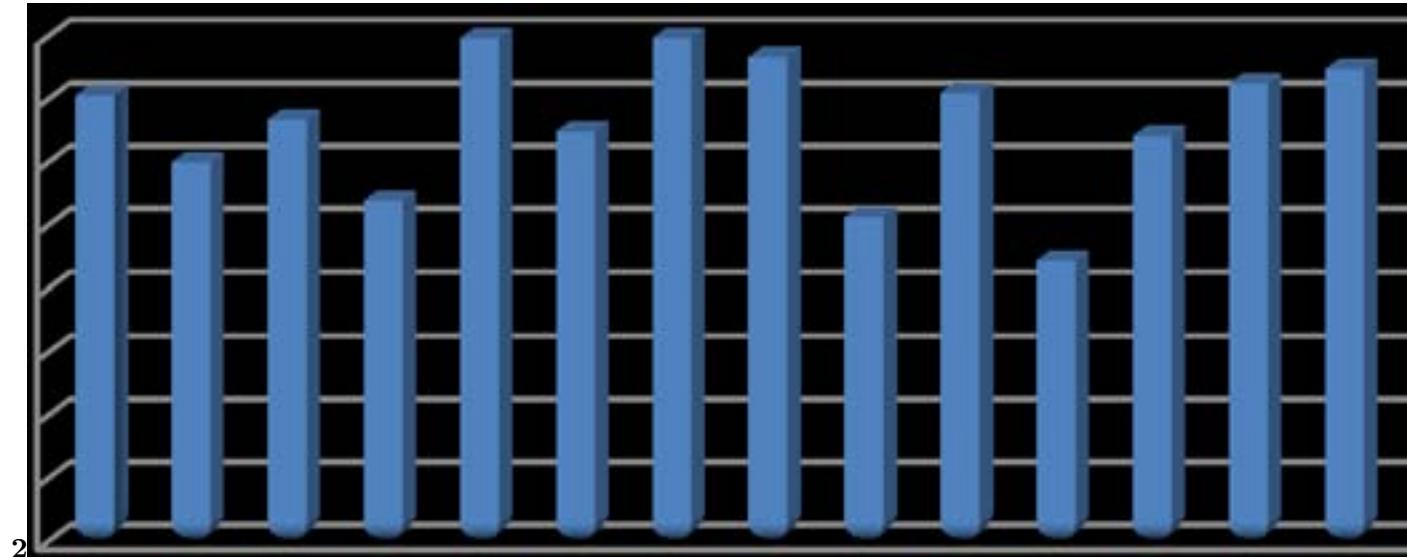


Figure 1: Figure 2 :

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Figure 2: Figure- 3 :

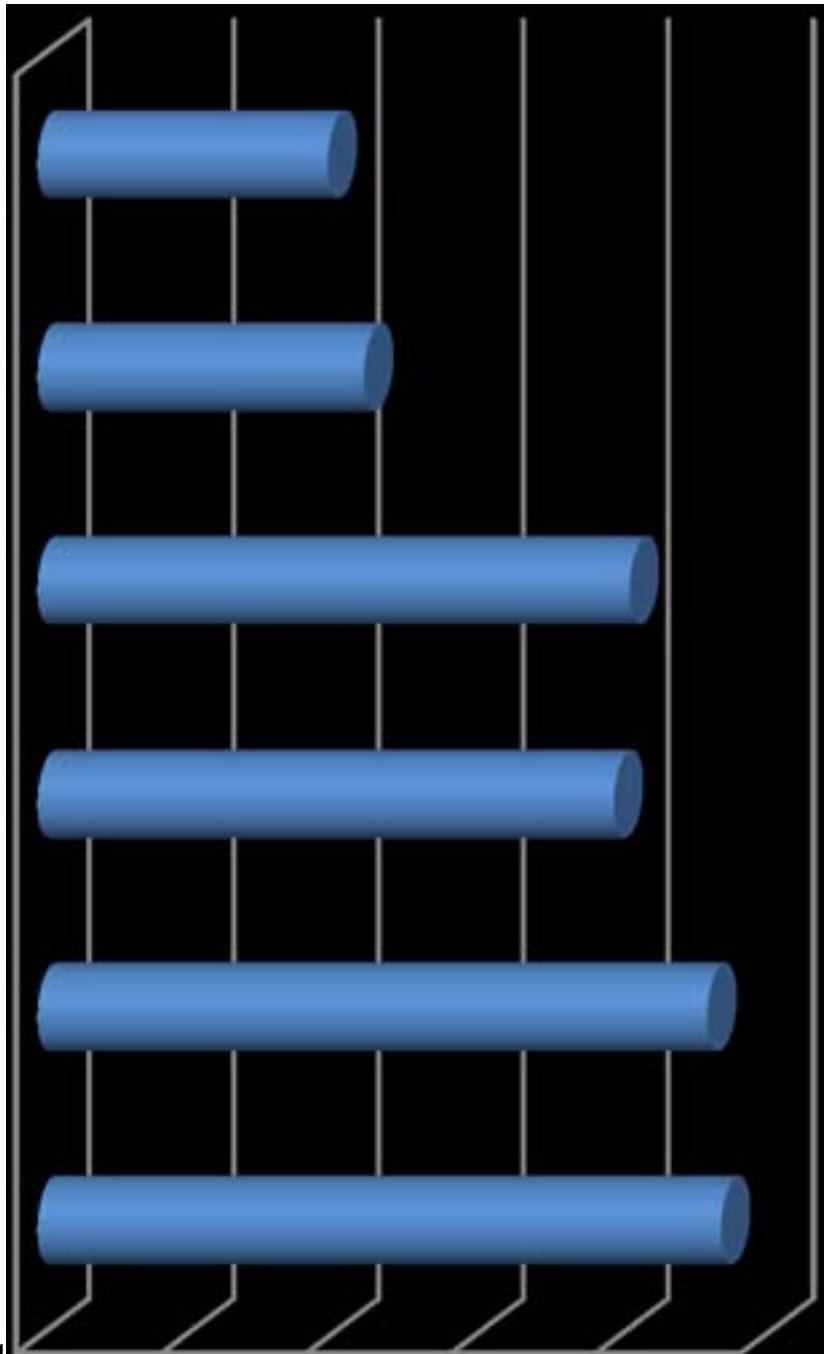


Figure 3: Figure- 4 :Figure 4

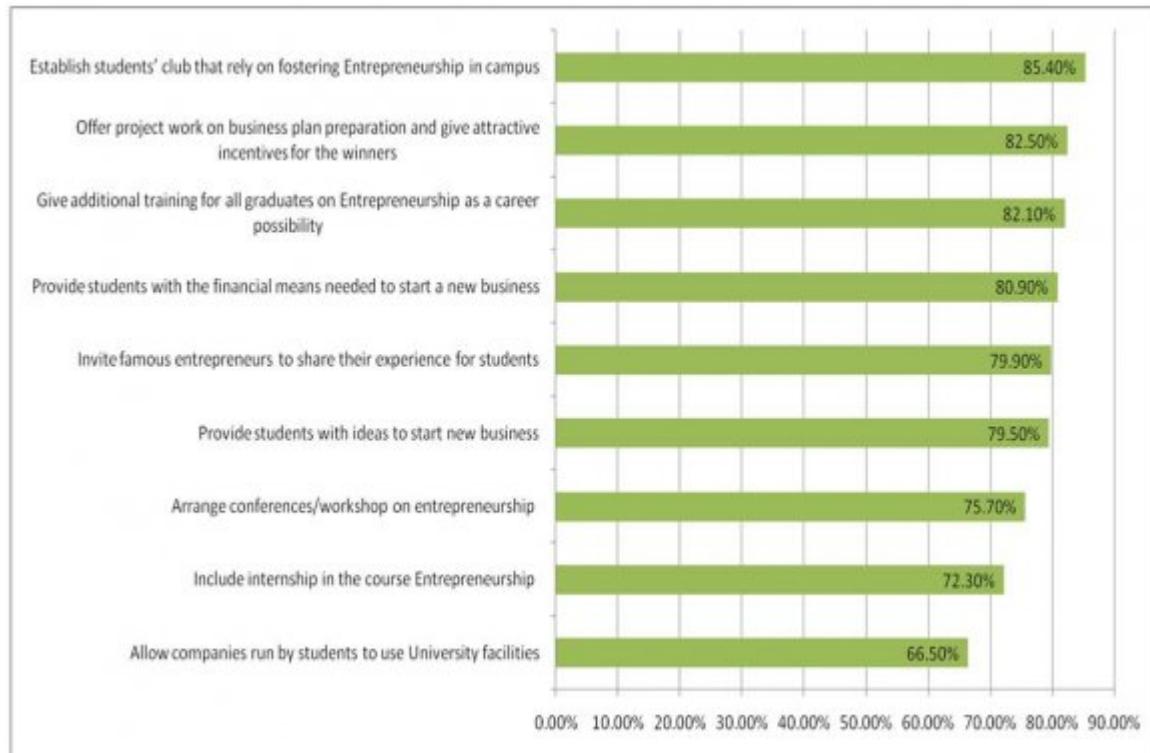


Figure 4:

S/No	Schools	Number of Students
1	School of Business and Economics(SoBE)	816
2	School of Agriculture (SoA)	298
3	School of Engineering and IT (SoEIT)	201
	Total	1315

Source: Adama Science and Technology University Enrollment and Examination Office, 2011/2012

Figure 5: Table - 1

Item	Alternatives	Fr	SoBE	School of Respondents			SoA %	Fr %	Fr	SoEIT
				2	3.33	3				
Will you start your own business after your graduation?	I will definitely not	17	10.4		2	3.33	3			7.5
	I thought of that before, but have given up now	4	2.5	36.2	46.0	6	10	2		5.0
	Probable	59				24	40	13		52.5
	I will in the future	75				25	41.67	21		
	Definitely I will in the future									
	I have already started a business	8	4.9			3	5	1		2.5
	Total	163	100			60	100	40		100
										Source

Figure 6: Table - 2

expanding the activities of fostering entrepreneurship to all schools.

Figure 7:

273 .1 Global Journal of Management and Business Research

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