

## **Impacts of Entrepreneurial Education on Rural Youth's Entrepreneurial Behavior in Algeria**

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### **Abstract**

**Purpose:** The purpose of this study was to establish the effect of entrepreneurship training on entrepreneurial behaviour of the Strengthening Rural Youth Development through Enterprise programme in Algeria.

**Methodology:** Descriptive design was used in collecting the data from respondents. Questionnaires were used for collecting data containing mainly closed ended questions to the sample respondents. The data collected was analyzed using descriptive statistics employing mean and standard deviation with the aid of SPSS. Data collected and analyzed was finally presented in various formats such as charts, graphs and tables.

**Findings:** All the predictor variables, that is, attitude, skills, knowledge and social network  $\beta$  values were positive indicating that they directly proportional to entrepreneurial behaviour of rural youth in Algeria, in which case an improvement in attitude, skills, knowledge and positive support from the social network causes a positive change towards entrepreneurial behaviour of rural youth in the country.

**Conclusion:** The youth in the area are in favor of entrepreneurship than other occupational options as seen by their determination to start a business if they had the opportunity and resources, as well as their indication that they are not afraid to take risks.

**Recommendation:** The study therefore recommends that the national government should make flexible policies to attract young graduates to be entrepreneurs to develop their socio-economic status. Also, they should facilitate entrepreneurial training programmes for the youth so as to enable them to develop the right skills, knowledge and competence in entrepreneurship.

**Keywords:** *Entrepreneurial behaviour, rural youth, skills, Algeria.*

## 1.0 INTRODUCTION

Many researchers and scholars concur that entrepreneurship is of fundamental importance for the economy of any country as it functions as a catalyst for innovation, job creation and economic wellbeing (Baumol, 2005; Van Stel, 2008). Given the current economic challenges facing many countries across the globe, the notion of engendering greater entrepreneurial activity has become a prominent goal for many national governments (Rae, 2010). The relevance of entrepreneurship to economic development has been highlighted by many researchers (Birch, 2000; Davidsson *et al.*, 2006) and it is now well-recognized that education and training opportunities play a key role in cultivating future entrepreneurs and in developing the abilities of existing entrepreneurs to grow their business to greater levels of success (Raposo & Paco, 2011). According to the European Commission (2008), the aim of entrepreneurship education and training should be to develop entrepreneurial capacities and mindsets that benefit economies and communities by fostering creativity, innovation and self-employment.

According to Shane (2008) entrepreneurship process consist of capability to identify opportunity, collect resources, organize them and adapt strategy so that opportunity can be exploited. The knowledge, skills and information obtained through education will likely improve the expected returns for exploiting the opportunity (Van Stel, 2008). Entrepreneurship education and training not only improves knowledge skill and information which are needed to pursue an opportunity but also equip individual with analytical ability and knowledge of entrepreneurial process which improve the entrepreneurial judgment (McMullen & Shepherd, 2006). Further, as stated by Wood (2007), entrepreneurship education is not a single event, but rather a continuous process comprised of a series of events. Consequently, the role of education and training in entrepreneurship and in the identification of endowment of entrepreneurial potential at a young age, are becoming evident for students, politicians and educators (Rasheed, 2008).

Various researchers have shown that entrepreneurship education and training has a positive role to play in one's entrepreneurial intention (Pittaway & Cope, 2007; Florin *et al.*, 2007; Raposo *et al.*, 2008; Nabi *et al.*, 2010). Robinson *et al.* (2004) found in their study that there is a strong relationship between education and the probability of becoming an entrepreneur and the probability of having success as an entrepreneur. Nabi *et al.* (2010) conclude that entrepreneurship programmes can be effective and yield significant benefits for aspiring entrepreneurs. Many authors argue that the decision to become an entrepreneur and set up a business involves careful planning and a thinking process which is highly behavioural (Autio, Keeley, Klofsten, Parker, & Hay, 2007; Krueger, 2006; Tkachev & Kolvereid, 2009). Entrepreneurship is seen as a good example of planned intentional behaviour and therefore applicable for behaviour models (Davidsson, 2006; Fayolle, 2008; Krueger, 2006; Shapero & Sokol, 1982). Specifically for entrepreneurship training programmes, behaviours are applicable as intentions proved to be best predictor of planned behaviour particularly when that behaviour is rare, hard to observe, or involves unpredictable time lags" (Souitaris *et al.*, 2007).

Due to the applicability of the entrepreneurial behaviour concept, it is often used as a measure of the impact of entrepreneurship training programmes. Taking entrepreneurial behaviour as a measure of the impact of entrepreneurship education or training has the benefit of measuring the immediate impact of a programme (Souitaris *et al.*, 2007). The longer the post-measurement of an entrepreneurship programme is delayed, the greater the measurement bias from contextual and

time effects will be. It will be more difficult to isolate the role of a single factor like an entrepreneurship programme in the business creation process (Hytti & Kuopusjarvi, 2004).

In many developing countries, up to seventy percent of the young people between the ages of fifteen and twenty-five live in rural areas with few primary schools and poorly qualified teachers. Of those that do go to school, 30 percent drop out during the first few years. Where there is school in sub-Sahara Africa, formal education lasts less than three years. In some regions of the world, as few as 10 percent of the children continue their education beyond primary school. Of that 10 percent, less than one-tenth of them finish secondary school and continue to some type of higher education. According to The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2013) statistics, there are from 130 to 150 million out-of-school youth and most of these are in sub-Sahara Africa. The general objective of the study was to establish the effect of entrepreneurship training on entrepreneurial behaviour of rural youth in Algeria.

## **2.0 LITERATURE REVIEW**

### **2.1 Theoretical Review**

#### **2.1.1 Theory of Planned Behaviour (TPB)**

The theory of Planned Behaviour has its roots in the Theory of Reasoned Action (TRA), which was proposed by Fishbein and Ajzen in 1975/80 (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). The theory consists of three major constructs which are the behavioral intention that depends on subjective norms and attitudes. The stronger the positive attitudes toward behaviour are and the stronger the social norms toward behaviour are, the stronger the behavioral intention is. If the intention is high, the individual is likely to perform the specified behaviour. Behavioral intentions (BI) measures the strength of the intention to execute a specified behaviour; Subjective norms (SN) describe the pressure from peers or friends to comply with specific norms, for instance, entrepreneurship is seen as too risky by parents and friends, then the individual is less likely to perform entrepreneurial behaviour. Attitudes (A) consist of expectations about the consequences of performing a specified behaviour. The TRA was developed further, Ajzen proposed the theory of planned behaviour (Ajzen, 1991). One major development was the addition of a third attitudinal determinant of behavioral intention, perceived behavioural control (Ajzen, 2005).

#### **2.1.2 Entrepreneurial Event Model (EEM)**

The theory of entrepreneurial event model (EEM) was introduced by Shapero and Sokol in 1982 (Kermit, 2008). The aim of the model is to provide an explanation for the processes that lead to an entrepreneurial event, that is, the moment of launching a new business (Kollmann & Kuckertz, 2006). The model assumes that inertia guides human behaviour until some event "displaces" that inertia and unblocks previously undesired behaviours. For instance, a displacement, such as job loss, might alter the perception of the desirability to become self-employed.

### **2.2 Empirical Review**

Garavan & Barra (2004) points that the most commonly referred aims of entrepreneurship education and training programmes are: to get useful knowledge of entrepreneurship; to acquire skills in the use of techniques, in the analysis of business atmospheres, and in the synthesis of action plans; to identify and stimulate entrepreneurial skills; to develop empathy and support for all aspects of entrepreneurship; to develop attitudes towards change and uncertainty; and to

encourage new start-ups. These entrepreneurship training programmes will contribute to the stimulation of entrepreneurial abilities. Hisrich & Peter (2008) expressed that the various skills required by entrepreneurs can be categorized as technical skills, business management skills and personal entrepreneurial skills.

Beside the recognition that education may influence people's attitudes towards entrepreneurship, the impact of entrepreneurship education, though explicit from general education on entrepreneurial behaviours, is still relatively uninvestigated (Donckels, 1991; Krueger & Brazeal, 1994; Von Graevenitz, 2010). There are qualitative papers that suggest a link among entrepreneurship training and entrepreneurial attitudes and behaviour. Robinson *et al.* (2007) proposed that the attitude model of entrepreneurship has ramifications for entrepreneurship training programs, while attitudes are open to change and can be influenced by educators and practitioners. Dyer (2004) also points out that specialized courses in entrepreneurship, or training in how to establish an own business, may give potential entrepreneurs the confidence they need to begin their business. On the other hand, there is little empirical evidence to support this link. Gorman *et al.* (2007) confirm the latter and highlight the necessity for further investigation in the relationship between entrepreneurship education and entrepreneurial attitudes.

According to Ajzen (1991), the more favourable the attitude and subjective norm and the greater the perceived behavioural control is, the stronger should be the behaviour of an individual to perform the behaviour under consideration. However, it might be found that the significance of attitude, subjective norm, and perceived behavioural control vary, depending on the different behaviours (Ajzen, 2005). Hence, it may be revealed that only the attitude has a significant impact on entrepreneurial behaviour or that attitude and perceived behavioural control are significant or still all three predictors are sufficient to account for entrepreneurial behaviours (Byabashaija & Katono, 2011).

In examining the key skills required of entrepreneurs, O'Hara (2011) identified a number of key elements essential in entrepreneurship: The ability to identify and exploit a business opportunity; the human creative effort of developing a business or building something of value; a willingness to undertake risk; competence to organize the necessary resources to respond to the opportunity. However, Kelley *et al.* (2010) proposed that within any society it is important to support all people with 'entrepreneurial mindsets', not just the entrepreneurs, as they each have the potential to inspire others to start a business. Kelley argued that any educational training should enable people not just to develop skills to start a business but rather to be capable of behaving entrepreneurially in whatever role they take in life. This approach is quite broad but it captures the critical philosophy of modern entrepreneurship education and training programmes required if countries are to generate an increasing pool of people who are willing to behave entrepreneurially.

According to Pihie (2009) peer group has significant effect on entrepreneurial behaviour and a source for social interaction. Peers have a greater role in influencing one's decision to become entrepreneurs and they help them in determining entrepreneurial careers which provides them information, knowledge and guidance as well as moral supports (Pihie, 2009). A person is surrounded by cultural, social, economic and cultural factors which affects the entrepreneurial behaviour and helps in enhancing self-confidence, risk-taking ability and innovation (Keat, 2011). Education has significant effect on entrepreneurial behaviour (Turker & Selcuk, 2009). Entrepreneurial behaviour is influenced by the socialization process, social networking and the

environment while parental support, opinion and modeling having greater impact on entrepreneurial behavior (Linan *et al.*, 2009). Subjective norms have influence on entrepreneurial behavior due to unemployment and family commitment. Expectations of family and friends influence an individual for entrepreneurial behavior (Kennedy *et al.*, 2003).

### **3.0 METHODOLOGY**

The study utilized Descriptive design was used in collecting the data from respondents because it ensures complete description of the situation, making sure that there is minimum bias in the collection of data. The target population was five hundred whereby a sample size of hundred respondents was drawn comprising of entrepreneurship trainers and youth trainees who were still attending entrepreneurship training programme in Algeria. Questionnaires was used for collecting data containing mainly closed ended questions to the sample respondents thus ensuring that each respondent received the same set of questions. The data collected was then cleaned, checked for errors, coded and then analyzed using descriptive statistics employing mean and standard deviation with the aid of SPSS. Data collected and analyzed was finally presented in various formats such as charts, graphs and tables.

### **4.0 DATA ANALYSIS, FINDINGS AND DISCUSSION**

#### **4.1 Demographic Characteristics**

From the total sample of 87 respondents 49% of the participants were male while the remaining 51% were female. The study established that the age of the majority of the respondents as at the time of study lay between 20 and 30 years representing 70%. Majority of the respondents had a Diploma certificate followed by College Certificate with the least having Master's degree. This demonstrated that majority of the respondents were qualified professionals with technical knowledge on the study problem and thus provided the study with reliable information.

#### **4.2 Descriptive Analysis**

##### **4.2.1 Analysis of Entrepreneurial Behaviour**

The objective of the research was to establish the relationship between entrepreneurship training and entrepreneurial behaviour of the rural youth in Algeria. A questionnaire was used to collect data which was in a 5 point Likert scale which signified the extent to which the respondents agreed with the proposed items in the questionnaire. On the 5 point Likert scale 1 represented strongly disagree and 5 which was the maximum represented strongly agree. The study used the mean scores to establish the average number of responses received from each item in the questionnaire and standard deviation which describes how much variation or diversity there is in a distribution. To understand the influence of organizational strategy on project performance, the respondents were asked to indicate the extent to which they agreed with various statements provided in the questionnaire. Table 1 below shows their responses based on their mean score and standard deviation.

**Table 1: Aspects of entrepreneurial behaviour**

Statement	Mean	Std. Deviation
I am ready to do anything to be an entrepreneur	4.4368	.72659
My professional goal is to become an entrepreneur	4.3678	.57293
I will make every effort to start and run my own business	4.5057	.54716
Entrepreneurial education is an important determinant entrepreneurial behaviours.	4.2184	.55876
I have very seriously thought of starting a firm	4.2759	.54324
I have the firm behaviour to start a business some day	4.1860	.81682

As illustrated in table 1 above entrepreneurship training has a great influence on entrepreneurial behaviour of the rural youth in Algeria. This is because to a large extent, majority of the respondents strongly agreed that: they are ready to do anything to be entrepreneurs (M=4.436); they will make every effort to start and run their own business (M=4.505); they indicated that their professional goal was to become entrepreneurs (M=4.367); they had very seriously thought of starting a firm (M=4.275); they had the firm behaviour to start a business some day and asserted that entrepreneurial education was an important determinant of entrepreneurial behaviour as shown by a mean of 4.186 and 4.218 respectively. These findings strongly indicate that there is a positive relationship between entrepreneurship training and entrepreneurial behaviour which concurs with the results of Fayolle *et al.* (2008), and Souitaris *et al.* (2007) who confirm a positive impact of entrepreneurship education programmes on entrepreneurial behaviour.

#### 4.2.2 Attitude and Entrepreneurial Behaviour

Table 2 below illustrates the extent to which attitude influences entrepreneurial behaviour.

**Table 2: Aspects of attitude**

Statement	Mean	Std. (M)	Deviation
Being an entrepreneur implies more advantages than disadvantages to me	4.2759		.65927
A career as entrepreneur is attractive for me and would entail a great satisfaction for me	4.2184		.70588
If I had the opportunity and resources, I would like to start a business	4.3563		.57013
I am determined to create a venture	4.3003		.52776
I am not afraid to take a risk in business	4.4023		.65521

On the basis of mean response scores, the respondents tended to agree to most of the items as shown in table 2. They strongly agreed that they were not afraid of taking risks in business (M=4.402); that if they had the opportunity and resources, they would like to start businesses (M=4.3563); and that they are determined to create ventures (M=4.3003). They also agreed that

being an entrepreneur implied more advantages than disadvantages and that a career as entrepreneurship was attractive for them and would entail great satisfaction as shown by a mean of 4.276 and 4.218 respectively. The high attitude towards entrepreneurship of the respondents clearly indicates that they are in favor of entrepreneurship than other occupational options.

#### 4.2.3 Skills and Entrepreneurial Behaviour

Table 3 below shows that extent to which skills influence entrepreneurial behaviour of the rural youth in Algeria. On the overall, majority of the respondents agreed to the statements provided on Likert scale.

**Table 3: Aspects of skills**

Statement	Mean	Std. Deviation
Training enabled me to identify and exploit a business opportunity	4.4368	.72659
Through training I have been able to analyze and handle different situations with ease	4.2414	.77708
Entrepreneurship training motivated me to be creative in developing a business or building something of value	4.2759	.62300
Training enhance competence to organize the necessary resources to respond an opportunity	4.3333	.64098

On the overall, the respondents indicated strongly that training has enabled them identify and exploit business opportunities (M= 4.436); that entrepreneurship training enhance competence to organize the necessary resources to respond an opportunity (M= 4.333); and that entrepreneurship training has motivated them to be creative in developing a business or building something of value as well as analyze and handle different situations with ease as indicated by mean of 4.275 and 4.241 respectively as summarized in Table 3 above

#### 4.2.4 Knowledge and Entrepreneurial Behaviour

Knowledge scale consisted of five items reflecting on the aspects of knowledge and their influence on entrepreneurial behaviour. On the basis of mean response scores, the respondents tended to agree to most of the items as shown in table 4 below. From the findings, entrepreneurship training helps the students to learn and identify new business opportunities (M= 4.356), enhance the number and innovation of opportunities for doing business (M=4.172), developing the learners' entrepreneurial skills (M=4.443) and getting knowledge about starting new business venture in a better and faster way (M=4.459). The respondents also acknowledged that learning important entrepreneurial skills and competencies leads to perceive new feasible venture, thus affect one's perceived behavioral change to entrepreneurial behaviour.

**Table 4: Aspects of knowledge**

Statement	Mean	Std. Deviation
Entrepreneurship education/training helps the students to learn and identify new business opportunities	4.3563	.57013
I am aware that knowledge leads to enhance the number and innovativeness of opportunities of doing business	4.1724	.48721
Entrepreneurial training helps in developing learners entrepreneurial skills.	4.4483	.58585
I am aware that learning important entrepreneurial skills and competencies leads to perceive new feasible venture, thus affect one's perceived behavioral change to entrepreneurial behaviour	4.3793	.67848
Entrepreneurship training enables one to get knowledge about starting new business venture in a better and faster way	4.4598	.54569

(Source: Research Data, 2017)

### 4.3 Inferential Statistical Analysis

#### 4.3.2 Regression Analysis

To establish the relationship between the variables under study, multiple regression analysis was conducted. The model used for the regression analysis was expressed in the general form as given below:  $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$

Regression analysis was used to establish the relationship between independent variables:  $X_1$  Attitude,  $X_2$ -Skills,  $X_3$ -Knowledge, and  $X_4$ - Social Network and the dependent variable (Y) Entrepreneurial behaviour. As per the above model entrepreneurial behaviour was used as the dependent variable (Y) and independent variables included  $X_1$ ,  $X_2$ ,  $X_3$  and  $X_4$ . To interpret the outcomes of multiple regression analysis, the study focused on three major elements which were the coefficient of multiple determinations, the regression coefficients and the standard error of estimate. The R is the multiple correlation coefficients that indicate the extent to which multiple independent variables are related to the dependent variable. R square ( $R^2$ ) is the coefficient of determination which shows the extent to which changes in dependent variables can be explained by the change in independent variables. It shows the percentage of variation on the dependent variable (entrepreneurial behaviour) that is explained by all the four independent variables (Attitude, Skills, Knowledge and Social Network). R squared is the percentage of variation in the dependent variable explained by the regression model (Saunders, 2009). The results of multiple regression analysis were presented in table 5.

**Table 5: Coefficient of determination**

Model	R	R Square (R <sup>2</sup> )	Adjusted Square R	Std. Error of the Estimate	Sig.
1	.961	.927		.899	.294591
					0.05

As illustrated in table 5, the value of R-squared is .927 which is close to 100 and this implies that the regression model can be used to describe the relationship between entrepreneurial behaviour and entrepreneurship training. This matched with Mugenda and Mugenda (2003) that R-squared is usually between 0 and 100%: 0% shows that the model explains none of the variability of the response data around its mean and 100% indicates that the model explains all the variability of the response data around its mean. As a general rule, the higher the R-squared, the better the model fits the data. Table 5 presents the model of the effects of entrepreneurship training on entrepreneurial behaviour of rural youth in Algeria with the coefficient of determination  $R^2 = 0.927$  and  $R = 0.961$  at 0.05 significance level. The coefficient of determination indicates that 96.1% of the variation in the influence of entrepreneurship training on entrepreneurial behaviour can be described by  $X_1$ -Attitude,  $X_2$ -Skills,  $X_3$ -Knowledge, and  $X_4$ - Social Network. The remaining 3.9% of the variation of other factors of entrepreneurship training and entrepreneurial behaviour are affected by other variables not examined in the model. This model has a good fit since the value is above 75%.

#### 4.3.3 Multiple Regression Analysis

Multiple regression analysis was further conducted to establish the relationships between entrepreneurship training and entrepreneurial behaviour. This analysis determined the proportion of variance in entrepreneurial behaviour scores as determined by independent variable scores. Multiple regression analysis was also used in this study to determine the strength of their dependency.

The equation ( $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$ ) becomes  $Y = .154 + 0.773X_1 + .706X_2 + .897X_3 + .782X_4$  as shown in table 6. The multiple regression values in the table indicated that 77.3 % of the variance in attitude, 70.6 % of the variance in skills, 89.7 % of the variance in knowledge, and 78.2% of the variance in social network representing the independent variables as shown by linear regression have a significant effect on the entrepreneurial behaviour. It should also be noted that all predictor variables, that is, attitude, skills, knowledge and social network  $\beta$  values were positive. This was an indication that attitude, skills, knowledge and social network are directly proportional to entrepreneurial behaviour of rural youth in Algeria, in which case an improvement in attitude, skills, knowledge and positive support from the social network causes a positive change towards entrepreneurial behaviour of rural youth in the Country. The t-ratings indicate, with more than 95 % confidence, that these linear associations are statistically significant.

**Table 6: Multiple regression analysis**

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.154	.203			.000
X <sub>1</sub>	.773	.111	.086	.835	.001
X <sub>2</sub>	.706	.163	.050	1.648	.003
X <sub>3</sub>	.897	.127	.000	.359	.004
X <sub>4</sub>	.782	.108	.110	1.929	.000

## 5.0 CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusion

From the regression analysis, all the factors of entrepreneurship training studied, that is, attitude, skills, knowledge and social network/norms have a significant effect on entrepreneurial behaviour of rural youth in Algeria. 77.3 % of the variance in attitude, 70.6 % of the variance in skills, 89.7 % of the variance in knowledge, and 78.2% of the variance in social network representing the independent variables as shown by linear regression has a significant effect on the entrepreneurial behaviour. It should also be noted that all predictor variables, that is, attitude, skills, knowledge and social network  $\beta$ -values were positive. This was an indication that attitude, skills, knowledge and social network are directly proportional to entrepreneurial behaviour of rural youth in Algeria, in which case an improvement in attitude, skills, knowledge and positive support from the social network causes a positive change towards entrepreneurial behaviour of rural youth in the Country. From these it can be concluded that although skills have a stronger influence on project performance, all these variables have a significant relationship with the dependent variable.

### 5.2 Recommendations

The following recommendations are made in the light of the findings and conclusions of this research so as to aid the Country government and the management of entrepreneurship training institutions to enhance and improve performance of their trainees to enhance their business success. Since employment opportunities are decreasing day by day in government sector, national government as well as country governments should help the rural youth in establishing small and medium entrepreneurial ventures by enhancing entrepreneurship training and providing loans to the young graduates. This can contribute positively to engage people in business related activities at all level. Government should make flexible policies to attract young graduates to be entrepreneurs to develop their socio-economic status. Also, the government should facilitate entrepreneurial training programmes for the youth so as to enable them to develop the right skills, knowledge and competence in entrepreneurship. The study also recommends that families and peer groups should share their knowledge, skills, ideas and network with one another so as to build stronger entrepreneurial behaviour and ensure business success.

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