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EDUCACIÓN EMPRESARIAL: UNA EVALUACIÓN GLOBAL DELAS ACTITUDES Y VALORES  
EMPRESARIALES: NIGERIA-ITALIA

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## **RESUMEN**

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## ABSTRACT

The downturn in the Nigerian economy, with its attendant deleterious effect on virtually all sectors of life, has, over the years, occasioned a shrinking of employment opportunities and produced an army of educated but unemployed and frustrated youths. It is therefore, obvious that there is urgency in addressing youth unemployment through **entrepreneurial education** with the practical aim of developing an intrapreneurial university which will foster the capability of being self-employed or increasing intrapreneurial abilities while decreases the crisis of unemployment which in turn leads to crimes and violence among youths. The major approaches for this research will be based on theoretical, empirical and normative approaches. This will include investigation into some already existing government policies on entrepreneurship education in Nigeria, measuring the different entrepreneurial attitudes of Nigerians students in comparison with that of the Italian students. The related entrepreneurship education literatures that I reviewed make references towards exploring entrepreneurial attitudes and the values perceptions of Nigerian students and Italian students. The concepts of intrapreneurship and entrepreneurship education were described in a broader perspective with an extensive exploration of the concept and meaning of entrepreneurial attitudes and values. A framework/methodology for teaching entrepreneurship education in Nigeria was finally developed and recommended. The research findings were based on the results gotten from the Entrepreneurial Competence Questionnaire of Valeria Caggiano administered among university students from Italy and Nigeria.

Keywords: Intrapreneurship, Entrepreneurship education, Intrapreneurial University, Entrepreneurial Attitudes, Values.

## **1.0. INTRODUCTION TO THE STATEMENT OF THE PROBLEM**

While many government bodies towards achieving the entrepreneurship development in Nigeria have made significant efforts, it is increasingly evident that progress has been uneven among and within communities. The structure of the Nigerian geo-political set-up and social milieu contribute much to this setback. Volatile communities emerging from tribal, political, and ethnic conflicts; poor infrastructure and marginalization; and bureaucratic bottleneck and corruption in the public sector, especially in the educational sector (Eddy and Akpan, 2008; Okonji, 2012; Adegbe and Fakile, 2012) do not encourage the even implementation of a sustainable entrepreneurship education policy in the country. There is need for a suitable entrepreneurship education framework, which takes into consideration both the psycho-theoretical and practical aspects of entrepreneurship education. The values and attitudes of the students and workers need to be evaluated in order to know the necessary skills lacking as well as filling them up. This strategic framework should start with universities and institutions of higher learning establishing programs on entrepreneurship and intrapreneurship education. Both the universities and their entire management should also be intrapreneurial. Best practices like Italy and Spain should be a benchmarked.

## **2.0. GENERAL INTRODUCTION**

A sustainable Entrepreneurship education provides training, with innovative impacts on entrepreneurial behaviours (values and attitudes) (Caggiano, 2012). Its intention is to impart on youths and women the ability to put together ideas in the development of entrepreneurial strategies, hence transforming theoretical knowledge into practical work, and in the identification of business opportunities, which could be invested on. However, different entrepreneurship education programs could be practiced in different economic systems, to give room for further development of certain markets (Czurchry et al, 2008). The economic characteristics and entrepreneurial behaviours of developed and stable nations may not be applicable to developing unstable nations. This is significant when educators are confronted with the task of generating innovative technology-based business concepts, conducting mutually beneficial business negotiations, and developing comprehensive business plans using a consensus process (Czurchry et al, 2008) for a culturally diverse group in an organisation.

The chapter one of this research explicitly draws on the Schumpeterian (1962 [1934]) notion of entrepreneurship as an innovative process of creating market disequilibria (Eckhard and Shane, 2003; Shane and Venkataraman, 2000), which in turn leads to imitation competitiveness. I exposed the theoretical background of the research with regard to nature of entrepreneurship and entrepreneurship education. I thus defined entrepreneurship education as that which provides students with innovative courses and trainings, with impact on knowledge, skills, attitudes through teaching, learning and practical activities in order to cultivate core entrepreneurial and intrapreneurial (Antoncic & Hisrich, 2003; Stevenson and Jarillo, 1990; Pinchot, 1985) abilities in the broad entrepreneurial sector. Entrepreneurship education is a fundamental concept linking different conceptual framework of different social sciences and the most powerful instrument for social reform (Casson, 2010; Baumol, 1993; Osuhor, 2010). For this, the role of education and training is typically very important (Caggiano Valeria 2012). The chapter two investigates on the entrepreneurial attitudes of students and values. How these attitudes can be influenced by values and how the both can determine the psychology of workers in the corporate environment. Values here are viewed from the point of Schwartz human values and how these values influence a student's entrepreneurial attitude. Since the research evaluates in particular, the entrepreneurial attitudes and values of students, I dedicated the chapter three to explaining the concept of university intrapreneurship with respect to cooperate entrepreneurship and competitive advantage (Covin and Miles, 1999). The university intrapreneurship and entrepreneurship is the creative aspect of this research since it portrays the system of entrepreneurship education we wish to develop in this research. It exposes how the entrepreneurship education acquired by students during their training periods can influence their performance and business creativity in the organization they will discharge their duties. Intrapreneurship will be viewed as employee initiative in the organization to undertake something new; an innovation which is created by subordinates without being asked, expected, or perhaps even given permission by higher management to do so (Vesper, 1984 in: Sharma & Chrisman, 1999). The chapter four explains what entrepreneurship education in Nigerian is. The chapter five discusses the methodology used in this research while the chapter six covers the practical aspect of the research. The practical aspects take care of the questionnaires administered to the participants, the result of the investigation and analysis and discussion. From the analysis of the research I then made relevant conclusions and recommendations on the

example of curricula that could be used as an instrument to enhance university intrapreneurship and entrepreneurship.

The thesis contains a table of content with list of tables, graphs and figures. The bibliography is appended at the end of the last chapter.

### **3.0. STATEMENT OF THE PROBLEM**

The downturn in the Nigerian economy, with its attendant deleterious effects on virtually all sectors of life, has, over the years, occasioned a shrinking of employment opportunities and produced an army of educated but unemployed and frustrated youths. The social, economic and political costs of prolonged youth unemployment crisis in our country are high. According to Willis L. Peterson (1983), it is a common occurrence for employment opportunities to change, especially in a dynamic, growing economy. These could be caused by the decrease in the establishment of new companies and the increase in the rate of companies that are leaving the market; high cost of housing, relocation; corruption in the public sector with regard to implementation of government policies on entrepreneurship; decay of those infrastructures that will increase the possibility of entrance and running of new firms in the country; misguided entrepreneurial mindset that destroy values and worthwhile attitudes among youths; the low or lack of qualified personnel for high profile jobs due to low quality education and poor training facilities that do not enhance skill acquisition, entrepreneurship and intrapreneurship development. This could be found in the lack of the adequate competences for the designated job in the company mostly among employed youths. This incompetence is more glaring in the public services (Adebayo, 1981). It could be understood that fresh graduates entering the labour market for the first time might be lacking in some professional competences, especially in entrepreneurial skills and relative behaviours. Cultural values and the level of training in entrepreneurship obtained during their university training influence graduate employees competence in the labour market (Gorman, Hanlon, & King, 1997; Bechard & Toulouse, 1998). It is therefore, obvious that there is urgency in addressing youth empowerment through **entrepreneurship education** which will foster the abilities of being self-employed and stepping up their entrepreneurial competences either in “owned business” or in the various organisations where they discharge their duty as employees.

There is a growing interest in Italian entrepreneurs investing in the Nigerian economic market. These entrepreneurs come in their numbers to open a new business, either solely or in partnership with some Nigerian local entrepreneurs. While they come with some of their expatriates to work in their Nigerian establishments, they, equally, shop for candidates from among Nigerian citizens. It is obvious that these two categories of employees work together in the same establishment with their different cultural values and entrepreneurial behaviors. Therefore, for efficient and effective human resources management as well as mutual vision and understanding for the growth of these organisations, there is need for an evaluation of the different entrepreneurial attitudes and values that shape their educational background. This will enhance the identification of particular entrepreneurial attitudes and values of the students and then prepare students originating from these two different national backgrounds to form a competent working team for projects, right job placement, and opportunity for further training and development in the areas lacking adequate competences.

In Italy where quality education is no problem compared to Nigeria, there are a number of reasons for the increase in the rate of unemployment. An example is the increase in the labor force participation rate of cheap-paid unqualified workers by both the private and public sector, thereby depriving the qualified students of their opportunity due to the fear of spending much on salaries. This phenomenon does not encourage university education and service quality outputs in the market. However, for a greater percentage of Italian employers, these do not matter much. The state of the economy itself might influence the rate of unemployment, important values, relevant entrepreneurial attitudes and positive entrepreneurial mindset. At times we would expect the time it takes a person to relocate to a new job after being laid off from a declining business or voluntarily leaving of a former job to be longer compared to when the economy is booming and the labor market is flourishing (Peterson, 1983). Understanding the importance of entrepreneurship in such a situation for countries like Nigeria and Italy is necessary if we consider the long duration of the unemployed person who lost his job for months, or of a university graduate who has not yet experienced any job opportunity in the labor market after 1 or 2 years of graduation. Either of these cases could lead to frustration and self-indulgence in unusual activities, which might cause harm to the community.

We cannot over emphasize the problem of unemployment, underemployment, incompetency and poor educational infrastructure/system in the Nigerian socio-economic system. There is always an alternative to a problem. Self-employment is the key to solving unemployment problem, being employed yourself and creating jobs for others to be employed. In the area of education and training, benchmarking the teaching methodologies of both economies for a comprehensive education and training methodology that will suit both the Italian and Nigerian employees working together in a particular organization in Nigeria will go a long way to foster intrapreneurial skills and draw a synergy between their entrepreneurial values and attitudes.

Many of the long-term unemployed lose or lack the skills demanded in the labor market. And in a case where there is no profound entrepreneurship educational background and organized system of ongoing entrepreneurship education programs for the unemployed, the economic growth of the country will be hampered. It is, therefore, important to develop a framework/methodology that manages a continuous education in entrepreneurship. In order to understand the need for a good framework in entrepreneurship education that will manage crisis of unemployment, we must bear in mind that people who have no choice but to work in jobs that do not fully utilize their capabilities are in part unemployed, or under employed (Peterson, 1983). However, this may not be a problem for an intrapreneur since he will discover opportunities in his job and creates wealth for himself. Where there is a good policy for entrepreneurship education, students will be equipped with strong entrepreneurial skills to make profitable choices in the labor market. A lifelong learning entrepreneurship education programs sponsored by the government should be part of the system.

In practice, the trainees' basic culture becomes a sense of conflicts in cross-cultural teams attempting to implement the entrepreneurial process. To this effect there is need to establish an assessment approach that provides an educational framework towards the systematic evaluation of new business concepts where important cultural differences exist. Utilizing this approach, trainees appear to easily gain confidence in the educational process, which leads to enhanced learning experience (Czurchry et al, 2008). It is our assumption, therefore, that a careful evaluation of such differences through an investigation on the entrepreneurial attitudes and values will assist educators to develop a more comprehensive quality entrepreneurship education framework for teaching entrepreneurship education (cf. Ekankumo and Kemebaradikumo, 2011).

Consequently, the spotlight of this study is to evaluate and comprehend the attitudes and values of an entrepreneurial mindset and to use a contemporary psychological tool and a self-assessment tool to explore the current competences of students in both the Nigeria and Italian economy. The basis of this focal point is to know which competences are lacking in order to be able to come up with ideas that can be used to improve the performance rates of graduates aspiring to work in organizations/companies or start their own business. This is necessary because evidence from various studies conducted by other researchers pinpoint the fact that a lack of entrepreneurial mindset leads to business failure and discontinuity. The major approaches for this research will be based on theoretical, empirical and normative approaches. The theoretical part relates to the concept of entrepreneurship education from different literatures reviewed to make references towards exploring entrepreneurial attitudes and the personal values of student-workers. Particular reference is made to the Nigerian and Italian students. The theoretical aspect also views the definition of the concept and history of entrepreneurship as a first stage of entrepreneurship education. The practical part deals with the discovering of entrepreneurial behaviours in order to evaluate their competence in engaging in an entrepreneurial activity. The result of the evaluation will be based on an instrument (mindset entrepreneurial competence questionnaire) administered to students from Nigeria and Italy, aged 18 and above through the Survey Monkey, which is an instrument which permits the gathering of information on-line. The questionnaire contains different groups of questions regarding their entrepreneurial attitudes and values. The questions evaluate the Self-efficacy; Personal Initiative; Locus of control; Entrepreneurial Attitudes and Propensity, Attitudes towards Behavior and Personal Attitudes, Entrepreneurial Intentions; Social Valuation; Entrepreneurial Competence and University and Values of students. I consider these variables as very important attitudes that form an entrepreneurial mindset of a student. This questionnaire will be used in order to reduce sampling error. I chose to question 200 students from Nigeria and Italy in order to have enough samples to justify the variables in their national and demographic groups' differences to entrepreneurial attitudes and values. The results being based on the total sample of national adults, one can say with 95% confidence that the maximum margin of sampling error will be  $\pm 5$  percentage points. In addition, the participants will be given the assurance for the privacy of their personal data and answers given in order not to influence their responses and the total result of the investigation. The aim of the theoretical part is to use the result of the questionnaire to

determine the different entrepreneurial attitudes present in a student, the degree of competences, the values that influence the behavior, and then draw a comprehensive tailored training curriculum. This methodology of evaluation of behaviors and drawing a comprehensive tailored curriculum will be useful in enhancement of human resources development in an organization.

**PART I**  
**THEORETICAL PART**

**CHAPTER 1**  
**THEORETICAL BACKGROUND ON**  
**ENTREPRENEURSHIP EDUCATION**

# **CHAPTER 1:THEORETICAL BACKGROUND ON ENTREPRENEURSHIP EDUCATION**

## **Introduction to Chapter 1**

This chapter focuses on the nature of entrepreneurship as a wholistic area of study which, covers different aspects of the concept. Entrepreneurship as a crucial instrument for economic development of a nation has to be studied as an academic program and be implemented in the economic developmental policy of the nation. In this sense, particular concepts like entrepreneurship education, entrepreneurship development, business education, skill acquisition, and entrepreneurship characteristics need to be investigated into.

The nature of entrepreneurship cannot be complete if we do not look into the objectives of entrepreneurship, the different types of entrepreneurship relevant to the current study. There are different characteristics of entrepreneurial mindsets which shape every country's entrepreneurship development. The literature review is mainly on the concept of entrepreneurship education.

### **1. The Nature of Entrepreneurship**

Self-employment and enterprise creation provide a solution to the crisis of both unemployment and economic growth. In this view, we shall analyze one of the most studied topics in recent times, entrepreneurship, which constitutes a valid way of combating the phenomenon of unemployment, representing a virtuous response against a labor market which, however, requires a high flexibility (Allen, 2006).

The subject of entrepreneurship is, for some time, an area of extensive exploration and it is an interesting aspect of studies found in the context of various disciplines (economic, social, psychological, etc.). The European Community, on several occasions, has expressed its interest in the concept of entrepreneurship and the entrepreneur. The idea of entrepreneurship among the EU institutions has been assessed and valued as a time accelerator on the way of creating new jobs. The way of understanding entrepreneurship has also crept into the economic tenets of many developing countries like Nigeria. Generally, it has been valued for its impact in the concept of self-realization or self-empowerment.

Though, entrepreneurship is more than the mere creation of new business, it is a dynamic process of vision, change, and creativity ongoing in an economy. It connects all aspects of the economic and leadership structure of the nation. This understanding could represent clearly how the American Small Business Administration (SBA) addresses the concept of starting a business (conf. [www.sba.gov/](http://www.sba.gov/)). It requires an application of energy and passion towards the generation and implementation of new ideas, policies and creative solutions to market challenges.

Understanding the nature of entrepreneurship is fundamental both for defining entrepreneurship education and for understanding the processes related to teaching entrepreneurship education in our institutions of higher learning. It also helps researchers to investigate on the psychological components that surround the entrepreneur both as a business owner and as an employee (thus, intrapreneur). The term 'entrepreneurship' is often used synonymously with the term 'Entrepreneur' though, they are two sides of the same coin, and conceptually they are different. Our main focus is to carve out the whole process of education in entrepreneurship from the overall nature of the existing concept, Entrepreneurship.

The European Commission's proposal for a Recommendation on Key Competences for Lifelong Learning (2005) defines entrepreneurship as:

... an individual's ability to turn ideas into action. It includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports everyone in day-to-day life at home and in society, makes employees more aware of the context of their work and better able to seize opportunities, and provides a foundation for entrepreneurs establishing a social or commercial activity. (COM(2005)548 final)

This definition is comprehensive and suites the research theoretical background which I establish in this thesis. This is because, entrepreneurship as the Commission does not only concern business owners but also employees who are expected to discover opportunities within their working environment or organization and exploit it. Being entrepreneurial or being an entrepreneur requires certain specific skills, qualities, attitudes and values. These qualities, skills, attitudes and values required to be an entrepreneur queue into the psychological traits or behaviours that make up an entrepreneurial mind and vary according level of education and type of activity. Over the years, scholars have investigated into these behaviors. Schumpeter (1934) who dwelt much on the entrepreneur's ability to discover market equilibrium sees an

entrepreneur as a risk-taker and innovator. Wilken (1979) understands an entrepreneur as daring, aggressive and has an intrinsic need for achievement. Knight (1921) and Drucker (1994) also affirm entrepreneurship of risk-taking. They, therefore, see the behavior of an entrepreneur as one that reflects a kind of person willing to put his or her career and financial security on the line and take risks in the name of an idea, spending much time as well as capital on an uncertain venture.

The word, entrepreneurship originated in the 13<sup>th</sup> century from the French verb “entreprendre”, meaning to undertake (cfr. Caggiano, 2011). The first usage of the term “entrepreneur” is recorded in seventh century French military history. It refers to persons who undertake military expeditions (Sudharani, nd). In 1730, an Irishman named Richard Cantillon (in Ago, 2009) who was living in France at the time was the first to use the term “entrepreneurs” academically in a business context. He referred it to someone who buys goods at certain prices with the view of selling them at uncertain prices in the future and in so doing bearing an uninsured risk. Since that time the word entrepreneur means one who takes the risk of starting a new venture or introducing a new idea, product, service, or management process in the organization. While Cantillon associated the term with risk-bearing he, however, clearly distinguished between entrepreneurs who provided capital versus those who relied on their own labor and resources. The term was even used as early as the Middle Ages to denote an actor with reference to warlike action or in particular, a person in charge of large-scale construction projects such as Cathedrals, while bearing the risks. The entrepreneur was also seen as “*a person who entered into a contractual relationship with the government for the performance of a service or the supply of goods. The price at which the contract was valued was fixed and the entrepreneur bore the risks of profit and loss*”. (<http://luoisville.bizjournals.com/louisville/stories/2003/06/30/smallb5.html>)

During the 19<sup>th</sup> century, the “*ability to take calculated risks*” was added to the definition. By mid-20<sup>th</sup> century, the importance of innovative talent, the ability to find and profitably introduce new and better products, services and processes was recognized and included in the entrepreneur’s “job description”.

In the recent times, the importance of entrepreneurship for economic development is expanding interest. Thus, entrepreneurship is a dynamic activity with which the

entrepreneur brings changes in the process of production, innovation, new usage of materials, creation of market, etc. It is a mental attitude to foresee risk and uncertainty with a view to achieve certain strong objectives. It also means doing something in a new and effective manner (cfr. Sudharani, V.). Entrepreneurs play an important role in developing and contributing to the economic growth of a nation.

According to a detailed research by Helge Bergiann et al (2009), the term “entrepreneur” was further popularized by the economist Jean Baptiste Say (1803), who in the early 1800s, used the term to refer to individuals who create value in an economy by moving resources out of areas of low productivity to greater yield. Say sees the entrepreneur as an economic agent who unites all means of production, land of another, labor of another and still the capital of another and finds in them the value of the products, his results from their employment, the reconstitution of the entire capital that he utilizes and the value of the wages, the interest and the rent which he pays as well as profit belonging to himself. Thus an Entrepreneur is an organizer who combines various factors of production to produce a socially viable product. It involves creating wealth by bringing together resources in new ways to start and operate an enterprise. Bergiann (2009) writes that in 1848, the economist John Stuart Mill used the term in his very popular book, *Principles of Political Economy*. In this book, Mill emphasized that the distinguishing feature of an entrepreneur was that they assume both the risk and the management of a business (Bergmann, 2009). Entrepreneurs create new businesses, and new businesses in turn create jobs, intensify competition as well as increasing productivity through technological change (Zoltan, 2007). He is the catalyst for social change and works for the common good. He looks for opportunities, identifies them and seizes them mainly for economic gains. In keeping with the psychological and sociological approaches of entrepreneurship, some recent authors (Cardon, Wincent, Singh and Majeta, 2009) link entrepreneurs to their “entrepreneurial passion”. According to these authors, the “entrepreneurial Passion” is conceived as a consciously accessible intense positive feelings experienced by engagement in entrepreneurial activities associated with the entrepreneur’s self-identity. For Stevenson and Jarillo (1991), entrepreneurs have the capacity to identify and grasp opportunities. They use their skills (e.g. persuasiveness, negotiation, strategic thinking) in order to achieve their aims. Rotter (1996), Brockhaus (1982) and Gasse (1985) view the entrepreneur as one that has internal locus of control to achievement of goals. Locus of control, which refers

to whether individuals believe that the cause of a particular outcome resides within or outside them, is also used interchangeably by some authors with locus of causality (Tang, J & Tang, Z & Lohrke, 2008). Tang et al (2008) conclude that entrepreneurs with internal locus of causality exhibit high entrepreneurial alertness for opportunities. Kwiakowski (2004) and Casson (2010) acknowledge that the identification and use of opportunities lie at the heart of entrepreneurship. In his research, Casson observes that as an entrepreneur, the employee's alertness to profit-opportunities and his readiness to exploit them through arbitrage-type of operation makes him the element in the market process. Baumol (1990) holds that the entrepreneur is an individual who is creative enough to add to his own wealth and prestige. Wennekers and Thurik (1999) made significant contribution in defining the concept of entrepreneurship that successfully makes the functional roles of entrepreneurs as the manifest of ability and willingness by the individual, on his own and in teams within and outside existing organizations, to identify and create new economic opportunities (new products, new production methods, new organizational schemes and new product-market combinations). He is also expected to introduce his ideas in the market, in the face of uncertainty and other obstacles, by making decisions on location, form and the use of resources and institutions.

Entrepreneurship is, therefore, linked to a broad range of skills and attitudes of the entrepreneur that increase the growth of an economy. Such skills and attitudes can be classified thus: locus of control, self-efficacy, proactivity, employability, engagement, creativity, innovation, risk-taking, leadership and sense of initiative to networks and passion. Attitudes, in particular, which are the core of this thesis, are also dependent upon other contextual factors, which are often linked to an individual's personal values and or background (e.g. family, early childhood experience, peers, local community) and could be enhanced through education.

The emergence of entrepreneurship in all countries and in all parts of any country is not usually even. Commonly we see more entrepreneurs in comparatively more developed areas. This is because certain challenges arise from the different factors affecting an economy such as poor government policies, political instability, patent rights, institutions, research & development, socio-economic conditions, investment profile and consumption factors which influence the growth process of entrepreneurship

development in the country (Farhat et al, 2011). These challenges affect the entrepreneur's engagement in business activities. Another paradox exists in terms of increasing number of unemployed population, seeking wage earners career and unaware of the wide opportunities for entrepreneurial career. This is, by and large, because of lack of education about entrepreneurship. Farhat agrees on the introduction of certain variables such as investment in research and development, self-employment rate and entrepreneurship education to enhance the growth of an economy. He affirms that countries with higher degree of entrepreneurship education and training are on higher steady state in entrepreneurial activity. Entrepreneurship is the link between innovation and regional economic growth that ultimately is a road-map to economic development, wealth creation, social justice, etc. Understanding the general objectives of entrepreneurship will encourage both workers and students to see entrepreneurship as an alternative career choice.

## **2. General Objectives of Entrepreneurship**

We can outline several objectives of entrepreneurship based on the different economies one wishes to consider. This is because particular economies may develop entrepreneurship policies according to their socio-economic and cultural background that will favor their national growth. Such policies carry with them objectives that are strictly geared towards achieving the country's national development. From the different definitions and conceptions of entrepreneurship for different economies, we can deduce some general objectives. Entrepreneurship or entrepreneurship education has common objectives that court across all economies. For instance, we have said that entrepreneurship is important for economic growth.

Economic growth is a long-term expansion of the productive potential of entrepreneurs in the economy (Farhat et al, 2011). In other words, entrepreneurship is a medium for achieving economic growth and the entrepreneurs are agents of economic growth. The later generates employment in the economy and raises the living standards of the nation. With a country's economy growing, business activities in private sector are promoted, there are increases in company profits and investor confidence is enhanced. These, in fact, are factors that encourage entrepreneurship activities thereby increasing the creation of new businesses, new jobs, wealth, social justice, opportunities and hope. In a nut shell, it provides sustainable development and effective structural change.

To engage in entrepreneurship requires an application of energy and passion towards the creation and implementation of new ideas and creative solutions. It encourages existing firms to become more entrepreneurial as a means of enhancing international competitiveness. Entrepreneurship increases income level of both the public and the private sector/individual entrepreneurs. According to Fapohunda (2006) entrepreneurship has four social benefits, namely: “it fosters economic growth, it increases productivity, it creates new technologies, new products and services and it changes and rejuvenates market competition. It is the source of small-scale businesses”. From the importance, factors, benefits, and objectives of entrepreneurship outlined above some general objectives of entrepreneurship could be deduced. Thus we can say that entrepreneurship aims at:

### ***2.1. New Business Creation***

Business creation starts with generating ideas that are innovative, realizable, and profitable in a certain market. Idea generation is one of the functions of an entrepreneur in the economy. Idea generation can be possible through the vision, insight, observation, experience, education, training and exposure of the entrepreneur. Idea generation precisely implies product selection and project identification. The innovative ideas created by an entrepreneur influence the mindsets of the community in which they find themselves, thus acting as instigators to discovering and creation of other new businesses. A greater knowledge and awareness is of benefit to us all as individuals as well as to the community as a whole.

The entrepreneur has been seen as one who has the ability to take the factors of production, that is land, labour and capital and use them to produce new goods and services. These new goods and services act as new businesses that can boost the economy of the market in which they are created. Recent historical experience suggests that start-ups play an important role in technological innovation (Hobijn and Jovanovic, 1999). Theorists have pointed out various reasons why new businesses may be better innovators than mature companies (Aghion & Tirole, 1994).

### ***2.2. Innovation***

Joseph A. Schumpeter (1934) conceives the entrepreneur in an advanced economy as an individual who introduces something new in the economy – a method of production not yet tested by experience in the branch of manufacturing concerned, a product with

which consumers are not yet familiar, a new source of raw material or of new markets and the like. The function of an entrepreneur according to him is to reform or revolutionize the pattern of production by exploiting an invention or more generally, an untried technological possibility for producing a new commodity. Thus, Schumpeter sees the entrepreneur as an innovator, who introduces something new in the economy. His view of the innovator is related to the individual who destroys the statu quo to institute a new one and makes sure it comes to stand and demanded. It might sound like the “Prince Innovator” of Niccolo Machiavelli who faces the challenges of those who used to the old statuesque (Machiavelli N, 1961). The risk of creating enemies of the new status quo is there but he goes on to defeat them because he believes his own status quo will serve the market better. Innovativeness is concerned with supporting and encouraging new ideas, experimentation and creativity likely to result in new products, services or processes (Miller and Friesen, 1983).

Innovation, therefore, can be defined as the application of new ideas to the products, processes, or other aspects of the activities of a firm that lead to increased “value”. This “value” is defined in a broad way to include higher value added for the firm and also benefits to consumers or other firms. This distinguishes an innovation from an invention or discovery. An invention or discovery enhances the stock of knowledge, but it does not instantaneously arrive in the market place as a full-fledged novel product or process. Innovation occurs at the point of bringing to the commercial market new products and processes arising from applications of both existing and new knowledge.

Economists have focused on two main types of innovation: product and process innovation according to their application (Ezedum, 2011). A product innovation implies bringing something new to the market place that improves the range and quality of products on offer: for example, the Apple iPod is an innovation compared with the Sony Walkman, which was an earlier portable device for playing music. A process innovation is a new way of making or delivering goods or services: for example, using the ATM machine to withdraw money or make some payments instead of going to queue in line to pay to the cashier. Some authors have emphasized a third category of innovation, that of organizational change within the firm, but we see this as being naturally included within the second category, as a type of process innovation (OECD, 1997).

### **2.3. *New Jobs Creation and Employment Generation***

Entrepreneurship is very important because it is the source of new jobs created in an economy and consequently the source of economic growth. Employment generation is one of the globally accepted important reasons for entrepreneurship (Agbo, 2009). Since 1995, over 70% industrial employment has been accounted from Small and Medium Scale Enterprises in Nigeria (World Bank, 1995). In the recent times, the agricultural sector, which is now becoming a major generator of SMEs employs over 60% of the nation's workforce. Mostly, jobs are produced by small businesses started by entrepreneurial mind persons, many of them set up large companies.

### **2.4. *Creation of Social Justice***

The concept of social justice in entrepreneurship plays an important role in finding the optimum balance between our joint responsibilities as individuals to contribute to a just society. A social justice concept which focuses on joint responsibility involves creating fair institutions and institutional frameworks, for example creating a labor market with jobs that are social inclusive and system for providing adequate income and other support to those who are unable to work. According to the ancient Greek philosophers like Plato (380BC) and Aristotle (384-322BC), the idea of social justice emphasizes unequal distribution of resources based on what individuals deserve according to their social status or position in society (in Stumpf, 1994). In our contemporary era, Karl Max's (1813-1883) understanding of social justice emphasizes redistribution on the basis of human needs and value, as opposed to what an individual deserves on the basis of social status or productivity (in Coser, 1977).

### **2.5. *Wealth Creation***

Adams Smith (1776) was the first to realize that the *Wealth of the Nation* was neither in the accumulation of commodities nor in the resource reserves that a nation may happen to possess. But rather wealth exists in the productive knowledge of its people (in Stumpf, 1994). The ability to efficiently transform resources into desired goods and services represents the true source of a nation's wealth. We may define the wealth of a nation as the total amount of economically relevant private and public assets including physical, financial, human, and "social" capital (Ederle, 2000). Consequently, the creation of wealth includes the production of public as well as private assets that indicates the important but limited role of the market and price mechanism. Thus the

“the wealth of a nation” covers both private and public goods or assets, that is endowments that can be attributed to and controlled by individual actors, be they persons, groups or organizations, and endowments from which no actor-inside the nation- can be excluded.

What do we mean by the “creation” of wealth? Obviously, wealth creation is more than possessing wealth and is only one form of increasing wealth. To create is to make something new and better. Aiming at material improvement for the benefit of human lives, wealth creation includes both a material and a spiritual side and goes beyond the mere acquisition and accumulation of wealth. It is a qualitative transformation of wealth. When economic activities clearly focus on wealth creation, other motivations such as the entrepreneurial spirit and the service to others become more important (Enderle, 2000).

#### ***2.6. Linkages and Integration Effect***

Small and Medium Scale entrepreneurs help to link up the various sectors of the economy. In one respect, they constitute the market for agricultural, extractive and industrial outputs and in another way, they provide the source of materials and laborinputs for bigger industries. They provide intermediate and final consumption goods needed by larger enterprises and the whole economy. These are in form of raw materials, spare parts and household goods. The deliveries to the larger corporations is done through sub-contracting which enables smaller enterprises to supply their needs, instead of competing with them in the production of final consumer goods in which small enterprises are relatively disadvantaged. By offering such services there exist inter-dependence between the large firms and SMEs, and the integration of the later into the business environment. This provides the backward and forward linkages which an economy needs for self-dependence.

#### **3.0 Types of Entrepreneurship**

The nature of entrepreneurship and entrepreneurs has changed for the last few centuries, since the first definitions appeared. This nature can be examined and analyzed from several aspects. We shall analyze it rather from the aspect of types of entrepreneurship, precisely employees and their corporate environment.

In more recent times, the entrepreneurship has been extended to include elements not related necessarily to business formation activity such as conceptualizations of entrepreneurship as a specific mindset resulting in different forms of entrepreneurial initiatives, which could as well be classified as different types of entrepreneurship. Different authors have listed different types of entrepreneurship that can be engaged in based on different approaches. Ezedum et al (2011) discussed technological entrepreneurship, social entrepreneurship, women entrepreneurship, innovation entrepreneurship, and family business as areas that one could engage himself entrepreneurially. Mirjana (2009) as well considers women entrepreneurship and family entrepreneurship as types of entrepreneurship but went further to mention corporative (internal) entrepreneurship, social entrepreneurship, initial entrepreneurship, internet entrepreneurship, rural entrepreneurship, entrepreneurship based on home business, international entrepreneurship, and global entrepreneurship. Considering the scope of this research I shall highlight on those types of entrepreneurship that has more to do with organizational/firm development. Thus we will look at:

### ***3.1. Corporate Entrepreneurship:***

Corporate entrepreneurship or Intrapreneurship (a word coined by Drucker, 1998) signifies the act of imitating new business or creating values within an already established organization. Most commonly, corporate entrepreneurship found in an organization exists in Research and Development (R&D) department. According to Odigbo (2011), corporate entrepreneurship is a business acumen that gained expression within (intra) another business. This goes beyond mere R&D processes in an organization but includes a way of expanding strategies. Thus, instead of the hitherto method of continuously building already existing firm to mega states, smaller business units are created and developed within the organization.

In a recent overview, Antoncic and Hisrich (2003) conclude that entrepreneurship in existing organizations can be studied at various levels of inquiry, the most important distinction being the organizational and the individual level. At the level of organizations, research has been done on the formation of new corporate ventures (emphasizing the differentiation of types of new ventures and their fit with the corporation) and on the entrepreneurial organization (mainly emphasizing characteristics of such organizations).

The corporate entrepreneur is one who through his innovative ideas and skills is able to organize, manage and control a corporate understanding very effectively and efficiently. Usually, he discovers and promotes new business strategic units in an organization.

### **3.2. *Social Entrepreneurship***

Social entrepreneurship is a way of creating and adopting solutions to social problems in order to make a social change or sustain a social value. Agbo (2011) understands social entrepreneurship as a term that describes the activities of social entrepreneurs. In his view, a social entrepreneur would be one who recognizes a social problem and uses entrepreneurial principles to organize, create, and manage a venture to bring about social change.

The main aim of social entrepreneurship is to further social and environmental development and protection. Social entrepreneurs initiate innovative ideas that can tackle major social issues that can bring a significant change in the society rather than leaving social needs to the government or business sector alone. This means that social entrepreneurship addresses social problems or needs that are not met by private markets or government. For Dees (1994, 1998), social enterprises are private firms dedicated to solving social problems, serving the disadvantaged, and providing socially – important goods that were not, in their judgment, adequately provided by public agencies or private markets. In a nutshell, social entrepreneurship in developing economies is about applying practical, innovative and sustainable approaches to benefit society in general with an emphasis on those who are marginalized and poor.

Social entrepreneurship is a term that captures a unique approach to economic and social problems, an approach that cuts across sectors and disciplines grounded in certain values and processes that are common to each social entrepreneur independent of his/her area of specialization. Boschee (1998) understands social entrepreneurship as those who pay increasing attention to market signals without losing sight of their underlying missions, to somehow balance moral imperatives and the profit motives – and that balancing act is the heart and soul of the movement.

### **3.3. Knowledge Entrepreneurship:**

Knowledge entrepreneurship describes the ability to recognize or create an opportunity and take action aimed at realizing the innovative knowledge practice or services. Knowledge entrepreneurship is different from 'traditional' business entrepreneurship in the sense that it is not supposed to aim at the realization of monetary profit, but focuses on opportunities with the goal to improve the production and throughput of knowledge (Harvey & Knight, 1996). It has been argued that knowledge entrepreneurship is the most suitable form of entrepreneurship for not-for-profit educators, researchers and educational institutions. However, knowledge entrepreneurship applied to the human capital in an organization will improve performances and increase job satisfaction among employees. In our context, knowledge entrepreneurship is very useful in the management of the human resources in innovative organizations. This is because, knowledge acquired by the employees could also be profitable for the entire organizations if properly harnessed. Employees are, hence, expected to develop entrepreneurial skills and qualities, search for enterprising opportunities and creating new business opportunities for the whole organization. Labour and entrepreneurial ability should be incorporated of which part of its compensation should be viewed as profit rather than wages (Smithson, 1982).

Stan Skrzyszewski (2006) defines "a knowledge entrepreneur" as someone:

"Who is skilled at creating and using intellectual assets for the development of new ventures or services that will lead to personal and community wealth creation or to improved and enhanced services. The knowledge entrepreneur must have sufficient personal knowledge capital to be able to create value and/or wealth through the use of that knowledge capital". (Skrzyszewski, S. (2006), pp. 78)

The knowledge entrepreneurs, therefore, build bridges between people and system. He understands how to interface organizational learning and systems evolution in order to optimize and capitalize on its knowledge resources to follow his vision.

### **3.4. Technology Entrepreneurship:**

According to Azubuike & Ugwoke (2011), technology entrepreneurship involves a scientific method of identifying high-potential technology-intensive business opportunities, obtaining capital and other resources such as talent, cash, and ability to manage rapid growth using principal real time decision-making skills. It can be based in

either a revolutionary breakthrough in technology or an evolutionary advancement. Technology entrepreneurship introduces an entirely new or renewed technology into the market in the form of new products or new processes for reproducing old products. It ranges in scale from sole projects to major concerns creating varieties of job opportunities.

From the term, technology, we can describe technology entrepreneurship as the system and process of organization of the uses and knowledge of tools, techniques, and crafts for profitable, monetary and rewarding activities geared towards the creation of wealth. Buys (2000) defines technology as the utilization of technical knowledge (equipment, materials, processes or systems based on natural sciences) through techniques to perform some useful function. Technology is an entity created by the application of mental and physical efforts using material and immaterial resources available to achieving value for the satisfaction of needs (Azubuiké & Ugwoke, 2011). The outcome of technological activities can form, change or improve individual, organization, culture and nation. It brings about economic development of a nation and all that dwell in it.

Technology entrepreneurship is, therefore, the mechanism through which technology is leveraged to create wealth and to contribute towards a better quality of life. Tony Bailetti (2012) proposed the following definition of Technology Entrepreneurship:

“Technology entrepreneurship is an investment in a project that assembles and deploys specialized individuals and heterogeneous assets that are intricately related to advances in scientific and technological knowledge for the purpose of creating and capturing value for a firm”. (Bailetti, T., 2012: [www.timreview.ca](http://www.timreview.ca))

Technology entrepreneurship has more to do with collaborative production based on a shared vision of future changes in technology. It involves specialized human resources tapping into their skills and ability to collaboratively explore and exploit scientific and technological change to benefit the firm. Technology entrepreneurship is best understood, therefore, as a joint-production phenomenon that draws from a team of specialized individuals from multiple domains, some or all of whom become embedded in the technology path they try to shape in real time. The intensity and type of technology used in technology entrepreneurship varies according to the type of economic activities and enterprise in place (Odigbo, 2011). This means that the socio-economic background of a particular region or nation triggers necessity for a particular

technological innovation. Entrepreneurs know that their market opportunity lies in those technological needs on demand. When they discover the technological need, entrepreneurs are inspired to search for more knowledge for the enhancement of the situation by creating Technological innovation ideas. Furthermore, technological innovations refer to the increase in knowledge, the improvement in skills, or the discovery of a new or improved means that extends people's ability to achieve a given task in technology (Odigbo, 2011).

#### **4.0. General Characteristics of an Entrepreneur**

We cannot conclude the nature of entrepreneurship without mentioning the characteristics that make up an entrepreneurial individual. Many authors have written on the characteristics of entrepreneurship, others on the qualities of entrepreneurship, still others on behaviors and traits, and entrepreneurial skills. However, it is very important to distinguish these terminologies (qualities, behaviors and skills) from entrepreneurial characteristics so as to have a clear understanding of what each of them means to entrepreneurship education. Consequently, Isobel et al (2003) recognizes these terms as ones used to describe the profile of an entrepreneurial individual, including *skills*, *attitudes*, *characteristics* and *qualities*. Although these concepts do not always refer to the same phenomena, they are often used interchangeably. Caird (1992) identified the entrepreneurial profile with the elements of each profile as thus:

- *Personality traits* (such as achievement motivation, entrepreneurial drive, creativity, innovation and imagination);
- Skills like *communication skills* (such as negotiation and persuasion),
- *Managerial skills* (such as problem solving, decision-making, organizing and monitoring);
- *Analytical skills* (such as numeracy and data presentation skills);
- *Career skills* (such as self-awareness and assessment, career planning techniques and self-directed learning);
- *Knowledge* (such as computer literacy and business related knowledge), and
- *Attitudes* (such as sensitivity to needs and consequences, perception and flexible attitude).

Distinguishing these entrepreneurial profiles, Isobel et al (2003) emphasized that whereas attitudes and personality traits refer to underlying values of an individual skills

tend to be more at the surface. This shows that the former two could be influenced by values while the later can be more easily developed through education and training.

Many successful entrepreneurs share common characteristics that set them apart from most other business owners – for example, resourcefulness and a concern for personal good, customer relations, etc. Most of them also have a strong desire to be their own bosses. Many express a need to “gain control over my life” or “build for the family” and believe that building successful businesses will help them do it. They can also deal with uncertainty and risk.

Risk is almost always a key element in entrepreneurship. Interestingly, most successful entrepreneurs seldom see what they do as risky. Whereas others may focus on possibilities for failure and balk at gambling everything on a new venture, most entrepreneurs are so passionate about their ideas and plans that they see little or no likelihood of failure. Kourilsky (1980) suggested the following to be the most relevant characteristics of entrepreneurs: need for achievement; creativity and initiative; risk-taking and setting objectives; self-confidence and internal locus of control; energy and commitment; and persistence.

According to Gorman et al (1997) propensity towards entrepreneurship is associated with several personal characteristics: values and attitudes, personal goals, creativity, risk-taking propensity, and locus of control. Of the personal characteristics, McClelland (1961) proposed achievement motivation, risk-taking and locus of control as important characteristics. With regard to entrepreneurial traits, it is argued that individual personality traits are a necessary ingredient for understanding the phenomenon of entrepreneurship because not all people become entrepreneurs under the same circumstances (Cromie and Johns, 1983). In this view, entrepreneurship includes characteristics, such as perseverance, creativity, initiative, propensity to take risks, self-confidence and internal locus of control. However, the trait approach has been criticized by scholars, such as Gartner (1989) arguing that entrepreneurship research should focus on studying the behavioral aspects of entrepreneurship rather than personality traits. Moreover, Amit, Glosten and Muller (1993) argue that entrepreneurial traits are difficult to observe ex ante and that they may not be unique to the entrepreneur. For instance, the propensity to take risks may also be present with proactive managers. However, in this

research we refer to both behavioral aspects of entrepreneurship and personality traits as psychological aspect of entrepreneurship. Thus, all elements that make up this psychological aspect of entrepreneurs are summarily referred to as characteristics of the entrepreneur, which we shall discuss in the course of this thesis.

From the proceedings, we understand that values and attitudes are some of the elements that make up the entrepreneurial characteristics and not vice versa. Entrepreneurial characteristics in our view are a combination of all the entrepreneurial traits and behaviors of an entrepreneur. Though Gartner (1989) argued that the behavioral aspect should be focused more than the personality traits, there is not much difference between what some scholars listed as personality traits and what some others viewed as the behavioral aspect. Isobel et al (2003) admit that developing entrepreneurial qualities should be the basis for fostering any type of future entrepreneurial behavior because qualities or personality traits are underlying behavior, i.e., personality influences attitudes and the way in which an individual perceives of and reacts to the environment. This, therefore, means that even the personality traits make part of the behavioral aspect such that according much importance to it will fragment any investigation on the full nature of entrepreneurial behavior. Entrepreneurial qualities, however, enable individuals to cope with and contribute to rapid social and economic change (OECD/CERI, 1989; Gibb and Cotton, 1998). The entrepreneurial behavior should be viewed holistically.

Amit, Glosten and Muller's (1993) view on the difficulty in observing the entrepreneurial traits confirms its difference from what we listed above as entrepreneurial skills. Both the entrepreneurial traits and skills are distinguished from their nature. While the entrepreneurial traits investigate more on the psychological aspect of the entrepreneur the skills dwell more on the practical or technical aspect of the entrepreneur. Both are aspects of the entrepreneurial characteristics. An entrepreneur should be recognized by his characteristics whether easily observed or difficultly observed. The two aspects of the characteristics of an entrepreneur will then be, on the one hand, the behavioral aspect (which is more psychological and includes the entrepreneurial/personality traits, qualities, attitudes and values) and, on the other hand, the skill aspect (which is more practical or empirical, and includes both the knowledge and technical parts).

With regard to the behavioral aspect of the entrepreneurial characteristics, there is a well established body of research on the psychological characteristics associated with entrepreneurship (Brockhaus, 1980; Begley & Boyd, 1987; Boyd & Vozikis, 1994; Krueger & Brazeal, 1994). The literature on entrepreneurial characteristics has included a number of variables that address psychological attributes: personality, attitudes, and behavior. Gavron, Cowling, Holtham and Westall (1998) writes that entrepreneurial behavior in its broader sense has attracted serious attention in our society where people face a more uncertain work environment, with multiple job shifts during a career, greater prospects of becoming self-employed, and where tasks increasingly require qualities such as independence, initiative and creativity (Bridge, O'Neill and Cromie, 1998; Gibb and Cotton, 1998).

From our consideration so far, we can make a long list of what many scholars have identified as the characteristics of entrepreneur. Some research has still revealed several characteristics of an entrepreneur though without much difference from the identified ones in this research. However, the difference lies in their representation and understanding. For instance, Burduş (2010) mentioned as characteristics of entrepreneur: willingness to assume responsibilities, organizing skills, the desire to achieve – above money making, high level of commitment, high energy, confidence in abilities, the desire for immediate results, preference for a moderate risk, tolerance of ambiguity, and flexibility. However, based on the psychological aspect of the characteristics of the entrepreneur, our concentration will be focused on discovering the values and attitudes of entrepreneurs. These values and attitudes will make up the components of the variables used in this research to test the mindset entrepreneurial competences of student-workers in order to identify their ability to discover and access entrepreneurial opportunities in their business/corporate environment. Based on this, an important list of such entrepreneurial attitudes has been developed to include locus of control, engagement, self-efficacy, employability, risk-taking, proactivity, and values (Caggiano et al, 2009; Caggiano, 2012).

## 5. Entrepreneurial Mindset

In order to locate the psychological aspect of entrepreneurship we are trying to expand interest in this research, let us understand what the entrepreneurial mindset is all about. According to the Microsoft Encarta 2009, mindset means beliefs that affect somebody's attitude. This is a set of beliefs or a way of thinking that determines somebody's behavior and outlook. It has to do with attitude, outlook, mind, frame of mind, mentality, way of thinking, approach, belief, and conviction. An entrepreneurial mindset, according to Dhliwayo and Vuuren (2007), indicates a way of thinking about business and its opportunities that capture the benefits of uncertainty. Senge (2007) maintains that it portrays the innovative and energetic search for opportunities and facilitates actions aimed at exploiting opportunities. Establishing an entrepreneurial mindset is important to sustain the competitiveness of economic organizations and the socio-economic lifestyle of the population through value and job creation. It facilitates innovation and growth in organizations through the creation of new products and processes. Individuals with high entrepreneurial mindsets act as the lifelines of growth sustainability in an organization.

There is the need for future generation to be more entrepreneurial; that is, creative or innovative, with the ability to act on opportunities. A young person strategizing for the future to be an entrepreneur will exploit an entrepreneurial mindset. That is the “ability to rapidly sense, act, and mobilize, even under uncertain conditions” (Ireland, Hitt, and Sirmon, 2003). It has a relationship to what Tang et al (2008) will refer to an “Entrepreneurial alertness” which we have already discussed above. Developing an entrepreneurial mindset will help the entrepreneur to sense and adapt to uncertainty and then act and organize an entrepreneurial activity (Neneh, 2011). Researches on entrepreneurial mindset have focused on entrepreneurial mindset of students after following an entrepreneurship education course, as well as the various teaching techniques in improving entrepreneurial awareness and entrepreneurial skills (Pihie & Sani, 2009). Young people with an entrepreneurial mindset see needs, problems and challenges as opportunities and develop innovative ways to deal with the challenges, exploit and merge opportunities (Eno-Obong, 2006). McGrath and MacMillan (2000) argue that, possession of an entrepreneurial mindset is a primary way entrepreneurs can successfully move forward in an entrepreneurial activity. Dhliwayo and Vuuren, (2007)

emphasize that an entrepreneurial mindset is an important success factor for SMEs without which a business will fail. These researches show how important it is to impact or develop entrepreneurial mindset in the early stage of one's life or studies.

Developing an entrepreneurial mindset includes developing a creative mindset, risk-taking mindset, locus of control, the mindset to be actively engaged in what you do, conscious of one's efficacy (self-efficacy), to be ready for employment (employability), proactive mindset, and leadership and winning mindsets. Developing such mindsets will help students to be productive in their business/work environment. Business success in an emerging economy is not only a function of relevant skills; but also requires people who have entrepreneurial mindsets. As much as entrepreneurial mindset is important for business success, it is also vital to understand the current level of entrepreneurial mindsets of the young generation in such an economy in order to know which elements are lacking that needs to be improved as a means to foster the success of entrepreneurial activities. Moreover, any dynamic economy or SME that wants to grow will benefit from young people with entrepreneurial mindsets and skills (Commission of the European Communities, 2006).

Entrepreneurship education, in this context, plays an important role in developing the mindsets of young people or future entrepreneurs to take up a mature adventure in life as well as a viable entrepreneurial engagement. Great entrepreneurial mindsets create new ideas and bring them to the market in an appropriate way that can create value for an external audience (Faltin, 2007). Education and learning are key elements to improve entrepreneurial mindsets and in addition entrepreneurship contributes to economic growth, employment and personal fulfillment. Entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and taking risks, as well as the ability to plan and manage projects in order to achieve objectives (European Commission, 2006a). This aspect of the importance of entrepreneurship education will be discussed more in the subsequent sections.

It has been argued that no one individual has all the characteristics of entrepreneurship (Isobel et al, 2003). Therefore, entrepreneurs are certainly distinguished by their identifiable characteristics or the characteristics they manifest. We have said that mindsets influence attitudes (Neneh, 2011) and attitudes and values are components of

the psychological aspect of entrepreneurial characteristics. However, a research carried out by Shwartz (2003) indicates how the individual's choice in life and engagements are influenced by his or her values. This means that the kind of life or choice (including choice to enterprising) an individual makes is influenced by the values one forms from his/her environment. The whole structure of influencing of the person (entrepreneur) shapes his mindset, which in turn influences his attitudes (or characteristics in a broad manner). Attitudes are relatively stable, but they change with time and with situation (Linan et al, 2008). These changes take place through the processes of interaction with the environment. The level of variation of a certain attitude will be different depending on how basic it is for the individual's identity, and also according to the intensity of his/her live experiences (Ajzen, 2001). This means that the kind of mindset one develops will affect his entrepreneurial engagement. Such psychological construction will make us identify certain characteristics that compose the entrepreneurial mindset of individuals in economies. Thus different economies have different entrepreneurial characteristics that represent their entrepreneurship engagement.

### ***5.1. Characteristics of Entrepreneurial Mindsets***

#### ***5.1.1. Necessity And Opportunity Driven Entrepreneurship***

Like we said earlier, business environment vary according to economies (countries/regions) and they influence the mindsets of entrepreneurs (Linan, Fernandez-Serrano, and Romero, 2013). These influences manifest in their attitudes towards entrepreneurial engagements. Some individuals who found themselves in a drastic less-employment-opportunity economy will opt for entrepreneurial activity easily as a means of survival. Simply put, necessity entrepreneurs are pushed by unemployment situations or dissatisfaction with their previous jobs (Linan et al, 2013). These people may be pushed into starting a business because they have no other job options and need a source of income. According to GEM 2012 Report, these types of entrepreneurs are classified as necessity-driven. Others enter the entrepreneurial activity primarily to pursue an opportunity; they are pushed into entrepreneurship by the prospect of opportunity. GEM identifies these as opportunity-driven entrepreneurs. According to Linan et al (2013), "Opportunity entrepreneurs are viewed as entrepreneurs who start a

business in order to pursue an opportunity in the Market". These individuals may desire greater independence in their work or seek to maintain or improve their income.

However, entrepreneurs that are passionately seeking new opportunities are alert and always look for possibilities to make profits based on changes and disruptions in the way business is done. They pursue opportunities with enormous discipline. This means they are not only alert enough to spot opportunities, maintain some form of register or unexploited opportunities, but also they act on the opportunities if they perceived them to be attractive and viable. They equally pursue only the very best opportunities which imply that entrepreneurs should avoid exhausting themselves and their organisation by not running after every option but remain wisely disciplined about limiting the number of projects they pursue. According to Zoltan (2007), the more the population becomes involved in opportunity entrepreneurship and as more and more people leave necessity entrepreneurship (self-employment) the more we see rising levels of economic development.

#### *5.1.2. Improvement Driven Entrepreneurship*

GEM 2012 Report distinguishes those that pursue independence or increase in income as improvement-driven entrepreneurs. In this case, the problem is not unemployment or manifesting opportunities, but the need to increase one's income or to improve a product/service line of an already accessed business opportunity. Improvement-driven motives are less dependent on the economic environment unlike the necessity-driven or opportunity-driven. They have a more intrinsic nature, such as the desire for independence or self-realisation (Linan et al, 2013). The GEM 2010 Report (Kelley et al., 2010) highlights a number of factors which can have a marked impact on the level of improvement-driven motivation within an economy.

In an economy with improvement-driven entrepreneurship, individuals usually develop the improvement mindset to entrepreneurship. One can think of doing other minor income-yielding activity while doing his/her normal job. It may be a person working in a private or public firm. Some SMEs may also partner with Large Scale enterprises or the government to offer services in order to better a product or administrative management, implementations of projects, and training human resources, etc.

### *5.1.3. Growth Led Entrepreneurship*

In a behavioral perspective, individuals with a growth led mindset believe that one's ability and success are due to learning, which intelligence can grow and change with effort and believe in trying other approaches or seeking help when faced with difficulties and tends to adopt learning goals. These individuals with either a high or a low confidence respond with a typical response pattern of thoughts, behaviors, and feelings in any situation they face by focusing on learning new ideas and translating those ideas into lucrative business ventures (Dweck, 2006). The reasoning behind this is because most great business leaders who have been successful had a growth led mindset, since building and maintaining excellent organizations in the face of constant change requires it (Dweck, 2006). Entrepreneurs may either perceive their business has high growth potential or they simply endeavor to pursue growth (GEM 2012 Report).

Economies with growth led entrepreneurship do not only foster the increase in the number of entrepreneurs but emphasize also on the increase in both the services/products (wealth creation potential) and the number of employees (job creation potential) the entrepreneur provides to the economy. As Levie and Autio (2011) suggest that it is not the supply of entrepreneurs that constitutes the key bottleneck to economic dynamism, but rather, the activities toward which entrepreneurial individuals channel their efforts. In their view, a high growth led approach to entrepreneurship will create jobs and, in tandem, grow economies. This Growth Led approach can be influenced by the mindsets of entrepreneurs, the quality of their businesses, internal market demand and the supply of qualified labor, access to international markets and other factors.

### *5.1.4. Innovation Driven Entrepreneurship*

Innovation is the process of making changes to something established by introducing something new. As such, it can be radical or incremental, and it can be applied to products, processes, or services and in any organization. It can happen at all levels in an organization, from management teams to departments and even to the level of the individual. By definition we can say that innovation is the application of new ideas to the products, processes, or other aspects of the activities of a firm that lead to increased "value" (Greenhalgh & Rogers, 2009).

According to the GEM 2012 Report, economies with Innovation Driven entrepreneurship tend to focus more on inventing new technologies and engaging in big research projects. Their motivations and the types of businesses in which they commonly engage differ from that of the developing countries. The GEN result illustrates that economic development level also impact attitude. So when opportunities reduce and necessity is no longer a factor that motivates entrepreneurs in an economy, people engage in developing new brands of existing products/services to meet the market need and competition. Examples of these economies include the USA; Greece, Austria, Belgium, Denmark, Finland, France, Germany, Ireland, Italy, Netherlands, Portugal, Slovakia, Slovenia, Spain, Sweden, United Kingdom, and Switzerland in the EU and Japan, Singapore, Republic of Korea and Taiwan in Asia who show more innovative-driven mindset most countries from the developing world.

These economies usually engage in large-scale enterprises. Companies with innovation-driven enterprises seek to address global market – offering goods and services based on some kind of substantial innovation linked to a clean understanding of a specific market. These companies generally employ levels of education and training. A typical example is biotechnological companies. These companies grow; they also create a wealth of high-quality, auxiliary employment for those with lower skills – laboratory technicians, manufacturing staff, and hospital workers.

So far I have expatiated most of the important aspects of the concept of entrepreneurship. This will help us to understand clearly those core-learning objectives that will require our attention in defining entrepreneurship education as a discipline. In the subsequent sections/chapters of this research we will be exposing different variables gathered from research conducted by various scholars and then use them to evaluate our findings relating to entrepreneurial attitudes and values of students in two different countries. Before we proceed, let us understand what Entrepreneurship Education is and what other authors have said about it.

## **6.0. What is Entrepreneurship Education?**

Education, according Plato, is the act of leading “*men out of the cave into the world of light*”. In his allegory of the cave, Plato shows how an individual is led from one stage

of knowledge to the next until he gets to the full reality of things. He went further to say that *‘knowledge is like vision in that it requires an organ capable in receiving it’* (Plato quoted in Stumpf S. E, 1994). This shows that the person is not left totally blank but rather should have the necessary qualities and characteristics latent in him to be developed. This is why we argue in this research that education in entrepreneurship enhances such latent qualities, characteristics or attitudes in the individual. Education is the most powerful instrument for social reform, says Sofoluwe (2008). This is because it imparts knowledge, skills and character to the individual through teaching, learning and experiential activity. Education enhances the intellectual capital of a nation and empowers the young people through capacity building. This capacity building will involve developing the entrepreneurial psychological traits and skills (characteristics as we understand it in this research) of the individuals through education during their early formative years, that is, from primary to tertiary education. Isobel et al (2003) will refer to these characteristics as Entrepreneurial qualities and skills, which are acquired through carefully, organized training curriculum for entrepreneurship education. Since the psychological traits of an entrepreneur could be developed through education and since the mindset an entrepreneur is composed of such psychological traits it is right to say that education and learning are key elements to improve entrepreneurial mindsets (Linan, Francisco, Batistelli, & Moriano, 2008).

The European Commission (2003) defines entrepreneurial education as those activities of *“teaching and learning about entrepreneurship [that] involve developing knowledge, skills, attitudes and personal qualities appropriate to the age and development of the pupils or students”*. (Com (2003: 15) 27 final). This definition holds that education in entrepreneurship starts from a lower stage to the higher stage, that is, from primary to secondary and then to higher education and the concrete aspect of business creation. The commission recognizes the existence two essential elements of entrepreneurial education: the wider factor referring to attitudes and entrepreneurial ability (psychological); and the more specific one focused on education for creating a new business (skills) (European Commission, 2003, idid).

### **6.1. Literature Review**

In the recent past, a body of research related to entrepreneurship education has been developed. A number of references could be retrieved from the documents of the

European Commission, United Nations, some journals and individual authors. Entrepreneurship education is that education and training that plays the role of strengthening and enhancing entrepreneurial skills and attitudes and providing the related knowledge starting from primary school to tertiary education (DG EDUCATION AND CULTURE, European Commission, Final Report, 2011). This definition represents the content of how the documents of the European Commission views entrepreneurship education. For instance, emphases are laid on developing entrepreneurial mindset, skills, attitudes and related knowledge. In a nutshell, entrepreneurship education provides students with innovative courses and trainings, with impact on knowledge, skills, attitudes through teaching, learning and practical activities in order to cultivate core entrepreneurial abilities and qualities in the broad entrepreneurial sector. Its intention is to impart on the students the ability to put together ideas in the development of entrepreneurial strategies, hence transforming theoretical knowledge into practical work, and in the identification of commercial business opportunities, which could be invested on.

Entrepreneurship education has been addressed by several initiatives at EU level which include namely: “*The Oslo Agenda for Entrepreneurship Education in Europe*”(2006) which provides concrete proposals, which can be adopted by stakeholders according to the local context; Reports and research on entrepreneurship education which include “*Entrepreneurship In higher education, especially within non-business studies*” (2008), the “*Best procedure project on mini-companies in secondary education*” (2005) and the “*Best procedure project on education and training for entrepreneurship*” (2002) exploring key issues regarding the teaching of entrepreneurship and identifying best practices and solutions. The Report in DG Enterprise and Industry (European Commission, 2010 and 2007) recognises the importance of developing suitable teaching methodologies and the critical role teachers have to play in the development and promotion of entrepreneurship education alongside other stakeholders such as regional/local authorities and the private and non-profit sector. The Oslo Agenda outlined key areas for the increased support of teachers and educators in entrepreneurship education. Education and learning are key elements that could be used to improve entrepreneurial mindsets, which in turn contributes to economic growth, employment and personal fulfillment (European Commission on “Fostering entrepreneurial mindsets through education and learning”, 2006). The purpose of all

these commissions is to develop entrepreneurial competences across the entire population of primary, secondary, and tertiary schools so that from the many students that have been trained a wider pool of them will have the interest to engage in an entrepreneurial activity. (European Commission, *DG Enterprise and Industry*, 2010). The same Report suggests how entrepreneurship education should be taught and in what context. Approaches such as the experiential learning and breaking down the more traditional hierarchies between teachers and students so that the teacher becomes more of coach and/or moderator are recommended.

Individual scholars, like Casson (2010), conceive entrepreneurship as a fundamental concept linking different academic disciplines – notably economics, sociology, psychology and history. Entrepreneurship is not an ordinary inter-disciplinary subject; it is a core subject that links the conceptual framework of different social sciences including management studies. Hayek (1937) and Kirzner (1973) emphasized the role of the entrepreneur in acquiring and using information and communicating it. Thus, adopting Information and Communication Technology (ICT) skills as a relevant elective for entrepreneurship education is very crucial for a quality academic curriculum. For Baumol (1993), entrepreneurship education should be viewed as the most powerful instrument for social reform. The institutions of learning are the strategic instruments for diffusing knowledge into the minds of the younger generation of a developing nation. For this reason, entrepreneurship education should form one of the major aspects of the learning curriculum. Entrepreneurship education is a prerequisite for the economic development of a country, where entrepreneurs initiate change and renewal (Jennings, 1994:293). Entrepreneurship education should place more emphasis on creating an awareness of the option of self-employment, generating interest and desire for people to learn about the entrepreneurial process and develop the skills necessary to start and run business of their own successfully. According to a research conducted by Linan Francisco, Moriano and Zarnowska (2008) “*Teaching Psychology of Entrepreneurship*”, education can stimulate the development of entrepreneurial behavior in different ways. For Linan and co, the whole set of education in entrepreneurship would include the development of knowledge, capacities, attitudes and personal qualities identified with entrepreneurship.

The approaches to entrepreneurship education developed by scholars such as Kyrö (1997), Hytti (2002) and Gibb (2005) have given the concept of entrepreneurship education an improved understanding both in the academic world and that of business (cf. DG EDUCATION AND CULTURE, European Commission, Final Report, 2011). For instance, while Kyrö defines entrepreneurship education based on the individual's level in academics and the different contexts in which the latter evolves, Hytti understands entrepreneurship education according to its aims, for example, learning to be entrepreneurial, learning to be an entrepreneur, and learning to understand entrepreneurship. For Gibb, entrepreneurship education is based on both the content of entrepreneurship education and its delivery method.

In line with the later scholars, Seikkula-Leino (2007 & 2010) has identified several pedagogical methods for entrepreneurship education and its implementation, especially in Finnish educational system. These include co-operative learning, problem-based learning, group and peer work, project work, learning by doing, pedagogical drama and learning diaries as well as twin classes, mini-companies, study tours, field visits and inviting visitors to school. In this context, students could be prepared educationally for self-employment in order to increase their knowledge about the setting up and management of businesses and promote personal characteristics and attitudes associated with entrepreneurs, such as motivation to achieve, internal locus of control or self-efficacy, and risk taking (Gorman et al., 1997; Hansemark, 1998; Krueger & Brazeal, 1994; Brockhaus, 1982). In fact, some other researches by Kourilsky & Walstad (1998) have demonstrated how entrepreneurship education enhances the entrepreneurial attitudes of students towards choosing self-employment as an alternative career choice.

A strategic implementation of entrepreneurship education should highlight major aims and objectives that should be embedded in the learning curriculum of the students.

## **6.2. *Aims And Objectives Of Entrepreneurship Education***

Some researchers have argued that the objectives and intentions held by entrepreneurs have great influence on why they want to engage in entrepreneurial activity. This could be for autonomy and material advancement or and development of skills that will help them grow their business. Bearing intention of entrepreneurs in mind, one would expect

that the teaching of entrepreneurship education in the schools will respect the actualization of these aforementioned objectives. Teaching entrepreneurship education must respect the objectives outlined by the educators to realize in the training program. The two essential objectives of entrepreneurship education include the wider factor referring to attitudes and entrepreneurial abilities on the one hand, and on the other hand, the more specific one focused on education for creating a new venture (DG ENTERPRISE & INDUSTRY, European Commission, Best Procedure, 2003). Linan et al (2008) listed four major areas to be considered for drafting an entrepreneurship education program, namely: entrepreneurial awareness, education for start-up, continuing training for small-business owners, and education for entrepreneurial dynamism. For Linan, the objectives of entrepreneurship education should be divided into three stages. The first stage takes care of the entrepreneur's personal characteristics, competences and skills, developing creativity and opportunity recognition skills, and developing specific local knowledge, network contacts, local role models, etc. The second stage should focus on all the elements and innovative skills involved in business planning. The third stage revolves around developing the dynamic behaviors involved in organizations such as change management, organizational climate, managing growth, continuous team building, etc. The aim is to establish a more entrepreneurial society and to develop more entrepreneurs. According to the European Commission (2006) in the document, *'Implementing the Community Lisbon Programme: Fostering entrepreneurial mindsets through education and learning'*, and other related documents of the commission, the objectives of entrepreneurship education could be categorized into primary/secondary school level and higher education level. In the primary/secondary school level, we have:

- Generally, to develop a strong personality and address the challenges of working life.
- To be able to identify, discover and critically question personal wishes, interests and talents and appreciating gifts and skills.
- Developing entrepreneurial attitudes and learning how to start a business
- To develop entrepreneurship competence.
- Creating awareness on the benefits of entrepreneurship.
- Nurturing qualities such as creativity and a spirit of initiatives to help entrepreneurial attitudes
- To make the pupil understand the role of entrepreneurs in the community

- To develop entrepreneurial ideas
- To raise students' awareness of self-employment and entrepreneurship as a possible option for future career
- To stimulate in the pupil the way companies work in a realistic way. For instance, work on practical projects and activities whereby students will be allowed to run mini-companies (European Commission, Procedure Project 2009)
- To learn how to work in a team and develop self-confidence

In the higher education rather, the objectives of entrepreneurship takes a different look with regard to expected learning outcomes. Thus, the objectives include:

- Developing entrepreneurial mindset and competences: it is expected that *'combining entrepreneurial mindsets and competence with excellence in scientific and technical studies should enable students and researchers to better commercialize their ideas and new technologies developed'* (Com2006)
- To provide specific training module on how to develop, start, and run a business
- To organize business plan competitions in order to encourage and support business ideas from students
- To create awareness of alternative career choices and broaden the horizon of individuals, equip them with cognitive tools and enable them to perceive and develop entrepreneurial opportunities.

Common aims and objectives applicable to all students include:

- To discover and exploit business opportunities.
- To develop ideas further into a product or service
- To know how to solve difficult problems (problem solving)
- To learn to manage resources and money in a responsible way
- Understanding how organizations and companies operate in the society
- To foster an entrepreneurial spirit and innovation capacities in companies (European Commission, Procedure Project 2009)
- To develop personal attributes and skills that form the basis of an entrepreneurial mindset and behavior (European Commission, Expert Group Fina Report 2008)

According to the definitions and understandings of Kyro (1997), Hytti (2002), Gibb (2005), entrepreneurship education should aim at:

- Skills related to self-orientation entrepreneurship: self-awareness, creativity, and responsibility for learning.
- Skills related to internal entrepreneurship: co-operation and direction.
- Skills related to internal entrepreneurship: innovative generating business ideas.
- Developing Motivation, self-confidence, eagerness to cooperate, general awareness of entrepreneurs and entrepreneurship, positive attitude towards business and entrepreneurship, and positive attitude towards change. Curiosity, individual responsibility, resilience, entrepreneurship considered as a natural and positive career choice, self-drive, sense of initiative.
- Knowledge: knowledge of the economy and business world, knowledge of who is an entrepreneur and entrepreneur's role in the economy and society, how to start a business, how to manage a business.
- Skills: take responsibility for one's learning, career and life.
- Skills: achievement of goals, creativity, capacity to discover existing opportunities.

### ***6.3. Skills Acquisition and Entrepreneurship Education***

It is very important for us to understand the differences between the terms: entrepreneurship development, entrepreneurship, entrepreneurship education and training, skill acquisition, business education, and leadership education. Entrepreneurship development covers all these other aspects of entrepreneurship. Entrepreneurship is a concept that covers the entire thesis and practices found in the other terminologies. Development in entrepreneurship begins with the creation of awareness and development of certain characteristics (psychological traits and behaviors) through education and instruction. This stage is more of theoretical. The practical aspect that covers the acquisition of entrepreneurial skills and competencies follows it. Further development is achieved through business education, workshops in managerial skills, and leadership education. These later aspects of entrepreneurship could be categorized as the knowledge-based skills since they are theoretical knowledge that manifests the efficiency in one's daily entrepreneurial activity. There is a need to

meet in the middle where theoretical knowledge about entrepreneurship needs to combine with practical experiences in order for entrepreneurial ventures to succeed.

Education and skill acquisition are major aspects of entrepreneurship development. Since it is believed that everybody has some entrepreneurial characteristics (psychological traits and behaviors) in him, which need to be developed, many authors have argued that education is the most viable means of developing those characteristics (Isobel et al, 2003; Hytti, 2002; Gibb 2005). Arasti et al (2012) argue that entrepreneurship education programs promote entrepreneurship awareness for career purposes and provide training for development of qualities and attitudes for entrepreneurial engagement. Isobel et al (2003) also affirms the development of the entrepreneurial qualities through education. Quoting Onyewuchi (2011) affirms from his African perspective that the role of formal education is indispensable in improving the production capacity of a population. For him, an educated population is a productive population and promotes the economic development of any nation. There is need for training in skills that will empower the youths on possible entrepreneurial opportunities. These skills are acquired both in the formal, informal, and non-formal learning environments. We shall expantiate of these different modes of learning as we go on in this research. What Onyewuenyi is trying to point out here is entrepreneurial skills could be acquired through education and training.

Therefore, skill acquisition has to do with a form of prolonged learning about a family of events. It refers to a particular ability to do something well gained through training or experience (Encarta Microsoft Dictionary, 2009) such as a singing, painting, manufacturing, dance, writing, etc. Entrepreneurship education and skill acquisition should go together. One cannot perform successfully in an entrepreneurial activity without acquiring the necessary skills required for that particular business. Skills acquisition has been man's means of material transformation from the earliest times. However, for this transformation to take place it needs trained hands and minds to apply the knowledge and techniques effectively. Skill acquisition is therefore a part of entrepreneurship development, which deals with developing particular abilities for a business through practical training and experiences. Entrepreneurship development program without a skill acquisition is not complete since the individuals involved will only learn theoretical aspect of entrepreneurship. Research has showed that majority of

the children from a family that has been into a particular type of trade or business develops naturally the particular skills required for such entrepreneurial engagement (Isobel et al, 2003). It is therefore necessary that entrepreneurship development in Nigeria include skill acquisition as an essential part of entrepreneurship education program and not to separate the two.

Developing entrepreneurial characteristics and skills help the individual to know how to sustain the skill he has acquired, expand it, innovate it, create jobs through it, enrich him and add value both to his life and the economy. For instance, an individual might know how to sing but will be content with following a bandwagon without thinking of producing an album to sell and make money. If one does not have the characteristics such as “the need for achievement, risk-taking, internal locus of control, self-efficacy, confidence, innovativeness, etc” how would he excel in the skills he has acquired? There is need to develop the entrepreneurial characteristics and skills in an individual for a viable entrepreneurial engagement.

In Nigeria, we have a lot of centers for skill acquisition programs. However, most of these centers need to incorporate entrepreneurship education into their curriculum. They need to teach the candidates the entrepreneurial competences, which will be part of the cognitive aspect of skill acquisition.

### **Conclusion to Chapter 1**

From the research so far on entrepreneurship education, we have exposed the nature of entrepreneurship. Entrepreneurship according to our research here does not only refer to mobilization of labor and resources in order to create a new business or venture. Entrepreneurship is beyond mere creation of jobs, wealth, and social justice. It courts across all the facets of an economy, in the sense that it combines both the human capital and the naural/material resources of a nation to develop the economy. In its human capital functions, it uses education and training as a medium to realize its objectives as mentioned in this research. Scholars commonly agree upon education and training as the powerful instrument for bringing change in an economy. It investigates in the knowledge reserve of the economy, enhances the citizen’s intellectual assets and empowers the youths to drive the economy into a sustainable growth. In our investigation into the importance and benefits of education in entrepreneurship, we

singled out entrepreneurship education and defined it as that education that provides students with innovative courses and trainings, with impact on knowledge, skills, attitudes through teaching, learning and practical activities in order to cultivate core entrepreneurial abilities and qualities in the broad entrepreneurial sector. We established that entrepreneurial learning could be divided into two, the enhancement of psychological traits and behaviors, which we referred as major parts of the characteristics of an entrepreneur; and the skills and knowledge which referred as to the practical aspects. These two aspect are influenced by education and training. Thus, we hold that individuals can develop such characteristics and skills through education. Our concept of education goes beyond formal education, especially, university education, but extends to informal and non-formal education. Our major aim of educating students on entrepreneurship during their study years is to prepare them to be matured and take up creative initiatives that will empower financially, socially, and humanly. It is our aim also to impact on the students the necessary psychological traits and behaviors that will help them to be change agents in the orgianzation where they are employed. This is why we mentioned the concept of intrapreneurship as a corporate type of entrepreneurship. We shall elaborate on the concept of intrapreneurship in subsequent chapters. Since our major aim in this research is to investigate into those psychological traits and behaviors that an entrepreneur must acquire to be effective and efficient in the business world we shall look into the aspect of the psychological traits and behavior that are pertinent to our research: Attitudes and Values.

### **Summario: Capítulo 1**

El primer capítulo de esta investigación se basa explícitamente en la noción schumpeteriana (1962 [1934]) de la empresa como proceso innovador que crea desequilibrio del mercado (Eckhardt y Shane, 2003; Shane y Venkataraman, 2000), y que al mismo tiempo conlleva al aumento de la creatividad de enteras industrias. En este capítulo se expone el marco teórico de la investigación en relación con la iniciativa empresarial y con el espíritu emprendedor que pueden desarrollar los procesos educativos. La educación empresarial se define como aquella que proporciona a los estudiantes cursos innovadores y entrenamientos con impacto muy positivo sobre sus conocimientos, habilidades, y actitudes. Esta ayuda a cultivar el núcleo empresarial y emprendedorial (Antoncic y Hisrich, 2003; Stevenson y Jarillo, 1990; Pinchot, 1985) y las capacidades en el sector empresarial más amplio. La educación empresarial es un

concepto fundamental que une diferentes marcos conceptuales de las diferentes ciencias sociales. Es el instrumento más poderoso para la reforma social (Casson, 2010; Baumol, 1993; Osuho, 2010). Todo esto exige un papel fundamental de la educación y la formación en el espíritu empresarial en las universidades (Caggiano, 2012).

Este capítulo se concentra en la naturaleza de la actividad empresarial como un campo holístico de estudio que abarca diferentes aspectos de tal concepto. El espíritu empresarial como un instrumento esencial para el desarrollo económico de una nación tiene que ser estudiado en relación con el desarrollo de la nación. En este sentido, algunos conceptos particulares, como la educación empresarial, el desarrollo empresarial, la formación empresarial, la adquisición de habilidades y características de emprendimiento deben ser profundizados.

La naturaleza de la iniciativa empresarial no puede ser completa si no analizamos los objetivos de la misma y sus distintos tipos de interés para el estudio actual. En cada país, hay diferentes mentalidades empresariales que dan forma a la iniciativa de cada país. La revisión de la literatura actual se concentra principalmente en el concepto de la educación empresarial.

**CHAPTER 2**  
**ENTREPRENEURIAL ATTITUDES AND**  
**VALUES**

## **CHAPTER 2: ENTREPRENEURIAL ATTITUDES AND VALUES**

### **Introduction**

The entrepreneurial attitudes and values are viewed as variables chosen in this research to represent those personal characteristics that shape an entrepreneur's mindset in his search for business opportunity. These characteristics fall under the category of entrepreneurial attitudes in the psychological aspect of entrepreneurship education. This is because they are variables in a person's behavior, which demonstrate much the willingness of an individual to take up an entrepreneurial adventure. They could be developed in an individual through an organized training module and could be identified in an individual as psychological traits. However, all the attitudes and values could be developed through education in the university among students in view of preparing them to be either entrepreneurs or intrapreneurs.

### **1.0. What is Entrepreneurial Attitude?**

If it is true that one cannot explain the phenomenon of entrepreneurship through the definition of a specific personality alone—rather than having to open up to the vision of an entrepreneur that works by interacting (Odoardi and Battistelli, 1995), it is equally true that one cannot consider certain psychological variables. Such variables that, more than others, seem to delineate the individual's willingness to undertake, vital attribute in a world that increasingly requires greater flexibility, innovation and creativity in organizational settings. Therefore, as stated by Shepherd (1999) "the personal characteristics of the entrepreneur appear to be the most important factors for the success of businesses, even more important than business ideas or industrial structures."

Among the variables recognized as the most important in this context include:

### **Entrepreneurial Attitudes that Relate to Students**

- Self-efficacy
- Personal Initiatives
- Locus of control
- Entrepreneurial Attitude and Propensity, Attitude towards Behaviour and Personal Attitudes, Entrepreneurial Intentions
- Social Valuation
- Entrepreneurial competence and University

## **Entrepreneurial Attitudes that Relate to Workers**

- Pro-activity
- Risk – taking
- Employability
- Engagement
- Values

### ***1.1. Entrepreneurial Attitudes that Relate to Students***

#### ***1.1.1. Self-efficacy***

With self-efficacy we refer to the set of beliefs and convictions held by the person that he/she possesses the ability required in order to achieve objectives and results (Caprara, 2001). The concept of self-efficacy is attributed to Bandura in 1977. Bandura (1997) refers to self-efficacy as the beliefs one has in relation to his ability to increase levels of motivation, cognitive resources, and in turn to perform the actions necessary to exercise control over the demands of a task. It is important, however, not to confuse this construct with others who, apparently, can seem like synonyms, such as self-concept, which covers the set of beliefs about oneself, and / or self-esteem, which refers to the global assessments that individuals formulate about themselves understood as persons (Caggiano, 2010). This does not exclude the existence of a connection between them: self-esteem, assertiveness (the ability to express clearly and effectively ones opinions and emotions) and self-efficacy are related. This is because a good self-esteem and assertiveness involves both to propel the person's self-efficacy (Caggiano and Geria, 2009). The level of self-efficacy provided by the individual when choosing their careers and their professional interest (Bandura, 1997), includes the option of self-employment. In this sense, it is easy to argue that individuals may be inclined to develop an entrepreneurial career to the extent that they are considered to have the necessary skills to operate in such environment (Krueger & Brazeal, 1994).

When we talk of the assessment of self-efficacy, we refer always to a perceived self-efficacy. As soon as the individual is convinced of his perceived abilities, according to the social cognitive theory, the more closely it reflects and determines the effectiveness of his performance (Caprara, 2001). To be more explicative, Caprara (2001) states that "perceived self-efficacy is the belief that the individual has to be able to control specific activities, situations, or aspects of his social and psychological functioning." Such perception has, among its main sources, the past experience and the quantity of

successes and failures experienced by the person. Scherer and colleagues (1989) researched exactly on the case of past experiences (and in particular on the relationship of early childhood). They investigated on how the impact of parents on the entrepreneurial skills of their children depended on the fact that the latter had, or less, affected their sense of entrepreneurial competence. Carsrud came to similar conclusions about the 'role model', suggesting that the conditioning of attitudes as important as self-efficacy is an important element for the promotion of entrepreneurial thinking.

Without much emphasis on what is the primary source of the sense of self-efficacy, what is most interesting for the purposes of the research on entrepreneurship is that the concept of self-efficacy plays an important role in the processes that determines decision-making throughout the career, or during the phases of analysis and career choices. The concept of efficacy is related to the professional research and trust which nurture the person's ability to assess his skills, interests and values by creating and using networks of relationships that can enable effective means of collecting a value oriented information. Besides the already mentioned model of Boyd and Vozikis (1994), here you can recall the experimental research carried out by De Noble, Ehrlich and Jung Dong (University of San Diego, Calif.). The results of their research point out that entrepreneurship education programs have a significant and positive impact on the perception of self-efficacy of the participants about their ability to pursue and create new businesses. In particular, the students at the end of the educational program have reported feeling much more confident about their ability to initiate and nurture a culture of entrepreneurship.

### *1.1.2. Personal Initiative*

Personal initiative can be defined as a behavioral syndrome, considering the syndrome as a set of behaviors that taken together constitute the personal initiative, which manifests itself as an approach to work characterized by being a person full of initiative, active and persistent, consistent with the organization's mission, intended to achieve the objectives and action-oriented. (Mills, 2001; Frese & Fay, 2001; Frese, Fay, Hilburguer, Leng, & Tag, 1997). This could be seen as being engaged to your work which is a "psychological condition associated with work, positive and satisfactory, characterized by vigor, dedication and involvement." (Schaufeli & Bakker, 2006). Outside a transient and specific state, this psychological condition refers to a persistent and pervasive

cognitive – emotional state, not focused on a specific object, event, individual or behavior. The vigor is characterized by high levels of energy and mental endurance to stress at work, being willing to invest energy in one's work, and persistence even in the face of difficulties. The dedication refers to the feeling of devoting oneself to one's own work and, consequently, experience a sense of meaning, enthusiasm, inspiration, pride and challenge. Involvement is about being fully concentrated and happily absorbed in one's work, in such a way that one feels that time passes quickly and finds it difficult to stop working.

Personal initiative is a working behavior characterized by taking the initiative, a proactive approach and perseverance in overcoming the difficulties that arise when trying to achieve a goal (Mills et al., 2012). These features make it easier for people to accept responsibility for a goal if started from them. This reminds us that the three characteristics of the initiative are connected despite the fact that for clarity, are analyzed individually. Taking the initiative: it implies that the person does something without being told that, without an explicit or without an explicit task. This refers to the self-imposed targets than those assigned (Frese & Fay, 2001). Activities: The second feature of the behavior of personal initiative is that subjects are very active. Hyperactivity involves having a long-term goal and do not wait to respond to requests (Frese & Fay, 2001). A person must anticipate problems and opportunities and turn them into goals (Bandura, 1997). In agreement with the model proposed by Frese and Fay (2001), this initiative can receive feedback from the entrepreneurial process. Various studies show that the initiative is positively related to entrepreneurial success (Koop, DeReu, & Mills, 2000) and, more specifically, hyperactivity has been regarded as an important predictor of entrepreneurial success (Lumpkin & Dess, 1996), and in fact, entrepreneurship can be considered as an extreme case of the initiative, becoming your own boss and starting an organization. Considering the variables hyperactive personalities, i.e, people with a personality very hyperactive are defined as relatively free from the tensions of the various situations and whose results change in relation to their environment. In addition, they identify opportunities and act upon them, showing initiative, they decide to act and are persevering even when it involves a considerable change.

### *1.1.3. Locus of control*

Locus of control is defined as the modality of interpretation of the events that happen in a person's life with respect to internal/external polarity indicating the perception of the person on the possibility of controlling those events (Meazzini, Cottini, Montagna, Lani, & Angelini, 1996). The external locus of control developed by Rotter (1966) concerns the extent to which individuals maintain the belief that they can exercise control over their lives and the events that affect them. It has to do with external forces or opposite behavior the person holds, that the past, present and the future do not depend on his own capabilities, but on luck and facts (Caggiano, 2010 & 2012). Meanwhile, external locus of control refers to the belief that external forces can influence and control results. People will attribute the reason why something happens either to themselves (internal) or to the external environment. The internal locus of control rather is defined as the belief that one can influence events and situations in one's life through one's own efforts or skills and abilities. The individual believe that in life one has to play an important role, choose his or her own actions and tasks (Caggiano, 2012). Brockhaus (1982) and Gasse (1985) found that entrepreneurs have greater internal locus of control than the general population and therefore believe that the outcome of a business venture will be influenced by their own efforts. People who have high internal locus of control believe that they personally are in control of their destiny and that luck and fate have only a modest influence on the outcome of events. For them, personal destiny comes from within and therefore they tend to be self-reliant and independent. Hansemark (1998) also found that young adults participating in an entrepreneurship program developed a more internal locus of control. Empirical evidence (Pandey & Tewarry, 1979) shows that people with internal locus of control are more suited for jobs, which require initiative and independence of action. Among the most significant symptoms of the presence of internal locus of control are:

- To actively seek knowledge, tools and skills that allow you to better deal with different situations;
- To believe that every problem can be solved or at least analyzed, that every goal is achievable (with adequate resources);
- To believe in one's potential, and develop steps to increase them; be confident and persevere without fear of fatigue or possible failures;

- To have the "vision" of alternative courses of action to achieve a goal and the attempt to determine the probability of success of each path (strategic approach to the action lines).
- Some of the characteristics of external locus of control are:
- To perceive events as unpredictable, thus developing, with respect to them, a sense of powerlessness;
- To depend continuously from others rather than take action in problem-solving and finding solutions independently;
- To believe that external variables to be controlled are excessive and overwhelming respect to their abilities;
- To always attribute the negative results to fate or to others;
- To quickly lose motivation in the face of obstacles and difficulties.

The self-attribution that is more risky is the one that assigns to oneself an unpleasant event, while the external causes a pleasant one. The best thing for the welfare of the individual is to use the internal locus of control for both cases, that is, for both the positive and the negative event (Di Fabio, 2003). Despite the lack of homogeneity of the business population, it represents one of the critical aspects of the findings and definition of the characteristics of the personality. Carid (1993) has shown how the internal locus of control can be considered as one of the most significant psychological traits. In particular, it is associated with other defined entrepreneurial characteristics such as effectiveness, hard work, insight and initiative (Battistelli, 2001).

#### *1.1.4. Entrepreneurial Attitude and Propensity, Personal Attitudes, and Entrepreneurial Intentions*

In entrepreneurship research, entrepreneurial intention is viewed as an individual propensity or tendency to conduct entrepreneurial actions by creating new products through business opportunities and risk propensity (Ramayah & Harun, 2005; Kristiansen & Indarti, 2004). Entrepreneurial behavior is an action demonstrated by an individual identifiable with entrepreneurial propensity while entrepreneurial inclination is a direct antecedent of entrepreneurial behavior.

The behavior related to entrepreneurial actions depends on the evaluation (positive and negative) that a person gives to the entrepreneurial career (Ajzen, 2001). It is measured both with statements that require assessments (eg entrepreneurial activity provides more advantages than disadvantages) and with claims about the appreciation of such career (such as I like, is attractive) (Linan and Chen, 2009). The function of control of entrepreneurial behavior measures the level of difficulty that a person attaches to an entrepreneurial career. Krueger and Brazeal (1994), qualify the control function of the behavior as perception of Self Efficacy. Pihie and Bagheri (2011) stated that Entrepreneurial Self Efficacy was viewed as a particular character which was able to differentiate student entrepreneurs from any other disciplines, and the main individual character affecting intention and entrepreneurial behavior (Segal, *et al.*, 2005; Barbosa, *et al.*, 2007). In other words, whether or not one decides to become an entrepreneur is determined by the size of influence of entrepreneurial self-efficacy toward entrepreneurial intention (Boyd and Vozikis, 2004; Zhao, *et al* 2005).

Researches conducted in entrepreneurship indicate that certain factors influence the developing of the propensity in students to engage in an entrepreneurial activity (Siyanbola, W. Oet *al*, 2009). This facts are reported by, example, Shapero & Sokol (1982) who discovered that a common influence on entrepreneurship in Western countries is family background, where family origin in general was found to offer positive role models. More facts emerging from research show those individuals whose parents were either self employed or business owners to be more likely to become entrepreneurs than those from families without such entrepreneurial experience (e.g. Dunn & Holtz-Eakin, 2000; Laferre, 2001). Such a family background is said to transport knowledge, skills, self-confidence and also positive attitudes towards entrepreneurship, thus facilitating entry of their children into entrepreneurship.

Other factors influencing entrepreneurial propensities in students include availability of credit or financial support (Berger & Udell, 1992); government policies (Czuchry and Yasin, 2008; Hart, 2005); entrepreneurial education (Gorman *et. al.*, 1997; Kourilsky and Walstad, 1998; Fayolle 1997). The Global Entrepreneurship Monitor (2003) reported that males are almost twice as likely to start a new business as females, tracing this diversity to the relatively higher income potential of men.

#### *1.1.5. Social Valuation*

Studies on social valuation as it concerns entrepreneurship research focuses on examine the potential and contribution of culture, gender, education, family background and self-perception as factors of success in entrepreneurial ventures.

Studies by some scholars (Peterman and Kennedy, 2003; Zhao, Seibert and Hills, 2005) have verified empirically that certain factors of self-perception act as mediators between the personal and the entrepreneurial propensity. Recently, in a cross-national research in Spain and Taiwan, Linan and Chen (2009) have theorized and examined how the approach of self-perception can be influenced by the "cultural contingency." Linan and Chen (2009) found that the cultural orientations of people explain the variation of the strength of predictive factors of self-perception on entrepreneurial propensity.

Lindsay (2005) argued that culture must feature as a contextual variable in indigenous entrepreneurial attitude theory. Stephen et al (2010) reported findings of a cross-cultural study of multiple cultures whereby cultures were divided into two categories: performance based and socially supportive.

Mixed results have been reported regarding gender differences with respect to entrepreneurial motivation. A detailed study of a group of entrepreneurs carried out by Zafar (2013) indicates that male and female entrepreneurs differed about their reasons for success, especially about God-gifted qualities and hard work being main reasons for success. There were also influences from family backgrounds, years of formal education and medium of instruction.

Muller (2004) has reported that based on different socialization patterns of girls and boys, the career aspirations of two genders are likely to be different; and that extends to aspiration to opt for entrepreneurial career.

#### *1.1.6. Entrepreneurial Competence and University*

Competencies are defined as a cluster of related knowledge, traits, attitudes and skills that affect a major part of one's job; that correlate with performance on the job; that can be measured against well-accepted standards; and that can be improved via training and development (Parry 1998).

Zhao, Seibert and Hills (2005), analyzing 265 students from five different universities, argue that the relationship between entrepreneurial propensity and elements such as learning from courses on entrepreneurship, entrepreneurial experience, and propensity to risk is tangible, but mediated by self-efficacy.

A research conducted by Rasmussen, Mosey, & Wright (2011) on university students from four different universities shows that university spin-offs are usually based on ideas with highknowledge content and technologies that are radical in nature. Although academic research was a necessary conditionfor the business opportunity to be created, it was not sufficient for the new ventureprocess to start. Therefore, the need to acquire and develop some form of market relatedcompetency to initially frame the business idea was very important.

Sanchez (2011) argued that among the specific personality traits most linked to the entrepreneurialphenomenon are the following: self-efficacy, proactiveness, and an inclination towards risk-taking. He believes these have close link with self-employment. Sanchez's focuses on the effect of entrepreneurship education on the entrepreneurial competencies of university students. His approach demonstrates that the personality traits can be influenced by university education but goes beyond that.

## ***1.2. Entrepreneurial Attitudes that Relate to Workers***

### *1.2.1. Pro-activity*

The meaning of "pro-activity" lies in the ability to foresee problems, needs, and change. A proactive person is the one who knows how to operate without waiting for something to happen and takes the initiative to realize what is right and necessary. To take a proactive approach means being able to perceive future trends and changes in advance in order to plan the appropriate line of actions in time. In other words, pro-activity identifies the ability to react to events in a conscious and responsible manner, not allowing one to be conditioned by his/her feelings of psychological impulse and environmental circumstances outside. If proactive people identify opportunities and act with them, this, in turn, translates into the ability to influence the environment by creating their own environment (Bateman and Crant, 1993).

Pro-activity improves performance (Grant, 1996) and promotes the ability to reach career goals reducing the levels of uncertainty and anxiety (Saks & Ashforth, 1996). In a research finding on cross-cultural competence, McClelland (1987) traced pro-activity as one of the three common traits regarding the personality of the successful entrepreneur without particular consideration of their different countries of origin or type of businesses. One of the three skills that he traces is the proactivity linked, in turn, on factors such as the initiative and assertiveness.

Other authors have also affirmed that pro-activity is a trait in the entrepreneurial mindset (Shapero, 1975; Krueger, 2003). Shapero's model (1975) argues that entrepreneurial thinking includes proactivity with regard to new opportunities, suggesting that it may be difficult to perceive a potential opportunity as credible if there was no certain propensity to act. Shapero proposed locus of control as an activator of this propensity, other studies mention the learned optimism (Seligman, 1990). In both cases, however, pro-activity would result to a significant predictor with respect to entrepreneurial intentions (Krueger and Norris, 2002).

Pro-activeness is concerned with 'first mover' and other actions aimed at seeking to secure and protect market share and with a forward-looking perspective reflected in actions taken in anticipation of future demand (Miller, 1983; Covin and Slevin, 1986; Lumpkin and Dess, 1996).

Somehow linked to pro-activity is also another variable often studied in the field of entrepreneurship as involving the use of productive, creative and active strategies, here we mean personal initiative. With this construct, we refer to a behavior characterized by the drive to launch, autonomy, persistence to confront obstacles, and then, an active approach to work. As has been shown by Kuhl (1992), there are differences in the rate of transformation of intentions (goals) into actions. In as much as we are supposed to develop initiatives, it is necessary that people are motivated by long-term goals and that they are mainly action-oriented and non-static (Battistelli, 2001).

### *1.2.2. Risk Taking*

Entrepreneurs are, by their very nature, bearers of uncertainties since they are continuously confronted, in a voluntary or involuntary manner, with the challenges posed by ambiguous situations and the possible loss of financial or social capital. It is

precisely this spirit of foolhardiness that encourages them to turn their attention and efforts towards the realization of new businesses.

Contrary to common thought, entrepreneurs are not "unconscious gamblers", but select the risks in order to avoid the ones that are most critical for the survival of their business. They are, in fact, able to calibrate the level of risk that combines potential reward and personal ability to manage uncertainty (Osborne, 1995). The entrepreneur must not only be risk taker, but also risk handler, whereas with this term we want to define an individual who rationally measures the risks and with the latter confronts oneself (Longenecker and Schoen, 2001). The management of risk is, furthermore, defined as a process whereby we identify, analyze, mitigate and prevent the potential risks of an enterprise in order to balance the cost of protecting the company against the risk and the cost of exposure to the latter. The ideal way to address risk, according to this theoretical approach, is to consider risk management from the beginning, keeping it under control from the very first stage.

The studies carried out by Brockhaus (1982) confirm what has been said through the collection of numerous empirical data. According to this author, entrepreneurs tend to have only a moderate risk-taking propensity (to an extent similar to the rest of the population), they are however described as capable of accepting the Knightian (Knight, 1921) uncertainty, the critical aspect of the new approach opportunities. Entrepreneurs, therefore, tend to deal with the risk in a pro-active manner. The ability to manage risk and pro-activity are competences of assessment with respect to all those sources of risk that threaten the achievement of the strategic objectives of the enterprise. The latter are carried out effectively to find a solution before it's too late. In conclusion, the capacity to manage risk is the ability to prevent or minimize before the risky - event manifests itself at the expense of the company.

### *1.2.3. Employability*

This construct is inserted in that part of the research methodology that fits into the aspect of positive psychology, in other words, it makes part of psychology that deals with the study of the aspects that can promote the well-being of the person. It is always increasingly threatened by the instability of work, now uncertain and insecure. The new professional scenario is the focal point of this construct, since it consists of variables

that are useful to the modern worker, a person immersed in the new conditions of employment, an individual who needs new tools to perform better in deeply changing working environment. Moreover, studies on employability arise mainly in relation to changes in the labor market and in the light of the gradual modification of the contracts and the fragmentation of careers.

This brings us to the concept of 'job security' and professional stability, which has been treated by Kluytmans & Ott (1999). And in order to face this challenging and turbulent development, it is required that workers manage their individual level of change in the context of job. This personal ability to manage change, united with availability and adaptability, is essential today for success in one's career (Hall, 2002). In all, entrepreneurship education seems to have a positive effect on the employability in terms of job experience, creativity in the current job and annual income earned of the alumni presently in paid employment.

#### *1.2.4. Engagement*

Work engagement could be defined as a "psychological condition associated with work, positive and satisfactory, characterized by vigor, dedication and involvement." Outside a transient and specific state, engagement refers to a persistent and pervasive cognitive – emotional state, not focused on a specific object, event, individual or behavior. Such concept is narrowed down to three specific dimensions:

- **Vigor:** the vigor is characterized by high levels of energy and mental endurance to stress at work, being willing to invest energy in their work, and persistence even in the face of difficulties.
- **Dedication:** the dedication refers to the feeling of devoting oneself to one's own work and, consequently, experience a sense of meaning, enthusiasm, inspiration, pride and challenge.
- **Involvement:** involvement is about being fully concentrated and happily absorbed in one's work, in such a way that one feels that time passes quickly and finds it difficult to stop working.

This conception on three dimensions of engagement is very similar to the one introduced by May, Gilson & Harter (10) according to which the engagement is formed by a physical dimension (eg. "I put energy in doing my work"), from an emotional dimension (eg "Truly I Work with my whole heart") and a cognitive dimension (eg

"When I work I am so involved that I forget everything else"). The three components correspond to the three dimensions of Schaufeli & Bakker: vigor, dedication and involvement.

## **2.0. Values**

Personal values have assumed a considerable importance in the social and scientific reflection (Meglino & Ravlin, 1998), particularly in the social sciences, namely, anthropology, psychology, economics and political science (Caprara, 2011). Values are the principles that dictate the aims, standards of behavior and priorities in different areas of people's lives from private to public. Values can be conceptualized as mental representations of what is truly important in the lives of individuals and are able to motivate and to foster the necessary skills needed to achieve the objectives that people have set for themselves (Caprara, 2011; Caprara, Alessandri & Eisenberg 2012). Values, in their strictly volitional dimension, are fundamental for the giving of access to the opportunities that the environment offers to support an individuals' commitment. In the same sense, by motivating the individual, it creates the opportunity to try his/her personal capabilities that have not yet been expressed in order to fully exploit such capabilities and the manifestation of individual potentials (Caprara & Cardinal. 2008). In particular, all values are important although under certain circumstances and moments in life some become more prior to others (Caprara, 2011). Shalom Schwartz, one of the most influential scholars in the study of values has proposed taxonomy and a classification of human values. His theory of universal psychological structure of human values (Schwartz & Bilsky, 1987), has been confirmed in more than two hundred linguistic and cultural backgrounds. In particular, the model of Schwartz includes ten basic universal values (Power, Success, Stimulation, Hedonism, Self-Direction, Universalism, Benevolence, Tradition, Conformity and Security), which are outlined within the organizational contexts. These values represent the importance and the order of priority that individuals attach to different values, ultimately allowing one to make predictions about the choices and behaviors that people demonstrate (Capanna, Vecchione & Schwartz, 2005).

It seems very necessary, therefore, to implement measures to promote the creation of new businesses, in order to exploit the new opportunities provided by technology and market underway in Nigeria just as in some European countries like Italy. This will help

to replace the companies that fail to be efficient and productive thereby making the marketing competitive and interesting. Over the years, there are many contributions on the connection between values and the labor world (Trentini, & Bellotto, 1999; Bellotto, 1997, Super, & Sverko 1995); and values between personal and professional choices (Mattocks, & Chirumbolo, 2009; Vecchione, & Mattocks, 2005; Castles, 1996; Judge, & Bretz, 1992).

Hence the idea of developing a research that could analyze the connection between values and entrepreneurial attitudes which are identified among university students that are applicable within an organizational context. The present research, therefore, aims to investigate the influence of personal values and entrepreneurial attitudes of students who are either in full time studying and working in specific organizational dimensions, fundamental to the success of the company.

### *2.1. Personal Values*

Values represent the construct of interest in this research and one of the greatest scholars, Rokeach, defined them as references to the ideals that guide the life of every person, that indicate something toward which human makeup can and should go. They are beliefs about the ideal standards of conduct and represent what drives a man to conceive something as personally or socially desirable (Rokeach, 1973).

It becomes, therefore, important to understand that the functions vested on values and their classifications are:

- To Provide models that guide, motivate and determine behaviors, actions, thoughts, justifications and the way in which we present ourselves, relate with others;
- Manifesting the human and social needs, since values are mental representations of individual, institutional and collective needs.

Thus, they provide, on the social level, the principles of assessment for the rights and duties shared socially, and on the individual level sort the objectives and act as regulatory standards to judge the actions taken (Caprara & Cardinals, 2008). Values are formed early in life (Meglino & Ravin, 1998) and are mostly socially acquired through communication with parents, teachers, friends, through various role models (Rokeach.1973), through the means of mass communication and even through the active

role of individuals who choose and shape the social factors that influence them (Caprara & Cervone, 2002).

Rokeach distinguishes values by reason of the purpose to be achieved: instrumental (refer to the media or behavioral standards preferred in order to reach the terminal values such as interdependence) and terminals (describe final states of existence such as freedom).

Rokeach also qualifies the values as "a permanent conviction for which a particular style of life (instrumental value) or purpose of existence (terminal value) is preferred to other styles and purposes. Rokeach (1973) in other words also defines the individual value systems "permanent organization of beliefs concerning particular lifestyles or purpose of existence along a continuum of relative importance".

Values consist of aspects relating to the contents of the intensity; the first specifies what is important, while the latter specifies the importance of the value. The classification of an individual's values in terms of intensity produces the value system of the person who guides his behavior (Rokeach, 1973). This system, though stable, can change the hierarchical order of priority values, accordingly to the changes that occur during particular periods of life such as adolescence (Sinisalo, 2004; Porfeli, 2005). In addition, the change can also be induced by changes that occur in the personal, cultural, social, or when the priorities are declined in value-specific issues (Seligman & Katz, 1996). The value-priorities differ among people for the intervention of variables, which refer to religious education, political orientation, and intellectual development, identification with the sexual role and finally the degree of internalization of cultural and institutional values (St. Aubin, 1996).

Despite the heuristic potential of the conceptualization of Rokeach, his theoretical model has as its main limitation the fact that they do not consider the relationships that are created between the different values (Capanna, C., Vecchione, M., & Schwartz, S., 2005).

Schwartz's theory on universal psychological structure of human values (Schwartz & Bilsky, 1987) has been influenced by the work of Rokeach (1973) and Kluckhohn (1951). Schwartz says "a value is a concept that an individual has of a cross situational purpose (instrumental vs. terminal) which expresses interests (individualist vs.

collectivist) connected to motivational domains, which are assessed on a continuum of importance (from very important to unimportant) as a guiding principle in their lives." (Schwartz & Bilsky, 1987, p. 553).

Schwartz (1992) argues that the values being desirable transcend specific situations and depict regulatory models used to judge and choose between different ways of behaving and acting, therefore, as guiding principles in people's lives. Furthermore, values are placed in an order of importance, which form a system of value-priority (Schwartz, 1992, 1994). In the model proposed by Schwartz, the values are denoted as cognitive representations of three forms of universal human needs:

(A) The biological nature of the organism;

(B) The socio-institutional nature which supports and maintains the common good of society;

(C) The fundamental social nature which coordinates the interpersonal relationship.

Schwartz has identified ten basic values which are: Power, Success, Stimulation, Hedonism, Self-Direction, Universalism, Benevolence, Tradition, Conformity and Security:

- Power reflects the importance that people attach to their social status, prestige and dominance or control over other people;
- Success addresses the need to demonstrate one's competences with the purpose of obtaining social approval;
- Stimulation comes from the need for multiple and continuous stimuli to maintain an optimal level of activation;
- Hedonism reflects the importance of the pursuit of pleasure and self-gratification;
- The Self-Direction is derived from the needs for independence of thought and action;
- Universalism translates the need to understand, appreciate, tolerate and protect all people and to respect nature;
- Benevolence reflects the need to preserve and promote the welfare of the people who belong to your group;
- Tradition comes from the need to respect and accept the customs and cultural and religious beliefs, which provide a significant link between the past, the present and

the future. Besides, who possesses this value does not necessarily share the status quo and can try to change it by leveraging the aspects of tradition;

- Conformity is derived from the need to limit actions that might upset or harm others and violate social expectations;
- Security meets the needs of safety, harmony and stability in relationships with other people and society in general.

The model of Schwartz (1992) is universal and with a relevant validity and generality. The structure of the model of Schwartz (1992), concerns the conceptual organization of the values, which are proposed as an integrated system and are represented along a circle according to their degree of compatibility and contiguity. The adjacent variables have positive relationships. They are more similar and compatible with each other (Benevolence and Universalism), while those that are more distant signify the reverse (Benevolence and Success). It is clear that along the spatial representation, if a value is relevant, even those that are found to be in positions adjacent to it will be, however, if the values are in the opposite position, due to the importance attributed to one, corresponds to the lesser importance attributed to other (Schwartz, 1992). The model conjectured by Schwartz (1992) and circumplex or "almost circumplex", since the values Tradition and Conformism are positioned on the same corner, in which the first assumes a more external location in space relative to the second, denotes that the two values refer largely to overlapping purposes between them.

Such purposes are: respect for and acceptance of the customs and ideas imposed by cultural or religious tradition (Tradition) and the containment of actions, inclinations and impulses likely to upset or harm others and violate social system or norms (Conformity). Tradition and Conformity refer to a more extended, namely: the subordination of oneself to the expectations and norms that are socially imposed (Schwartz, 1992).

The ten values identified by Schwartz can be represented jointly in a two-dimensional space, consisting of two large bipolar dimensions, which coincide with large families of values (figure 1):

- I. The Openness to Change (Self-Direction and Stimulation) vs. Conservatism (Tradition, Conformity and Security): this dimension reflects a conflict between Emphasizing independence of one's own thoughts, feelings and actions and the preference for a submissive self-restraint, for the observance of the practices dictated by tradition, by conformism and to protect the stability and security;
- II. Assertiveness the (Success and Power) vs. self-transcendence (Benevolence and Universalism): this dimension reflects a conflict between the pursuit of personal success and dominance over others and acceptance of others and commitment to their well-being (Schwartz, 1992).

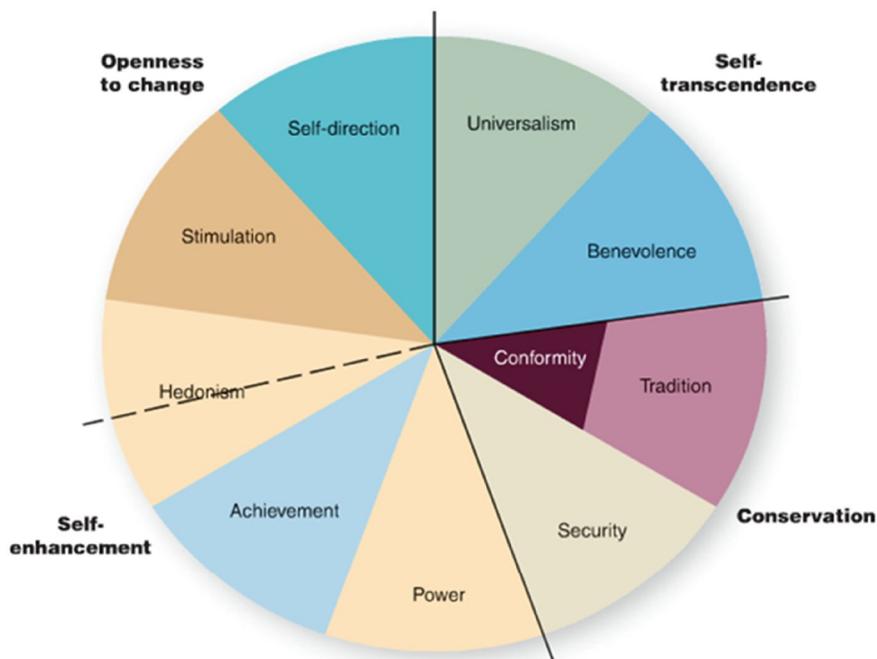


Figure 1: The structure of the prototypical value systems (Schwartz, 1992.)

A particular aspect of the model is represented by the value Hedonism, which in some research lies with the values of Stimulation and Self-Direction and in others with values of Power and Success. Therefore, it does not assume a decisive accommodation represented space. For this, it is represented included in dashed lines (Schwartz, 1992, 1994; Schwartz & Blisky, 1994; Schwartz & Sagiv, 1995). In this model, they have significant connections that are created between the different systems of value preferences. The moment you try to reach an implicit goal in the value, you will put in place the actions, which determine the psychological, social and practical results which could be reconcilable with each other or not, depending on the compatibility and closeness that exists between the values that determine the actions (Caprara, 2011).

Sometimes it could happen that in different contexts conflicting values dominate and that the same values acquire a different significance in different areas or periods of life. For this reason, the search for power in a work environment is not discordant with benevolence towards our loved ones. In addition, the pursuit of pleasure and acceptance of the customs gain importance at different times of life, the first at a young age and the second during the senility (Caprara, 2011). Nevertheless, it has been discovered in different cultures that rarely people who are constantly in search of power are also oriented to benevolence, while it may be verified that individuals who hold power are also very prone to success. Analogically, those who attribute great importance to the welfare of all people (Universalism) assign much importance to protect and promote the welfare of the people who are close to them (Benevolence) (Schwartz & Sagiv, 1995).

## *2.2. Values and Personality*

According to the research made by Capanna, Vecchione and Schwartz (2005) there is the need to deepen the research into the type of relationship that values have among themselves and with other variables related to the personality of individuals and to investigate how these constructs interact to control the action of the individual. Specifically, a person is a self-conscious being which is endowed with self-reflective, self-regulatory and self-generating elements, and therefore, is able to act proactively in the environment in accordance with their values and goals (Caprara, 2011). The individual is affected in the course of his/her development with regard to aspects of life related to heredity, culture and interaction, but also by the proactive role that the person plays in determining what they want to become (Barbaranelli, Caprara, Rabasca, 1998). Values represent the guiding principles and relate to what the individual "wants" and work together with other structures such as personality traits that correspond to the basic structures or what the person "has" and the reasons referred to this which induces individuals to implement certain actions induced by the desire to achieve positive incentives (Caprara, 2011). In particular, the values are made up of beliefs about how people should behave (Meglino & Ravlin, 1998), and personality traits include the fundamental trends, which create coherent patterns in thoughts, feelings and actions of individuals. Together, these constructs are used to define and organize the aspects that characterize the overall personality of the individuals. It is shown that the traits and motives operate at a level deeper and more unconscious than the values and hence can escape the control of the person. Values instead act as guiding principles of which

makes one aware and which determine the priority or importance that the different values should have in different circumstances (Caprara, 2011). In terms of evolution values originated successively to the motives and traits, as they are the result of processes of acculturation and assimilation that unfold over time to meet the basic needs of existence and social cohesion (Caprara & Cervone, 2002; Caprara, 2011). Values have a decisive role in defining personal identity, to ensure the assets and the social control and to determine the motivations of individuals. They also activate the relationships between people and express how much sociable the individual is. They form the identities of people and the way in which these identities in turn contribute to the cultural identities (Caprara, 2011). The values represent interpretations on how to behave socially in a desirable way. If the individual experiences guilt or shame, it manifests when the actions taken are at odds with the social expectations on how to behave socially in a desirable manner, which the person has internalized. When you take a conduct in keeping with its values you feel a feeling of well-being, while, when you transgress you have a feeling of malaise (Caprara, 2011). However, individuals form objectives which they attribute value to by drawing from their attainment of satisfaction and pleasure and avoiding, at the same time, to carry out activities contrary to their own values, which otherwise would arise feelings of blame and guilt (Caprara et al., 2008 ). Values allow you to test the resources of which the individual possesses in the realization of their set objectives with the aim of enhancing and unveiling fully both their capacity and the potentiality (Caprara et al., 2008). They also have been linked to important behavioral outcomes such as pro-social behaviors. The latter refers to voluntary actions taken to bring benefits to other people such as sharing, giving, caring and support (Batson, 1998).

In particular, the relationship between traits emerge from studies of Caprara, values and the beliefs of self-efficacy that represent the beliefs people have about their ability to successfully deal with specific situations.

From the studies carried out by Caprara, Alessandri & Eisenberg, (2012) it is found that values of self-transcendence (universalism, benevolence) affect by means of empathic beliefs of self-efficacy about pro-social behaviors.

In addition, the values of self-transcendence mediate the effect of trait empathic self-efficacy beliefs; the latter in turn influence the prosocial behaviors. They provide a

means to transform the personal tendencies of friendliness in pro-social actions (Caprara et al, 2012). It is therefore advisable to always consider how values operate in concert with other personality variables in shaping human behavior and dictate what are the priorities and objectives along the arc of life and in different social contexts.

### **3.0. Between Values and Organizational Culture**

The culture of a people is expressed in everything that the people think, create, use and possess, namely the union of the intellectual heritage with that of material. Looking at the type of works made by man and by referring to what was already present in nature, one can capture different information regarding a specific community of people and culture that characterizes it. This covers the body of knowledge, conventions, norms and values that govern the different modes of action of individuals in a social group and the interactions that take place either inside of it, or between this and the Environment in which the group exist.

In the same way, we can identify the culture of a company. The way, in fact, in which the natural environment is modified by these organizations and the types of relationships that weaves the together with the other actors allow us to interpret the needs and values that govern the act. These elements, in fact, are determined by several factors, first of all, the structure of the socio-economic environment in which each company operates. In particular, great influence is exerted by the legal-institutional context itself. Other factors are characterized the type of company and its code of conduct, the system of objectives that address the economic activity, the tools used to achieve these objectives, the forms of cooperation or conflict that the various parties put into effect to adapt and dominate the changes in the environment. Finally, and not the least important, the processes of creation of value activated and the type of benefits produced or of the services rendered.

We can, however, affirm that every company is influenced and, at the same time, influences an anthropological culture, by this term it means all the legal, economic, religious, political, scientific and artistic canons that characterizes a particular group of people. We must not see, in fact, the corporate economics culture as something alien and detached with respect to, for example, religious or scientific culture. This is because, although in a different way, they always have the man as the main object of their interests and therefore inevitably tend to influence one another (Catturi, 2012).

The corporate culture, on the one hand, is biased in from the outside world and, on the other hand, reflects the culture of the people who work inside. In the enterprise, in fact, it remains an element on the border between the wealth of personal experiences of the entrepreneur and the perception that all the workers who are attached to the productive activity have this patrimony. The entrepreneur, therefore, is called upon to perform specific virtues necessary to pursue the long-term success. Only if the action arises from the entrepreneurial heritage of virtue, you may find the basis for a harmonious development of the company.

In addition, the corporate culture is unique, because these organizations are managed by socio-economic human beings, who act according to the perception of what they believe to be a first value for their person and, eventually, for the organization representing and of which they form part. Depending on these values, or their hierarchy, it is easy to deduce it, and the various company management and the objectives it seeks to achieve.

Ruisi (2008,) affirms that values play a key action in the production process since they help to harmonize individual goals with those of the company and the environment. They are obtained through study, reflection and the example of others and it is only experience that permits its consolidation. They, in addition, motivate and define the decisions of those involved in business management and guide to action.

Every company adopts, in this respect, a certain system of values which aligns to its activity. It can be made explicit in an official document called the "charter of values" or "code of ethics", containing the principles on which lays the foundation that underpin the culture of the company, namely: the statement of responsibility towards all categories of stakeholders with which such socio-economic organism interacts, the clarification of corporate policies on ethics in business and rules of conduct to which employees must comply. In the charter of the values are then established guidelines which standardize the various operations related to the internal management of the company, namely those relating to the various organs that make up the corporate structure and those on the contrary who see the involvement of other socio-economic units, which act in the same environment and which constitute the external management. Enclosing the particular values of each company, of course, also the code of ethics will be unique, unrepeatable and non-transferable to other similar entities, the latter having a specific history and their different values.

In practice, one can navigate on a single principle, which is the ultimate purpose of the production, which is at the top of the pyramid of values, be it profit, a social, business growth, technical excellence, and so on (hierarchical conception), or a system of values, each of which represents a value of the company is not in and of itself, but only insofar as it joins the others in a dynamic system (design of circular type). The principles can be conceived as profit, efficiency, productivity, cost management, customer service, respect for persons and the environment, innovativeness, creativity, etc ...They, despite being ethically positive, if taken individually do not allow the company to achieve success. To achieve this end, it is necessary to integrate other values, according to an entrepreneurial vision "unitary and unifying" who knows how to manage and direct all towards the achievement of the ideal more important, namely that "business excellence".

Further classification of corporate values is provided us by Sorci (2002) in the following way:

- Meta-corporate values, namely honesty, human well-being, justice and other values that cannot be said to be "factors of production", but that influence moral decision-making within the company;
- Institutional values, that is, the principle of conservation and development, as well as that of the search for social consensus to be achieved through the implementation of strategies in line with the demands of society;
- Business and organizational values, which emphasize the importance of innovation and other values in the culture of successful companies considered and analyzed, starting from empirical studies.

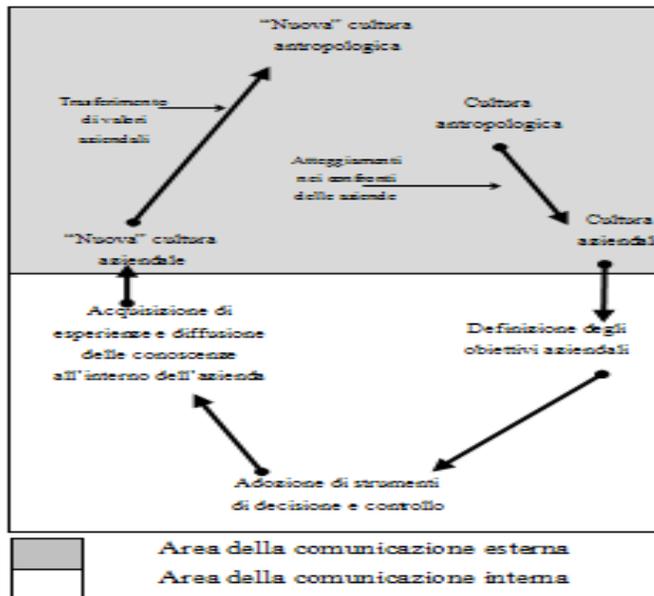
According to the author, therefore, to achieve entrepreneurial success should be a summary of these values, which will give importance to the customer, to the people in general, but also taking into account cost-effectiveness of the management and innovativeness.

The same Sorci speaks of "excellent companies", that is those companies in which the so-called meta-corporate values can become the main factors of production; a business model in which awareness of its mission is high and generally accepted, a *modus operandi* in which new values are involved, usually placed in the second floor or taken into account only after obtaining the results more than enough. We are talking about the

importance attached to the work, innovation, and freedom of expression and the transmission of knowledge to new recruits who join the company.

Based on the values of which we have discussed so far, the corporate body develops tools for decision-making and control in order to check the proper achievement of the objectives and at the same time further knowledge diffusion forming a new corporate culture. This, in turn, affects the environment and gives rise to a different anthropological culture. Similarly, the reverse process takes place, namely, that the structure of the social environment conditions the objectives, which the corporate organs set to achieve. The following diagram shown below can represent this trend:

Figure 2: Correlations and interdependencies between anthropological culture and corporate culture



Fonte: G. Catturi (2003: 92)

The above diagram does not show a closed circle that brings about every the same results all the time. On the contrary, it is open, indicating that the results obtained previously are not final, but provisional: they will be added continuously to other knowledge and innovations that will form new cultures of arrival. In addition, each element of this process is influenced by the previous ones and, in turn, influences subsequent ones in a process of reciprocal action between corporate and anthropological culture. In fact, as the culture of a community of people affects the socio-economic

environment and therefore on the internal culture of companies, in the same way, the latter will condition the other two.

In conclusion, we can say that companies are a constitutive part of the environment. The relationship between these two elements is always active and involves a mutual exchange of knowledge, culture and values, just as it happens between human beings and the society in which they live. For this reason, companies should not be considered as separate entities, but rather as organisms with the ability to communicate and interact, in a continuous and durable manner, both with their likes and with all the other players who are in the same context.

The companies are strictly linked to the environment and constantly interact with it. If there was no constant exchange of resources and knowledge between these two entities, organisms involved in the production of goods and services would not be able to complete their mission.

When we speak of the relationship between businesses and the environment, we are not referring only to the natural environment in which economic entities are inserted, but also to the market, that is, in that specific part of the environment in which you perform operations essential to the life of the company and in which other business units are located and operate including various types of relations that are established according to the economist Ignazio Musu (2003). In addition, to separate companies from their environment would be a serious mistake, because, as we have already said, they vary radically due to the variety of the latter and cannot be fully interpreted without reference to the political and social world in which they play their activities.

Today, the increasing complexity of the environment, the process of globalization and the change of the political and social arrangements do not allow business organizations to accomplish their mission autonomously, just because they succeed to be self-sufficient. It is therefore necessary that the business activities evolve. This applies to all companies, even the smaller ones, which so as they are able to occupy a place in the wider global market, they need to implement strategies of aggregation- cooperative type with other similar organizations.

The consideration of issues related to work is an integral part of the economy and law. In the post-modern world, one of the key elements that emerge is the growth of uncertainty and insecurity.

Another factor of great importance in the present scenario is the emergence of the concept of human capital, which is the idea of a qualification of the labor force measured as a factor of economic development other than competitiveness (Reich, 1991).

Work (labor), risks, therefore, to lose in the post-modern character of the ethical foundation of society: from "the reign of order and control" the work becomes the realm of the game, of short-term strategies, segmented and labyrinthine. *That which is affirmed, vice versa - in parallel with the processes of "individualization" - is especially the renunciation of the value of purposeful work and therefore a renunciation of their ethico-social dimension* (see Giuditta Alessandrini, 1996).

*“Il lavoro è un bene dell’uomo” – si legge nell’Enciclica “Laborem exercens” – è un bene della sua umanità, perché mediante il lavoro l’uomo non solo trasforma la natura adattandola alle proprie necessità ma anche realizza se stesso come uomo ed anzi, in un certo senso, diventa più uomo* (Cfr. Giuditta Alessandrini, 1996).

In this sense the Church's social doctrine enhances human labor (work) as a fundamental dimension of human existence and at the same time it emphasizes the importance of training the individual. Work should therefore be respected as a moment of personal development towards the full realization of his humanity.

The activities of the work, beyond their objective content, must serve man to realize his humanity, to fulfill the calling to be the person that he is by reason of his humanity.

In the civil society, we need to rediscover the spiritual meaning of work, in the sense of its contribution to the progress of man in the society: this is the deeper understanding of the meaning and value of work from the point of view of the pedagogico-social disciplines. These disciplines oversee, in fact, the conditions for a harmonious development of the person. Work situations that could violate the dignity of the human person (that is, the centrality of his being in the universe), or situations that endanger the security conditions in which the human person carries out his work performance, are to

be condemned due to their low nature with respect to the "Divine" nature of the human person. In this view, the primary basis of the value of work is man himself.

*“La pedagogia del lavoro, interpretata nella complessità dei significati emergenti nel corso del suo evolversi, è per definizione lontana da una visione meramente economicistica del rapporto esistente tra l’individuo ed il lavoro. Lo sviluppo di un concetto pedagogico del lavoro può essere interpretato in una duplice dimensione, come promozione della dimensione educativo-formativa ovvero come preparazione del soggetto al sociale (intendendo per sociale l’educazione alla partecipazione democratica alla vita pubblica)”.* (Cfr. Giuditta Alessandrini, 1996).

The socio-economic context is always becoming increasingly modified. This is as a result of various factors due to, on the one hand, the world economic globalization and on the other by the last global economic crisis that began in 2008 and still in progress with strong repercussions facing all social actors (public and private), workers, and young people. Economic globalization, the challenges of the knowledge society, have highlighted how companies and workers should contribute to the overcoming of this economic crisis that we can no longer refer to as a moment of crisis, but has become a reasonably a long period of crisis. Therefore, today it is thought to be crucial for both companies and public administration, to engage in the investment of resources to the training of personnel, bringing the same to acquire new skills, make it more complete, but above all form a person who is able to manage problems and work to find a solution. Today, in fact a major problem for companies is to be able to address the problems related to insecurity and instability that characterize this globalization. Organizations, for their own part, must continue to maintain and produce knowledge through more and more sophisticated learning strategies which aim to achieve the goal of learning to learning, that is, to develop capacity exploratory models of change for both subjects and for the organization. And here then is what for the society in its complex is defined as the need for knowledge, for the organization it becomes a need for training. A training that:

- May not be a professional technical specialist "training", anchored in the concepts of pure technological efficiency and closed productivity"but will have to be open to acquisition of skills or meta-skills people can use in a variety of contexts;

- May not find in simple modality of the "pre-packaged and good for all occasions" course the answer to the needs of growth and learning, but to look at these objectives in terms of pathways and process;
- May no longer see their subject as a separate unit from the system, but as an active resource, unique and original, "placed in its daily emergency" (Varchetta, 2000).

A "new" training that ensures that the knowledge and skills possessed by the organizations are to be shared among the members of the organization by creating and encouraging opportunities for connection between individual learning and opportunities to transfer to the groups and organization.

The same corporate structure, with its staff, the techniques and equipment used, must account for the institutes, the phenomena and external economic conditions of the world.

The type and breadth of relationships that each economic player is able to create and nurture over time become, therefore, elements of considerable importance to business success. This is the new economic potential of companies. A practical example of such affirmation is provided to us by Basta, who warned not to confuse the availability of an asset with its possible use saying: "two people with equivalent assets, but with relations and friends not equally rich and powerful, cannot be said to have the same economic conditions". With this example we can easily deduce how the structure and operation of companies depend only in part by the internal characteristics, and above all rather, by the position each cell occupies in the network of relationships with the outside.

The basic relationships that are established between corporate bodies and between them and the environment, has to do, first, with the production and consumption. These two functions bind each productive entity. Activating processes of value creation, companies inevitably consume resources, some of which have been provided by the territory while others from supplying institutions, and at the same time producing goods whose destination is the environment, understood as a set of social, institutional, economic actors and so on. This continuous exchange of resources implies that there are some contacts, but also between workers and the above-mentioned actors. This is because each cycle of production cannot do without the supply of resources to be used to create the final product, which, in turn, will be consumed by customers.

Among the various companies exist, therefore, more or less intense constraints of a technical (sharing of production techniques, information on economic activity, etc.), Economical (exchange of goods and services) and financial nature (inflows and outflows of cash or of its securities representative, that is credit and debit money). This causes the life of each cell to be influenced and influences that of the other. For example, Riparbelli (1962: pp. 45-48) distinguishes four types of relationships:

- *Relations of dependence or subordination*, that is, relations that are established, vertically, between each company and those providing, on the one hand, and those customers, recipients of the services rendered or the goods produced on the other;
- *Relationships of concurrency*, when they affect different companies that operate concurrently, in fact, in the same sector of activity;
- *Relations of complementarity*, when it occurs between companies whose goal is the attainment of complementary products in the consumer or that which is obtained with productive factors of complementary origin;
- *Relationship of a general nature*, that is, relations that are established between companies from different sectors, but are part of the same overall economic system.

With regard to the benefits and the opportunity to build relationships and interdependencies, Ruis (2011) states that they relate to the achievement of specific "economies" (for example, scale, scope, learning); reducing the time and risks; the overcoming of obstacles and the exploitation of legal opportunity; improving business flexibility, that is its ability to adapt to changes in the surrounding environment; a greater influence on the dynamics of the industry and concurrency control; and finally, obtaining of resources, materials, and not in difficulty to acquire from the market due to conditions too onerous. In short, the set of relationships that are established between different companies, as well as forming part of the economic potential of the companies themselves, with greater frequency and stability, can profoundly improve the quality of life of all local businesses. To achieve this, it is necessary, however, that such exchanges are implemented with connection and continuity.

However, companies not only interrelate with other similar organizations, but with all actors of various kinds that exist and operate in the same environment. We're talking about local, regional and national political and administrative entities and health of the banking institutions, the community of people in which a certain company is inserted,

trade unions, customers and many other actors involved in the daily life of a company and that which influences the type of management and the choice of objectives to be achieved. Consider, for example, the local institutions.

Each socio-economic subject, even before they start their own productive activity must require a whole set of authorization from the local administration in order to get permission to build in a specific location or to convert the intended use of an existing building, or to obtain the licenses necessary for the performance of their duties. In addition, like all citizens, even businesses apply as necessary to law enforcement (the police, the military, Civil defence, etc.), to the courts for the resolution of legal disputes, notaries to draw up the various acts that characterize the emergence and existence of any business and all the other institutions that represent the state in their local events. In its regional or national level, however, the institutions intervene with their laws and regulations to which all interested parties must abide. Consider, in addition to the political authorities, including those of national regulation, which lay down certain limits that can affect the price of a specific type of asset (for example, the price of gasoline, gas, pharmaceuticals, transport, power electricity, etc.), or lay down the rules for the competition.

The companies activate relationships with the insurance companies, with the health authorities, with social security institutions, in order to get insured all employees and self-employed and part of those public bodies that deal with safety in the workplace, with employment centers and other similar institutions. The relationships with credit institutions, otherwise, with regard to the companies for many reasons ranging from simply opening a bank account, the request for loans, tax wavers, even up to listing on the stock exchange.

With regard to the community of people who live in the same territory in which a company is located, the community interacts with the later, since, as is often the case, a part of the population works within the business unit and then, other than the labor and work force it brings into the company, the people equally bring within the structure the knowledge and culture of the place. Beyond this, the local community can promote or hinder the company in question, assuming various behaviors. Consider, for example, the numerous protests that the inhabitants of an area may be engaging against a factory that pollutes the environment, or on the contrary, the events that come to life to avoid the

closure of certain plants, that would result in the loss of work of some members of the community. In the latter situation, in particular, the trade enters to take over, whose purpose is to interact with companies to defend and guarantee the rights of workers.

Other reports see the protagonists as the companies and customers. The latter, in fact, have considerable influence in corporate politics. They are the ones who determine the fortune or failure of a product, but also of certain management strategies (Passaro, 1994, no. 1). Thanks to customers and their level of consumption that company managers recognize the need to modify or to maintain its working processes or the fruits of their working activity. Furthermore, the consumption more or less fully determined material or immaterial benefits inevitably influence the purchase price.

In essence it can be seen, almost paradoxically, for a company the relationships more hard to maintain are those of a social character, that is, those that are not regulated by statutes or written law, as it happens, on the contrary, in the inter-relations or in those between companies and institutions (Passaro, 1993). The variability and mutability of this type of relationship has led to very different results, but at the same time, too important to be ignored by various experts. For this reason, the social impact is, today, one of the factors that are taken into account more and more frequently, if you intend to start a new business.

By placing greater emphasis on the social repercussion that companies can determine, it reinforces the notion, expressed earlier, that these socio-economic organisms are very close to the life of human beings.

This means that the mode of operation of the enterprise should be shared across the entire organization, must be the result of activities and processes carried out by actors who identify themselves as members of a particular organizational model, with whom they share specific values, driven by the motivation toward goals.

Hence the importance of an apex leadership capable of building a felt organizational identity, flowing with an organizational climax and capable of producing functional attitudes to the welfare of the organization: everything that through the diffusion of a culture that over time forms and spreads among the members of the company, prompted by the transmitting of the importance of certain values which in the past have been represented as the cause of success and, therefore, retained as essential guides to action.

And from here is born the study of firms from the cultural point of view, to understand from where the resulting success or failure of a particular undertaking; to try to understand what are the basic assumptions and values that drive people to behave in a certain way; to understand that which company represents as the proper way to act; understand the behavior of which is given an important meaning; understand how the problems are being addressed and are recognized as positive events; identify the practical manifestations, even if only rituals, which prove to be devoted to the specific beliefs deemed critical for success.

It is absolutely not a simple thing to decipher a culture. It's the same thing that happens with the cultures of the countries in the world. Like the geographic territories, organizations develop powerful cultures that guide the thinking and behavior of their employees. It sounds easy today to talk about corporate culture as if it were a management tool, such as a new form of organizational structure.

In recent times, every day we read of managers who announce that they have need of a "new culture" in their own business: and this lands them to hiring a consultant ready to offer them a program in order to launch a new culture.

In fact, many scholars have investigated the link between better organizational and entrepreneurial characteristics at the firm level (Covin and Slevin, 1991; Zahra, 1993).

Many studies in this regard confirm the idea of a strong correlation between the type of organization and its orientation towards entrepreneurship.

Among the contextual factors that influence the entrepreneurial spirit at the enterprise level, much attention has been given to the environment. Scholars tend to agree that the hostility of the environment is positively related to innovative research.

Dess and Beard (1984) define the environmental hostility as the sum of four aspects:

- 1) High intensity and competitiveness;
- 2) Lack of easily exploitable market opportunities;
- 3) High uncertainty;
- 4) Vulnerability to exogenous factors not controlled by the company;

Stopford and Baden-Fuller (1994) link the birth of a new opportunity to environmental threats; Covin and Slevin (1989) identified a correlation between corporate performance in a hostile environment and the entrepreneurial orientation.

Another factor important and essential in the promotion of business processes is the organizational culture, as there are parts of it that affect innovation. Among these are the mission (Drucker, 1985; Hall, 1996), ethics (Daft, 1992) and social capital (Coleman, 1988).

The removal of what has been presented in the literature under the label of "entrepreneurial paradox" may help to create the space for communication between entrepreneurship and management.

Accepting the idea that entrepreneurship is a phenomenon that goes beyond the individual level but produces results at the organizational level and also in the social context reveals the fact that the studies of the two disciplines have in common different dimensions of interest.

The adoption of a new culture can therefore be used as a strategy to promote the entrepreneurial action within the organizational context in such a way as to encourage the development of entrepreneurship.

### **Conclusion to Chapter 2**

In this chapter we have exposed the meaning of entrepreneurial attitudes of entrepreneurs. We also explained values that which was propagated by Schwartz are as natural variables of human person, which many scholars view as elements that are related to the personality of the entrepreneur. Our conclusion in this chapter is that while it is not totally ruled out that the entrepreneurial attitudes are latently innate in the human person, some individuals exhibit more degree of these attitudes in them more than others. Individuals who have high degrees of these attitudes are potential entrepreneurs. We distinguished between the psychological aspect of entrepreneurship, which comprised the attitudes and values, and the empirical or practical aspects, which comprise of skills and knowledge. This is done in order to understand the psychological traits that make up an entrepreneur and how these traits manifest themselves in the entrepreneurs' application of them as skills to create businesses. The application of these attitudes and values are demonstrated by the student-worker or employee who by

so doing creates new business opportunities. Therefore, the corporate environment becomes the standard platform where intrapreneurs exercise their entrepreneurial skills. However, according to so many scholars, people who are termed potential entrepreneurs due to their high degree of the entrepreneurial attitudes might not even make it as practicing entrepreneurs. This is because, both education and training, cultural background, and the environment help to facilitate the making of the entrepreneur. This is why we conclude that the entrepreneurial attitudes are influenced by the personal values of the entrepreneur. These personal values in turn are formed from the individual's socio-cultural environment. In a nutshell, the entrepreneurial attitudes and values can be developed through an organized education, especially in the universities.

## **Sumario: Capítulo 2**

El capítulo dos investiga las actitudes y los valores identificables en los estudiantes y empresarios que a su vez influyen en sus perspectivas de carrera en cualquier organización a la que estos pertenezcan. Es muy importante señalar aquí que esta investigación se centra en el análisis de esas actitudes y valores que los estudiantes poseen y desarrollan durante sus años de formación escolar. Tal formación les permite hacer frente a los desafíos del entorno corporativo. Por este motivo, este trabajo expone las variables identificables en las actitudes y valores de los trabajadores en un entorno corporativo. Los valores aquí son vistos desde la perspectiva de Schwartz o desde los valores humanos y la forma en que estos valores influyen en la actitud emprendedora de los trabajadores y estudiantes. La investigación evalúa, en particular, las actitudes y valores de los estudiantes que se espera puedan un día participar en las actividades empresariales intra-emprendedoras después de su graduación. El capítulo tres sirve para explicar la relación entre el concepto de espíritu emprendedor empresarial con respecto a las ventajas emprendedoras y competitivas (Covin y Miles, 1999). Aquí se expone cómo la educación empresarial adquirida por los estudiantes durante sus periodos de formación influye en sus actuaciones y en la creatividad empresarial donde desempeñan sus funciones. Este tipo de formación se logra mediante el desarrollo de una universidad intra-emprendedora y empresarial. Intra-emprendedora quiere decir que los empleados de niveles más bajos de la organización pueden llevar a cabo algo nuevo; una innovación creada por los subordinados que se lo pidiesen, incluso dado el permiso de la administración superior para hacerlo (Vesper, 1984 en: Sharma y Chrisman,

1999). El capítulo también se dedica a cómo desarrollar universidades intra-empresedoras que ayudarán a inculcar las actitudes empresariales reales y los valores a los estudiantes y prepararlos para que sean aptos para el mercado laboral.

**CHAPTER 3**

**INTRAPRENEURSHIP:**

**INTRAPRENEURIAL AND**

**ENTREPRENEURIAL UNIVERSITY**

## **CHAPTER 3: INTRAPRENEURSHIP:**

### **Intrapreneurial and Entrepreneurial University**

#### **Introduction to Chapter 3**

The aim of this chapter is to describe how, nowadays, intrapreneurship is meant to be a strategic resource for competitiveness in organizations which themselves are exposed to the world and the global economy. Intrapreneurship is described in its characteristics, dimensions, and elements and dynamics that are favourable for organizational development, as well as the advantages at the economic and social level.

Since our focus is on the educational import of intrapreneurship, especially in the organizations of higher learning, we will develop the concept of University intrapreneurship and entrepreneurial university, among its members of the academia, and entrepreneurs themselves to become enterprising organizations, in order to face the needs of the changing contexts of the economies in which they are immersed.

#### **1.0. What Is Intrapreneurship?**

In 1982, Gifford Pinchot coined the term "intrapreneurship" to indicate the entrepreneurial activities existing within organizations. However, Lumpkin (2007, p. 237) asserts that it is a term closely connected to innovation. For him, the concepts are similar in that both involve processes in which resources are recombined to create something new and to generate profit.

Let us see then the processes that allow the stimulation and its implementation and the benefits that it can bring economically but also socially.

The intrapreneur is an individual, being part of an organization, introduces innovative ideas within the organization itself. The people who compose an entrepreneurial type of job in the context of an organizational structure, usually of medium-large dimension, are called intrapreneurs and their innovative activity, intrapreneurship.

The term intrapreneurship was coined by Pinchot as a contraction of the words "intra - organizational entrepreneurship". The basic activity of an intrapreneur is to recognize an opportunity, exploit it and believe that the exploitation of that opportunity, which differs from earlier practices, will be successful and pursue the organization. For him it is an individual employee who introduces a proactive activity in the organization to better the

work processes or products and/or explore and exploit business opportunities. Pinchot defines the entrepreneur as "dreamers who do" (Pinchot 1985, p.Ix, in: Sharma & Chrisman, 1999). That is, the 'entrepreneur takes a hands-on responsibility for creating innovation of any kind within an organization; He may be the creator or inventor, but is always the dreamer who understands how to turn a n idea into a profitable reality. "Intrapreneurship is therefore a concept coined with the aim to define an individual who thinks and acts like an entrepreneur operating within an organizational context.

An intrapreneur acts independently, is proactive, and brings new ideas, which means that he brings innovations within the organization (De Jong & Wennekers, 2008). An intrapreneur thinks like an entrepreneur, but within his company, in a smaller world, that he understands perfectly.

Such an employee is one of the most significant resources for the 'enterprise, as these characteristics are essential to be able to succeed in the market and survive in the global economy.

In 2003, a survey carried out within a German company showed that only a small percentage of employees are committed to the work they do and the same people do exactly what they are told without any interest or desire to do anything else (<http://www.intrapreneur.com/>).

These employees are dedicated to their work even if they cannot be innovative for the company, because they act according to the schemes, which do not allow them to develop new ideas; and therefore an organization characterized by these rules may not be quite competitive in the current market.

The same people, however, may have the feeling of intrapreneurship in other moments of their daily lives (eg. Volunteer in the fire brigade, poker club, fitness, gardening, etc....).

So the question is:

One may be an intrapreneur only in certain areas of his or her life? According to other scientific studies the reason for this behavior is given by the lack of knowledge of employees with respect to the fundamental objectives of the organization in which they operate and the lack of its objective could limit the development of intrapreneurial competence; unlike the choices the individual makes in his own private life, for which

he has a very clear idea, because it has a high motivation (Hisrich, 2009). This real life example shows that employees who do not have an intrapreneurial behavior do not provide companies with new ideas or innovations.

However, this proactive behavior can be achieved only if the employee has enough information and basic knowledge about the business he is running.

## **2.0. Intrapreneurial University**

### *2.1. University In The Knowledge Society*

The political and economic changes that have accompanied the emergence of the knowledge society and the globalized world have generated a strong pressure on national competitiveness and consequently on policies for higher education. Especially the economic principles have been instrumental in defining the change in the knowledge economy and in higher education.

The free market and strong competition increase the privatization of the economy and at the same time, the weakening of the public sector; everything goes to change the relationships between the various actors and creates major challenges for the development of best practices for the action.

Such changes and trends, determine, in particular, a change in the market value of the university.

As a result of the changes in the context, many changes have taken place in the production of knowledge. As claimed by Ziman (2000, cited by Rinne & Koivula, 2005), we are flocking towards a phase of "post-academic science" in the production of knowledge. This phenomenon can be explained by the fact that concepts such as management, contract, regulation, accountability have become part of the vocabulary of science.

Features of these new dynamics are traceable in the production of knowledge in a context of application, in a multidisciplinary and interdisciplinary approach implemented by the University in respect of the surrounding society, the necessary flexibility, the cartel and social responsibility.

Since knowledge is certainly the primary source of economic growth, in this context, education is being increasingly seen as an important economic resource. In fact,

Etkowitz et al (2000, cited by Rinne & Koivula, 2005) envisions the development of a strong cooperation between universities, the economic environment and the state, where, in particular, the potential of the university is an integral part of the system of innovation. It is no longer only an institution that promotes social and cultural values, but a driving force in the growth of the new economy.

The output of economically relevant university research takes different forms, including for example, information science and technology, equipment and instrumentation, skills and human capital, scientific and technological skills as well as prototypes for new products and processes.

The process of transfer of technology and knowledge to their university application can be implemented in various ways, through various channels such as the free dissemination through teaching and publications, interaction, cooperation, licensing to existing companies or the establishment of new businesses based on knowledge and technology of the universities, the so-called university spin-offs.

This transfer is at the center of the convergence of three spheres, for a long separate time: universities, industry and government. The process of interaction, called the "Triple Helix", theorized by Etkowitz (1993) and Etkowitz and Leydesdorff (1995, cited by Kitagawa, 2005), is represented by three factors or levels: the actors, institutions, and rules and regulations.

The nature of the new creation of knowledge concerning the application of different knowledge and the organization of science has changed qualitatively to allow for a broader collaborative research focused application. The governance of the interaction of the triple helix plays an important role in linking the academic activity to society as a whole.

The system of university-industry relationship needs to be discussed in terms of the internal administration of the university and external administration (Patchell and Eatham, 2003 cited by Kitagawa, 2005); to realize the internal and external political connection, and promote triple helix interaction, appropriate internal mechanisms of governance and mediation at the institutional level must be created.

In the context we have defined, it is above all important that universities assume an internal organization geared towards intrapreneurship and entrepreneurship in order to

promote the growth of economic performance and to assume the necessary flexibility in a hostile and mutable environment.

## *2.2. Promoting Intrapreneurship in the University*

A field of growing interest is related to the question of how to create and develop an intrapreneurial mindset among college students (Kansikas & Murphy, 2010). Much is said about the creation of entrepreneurial universities, but the field of intrapreneurial education is an area little explored; on the contrary, it plays an important role in promoting creativity.

This requires a focus on the study of the intrapreneurial behavior, the acquisition of instances of self-management and greater self-confidence on the part of those students who are to appear in a labor market extremely volatile and fragmented.

Learning intrapreneurship is needed to develop the ability to recognize business opportunities and to implement them. As stated by Kansikas and Murhphy (2010), this creates challenges for students that follow the training in order to acquire skills of initiative in the business, better decision making, risk management skills, leadership, marketing and sales skills, management skills of innovation and growth.

Intrapreneurial Education is strategically placed in relation to changing circumstances, lack of continuity and tolerance of instability and anxiety and is based, therefore, on the promotion of behaviors and skills needed in work or in business. It is based on a prompted learning on self-management as a key to the growth of the sense of self control over it, and on instances of practical learning through concrete experiences.

In relation to the research, which we have seen to be a key component of the university contribution to economic growth; as stated by Mitchell (2007, p. 2), "a university that is furnished with the right organizational structures may offer a relatively favorable environment in which researchers can be spurred and favored in the learning of intrapreneurial skills through practical experience." Proactively developing a range of these skills, universities can lay the basis for generating future innovators who will be of benefit to both industry and the academic community.

Intrapreneurship can assume many forms and requires a strong basic knowledge as long as innovators are able to recognize, understand and go beyond the established status quo. Research students of master degree, but also the younger ones, are well placed within a

university environment that surrounds them with a complex of knowledge, experience and social networks that allow them to reconfigure ideas and recognize new opportunities from which they can benefit both the university itself and its own students.

The university intrapreneurship can be traced to teaching, learning, research, knowledge transfer and provision of opportunities that include different procedures, customers, suppliers, products and services.

As stated above, this construct has been the subject of few studies. Much more common is the reference to the academic entrepreneurship, it is often considered only in terms of commercialization of research results through the creation of a new company and in association with researchers more productive.

In fact, to give birth to innovative post-graduate programs also mean "enterprising" in academic activities.

In order to affirm the intrapreneurs, there is the need for them to be supported at the organizational level, in the organizational culture of the university. Universities can, in fact, recognize and celebrate the existing intrapreneurship activities and provide support for them in a relatively safe environment where research students can have a good practical intrapreneurship academic experience, which are encouraged, recognized, publicized and rewarded. They can make recourse to the use of systems that enable experiential learning, such as incentives and funds to create projects, support for creative ideas or ways of recognition and awards of excellence.

As already said, the intrapreneurs need to be supported and intrapreneurial culture it must be created.

In primis, the university management should adopt an attitude of tolerance of change and transform the university into strong managers of knowledge domain and its communication. It is necessary to develop an intrapreneurial management centered on pushing the initiative and the implementation of systems of innovative practices in order to meet the new needs of the current economic, social and cultural development. Todorut (2010) argues how in the promotion of such a management, there is the need to give great importance to intellectual capital and its three components, involving the human capital, structural capital and relational capital.

The importance of intellectual capital is visible through the assessment of the competitive ability of the organization and its potential innovative sources of development of entrepreneurship in the context of the new knowledge economy.

Human capital is critical because it is a source of innovation and renewal, elements that represent a support to both the management and employees so that they will be able to offer better solutions to customers, which in the educational system are represented by students, teachers, educators and stakeholders.

Structural capital refers to the organizational relationships that allow the transformation of the intellectual potential into concrete actions to create value, which is reflected in the educational products and services offered by the university.

The relational capital, finally, is the value of the relationships that the university has with its stakeholders, such as, for example, businesses, schools, and local community.

The strategy of an intrapreneurial organization can be attached or independent of the overall strategy of the university; can help the organization to consider and integrate, with great flexibility, secondary activities, not closely related to the core mission of the university.

Intrapreneurship consists, therefore, in identifying and developing some self-employment initiatives in the academic institutions, by some of its employees, using a portion of its resources, which are not used or under-used and well capitalized.

The intrapreneurial university type has some specific characteristics (Todorut, 2010):

- Orientation of top management development based on innovative ideas
- Continue search for change
- Transformation of the opportunity to achieve efficiency and effectiveness, from the weakest areas to areas with greatest potential for sviluppo

### *2.3. On the Organizational Level*

To apply an intrapreneurial approach in universities can be understood as comprising several phases (Todorut, 2010).

Its debut begins with the awareness of the top management of the need and the benefit offered by the university to implement intrapreneurial actions. Then, follow the

exchange of information and discussion about the specific action of the university, the launching of the program and its coordination and establishment.

The second stage consists in informing the entire staff of the university about the decision taken on the principles and causes of an intrapreneurial education program and its benefits both to the university, and the employees.

Consequently, those who are interested in participating are invited to attend a seminar where the main components of the program are presented. It is necessary to focus on the evaluation of quality and knowledge needed for intrapreneurs, the prospects, the benefits and risks underlying the intrapreneurial activity.

The next step is the creation of the intrapreneurial team which includes those who have been sensitized, informed and prepared in the previous step. The specific motive of this phase is the creation of a team that is made up of volunteers, based on the configuration of the existing relationships, especially informal ones. This implies a strong motivation of staff who wishes to take part, but also the possession of substantial intrapreneurial quality such that they can affront the complexity, innovations and risks of this process.

It is essential to possess a strong intrapreneurial spirit, along with a strong communication skills and ability to maintain good relations with a large number of people. At this stage you must also go to designate the person who will head the team.

The fourth step is to define the project objectives and define the area or areas of the university that will be involved.

The fifth step is to determine the contents of the project in detail and the program for its implementation. A business plan is developed and the management system is defined in terms of decision-making, informational, methodological, organizational and structural profile; finally, actions, resources and time are determined.

Although some scholars pause at this step, others add the other two phases: the actual conduct of the project and the evaluation of results with respect to the objectives and expectations of the group and intrapreneurial University, followed of course by the correction of errors and the introduction of improvements and developments.

### **3.0. Developing a University Entrepreneurship**

#### *3.1. What is University Entrepreneurship?*

The American and European literature sheds light on how universities are entrepreneurial when they are not afraid to maximize the potential of commercialization of their ideas and create value in the company and do not see this attitude as a threat to academic values.

Clark (1998, cited by Shattock, 2005), describes entrepreneurship in a positive light and the cases he studied show how these institutions are able to get away from the constraints imposed by restrictive funding or by the conventions of the state to higher education. They manage to do this by encouraging innovative academic behavior, engaging in partnerships with external actors and non-state generating funding. Entrepreneurship stimulates external collaboration with the industry and with trade and improves academic performance through the collection of additional resources and expanding the search.

An entrepreneurial university is not only a promoter of various supports measures for entrepreneurship but it is also generating administrative techniques, strategies and competitive attitudes (Antoncic and Hisrich, 2001).

They implement different strategies and new institutional configurations to work with governments and industry and facilitate the creation and optimization of knowledge and technology.

Röpke (2000, p.3) highlights how "entrepreneurial university" could mean at least three things:

- The university itself, as an organization, becomes entrepreneurial.
- The members of the university become entrepreneurs.
- The interaction of the university with the environment follows business practices.

These three conditions are all necessary and sufficient to make a university "entrepreneurial".

The magnitude of the changes in the international competition has changed the role and function of universities and research systems. If universities do not become agents of entrepreneurial innovation, it can impede the development of regional and national and

international competitiveness. It is also true that the quality of the application of the knowledge produced by the university depends on the quality of its entrepreneurship, and given the difficulties of the dynamics of knowledge transfer and characterization of the new economy, the application of this knowledge has a strong regional component; this is why as long as universities are truly enterprising there is the need for them to have a strong and positive impact on the local and regional development.

The transformation of the traditional university research into entrepreneurial is due to several phenomena (Arnaut, 2010), first of all, in the reduction of state funding received by them and the emergence of a competitive market in the field of education and research. There has been a shift from a system totally focused on regional funding to a situation in which a large part of the finance is sought through indirect public resources.

Another crucial factor is the diversification of educational provision in the university sector. This makes it difficult, if not impossible, to address the question only through state funding.

The factors that lead to organizational renewal are the competition and the strong external pressures that induce universities to develop new models of action; there is the demand from industry and government, to academia, to incorporate a great deal of skill in all curricula. Students need to develop a range of entrepreneurial skills with a specific focus on creativity, innovation, management of networks and partnerships in the form of assumption of risk.

All these factors have represented major challenges for the university organization, prompting a necessary transformation towards entrepreneurship.

Clark (2004, cited by Arnaut, 2010) describes the five key components of the organization of the entrepreneurial university:

- A strong central nucleus of leadership that involves management teams and academic staff.
- A development on the outskirts expanded to include a growing number of units that often go beyond the traditional areas of interest.
- Differentiation in financial basis, not only, therefore, the use of government funding but also of a great variety of other resources.

- An academic spirit strongly stimulated by the dedication to the entrepreneurial concept.
- An integrated entrepreneurial culture defined in terms of common commitment to change.

The entrepreneurial universities are focused in achieving teaching, research and entrepreneurial activities at the same time, but to do this first of all they need to become entrepreneurial organizations and thus, as already mentioned, its members must become potential entrepreneurs and its interaction with the environment must follow an entrepreneurial mode. For this reason, a conceptual model of entrepreneurial university is supplemented by:

- 1) Internal factors, divided into resources and expertise, and
- 2) Environmental factors, distinguished between formal and informal (Guerrero & Urbano, 2012).

#### **(1) Internal factors.**

An entrepreneurial university requires a full-time management with the personal characteristics of leadership and professionalism, in order to achieve its mission. The academic staff is a human resource strategy for the development of quality education and the generation of innovation in research. In this context, managers and academic staff are the actors involved in the internal transformation of traditional universities. Other conditions are the significant financial resources and autonomy that the university proves to be against the state.

Resources: human capital, financial, physical and commercial

Skills: status and prestige, alliances and networks, localization

#### **(2) Environmental Factors**

There is need for entrepreneurial organizational structure to create a connection between teaching, research and administration, including a self management and administration that embraces the internal structures, decision-making and leadership roles. As a result, efforts will be directed to provide for the creation of a fertile entrepreneurial environment for its members.

Formal factors: entrepreneurial organization and administrative structure, measures to support entrepreneurship, entrepreneurial education.

Informal factors: attitude of the university community towards entrepreneurship, teaching techniques entrepreneurial role models and reward system.

### 3.2. *The Development Process of University Entrepreneurship*

Not all universities are entrepreneurial. There are many reasons for this, in most cases, linked to the very nature of large organizations, such as the impersonal nature of relationships, the hierarchical structure, the need for tight control and the resulting adoption of standard rules and procedures, the conservatism of the internal culture or lack of entrepreneurial talent (Kirby, 2006).

Universities are facing all these traditional barriers. Very often the academic staff believes that becoming an entrepreneur could lead them astray or distract them with respect to the fundamental qualities of university, such as intellectual integrity, critical inquiry and dedication to learning and understanding (Williams, 2002 cited by Kirby, 2006). Many people see their roles ascribed to those of teachers and researchers, and fail to see themselves as entrepreneurs and many managers are concerned about the negative impact on the performance of their search when they are pushing the staff to be involved in entrepreneurial activities.

It is required, therefore, as a necessary tool to overcome the barriers, a corporate culture that encourages and makes it capable for the university stakeholders to commercialize their intellectual property and their inventions.

Universities need to recognize that entrepreneurial behavior should permeate the entire organization and be recognized as an integral part of their mission.

Only a university community with a strong organizational culture and identity safe will be able to reach a state of complete autonomy and will be able to achieve these instances.

Etzkowitz (2004) argues that the entrepreneurial university model can be expressed in a set of interrelated propositions: capitalization, interdependence, independence, hybridization and reflexivity.

These five standards are in a creative tension that contributes strongly to innovation. An arrangement is made on the academic optimal balance between these elements, traced through the analysis of the academic enterprise development in the United States, Europe and Latin America; they can be used as guidelines for institutional renewal.

### **1. Capitalization**

Knowledge is created and transmitted to be used and to be used as input to progress. The capitalization of knowledge becomes the basis of social and economic development and the strengthening of the role of the university in society

### **2. Interdependence**

The entrepreneurial university interacts with the industry and with the government, is no longer isolated from the rest of the society

### **3. Independence**

Is found to be relatively independent institution, however, is not a creature of another institutional sphere

### **4. Hybridization**

The resolution of the tension between the principles of interdependence and independence is inherent in the push for the creation of hybrid organizational format, in order to achieve both goals simultaneously

### **5. Reflexivity**

There is a continuous renewal of the internal structures of the university in relation to changes in its relations with industry and government.

Still Etzkowitz (2004) traces three phases in the development of the entrepreneurial university.

In the initial phase the academic institution assumes a strategic vision with respect to its direction and defines the skills needed to establish its priorities, typically through negotiation with those providing the resources.

In the second phase it takes an active role in the commercialization of its intellectual property, from the activities of its faculty, its students and staff.

In the third phase it takes a proactive role in improving the effectiveness of its regional environment in terms of innovation, often in collaboration with industry stakeholders and government.

Each phase is formed over the other, but they are not necessarily in that order.

The entrepreneurial university includes and expands research, increasing and decreasing it on a dynamic of inverse linear innovation with respect to the classical linear model (Etzkowitz, 2004). It takes a proactive stance in the use of knowledge and the transformation of its input. It operates according to an interactive model of innovation.

The linear model, which starts with the search for land to its use, is flanked by a linear inverse model, which moves, however, the problems of industry and society and then to find solutions through science and research. So the classical model traces a linear progression from research, development, innovation, introduction, and in this process the university is involved only in the initial phase, through the transfer of research results with commercial potential.

On the contrary, in order to develop an entrepreneurial ethos there is need to acquire greater sensitivity of the results with practical potential and willingness to participate in the realization of this potential.

The next step is the realization that to work on practical problems posed by stakeholders who are located outside the university may have a dual potential. On the one hand, this leads to meet the needs of the supporters of the scholarly enterprise and to provide this, therefore, support; on the other hand, these research task can lead to the emergence of new applications for research with strong theoretical potential.

The interactive model then combines the two linear models leading to the generation of their interaction, in which the research questions arise addressing practical problems and vice versa.

### *3.3. How Entrepreneurship Education Affects Employees Performance*

The acquisition of the necessary skills, for example, the entrepreneurship competence is essential for being an intrapreneur (Pinchot, 1985). Beginning from the university, individuals have to be well informed about entrepreneurship. This is because the training acquired from the university is applied in the work environment if he / she

engages in paid work, instead of owning a business. In this way, his / her entrepreneurship education will help him / her to engage in entrepreneurial activity when employed. However, the university training on entrepreneurship is not sufficient to give the employee all the entrepreneurial skills necessary at work or corporate environment in which the particular job is found. The employee needs further training, which is more focused on the type of work he is doing. Hence, a proper training and company knowledge management would definitely be aimed at deepening their understanding and commitment.

Thus, the only possibility is to establish a system of training, which will cover how to incorporate entrepreneurial skills into the organization and place the employees under a lifelong learning in both companies and institutions independently from the company.

There is a dichotomy in the literature within this issue. Entrepreneurship is viewed alternatively as an aspect of the behavior of individuals or as a quality of the organization (Lynskey, 2002). To be intrapreneurs employees need to acquire one of the key competences, the competence of the entrepreneur, which can be innate or developed. The biggest opportunity that we can give to the world today is to help form the social intentions, so as to enable people to lead a life through which they can express their full potential. People have a huge potential for intuition, for creativity and for work, much of this potential is trapped within the constraints of organizational hierarchy, which is important and essential for the commitment of companies, as the development of an entrepreneur is a step further for individuals, which in turn contribute to freeing organizations from those obsolete standards, giving way for them to use their potential for the construction of the most innovative companies.

The competencies acquired in the university during training on entrepreneurship education can be applied to the human capital in an organization, especially in the Financial Services Sector. This will improve performances and increase job satisfaction among employees. In this context, entrepreneurship competencies are very useful in the management of the human resources in the banking and financial services sector. This is because, the competences acquired by the employees could also be profitable for the entire organization if properly harnessed and the concept of an “intrapreneur or intrapreneurship” is strategically integrated in the in-house formation of the employees.

For this reason, the concept of intrapreneur may be closely associated with the owner-managed organization since everyone is expected to prioritize their various functions for the growth of the organization. Employees are, hence, expected to develop entrepreneurial skills, search for enterprising opportunities and create new business opportunities for the whole organization (Spatafora (Ed), 2008). Job and entrepreneurial ability should be incorporated in the formation of the employee in such a way that part of its compensation should be viewed as empowerment rather than wages (Smithson, 1982). Significant in the Financial Services Industry with regard to such management strategies is the management By Objective (MBO) system (Spatafora, 2011). Executive compensation plans, which include shares of stocks or profit sharing and career development opportunities may well reflect this strategy. Furthermore, while the returns received by the individual employees is both material and immaterial the organization receives in return the total commitment of the employees to quality services and wealth growth of the organization since he also shares from the risks in the business of the organization (Smithson, 1982). Therefore, a high profile entrepreneurial education module designed to strategically develop and equip the employee with such competencies both for personal growth and business growth in the organization is necessary. The training module should take into consideration concept of entrepreneurial attitudes and values related to the particular career, organizational values that may influence the employees attitude towards intrapreneurial engagement, levels of academic qualifications already obtained, on-the-job training, quality of the expected results, and the usefulness of such trainings and qualifications to the macro/micro-economic environment (Spatafora (Ed), 2008).

As an entrepreneur, Carson observes, the employees' alertness to profit-opportunities and his readiness to exploit them through arbitrage-type of operation makes him the element in the market process (Carson, 2010). The idea that opportunities are objective but the perception of opportunities is subjective has persisted in economic theory, especially in relation to the intrapreneurial ability of the individual in an organization (<http://www.infra.kth.se/cesis/documents/WP102.pdf>). This indicates that the realm of opportunities is always present; it is the ability to identify such opportunities that determines whether they are revealed and exploited. It seems self-evident that the management strategies and process within an organization, how the incentive structure is designed, etc., shape intrapreneurial opportunities. Obviously, these factors fall under

the control of a business environment and thus impact the opportunity space for entrepreneurs. However, the ability to identify these opportunities calls for the appropriate knowledge and skills. But knowledge stretches from basic education to individuals' capacity to apply it in managerial and organizational strategy. The ability to apply knowledge and skills relate to human cognitive abilities to absorb and select among available information. Proximity, thus, matters since knowledge and skills developed for any particular application can easily spill over and find additional applications. Knowledge could be scientific, technological, but still entrepreneurial (Spatafora, *ibid*). And when the competences acquired through this knowledge are applied in a corporate organization by the employee, it becomes intrapreneurship. Entrepreneurial competencies, therefore, comprise business-relevant knowledge about products and services, organization, markets, customers, etc. a new market, a new source of supply or a new organization which the employee acquires to be able to discover entrepreneurial opportunities and exploit them. These competences can be acquired through different learning contexts (Duvekot, 2007), namely:

- a. **Formal Learning:** occurs in an organized and structured environment (e.g. an education or training institution or on the job) and is explicitly designed as learning (in terms of objectives, time or resources). It is intentional from the learners point of view. It typically leads to validation and certification.
- b. **Non-Formal Learning:** is embedded in planned activities not always explicitly designated as learning (in terms of learning objectives, learning time or learning support), but which contain an important learning element. Example is a vocational skills acquired at the workplace. Non-formal learning is intentional from the learner's point of view.
- c. **Informal Learning:** from daily activities related to work, family or leisure. It is not organized or structured in terms of objectives, time or learning support and it is mostly unintentional from the learner's perspective. Example is inter-generational learning, where parents learn to use ICT through their children.

Formal learning in entrepreneurship is actualized through teaching entrepreneurship education in the organized institutions of learning, whether it is in-house, on-the-campus, online, or on the job. In this case, therefore, the knowledge of entrepreneurship education and training acquired during formal education is further developed in the work environment while the employee is doing his job or carrying out his duties.

Entrepreneurial startups can constitute an important link between knowledge acquisition and the commercialization of such knowledge, particularly at the early stage when knowledge is still fluid. That is, individuals who possess the ability to detect entrepreneurial opportunities also embark on entrepreneurial activities. Some strand of thoughts claim that discovery of entrepreneurial opportunities has to do with cognitive processes (<http://www.infra.kth.se/cesis/documents/WP102.pdf>). Robert J. Sternberg (2008) distinguishes between three categories of human intelligence: creative, analytical and practical intelligence. While creative intelligence focuses on developing and generation of new ideas, thus, the ability to create solutions to new situations and to see opportunities where others do not, analytical intelligence is rather associated with abstract thinking, monitoring and logical reasoning and the ability to evaluate and solve a given problem; practical intelligence focuses on selecting and shaping real-world environments and experiences, e.g. to create a market where one do not exist and to go from an abstract idea to a concrete product (Stenberg, 2008). The combination of this three categories of intelligence draws attention to another three interconnected areas that can provide possibilities for mutually beneficial synergies through the flow of ideas and wealth, and can generate high level of dynamism in entrepreneurial engagements. By this I mean: Education in entrepreneurship (especially, quality vocational training and skill development), Innovation (generating commercial value through new and improved ideas) and Entrepreneurship (Goswami et al, 2008). These three areas are connected to Stenberg's theory of intelligence in the sense that while Education in entrepreneurship is more of theoretical and analytical in nature, Innovation is generative and creative and Entrepreneurship is more practical leading to starting a venture and managing it. One cannot be an entrapreneur theoretically. He has to be productive by combining both education in entrepreneurshp and innovation, he must be analytical, creative and practical. Therefore, Entrepreneurship Education is indispensable for skill development and fundamental to Entrapreneurship and innovation. The ability to innovate and generate commercially valuable new products and services can only take place in environments that encourage experimentation and value addition.

But we have to consider the teaching approaches involved in the administering of entrepreneurship education in different learning environments. Teaching approaches that are successful with one culture or a business environment may not be successful with another. This is especially significant when generating innovative technology-

based business concepts, conducting mutually beneficial business negotiations, and developing comprehensive business plans using a consensus process for a group in an organization. In practice, the trainees basic values/organizational culture becomes a sense of conflicts in cross-cultural teams attempting to implement the entrepreneurial process. Because of this, there should be established an assessment approach that provides an educational framework towards the systematic evaluation of new business concepts where important cultural difference exists. Utilizing this approach, trainees appear to easily gain confidence in the educational process, which leads to enhanced learning experience (Czuchry, 2008).

#### *3.4. Entrepreneurial Attitudes and Values in the Corporate Environment*

Some scholars have defined attitude as “the predisposition to respond in a generally favorable or unfavorable manner with respect to the object of the attitude” (Ajzen 1982; Rosenberg and Hovland 1960; Shaver 1987). Values can be considered a motivational construct that refers to goals people want to attain (Noseleit, 2008). Values are distinguished from attitudes since the later “refer to specific actions, objects, or situations” (Schwartz, 1997, p.71 quoted in Noseleit, 2008). Whereas attitudes are open to change - across time and situations, values are thought to be relatively stable (Lindsay et al, 2005). The concepts of attitudes and values are useful in analyzing whether entrepreneurs share common characteristics that distinguish them from others. Values are long standing beliefs that two specific mode of conducts or end states of existence one is personally or socially preferred to the other. Values guide attitudes, intentions, and behaviors (Rokeach, 1973). Because of this, in order to appreciate entrepreneurial attitude, it is important to appreciate an entrepreneur’s value system. These attitudes and values as outlined in the previous chapters what all entrepreneurs have in common. However, we recognize that intrapreneurs are special type of entrepreneurs that operate within an organization. From researches, not all attitudes are applicable to intrapreneurs. Intrapreneurship remains a special case of entrepreneurship and thus shares many key behavioural characteristics with the later concept, such as proactiveness, risk taking, opportunity pursuit without regard to presently available resources, and some element of 'newness' (De Jong, J. & Wennekers 2008). The most talked about attitudes among intrapreneurs are the Pro-activeness and Risk-Taking.

Talking about intrapreneurship, proactiveness relates to pioneering (Covin & Slevin, 1991) and initiative taking in pursuing new opportunities or entering new markets (Lumpkin & Dess, 1996). Covin & Slevin (1986) hold the view of intrapreneur's proactiveness from a corporate perspective in the sense that it is the organization itself that is referred to as an entity that demonstrates the proactive attitude to lead other competitors in innovative key business areas as the introduction of new products or services, operating technologies, and administrative techniques. In other words, proactiveness emphasizes top management decisions in order to enhance competitiveness. However, it should be emphasized that the employees' proactive attitude is an important determinant of the entire organizational success. For example it is the employee that takes the initiative to discover an opportunity or a solution to solving a problem that create wealth in the organization. It is also the employee that discovers an innovative strategy or management system that can act as an instrument which the organization applies to place itself above other competitors. Proactive attitude is a high leverage concept in the organization that can increase the organizational effectiveness. It is the life of the organization. Thus, it becomes an element that makes the firm a living organism.

In the same perspective, risk taking is another attitude which characterizes the intrapreneurs behavior. Though risk taking is common both for the entrepreneur and the intrapreneur, their level of shares of the risk involved in their business initiative or venture differ. This is because the intrapreneur's risk-taking is covered by the organization he/she works for. In this case the employee works within the stipulated management system of the organization and therefore, controlled by the top management. This automatically affects the employee's (intrapreneur) decision to adopt his/her business idea even when it will benefit heavily the organization. However, the risk involved in the adoption of the initiative bears on the entire organization, in particular the top management. In this case, the intrapreneur's business initiative would be subjected under a proper evaluation by the top management in order to satisfy its viability and play on the side of moderate risk. This type of condition under which the intrapreneur operates is different from that of the entrepreneur who ventures into a new business with the conviction of making profit from it and at the same time bearing the whole risk himself. This is why Drucker (1998) will refer this type of entrepreneurship as a corporate entrepreneurship. In fact, since Cantillon (1734), who defined the

entrepreneur as a person who bears the risk of profit or loss, risk taking has been viewed as a fundamental element of entrepreneurship (Antoncic & Hisrich, 2003). According to Knight (1921; as cited by Van Praag, 1999), the entrepreneur's main function is bearing the real uncertainty by making judgmental decisions in the face of incalculable and uninsurable business hazards. Mintzberg (1973) views risk taking as an element of his entrepreneurial mode, where entrepreneurial strategy-making is characterised by dramatic forward leaps, in terms of making large, bold decisions in the face of uncertainty. When an organization engages in this risk taking as a body or when an employee in the organization takes up the risk of changing the existing statusquo by winning the confidence of the top management for his entrepreneurial idea, these are viewed as corporate risk taking or intrapreneurial risk taking.

### **Conclusion to Chapter 3**

Intrapreneurship represents the activation and implementation of innovative systems and practices in an existing organization. It determines improvement in the economic and financial performance of an organization as regards its more efficient use of the resources and motivational systems more suitable to the human resources.

In most countries in Europe, intrapreneurship has become a major area of investigation with regard to the concept of entrepreneurship. Countries like Italy and Spain have gone far in terms of building academic programs that investigate the phenomenon of intrapreneurship education, intrapreneurial university, or university entrepreneurship. This phenomenon is not just a theoretical framework but a functional framework which drives the continuous development in the universities research activities and personnel performance.

We conclude that there is a connection between entrepreneurship education and intrapreneurship since in the universities not all the students eventually become business owners but can as well be greater changers in the organizations where they are employed. Entrepreneurship education focuses on developing understanding and capacity for pursuit of entrepreneurial behaviors, skills and attributes in widely different context. Therefore, the development of the intrapreneurial university and university entrepreneurship gears towards preparing the students and their tutors to be agents of great change and innovations in their different areas of life.

### **Sumario: Capítulo 3**

El objetivo de este capítulo es describir cómo, hoy en día, el intra-emprededurismo pretende ser un recurso estratégico para la competitividad de las organizaciones donde tales personas operan. Ellos mismos están expuestos al mundo y la economía mundial. Y por ese motivo, con intra-emprededurismo se describe las características, dimensiones, elementos y dinámicas que son favorables para su desarrollo, así como las ventajas a nivel económico y social. Desde nuestro punto de vista, la atención se centra en la adopción de modelos intra-emprededores, sobre todo en las organizaciones de educación superior. Asimismo, es importante desarrollar el concepto de Universidades intra-emprededoras y universidades emprededoras, entre sus académicos y los propios empresarios para ayudar al desarrollo de organizaciones emprededoras. De este modo, se podrá finalmente hacer frente a las necesidades de los contextos cambiantes de la economía en la que están inmersos. El emprededurismo interno representa la activación y la aplicación de sistemas y prácticas innovadoras en una organización existente. Determina la mejora en el desempeño económico y financiero de una organización en cuanto a su uso más eficiente de los recursos y sistemas motivacionales y más adecuado uso de los recursos humanos.

En la mayoría de países de Europa, el espíritu emprendedor interno se ha convertido en un área importante de investigación en relación con el concepto de la iniciativa empresarial. Países como Italia y España han llegado lejos en términos de construcción de programas académicos que investigan el fenómeno de la educación de emprededores-internos, universidades intra-emprededoras o emprendimientos universitarios. Este fenómeno no es sólo un marco teórico, sino un marco funcional que impulsa el desarrollo continuo de las actividades de investigación en el rendimiento personal y de universidades. Llegamos a la conclusión de que existe una conexión entre la educación empresarial y el espíritu emprendedor interno ya que en las universidades no todos los estudiantes eventualmente se convierten en propietarios de negocios, pero puede ser también mayores factores de cambio en las organizaciones en las que se emplean. La educación empresarial se centra en el desarrollo de la comprensión y la capacidad de búsqueda de comportamientos empresariales, habilidades y atributos en muy diferentes contextos. Por lo tanto, el desarrollo de los universitarios y

delemprendimiento universitario constituye engranajes para grandes cambios e innovaciones en sus diferentes ámbitos de la vida empresarial.

**CHAPTER 4**  
**ENTREPRENEURSHIP EDUCATION IN**  
**NIGERIA**

## **CHAPTER 4: ENTREPRENEURSHIP EDUCATION IN NIGERIA**

### **Introduction**

The purpose of this chapter is to describe the issues and challenges facing entrepreneurship education in Nigeria especially in the institutions of higher learning and to make recommendations on the way forward. The chapter takes a panoramic view of the Nigerian entrepreneurial environment where these institutions strive to develop future entrepreneurs and intrapreneurs. An historical excursus of the various entrepreneurship policy initiated by the government of Nigeria are exposed. The chapter makes a particular and detailed reference to the current entrepreneurship education policy enacted by the Federal Ministry of Education and privately by the universities in order to drive these policies home to the students. The main focus of this chapter is to establish the fact that the Nigerian institutions of higher learning are making frantic efforts to establish a suitable framework for the implementation of a sustainable entrepreneurship education program. However, there is need to benchmark such efforts with best practices like those of the European countries (Italy and Spain) and United States of America. Finally, conclusion and the recommendations towards ensuring a full blown entrepreneurship education in Nigeria were made.

### **1.0. A Glance at the Nigerian Entrepreneurial Environment**

Nigeria has developed a lot of good policies for entrepreneurship education in the Institutions of learning. However, the questions still are: How viable are these policies. What is the extent of their implementation? Can these policies really sustain entrepreneurship development? What is the quality of their implementation with particular reference to the Nigerian universities or learning institutions? Do they have any strategic ways of implementing them, by this I mean planning, implementation, monitoring and evaluation? What are the best strategic ways of implementing sustainable entrepreneurship development policies in the universities in Nigeria?

Nigeria is the Africa's most populous country and its fourth largest economy. Ironically, even with the massive oil revenue accrued over the years, the country is categorized among the poorest in the world (Owolabi, 2007). Since the end of the civil war, the Nigerian government has been making effort in various ways to promote industrialization, sustainable education and the economy of the country in general.

There is probably no regime in Nigeria since after the war that at one time or another has not emphasized the development of small enterprises. These efforts are manifested in the different policies enacted in the area of entrepreneurship development through education and the promulgations from some viable government agencies. Many argue that entrepreneurship behavior could be stimulated through policy intervention (Clelland and Winter, 1969). Sagagi (2005) affirms that it is the responsibility of the government to provide an integrated national policy that would foster the development of entrepreneurship in Nigeria.

The policies are expected to provide adequate infrastructure and friendly policy guidelines. In fact, at the end of the civil war, the 2<sup>nd</sup> National Development plan focused on the Reconstruction, Re-development and Reconciliation agenda. This agenda concentrated on the development of the inventive skill of individuals. Since 1970, the need for increased productivity and self-employment became a paramount concern of most Nigerian leaders, especially with the formulation of Small Scale Enterprises Promotion Policy. In the 3<sup>rd</sup> and 4<sup>th</sup> National Development Plans, the Nigerian government emphasized on the development of small scale enterprises which will lead to self-employment over and above medium and large scale enterprises. This is because small capital investment is required to start up small scale or micro-enterprises, which are within the reach of the youths. The fact remains that most of the policy programmes introduced to assist small enterprises only reached a small portion of the total of the business population. In the late 70's, much attention was given to the establishment of large-scale enterprises. Instances abound when we look at the ANAMCO in Enugu, Ajaokute steel complex in Kogi state, Fiat in Kano state, Styre in Bauchi state, Ada Palm in Imo state, and a host of oil companies and refineries, to name but a few.

In the recent times, the different economies in the world are emphasizing on the establishment and promotion of small and medium scale enterprises, as this is believed to be the bedrock of economic development of nations. The Nigerian government, in line with the rest of the world, has invested a lot in drafting vision-oriented policy programmes in order to revamp the decaying Nigerian economy.

A number of such policy programmes could be mentioned here:

1. In order to promote the entrepreneurial opportunity of Nigerian youths, the Federal Government established in 1987, National Directorate of Employment which focused on particular areas like vocational skills development, special public work programme, rural employment and small scale enterprises programme;
2. The National Economic Reconstruction Funds (NERFUND, [www.Nerfund.gov.ng](http://www.Nerfund.gov.ng)) was established in 1989 to act as a catalyst towards the stimulation of the rapid rise of real production enterprises in the country and to provide a long/medium term loan to entrepreneurs;
3. The National Economic and Empowerment Development Strategy (NEEDS) which is a working paper of the National Planning Commission (established with the Decree No. 12 of 1992 and amended by Act 71 of 1993, [www.npc.gov.ng](http://www.npc.gov.ng)) on rural socio-economic development;
4. Small and Medium Enterprises Equity Investment Scheme (SMIES) is a voluntary initiative of the Bankers' Committee of Nigeria in 1999. The initiative was to respond to the Federal Government's concerns and policy measures for the promotion of Small and Medium Enterprises (SMEs) as vehicles for rapid industrialization, sustainable economic development, poverty alleviation and employment generation;
5. The National Poverty Eradication Program (NAPEP, [www.napepnigeria.org](http://www.napepnigeria.org)) was established in 2001 by the Nigerian government to address the menace of poverty through training youths in vocational trades, supporting internship, supporting micro-credit for entrepreneurs, and creating employment;
6. And the Nigerian Agricultural Cooperative and Rural Development Bank (NACRDB) which was established to specifically cater for the poor masses who could not access credits for their enterprises from the conventional financial institutions.
7. The National Youth Service Corps (NYSC, [www.nysc.gov.ng](http://www.nysc.gov.ng)) entrepreneurial programmes which apply the two-way entrepreneurship development programme – entrepreneurship education and skill acquisition;

Others include; Industrial Training Fund (ITF), Nigerian Association of Small and Medium Scale Enterprises (NASME), International Council of Small Business (ICSB), Abuja Enterprises Agency (AED), Acadia Centre for Small Business and Entrepreneurship (ACSB), etc. These agencies stimulate growth of businesses and

industrial organization through cooperation, linkages and franchising of entrepreneurship activities.

The Small and Medium Enterprises Development Agency of Nigeria (SMEDAN) was established by the SMEDAN Act of 2003 to promote the development of the Micro, Small and Medium-scale Enterprises (MSME) sector of the Nigerian economy. The Agency positions itself as a One Stop Shop for MSME development. Micro-enterprises are included in the clientele of the Agency since they form the bedrock for SME's.

One of the most recent entrepreneurship and empowerment programme established by the Federal Government of Nigeria to tackle the menace of unemployment is the youth Enterprise With Innovation in Nigeria (YouWin!). The YouWin initiative is targeted at youths between the ages of 18 and 35 who already own businesses or have strong business plans ([www.youwin.org.ng](http://www.youwin.org.ng)). YouWIN! programme is a collaboration of the Ministry of Finance, the Ministry of Communication Technology (CT), and the Ministry of Youth Development which launches an annual Business Plan Competition (BPC) for aspiring young entrepreneurs in Nigeria.

All these policies have contributed greatly in developing the economy. However, over the years, experts have noticed that these will be more accepted by the Nigerian citizens if they are educated on their importance, meaning, and means of accessibility. This is why the Federal Government saw it necessary to emphasis on the establishment and implementation of strong entrepreneurship education policy in the Nigerian education system.

## **2.0. Entrepreneurship Education Policy in Nigeria**

The first National Policy on Education (NPE) (Aladekomo, 1999) was established in 1977 and a second in 1981. In the document of the 1981 policy, entrepreneurship education was not given any consideration. The Higher Education Policy focused mainly on the development of “high level manpower” for the ministries, government-controlled and other companies. However, the Federal Government took the initiative, since 1987, to combat unemployment and poverty, with the technical assistance of multilateral institutions like United Nations Industrial Development Organisation (UNIDO), United Nations Development Programmes (UNDP) and International Labour

Organisation (ILO), and the cooperation of the organized private sector (OPS), who implemented some entrepreneurship development programmes. These initiatives bordered on programmes like the ‘Work-for-Your-Self Programmes’ implemented across Nigeria between 1987 and 1991; the ‘Start-and-Improve-Your-Business’ programme introduced in 1994; and the ‘Work-Improvement-for-Small Enterprises’ (WISE) programme in 1997 (Aderemi, A., 2008). The emphasis of these short-term formal trainings was on business start-ups and management skills. To integrate these initiatives and make them permanent framework in the educational system of Nigeria the Federal Ministry of Education (FME) through the National Universities Council (NUC) issued directives to all universities in Nigeria to include entrepreneurship education in their curricula from the 2006/2007 academic year. To cement this idea, the NUC designed a draft curriculum as a template for universities to follow. The NUC assumes that the skills, knowledge and behavioral/emotional attitudes linked to entrepreneurship can be fostered and nurtured through learning processes. There is little consensus on how certain skills, knowledge and attitudes are (best) acquired. However, the idea behind entrepreneurship education is that education and training has a role to play in strengthening and encouraging these skills and attitudes and providing the related knowledge.

At the 2011 annual conference of the Academy for Entrepreneurial Studies held in Lagos, president Goodluck Jonathan (<http://www.punchontheweb.com>, 3, July, 2011) emphasized that entrepreneurial studies should be incorporated into the curriculum of studies of Nigerian institutions. In a seminar, “*Entrepreneurship and the Millennium Development Goals: Entrepreneurship Education in Nigeria*” at the Centre for Entrepreneurship Research Essex Business School, University of Essex in collaboration with Nigeria, Attahiru M. Jega, and Uwani Yahya pioneered a project on entrepreneurship education across all state universities as part of a strategic initiative to address the Millennium Development Goals (MDGs) and contribute to the economic development of the country. The Essex-Nigeria project was designed to help to determine the capacity, structures and methodologies necessary for embedding entrepreneurship in the higher education curriculum (<http://www.essex.ac.uk>, 1 July 2010). In its Final Report on education (2011), the UNESCO outlined a suitable definition of entrepreneurship as the education and training, which allows students to develop and use their creativity, and to take initiatives, responsibility and risks. It went

further to distinguish between entrepreneurship education in developed countries (creativity, innovation and thinking outside the box) and developing countries (a way to develop positive attitude towards entrepreneurship and self-employment) as different insights of managing entrepreneurship education in countries (<http://unesdoc.unesco.org>).

All the above facts support that human formation and in particular entrepreneurship education has a crucial role in addressing the question of youth empowerment in a nation. Educating the youth is necessary to make changes in the knowledge, skills, values, behavior and lifestyles required to achieve sustainability and stability in their lives. One of the major structural activities where youth empowerment happens throughout the society includes education reform (Ofuasia et al). To empower the youth, therefore, it is necessary to know the barriers and other factors that affect their careers. It is also necessary to create awareness among the youth to meet the challenges of the open market policy. The youth constitute a large percentage of Nigerian population and most of them are unemployed graduates.

The problem of most of these initiatives remains that they lack proper framework/methodology and implementation strategies in order to achieve quality results. Till recently, so many Nigerian youths, both university graduates and non-university graduates, are left on the street to scramble for fallen pieces of bread from the Might of the nation, thereby rendering them powerless. One may begin to ask “Why are all these initiatives not working in Nigeria?” Without over flogging the obvious, until Nigeria takes up a sincere responsibility of its citizens’ welfare and addresses the structural, cultural, and infrastructural decay of its system, we shall continue to live in our dungeon of stagnant development. There is too much corruption in every facet of the Nigerian public and private sector (Owolabi, 2007). Corruption is a cankerworm in any system. This is because it results to misallocation of resources, hindering the free and equal flow of wealth in the nation. This type of environment and condition can never foster the implementation of entrepreneurship education policies that will contribute to the empowerment of the youth.

To empower the youth, it is necessary to know the barriers and other factors that affect their careers. It is also necessary to create awareness among the youth to meet the

challenges of the open market policy. This requires education as the strategic processes that make use of entrepreneurial initiatives. These initiatives are carried out through creation of awareness and training which entrepreneurship education performs as a role.

Nnamani and Etesike (2002) support the role that education plays towards the human and economic development in the nation. In their view, schools teach vocational skills of various quality and quantity, thus providing the labor force with requisite skills needed in industries. Entrepreneurship education, therefore, provides the youth with different entrepreneurial mindsets, attitudes, knowledge and innovative skills that ensure their full maturity to make crucial choices in life which lead to their empowerment. Young people (youth) are empowered when they acknowledge that they have or can create choices in life, are aware of the implications of those choices, make informed decisions freely, take actions on those decisions and accept responsibility for the consequences of those actions.

It is common to witness the growing interest among governmental policymakers in the promotion of entrepreneurship education. While it is widely acclaimed that entrepreneurship education among youths advances the development of the economy of the nation, there are some barriers that constitute a cog in the wheel of the entrepreneurial environment in Nigeria (Ezedum et al, 2011). These barriers are summarized as follows: excessive licensing and regulatory requirements, credit access and liquidity constraints, administrative barriers, socio-cultural barriers (religious intolerance and ethnic warfare), lack of adequate and good infrastructures, the high cost of doing business in Nigeria, poor policies and bad implementations. With these barriers militating the entrepreneurial environment, it will be difficult to realize a successful framework for empowering the youth through entrepreneurship education. This is because the youth who have been given a theoretical training in the university or other institutions of higher learning will need an entrepreneurial friendly environment to operate. Thus, empowering the youth through entrepreneurship education also means creating and supporting the enabling conditions under which young people can act on their own behalf, and on their own terms, rather than at the discretion of others. In the words of Ofuasia et al:

*“...educational instructions in Nigerian schools should therefore develop and implement measures to promote the economic enfranchisement of the youth through a*

*range of measures from micro-credit and entrepreneurship education through to reviewing macro-economic planning and trade regimes and how they affect the youth”*( Ofuasia, J.N.; Nwalado, E.N. & Dede, P.U, Nd)

It is true that if these policies are completely and well implemented, they will rapidly turn around the economic history of Nigeria in the world economy. However, corruption continues to be the canker-worm in the implementation and realization of these policies. At times low quality and ineffective personnel management destroys and waters down the whole effort of such intelligently and painstakingly drafted policies. Poor policy guidelines also contribute a lot to the problems militating against the growth of small and medium scale enterprises. It is very important to indicate that a number of problems ranging from limited financing and support, inadequate infrastructure, insecurity and lack of training/vocational facilities also affect the implementation of the policies. Nevertheless, where these policies are fully implemented has shown great development, especially, in particular regions of the country. Despite all odds, these policies have created potency and contributed to Nigeria’s global competitiveness. Yet more need to be done.

#### **Conclusion to Chapter 4**

It is the believe of many experienced business people, political leaders, economists and educators in Nigeria that fostering a robust entrepreneurial culture with an entrepreneur’s support system will maximize individual and collective economic and social success on a local, national, and global scale (Ayatse, 2013). It is not enough to believe but there is the need to take action for effective implementation and realization of such a consensus ideology. This is why the National Standards for Entrepreneurship Education were developed. The aim is to to prepare youth and adults to succeed in an entrepreneurial economy. However, preparing the students become entrepreneurs or intrapreneurs through teaching entrepreneurship in the universities or in the various organizational in-house trainings needs to be accompanied with some financial support for start-ups. This is why the National Universities commission made a policy that mandates every university to develop an entrepreneurship Development Centre that acts as laboratories or incubators. Some of the universities have gobe the extra mile of unsing their initiative to raise funding from non-governmental projects or donations in order to generate financial support for their student-entrepreneurs. Universities like the Madona

University, University of Ibadan, University of Lagos, etc have such supportive programs put in place in their Centres.

#### **Sumario: Capítulo 4**

El propósito de este capítulo es describir los problemas y desafíos que enfrenta la educación empresarial en Nigeria, especialmente en las instituciones de educación superior y luego hacer recomendaciones sobre el camino a seguir. El capítulo tiene una vista panorámica del entorno empresarial nigeriano donde estas instituciones se esfuerzan por desarrollar empresarios y emprendedores internos futuros. Aquí se presentan, a través de un excursus histórico, las distintas políticas de emprendimiento iniciadas por el gobierno nigeriano. El capítulo hace una referencia particular y detallada a la política de la educación empresarial actual promulgada por el Ministerio Federal de Educación en el sector público y en privado, por las universidades con el fin de impulsar dichas políticas. El objetivo principal de este capítulo es demostrar el tipo de esfuerzo que las instituciones de educación superior de Nigeria están haciendo para establecer un marco adecuado de implementación de un programa de educación empresarial sostenible. Sin embargo, existe la necesidad de comparar tales esfuerzos con las mejores prácticas como las de los países de Europa (Italia y España) y los Estados Unidos de América. Por último, la conclusión y las recomendaciones tienden a garantizar una educación empresarial completa en Nigeria.

Es el creer de mucha gente de negocios con experiencia, líderes políticos, economistas y educadores en Nigeria que el fomento de una cultura empresarial sólida con sistema de apoyo de un empresario va a maximizar el éxito económico, social, individual y colectivo a escala local, nacional y global (Ayatse, 2013). No es suficiente creer que basta tomar medidas para la aplicación y la realización de una ideología para poder generar un consenso efectivo sobre la importancia del emprendedurismo interno. Es por esto que se desarrollaron los Estándares Nacionales para la educación empresarial. El objetivo es preparar a los jóvenes y adultos para tener éxito en una economía empresarial. Sin embargo, la preparación de los estudiantes que sirve para que ellos se conviertan en empresarios o emprendedores internos exitosos está relacionado con el emprendimiento docente en las universidades o en las diversas capacitaciones organizacionales internas. Este tiene que ir acompañado con un mínimo de apoyo financiero a empresas de nueva creación. Por este motivo, la comisión de las

Universidades Nacionales hizo una política que obliga a todas las universidades para organizar un Centro de Desarrollo de la iniciativa empresarial, que actúa como laboratorio o incubador. Algunas universidades han ido aún más allá de la iniciativa pública y han recaudado fondos privados con el fin de generar apoyo financiero para sus estudiantes-empresarios. Universidades como la Universidad Madona, Universidad de Ibadan, Universidad de Lagos, etc tienen este tipo de programas de apoyo ya en marcha en sus propios centros.

**PART II**  
**PRACTICAL PART**  
**CHAPTER 5**  
**RESEARCH METHODOLOGY**

## CHAPTER 5: RESEARCH METHODOLOGY

### Introduction to Chapter 5

The spotlight of this study is to evaluate and comprehend the attitudes and values of an entrepreneurial mindset and to use a contemporary psychological tool and a self-assessment tool to explore the current competences of students in both the Nigerian and Italian economies. The basis of this focal point is to know which competences are lacking in order to be able to establish a learning curriculum that can be used to improve entrepreneurial abilities that are lacking amongst the students in question. This will serve as a means of fostering business success and thus reducing the high failure of performance rates among employees on organizations. This is necessary because evidence from various studies conducted by other researchers (Indururi and Mukulu, 2015; Ucbasaram, Shepherd, Locket, & Lyon, 2012; and Neneh, 2012) demonstrate the fact that the lack of entrepreneurial mindset and abilities lead to business failure and discontinuity.

### 1.0. Thesis Objectives

#### 1.1. *General Objective of the Evaluation*

The general objective is to create an entrepreneurial and intrapreneurial university system which provides the universities and training institutions with a structure that enhances the entrepreneurial competence of students as future employees who will be initiators of creative ideas for the growth of the organizations in which they find themselves as employees or self-employed. This structure allows for the enhancement of entrepreneurial competences for all university students in order to stimulate their entrepreneurial attitudes and values for business initiatives. The objective is realized by a research on the entrepreneurial attitudes and values of both Nigerian and Italian Students in order to evaluate their different degrees of competences.

#### 1.2. *Specific Objectives of the Evaluation*

The specific objectives of the thesis include:

- In order to establish a detailed theoretical exposition of entrepreneurship education with regard particular contexts, I will investigate on the entrepreneurial attitudes and values of students in Italy and Nigeria.

- Evaluating the different degrees of competences from the different countries will help us to determine the group of students who have more drive to engaging in an entrepreneurial activity.
- To analyze the entrepreneurial attitudes of students in order to identify their levels of entrepreneurial competences, thereby discovering what is present and what is lacking in their entrepreneurial skills. This will help us to develop a methodology that will be tailored to developing required competences and behaviors among intrapreneurs in an innovative organization.
- To develop an entrepreneurship education system as “Intrapreneurial and Entrepreneurial University” where business incubation in the University for all Categories of career are practiced.
- To develop a more comprehensive tailored quality curriculum to enhance the teaching of entrepreneurship education in universities and organization in order to create necessary entrepreneurial mindsets and competences to enhance human resources potentials.

## **2.0. Hypothesis**

***Hypothesis 1:*** The economic characteristics and political environment of students from a developed and stable nation is better and may not be applicable to underdeveloped unstable nation. Therefore, the later will have more drive to engage in an entrepreneurial activity due to necessity than the former.

***Hypothesis 2:*** Compared to the Italian students, most Nigerian students want to be business owners because they show greater entrepreneurial abilities. Therefore they do not need long period of course training to be an entrepreneur.

***Hypothesis 3:*** Compared to that of students from developed stable nations (Italy and Spain) Nigerians show stronger adherence to their values and cultural. Therefore, there is the tendency that the later will be more traditional and value oriented to engage in an entrepreneurial activity than the former.

***Hypothesis 4:*** From the arguments of authors on entrepreneurial attitudes and from the theory of values by Schwartz, it is hypothesized that the entrepreneurial attitudes are influenced by human values.

### **3.0. Participants**

The result of the evaluation is based on an instrument (mindset entrepreneurial attitudes and values) administered to 211 students from Nigeria and Italy, between 16 and above through the Survey Monkey, which is an instrument, which permits the gathering of information on-line.

Participants from both groups (Italian students and Nigeria students) responded in different countries in which they reside. However, greater number of them resides in their country of origin.

The expected number of participants for this research was between 300 and 211. This was supposed to be from both Italian and Nigerians. Therefore, it was expected that 150 or 100 participants would respond from each of the countries in question respectively. Due to the time given for the conclusion and submission of this research we were ably to admister the minimum of the questionnaires expected for this research.

In total, 211 participants responded while 200 out of the 211 were selected. Due to the target participants which were supposed to be university students who are full-time or part-time and working, all responses that were not in these two categories were struck off. At the end of the selection, the valid number chosen for analysis was 200 participants with 100 participants from each of the nationalities.

200 students from Nigeria and Italy were evaluated in order to have enough samples to justify the variables in their national and demographic groups' differences to entrepreneurial attitudes and values. The results being based on the total sample of national adults, one can say with 95% confidence that the maximum margin of sampling error will be  $\pm 5$  percentage points. In addition, the participants were given the assurance for the privacy of their personal data and answers given in order not to influence their responses and the total result of the investigation.

Italian students were chosen to represent the European part of the survey. This is because we believed that the western culture when compared to African culture could be differentiated by quoting two significant countries from each of these regions. In the Italian culture, elements of Spanish, portugese and French could be spotted. Most

glaring is the cultural similarities of the Spanish students and the Italian students. Therefore, we concluded that a research done using samples from either of these two countries will eventually show the same result. With this in mind, we will refer to both Spanish and Italian students when we discuss the result of the survey. In principle, this survey should have been administered to Spanish students too despite their cultural similarities with the Italian students. However, as at the time this research was carried out, we had access to only students from Italy.

The same reason goes with our using of Nigerian students to represent the black African culture here. This is because in every 5 blacks there is a Nigerian. Nigeria is the most populated country in Africa with the population density of about 170 million people. It is made up of more than 300 ethnic groups with their various cultures and traditions. It is obvious that any survey carried out with Nigerian samples will capture the overview of the black African culture. The participants from Nigeria cut across the various geopolitical regions and cultures of Nigeria. The respondents completed the questionnaire online from their different domiciles both within and outside Nigeria.

### 3.1. Demographic Data of the Participants

In this demographic data we shall explain the samples according to the following items: Sex, Age, Marital Status, and Occupation or Type of activity.

The fields of study of the participants are centred around Communication, Economics, Education, Law, Medicine, Science, Humanities, Technology, and Psychology.

Table 1

*Demographic Data of Participants: Gender*

Nationality		Frequency	Percent	Valid Percent	Cumulative Percent
Italians	Men	32	31,4	31,4	31,4
	Women	70	68,6	68,6	100
Nigerians	Men	56	51,4	51,4	51,4
	Women	53	48,6	48,6	100

The questionnaire was administered to both male and female participants who fell within the chosen category. The valid number of men and women collected from the Italian sample was 32 and 70, respectively. The cumulative percentage is 31,4% (100).

The valid number of men and women collected from the Nigerian sample was 56 and 53, respectively. The Cumulative percentage was 51,4 % (100)

Table 2

*Demographic Data of Participants: Age*

Nationality		Frequency	Percent	Valid Percent	Cumulative Percent
Italians	16	3	2,9	2,9	2,9
	17	26	25,5	25,5	28,4
	18	36	35,3	35,3	63,7
	19	1	1,0	1,0	64,7
	20	1	1,0	1,0	65,7
	24	1	1,0	1,0	66,7
	25	5	4,9	4,9	71,6
	26	2	2,0	2,0	73,5
	27	3	2,9	2,9	76,5
	28	4	3,9	3,9	80,4
	29	2	2,0	2,0	82,4
	30	1	1,0	1,0	83,3
	32	2	2,0	2,0	85,3
	33	1	1,0	1,0	86,3
	36	1	1,0	1,0	87,3
	37	1	1,0	1,0	88,2
	41	1	1,0	1,0	89,2
45	1	1,0	1,0	90,2	
46	10	9,8	9,8	100,0	
Nigerians	18	2	1,8	1,8	1,8
	19	10	9,2	9,2	11,0
	20	10	9,2	9,2	20,2
	21	12	11,0	11,0	31,2
	22	14	12,8	12,8	44,0
	23	10	9,2	9,2	53,2
	24	7	6,4	6,4	59,6
	25	5	4,6	4,6	64,2
	26	3	2,8	2,8	67,0
	27	4	3,7	3,7	70,6
	28	2	1,8	1,8	72,5
	29	2	1,8	1,8	74,3
	30	2	1,8	1,8	76,1
	31	2	1,8	1,8	78,0
	32	2	1,8	1,8	79,8
	33	4	3,7	3,7	83,5
	34	2	1,8	1,8	85,3
35	1	,9	,9	86,2	
36	2	1,8	1,8	88,1	
37	2	1,8	1,8	89,9	

38	2	1,8	1,8	91,7
39	1	,9	,9	92,7
40	4	3,7	3,7	96,3
42	1	,9	,9	97,2
45	1	,9	,9	98,2
50	1	,9	,9	99,1
59	1	,9	,9	100,0

The age bracket chosen for the participants in this research was from participants from the age of 16 and above. This was because, in both Italy and Nigeria, we discovered that some people enter the university as early as 16 years of old. And most people are still studying while working at the age above 60 years old. Hence, there was no limit to the age of participants from 16 years.

Table 3

*Demographic Data of Participants: Marital Status*

Nationality		Frequency	Percent	Valid Percent	Cumulative Percent
Italians	Single	81	79,4	79,4	79,4
	Divorced	1	1,0	1,0	80,4
	Married	20	19,6	19,6	100,0
Nigerians	Married	16	14,7	14,7	14,7
	Single	93	85,3	85,3	100,0

Due to the category of participants we questioned in this research, which includes adults who may be over 30 years old and beyond, we had to categorize their marital status. Therefore, the different Marital Status we questioned here were those who are single, Divorcees, and Married.

Table 4

*Demographic Data of Participants: Occupation*

Nationality		Frequency	Percent	Valid Percent	Cumulative Percent
Italians	Full-time Student	69	67,6	67,6	67,6
	Student-worker	33	32,4	32,4	100,0
Nigeriani	Full-time Student	74	67,9	67,9	67,9

	Student-worker	35	32,1	32,1	100,0
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At a mature age, people's vision and career parts in life change. Some people may not be able to go to school at early age while others may. Those who decide to work and train themselves in school while working and those who decide to work for some years and then continue their education are all represented here. This is why we divided the samples into Full-time students and Student-workers.

#### **4.0. Instrument: The Mindset Entrepreneurial Competence Questionnaire of Valeria Caggiano**

The instrument that was used for the research was The Mindset Entrepreneurial Competence Questionnaire of Valeria Caggiano, which contains different groups of questions that investigate on entrepreneurial attitudes and values of students. This shows that the instrument contains two different sub-instruments, one is on a series of questions on entrepreneurial attitudes and the second is on personal values.

##### *4.1. Designing of the Questionnaire*

Valeria Caggiano designed the questionnaire with consideration of the different culture of students involved. The questions of the instrument were extracted from the different constructs investigated on. These constructs are represented as the variables we analyzed in this research and they include:

##### Part 1

- i. Self-efficacy
- ii. Personal Initiatives
- iii. Locus of control
- iv. Entrepreneurial Attitude and Propensity, Attitude towards Behaviour and Personal Attitudes, Entrepreneurial Intentions
- v. Social Valuation
- vi. Entrepreneurial competence and University

##### Part 2

##### Personal Values

Each of the variables has series of statements or questions that were synthesized in the 7 steps of Likert Scales. The scale consists of number of items that measure the degree

of agreement and disagreement of participants with a series of statements, which usually refer to actions carried out by the persons with traits of each of the variables through a Likert scale ranging from 0 to 7.

In each of the variables from the part 1 of the construct, participants were asked to read each sentence or question and indicate with an "X" the degree of agreement or disagreement with each statement or question, from "1" (strongly disagree) to "7" (completely agree).

The part 2, which was on Personal Values, a personality will be described and the participants will be expected to read each description and think about how much each person is or is not like him/her. The participant will then indicate with an X in the box given that shows how much the personality in the description is like him/her (participant). The options range from "Very much like me", "like me", "some-what like me", "a little like me", "not like me", to "not like me at all".

Finally, we used all possible social media to advertise the webpage of the survey monkey. Some of the social media used were Facebook, Google+, Twitter, LinkedIn, emailing, and instant messaging applications like Whatsapp, BBM, etc. A typical example of the survey website is shown below (<https://www.surveymonkey.com/s/HMXJWJ8>; Entrepreneurial Attitudes and Values Survey; Thank you for your willingness to participate at the research. The research is related Dr.; [surveymonkey.com](https://www.surveymonkey.com))

## **Conclusion to Chapter 5**

In this chapter, we have exposed the methodology used in this research. We used the inductive method I whereby we started with the theoretical part of the thesis. We developed the hypothesis and tested it with the findings to draw confirmations from the analysis. The samples were selected from two countries from two different regions of Europe (Italy/Spain) and Africa (Nigeria). The data was gathered through survey monkey.

## **Sumario:Capítulo 5**

El centro de atención de este estudio es evaluar y comprender las actitudes y valores de una mentalidad emprendedora y utilizar una herramienta psicológica contemporánea y de autoevaluación para explorar las competencias actuales de los estudiantes tanto en Nigeria como en Europa (Italia). Se busca saber qué competencias faltan con el fin de llegar a desarrollar ideas que puedan ser utilizadas para mejorar estas áreas y luego conducir a un mayor éxito empresarial y reducir así el alto fracaso de las empresas. Esto es necesario porque la evidencia de varios estudios realizados por otros investigadores (Indururi y Mukulu, 2015; Ucbasaram, Shepherd, Locket, & Lyon, 2012; y Neneh, 2012) señalan el hecho de que la falta de mentalidad empresarial por parte de emprendedores y managers conduce a la quiebra de sus empresas y a su discontinuidad. Los principales enfoques para esta investigación se basan en teorías, estudios empíricos y normativos. La parte teórica que nos interesa se relaciona con el concepto de educación empresarial de a partir de diferentes fuentes consultadas (documentos de la Comisión Europea de educación y cultura; Casson, 2010; Baumol, 1993; Jennings, 1994; Kyrö, 1997; Hytti, 2002; Gobb, 2005; Linan, Moriano y Zarnowska, 2008), especialmente las que exploran las actitudes empresariales y los valores personales de los alumnos-trabajadores. En nuestro estudio se hace especial referencia a los estudiantes nigerianos e italianos. El aspecto teórico que hemos elegido considera también la definición del concepto y la historia de la actividad empresarial como una primera etapa de la educación empresarial. La parte práctica se relaciona con el descubrimiento de comportamientos empresariales con el fin de evaluar su competencia en una actividad empresarial. El resultado de la evaluación se basa en un instrumento (cuestionario sobre la mentalidad de competencia empresarial) el cual fue administrado a los estudiantes-trabajadores de Nigeria e Italia, entre 18 años y sobre. El cuestionario contiene diferentes grupos de preguntas con respecto a sus actitudes y valores empresariales. Las preguntas evalúan el Locus de control, Actitud Emprendedora y Propensión, Actitud hacia Comportamiento y Actitudes personales, las Intenciones empresariales, Valoración social, Competencia empresarial y de la Universidad, la Autoeficacia, y los Valores de los estudiantes. Estas variables son muy importantes porque contribuyen a la formación de una mentalidad emprendedora de un empresario aspirante a (Estudiante). Este cuestionario fue utilizado con el fin de reducir el error de muestreo. Los resultados se basan en la muestra total de adultos nacionales, con 95% de

margen de confianza. Además, los participantes han tenido una garantía de la privacidad de sus datos personales para no influir en sus respuestas y ni en los resultados de la investigación. El objetivo de la parte teórica es utilizar el resultado del cuestionario para determinar las diferentes actitudes empresariales presentes en un estudiante, el grado de competencias, los valores que influyen en su comportamiento, y luego dibujar un programa completo de formación a medida. Esta metodología de evaluación de comportamientos y dibujar un plan de estudios adaptado integral será útil en la mejora de la formación de recursos humanos en una organización.

**CHAPTER 6**  
**PRESENTATION AND ANALYSIS OF THE**  
**DATA**

## CHAPTER 6: PRESENTATION AND ANALYSIS OF THE DATA

### Introduction

The results of the data collected in this research are reported in tables and according to variables indicated in the questionnaire. The outcome of the analysis demonstrates the justification of the hypothesis. The chapter contains the result of the data collected and the analysis. The analysis looked into the descriptive and the inferential statistical exposition of the data respectively. The correlations between the variables are analyzed and described in terms of their relations to the two nationalities, Nigeria and Italy. Here Nigerian students are shown to have higher level of ratings in all the variables evaluated. For instance, Nigerian students are seen to be more entrepreneurially minded but demonstrate high level of insecurity. They believe that adequate security in the country will enhance their entrepreneurship opportunities. Their Italian counterparts, while not having problems with security issues in their entrepreneurial activities does not show greater intentions to engage in a business compared to their Nigerian counterparts.

### 1.0. Descriptive Statistics

The main aim of descriptive statistics is to present the information in a summary form. For example, once the data of the different questionnaires were collected, all measurements being continuous you can calculate the main measure of central tendency, i.e., the media, and the dispersion of scores as the standard deviation.

Thus, for a first reading of the detailed replies to the individual item, the following table shows all the descriptive statistics of the various questionnaires collected throughout the sample, and that refer to the following areas: 1) Personal Initiative; 2) Self-efficacy; 3) Locus of control; 4) Attitude and entrepreneurial propensity; 5) social Valuation; 6) Competence; 7) Values (Tables 1 to 7).

Table 5

*Descriptive statistics of the items on the Personal Initiative*

Item	Minimum	Maximum	Media	d.s.
1) I like to be busy and actively involved in things.	1	7	6,27	1,199
2) I like to be active and energetic.	1	7	6,13	1,273
3) I like to be an active 'get into it' person.	1	7	6,00	1,227

Table 6

Descriptive statistics of the items on the *Self-Efficacy*

Item	Minimum	Maximum	Media	d.s.
1. Starting a firm and keeping it viable would be easy for me.	1	7	4,64	1,605
2. I believe I would be completely unable to start a business.	1	7	1,92	1,478
3. I am able to control the creation process of a new business.	1	7	4,68	1,743
4. If I tried to start a business, I would have a high chance of being successful.	1	7	5,25	1,594
5. It would be very difficult for me to develop a business idea.	1	7	2,57	1,854
6. I know all about the practical details needed to start a business.	1	7	3,38	2,007
7. I know I have the ability to do anything I want to do.	1	7	5,33	1,824
8. When I apply myself to something I am confident I will succeed.	1	7	5,80	1,427
9. I believe I can do it.	1	7	6,06	1,267

Table 7

Descriptive statistics of the items on the *Locus of Control*

Item	Minimum	Maximum	Media	d.s.
1. A job is what you make of it.	1	7	5,65	1,746
2. On most jobs, people can pretty much accomplish whatever they set out to accomplish	1	7	5,08	1,714
3. If you know what you want out of a job, you can find a job that gives it to you	1	7	5,36	1,672
4. If employees are unhappy with a decision made by their boss, they should do something about it	1	7	5,57	1,600
5. Getting the job you want is mostly a matter of luck	1	7	3,90	2,002
6. Making money is primarily a matter of good fortune	1	7	3,51	2,010
7. Most people are capable of doing their jobs well if they make the effort	1	7	5,95	1,268
8. In order to get a really good job, you need to have family members or friends in high places	1	7	3,00	1,832
9. Promotions are usually a matter of good fortune	1	7	3,18	2,135
10. When it comes to landing a really good job, who you know is more important than what you know	1	7	3,12	1,925
11. Promotions are given to employees who perform well on the job	1	7	5,51	1,452
12. To make a lot of money you have to know the right people.	0	7	4,05	2,125
13. It takes a lot of luck to be an outstanding employee on most jobs.	0	7	3,15	2,174
14. People who perform their jobs well generally get rewarded.	0	7	5,24	1,599
15. Most employees have more influence on their supervisors than they think they do.	1	7	4,57	1,748
16. The main difference between people who make a lot of money and people who make a little money is luck.	1	7	2,72	1,860

**Table 8***Descriptive statistic of the items on the Attitude and Entrepreneurial Propensity*

<b>Item</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Media</b>	<b>d.s.</b>
1) A entrepreneur career is attractive for me;	1	7	5,27	1,794
2) If I have the opportunity and the recourses I would like to open a business;	1	7	5,43	1,807
3) Become an entrepreneur would give me a lot of satisfaction;	1	7	5,39	1,730
4) Being an entrepreneur implies to me more advantages than disadvantages;	1	7	5,02	1,787
5) I'm ready to do everything just to become an entrepreneur;	1	7	3,89	2,239
6) I will do every effort just to open and manage my own business;	1	7	4,69	2,128
7) I am determined to open a business in the future;	1	7	4,95	2,144
8) My goal is to become an entrepreneur.	1	7	4,35	2,358

**Table 9***Descriptive statistic of the items on the Social Valuation*

<b>Item</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Media</b>	<b>d.s.</b>
1) The culture of the region where I live is very conducive to entrepreneurial activity;	1	7	4,15	2,126
2) The entrepreneur role is generally under valuated in the region where I live;	1	7	3,82	1,977
3) Most part of the people of my region consider unacceptable the fact of being an entrepreneur;	1	7	2,58	1,761
4) In my region, it is believed that, despite the risks, it worth to be an entrepreneur	1	7	4,41	1,973

**Table 10***Descriptive statistic of the items on the Competency*

<b>Item</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Media</b>	<b>d.s.</b>
1) Capability to recognize an opportunity;	2	7	5,69	1,304
2) Be creative;	2	7	6,04	1,131
3) Problem solving capability;	1	7	5,97	1,220
4) Leadership and communication capability;	1	7	5,83	1,324
5) Capability to develop new products and services;	1	7	5,38	1,555
6) Capability of networking and to build up a contact networks.	1	7	5,27	1,681

Table 11

*Descriptive statistics of the items on the Value*

<b>Item</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Media</b>	<b>d.s.</b>
1. Thinking up new ideas and being creative is important to him/her . He/She likes to do things in his own original way.	0	5	3,91	1,303
2. It is important to him/her to be rich. He /She wants to have a lot of money and expensive things.	0	5	2,78	1,583
3. He /She thinks it is important that every person in the world be treated equally. He/She believes everyone should have equal opportunities in life.	0	5	4,00	1,358
4. It's very important to him/her to show his abilities. He/She wants people to admire what he does.	0	5	3,46	1,680
5. It is important to him to live in secure surroundings. He/She avoids anything that might endanger his safety.	0	5	3,61	1,547
6. He/She thinks it is important to do lots of different things in life. He/She always looks for new things to try.	0	5	3,53	1,415
7. He/She believes that people should do what they're told. He/She thinks people should follow rules at all times, even when no-one is watching.	0	5	3,01	1,660
8. It is important to him/her to listen to people who are different from him/her. Even when he/she disagrees with them, he/she still wants to understand them.	0	5	3,70	1,462
9. He/She thinks it's important not to ask for more than what you have. He/She believes that people should be satisfied with what they have.	0	5	3,08	1,582
10. He /She seeks every chance he/she can to have fun. It is important to him/her to do things that give him pleasure.	0	5	3,17	1,456
11. It is important to him/her to make his own decisions about what he/she does. He/She likes to be free to plan and to choose his activities for himself/herself.	0	5	3,68	1,457
12. It's very important to him/her to help the people around him. He/She wants to care for their well-being.	0	5	3,94	1,367
13. Being very successful is important to him/her. He/she likes to impress other people.	0	5	3,43	1,704
14. It is very important to him/her that his country be safe. He/She thinks the state must be on watch against threats from within and without.	0	5	3,62	1,612
15. He/She likes to take risks. He/She is always looking for adventures.	0	5	3,01	1,692
16. It is important to him /her always to behave properly. He/She wants to avoid doing anything people would say is wrong.	0	5	3,18	1,678
17. It is important to him/her to be in charge and tell others what to do. He wants people to do what he says.	0	5	2,52	1,535
18. It is important to him/her to be loyal to his friends. He/She wants to devote himself to people close to him.	0	5	3,88	1,361
19. He/She strongly believes that people should care for nature. Looking after the environment is important to him/her.	0	5	3,80	1,363

20. Religious belief is important to him/her. He/She tries hard to do what his religion requires.	0	5	3,12	1,813
21. It is important to him/her that things be organized and clean. He/She really does not like things to be a mess.	0	5	3,42	1,667
22. He/She thinks it's important to be interested in things. He/She likes to be curious and to try to understand all sorts of things.	0	5	4,03	1,285
23. He /She believes all the worlds' people should live in harmony. Promoting peace among all groups in the world is important to him/her.	0	5	4,01	1,392
24. He/She thinks it is important to be ambitious. He /She wants to show how capable he/she is.	0	5	3,53	1,640
25. He/She thinks it is best to do things in traditional ways. It is important to him/her to keep up the customs he/she has learned.	0	5	2,48	1,550
26. Enjoying life's pleasures is important to him/her. He/She likes to 'spoil' himself/herself.	0	5	3,04	1,594
27. It is important to him/her to respond to the needs of others. He/She tries to support those he knows.	0	5	3,82	1,299
28. He/She believes he/she should always show respect to his parents and to older people. It is important to him/her to be obedient.	0	5	3,80	1,600
29. He/She wants everyone to be treated justly, even people he/she doesn't know. It is important to him/her to protect the weak in society.	0	5	3,92	1,368
30. He/She likes surprises. It is important to him/her to have an exciting life.	0	5	3,79	1,271
31. He/She tries hard to avoid getting sick. Staying healthy is very important to him/her.	0	5	3,73	1,438
32. Getting ahead in life is important to him/her. He/She strives to do better than others.	0	5	3,71	1,567
33. Forgiving people who have hurt him/her is important to him/her. He/She tries to see what is good in them and not to hold a grudge.	0	5	3,52	1,590
34. It is important to him/her to be independent. He/She likes to rely on himself/herself.	0	5	4,04	1,362
35. Having a stable government is important to him/her. He/She is concerned that the social order be protected.	0	5	3,61	1,451
36. It is important to him/her to be polite to other people all the time. He/She tries never to disturb or irritate others.	0	5	3,68	1,527
37. He /She really wants to enjoy life. Having a good time is very important to him/her.	0	5	3,17	1,599
38. It is important to him/her to be humble and modest. He/She tries not to draw attention to himself/herself.	0	5	3,61	1,490
39. He/She always wants to be the one who makes the decisions. He/She likes to be the leader.	0	5	2,94	1,557
40. It is important to him/her to adapt to nature and to fit into it. He /She believes that people should not change nature.	0	5	3,37	1,459

## 2.0. Inferential Statistics

The inferential statistics instead tackles the problem of making broader generalizations or inferences from the sample data of the population, and a key objective of it is to use the scores of the sample to test the hypothesis. The hypothesis testing means subjecting the variables to an empirical test to determine whether they are supported or refuted by what the researcher observes. It then takes a decision rule that specifies the conditions under which the researcher will decide to support or refute the hypothesis that is occurring, and this decision rule is called significance level, with which you can determine whether the result is due to chance or it is due to known factors which are introduced in the research design.

To compare the continuous variables in relation to just two groups, it was used the *t* test of the student per independent samples, in which the alternative hypothesis H1 assumes the formulation that the two  $\mu$ i are mutually different.

From the comparison made in relation to the two groups of Nationalities, Italians and Nigerians, all results are statistically significant in the scales on the various facets of the entrepreneurial attitudes surveyed (Table 8 and Chart 1). In all cases Nigerians prevail, the Personal Initiative (6.27 vs. 5.99;  $t=2.019$ ,  $P < .04$ ), the Self-Efficacy (4.95 vs. 3.82;  $t=11.745$ ;  $p < .001$ ), the internal locus of control (5.83 vs. 4.88;  $t=7.285$ ;  $p < .001$ ), in the external locus of control (4.04 vs. 2.57;  $t=8.742$ ;  $p < .001$ ), in the attitude and entrepreneurial propensity (6.12 vs. 3.55;  $t=15.435$ ,  $p < .001$ ), the social Valuation (4.44 vs. 2.99;  $t=11.466$ ;  $p < .001$ ), and Competence (6.12 vs. 5.25;  $t=6.235$ ,  $P < .001$ ).

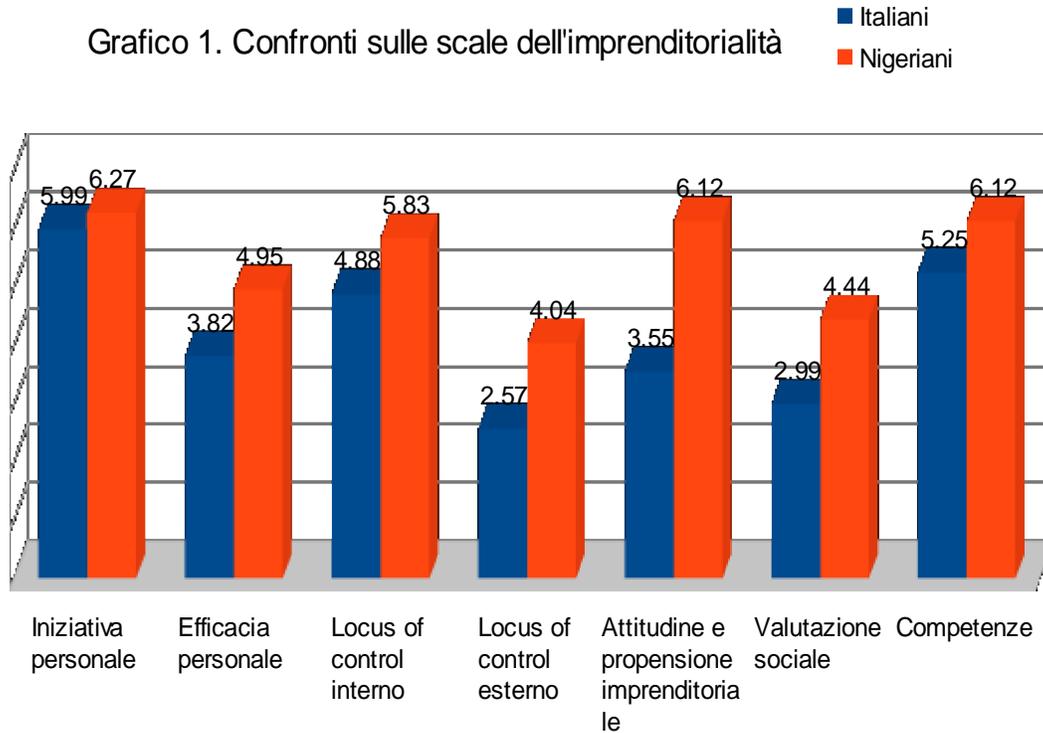
Table 12

Comparison on the scale relative to entrepreneurial activity in relation to nationality

	Nationality	Media	d.s.	t	p
Personal Initiative	Italians	5,99	,927	2,019	,045
	Nigerians	6,27	1,089		
Self Efficacy	Italians	3,82	,709	11,745	,000
	Nigerians	4,95	,682		
Internal Locus of Control	Italians	4,88	,827	7,285	,000
	Nigerians	5,83	1,049		
External Locus of Control	Italians	2,57	,897	8,742	,000
	Nigerians	4,04	1,462		
Attitude and entrepreneurial Propensity	Italians	3,55	1,371	15,435	,000
	Nigerians	6,12	1,034		

Social valuation	Italians	2,99	,828	11,466	,000
	Nigerians	4,44	1,000		
Competence	Italians	5,25	,916	6,235	,000
	Nigerians	6,12	1,098		

Grafico 1. Confronti sulle scale dell'imprenditorialità



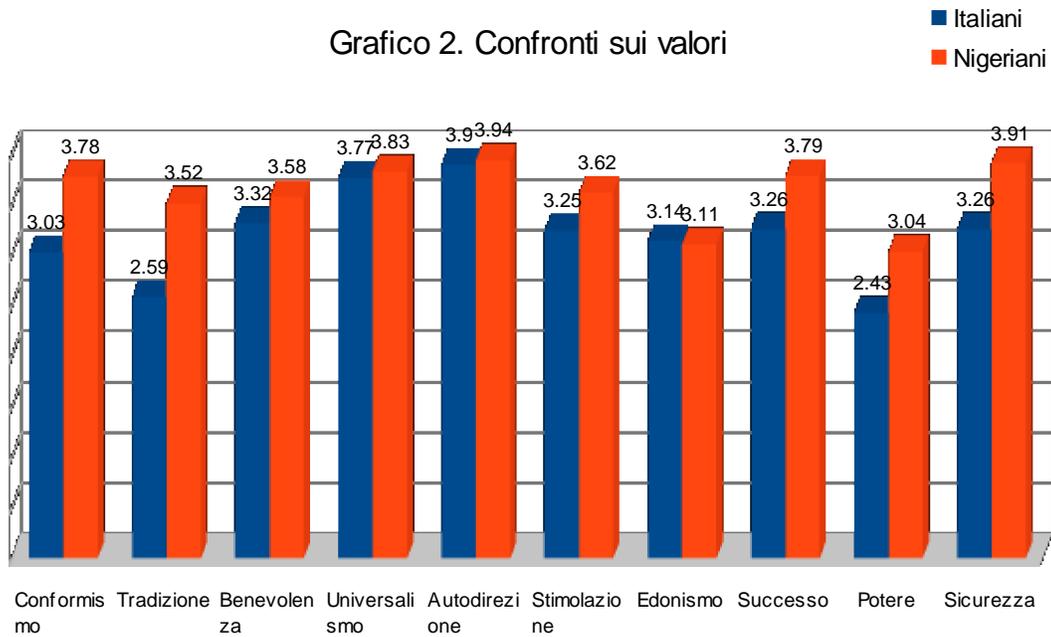
Also from the comparison made in relation to the two groups of nationalities, Italian and Nigerian, they identified a number of statistically significant results in scale relative to values (Table 9 and Chart 2). Nigerians show a greater Conformity (3.78vs.3.03;  $t=4.219$ ;  $p<.001$ ), are more related to Tradition (3.52 vs.2.59;  $t=6.203$ ;  $p<.001$ ), have higher Benevolence (3.58 vs.3.32;  $t=1.853$ ,  $P <.06$ ), have a higher stimulation (3.62 vs.3.25;  $t=2.264$ ,  $P <.02$ ), are more likely to Success (3.79 vs.3.26;  $t=2.756$ ;  $p<.006$ ), the power (3.04 vs.2.43;  $t=3.689$ ;  $p<.001$ ), and want more security (3.91 vs.3.26;  $t=3.910$ ,  $P <.001$ ).

Table 13

Comparison on the values in relation to nationality

	Nationality	Media	d.s.	t	p
Conformism	Italians	3,03	1,198	4,219	,000
	Nigerians	3,78	1,357		
Tradition	Italians	2,59	1,006	6,203	,000
	Nigerians	3,52	1,159		
Benevolence	Italians	3,32	,747	1,853	,065
	Nigerians	3,58	1,244		
Universalism	Italians	3,77	,684	0,389	,698
	Nigerians	3,83	1,430		
Self direction	Italians	3,90	,705	0,253	,801
	Nigerians	3,94	1,390		
Stimulation	Italians	3,25	,955	2,264	,025
	Nigerians	3,62	1,329		
Hedonism	Italians	3,14	1,008	0,177	,859
	Nigerians	3,11	1,201		
Success	Italians	3,26	1,377	2,756	,006
	Nigerians	3,79	1,409		
Power	Italians	2,43	1,144	3,689	,000
	Nigerians	3,04	1,244		
Security	Italians	3,26	,885	3,910	,000
	Nigerians	3,91	1,464		

Grafico 2. Confronti sui valori



The second hypothesis verification regards the association between the different constructs of the research, namely whether or not there are statistically significant relationships between the variables recorded, therefore if the variation of one can vary significantly also another. Table 10 shows the matrix of correlations between all the variables related to entrepreneurship in the two groups of nationalities. Among Italians you can observe how the Self-efficacy correlates positively with the Personal Initiative respectively ( $r = .393$ ), the Internal Locus of Control ( $r = .320$ ) and Competence ( $r = .349$ ), while the latter is associated positively with Attitude and entrepreneurial propensity ( $r = .368$ ). In the group of Nigerians Personal Initiative correlates positively respectively with the Self-efficacy ( $r = .542$ ), the Internal Locus of Control ( $r = .572$ ), the Attitude and entrepreneurial propensity ( $r = .648$ ) and Competence ( $r = .636$ ); Self-efficacy is associated positively respectively with the Internal Locus of Control ( $r = .685$ ), the Attitude and entrepreneurial propensity ( $r = .568$ ), the social Valuation ( $r = .249$ ) and Competence ( $r = .602$ ); Internal Locus of control correlates positively with the Attitude and entrepreneurial propensity ( $r = .570$ ), and Competence ( $r = .651$ ); Attitude and entrepreneurial propensity also correlates positively with the competence ( $r = .795$ ), while only the social valuation is associated positively with External Locus of Control ( $r = .409$ ).

**Table 14**

*Matrix of correlations on the scales of entrepreneurship (\*\* p <.01)*

	1	2	3	4	5	6	7
<b>Italians</b>							
1. Personal Initiative	1						
2. Self Efficacy	,393**	1					
3. Internal Locus of Control	,020	,320**	1				
4. External Locus of Control	,139	,112	,039	1			
5. Attitude and entrepreneurial propensity	,238	,122	-,278	,070	1		
6. Social Valuation	-,031	,065	,123	-,071	,092	1	
7. Competence	,070	,349**	,151	-,055	,368**	,169	1
<b>Nigerians</b>							
1. Personal Initiative	1						
2. Self Efficacy	,542**	1					
3. Internal locus of Control	,572**	,685**	1				
4. External Locus of Control	-,151	,199	,161	1			
5. Attitude and entrepreneurial Propensity	,648**	,568**	,570**	-,071	1		
6. Social Valuation	,075	,249**	,159	,498**	,114	1	
7. Competence	,636**	,602**	,651**	,059	,795**	,208	1

**Table 15**

*Matrix of correlation on values (\*\* p <.01)*

	1	2	3	4	5	6	7	8	9	10
<b>Italians</b>										
1. Conformism	1									
2. Tradition	,565**	1								
3. Benevolence	,514**	,661**	1							
4. Universalism	,467**	,445**	,572**	1						

5. Self-Direction	,258**	,030	,269**	,375**	1					
6. Stimulation	,408**	,197*	,349**	,420**	,503**	1				
7. Hedonism	,162	-,126	,105	,165	,383**	,432**	1			
8. Success	,606**	,275**	,273**	,329**	,215	,471**	,280**	1		
9. Power	,194	-,165	-,076	,013	,182	,270**	,342**	,588**	1	
10. Security	,681**	,440**	,346**	,414**	,196**	,362**	,177	,620**	,273**	1
<i>Nigerians</i>										
1. Conformism	1									
2. Tradition	,808**	1								
3. Benevolence	,859**	,883**	1							
4. Universalism	,892**	,832**	,895**	1						
5. Self-Direction	,860**	,779**	,843**	,918**	1					
6. Stimulation	,729**	,730**	,778**	,854**	,827**	1				
7. Hedonism	,441**	,384**	,458**	,507**	,506**	,521**	1			
8. Success	,793**	,702**	,803**	,848**	,835**	,829**	,485**	1		
9. Power	,366**	,296**	,392**	,433**	,466**	,464**	,554**	,586**	1	
10. Security	,910**	,772**	,851**	,946**	,925**	,830**	,529**	,864**	,481**	1

In Table 11 it is shown the matrix of correlations between all the values in the two groups of nationalities. In Italian group you can observe how the Conformism respectively correlates positively with Tradition ( $r = ,565$ ), the Benevolence ( $r = ,514$ ), Success ( $r = ,606$ ) and Safety ( $r = ,681$ ); Tradition with Benevolence ( $r = ,661$ ), and the latter with Universalism ( $r = ,572$ ); Stimulation with the Self-Direction ( $r = ,503$ ), while the Success is associated with the power ( $r = ,588$ ) and to the Security ( $r = ,620$ ). Among the Nigerians Conformism correlates mainly with Tradition ( $r = ,808$ ), the Benevolence ( $r = ,859$ ), Universalism ( $r = ,892$ ), the Self-Direction ( $r = ,860$ ), Stimulation ( $r = ,729$ ), Success ( $r = ,793$ ) and Safety ( $r = ,910$ ); Tradition is associated

with the Benevolence ( $r = .883$ ), Universalism ( $r = .832$ ), Self-Direction ( $r = .779$ ), Stimulation ( $r = .730$ ), Success ( $r = .702$ ) and Safety ( $r = .772$ ); Benevolence correlates with Universalism ( $r = .895$ ), the Self-Direction ( $r = .843$ ), Stimulation ( $r = .778$ ), Success ( $r = .803$ ) and Safety ( $r = .851$ ); Universalism correlates with the Self-Direction ( $r = .918$ ), Stimulation ( $r = .854$ ), Success ( $r = .848$ ) and Safety ( $r = .946$ ); Self-Direction correlates with Stimulation ( $r = .827$ ), Success ( $r = .835$ ) and Safety ( $r = .925$ ); Stimulation is associated with Success ( $r = .829$ ) and Safety ( $r = .830$ ); Finally Success and Security correlate with each other ( $r = .864$ ).

### **Conclusion to Chapter 6**

The evaluation of both the entrepreneurial attitudes and human values as indicated above demonstrates that the students' entrepreneurial attitudes can be influenced by their personal values. This is very much evident in the value relating to security. The output of the entrepreneurial activity of the students from Italy will be more compared to that of the Nigerian students. This is because the Italian students have a better secured and stable environment to exercise their entrepreneurial attitudes than the Nigerian student who have more need of security and stable economy for a considerable application of their entrepreneurial attitudes. This is why though having higher locus of control and self-efficacy as seen from the research the Nigerian students show more need for security, which the Italian students see as not very necessary.

### **Summario: Capítulo 6**

Los resultados de los datos recogidos en esta investigación se presentan en tablas y de acuerdo a las variables indicadas en el cuestionario. El resultado del análisis demuestra la justificación de la hipótesis. Las correlaciones entre las variables son analizadas y descritas en términos de sus relaciones con las dos nacionalidades, Nigeria e Italia. A través de nuestro trabajo, los estudiantes nigerianos han demostrado tener un buen nivel de mentalidad empresarial pero demostrar alto nivel de seguridad. Ellos creen que una buena seguridad en el país daría más valor a su competencia empresarial. Sus homólogos italianos, mientras tanto, en general no tienen problemas de seguridad como sus colegas nigerianos pero aun así, no demuestran una mayor competencia empresarial en comparación con sus homólogos nigerianos.

Este capítulo contiene el resultado de los datos recogidos, su análisis y discusión. El análisis y la discusión miran a describir y a exponer indicadores de estadística inferencial referidos a los datos del estudio. El principal objetivo de la estadística descriptiva es presentar la información en forma resumida.

Por lo tanto, los diferentes cuestionarios recogidos en toda la muestra se refieren a las siguientes áreas: 1) personal de la iniciativa; 2) la eficacia personal; 3) el locus de control; 4) la actitud y la propensión empresarial; 5) valoración social; 6) habilidades; 7) los valores de Tabla (32 por 28). (Esto no está claro a que se refiere).

La evaluación tanto de las actitudes empresariales y los valores humanos, como se indica más arriba, demuestra que las actitudes emprendedoras de los estudiantes pueden ser influenciados por sus valores personales. Esto es muy evidente en el valor relativo a la seguridad. La salida laboral de los estudiantes procedentes de Italia es mayor en comparación con la de los estudiantes nigerianos. Esto se debe a que los estudiantes italianos tienen un mejor ambiente, seguro y estable para ejercer sus actitudes empresariales que un estudiante nigeriano, con mayor necesidad de seguridad y estabilidad económica que no tiene. Es por esto que a pesar de tener mayor locus de control y autoeficacia como se ve en los resultados de la investigación, los estudiantes nigerianos muestran más necesidad de seguridad que los estudiantes italianos.

**CAPÍTULO 7**  
**DISCUSIÓN Y CONCLUSIÓN**

## **CAPÍTULO 7: DISCUSIÓN Y CONCLUSIÓN**

### **Introducción**

El presente estudio introdujo una nueva forma de comprensión, elaboración e implementación de un plan de estudios de la educación empresarial sostenible y eficaz en las universidades. Los resultados mostraron que, en general, que las variables correlacionadas equipados los datos mejores y también dieron los mejores índices de fiabilidad y validez. En palabras orther, actitudes de ambas nacionalidades (nigerianos y Italianos / Español) pueden ser influenciados por los valores culturales de las diferentes nacionalidades. También es verificable que la capacidad emprendedora de los estudiantes de las diferentes nacionalidades varía de acuerdo a sus actitudes empresariales y valores personales. Esto podría ser visto a partir del análisis de los resultados de la encuesta y la forma en que se discute críticamente con la hipoestesia. En este capítulo, examinaremos cómo el resultado del análisis justifica o refuta la hipótesis postulada en la investigación. Las hipótesis se ponen en prueba con el análisis y desde allí podemos saber qué conclusiones para llegar a al final.

### **1.0. Discusión**

En el primer caso (Hipótesis 1), la hipótesis de que las características económicas y entorno político de los estudiantes de los países desarrollados y estables es mejor que y pueden no ser aplicables a las naciones inestables subdesarrollados. Por lo tanto, cuanto más tarde tendrá más duro para participar en una actividad empresarial debido a la necesidad que el primero. Esto es confirmado por el resultado del análisis donde los estudiantes de Nigeria demostraron alto nivel de preocupación por la seguridad en los valores. Debe tenerse en cuenta que, debido a la alta tasa de la corrupción, la falta de infraestructura básica, y la alta tasa social y la precariedad laboral de estos estudiantes serán testigos de un ambiente inseguro para obtener un empleo. Seguridad aquí incluye tanto el de la vida y de empleo. Donde hay una alta tasa de desempleo, un gran número de los estudiantes recurrirá automáticamente a hacer un negocio no necesariamente porque quieren participar en el negocio, sino porque la necesidad lo requiere con el fin de tener un medio de supervivencia. Esta hipótesis se ve confirmada por Liñán et al (2013) cuando dice que empresarios por necesidad son empujadas por situaciones de desempleo o la insatisfacción con sus trabajos anteriores. Por lo tanto, los estudiantes de

la región de África (Nigeria, en particular) tienden más a participar en la actividad emprendedora por necesidad. La implicación en la participación en la actividad emprendedora por necesidad es que el negocio no puede ser formalmente registrada o bien estructurado. Tal negocio carecen visiones sostenibles porque no están anclados en las metas bien pensadas. Se disolverá y los propietarios generalmente corretear por el ingreso mínimo y son responsables de tratar tantas actividades diferentes si uno no los favorecen. En comparación con los estudiantes de una economía estable que tienen las infraestructuras básicas y estructuras para el compromiso empresarial, al igual que los estudiantes de Italia y España, siempre hay una visión sostenible y bien pensado objetivo de sostener el negocio que quieren participar. Ellos creen que su negocio sobrevivirá. Estos estudiantes categoría os se encuentran para ser Crecimiento-dirigió o Innovación emprendedores Driven. Su actitud hacia los negocios es uno de orientada a la innovación y la competencia basada. La necesidad impulsada empresarios son buscadores de la oportunidad más apasionados en comparación con la tarde.

Sin embargo, los empresarios que buscan con pasión nuevas oportunidades están alerta y siempre buscan posibilidades de obtener beneficios basados en los cambios y las interrupciones en la forma de hacer negocios. Persiguen oportunidades con enorme disciplina. Esto significa que no sólo están alerta suficiente para detectar oportunidades, mantener alguna forma de registro o de oportunidades sin explotar, sino que también actúan sobre las oportunidades si ellos perciben como atractiva y viable. Esto explica por qué los estudiantes nigerianos prevalecieron en todas las actitudes examinados en esta investigación a partir de Sel-eficacia, Locus de crontrol, propensión empresarial y los valores. La gran mayoría de las investigaciones sobre el Modelo de intención emprendedora se ha basado en los estudiantes universitarios y de otras poblaciones, más disponibles que son vistos como la búsqueda de la iniciativa empresarial en gran medida como una oportunidad (Lucas & Cooper).

En la segunda hipótesis, se afirmó que en comparación con los estudiantes italianos, la mayoría de los estudiantes nigerianos quieren ser los dueños de negocios debido a que muestran mayores habilidades empresariales. Por lo tanto no necesitan largo período de entrenamiento de golf para ser emprendedor. Esto es cierto teniendo en cuenta el resultado de la encuesta que muestra que en todos los casos de las actitudes empresariales, los nigerianos se impusieron. La propensión emprendedora entre los

estudiantes de Nigeria, por ejemplo, es alta. Esta intención, como se le llama, no puede exigir mucho entrenamiento formal para adquirirla. Sin embargo, otros factores pueden provocar la intención emprendedora de un estudiante. Los estudios que se han realizado sobre los determinantes de la intención emprendedora revelaron que varios factores, trazables a las características individuales como los factores ambientales de género, edad, estado civil, situación laboral, la personalidad, el locus de control, establecimiento de metas, emprendedora relacionada con la educación auto-eficacia y son responsables de intención emprendedora (Akanbi, 2013). Por lo tanto, se deduce que la educación empresarial puede no impulsar realmente la gente en el espíritu empresarial a menos que sus intenciones son realmente desarrollaron hacia el autoempleo. Es a la luz de esto que los investigadores interesados en el ámbito de la iniciativa empresarial se han centrado sus estudios sobre los factores que influyen en la intención emprendedora. Sin embargo, este estudio se centra en tres factores principales que son: familiar, la autoeficacia y los rasgos de personalidad, ya que afectan a la intención emprendedora. Según las investigaciones, la intención empresarial es visto como una intención individual o tendencia para llevar a cabo acciones empresariales mediante la creación de nuevos productos a través de oportunidades de negocio y la propensión de riesgo (Ramayah y Harun, 2005; y Kristiansen Indarti, 2004).

En la tercera hipótesis, se comparó cómo los estudiantes de desarrollo naciones inestables (nigerianos) muestran la adhesión más fuerte a sus valores culturales y apaisada más de estudiantes de naciones estables desarrolladas (Italia y España). En consecuencia, se hyptesized que habrá la tendencia de que los estudiantes nigerianos serán más tradicional y orientado a ejercer una actividad empresarial que el valor anterior. Debido a su fuerte adherencia a la tradición y el alto nivel de conformismo, los estudiantes de Nigeria están influenciados por sus valores culturales en el tipo de empresas que se dedican a la y la forma en que lo hacen. La tribu Igbo de la nación presenta un gran nivel de capacidades empresariales debido a la fuerte cultura empresarial que existe en las familias. Un promedio Igbo-Man es un empresario y este rasgo empresarial es trazable a su familia y origen cultural. Se espera que los aspectos técnicos o de aspecto profesional de la empresa podrían ser aprendidas de la Universidad como un estudio formal, pero en el caso de los nigerianos no mucho importancia a la educación formal, a fin de tener éxito en un compromiso empresarial. Esto se demonsttrated en su alto nivel de sel-eficacia y locus de control interno. El

estudiante nigeriano, al igual que los igbo, beleives tendrá éxito si empieza cualquier negocio. La tribu Hausa de los estudiantes nigerianos son en su mayoría musulmanes y tienen un fuerte ideología religiosa que les prohíbe hacer algunos negocios como la venta de bebidas alcohólicas o la producción de ellos, la cría de cerdos y procesamiento de ellos, etc. Lo mismo ocurre con los yoruba que pueden carecer de la confianza de un Igbo tendrá que intervengan en cualquier negocio o comercio y creo que él / ella va hacer una vida fuera de ella expanda. Esta falta de confianza afecta los yoruba en la elección del tipo de negocio que le guste hacer. Por lo tanto, tienen miedo de los riesgos.

Esta situación no es aplicable a los estudiantes italianos y españoles cuya cultura y religión no son diversificadas que el de los nigerianos. Puesto que los antecedentes culturales son casi similares y no tiene barreras tradicionales o culturales para hacer negocios son propensos a participar en cualquier actividad empresarial sin estar prohibida por ninguna ley tradicional. Su cultura es más abierta y liberal y esto niega la demasiada adherencia a la tradición o valores como testigo entre estudiantes nigerianos. A partir de los resultados, puede verse que la influencia de los valores son específicos de los diferentes aspectos de la actitud considerados en este estudio. En el presente estudio, algunas de las características únicas de la "personalidad emprendedora" se discutieron profundamente, ya que el período reciente de estos temas están cubriendo más y más importantes aspectos, porque la iniciativa empresarial se identifica cada vez más como el motor para la recuperación económica.

La autoeficacia es influenciado directamente por la auto-dirección, probablemente porque dicho valor, como se identifica por Schwartz (1992) se asocia a una forma de pensamiento independiente, que puede conducir a desarrollar ese sentido de eficacia, útil para mantener la autonomía deseada. Esta consideración está conectada con los últimos datos insertados en referencia a la auto-eficacia, que ve esta última afectada negativamente por el valor de la tradición. Este valor se vincula, además, a las necesidades de "compromiso" y un sentido de aceptación de las costumbres y tradiciones, incluso a las ideas impuestas por el grupo al que se sienten que pertenecen. Respeto a la tradición está muy ligado a la humildad, la piedad y la moderación, por lo que todas estas características parecen obstaculizar el buen desarrollo de la auto-eficacia (pero en el lugar de trabajo)). Esto es probablemente debido a las restricciones que

deben seguir los sujetos con un alto valor de la tradición, no le permiten disfrutar de esa mentalidad que apoya la creación de una mayor confianza en su capacidad de actuar.

Sobre la base de estos resultados, parece que los valores, según lo informado por Lidaka (2012), influyen en la forma de los de orientación, actitudes y características de los individuos. El autor propone un modelo de educación en valores, como los valores están relacionados con la cultura de cada entorno específico y la cultura que afectan directa e indirectamente a los que pertenecen a la misma (Lidaka 2012).

Por lo tanto, esta investigación contribuye al campo de los estudios que está involucrado en la determinación de la composición de los valores con más influencia en las diferentes tendencias entrepreneurial. En concreto, se puede decir que han identificado y luego determina qué valores afecta a algunas de las variables actitudinales específicas para "espíritu empresarial". Esto crea la base para la investigación más a fondo, lo que puede generar en un futuro a los proyectos concretos de la educación empresarial a través de una propuesta de valor consciente y orientado.

## **2.0. Conclusión General y la contribución de esta investigación**

En todos los casos analizados en esta investigación, los estudiantes nigerianos mostraron mayor nivel de actitudes empresariales que los studentds italianos. Los estudiantes nigerianos también mostraron una fuerte adhesión a unos valores que sus counterperts italianos.

Se cree que la conclusión que se extrae de los resultados estadísticos y el análisis de la investigación han confirmado las hipótesis planteadas en esta investigación como dicussed en este trabajo. La investigación ha demostrado que el estudiante nigeriano tiene el potencial y las capacidades empresariales para participar en entrepreneurship al igual que sus homólogos italianos y españoles, pero con mayor ímpetu. La diferencia entre las dos categorías de estudiantes - África representados por estudiantes nigerianos y Europea representados por estudiante italiana, pero con características similares a los estudiantes españoles - radica en cómo su concepción de los valores influye en sus actitudes empresariales. Los estudiantes europeos son innovadores y el crecimiento impulsado en su compromiso empresarial debido a su confianza en la seguridad y menos dogmática en las tradiciones, mientras que los estudiantes africanos son

necesariamente impulsada pero son dogmáticos en su tradición con un alto nivel de preocupación para la seguridad.

Este estudio ha puesto de manifiesto los vacíos que deben ser llenados en el diseño de un plan de estudios de educación empresarial adecuada y sostenible para los estudiantes universitarios de Nigeria. Con la comparación hecha con la composición psicológica empresarial italiana y española, la investigación también ha puesto de manifiesto los educadores nigerianos, áreas para mejorar en lo que se refiere a la enseñanza de la educación empresarial. El plan de estudios debe ser diseñado con el propósito y el objetivo de formar a los futuros empresarios y emprendedores internos que podrán participar en un negocio sustentable con orientación hacia innovadora y el crecimiento. Uno también se preguntan por qué los estudiantes europeos son más técnico y avanzado, una vez que se involucran en una actividad emprendedora de los estudiantes nigerianos desde exhiben los estudiantes nigerianos mayor nivel de actitudes y valores empresariales que sus homólogos europeos. Es fácil argumentar que los que tienen más o actitudes y valores empresariales de alto nivel va a hacer mejor que los que no tienen. Sin embargo, en el caso de esta investigación, parece no seguir. Esto puede ser debido a algunas variables indicadas en el resultado que puedan obstaculizar un acceso fácil y rápido a los recursos que va a catalizar la participación empresarial. Tales variables como la falta de seguridad, el exceso de adherencia a la tradición, y el conformismo a una forma particular de hacer negocios que no lleva a la innovación o pensar fuera de la caja.

Le sugerimos en esta investigación que, además de tener estas actitudes y valores que son necesarios para tener fuertes capacidades empresariales, se debe prestar atención a las habilidades en desarrollo. En este sentido un plan de estudios que ofrece una enseñanza sistemática de las actitudes emprendedoras y valores en el currículo general de la escuela debe ser diseñado e implementado. La metodología de enseñanza debe incluir la adquisición de habilidades en la educación entrepreneurship. No es suficiente para sentir la presencia de actitudes empresariales y valores en la capacidad de un estudiante, pero estas actitudes y valores deben ser desarrolladas de forma sistemática para ser utilizado con eficacia.

Esta investigación todavía tiene algunas áreas de mayor investigación. Esta

investigación no representa el final y ser todo en el desarrollo de la educación empresarial / intraprenurial en Nigeria. Los participantes de Italia utilizados en esta investigación nos ayudó a entender lo que los estudiantes de este país que representan a los estudiantes de Europa mediterránea están haciendo bien que sus counterparts de Nigeria y otros países africanos subsaharianos no están haciendo bien. La investigación da la bienvenida a nuevas investigaciones y descubrimientos que contribuirán en el continúa diseñando y rediseño de los planes de estudio adecuados para las innovaciones de tendencias en nuestro cambiante mundo de la educación y los negocios.

### *2.1. Contribución De Esta Investigación*

De las conclusiones de los resultados en esta investigación, se descubrió que los estudiantes nigerianos carecen de algunas habilidades y destrezas necesarias para participar en una actividad empresarial. Los resultados de esta investigación nos han ayudado en el diseño de un currículo adecuado para la enseñanza de la educación en el espíritu empresarial en Nigeria no sólo para el aspecto teórico, pero también el aspecto práctico. Este plan de estudios se mezcla con la formación necesaria en los rasgos psicológicos que el estudiante debe desarrollar a fin de estar bien cuidada a comprometerse en una actividad empresarial.

Este módulo de formación de Enseñanza y Formación Profesional y Técnica es aplicable a la educación universitaria que la iniciativa empresarial se ofrece como de primer grado.

Nigeria es un importante estudio de caso de la alta tasa de desempleo entre los jóvenes. El país ha tenido un desempleo generalizado por más de una década. Aunque Nigeria es el país más poblado de África negra y ocho en el mundo, con una población de más de 160 millones de personas, tiene un crecimiento nominal del Producto Interno 207,11 millones libras. Sin embargo, tan impresionante como estas estadísticas, el Índice de Desarrollo Humano de 2002 Nigeria ocupa como 148o de 173 más pobres.

La única forma de dotar a la juventud es para proporcionar una educación cualitativa y a fin de que sean creadores de empleo y erradicación de la pobreza (Sekenu, 2004). Muchos países, incluidos los de Nigeria han considerado la enseñanza y la formación técnicas y profesionales) como en dotar a los jóvenes con conocimientos técnicos que les permitan de manera productiva animado campanas. Sin embargo, las Naciones

Unidas de la Educación la Ciencia y la Cultura (UNESCO) sección de educación y formación técnica y profesional (EFTP) en el año 2006 observó que los programas de FTP no conducen a un aumento en el empleo, a pesar de la evidente necesidad de servicios técnicos y profesionales. Esto puede ser debido a la falta de una calidad en los contenidos que se abordan las necesidades específicas de formación de los estudiantes de Nigeria entorno económico. No se presta atención a los rasgos psicológicos o cualidades que mejoran el aprendizaje y la utilización de los conocimientos adquiridos para lograr resultados. Esta es la razón por la que la educación que educa a los estudiantes de actitudes y valores empresariales en los planes de estudio de formación son muy importantes.

Esta investigación ha proporcionado una metodología a través de iniciativas empresariales y Universidad intraempresariales donde estas actitudes y valores de las habilidades empresariales se desarrollan prácticamente y sistemáticamente. Ya no es una teoría, sino un sistema práctico que se esfuerza en llevar a cabo las posibilidades de los estudiantes y el desarrollo de los mismos para responder a las necesidades de potencia humana en el mercado de trabajo y el mundo de los negocios.

Por lo tanto, no es pertinente para sugerir un programa de estudios que será de gran ayuda para la correcta aplicación de los resultados de esta investigación. Este plan de estudios está dividido en dos áreas principales, a saber: La parte teórica y la parte práctica.

#### **a. La parte teórica**

Esta parte tiene que ver con aprender las habilidades blandas y el desarrollo de las amenazas psicológicas ya existentes en los estudiantes, así como impartir aquellas que no existen en ellos. La creación de una conciencia a través de la educación de estas actitudes y valores, ayudar a los estudiantes a ser conscientes de sus capacidades innatas y saber dónde y cuándo utilizarlas bien. Una buena impartición de estos rasgos se preparará a los estudiantes a nivel psicológico y mental para llevar a la práctica, o utilizar las habilidades duras para participar con éxito en una tarea empresarial o intraempresarial.

#### **b. La parte práctica**

La parte práctica de los planes de estudios consta de las capacidades técnicas que se muestran en la Figura 3 (véase el apéndice 1). Las habilidades duras complementan las

habilidades blandas. Una actividad empresarial o intraempresariales pueden no ser muy eficaz cuando las actitudes y los valores no son complementadas por el habilidades duras. No es suficiente conocer todas las teorías o adquirir todos los rasgos psicológicos pero aplicación práctica de esos es muy necesario.

### **Summario: Capítulo 7**

El presente estudio introduce una nueva forma de comprensión, elaboración e implementación del plan de estudios de la educación empresarial sostenible y eficaz en las universidades. Los resultados muestran que, en general, los indicadores de correlación son muy significativos y también con la mayor fiabilidad y validez. En otras palabras, las actitudes de ambas nacionalidades (Nigerianos y Italianos / Españoles) son influenciados por los valores culturales de las diferentes nacionalidades. También es verificable que la capacidad emprendedora de los estudiantes de las diferentes nacionalidades varía de acuerdo a sus actitudes empresariales y valores personales. Esto puede ser visto a partir del análisis de los resultados de la encuesta y la forma en que se discute críticamente la hipótesis. En este capítulo, examinaremos cómo el resultado del análisis justifica o refuta la hipótesis postulada en la investigación. Las hipótesis se ponen a prueba con el análisis y desde allí podemos saber qué conclusiones para llegar al final. En todos los casos analizados en esta investigación, los estudiantes nigerianos mostraron mayor nivel de actitudes empresariales que los estudiantes italianos. Los estudiantes nigerianos también muestran una mayor adhesión a los valores que sus homólogos italianos a pesar de tener distintas actitudes empresariales.

La investigación demuestra que el estudiante nigeriano tiene potencial y capacidad empresarial para participar en la iniciativa empresarial al igual que sus homólogos italianos y españoles, pero con mayor ímpetu. La diferencia entre las dos categorías de estudiantes - África representados por estudiantes nigerianos y Europa representados por estudiantes italianos, pero con características similares a los estudiantes españoles - radica en cómo su concepción de los valores influye en sus actitudes empresariales. Los estudiantes europeos son innovadores y el crecimiento impulsado en su compromiso empresarial debido a su confianza en la seguridad y menos dogmática en las tradiciones, mientras que los estudiantes africanos son necesariamente impulsores pero son dogmáticos en su tradición con un alto nivel de preocupación por la seguridad.

Este estudio ha puesto de manifiesto los vacíos que deben ser llenados en el diseño de un plan de estudios de educación empresarial adecuada y sostenible para los estudiantes universitarios de Nigeria. Con la comparación hecha con la composición psicológica empresarial italiana y española, la investigación también pone de manifiesto las áreas para mejorar en lo que se refiere a la enseñanza de la educación empresarial en Nigeria. El plan de estudios debe ser diseñado con el propósito de formar a los futuros empresarios y emprendedores internos que podrán participar en un negocio sostenible con una orientación innovadora y de crecimiento. Es posible también preguntarse por qué los estudiantes europeos son más técnicos y avanzados. Por otro lado, una vez que se involucran en una actividad emprendedora los estudiantes nigerianos exhiben un mayor nivel de actitudes y valores empresariales que sus homólogos europeos. Es fácil argumentar que los que tienen más actitudes y valores empresariales de alto nivel lo van a hacer mejor que los que no lo tienen. Sin embargo, en el caso de esta investigación, parece no ser así. Esto puede ser debido a que algunas variables indicadas en el resultado pueden obstaculizar un acceso fácil y rápido a los recursos que va a catalizar la participación empresarial.

Sugerimos en esta investigación que, además de prestar atención a las actitudes y valores que son necesarios para tener fuertes capacidades empresariales, se debe prestar atención a las habilidades en desarrollo. En este sentido, un plan de estudios que ofrezca una enseñanza sistemática de las actitudes emprendedoras y valores en su currículum general es fundamental. La metodología de enseñanza debe incluir la adquisición de habilidades en la educación empresarial. No es suficiente para sentir la presencia de actitudes empresariales y valores en la capacidad de un estudiante, pero estas actitudes y valores deben ser desarrolladas de forma sistemática para ser utilizadas con eficacia.

Esta investigación todavía tiene algunas áreas de mayor investigación. Esta investigación no trata de proveer conclusiones finales sobre el desarrollo de la educación empresarial / intraempresarial en Nigeria. La participación de los participantes italianos utilizados en esta investigación nos ayudó a entender lo que los estudiantes de la Europa mediterránea están haciendo de bien o mal respecto a sus homólogos de Nigeria y otros países africanos subsaharianos. Nuestra investigación da la bienvenida a nuevas investigaciones y descubrimientos que contribuirán al diseño

continuo y rediseño de los planes de estudio adecuados para las tendencias cambiantes del mundo de la educación y de los negocios.

A partir de las conclusiones de los resultados de esta investigación, se descubrió que los estudiantes nigerianos aún carecen de algunas habilidades y destrezas necesarias para participar en una actividad empresarial. Los resultados de esta investigación nos han ayudado a diseñar un plan de estudios adecuado para la enseñanza de la educación empresarial en Nigeria no sólo por el aspecto teórico de la misma, sino también el aspecto práctico. Este plan de estudios se mezcla con la formación necesaria sobre los rasgos psicológicos que el alumno debe desarrollar con el fin de estar bien preparado para participar en una actividad empresarial.

Este módulo de capacitación para la Educación Técnica y Profesional es aplicable a la enseñanza universitaria, donde la iniciativa empresarial se ofrece como un primer curso de grado.

Nigeria es un caso de estudio importante del desempleo juvenil. El país ha tenido un desempleo generalizado durante más de una década. Aunque Nigeria es la nación más poblada en África y octava en el mundo con una población de más de 160 millones de personas, tiene un Producto Interno crecimiento nominal de £ 207 110 000 000. Sin embargo, tan impresionante como estas estadísticas podrían ser, el Índice de Desarrollo Humano en 2002 clasificó a Nigeria como el 148 de 173 entre los más pobres.

La única manera de dar poder a los jóvenes es proporcionándoles una educación adecuada y cualitativa con el fin de hacer de ellos los creadores de empleo y los artífices de la erradicación de la pobreza (Sekenu, 2004). Muchos países del área, entre ellos Nigeria, han considerado la Enseñanza Técnica y Profesional (EFTP) como relevantes en dotar a los jóvenes con habilidades técnicas que les permitan participar en actividades productivas. Sin embargo, la sección de las Naciones Unidas para la Ciencia Educación y la Cultura (UNESCO) para la Enseñanza Técnica y Profesional (EFTP) en 2006 observó que los programas de EFTP no han dado lugar a un aumento del empleo, a pesar de la evidente necesidad de servicios técnicos y profesionales. Esto puede ser debido a la falta de un contenido de calidad que responda a las necesidades específicas de formación de los estudiantes de la situación económica de Nigeria. No se presta atención a los rasgos psicológicos o cualidades que realzan el aprendizaje y el uso adecuado de las competencias adquiridas para lograr resultados. Por esta razón, incluir

la educación de los estudiantes sobre las actitudes emprendedoras y valores en el currículo de formación es muy importante.

Esta investigación ha proporcionado una metodología a través de la Educación Empresarial y Universidad intra-empresarial donde estas actitudes y valores como habilidades empresariales se desarrollen de forma práctica y sistemática. Ya no es una teoría, sino un sistema práctico que se esfuerza por poner de manifiesto las potencialidades de los estudiantes y desarrollarlos aún más para cumplir con el requisito de mano de obra en el mercado laboral y del mundo empresarial. Por lo tanto, es pertinente sugerir un plan de estudios que ayudará en la correcta aplicación de los resultados de esta investigación. Este plan de estudios se divide en dos áreas principales, a saber: la parte teórica y la parte práctica.

Este módulo de capacitación fue elaborado después de un estudio cuidadoso de los resultados procedentes de la investigación. En la primera parte de la misma, expusimos las aptitudes que se necesitan para participar adecuadamente en una actividad empresarial o intra-empresarial. Las habilidades teóricas como las actitudes emprendedoras y valores fueron analizadas en esta investigación. El aspecto práctico del plan de estudios da por supuesto las diversas habilidades prácticas adecuadas para que los estudiantes adquieran una experiencia para el entorno empresarial de Nigeria. Este plan de estudios está abierto a la crítica y más enmiendas como las nuevas tendencias de seguir evolucionando en el sistema socio-económico de Nigeria.

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## APPENDIX

### **Appendix 1: Proposal of New Training Module for Entrepreneurial Education in the University to the National Universities Commission of Nigeria.**

#### **1. The National Universities Commission of Nigeria**

The National Universities Commission (<http://nuc.edu.ng/project/student-support-services-department/>) was established in 1962 as an advisory agency in the Cabinet Office. However in 1974, it became a statutory body of the Federal Republic of Nigeria as a Federal Government Agency. The National Universities Commission (NUC) is a parastatal under the Federal Ministry of Education (FME).

The Commission has a Department that is in charge of an oversight job on the implementation of the Entrepreneurship Education Policy of the commission in the Nigerian Universities. In the recent past, strong injunctions have been given to the Universities in Nigeria to embed the teaching of Entrepreneurship Education in their courses. However, this has not produced much result since its implementation commenced.

No university offers Entrepreneurship as a degree course in Nigeria as at the time of this research. The only institutions that offer Entrepreneurship as a certificate course some Vocational and Technical schools in the country.

#### **2.0 The Steps Taken So Far In The Presentation Of This New Curriculum**

My aim is to develop a full curriculum of full degree course in the Universities. In 2012, I developed a programme on Training the trainers in the Entrepreneurship Education. I worked on this programme with Valerai Caggiano of which we further developed in collaboration with Rome Business School (<http://romebusinessschool.it/en/>) of Antonio Ragusa and turned this into a project. Through the help of Prof Ignatius Uvah (former Deputy Executive Secretary of the Commission), the project was presented to the National Universities Commission as Two weeks training programme. The commission replied us in May of 2012 to come and make a presentation of the project. Due to logistic problems from the side of Rome Business School we could go to Nigeria for the presentation of the project, which was worth 45.000,00 Euro.

Since the commencement of this research, I have made presentations in some universities and written some articles emphasizing the importance of Entrepreneurship Education to be offered as a full degree course in the Universities:

1. Akanazu, H. O. (2011). ‘Quality Assurance Methodology in Entrepreneurship Education’. *The II International Congress, Interfaces of Psychology – Quality of live, Living with quality*, 16 -24. Escola de Ciências Sociais, Department of Psychology, University of Evora, Portugal. ISBN: 978-989-8339-12-6
2. Akanazu, H. (2013). El espíritu empresarial como una respuesta pragmática y política en la desigualdad económica étnica en Nigeria. in Caggiano ,V. *Educacion Emprendedora. Inspiracion Aspiracion Accion*, TintaLibre, 49-82. Cordoba. Argentina. ISBN: 9789877080391
3. Akanazu, H. O. (November 2 – 10, 2013). ‘Entrepreneurial Education and Job Creation: A pragmatic Response to Attaining A Sustainable Peace’. *The annual Madonna University International Convention of Experts and Intellectuals from all countries of the world*. Madonna University, Elele.
4. Akanazu, H. O. (November 11 - 18, 2012). ‘Entrepreneurship, Partnership and the Challenges to the Millennium Development Goal in Nigeria’. *The Annual Madonna University International Convention of Experts from all Countries of the World*. Madonna University, Elele.

In 2013, through the partnership with Messe Rand Consulting (<http://messerand.com/>), I have developed this latest Curriculum Module, which we presented to a Presidential Agency (SURE – P) - Subsidy Re-investment Programme (<http://sure-p.gov.ng/>). It was accepted by the Agency to be implemented. In the same year, I used this curriculum as an expanded curriculum for Entrepreneurship Education in the International Bio-Research Institute Enugu where I worked as a Lecturer/Cordinator of Post Graduate Studies.

Recently, I have made wide consultation that will help me to make a strong and convincing proposal to the National Universities Commission. Part of the conditions is to complete the present PhD research, which will act as concrete evidence of the need of this curriculum in the Nigerian Universities.

**Figure 3: TRAINING MODULE FOR ENTREPRENEURIAL EDUCATION IN THE UNIVERSITY**

PROGRAMME: Certificate			
Course:	Code: E-TVET 128	Credit Hours:	Hours 720
Duration: 6 Months	Pre-requisite:	Theoretical	10 hours 33%
		Practical	20 hours 67%
Course main Aim/Goal			

<p>To unleash the development of women/youths potentials with a new partnership arrangement that will spur self-reliance and generate self-employment rather than paid employment.</p> <p><b>General Objectives:</b>          To enhance entrepreneurial capacity among Nigerian women and youths          Build entrepreneurship culture in the urban and rural communities of the federation          Develop training programmes and encourage mentoring for various youths and women community development committees, co-operatives, etc. These are to be delivered using the platforms of seminars, workshops and do-it-yourself (DIY) materials.          Promote trade in agriculture. This program will help identify opportunities in these areas. Start-up ventures, value added processing and manufacturing would be encouraged to enhance access to markets. This is aimed at stimulating the growth of micro, small and medium scale enterprise          To effectively and efficiently utilize the development of SME's while trying to build partnerships with other developments partners by sharing their knowhow, technologies and skills          This module is designed to train the energetic youthful as well women population of Nigeria on how to use their entrepreneurial abilities to become successful private sector operators and not as peasants.</p>						
<p>Variety of situations and Methods:          Lectures from practitioners          Business plan competitions          Short pieces of course work          Small group supervisions          Action learning          Role models, examples and class discussions          Games          Visits to companies          Venture creation games</p>						
Theoretical Content				Practical Content		
Phases/ Week	Module 1	Teacher's Activities	Resource s	Module 1	Teacher's Activities	Equipment
	The nature of entrepreneurship			Introduction to manufacturing/ tools		
Ph/s 1	General Objective 1: Understand the basic Concept of Entrepreneurship					
1-4	<p>1. Entrepreneurship and its Roles in a Developing Economy</p> <p>2. Explain the terms:            i) Entrepreneurship            ii) Entrepreneur            iii) Enterprise            iv) Self Employment            v) Wage Employment            vi) Innovation management</p> <p>3. Identify the facilities and opportunities available for self employment.</p> <p>4. Identify successful entrepreneurs in Nigeria Evaluate the role of entrepreneurship in wealth creation.</p>	<p>1. Explain the terms related to entrepreneurship.</p> <p>2. Compare wage employment and selfemployment with entrepreneurship.</p> <p>3. Identify opportunities for self employment</p> <p>4. Explain the role of entrepreneurship in wealthcreation.</p> <p>5. Give assignment to an entrepreneur's organization.</p> <p>7. Motivational speech by business owners</p>	<p>Textbooks            Business owners            Lecture hall</p>	<p>1. Knowledge of the names of the equipment for different products</p> <p>2. To know how to operate them</p> <p>3. To know their maintenance</p> <p>4. To know all measuring equipment and measurements</p> <p>5. To know the names of reagents and chemical solutions</p> <p>6. Know the safety and control measures</p>	<p>1. Take them to the lab</p> <p>2. Demonstrate their functionality and usages</p> <p>3. Teach students how to operate them</p> <p>4. Allow students to operate them</p> <p>5. Make sure students handle equipment with carefulness</p> <p>6. Teach them how to manage any casualty</p>	<p>Laboratories            Punch machine            Paint mixer            Detergent mixer            Tailoring machines            Boiler            Heating system            Drying oven            Refrigerator            Beakers and test tubes            Measuring cylinder            Borosilicate glass            Projector            Computer sets            Chemicals/ reagents            Pressure containers            Steam pots            Filter            Weighing</p>

						devices Storage facilities
	Module 2			Module 2		
	Developing My entrepreneurial abilities			Cosmetology, soap production/deterge nts		
Ph/s 2	General Objective 2: To Acquire Entrepreneurial Competences and Skills					
5-8	1.Locus of control 2.Risk taking 3.Self-efficacy 4.Engagement 5.Entrepreneurial values 6. Personal initiative 7.Attitudes and entrepreneurial propensity 8.Attitude towards a behavior, personal attitudes and entrepreneurial intentions 9.social valuation 10.Practicing business ethics	1.Explian and inculcate entrepreneurial values 2.Explain and create achievement motivation 3.Invite motivational speakers and successful entrepreneurs 4.Cite successful entrepreneurs in Nigeria and the world 5.Use motivational videos and movies 6.Entrepreneurship games	Audios and videos Motivation al speakers Projectors Video machines Computer sets Class rooms	1.Hair Cream 2.Making of Perfumes 3.Making of Air Freshener 4.Bar Soap Production 5.Toilet Soap Production 6.Production of Powdery Detergents 7.Making of Liquid Soap 8.Making of Disinfectant 9.Making of White Disinfectant	To coached on how to produce most popular and market demanding detergents, soap, and cosmetics	Heater Boiler/stea m pot Weighing devices Mixer containers Cartons Soap mould, Big bowl Rubber gloves Cutter Stainless pot Measuring cylander Metallic mixing bowl Stirrer Goggles &Gloves Long sleeved shirt Nose mask Shoes Filter &container s Chemicals/ reagents
	Module 3			Module 3		
	Business planning and budgeting			Fashion and creative design		
Ph/s 3	General Objectives 3: Creative Application of Entrepreneurial Competences and Skills					
9-16	1.Matching my skills with business 2.Assessing demand 3.Sizing up the market 4. Writing a business plan for my business 5. Establishing Budget 6.Estimating cost and setting a price 7.Generating ideas and recognizing opportunities 8.	1.Teach students how to write a viable marketing plan 2.Teach students how to develop, implement, and monitor a viable business plan 3.Teach students how to make establishing budget, organizing a budgeting communication campaigns 4.Visits to companies	Text books Projector Computer sets Class rooms	1.Hats Making 3.Beads Works 4.Tailoring	To coach students on how to make clothes/wear s that are marketable in our society, to be creative in designing clothes and ceremonial/ casual wears or outfits	Scissors, tailor chalk, ruler, measuring tape, stitching machine, Embroider y machines, computer set, pressing iron, ironing table, Beads, twine rope,

						candle, lighter,
	Module 4			Module 4		
	Business start up and expansion			Food and beverages		
Ph/s 4	General Objective 4: Developing policies and procedures for business					
15-16	<p>1.Coach to Create Your Enterprise: Formula Smart for Your Idea ( from Idea to business Plan)</p> <p>2.Mobilizing resources: financial, human, and material resources</p> <p>3.Locating your business</p> <p>4.Trageting/locating your customers</p> <p>5.Building your value proposition for sustainability</p> <p>6.Knowing the legal processes involved in starting up your own business in Nigeria: business registration, copy right laws, quality control</p> <p>7.Entrepreneurship policies</p>	<p>1.Students should know all the official bodies involved in business registration, manufacturing and regulations in Nigeria</p> <p>2.Students should taught how to assess opportunities</p> <p>3. Should know how to track loans from the banks</p> <p>4.Know all the policies put in place to promote entrepreneurship/ Self-employment in Nigeria</p> <p>5.Invite successful entrepreneurs</p>	Projectors Computer stets Class rooms	<p>1.Cake making (various Italian types)</p> <p>2.Snacks and Juice</p> <p>3.Bread Making</p>	To coach students on how to produce, package in cans or cartons and market food and beverages	Knife, fruit extracting machine, heat source, cans or bottles, spoon, bowl and sealer Tray pan, mixing bowl, wooden spoon, grinding machine, kitchen knife, egg whisker, pot, drying oven
	Module 5			Module 5		
	Entrepreneurial soft skills			Paint and candle making		
Ph/s 5 & 6	General Objective 5: Managing the growing business					
	<p>1.Marketing and Communication skills</p> <p>3.marketing planning and targeting</p> <p>4.Tips on human resources management</p> <p>5.Finance management for</p>	<p>1.Teach students how to self-market themselves and their business</p> <p>2.Organize a workshop for students to write marketing plans</p> <p>3.Teach students how to apply knowledge of</p>	<p>1.Projector</p> <p>2.Computer sets</p> <p>3.Audios and videos</p> <p>4.Tablets, phones, etc</p>	<p>Emulsion paints</p> <p>Text coat paints</p> <p>Candle making</p>	To coach thestudents on how to produce quality paints for beautificatio n of houses and other things. To produce	<p>Electrical mixer (10-20 Hpc)</p> <p>Weighing devices</p> <p>Trowel, shovel, cement, gravel, sharp sand,</p>

	<p>SMEs</p> <p>6. Information and communication technology: contacting clients and partners</p> <p>6. Time management: how to make the best use of my time</p>	<p>major human resource responsibilities at both a strategic and operational level</p> <p>the soft skills</p> <p>4. Teach students how to use the internet and e-business</p>			<p>candles used for different purposes as alternative source of light during power failures, in churches, festive periods and in rural areas</p>	<p>baluster mould, and gasoline + little engine oil</p> <p>Steam pot</p> <p>Newspapers or carpet Cutter, double boiler, wicks, mold or containers, wax melter, candle making thermometer</p>
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This training module was drafted after careful study of the research findings drawn from the research. In the first part of it, we exposed the soft skills that are needed to engage properly in an entrepreneurial or intrapreneurial activity. The soft skills resented the entrepreneurial attitudes and values that were analyzed in this research. The practical aspect of the curriculum takes cognizance of the various hard skills suitable for students to acquire for the Nigerian business environment. This curriculum is open to criticism and more amendments as new trends keep evolving in the Nigerian socio-economic system.