



Full Length Research Paper

Entrepreneurial curriculum as an antecedent to entrepreneurial values in Uganda: a SEM model

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Entrepreneurship education has become the new mantle of business schools in the promotion of economic transformation through entrepreneurial graduates. However, the challenge comes when questions relating to how and who should teach entrepreneurship remain unanswered. This paper explains how the reinforcement of the entrepreneurial curriculum can foster the development of entrepreneurial values among university students in Uganda. 522 final year university students were surveyed. Structural equation modeling (SEM) and analysis of moments structures (AMOS) were used in analysis. Findings revealed that experiential learning, interaction with successful entrepreneurs and entrepreneurial lecturers lead to high levels of entrepreneurial values of students. Entrepreneurial values and entrepreneurial curriculum measurement models are proposed. Recommendations and implications of the findings are discussed.

Keywords: Entrepreneurial values, Entrepreneurial Curriculum, University students.

INTRODUCTION

There is a lot of debate about the role of education in the development of entrepreneurial values. Some scholars have argued in favour while others are against the idea that entrepreneurial values are teachable. This has raised a lot of concerns in the entrepreneurship education circles. Hence the question of how entrepreneurship should be taught and who should teach it have emerged. This has triggered a number of studies such as Kirby (2002), Byabashaija and Katono (2010) and Hannon (2005). These fundamental questions skew towards the choice and strategy of curriculum to use in teaching entrepreneurship. Entrepreneurial values are multidimensional. Sociologically, values refer to norms, traditions and ideologies that promote self-survival (Bandura, 1977). Economically, values have an association with concepts such as benefit, change and price therefore reflecting

preferences, motives, needs and attitudes of an individual's psychology (Demirer et al, 2012). Entrepreneurial values are also reported to develop behaviors, skills and attitudes that help people to succeed in all spheres of life (Rauch and Frese, 2006). Although the concept of entrepreneurial values has been approached differently by varied scholars, this study adopts a working definition of entrepreneurial values as enduring beliefs held by individuals and groups of individuals concerning the desirability of behaviors, skills and attitudes that help them to succeed in all spheres of life. These values account for graduate employment (Byabashaija and Katono, 2010). In most of the economies such as Uganda where there is a disequilibrium between graduate levels and industry absorption (Labour Market Information Status in Uganda, 2006) and achieving the Millennium

Development Goals (Akpomi, 2009). After an extensive study of entrepreneurial behavior, Bandura (1977) observed that essential entrepreneurial values were self-efficacy and goal orientedness. Ranuji (2006) in a study about Indian dairy farmers' entrepreneurial values established innovativeness, achievement motivation, risk orientation, information seeking and cosmopolitanism as consistent values for human success. Gibb (2007) stresses that opportunism, creativity, autonomy, responsibility, networking, achievement orientation, self-efficacy, perseverance, hard work and strategic thinking were influential in distinguishing entrepreneurial and non-entrepreneurial individuals. A critical review of entrepreneurial values indicates that whereas they appear numerous, most of them have developed from the classical (original concepts) either through operationalisation or duplication and renaming. This study draws an entrepreneurial values measurement model.

Entrepreneurial Curriculum and entrepreneurial values.

Literature supports the idea that people who study entrepreneurship have a high likelihood of developing entrepreneurial values (Cooper, Bottomley and Gordon, 2004; Samah and Omar, 2011). Entrepreneurial curriculum involves activities promoting the individual skills, attitudes, behaviors and capabilities that foster the development of entrepreneurial values (GEM, 2005). An entrepreneurial curriculum in this study refers to the curriculum that teaches for and about entrepreneurship. This study also argues that an entrepreneurial curriculum can be entrepreneurial or not entrepreneurial if it does not include entrepreneurial practices such as practicability, lateral and divergent learning. European commission (2008) defines an entrepreneurial curriculum as one which goes beyond the traditional learning boundaries and ensures purposeful learning which combines the learners, facilitators, and practitioners who through formal means provide informal education through role modeling, mentoring and coaching.

While studying about biographic factors as antecedents to entrepreneurial spirit amongst Iranian University students, Aghajani and Abbasgholipour, (2012) recommend to the educational institutions to provide challenging goals for students so that there can be an increase in responsibilities and hardworking spirit among students. The authors further advocate for increased participation of people in practice so that students can have an opportunity to select coaches and role models for inspiration.

Matlay (2011) reports that practical experience in new venture creation provides the realism and functional approach towards entrepreneurial values. Niyonkuru, (2005), Cooney and Murray, (2008), Lourenc'o and

Jayawarna, (2011) all concur with the argument that entrepreneurship training develops achievement motivation and self-efficacy. Participation in enterprise activities increases students' personal responsibility, desire for job freedom and leadership roles (Mauchi et al, 2011), more personal control, high self-esteem and exhibit innovativeness to perform better (Kolb and Kolb, 2008; Fini et al, 2009; Cheung & Au, 2010). This helps students to solve practical problems creatively and strategically (Gibb, 2007).

Kirby, (2002) emphasises that this can only be achieved if students learn how to apply these concepts in real life situations as guided by entrepreneurial facilitators. Thus, the entrepreneurial experience of facilitators plays a big role in the development of entrepreneurial values. This means that an entrepreneurial curriculum requires unique teaching methodologies some of which may require involving students in the business processes so that they interface with reality (Niyonkuru, 2005; Plumly, et al, 2008; Pihie and Sani, 2009) and successful people (Samah and Omar, 2011). Comparable findings were established by Cox, et al., (2002) in Germany, Singapore, China, Korea, New Zealand, US and Australia.

After consulting literature, it was hypothesized that;

H₁- There is a positive relationship between Entrepreneurial lecturers and entrepreneurial values.

H₂- There is a positive relationship between Interaction with successful entrepreneurial values.

H₃- There is a positive relationship between Experiential learning entrepreneurial values.

METHODOLOGY

Research design

Social science research has been exposed to competing schools of thought on the most appropriate research philosophy. It is well understood that the appropriateness of a particular philosophy depends on the phenomena. There are three main research philosophies namely; positivism/objectivism (sometimes referred to as the positivist philosophy), subjectivism (sometimes referred to as interpretivism) and critical realism. This study adopted a pure realist research philosophy (combination of objectivism and interpretivism) so as to minimise common methods bias as suggested by Lindell and Whitney (2001).

Study population, sampling procedure and sample size

The population consisted of students on the undergraduate programmes in the universities selected for this study. University students were chosen because through education and training, they get a chance of

improving knowledge, skills and changing their attitudes to cope up with the changing environment (Ranuji, 2006). Sociologically, university students have a lot in common in terms of their academic pursuit hence becoming easy to measure their socialisation. They also go through the curriculum hence it is important to assess the variations that may result from the different curricular at different universities. Using multistage sampling, 886 students were selected. A close ended self-reported questionnaire was used for quantitative data while in-depth interviews were used to gather qualitative data.

For measurement of variables, entrepreneurial curriculum was measured using; interaction with successful entrepreneurs, entrepreneurial lecturers and experiential learning. Entrepreneurial values were measured using visionary leadership, information seeking behavior, perseverance, networking and cosmopolitanism, opportunism, creativity and innovativeness, proactiveness, self-efficacy, risk orientation, frugality, goal orientation and long-term orientation, problem solving.

DATA ANALYSIS

After collecting data, the returned questionnaires were coded and entered using a data entry program (Epidata). Data was latter exported to SPSS for parametric assumptions testing. Reverse coded items were adjusted to ensure consistency. Descriptive statistics were used to check for outliers and missing values and replaced using regression. Exploratory factor analysis and correlational statistics were used to test for construct validity, sample adequacy using KMO (see table 1).

Where the variables were not meeting the graphical and statistical thresholds, the data was transformed. For example, entrepreneurial values had a linearity challenge and Z-scores were used. Multivariate correlation was conducted to ensure that there was no threat of multicollinearity and ensuring independence of the variables. To ensure heteroscedasticity, Z-predicted and Z-residual points were generated and they indicated a convergent trend meaning that the data was coming from a homogenous population. In relation to this, homogeneity of variance was tested using boxplots and the Levene statistics.

All this was done in order to ensure conformity to the requirements of using parametric tests and structural equation models (SEM). SEM is a statistical technique for testing and estimating causal relations using a combination of statistical data and qualitative causal assumptions. After testing of the assumptions, the main analysis was done using Analysis of Moments Structures (AMOS 18). This involves assessment of the measurement models where each category of the variables was examined using the statistical guidelines of SEM. These included the measurement model of entrepreneurial curriculum and the dependent variable

(entrepreneurial values). The statistical bases were the Normal fit index (NFI), incremental fit index (IFI), Chi-square values and root mean square error of approximation (RMSEA).

After assessing the measurement models, the main conceptual model was tested using AMOS to test the hypotheses and study objectives. A path model was subsequently generated indicating the correlation and regression coefficients. Finally, in order to assess whether the data fitted the hypothesized measurement model developed by the researcher based on theory and past studies, a confirmatory factor analysis was done.

RESULTS AND DISCUSSION

The entrepreneurial curriculum measurement model revealed a statistically significant influence in the development of entrepreneurial values of university students. Within the model, 3 (three) significant curriculum strategies were revealed namely; Interaction with successful entrepreneurs-**IWE**, entrepreneurial lecturers-**Entrelec**, experiential learning-**ExperLearn** as indicated in figures 1 and 2.

In measuring model fit, Kenny (2012) argues that a researcher is trying to establish the ability of a model to reproduce data. In this study, baseline comparisons and RMSEA tests were considered as indicated above. According to Bentler and Bonetti (1980) normal fit index (NFI), incremental fit index (IFI) under baseline comparisons measure the proportionate reduction in the chi-square values when moving from the baseline to the hypothesized model. They report that a good model should be $>.90$. Considering what was produced by the data in this study, all the indices fall within the acceptance framework. Therefore the models fit the data.

According to Steiger and Lind (1980), a good model fit should have a root mean square of approximation (RMSEA) = $<.05$. MacCallum, Browne and Sugarawa (1996) report that RMSEA of 0.01 is excellent, 0.05 is good and 0.08 indicates a mediocre fit. This study's models had a RMSEA of $<.05$ hence acceptable.

Hypothesis testing

There was a positive significant relationship between the experiential learning curriculum and entrepreneurial values ($r=.121$, $p<.05$). There was a positive significant relationship between interaction with successful entrepreneurs and entrepreneurial values ($r=.30$, $p<.001$). There was a positive significant relationship between lecturers' business experience and students' level of entrepreneurial values ($r=.228$, $p<.001$).

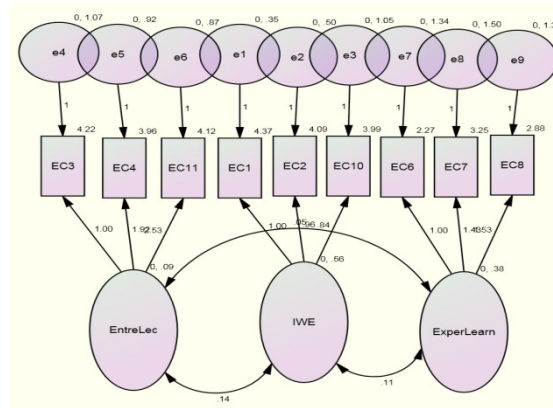


Figure 1. Entrepreneurial Curriculum path Model
 Model fit statistics for entrepreneurial curriculum NFI (.910), IFI (.942), CFI (.940), RMSEA (.056)

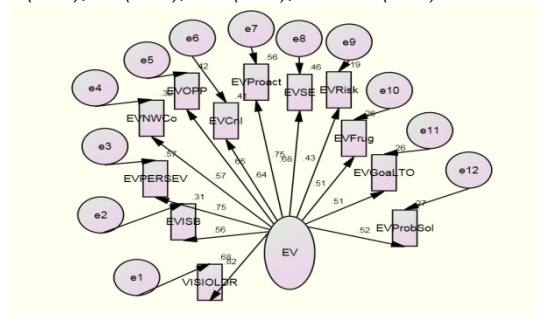


Figure 2. Entrepreneurial Values dimensions
 Model fit statistics: NFI (.912), IFI (.934), CFI (.934), RMSEA (.073)

Table 1. Reliability and validity of the study tools:
 Construct validity

Variables	KMO	Determinant
Entre. Curriculum	.751 (P<.000)	.111 (>.05).
Entre. Values	.898 (P<.000)	1.06 (>.05)

The variables were all in the recommended statistical range according to Field (2005)

Table 2: Reliability and validity of the study tools :
 Reliability tests

Variable(s)	Cronbach's Alpha	N of Items
Entre. Curriculum	.74	18
Entre. Values	.931	114

The variables were in the recommended range as per Nunnally (1978)

DISCUSSION

Experiential learning and the development of entrepreneurial values: Results indicated a positive and significant relationship between experiential learning and the development of entrepreneurial values. Comparable findings were made in Aghajani and Abbasgholipour (2012), Matlay (2011) and Niyonkuru (2005). According

to the study experiential learning involves facilitation of courses to mobilize and develop student investment groups, students taking part in leadership activities and participating in extracurricular activities.

Such experiential learning resources help students to enhance their divergent thinking as opposed to convergent thinking where these they only concentrate on providing academic solutions in class. The idea of

Table 3: Regression Weights

			Est.	S.E.	C.R	P
EV	<---	Exp. Learn	.121	.053	2.313	.021
EV	<---	IWE	.303	.059	5.125	***
EV	<---	EntreLec.	.228	.063	3.614	***

Regression model statistics: NFI (.935), IFI (.973), CFI (.971), RMSEA (.035).

using investment groups in teaching students help in the development of a number of values such as problem solving and networking for financial resource mobilization. Investment groups among university students have been realized to positively reinforce leadership abilities amongst the students because they manage their own affairs and set their motivation as well disciplinary standards. This is supported by Kuratko (2004), Hisrich and Dean (2005), Kirby, (2002) and Gibb (2007).

While interviewing the bachelor of Entrepreneurship and Small Business management students at Makerere University Business School, students who had taken active leadership roles in their investment groups confessed that they learned how to make business strategies and how to influence people (members) towards accepting their ideas. In Uganda, all universities have got a student leadership arm called the Students' guild. This arm of leadership is aimed at handling student related affairs but also focused on developing students' leadership self-efficacy. Although the intentions of forming this body do not have a direct link with curriculum, it has provided enormous opportunities for students who are interested in fostering their leadership aptitudes through joining the guild parliament and other related leadership activities. There is also a general practice among Ugandan universities referred to as the cultural gala; an annual event intended to enable students from different cultural backgrounds to show case their cultural capital and heritages. This event not only promotes the aspect of cosmopolitanism but also comes along with the development of other entrepreneurial values notably; need for achievement due to the desire to win the trophy being competed for.

At this point, it becomes important that while designing curricular, universities should not only focus on the academic perspective but also consider activities outside the class room because they provide an opportunity for holistic learning (body, mind and soul).

Interaction with successful entrepreneurs. Business schools have been reported to tender in for the idea of mentoring and role modeling. This means that in order for a business student to take on an entrepreneurial career, he/she needs to interact with those who have taken a career in entrepreneurship or at least becoming entrepreneurial in their lives. It was therefore hypothesized in this study that students who interact with successful entrepreneurs are likely to have higher levels of entrepreneurial values. Results indicated a very

strong and significant relationship between interaction with successful entrepreneurs and entrepreneurial values. This suggests that the more interaction university students get with successful entrepreneurs, the higher the level of their entrepreneurial values. The nature of interaction students have with successful entrepreneurs includes encouraging students to learn how to live and work in any environment, teaching students how to live and work with diverse personalities and encouraging students to learn how to survive on their own

Looking at the nature of interaction, these successful people play a number of roles such as mentoring, role modeling, and coaching. This subsequently creates an inspiration for successful living because these students want to be the person they admire. European Commission (2008) has successfully seen it happen in Europe according to the Lifelong learning programme. Pihie and Sani (2009) support the argument. While interviewing some students, one of them indicated how he had started a small business of a secretarial bureau near the university. He indicated that he got the inspiration from a guest lecturer who told them in class that he started business at the university by doing dry cleaning business and he kept it after graduation. There are arguments about what people learn from each other or even their role models and mentors. The success versus failure stories, some people argue that people should share their failures so that others can learn from them and plan how to avoid them (Honig, 2004). On the other hand, there are arguments that success stories provide an opportunity for others to learn what works and what does not (Cox et.al 2002; Samah & Omar , 2011). Considering these competing arguments, each of them may have a particular benefit at the cost of the other. For example, the use of failure stories to inspire university students may anchor negative reinforcement and subsequently scare them off from engaging in entrepreneurial careers.

There is therefore a question of whether to emphasize success or failure stories depending on which one is more effective in cultivating entrepreneurial values. Future studies could focus on explaining this disequilibrium so that the best option is taken up.

Entrepreneurial lecturers and entrepreneurial values: One of the things that itched my conscience was about the teaching processes of entrepreneurship and this raised a number of issues notably; who teaches entrepreneurship more effectively. Although not well and broadly studied, there are so many who have not

agreed about whether the courses related to entrepreneurial development are best taught by those that are entrepreneurial (behaviorally, practically and psychologically). This has developed two competing schools of thought viz; those in favor of the argument that to be a good entrepreneurship lecturer, one must be entrepreneurial in nature and have a certain level of entrepreneurial experience. To this end, the argument is premised on the conceptualization of entrepreneurship teaching as a process of behavior and psychological assimilation therefore it becomes hard to assimilate a lifestyle and behavior that does not prevail. Because of the logic of role modeling, coaching and mentoring, it becomes a strong point for those advocating for entrepreneurial lecturers to teach entrepreneurship courses. On the other hand, there are those who argue that entrepreneurship education is an academic affair and therefore requires more of academic adeptness than practicality and behavioral orientation. This school of thought hence argues that to become effective one only needs to have a research experience and mastering the art of teaching. To this end, they can become effective entrepreneurship lecturers even with less or no practical experience.

It was based on these competing thoughts that this study intended to make a contribution to the debate. According to this study, results indicated a strong and significant positive relationship between entrepreneurial lecturers and the development of students' entrepreneurial values. This means that the more entrepreneurial a lecturer is, the higher the entrepreneurial his/her students will become. An entrepreneurial lecturer needs to have a business or has ever started one, have leadership abilities and experience, share their business experience and ideas with the students, use other peoples' success and failure stories in their classes and are active in other community development activities.

Asked what they preferred (entrepreneurial or non-entrepreneurial lecturers), students strongly agreed (mean=5 on a 5-point likert scale). This implies that even the students receive more psychomotor benefits on top of the affective learning outcomes. Therefore in regard to the debate about entrepreneurial versus non-/less entrepreneurial entrepreneurship lecturers, this study supports the view that good and effective entrepreneurial lecturers must have an entrepreneurial experience. Using the analogy of sports coaching, it is believed that although it is not necessary for a coach to have been a successful player, for one to have a successful career in coaching, he/she needs to have played that game so as to understand the basics with practicality. As Kirby (2002) argues, this helps to curb theoretical thinking and contributes to eliminating impractical assumptions. The same applies to the teaching of entrepreneurship. When one has had a practical exposure to entrepreneurship, it becomes easy to inspire the learners because they find it possible to believe in what that lecturer is teaching

them. Kolb and Kolb (2001) support this idea by emphasizing that entrepreneurial lecturers easily find a feasible connection between theory and practice. With my little experience in teaching entrepreneurship, students always ask me where my business is located and what I deal in. This question sometimes humiliates me when my reply is

"I have not yet started one". During the interviews, a student told me that *"you people who teach entrepreneurship sometimes amuse me. There are some things you teach and are not necessary and practicable in real life at the counter. Why don't you guys start at least a small business to use to learn what to teach so that you reduce on your lies?"*

This is a very sad statement to anyone teaching entrepreneurship and does not run a business of some sort. However, it is an opportunity to appreciate the need for entrepreneurial experience for entrepreneurship educators.

It is therefore in the interest of this study to recommend universities especially business schools to encourage their faculties to engage in entrepreneurial activities such as business startups, participating in leadership activities and starting up community projects. This can be achieved through rewarding those who have had successful businesses, incorporating entrepreneurial experience in staff appraisal, supporting them with startup seed capital at low interest and engaging them with bridging opportunities where they are placed somewhere in the value and supply chains.

Considering the findings of this study, there is need to revolutionise the country's university educational curriculum from traditional to entrepreneurial. Particularly, the following actions need to be taken; shift from teaching about concepts to teaching about finding solutions to the existing and anticipated problems, move from teaching the history of entrepreneurship and development to the preparation for future development, shift from passive learning to active learning and understanding, move from teacher oriented learning to interactive learning. Such will increase student ownership of what they study and also provide an opportunity for lecturers to learn from the students' personal experiences.

This not only leads to motivated classes but also increase learning effectiveness. If such is done, then universities will successfully fulfill their role of supplying entrepreneurship skills and subsequently more graduate startups will be realized and this will lead to increased entrepreneurial activity that economies need to boost their human capital productivity.

CONCLUSIONS AND RECOMMENDATIONS

A general hypothesis was set that entrepreneurial curriculum leads to high levels of entrepreneurial values.

In this regard, it was concluded that an entrepreneurial curriculum leads to high levels of entrepreneurial values especially when the students are taught by entrepreneurial lecturers with an opportunity to interact with successful entrepreneurs during the course of their studies and are introduced to the elements to experiential learning strategies.

Implications and recommendations

Methodologically, this study focused on a particular population of university students and therefore provided an extensive focus on this population. The study utilized a pure realist methodology which benefited the findings both on the quantitative as well as the opinionated fronts. Bird (2010) indicates that there is a measurement challenge of the entrepreneurial values framework. Using the analysis of moments structures (AMOS) and structural equation model (SEM) this study contributes to the methodological hiccups in entrepreneurship research by developing a measurement model for entrepreneurial values.

Future researchers can therefore utilise it to study other demographic distributions using the same model and framework since it has passed a statistical test. Considering the statistical component of this methodology, generalisations can be made across other students. However, this can only be limited to university students. This raises questions about whether the same generalizations are applicable across other sections of the society notably the youth, retirees, veterans and other forms of society. There is therefore need to study these populations because their entrepreneurial participation in societal transformation is paramount.

Theoretically, this study contributes to a number of debates. Such include the born versus made theory of entrepreneurial values. The study is in favour of the argument that entrepreneurs are made. The practical implications of this study include emphasizing the need for students to utilise the entrepreneurial curriculum to build personal networks with the entrepreneurs they interact with so that they can create the bridges on which to mobilize resources, seek advice as well as inspiration for personal development.

Practically, this study provides insights on how university lecturers can improve the way they teach especially on the entrepreneurship programmes. There is need to increase practitioner-student based learning by consistently emphasizing interaction with successful entrepreneurs. It is not just about selecting successful entrepreneurs but it requires selection of entrepreneurs who can create an impact on the inspiration and behavioral change of the students. There are some people who demotivate students especially when their success is surrounded by a lot of negative and unethical record such as corruption, extortion and theft.

On the managerial implications, universities are the

drivers of an economy's human capital and are expected to have an active role in the development of a country's business and non-business development. This implies that in order to achieve that target, these universities need to consistently review their curricular to suit the needs of their industries as well as societies. Since the findings suggest that effective entrepreneurship education is achieved through entrepreneurial lecturers, there is need by the universities to review their staff development and recruitment policy (ies) on lecturers who teach entrepreneurship. In this case, one's entrepreneurial proclivity should be emphasized and where possible be required to start business as part of their career development strategy. It can work especially if it is rated as a publication for every business one starts.

For policy, in the year 2000, Uganda passed a policy that entrepreneurship education be taught across all the university degree programmes. It is disappointing that some universities have not implemented this significant directive. Even then, there is need to review policy and require these universities to have entrepreneurial lecturers based on their entrepreneurial proclivity-EP (the entrepreneurial value framework can be used to guide the EP assessment of staff). This will transform the currently predominantly theoretical teaching to a more entrepreneurial need based pedagogy that creates reason to link theory to practice. In this way a number of entrepreneurial activities such as startups and innovation technologies will be realized.

There is also need by the government of Uganda to increase funding for research in entrepreneurship in order to help the academia search for the different strategies of increasing graduate business start up. This is so important because Uganda's graduate unemployment is very high (36%) and this can only be hedged if the academia is adequately facilitated to design and test the strategies that can revitalize the drive towards graduates' self-sustainability.

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