

ENTREPRENEURIAL CHARACTERISTICS AMONGST UNIVERSITY STUDENTS IN ALBANIA

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Abstract

Entrepreneurship education is an important solution to the employment difficulty of university graduates by guiding them to organize a new business venture. Some questions are frequently posed:

What are the factors that inspire entrepreneurialism in college students in Albania? What kinds of students are most likely to become entrepreneurs? Are male students more inclined toward entrepreneurialism than are female students?

This study investigates the tendency towards entrepreneurship among university students in Albania. Specifically, it aims to examine the relationship between the desire for having your own business and family business background on university students.

The survey centered around two dimensions: entrepreneurial attitude, defined as the degree of positivity one feels towards the idea of becoming an entrepreneur; and motivation factors for growing their own business. To define the entrepreneurial profile of students four traits are used: locus of control, entrepreneurial self-efficacy, independence motive, innovation motive.

The question “What are your career expectations for the time directly after your studies?” was asked to students in order to do a distinction between those who are entrepreneurially disposed and those who are not. Those who responded “I’m going to start-up my own business” are considered as potential entrepreneurs. Then, the entrepreneurial traits of these students are compared with other students who do not plan to start their own businesses.

The study is conducted on a random sample of fourth year university students (n= 519) from three Albanian universities.

This paper argues that it is very necessary for Albanian universities to introduce sustainable development ideas to their entrepreneurship education and re-orientate the education objectives, content and methodology of entrepreneurship education.

Keywords: Entrepreneurship education, inclination towards entrepreneurship, university students

Introduction

Entrepreneurship has become a word of the day. Policymakers, economists, academics and even university students are talking about it. Seminars, conferences and workshops are being organised every year across the world which emphasise the importance of entrepreneurship to the economy of a country, society as well as individual development (Béchar and Toulouse 1998; Schaper and Volery 2004; Matlay and Westhead 2005).

Entrepreneurship can be regarded as an “employment opportunity”, helping people to get self-employed. With regard to Albanian university graduates, this study that they have strong entrepreneurial awareness and desire.

Because of many unique characteristics, business education in Albania is faced with severe challenges. The baggage of its tragic past—continuous invasion and occupation by its mighty neighbours for more than 2,000 years, the ruthless communist dictatorship and, particularly, the isolation of the Albanian people from free thought for almost 50 years—still lingers in people’s and, specifically, management’s thinking and behaviour. Most government officials, university faculty, and state-owned enterprise (SOE) administrators underwent training based on the communist political economy principles and ideologies. Consequently, modern business education was not available in Albania prior to 1992.

Everybody knows now that Albania has opted to liberalize its economy and compete globally. Albania is increasingly linked to the outside world. This new openness means that there will be better opportunities for Albania. These opportunities were unimaginable just 20 years ago.

With Albania’s openness and interdependence, however, come challenges as well. The global economy is notorious fickle. Loyalty, so integral a part of Albanian culture, means nothing in the global economy where the drive to maximize profits is relentless. Capital and jobs are mobile and will go where the return is greatest. There are managers, entrepreneurs, and business leaders that are creating the conditions that will allow Albania to play a dignified and profitable role in this international economy.

A solid financial sector – banking, insurance, securities – awaits a shake-up by visionary creative thinkers. Innovative management and creative

entrepreneurism can help revive the health care, tourism, and telecommunication sectors as well.

Development of the SME sector is considered as the most efficient instrument for the economies in the transition, which generates sustainable economic growth, employment and poverty alleviation. (METE¹²⁵, 2012). Contribution of SME sector to the Albanian economic growth is very important, because it assures approximately 64% of the GDP and employs 66% of employees in the private sector. (METE, 2012). As per INSTAT¹²⁶, 91.6% of enterprises in Albania employ 1-4 employees.

Regarding the entrepreneurship education content of Albanian universities is mainly made up of entrepreneurship courses and entrepreneurial practice activities. With regard to the entrepreneurship course, it draws much attention in entrepreneurship education. Many Public and Private Universities are keen on entrepreneurial activities and practice.

The Faculty of Economy, at the University of Tirana (UT) is the oldest Faculty in the Country (since 1954). This Faculty offers a series of courses related to entrepreneurship such as Entrepreneurial Management, New Product Development, Technological Strategy, Intellection Property Right, Entrepreneur and Innovation, which focus on the study and the cultivation of entrepreneurial management knowledge and skills.

With reference to entrepreneurial activity and practice, participation in business planning competitions and internship of students in local businesses have become the main body of the practice. Unfortunately only few students can take part in the business planning competitions. This means that the current entrepreneurship education at Albanian universities is mainly limited to the entrepreneurship education in classroom. It is an urgent need for Albanian Universities to promote entrepreneurship skills and activities and to work toward the integration of entrepreneurial knowledge, entrepreneurial skills and entrepreneurial practice, in order to fostering innovation and creativity.

In 2010, Faculty of Economy, (UT) opened an MBA program in Entrepreneurship and Local Economic Development. This program was established with the support of an EU Tempus Project coordinated by Staffordshire University, completing the spectrum of FE UT didactic offer.

A lot of research studies have been conducted in the field of entrepreneurship, from Albanian academics. There are a lot of Training Organizations that offer entrepreneurship courses and consulting. University professors are highly engaged in these organizations.

¹²⁵ The Ministry of Economy, Trade and Energetic.

¹²⁶ The Institute of Statistics

The research is based in a survey which focuses on entrepreneurial attitudes and intentions of students at institutes of Higher Education in Albania. The research group surveyed 519 students from universities in Tirana (public and private) by using a self administered questionnaire and they answered 10 groups of questions about their intentions and orientation toward entrepreneurship.

The results reveal that 53.6% of graduates considered starting up business, 5.8% of graduates have started their business, while 0.91% graduates are successful in their enterprise.

An empirical test carried out on the data gathered from questionnaires demonstrates that two entrepreneurship education variables are found to have statistically significant relationship on the inclination towards entrepreneurship: family business background and entrepreneurship education.

Research Issues

- To analyze the intentions, willingness and orientation of Albanian students toward entrepreneurship.
- To identify some of the factors that inspire entrepreneurship willingness
- To draw wide attention to the cultivation of entrepreneurship for Albanian university students

Theoretical framework

Today, entrepreneurship is regarded as one of the best economic development strategies to develop country's economic growth and sustain the country's competitiveness in facing the increasing trends of globalisation (Schaper and Volery 2004; Venkatachalam and Waqif 2005). For most people, the popularity of entrepreneurship is largely due to the positive effects it has on many countries as a catalyst that creates wealth and the generation of job opportunities (Gurol and Atsan 2006). More specifically, entrepreneurship is a major engine driving many nations' economic growth, innovation and competitiveness. At the same time, most studies have shown that there is a positive relationship between entrepreneurship and economic growth in terms of job creation, firm survival and technological change (Karanassios, Pazarskis et al. 2006).

This, in turn, has increasingly made entrepreneurship emerged as one of the most popular research domain in academic circles to study on the importance and contributions of entrepreneurship (Li, Yusheng, et. Al 2010). An exponential interest in entrepreneurship studies has increased amongst both undergraduate and graduate students over the last decade (Solomon, Weaver et al. 2005).

Theory of planned behavior contends that intentions are a function of three sets of factors: attitudes, subjective norms, and perceived behavioral

control (PBC). In the context of entrepreneurship, the theory of planned behavior asserts that entrepreneurial intention is dependent on an individual's attitude toward the desirability of an entrepreneurial career, subjective norms including perceived family expectations and beliefs to perform the behavior, and perceived behavioral control or the perceived ability to execute the intended behavior of entering entrepreneurship.

The perception of risk and, thus, expectancies about the outcomes of an entrepreneurial activity, depend on various other expectancies, including the probabilistic estimates of outcomes and the controllability of outcome attainment (Sitkin & Pablo, 1992; Sitkin & Weingart, 1995). Bandura (1997) suggests a simpler model based on social cognitive theory, in which outcome expectancies depend on two major elements that subsume Miller's three dimensions: self-efficacy, the belief of whether or not one is able to put required actions into practice, and locus of control, the belief of whether or not one's outcomes depend mainly on one's own actions or on factors not under one's control.

Regarding self-efficacy, Krueger and Dickson (1994) report that business executives that show greater self-efficacy will perceive opportunities and threats differently and will take more risks. Likewise, Simon, Houghton, and Aquino (2000) demonstrate for students and Keh et al. (2002) demonstrate for entrepreneurs that the evaluation of a business opportunity depends on control beliefs.

While self-efficacy (Gatewood, Shaver, Powers, & Gartner, 2002; Krueger & Dickson, 1994) and locus of control (Keh, et al., 2002; Simon, et al., 2000) have been investigated separately in entrepreneurship research, their joint effects have not. Further, other sources of efficacy and control have likewise received little or no attention.

Entrepreneurial motives

In a number of research studies, attempts have been made to rank entrepreneurial motives as perceived by the entrepreneurs themselves. McClelland (1961) identified 'need for achievement' as the single most important factor of entrepreneurial motivation. Hornaday and Bunker (1970) also supported the McClelland's view considering achievement motive as an explanatory variable for entrepreneurial behavior. Collins and Moore (1970) recognized independence as an important entrepreneurial motive. Further, Hornaday and Aboud (1971) reported that the need for achievement, support, independence, and leadership are the most significant entrepreneurial characteristics.

The development of entrepreneurship education - A brief overview

The history of entrepreneurship education could be dated back in 1938 when Shigeru Fijii, who was the teaching pioneer at Kobe University, Japan had initiated education in entrepreneurship (Alberti, Sciascia et al. 2004).

Functionally entrepreneurship education has been lauded as being able to create and increase awareness as well as promote self employment as a career choice among young people (Clayton 1989; Fleming 1996).

Today's current younger generation is sometimes referred to as Generation X because they feel "X-ed" out of traditional opportunities. This generation of the twenty-first century should become known, however, as Generation E because they are becoming the most entrepreneurial generation since the Industrial Revolution. As many as 5.6 million Americans younger than age 34 are actively trying to start their own businesses today. One-third of new entrepreneurs are younger than age 30, more than 60 percent of 18- to 29-year-olds say they want to own their own businesses, and nearly 80 percent of would-be entrepreneurs in the United States are between the ages of 18 and 34! (Tulgan, 1999)

In other words, the objectives of entrepreneurship education are aimed in changing students' state of behaviors and even intention that makes them to understand entrepreneurship, to become entrepreneurial and to become an entrepreneur that finally resulted in the formation of new businesses as well as new job opportunities (Fayolle and Gailly 2005; Hannon 2005; Venkatachalam and Waqif 2005). In achieving this, the design of entrepreneurship education curriculum need to be creative, innovative and imaginative and most importantly is 'tying academic learning to the real world' (Robinson and Haynes 1991, p. 51).

Many graduates are unable to get a job upon graduation. Students are now apparently searching for a business education that can equip them with the necessary entrepreneurial knowledge and skills to succeed in running businesses or to create a job from seizing existing entrepreneurial opportunities (Henry 2003). Therefore many universities and colleges around the world have responded to this demand by introducing entrepreneurial courses to students in an effort to promote entrepreneurship as well as a professional entrepreneurship career.

Entrepreneurship education in Albania seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings. Variations of entrepreneurship education are offered at all levels of schooling from primary or secondary schools through graduate university programs. For the aim of this paper, entrepreneurship education is treated as it has been broadly used and applied by most Albanian universities.

Methodology

This research is conducted by means of literature study and empirical analysis. For the literature review, we have consulted papers and researches relevant to entrepreneurial spirit of College students. Regarding empirical studies, data was gathered from a self-administered questionnaire

conducted among university students in Tirana, Albania. The unit of analysis was the final year students in business (full time and part time students). The questionnaire was adapted from various sources and used as a means of data collection. It has two pages that consisted of seven sections: demographic and family background, future career planning and entrepreneurial inclination, locus of control, entrepreneurial self-efficacy, independence motive, and innovative motive. The scales used in the questionnaire was based on a 6-point Likert scale (with 1= strongly disagree, 2= disagree, 3= hardly agree, 4= partly agree, 5=agree, 6= strongly agree) for each close-ended question.

Results and discussion

The respondents' profiles

From the 519 usable questionnaires gathered, the majority of respondents were heavily females (N=371, 71.7 per cent). This scenario is understandable as female students comprise the majority of economic and business students in Albania.

As all of the respondents were studying at the undergraduate level, they were mostly aged between 20 to 25 years old (N=467, 88 per cent).

Albanian students expressed a healthy level of interest in entrepreneurship, with 34.5% (178) of them have given serious thought to starting their own business. 5.8 per cent (30) of the students interviewed are already self employers and 34.3 per cent of them are starting to do so.

Students founding intentions

A higher percentage, 62.2 per cent of Albanian students, has entrepreneurial aspirations in the longer term of 5-year after completing their studies. The different levels of entrepreneurship intention and aspiration among Albanian students are depicted in the table below.

Table 1: Levels of Entrepreneurship Intention and Aspiration among Albanian Students

	Albania	Globally
Strong Entrepreneurial Intention (have at least given repeated serious thought to founding own business)	53.6%	42.0%
Active Entrepreneur (currently active in a self-founded firm)	5.8%	2.5%
Short Term Entrepreneurial Aspiration (to be founder or successor right after studies)	13.8%	14.9%
Long Term Entrepreneurial Aspiration (to be founder or successor 5 years after studies)	62.3%	43.3%

The strength of founding intention provides an indication of students' level of interest in entrepreneurship. Those who have at least repeatedly given serious thought to becoming entrepreneurs are categorized as "Intentional Founders". Globally, more than 40% of students are intentional founders, while 2.5% are currently active entrepreneurs (GUESS 2011). In

Albania, the proportions are higher, with 53.6% of students having seriously thought about becoming entrepreneurs and only 5.8% of them having already founded their own companies.

As the basket of economies participating in GUESSS 2011 includes many developing countries, the reason should be used when interpreting Albania's position in the rankings for the rate of intentional founders. According to the Global Entrepreneurship Monitor (GEM) 2011, entrepreneurial intentions (defined by the percentage of individuals who expect to start a business within the next three years) differ widely across the economies in each stage of economic development. In particular, innovation-driven economies like are typically lower in entrepreneurial intentions. This is in contrast with factor-driven and efficiency-driven economies where fewer good job alternatives are available and entrepreneurs were pushed into starting business out of necessity. This is the case of Albania (efficiency-driven economy).

When it comes to the respondent's "feeling regarding family business", 82.3 per cent (427) have positive feelings and only 4.05 per cent (21) had negative feelings. This is a good precondition for motivating entrepreneurial spirit.

Role Models

The theory of planned behavior suggests that entrepreneurial intention will be shaped by how the students' parents, family and friends react to their entrepreneurship aspirations. It is expected that those students who face negative reactions from people close to them may be dissuaded from pursuing entrepreneurship. Conversely, students who receive positive reactions will be more likely to pursue entrepreneurship.

Role models, in this context, are very imperative because they provide individuals a training for socialisation (Postigo, Iacobucci et al. 2006). It is more credible for individuals to act of becoming a successful entrepreneur by having a good example that they can relate to (Bygrave 2004). It is based on the assumption that having to see successful persons in business, an individual would have the aspiration to imitate in order to become a successful person in business too (Caputo and Dolinsky 1998).

So, universities, by creating an entrepreneurial culture across campus, are expected to influence students' decision to create businesses with its considerable influential factor on students. This may due to students' preferences towards career are easily influenced by the environmental conditions in which they are interacting with as they are young and always looking for appropriate models (Gnyawali and Fogel 1994; Fayolle and Degeorge 2006).

Pertaining to the respondents "parents" working status, most of their fathers have been working as employed workers (41 per cent; n=159)

compared to their mothers (70.3 per cent; n=365). Self-employed was ranked in the second higher by the respondents for their fathers' current occupations (38.9 per cent; n=202) and being an employee for their mothers' occupations (9.3 per cent; n=100). However, respectively 7.7 per cent (40) and 5.4 per cent (28) have not been entrepreneurs, but they are recently. We suppose this was a good model for the student's future intentions. But 12.3 (64) for fathers and 5 per cent (26) for mothers, have been but are not any more engaged in their own business. These results indicate that attitudes, subjective norms, and perceived behavioral control, as well as entrepreneurial intentions are significantly higher for those whose fathers are self-employed.

To sum up, students whose parents have entrepreneurial experience in the past received significantly more positive reaction compared to those whose parents have no entrepreneurial experience.

Perception of Control

Albanian students in general show a low confidence in their own ability to control their own decisions. 34.1 per cent partly agree, and 33.7 per cent agree that they have a great influence on "what is going on in their life.

Regarding the statement, "when I make a plan I am sure that the planned become reality", the best part of the respondents partly agree. This can be seen as a mistrust toward external environment; unknown and unpredicted forces used to affect individual behavior. The situation reveals a little bit different when it comes to the statement, "if I get what I want is the result of my endeavors and personal commitments". Regarding this statement, about 68 per cent (353) agree or fully agree. These responses show another time the belief that Albanian student have in their own capacities and their mistrust toward Albania's hostile working environment.

Albanian students with strongest entrepreneurial interest show stronger confidence in their own ability to control their own decisions and direction. In addition, they are less likely to submit to the control by others.

Referring to the data of table 1, the variable measures are in Likert scale code as 1= fully disagree at an ascending order till 6= fully agree. Table 1 shows the descriptive statistics per each of the questions of "Focus of control" section.

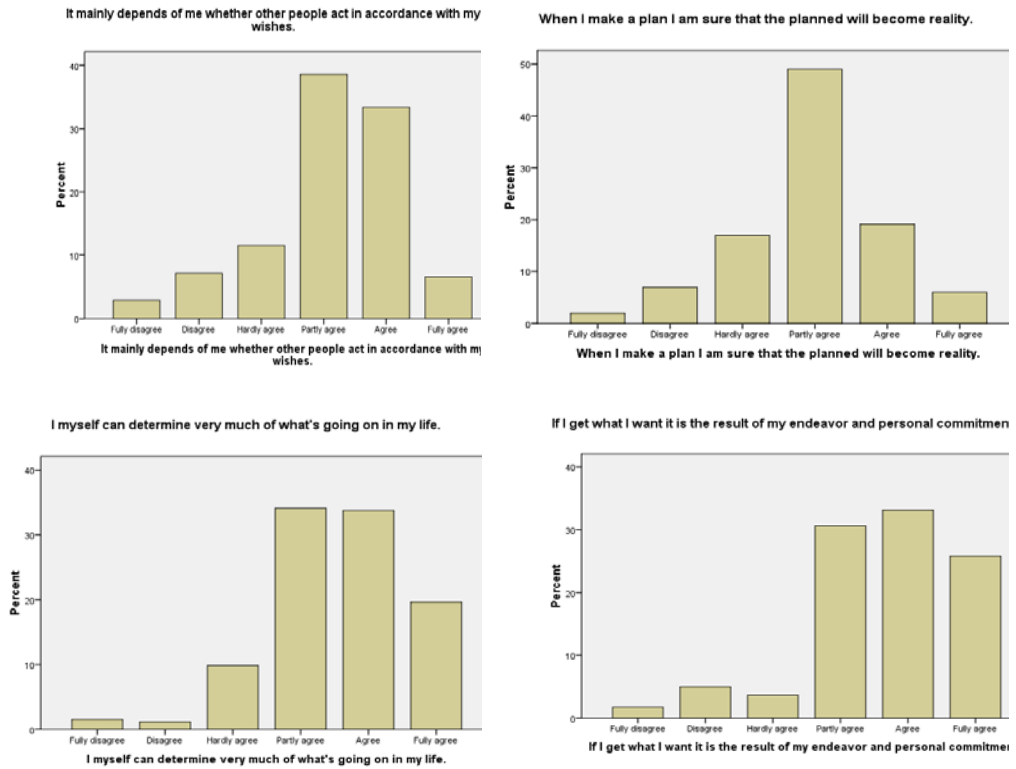
For each of the statements, the mean is around 4, and the standard deviation is almost the same, around 1, so it seems that each statement is considered almost the same by the respondents, being between "partly agree" (coded as 4) and "agree" (coded as 5).

While the general mean for the session is 4.4, which confirms the control of the situation for the respondents.

Table 1: Focus of Control

	It mainly depends of me whether other people act in accordance with my wishes.	When I make a plan I am sure that the planned will become reality.	I myself can determine very much of what's going on in my life.	If I get what I want it is the result of my endeavor and personal commitment
Mean	4.12	3.94	4.56	4.66
Std. Deviation	1.116	1.025	1.045	1.151

Graph 1: Focus of Control



Entrepreneurial Self Efficacy

The term self-efficacy is derived from Bandura's (1977b) social learning theory and refers to a person's belief in his or her capability to perform a given task. Entrepreneurial self-efficacy is best seen as a multidimensional construct made up of goal and control beliefs, and propositions for how these two different dimensions will play a role during phases in the process of starting-up a new business are developed. (Mateja D. et al. (1995)

To create an opinion about entrepreneurial self efficacy of Albanian students was asked to them to evaluate from 1 to 6 (1, fully disagree to 6,

fully agree), four statements that express their capabilities, knowledge and skills to start their own business. About 50 per cent of the respondents partly agreed with these statements. We found interesting the facts that about 32 percent (164) of the students asked, believe that they have the necessary knowledge to start their own firm. Despite this, only a small percentage fully agrees that ‘launching their own business will be a success’ or ‘they are capable to start their own firm’. In the authors opinion, this is because of the fragile business environment in Albania.

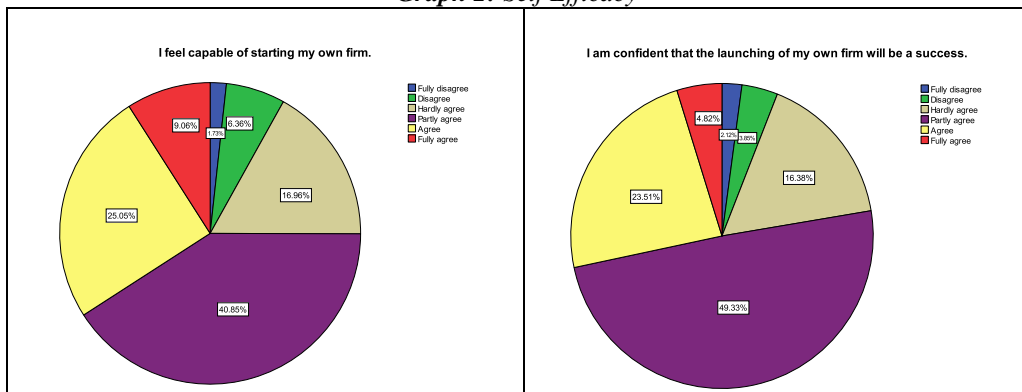
Tables 2, 3, and 4, show the descriptive statistics for the variables measured in Likert scale coded as 1= “Absolutely not important” at an ascending order till 6 = “Extremely Important”. Table 2 refers to the mean and the standard deviation for each of the questions of the Entrepreneurial Self Efficacy section.

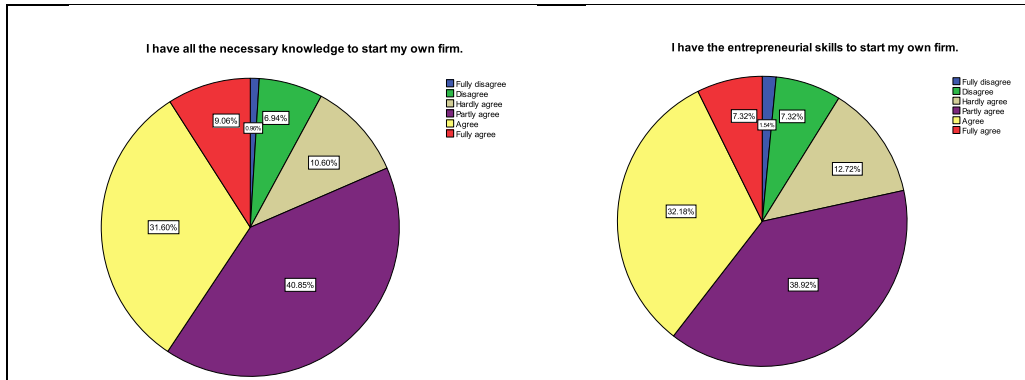
The means and the standard deviation are almost the same for each question. The mean of almost 4, for each question, seems that each of the four items treated in respective questions is important for the respondents.

Table 2: Self Efficacy

	I feel capable of starting my own firm.	I am confident that the launching of my own firm will be a success.	I have all the necessary knowledge to start my own firm.	I have the entrepreneurial skills to start my own firm.
Mean	4.08	4.03	4.22	4.15
Std. Deviation	1.090	.968	1.049	1.074

Graph 2: Self Efficacy





In Albania, the entrepreneurially-oriented students displayed significantly greater belief in their own competence in various areas. The perception of own competence is especially strong among the active founders.

Entrepreneurial motives

The results of the recent study of 243 Indian North Eastern (Assamese) entrepreneurs on entrepreneurial motivation conducted by Khanka (2009) showed that entrepreneurs were primarily motivated by the need for economic achievement, personal growth, autonomy and recognition; the desire to contribute to the community was not found to be an important reason to become an entrepreneur. The above mentioned outcomes of earlier research indicated that no single set of motives has been found to be fully operational in the case of entrepreneurs.

The independence motive

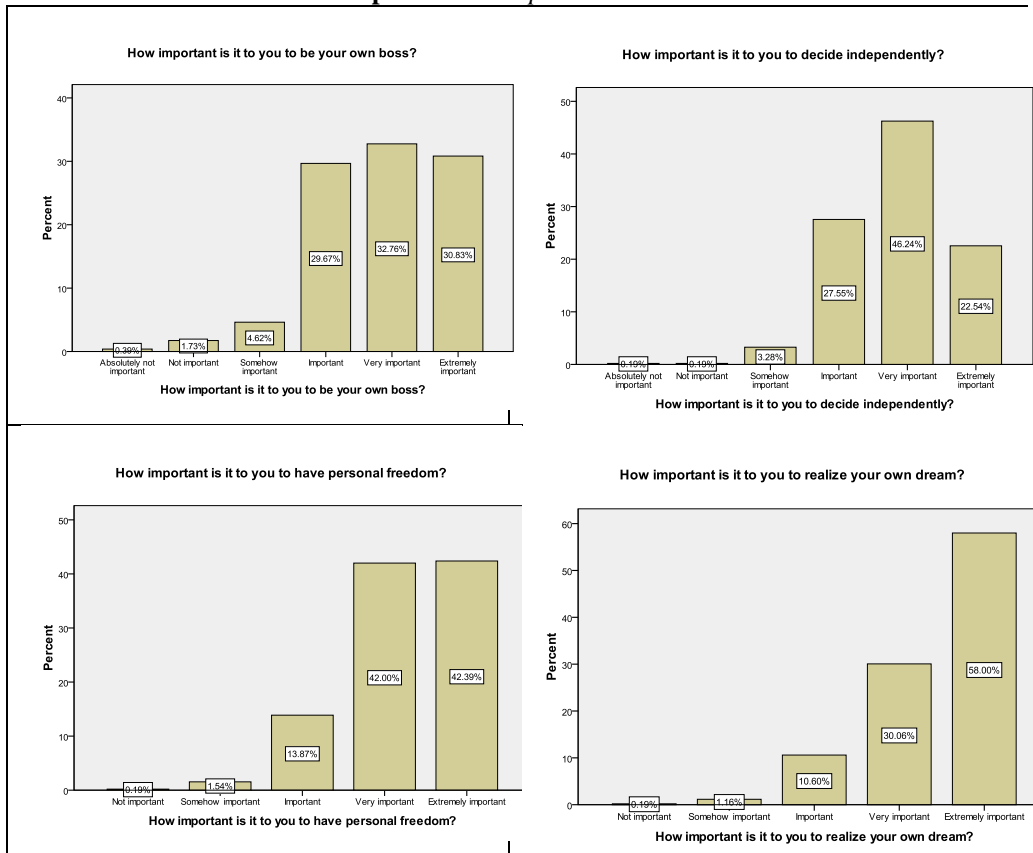
Five questions are done to evaluate the independence motive of the students. For more than 60 per cent of the respondents (330) it was very important or extremely important to be their own boss. 84 per cent of the respondents considered personal freedom very important and 88 per cent stressed out ‘realizing their own dream’. It looks that entrepreneurship is still a ‘dream in the drawer’ for Albanians.

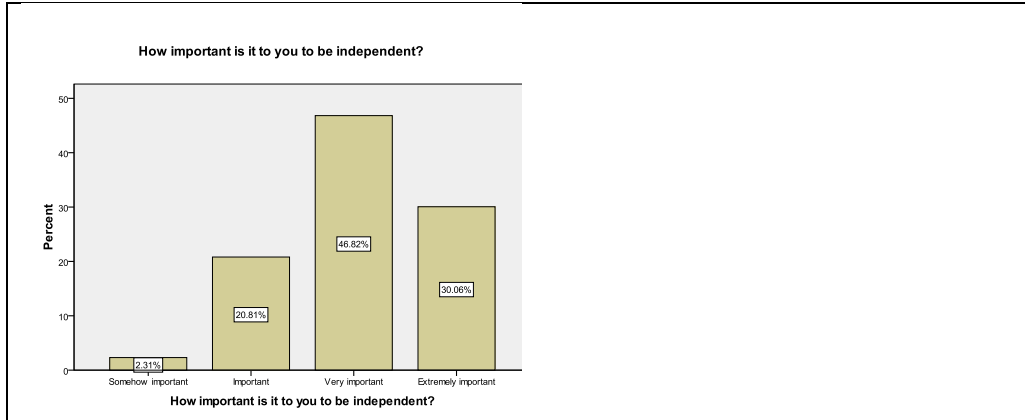
Table 3 shows the mean and the standard deviation for each of the questions. It seems that for all the questions of this session, the mean is between 4.62 and 5.45, which shows that the respondents see that all issues treated are of a considering importance for the respondents. The coefficient of variation per each question is almost the same, which shows for the same homogeneity of the respondents per each of the questions.

Table 3: The independence motive

	How important is it to you to be your own boss?	How important is it to you to decide independently?	How important is it to you to have personal freedom?	How important is it to you to realize your own dream?	How important is it to you to be independent ?
Mean	4.85	4.87	5.25	5.45	5.05
Std. Deviation	.994	.815	.762	.743	.775
Variation Coefficient (%)	20.4	16.7	14.5	13.6	15.3

Graph 3: The independence motive





The innovation motive

How important is for Albanian students to create something new? Only 15 per cent consider it extremely important. 77 per cent (409) consider that it is important or very important. Only 6 percent give no importance this factor. Here it is important to mention that Albanian students give a great importance (90 per cent – 468) ‘seizing advantages from their creative potential’.

Graph 4: *The innovation motive*

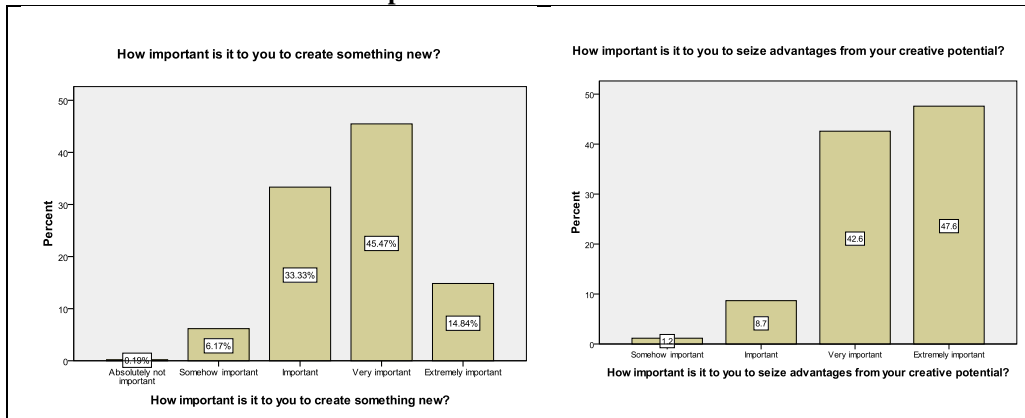


Table 4 shows the mean and the standard deviation for each of the questions. The respondents are in average between “important” and “very important” for the importance of creating something new and they are in average between “very important” and “extremely important” for seizing advantages from their creative potential

Table 4 *The innovation motive*

Statistics		
	How important is it to you to create something new?	How important is it to you to seize advantages from your creative potential?

Mean	4.68	5.37
Std. Deviation	.813	.690

Other motives

The economic situation, especially the conditions in the labor market and the stability of employment appear to impact career choices (KFW Bankengruppe, 2005). Based on this review of literature, Table 2 recapitulates the main motives for career choice. From the number of factors, we extracted fifteen, which we believe summarize and cover the variety we identified in the literature: The analysis of motives for career choice is based on their mean importance.

Table 2: The main motives for career choice

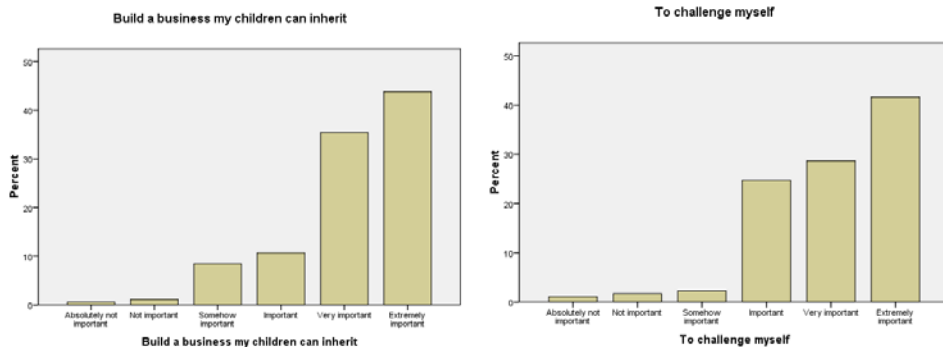
Motives	Have you ever seriously thought about setting up your own business?									
	Aspiring founders				Full Sample					
	Starting to do so, (178)		I am self employed (30)		Male 147		Female 371		TOTAL	
	Female (122)	Male (56)	Female (19)	Male (11)	Mean	Stand Dev	Mean	Stand Dev	Mean	Stand Dev
Earn a large personal income	4.52	4.71	5.27	4.74	4.63	.952	4.73	.959	4.70	.956
To challenge myself	5.01	5.07	4.91	4.53	4.66	1.089	4.87	1.028	4.81	1.048
Achieve something, gain recognition	4.83	4.73	5.09	4.89	4.72	1.039	4.86	.988	4.82	1.006
Develop an idea for a product	4.45	4.50	5.09	4.63	4.42	1.013	4.49	.985	4.47	.992
Power to influence an organisation	4.46	4.39	5.27	4.23	4.49	.968	4.63	.968	4.59	.968
Gain a higher position for myself	4.95	4.73	5.27	5.11	4.84	.892	5.08	.783	5.01	.822
Innovative, be at the forefront of technology	4.40	4.41	4.64	4.47	4.48	.975	4.49	.962	4.49	.966
Build a business my children can inherit	5.11	5.13	5.45	5.58	5.07	1.060	5.15	.950	5.12	.983

Lead and motivate others	4.55	4.88	5.09	4.32	4.56	.966	4.56	.949	4.56	.952
Fulfil a personal vision	4.57	4.54	5.09	4.56	4.41	.905	4.54	.864	4.50	.876
Grow and learn as a person	5.06	4.8	5.27	4.84	4.68	.906	4.95	.812	4.88	.848
Get greater flexibility for personal life	4.72	4.63	4.73	4.79	4.49	.961	4.74	.825	4.67	.871
Free to adapt my approach to work	4.78	4.71	5.27	5.21	4.72	.858	4.87	.821	4.83	.833
Build great wealth, high income	4.75	4.7	5.56	5.16	4.78	.957	4.82	.863	4.81	.890
Financial security	4.72	4.86	5.55	4.79	4.82	.892	4.83	.860	4.83	.868

The motive of being one's own boss is a significant driver of entrepreneurial career aspirations. Both students who aspire to be self-employed (aspiring founders) (5.11-5.58 on a scale of 1 to 6) and the full sample (5.11 – 5.15) are more strongly motivated to build a business their children can inherit. Standard deviation is near 1, which means that the mean is representative. Of interest would be to emphasize here that about 89% of the respondents have considered this motive as important (16.8%), very important (32.2%), and extremely important (44.3%). (Graph 5)

Those who aspire to be entrepreneurs are also strongly motivated to challenge their selves, followed by grow and learn as a person, build great wealth and high income. It is to mention that there is not any noticeable difference among female e male students regarding their motives of working for their selves.

Graph 5: Two important motives



If we take a view of the entire table, we can see that the responses were generally above 4 (considering the scale from 1 to 6), i.e. over the average.

Grown up in a period of transition, experiencing all problems of the phase, the aspiring entrepreneurs would prefer for their children (in the future) a better and safe life. They are willing to challenge their selves with start ups. Role models and success stories told, in a country where only 23 years ago “entrepreneur” was a bad word, push these guys to dare to “touch” this “magical word”.

Conclusion

There is a relatively healthy level of interest in entrepreneurship among students in Albania. In this paper, university students’ inclination towards entrepreneurship is examined together with several related variables. The results of the analyses indicated that two entrepreneurship education variables, i.e. the university’s role to promote entrepreneurship and the entrepreneurial curriculum and content along with gender, working experience and mother’s occupation are statistically significant.

Our findings imply that prior exposure to entrepreneurship education has a positive effect on students’ attitudes toward a career in entrepreneurship and on perceived behavioral control or entrepreneurial self-efficacy. At the same time, individuals’ prior exposure to entrepreneurship in practice, both direct and indirect through their family background in business, is significantly linked to their attitudes, norms, and perceived behavioral control regarding entrepreneurship. More specifically, having a self-employed father is significantly related to the student’s positive attitudes, stronger norms, and greater self-efficacy with respect to entrepreneurship. This supports the findings of Krueger (1993) and suggests that students with self-employed fathers gain exposure to and tacit knowledge of entrepreneurship from an early age, which in turn affects their attitudes and perceptions of self-efficacy toward entrepreneurship.

Regarding descriptive statistics of the variables for Likert data, for the independence and „Innovation motive“, as well as for the questions of „Entrepreneurial Self Efficacy” section, are perceived above the average importance by the respondents. The students agree that they themselves, can have a control over their new entrepreneurship initiative.

The findings could also hope to shed some new insights to the current entrepreneurship literature particularly in Albanian settings. It may help in restructuring curricula of Universities, and why not to change governmental policies toward entrepreneurship education in Public Universities.

Developing entrepreneurial skills in a country like Albania, with a growing migration of brain and educated people, with a trend of migration from rural to urban areas, is very important. Entrepreneurial education of our

people will somehow deter young people from leaving the country. The task of universities, especially of the Faculty of Economy, as the biggest in Albania, is to put more emphasis on educating students with entrepreneurial spirit by organizing competitions, and stimulating the winners. This is a global experience that has given satisfactory results.

To be an entrepreneur does not need any extraordinary talent. It needs some skills that most students possess (or can develop), initiative, imagination, a clear vision and confidence. Most entrepreneurs want to make the world a more pleasant place to live.

Limitations of the study

This study has several limitations that arise from the fact the not all universities of the country are included in the study. We also have a relatively small sample size of 518 students and an even smaller comparison group of students who have taken entrepreneurship classes.

Future research should study these issues with a larger sample size. Of particular concern is the need to get larger sample sizes, and to do comparisons for overall region (South-East Europe). It is also important for future research to not stop at assessing entrepreneurial intention, but go on to examine whether intentions lead to entrepreneurial entry and entrepreneurial success.

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