

Attitudes of Portuguese Higher Education students to new venture creation

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Motivation

Institutions of higher education have an important role in the generation of high tech 'entrepreneurial capacity'.

Being entrepreneurship education in Portugal an emergent phenomenon there is an urgent need to better understand and develop this area not only by analysing the 'supply side' (i.e., the courses taught in this field) but also the 'demand side', that is, the attitudes of students, future potential entrepreneurs, to new venture creation.

Objectives

To understand the attitudes of portuguese higher education students to new firm creation.

International project including 7 other universities: Muenster University of Applied Sciences (Germany); University of Adelaide (Australia); Lahti University of Applied Sciences (Finland); University of Maribor (Slovenia); Coventry University (UK); Cracow University of Economics (Poland); Dubai Women's College (U.A.E).

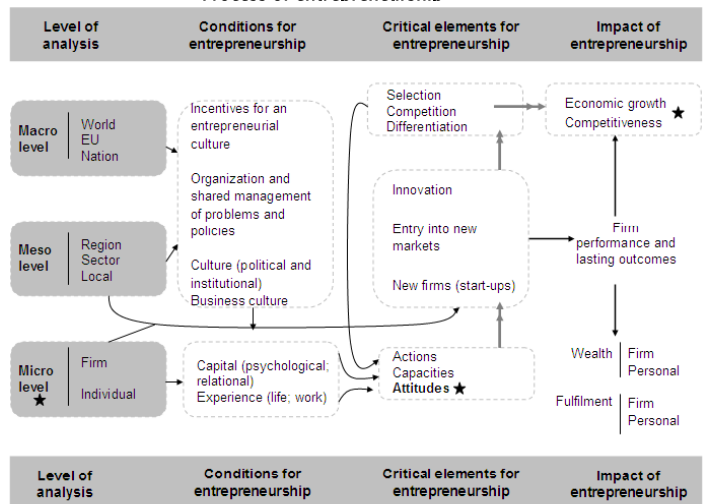
Literature review

Magnitude of student entrepreneurship potential

Studies/authors	Degree	Courses	Countries	Number of students	Entrepreneurial potential (starting business/self-employment), %
Scott (1988)	Undergraduate	Business	UK, US, Ireland	436	50.0
Hatten and Roiland (1995)	Undergraduate	Business	US	220	-
Kolverød and Moe (1997)	Master	Business	Norway	303	-
Ede, Panigrahi, and Coleish (1998)	Undergraduate	Business	US (African-American students)	171	24.8
Kravtchik and Walstad (1998)	Youth: 14-19 years old	Not specified	US	917	66.9
Henderson and Robertson (1999)	Undergraduate and MSc	Business	UK	138	23.2
Oakey, Ashkinar and Kipling (2002)	Undergraduate and MSc	Physics, Biology and Mechanical engineering	UK	247	17.0
Leta and Wong (2003)	Undergraduate	Science, Engineering, Computing and Business	Singapore	11660	6.0 ⁽²⁾
Luftig and Franke (2003)	Undergraduate	Engineering	US	524	54.6
Franke and Luftig (2004)	Undergraduate	Business	Austria, Germany, US	1313	25.0, 25.0, 50.0
Guroi and Altan (2005)	Undergraduate	Business	Turkey	400	18.0
Klugger and Léger-Jarniou (2006)	Undergraduate	Business and Engineering	France	538	25.0
Levenburg et al (2006)	Summer course students	9 majors	US	728	23.0 ⁽¹⁾ - 38.7 ⁽²⁾
Teixeira (2008)	Undergraduate	Economic/Business/Engineering	Portugal	985	24.9, 23.3
Teixeira and Fortes (2009)	Undergraduate	60 majors	Portugal	2430	10.6-66.7

Note: (1) Effectively started a business; (2) starting a business; (3) self-employment

Process of entrepreneurship

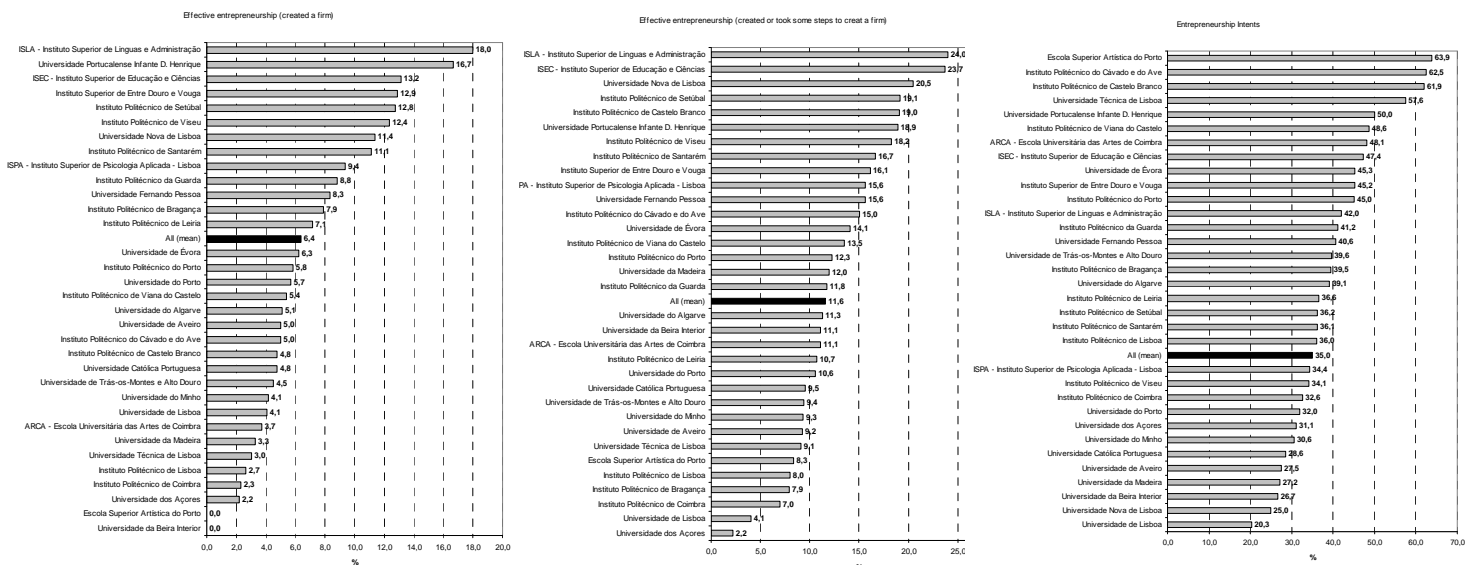


Source: Adapted from Wennekers and Thurik (1999), and Portela (2008: 47)

Methodology

Multi-course (#29) perspective, including (5683) students enrolled in business and non-business courses from all scientific areas (e.g., medicine, sports, and humanities).

Some results



Conclusions

Notwithstanding the reasonable entrepreneurship intents among Portuguese students enrolled in higher education, data reveal that these students have relatively low understanding of the entrepreneurship process, failing to understand the type of issues that an entrepreneur confronts when taking an idea to the market, and not possessing enough knowledge concerning the creation of business plans and business concepts, techniques to find out what the market wants, and how to legally finance a new business concept.