A STUDY OF ENTREPRENEURSHIP TENDENCY OF UNIVERSITY GRADUATES: EVIDENCE FROM ADVENTIST UNIVERSITY OF CENTRAL AFRICA (AUCA)

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ABSTRACT

The study intends to assess the "**The Entrepreneurship Tendency of University Graduates: Evidence from Adventist University of Central Africa".** This study was inspired by speeches made by speakers during graduation ceremonies calling on graduands to use the knowledge and skills they have acquired to create jobs for themselves and others to address high unemployment rate. The researcher therefore wanted to verify if university students in Rwanda graduate with an inspiration of being entrepreneurs. Variables that were assessed include: risk taking; hard working; self-confidence; innovativeness; leadership and optimistic/positive thinking. The study used descriptive research design. Respondents were students of Adventist University of Central Africa of faculty of Business Administration and Information Technology, who fulfilled their requirements for the bachelor's degree in July, 2017. Data was collected through questionnaires, interviews and observation. The population of the study was 497, by using random sampling techniques; questionnaires were answered by 430 graduating students. For data analysis, percentages were computed; analyzed and interpreted. Findings show that respondents have low tendency of entrepreneurship in all indicators. The researcher found out that the low tendency is caused by many things that students do not access while they are still in universities, such as role models, moral-support network and professional support network that usually foster entrepreneurship tendencies. The researcher gave many recommendations to AUCA such as to review the curriculum and integrate entrepreneurship tendency in learning.

Keywords: *Entrepreneurship Tendency*

Introduction and Literature Review

This study was inspired in the mind of the researcher because many graduation speakers like to request graduands to use their knowledge and create their own jobs because of high unemployment levels. For example, on July 28, 2014 the former Minister of Infrastructure, Hon. Musoni James required in his speech 1370 graduating students of University of Rwanda Department of technology sciences to create their own jobs (Birori E., 29th July 2015). Some students perceive this idea of creating their own jobs as a long journey. Some students declare that it is not easy for them to get capital. Birori E. (29th July 2015) says also that during the same event, the Principle of University of Rwanda, department of Technology Sciences, Prof Manasseh Mbonye, added that graduating students should not in their minds only have the idea of getting jobs in public institutions. Ishimwe I. (28th January 2017) says that 82 students that were graduating in Entrepreneurship and Hospitality Management in Akilah Institute for women, were also required not to move around with application letters but rather create their own jobs that would even create employment opportunities for others. Ngaboyabahizi (March, 2017) also wrote that 1,080 students that were graduating in bachelor and masters degree program in INES were requested to strive towards the development of entrepreneurship program and reduce unemployment. Muhire C. (18th March 2016) again during the graduation of 610 students of Catholic University of Rwanda, Huye campus Bishop Rukamba requested graduands to properly use their knowledge, wherever they will be working and if possible to create their own jobs.

According to Hisrich, Peters and Shepherd (2005), an entrepreneur is one who brings resources, labor, materials and other assets into combinations that make their value greater than before, and also one who introduces changes, innovations, and a new order. Hisrich, Peters and Shepherd (2005) confirm that psychologist believe that entrepreneurs are driven by certain forces which is the need to obtain or attain something, to experiment, to accomplish, or perhaps to escape the authority of others. Hisrich, Peters &Shepherd (2005) define entrepreneurship as a process of creating something new and assuming the risks and rewards. According to Professor Hirsh stated by Fajardo (2008) entrepreneurship is a mission.

According to Kuratko (2007); Reynolds, Bygrave, & Autiomentined by Franziska Leutner, Gorkan Ahmetoglu, Reece Akhtar & Tomas Chamorro-Premuzic (2014), entrepreneurship is a major source of employment, economic growth, and technological progress.

According to Fajardo (2008), statistics in both rich and poor countries show that small enterprises are leading in the generation of jobs and wealth. Entrepreneurs develop new markets, discover new sources of raw materials, mobilize capital resources, introduce new technologies and create employment.

According to Orcullo (2004), being an entrepreneur has the following inherent advantages: opportunity to gain control over one's own destiny, opportunity to reach one's full potential, opportunity to benefit financially, and opportunity to contribute to society and

be recognized for one's efforts. According to Orcullo (2004) also there are drawbacks that hound entrepreneurs and also scare up many. Some of the drawbacks of entrepreneurs are: uncertainty of income, risk of losing the entire invested capital, long hours and hard work, lower quality of life until the business gets established and complete responsibility.

According to Hisrich, Peters and Shepherd (2005), though many individuals have creative new ideas, few can bring their ideas to the market and create a new venture. Starting a new company results an individual's culture, subculture, family, teachers and peers. A culture that values an individual who successfully creates a new business will spawn more venture formations than one that that does not. On the other hand, in some countries successfully establishing a new business and making money are not as highly valued, and failure may be a disgrace. Countries with cultures that more closely emulate this attitude do not have as high a business formation rate.

No culture is totally for or against entrepreneurship. Many subcultures that shape value systems operate within a cultural framework. Subcultures support and even promote entrepreneurship; the formation of a new company as one of the best occupations (Hisrich, Peters and Shepherd, 2005).

There are also variations within subcultures caused by family traits. Studies of companies in a variety of industries throughout the world indicate that a very high percentage of the founders of companies had fathers and/or mothers who valued independence. The independence achieved by companies owners, professionals, artists, professors, or farmers permeates their entire family life, giving encouragement and value to their children's company-formation activities (Hisrich, Peters and Shepherd, 2005).

The American culture places a high value on being one's own boss, having individual opportunities, being a success, and making money (all aspects of entrepreneurship). Therefore, it is not surprising to find a high rate of company formation in United States (Hisrich, Peters and Shepherd, 2005).

Encouragement to form a company is further stimulated by teachers, who can significantly influence individuals to regard entrepreneurship as a desirable and viable career path. Schools with exciting courses in entrepreneurship and innovation tend to develop entrepreneurs and can actually drive the entrepreneurial environment in an economic area. The number of entrepreneurship courses a person takes increases the probability of starting a venture. A strong university education base is an important factor for entrepreneurial activity and company formation (Hisrich, Peters and Shepherd, 2005).

According to Hisrich, Peters and Shepherd (2005), the life-cycle approach conceptualizes entrepreneurial careers in nine major categories: educational environment, the individual's personality, childhood family environment, employment history, adult development history, adult nonwork history, current work situation, the individual's current perspective, and the current family situation. Entrepreneurs come from a variety of educational backgrounds, family situations, and work experiences.

According to Fajardo (2008), entrepreneurs are characterized by being risk-takers, self-confident, hardworking, innovative, good leaders, positive thinkers and decision-makers. According to Orculo (2004) entrepreneurs are characterized by having self-awareness, self-motivation, courage, confidence, patience, decisiveness, experience, knowledge and perseverance.

Material and Research Methodology

This is qualitative and quantitative research. It used descriptive research design. The population of the study was all AUCA students who were registered in the final semester in the 2nd semester of academic year 2016-2017. The researcher used random sampling techniques and randomly gave and retrieved questionnaires to 430 out of 497 students who were finishing in that semester in the faculty of Business Administration and Information Technology. The instrument consisted of perception of graduating students on "Entrepreneurship Tendency" through assessing their characteristics in order to see whether so far they had already developed entrepreneurship characteristics after many years studying in AUCA.

The researcher used a self structured questionnaire to gather all the relevant data that was used in this research. The reviewed literature played an important role because it informed and influenced the construction of the questionnaire. The questionnaire was checked for both validity and reliability before being administered for data collection. The questionnaire used a Liker three-point scale with neither agree/disagree (NA/D), disagree (D) and agree (A).

The researcher solicited the opinion of various teachers from AUCA. With their expertise and experiences, they gave various objective advices on the contents and judgment for the suitability and relevance of the instrument for this study. Data was gathered by the researcher from March 1, 2017 to March 31, 2017

The results obtained were organized and presented in form of tables. Descriptive statistics such as percentages were used as procedures to analyze data and interpret the results. An item that was ranked with "neither agree/disagree (NA/D)" and "disagree (D)" were considered as weakly perceived. An item that was ranked with "agree (A)" was considered as strongly perceived.

Results and Discussion

The first variable assessed the behavior of staff to students. Table 1 shows its findings:

Table 1:

Risk taking as a Predicator of entrepreneurship tendency

	Indicators	**Tendency (in %)**			**Tendency (in%)**	
Tendency of being a Risk Taker in business		A	NA/D	D	A	NA/D + D
1	I really enjoy employing myself because it is challenging and it needs a significant effort to be well done.	58%	28%	14%	58%	42%
2	AUCA has inspired a spirit so that in whatever I do I am always careful and I calculate and see if what I am going to do will be beneficial	53%	27%	20%	53%	47%
3	I often make decisions where effective results are not certain	37%	35%	28%	37%	63%
4	I often make things happen rather than let things happen	38%	35%	27%	38%	62%
5	In my life I regularly convert my problems into my opportunities	40%	27%	33%	40%	60%
6	I am unafraid of the unknown. In fact, I enjoy a challenge and accept the consequences of my actions	53%	27%	20%	53%	47%
7	I really consider employing myself as the first priority after graduating.	62%	23%	15%	62%	38%
8	I am willing to work toward long-term goals and do not get upset by the inevitable minor setbacks	52%	26%	22%	52%	48%

Source: Primary Data, 2017

Table 1 shows that the item that said:"I really enjoy employing myself because it is challenging and it needs a significant effort to be well done" was agreed by 58% respondents and 28% neither agreed/disagreed and 14% disagreed with the statement. The summation of percentages of those who neither agreed/disagreed with those who disagreed is (42%). Thus, there is big number of those who still fear self-employment. Interviews showed that many graduating students fear self-employment because they do not believe that they can succeed.

Naturally, challenging goals motivate people. Goal setting theory says that assigning employees specific and difficult goals results in higher levels of performance than assigning no goals, easy goals. But when a goal cannot be achieved at all, people will not be motivated (Colquitt, LePine and Wesson, 2009).

According to Colquitt, LePine and Wesson (2009), when goals are easy, there's no reason to work your hardest or your longest, so task effort is lower. As goals move from

moderate to difficult, the intensity and persistence of effort become maximized. At some point, however, the limits of a person's ability get reached, and self-efficacy begins to diminish. At that point, goals move from difficult to impossible, and employees feel somewhat helpless when attempting to achieve them. At that point, effort and performance inevitably decline. So a difficult goal is one that stretches an employee to perform at his or her maximum level while still staying within the boundaries of his or her ability.

The researcher assessed also if graduating students have tendency of being decision-makers where effective results are not certain, being able to make things happen rather than let things happen and being able to convert problems into opportunities. These indicators are agreed on 37%, 38%, and 40% respectively. Neither agree nor disagree is confirmed by 35%, 35%, and 27% respectively while disagree is confirmed by 28%, 27% and 33% respectively. Therefore, totals of those neither agree/disagree and those disagree are 63%, 62% and 60%, thus those totals of neither agree/disagree and those disagree are greater than those agreeing. This confirms that graduating students significantly lack the needed tendency.

Being inspired in the spirit of carefulness and see if what is going to be done will be beneficial, being unafraid of the unknown, enjoying challenges and accept the consequences of my actions, considering employing myself as the first priority after graduating and willing to work toward long-term goals and not getting upset by the inevitable minor setbacks were all agreed by 53%, 53%, 62% and 52% respectively, neither agree/disagree by 27%, 27%, 23%, 26%, and disagreed by 20%, 20%, and 15%. The totals of neither agree/disagree and disagree are 47%, 47%, 38% and 48% which means that the percentages of those total agreeing with those indicators are greater than those who neither agree/disagree and disagree, but the greatness is not too significant. Thus there is a tendency on being inspired the spirit of being careful and see if what is going to be done will be beneficial, being unafraid of the unknown, enjoying challenges and accepting the consequences of my actions, considering employing myself as the first priority after graduating and willing to work toward long-term goals and not getting upset by the inevitable minor setbacks but this tendency is not obvious.

According to Orcullo (2004), the success stories and documentations of various "successful entrepreneurs" have in many ways provided a compendium of materials pointing to various traits and characteristics of a successful businessman or entrepreneur.

In assessing entrepreneurship Tendency of University Graduating Students, the researcher assessed also hard work. Table 2 shows the level tendency in hard working (in percentage).

Table 2:

Hard working as a Predicator of entrepreneurship tendency

	Indicators	**Tendency (in %)**			**Tendency (in %)**	
Tendency of being a Hard Worker		A	NA/D	D	A	NA/D + D
9	AUCA has made me a hard worker and I don't view this as a sacrifice/suffering.	57%	31%	12%	57%	43%
10	I often feel I should not rest until I have reached my goal	62%	23%	15%	62%	38%
11	I am not afraid of hard work to reach my goals and enjoy finding new, positive ways to handle troublesome situations	71%	23%	6%	71%	29%
12	I have no problem of wake up early and sleeping late in order to work and achieve my goals.	55%	31%	14%	55%	45%

Source: Primary Data, 2017

In assessing if graduating students have a tendency of being a hard worker, various questions were asked, as it is shown in table 2. The first question asked was to assess the tendency on being a hard worker and not viewing hard working as a sacrifice/suffering. This first question was agreed by respondents at 57%, neither agree/disagree at 31% and disagreed by 12%. The results show that the total percentage of those who neither agree/disagree is 53% which means that those agreed are slightly greater that those who neither agree/disagree, thus graduating students have slight tendency on being a hard worker and they slightly seem to view hard working as not sacrifice/suffering. There are still a big number of students who do not have this tendency.

Another aspect that was assessed was to see if graduating students have tendency of wake up early and sleep late in order to work and achieve their goals. This question was agreed by respondents at 55%, neither agree/disagree at 31% and disagreed at14%. Thus graduating students seem to agree slightly that they have tendency of waking up early and sleeping late in order to work and achieve their goals. There are still a big number of students who do not have this tendency.

The tendency of being a hard worker was also assessed through perception of graduating students towards their often feelings on not resting until they have reached their goal and being unafraid of hard work to reach their goals and enjoying finding new and positive ways to handle troublesome situations. All these items were agreed by respondents at 62% and 71% respectively, neither agreed/disagreed by 23% and 23% respectively and they disagreed by respondents at 15% and 6% respectively. Thus, tendency of being a hard worker through feelings of not resting until they have reached their goal and being unafraid of hard work to reach their goals and enjoying finding new and positive ways to handle

troublesome situations is found, but still there are a big number of students who do not have this tendency.

Table 3 shows the level of self-confidence of graduating students. In assessing prediction of self confidence 6 questions were asked.

Table 3:

Self Confidence as a Predicator of entrepreneurship tendency

	Questions	Tendency (in %)			Tendency (in %)	
	Tendency of Having Self Confidence	A	NA/D	D	A	NA/D + D
13	I have strong faith in my ability and I can create my own job	55%	27%	18%	55%	45%
14	I can be the best in my field of work/business	65%	27%	8%	65%	35%
15	I don't really accept things as they are, because I believe that I can do things better	56%	32%	12%	56%	44%
16	I often work with enthusiasm and perspective to reach my goals	50%	39%	11%	50%	50%
17	I am able to see what is right about a situation and to explore its potential to the fullest	45%	43%	12%	45%	55%
18	I trust myself to make a business run well	67%	25%	8%	67%	33%

Source: Primary Data, 2017

The researcher assessed the tendency of Having Self Confidence through the perception of respondents on having strong faith in their ability and being capability to create their own jobs, not accepting things as they are, because they believe that they can do things better, often working with enthusiasm and perspective to reach their goals, being able to see what is right about a situation and to explore its potential to the fullest. All these items were fully agreed by 55%, 56%, 50%, and 45% respectfully, while 27%, 32%, 39%, and 43% do not fully agree or disagree with the statements. Thus these behaviors are not until now developed significantly in the lives of graduands and finally 18%, 12%, 11% and 12% confirm that they do not have the mentioned traits means they disagree. The total percentage of neither agree/disagree and disagree is 45%, 44% and 50% and 55%. This shows that some students have tendency of Having Self Confidence but not all.

Be the best in their field of work/business, trusting themselves to make a business run well were agreed by respondents at 65% and 67% respectively, those who do not agree/disagree are 27% and 25% respectively. And those who disagreed are 18% and 8% respectively. Thus, graduating students have the tendency of being the best in their field of

work/business, trusting themselves to make a business run well, but this tendency is not enough. There are still a great number of students who do not have this tendency.

Hisrich, Peters and Shepherded (2009) say that one of the most important factors influencing entrepreneurs in their career path is their choice of role model. Role models can be parents, brothers or sisters, other relatives, or other entrepreneurs. Successful entrepreneurs are viewed frequently as catalysts by potential entrepreneurs. The role models can provide important signals that entrepreneurship is feasible for them.

Findings from the questionnaire show that 82% of granduands in AUCA do not have parents, brothers/sisters or others relatives that are entrepreneurs. 90% have never had any discussions with any entrepreneur about entrepreneurship. Thus granduands of AUCA have no role model in entrepreneurship. They depend only on a subject of entrepreneurship that they are taught. Unfortunately this subject is also taught by someone who is not also an entrepreneur. Experience shows that students would like to be taught "entrepreneurship" by a teacher who not only has academic competences but also who is an entrepreneur in order to learn from him or her. One of questions students ask frequently is: Why teachers of the subject of "entrepreneurship" encourage us to create our own jobs while they did not create any for themselves? This question of students shows that there is need of having a role model.

Role models can also serve in a supportive capacity as mentors during and after the launch of a new venture (Hisrich, Peters and Shepherded, 2009).

Table 4 assessed innovative character as a predicator of entrepreneurship tendency. In assessing innovative character, six questions were asked.

Table 4:

Innovative Character as a Predicator of entrepreneurship tendency

	Indicators	**Tendency (in%)**			**Tendency (in %)**	
Tendency of being Innovative		A	NA/D	D	A	NA/D + D
19	AUCA has inspired a spirit of loving to explore the unknown	25%	38%	37%	25%	75%
20	I love to blaze for new paths of progress	62%	31%	7%	62%	38%
21	I often give suggestions to others of how we can work better and improve a situation	59%	35%	6%	59%	41%
22	I am someone who often gives suggestions formally or informally of how good services should look like	38%	40%	22%	38%	62%
23	I have innovative character thus I can be a good business man/woman	55%	31%	14%	55%	45%
24	I feel I like a competitive and challenging environment because it is where I use my creativity	46%	29%	25%	46%	54%

Source: Primary Data, 2017

In assessing the tendency of graduating students towards innovative character, the researcher tested their level of having innovative spirit and passion to explore the unknown. The researcher tested also if they have character of giving suggestions formally or informally of how good services may look like and he tested also the likeness of competition and challenging environment as it is where they use creativity. The three tools were agreed by respondents at 25%, 38% and 46%. They were neither agreed/disagreed at 38%, 40% and 29% and finally disagree at 37%, 22% and 25%. The total percentage of those who responded neither agreed/disagreed and disagreed were 75%, 62% and 54%. Thus, it is obviously seen that few respondents have innovative spirit and passion of exploring the unknown. Few respondents have character of giving suggestions formally or informally of how good services may look like. And few respondents have the likeness of competition and challenging environment as it is where they use their creativity.

The researcher also tested the level of graduating students in blazing for new paths of progress, and how they often give suggestions to others of how they can work better and improve their situations, and having innovative character and be able to become a good business man/woman. Finding shows that respondents agreed totally on 62%, 59% and 55% respectively. 31% 35% and 31 % do not agree/disagree while 7%, 6% and 14% disagree. The total percentage of those who responded neither agreed/disagreed and disagreed were 38%%, 41% and 45%. Thus the result shows that the percentages of those agreeing with the mentioned statements are slightly greater than the total of those neither agreed/disagreed and

disagreed. This means that there are still a greater number of graduating students who do not have enough character of pioneering new paths of progress, and giving suggestions to others of how they can work better and improve their situations, and being innovative and be able to become good business people.

According to Hisrich, Peters and Shepherded (2009), it is important for each entrepreneur to establish a moral-support network of family and friend (a cheering squad). This cheering squad plays a critical role during the many difficult and lonely times that occur throughout the entrepreneurial process. Most entrepreneurs indicate that their spouses are their biggest supporters and allow them to devote the excessive amount of time necessary to the new venture. Relatives and friends also play key roles in moral-support network. The entrepreneur needs advice and counsel throughout the establishment of the new venture. This advice can be obtained from a mentor, business associates, trade associations, or personal affiliation.

Observation shows that AUCA students do not have mentors in entrepreneurship and the role of business associates and trade associations in sensitizing entrepreneurship among university students is not significant.

Table 5:

Leadership trait as a Predicator of entrepreneurship tendency

	Indicators	**Tendency (in %)**			**Tendency (in %)**	
Tendency of Beinga Leader		A	NA/D	D	A	NA/D + D
25	AUCA has inspired a spirit of being a visionary and focused	43%	37%	20%	43%	57%
26	I feel that my character is shaped in away it is easier for me to influence others	44%	46%	10%	44%	56%
27	I feel that I will always have strong desire to be successful in my chosen work/business	69%	22%	9%	69%	31%
28	I feel that I am self-motivated in doing business and I can handle any necessary task whether I enjoy it or not	60%	32%	8%	60%	40%
29	I am someone who is able to work alone (just like a business man/woman), and am willing to be responsible for my own actions.	43%	33%	24%	43%	57%

Source: Primary Data, 2017

The researcher also assessed entrepreneurship tendency through leadership tendency. Five questions were asked while assessing tendency of graduating students of being a leader. The following three questions: having spirit of being a visionary and focused, having

characters that are shaped in a way it is easier for graduating students to influence others and being someone who is able to work alone (just like a business man/woman), and be willing to be responsible for your own actions, were all agreed with 43%, 44%, and 43%, neither agreed/disagreed with 37%, 46% and 33% while disagreed with 20%, 10% and 24%. The total percentage of those who responded neither agreed/disagreed and disagreed were 57%%, 56% and 57%. Thus the result shows that the percentages of those agreeing with the mentioned statements are slightly less than the total of those neither agreed/disagreed and disagreed. This means that there are still a greater number (more than 50%) of graduating students who do not have spirit of being a visionary and focused, characters that are shaped in a way it is easier for graduating students to influence others and able to work alone (just like a business man/woman), and willing to be responsible for your own actions

The researcher also assessed the level of passion of always having strong desire of being successful in the chosen work/business and the level of feelings of being self-motivated in doing business and be able to handle any necessary task whether they enjoy it or not. Findings show that respondents agreed all statements at 69% and 60%. And 22% and 32% neither agreed/disagreed while 9% and 8% disagreed. The total percentage of those who responded neither agreed/disagreed and disagreed were 31% and 40%. Thus the result shows that the percentages of those agreeing with the mentioned statements are greater than the total of those neither agreed/disagreed and disagreed, but there are still a greater number of graduating students who do not have sufficient level of feelings of having always strong desire of being successful in the chosen work/business and sufficient level of passion of being self-motivated in doing business and be able to handle any necessary task whether they enjoy it or not.

Table 6:

Optimistic/Positive thinker as a Predicator of entrepreneurship tendency

	Indicators	**Tendency (in %)**			**Tendency (in %)**	
Tendency of being Optimistic/Positive thinker		A	NA/D	D	A	NA/D + D
30	AUCA made me someone who will not fail to survive in this challenging life	39%	30%	31%	39%	61%
31	I feel I am skilled enough; I will become an important person.	51%	39%	10%	51%	49%
32	I believe that I will succeed in future	54%	45%	1%	54%	46%
33	Out of class, life is not easy but because of skills I acquired from schools I will be prosperous.	58%	30%	12%	58%	42%

Source: Primary Data, 2017

The researcher assessed whether graduating students still have hope to survive in this challenging life. Findings show that 39% agreed with the statement, 30% neither

agreed/disagreed while 31% disagreed with the statement. The total percentage of those who responded neither agreed/disagreed and disagreed were 61% which means that the hope of surviving in this challenging life is minimal.

The researcher also assessed the feelings of graduating students towards their skills; becoming an important person in future, beliefs that they will succeed in future and beliefs that though life is not easy but because of skills they acquired from schools they will be prosperous. These items were agreed by respondents at 51%, 54% and 58% respectfully and neither agreed/disagreed at 39%, 45% and 30% and disagreed at 10%, 1% and 12%. The total percentage of those who responded neither agreed/disagreed and disagreed were 49%, 46% and 42%. Thus the result shows that the percentages of those agreeing with the mentioned statements are slightly greater than the total of those neither agreed/disagreed and disagreed. This means that there are still a greater number of graduating students which do not trust their skills enough, and who do not believe in becoming an important person in future or have success in future or believe that though life is not easy but because of their skills they acquired from schools they will be prosperous.

Hisrich, Peters and Shepherded (2009) say that entrepreneurs think differently than non entrepreneurs. Moreover, an entrepreneur in a particular situation may think differently when faced with a different task or decision environment. Entrepreneurs must often make decisions in highly uncertain environments where the stakes are high, time pressure are immense, and there is considerable emotional investment.

According to Fajardo (2008), the optimism and positive thinking of entrepreneurs make a great difference between success and failure. Positive thinking produces favorable results. Fajardo (2008) says that we get what we deeply think and believe. Being hard working and opportunity seekers, entrepreneurs acquire more profits.

Dr. Charles Flory, American Psychologist mentioned by Fajardo (2008) says that wealth does not always come to the most intelligent or to the most ambitious individuals, but to those individuals who think money.

Individuals who always think of failures and other negative thoughts get exactly what they think. Their failure consciousness or defeatist attitude gives them failure after failure. The poor become poorer because they think of poverty. While the rich become richer because they think wealth (Fajardo, 2008).

Interviews revealed that many graduands do not have spirit of being risk takers; hard workers; self confident; innovative; leaders and optimistic/positive thinker. Entrepreneurship subject is a core course in Faculty of business administration. Though it is a core subject students finish it without enough capacity of employing themselves. There is no anywhere else students can emulate entrepreneurship.

Conclusion and Recommendations

The study assessed the "Entrepreneurship Tendency of University Graduating Students: Evidence from Adventist University of Central Africa**".**

This study was inspired in the mind of the researcher because many graduation speakers of different Universities in Rwanda request graduating class to use knowledge they acquired from school and create their own jobs as the solution to unemployment in Rwanda. The researcher wanted to verify if university students in Rwanda graduate with tendency of being entrepreneurs. Sub-Variables that were assessed were: risk taking; hard working; self confidence; innovativeness; leadership and optimism/positive thinking. The results show that all graduating students do not have significant characteristics that predict tendencies of entrepreneurs.

1. The researcher recommends that AUCA be the role models of entrepreneurship for students and have incubation centers at the University campus.
2. Teachers of the subject of "entrepreneurship" should also be entrepreneurs in order to act as role models for students who teach what they do. It could be better if those teachers are people who have strong testimonies of how they evolved from nothing.
3. The researcher recommends that AUCA reviews the curriculum of teaching entrepreneurship and make it in a way it may contribute significantly to the changes of students towards entrepreneurship tendency. The subject of entrepreneurship should be divided into two parts:
   - Part one of the subject of "entrepreneurship" should be taken in the beginning of the first half of his/her program of study, it should cover all theories of entrepreneurship and create the spirit of entrepreneurship among students. And then students should select a business that he/she wishes to venture and then be given a mentor. Student together with the mentor should elaborate a business plan. The elaboration of this business plan will help students to be skilled in business planning. At the end, students should present the feasibility and viability of his/her business plan.
   - Part two of the subject of "entrepreneurship" should be taken in the beginning of the second half of the program of the study. Student should implement his/her business plan, and then present the success of his/her businesses at the end of his/her program of the study. This should be a requirement to have a Bachelor's degree.
4. The researcher recommends to AUCA that the two parts of entrepreneurship be taught to all students of the university.
5. Since this study was taken in 1 out of 34 institutions of higher education that are found in Rwanda, the researcher recommends other researchers to undertake the same study but with other 33 higher education institutions as case studies in order to have synthesis of the whole country.

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