

Attitudes of students of the college of business administration towards self-employment

اتجاهات طلاب كلية إدارة الأعمال نحو العمل الحر.

Received: November 12, 2022

Accepted: December 15, 2022

Written by:

Naseem Abdulghaffar Saeed Bazuhair³⁶<https://orcid.org/0000-0002-4225-6675>

Abstract

This study aims to evaluate and discuss the attitudes of business administration college students towards Self-Employment and entrepreneurship. The research community consists of male and female students studying for a master's degree at the College of Business Administration, University of Tabouk. The sample included (105) male and female students and (65) male and (40) female students from the University of Tabouk. The study tool consisted of a scale that included (20) items, and the scale consisted of two parts: a) Primary information: It is considered one of the study's variables. b) The paragraphs of the questionnaire express the extent to which the College of Business Administration students are aware of Self-Employment. The study's findings indicated that the attitudes of business administration students towards Self-Employment are very positive and high. However, according to the survey results, Self-Employment has several difficulties, including a lack of stable income, the need for adequate capital at the start of the project, and high prices of goods and services. However, still, the students' attitudes towards Self-Employment remain significantly high.

Keywords: Self-Employment, Business Administration, Entrepreneurship, College Students.

Introduction

Unemployment among young people is a serious problem everywhere. According to a recent ILO survey, 73.3 million young people worldwide were unemployed in 2014, making up 36.7% of the total (ILO, 2015). Less than 50% of the 269.9

الغرض من هذه الدراسة هو معرفة اتجاهات طلاب كلية إدارة الأعمال بجامعة تبوك نحو العمل الحر وزيادة الأعمال. وتكون مجتمع البحث من طلاب وطالبات مرحلة الماجستير في كلية إدارة الأعمال بجامعة تبوك. وشملت العينة (105) طالباً وطالبة موزعين: (65) طالباً و (40) طالبة. وتكونت أداة الدراسة من مقياس اشتمل على (20) فقرة، موزعة على قسمين: أ) المعلومات الأولية: وهي بمثابة متغيرات الدراسة. ب) فقرات الاستبيان: التي تعبر عن مدى معرفة طلاب كلية إدارة الأعمال بالعمل المستقل. وأشارت نتائج الدراسة إلى أن اتجاهات طلاب إدارة الأعمال نحو العمل الحر كانت إيجابية ومرتفعة. كما بينت نتائج الدراسة أن هناك عدد من الصعوبات التي تواجه العمل الحر، من أهمها: عدم وجود دخل ثابت، والحاجة إلى رأس مال كافٍ للبدء بمشروع، وارتفاع أسعار السلع والخدمات. ولكن لا تزال اتجاهات الطلاب نحو العمل الحر مرتفعة بشكل ملحوظ.

الكلمات المفتاحية: العمل الحر، إدارة أعمال، ريادة الأعمال، طلاب الكلية.

million people who call Sub-Saharan Africa homework in the official economy. According to the ILO (2015), 48.1% of youth in sub-Saharan Africa experienced long-term unemployment in 2014. Tanzania's workforce, which includes

³⁶ Dr., Assistant professor in Business Management, University of Tabouk, Saudi Arabi.

those aged 15 to 64, makes up 23,466,616 of the country's total population, or 52.2%, while the young, who have people aged 15 to 35, make up 15,587,621 of the labour force, or 66.4% of it. The unemployment rate for young individuals between the ages of 15 and 24 is 13.4% (URT, 2013). The number of recent graduates entering the job market in Tanzania each year is projected to be between 800,000 and 1,000,000, but the present labour market can only take on roughly 200,000 of them, leading to a high rate of young unemployment (World Bank, 2015; Msuya, 2020). This indicates that many young people stay in the job market for extended periods without finding employment. These young people start the workforce jobless, and it takes them, on average, 5.5 years to find a paying job (Msuya, 2020). According to a 2012 research by Raize, Self-Employment could be considered a new form of employment to combat unemployment and poverty.

According to Mahjabeen (2015), persons who identify as self-employed consider themselves as working for themselves rather than an employer in a traditional employment arrangement. According to a 2015 Tanzanian research by Mahjabeen, however, most young people pursue Self-Employment out of need rather than as a chosen profession owing to the low pay and burdensome entrance requirements for conventional work. This has been underlined by (Msuya, 2020), who finds that persons with more favourable views about risk and independence are more likely to intend to work for themselves.

One of the factors that propel the global economy is entrepreneurship, which also helps to increase competitiveness and the well-being of those in the lowest socioeconomic strata of society by generating new employment (Msuya, 2020).

Nowadays, entrepreneurship is a "dictator of economic life," according to Palimaka & Rodzinka (2018). It is viewed via various prisms, including growth, seizing chances, creativity, innovation, distinctiveness, or risk. Consequently, entrepreneurship is essential to the Development of any economy worldwide. Due to Drucker, P (2006), and his perspective on interpreting the phenomena of Self-Employment as inventive entities, assuring a new quality and founded on creative activity, there was a sensitive turbulence around solving this notion in the 1980s. Many people started questioning whether a sizable portion of the so-called small and medium-sized organizations could be referred to as firms. Despite this problem, Poland and the rest of Europe

emphasize the necessity of supporting the small and medium-sized business sector as one that is crucial to the country's and the European Union's policy (notes regarding strategies for socioeconomic Development with a focus on small business were included in such strategic documents.

All of this emphasizes the crucial role that these little organizations play in boosting the economy. Modern society places a lot of emphasis on developing advancements, technological advances, or apps directly related to starting and operating businesses. Encouraging entrepreneurship among young individuals and learners is crucial for several reasons, including the competitive job market and the effects of demographic change. This implies that young people entering this marketplace must change to keep up with it regarding education and new employment development. The non-financial dimensions of these behaviours are also being highlighted in addition to the economic or money parts of this issue.

The notion of "entrepreneurship" as an expression of economic activity, i.e., starting businesses, is presented in the book. In the empirical section, research is discussed. Its primary objective was to determine student views regarding entrepreneurship and business activity, using learners at the University of Information Management and Technology in Rzeszów as an illustration. The goal was to ascertain whether "non-economic" students also wanted to create their businesses or if it was just a topic for commercial students. The collected analytical findings allowed the authors to determine whether the questioned students want to launch a business soon and what subjects they specialize in. In addition, consider whether owning a family company and playing the most critical responsibilities in the group affect this choice. Finding the requirements and reasons required (from the student's perspective) to launch their firm was the final but not the most minor goal.

The study questions that the findings should provide an answer to are:

1. What are students' attitudes of the College of Business Administration towards Self-Employment, an applied study on the University of Tabouk?
2. Are there statistically significant differences towards the attitude of business administration students towards Self-Employment due to the gender variable

(male/female)?

3. What are the obstacles to Self-Employment from the point of view of students of the Faculty of Business Administration, University of Tabouk?

Literature Review

Compared to employed people, self-employed people are far happier with their jobs. According to data gathered from 23 countries, more interesting occupations and greater autonomy enjoyed by self-employed people are the fundamental causes of better job satisfaction (Msuya, 2020). Doing what you want appears to offer non-financial rewards from work, demonstrating operational functionality: enjoyable work and autonomy are valued beyond tangible results as excellent procedural job features. Al-Qadasi et al., (2021) study claim that choosing to work for oneself may be a utility-maximizing career decision. In other words, people prefer to work for themselves if the overall value they anticipate getting from it—from money, independence, taking risks, exerting effort, and other benefits—is higher than the predicted value from their best job alternative.

On the one hand, having a high unemployment rate may encourage people to create their businesses. On the other hand, the "entrepreneurial" impact suggests that more significant percentages of Self-Employment could signal more muscular entrepreneurship development in lowering unemployment in succeeding times (Al-Qadasi et al., 2021). Another study (Binde & Coad, 2013) demonstrates that switching from regular work to Self-Employment results in an improvement in life satisfaction (up to two years later), but changing from unemployment to Self-Employment does not result in a greater level of satisfaction. These findings hold up well regarding several subjective well-being measures, the choice of matching variables, and robustness exercises incorporating simulated confounders (Robinson & Sexton, 1994). In contrast to being a sign of economic vigour, rising Self-Employment may be a response to labour market shortcomings, according to a time-series regression study of aggregate self-employment rates in eight major OECD nations from the early 1990s to 2016 (Mijoč et al., 2016). Men respond more strongly to the salary difference between wage/salaried jobs and Self-Employment, liquidity limitations are more significant to men, and there is a more extensive relationship between a man's father's Self-

Employment status and his likelihood of becoming self-employed. Together, these findings show that Self-Employment is a more viable option for women than for males to replace part-time employment and labour market inactivity (Mijoč et al., 2016).

A person's intentions may be thought of as a mental state that aids in directing attention, accumulating experience, and concentrating efforts on a particular activity or goal. According to Mijoč et al., (2016), Intentions reflect the motivations that shape conduct. Experts concur that the most potent indicator of a deliberate move is intent. They are particularly well suited for studying uncommon, challenging-to-observe, or involving unexpected time delay behaviours. Self-Employment is a typical example of planned, intentional conduct. According to Veciana et al., (2005), starting a new business takes time, requires extensive preparation, and demands high cognitive skills. As a result, this conduct may be viewed as planned behaviour for which the individual's intentions are appropriate (Kruja & Kalluci, 2021). One of the available career paths for people is Self-Employment. Today's students are tomorrow's potential (self) employed individuals. Thus it is crucial for those who design economical and educational regulations to consider whether or not they want to pursue Self-Employment as a profession (Fabeil et al., 2022). Young unemployed individuals may also find it appealing to pursue Self-Employment as a profession, mainly if doing so involves seizing a business opportunity. Most research on intentions for Self-Employment focuses on developing theories by examining the causes of intentions and finding mediators and moderators factors (Kruja & Kalluci, 2021).

Nevertheless, methodological choices and how variables are operationalized substantially impact the final findings regarding the structural model and predictive ability in addition to theoretical ideas and applied frameworks (Fabeil et al., 2022). As a result, the technique concerns surrounding the assessment of one of the most important antecedents of Self-Employment intention—personal attitudes about a self-employed career—are the main emphasis of this work. To show the way different perspectives and opinions towards a particular behaviour, and thus also toward the self-employed, affect the epistemological method of assessing them, the paper (Struckell et al., 2022) compares two primary approaches used to measure attitudes of younger age groups toward Self-Employment as a career choice. Regression analysis creates and

contrasts two models with different operationalizations of the disposition variable.

The use of intentions in Self-Employment research and entrepreneurship began immediately after Mijoč et al., (2016) updated their planned action theory. Action (TPB). Since starting a new business endeavour is both deliberate conduct and planned behaviour (Akuraun et al., 2020), planned behaviour is arguably the most often used theoretical framework for understanding Self-Employment goals (Kakkonen, 2018). Before the TPB, entrepreneurship research generally consisted of less reliable and predictive methodologies, including personality traits, demographic variables, situational factors, or approaches that assessed attitudes, as noted by Akuraun et al., (2020). Calitz et al. (2012) claim that the decision to pursue Self-Employment as a career option is determined by initial intentions for Self-Employment supports the usage of research models in which initial intentions are the best predictors of this particular behaviour.

Three components make up the theory of planned behaviour: an individual's attitude toward a particular behaviour (philosophy), an individual's perception of other people's expectations (opinions) toward the chosen behaviour (subjective norm), and a person's views regarding their regulation over the reasoned action. According to Solesvik et al., (2012), there is a strong association between the TPB and plans to become self-employed. By modelling structural equations, they demonstrated that the TPB accounts for 55% of the variation in these aspirations. According to research (Falk & Leoni, 2009), attitudes regarding Self-Employment and perceived control over behaviour are highly predictive of intentions. When examining the TPB's meaning from the perspective of Self-Employment, it is anticipated that attitudes and beliefs about Self-Employment would significantly impact how people create their Self-Employment intentions. According to Kostoglou & Siakas (2008), dispositions are thoughts and perceptions about how desirable it is for an individual to engage in specific actions. These beliefs and views are linked to expectations about how those results will influence the individual. In other words, people form their attitudes regarding observed behaviour depending on whether they think the action is good (positive) or disagreeable (negative).

According to earlier studies, one of the best indicators of a person's ambition to work for

themselves is their attitude regarding the possibility of doing so. In other words, attitudes often play a role in the model with the most significant proportion of predictor variables interpretation in investigations (Kruja & Kalluci, 2021).

Using focused resources and services, business incubation is a crucial framework that promotes the growth of entrepreneurship in a society (Iyortsuun, 2017). Universities have adopted this incubation concept as university-based entrepreneurship education programs, which concentrate on creating specialized training curricula that allow students to gain practical knowledge and experience in venture formation (Sudana et al., 2019). Entrepreneurship centres, which are university-based, multidisciplinary, and cross-disciplinary institutions, educate students in the art and science of entrepreneurship. They take advantage of the opportunities offered by the entrepreneurial ecosystem to give them the tools they need to succeed in entrepreneurship activities (Malecki, 2018). This comparison applies to the suggested impact of incubator facilities on student ATSE in this exposition. It is anticipated that educators will be favourably inclined towards putting what they learn through SE into practice because the resources provided to students have the potential to heighten the entrepreneurial spirit, abilities, and knowledge of students by bringing life to the theories learned via class discussion (Ahmed & Khoso, 2020).

Over 320 students studying economics, social sciences, and literature at the College of Lodz participated in comparing the entrepreneurial orientation among these students by Polish scholars. The students who responded to the survey indicated they would be open to starting their own company. Still, they felt that the main obstacle was a lack of inspiration, a refusal to forge their career paths, and a refusal to recognize the opportunities that were developing around them. According to the study's authors, the purpose of the university and other market institutions is to promote young people's entrepreneurship by motivating them to seize business chances (Akuraun et al., 2020).

Binde did surveys of entrepreneurial orientation Binde, & Coad (2013) among third-year economics students who attended lectures at the University of Economics in Krakow on the fundamentals of entrepreneurship (Targalski, 2006). Less than 10% of the 216 respondents who responded said they did not intend to take on this task, whereas over two-thirds of students

showed a strong inclination to manage a company. The learners identified the concept of the firm, the idea, and effective administration as the success factors. In contrast, a lack of expertise and a wasted opportunity was cited as elements harming the company. The most often cited defences of this claim among those unwilling to engage in economic activities were a lack of an idea and a desire to be stable (work and income) (Premand et al., 2016).

Olinski found that over 66 per cent of participants are thinking about attempting to start their firm based on a study done on a group of around 60 extramural students taking a course on academic entrepreneurship at the College of Warmia and Mazury in Olsztyn. However, these individuals reported a lack of finance required to launch a firm which was also a source of frustration for the respondents. These students also expected significant help from professionals (Malecki, 2018).

According to Fabeil et al., (2022), their study aimed to determine the substance of university-level entrepreneurship instruction and how it affected students' entrepreneurial inclinations. They looked at, among other things, students' employment decisions immediately following their studies and five years later, as well as their involvement in entrepreneurial education. The findings demonstrate that in both categories, entrepreneurship education correlates with a stronger desire to start a business and become a firm founder. Additionally, they emphasized how important it is for students' countries of origin (efficient nations), age, fields of study (business and economics have a positive impact, while other subjects have a negative one), and level of education (bachelor's) to fuel their more vital entrepreneurial aspirations (Fabeil et al., 2022; Walter et al., 2013).

In contrast to those without this experience, family enterprises have distinct views regarding entrepreneurship, according to research by Greene & Saridakis (2008). Additionally, they considered pupils who wanted to work for or start a family company. People who grow up in families where someone owns a business are more accepting of the chances and obstacles associated with an entrepreneurial venture. Their entrepreneurial background affects career options (Premand et al., 2016). Based on the

preceding, we can see that Polish and other scientists have used a variety of approaches to their study of entrepreneurship at the student level.

Methodology

1. Study approach

This research belongs to the descriptive analytical analysis that studies the reality of events and phenomena and their interpretation to reach clear and practical conclusions through statistical analyses.

Study sample:

The community of this study included all master students at the College of Business Administration, University of Tabouk. The sample consisted of (65) male and (40) female students from the study community.

2. Study tools:

This study sought to know the students' attitudes at the College of Business Administration towards Self-Employment and applied research on the University of Tabouk. The tools of this study consisted of a scale that included (20) items, and the scale consisted of two parts: a) Primary information: It is considered one of the study's variables. b) The paragraphs of the questionnaire: which express the extent to which the students of the College of Business Administration are aware of Self-Employment Validation and consistency of the instrument: A sample of (100) male and female students from the University of Tabouk's Faculty of Business Administration was measured using the scale, and the following findings were obtained:

A. Reliability statistics:

The reliability coefficient for all of the scale's paragraphs was (.743) after it was calculated using Cronch's alpha coefficient, and it was also determined using Gutman's half-halves procedure, which gives the researcher confidence to use the study tool as a means of gathering data to address the study's questions.

The outcomes of applying it.

Table No. 1.

Reliability Statistics (Source: Prepared by the author).

Split half	Cronbach's Alpha	N of Items
677.	743.	20

B. Validity of the scale: Utilizing internal consistency, this was confirmed. Measuring the correlation coefficient between each individual's result on each scale item and overall score allowed the determination of the scale's consistency reliability.

Table No. 2.

Measuring the correlation coefficient was used to determine the scale's internal consistency (Source: Prepared by the author).

N	Pearson Correlation	N	Pearson Correlation
1	.765 (**)	11	.567 (**)
2	.629 (**)	12	.535 (**)
3	.583 (**)	13	.556 (**)
4	.732 (**)	14	.585 (**)
5	.595 (**)	15	.505 (**)
6	.611 (**)	16	.311 (*)
7	.654 (**)	17	.499(**)
8	.679 (**)	18	.682 (**)
9	.592 (**)	19	.593 (**)
10	.500 (**)	20	.307 (**)

At the two-tailed significance threshold of 0.01, the correlation is significant—the 0.05 point of significance for correlation (2-tailed).

Results and Discussion

The first question

The question states (What are the students' attitudes of the College of Business Administration towards Self-Employment, an

applied study on the University of Tabouk?) To answer this question, the statistical characteristics were presented to calculate a sample of descriptive answers on the scale of business administration students' attitudes towards Self-Employment.

Table No. 3.

Descriptive statistics to clarify the attitude of business administration students towards Self-Employment (Source: Prepared by the author).

	N	Mean	Std. Deviation	Ranking
Self-Employment is a freelance	105	4.4952	59037	5
Academic preparation must be linked to the Self-Employment job market	105	4.1238	84005	11
Global economic changes support the idea of freelance	105	4.3048	79812	9
Good academic qualification increases Self-Employment opportunities	105	4.4952	63736	5
I have an interest in knowing and understanding the basics of freelance	105	4.5905	66064	4
Self-Employment helps reduce the unemployment rate in society	105	4.7714	52362	1

I have an idea for a particular project to start after graduating from university	105	3.8190	1.01698	13
Self-Employment increases creative opportunities for young people	105	4.6762	56322	3
I would like to benefit from Self-Employment projects for young people like me	105	4.4667	73467	6
Self-Employment is a typical alternative to delayed government hiring	105	4.3524	84331	7
My studies in the College of Business Administration support the start of a freelance	105	4.1524	90703	10
I make sure that the Self-Employment that I wish matches my interests and capabilities	105	4.5905	61543	4
Self-Employment achieves the social and economic development system	105	4.3238	76580	8
Deprivation of work increases my self-confidence	105	4.6857	56012	2
Make sure that Self-Employment is at the heart of my speciality	105	3.9238	99707	12

It is clear from the previous table that the attitudes of the College of Business Administration students towards Self-Employment were very high, as all expressions were high, as emphasized the desire of young people to benefit from Self-Employment projects and the inclination towards it after graduation from the university. Hence, the words (5, 1, 4, 9, 10, 13, 8, 14, 6, 9) were ranked high, while statements (7, 15) were ranked the lowest. They

were educating university students specializing in the College of Business Administration about Self-Employment. It agrees with the current study, Al-Zeer (2021), on the level of university youth's attitudes towards the practice of Self-Employment, through three aspects: the cognitive, emotional and behavioural aspects. The study also aimed to identify the university's role in developing and strengthening students' attitudes towards Self-Employment.

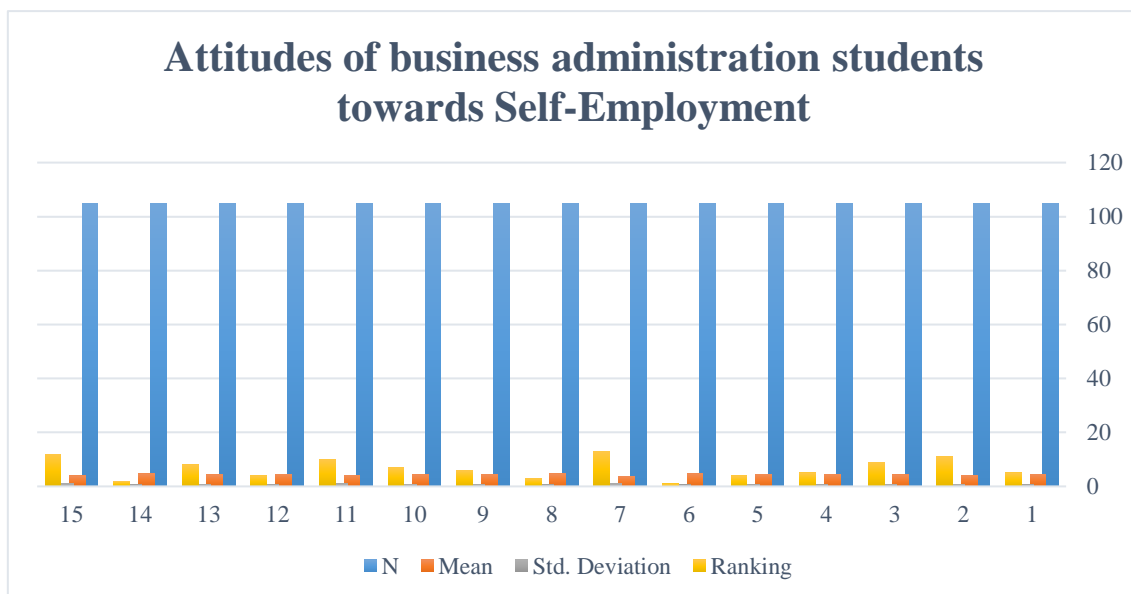


Figure No. 1. Attitudes of business administration students towards Self-Employment (Source: Prepared by the author).

The second question

Are there statistically significant variations in how business administration students feel about

working for themselves related to the gender variable (male/female)? T-test was employed to respond, as seen in the tables below:

Table No. 4.

The disparities in the average scores of male and female business administration students for their attitude towards Self-Employment due to the gender variable (male/female) (Source: Prepared by the author).

Gender	N	Mean	Std. Deviation	T	Df	Sig. (2-tailed)	Statistical sig.
Male	40	84.7000	5.29731	213	103	807	Not Statistical function
female	65	83.0751	4.26066				

The previous table shows clearly that due to the gender variable (male/female), there are no statistically significant variations in how business administration students feel about self-employment. The goal of the present study, Al-Bishri (2022), was to identify the key elements influencing young people's desire for self-employment.

The third question

The question states (What are the obstacles to Self-Employment from the point of view of students of the Faculty of Business Administration, University of Tabouk?) To answer this question, the statistical characteristics were presented to calculate a sample of explanatory answers on the scale of business administration students' attitudes towards freelance.

Table No. 5.

Descriptive statistics to clarify the obstacles to Self-Employment from the point of view of students of the College of Business Administration (Source: Prepared by the author).

	N	Mean	Std. Deviation	Ranking
1. My studies in the College of Business Administration support the start of a freelance	105	4.1524	.90703	4
2. I make sure that the Self-Employment that I wish matches my interests and capabilities	105	4.5905	.61543	2
3. Self-Employment achieves the social and economic development system	105	4.3238	.76580	3
4. Deprivation of work increases my self-confidence	105	4.6857	.56012	1
5. Make sure that Self-Employment is at the heart of my speciality	105	3.9238	.99707	5

The above table makes obvious the obstacles to employment from the perspective of the College of Business Administration students, as all expressions were high, as it confirmed the students' need for awareness and educational programs to develop the concept of Self-Employment, as well as the difficulty of taking responsibility for starting my project on my own, so the expressions came (4,2,3,1) ranked high,

while phrase No. (1) came in the lowest rank, which is academic courses that do not develop the idea of Self-Employment. At the same time, the research Al-Bishri (2022) discovered that self-employment has several challenges, such as a lack of a steady income, the requirement for appropriate money at the beginning of the project, and high costs for services and products.

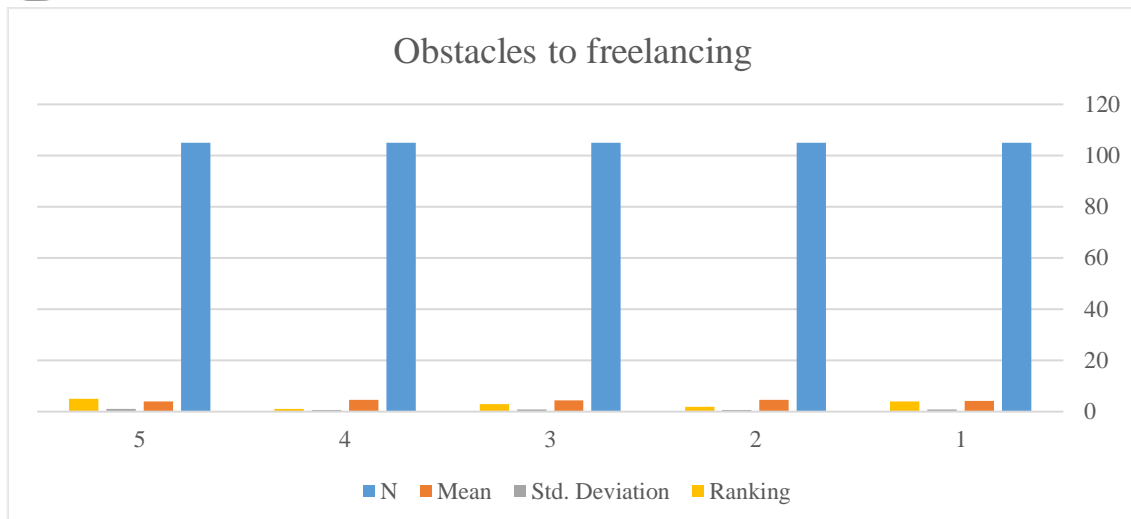


Figure No. 2. Obstacles to freelancing (Source: Prepared by the author).

Conclusion

The attitudes of business administration students towards Self-Employment are very positive and high. This is reflected in the student's attitude towards Self-Employment after graduation. This was supported by Abdel Razeq's study (2019). One of the most crucial cornerstones of the economy and growth of any nation seeking improvement and progress has been self-employment. Due to the numerous projects and businesses in these nations, which positively impact the economic and social spheres, boost incomes, combat unemployment and antisocial behaviour, and foster self-reliance, unpaid labour has helped construct many independent countries. This was confirmed by the study of Al-Zeer (2021) to identify the university's role in developing and enhancing their attitudes towards Self-Employment. A survey by Fakihi et al., (2022) recommended promoting trends towards entrepreneurship by spreading the culture of Self-Employment and entrepreneurship in society and integrating entrepreneurship education into various university education programs. The study by Nabil (2020) concluded the importance of entrepreneurship and its impact on the national economy through the work of a program of economic Development.

Funding: not applicable.

Disclosure statement: The author certifies that she has no financial, organizational, or individual interests that could conflict with those of other people.

Bibliographic references

- Abdel Razeq, F. Z. M. (2019). Self-Employment culture: Misconceptions and elements absent from Egyptian education in the light of analyzing some examples of successful Egyptian self-employed persons. *The Future of Arab Education*, 26, p. 120. Retrieved from <http://search.mandumah.com/Record/1048392>
- Ahmed, I., & Khoso, I. (2020). The Impact of Micro-finance on Self-Employment and Poverty Reduction: A case of Sindh Rural Support Organization and Tameer Micro-Finance Bank, Sindh. *Amazonia Investiga*, 9(32), 18-27. <https://doi.org/10.34069/AI/2020.32.08.2>
- Akuraun, S., Goyit, M., & Dakung, R. (2020). Entrepreneurship education programme, passion and attitude towards Self-Employment. *Journal of Entrepreneurship in Emerging Economies*, 13(1). <https://doi.org/10.1108/JEEE-11-2019-0170>
- Al-Bishri, H. b. A. b. A. M. (2022). Factors associated with young people's desire for Self-Employment. *Ramah Journal for Research and Studies*, p. 66, 551-592. Retrieved from <http://search.mandumah.com/Record/1276063>
- Al-Qadasi, N., & Zhang, G., & Al-Jubari, I. (2021). The attitude of youth towards Self-Employment: Evidence from university students in Yemen. *PLoS ONE*, 16. <https://doi.org/10.1371/journal.pone.0257358>
- Al-Zeer, S. b. R. b. A. (2021). Attitudes of university youth towards practising Self-Employment: An applied study on students of

- the Faculty of Economics and Administrative Sciences at Imam Muhammad bin Saud Islamic University. *Journal of Humanities and Social Sciences*, pp. 61. Retrieved from <http://search.mandumah.com/Record/1162561>
- Binde, M., & Coad, A. (2013). Life satisfaction and Self-Employment: a matching approach. *Small Business Economics*, 40(4), 1009-1033. <https://link.springer.com/article/10.1007/s1187-011-9413-9>
- Calitz, A., Cullen, M., & Whittaker, D. (2012). Self-Employment as a Career Choice for ICT Graduates. International Business Conference (IBC), At Kenya. https://www.researchgate.net/profile/Andre-Calitz-2/publication/281460317_Self-Employment_as_a_Career_Choice_for_ICT_Graduates/links/55e9798308ae21d099c2eecc/Self-Employment-as-a-Career-Choice-for-ICT-Graduates.pdf
- Drucker, P. F. (2006). *Classic Drucker: essential wisdom of Peter Drucker from the pages of Harvard Business Review*. Harvard Business Press
- Fabeil, N., Langgat, J., Pazim, K., & Mahmud, R. (2022). Self-Employment among Graduates during the COVID-19 Pandemic: Necessity or Opportunity Entrepreneurship Driven. *Journal of Economics and Business*, 5. <https://doi.org/10.31014/aior.1992.05.01.400>
- Fakihi, Y. A. A., & Al-Ababneh, A. F. A. (2022). The trend towards entrepreneurship and its relationship to some academic variables among students of the College of Administrative Sciences at Najran University. *Journal of the Islamic University of Educational and Social Sciences*, p. 11. Retrieved from <http://search.mandumah.com/Record/1315585>
- Falk, M., & Leoni, T. (2009). Characteristics of Self-Employment among university graduates. *Applied Economics Letters*, 16. <https://doi.org/10.1080/13504850701335319>
- Greene, F., & Saridakis, G. (2008). The role of higher education skills and support in graduate self-employment. *Studies in Higher Education*, 33(6), 653-672. <https://doi.org/10.1080/03075070802457082>
- ILO. (2015). *Global Employment for Youth 2015: Scaling up Investments in Decent Jobs for Youth*. Geneva: International Labour Organization. Retrieved January 1. From http://www.ilo.org/global/research/global-reports/youth/2015/WCMS_412015
- Iyortsuun, A.S. (2017). An empirical analysis of the effect of the business incubation process on firm performance in Nigeria. *Journal of Small Business and Entrepreneurship*, 29(6), pp. 433-459. <https://www.tandfonline.com/doi/abs/10.1080/08276331.2017.1376265>
- Kakkonen, M.L. (2018). First-year business students' entrepreneurial attitudes. 4th International Conference on Higher Education Advances (HEAD'18). <https://doi.org/10.4995/HEAD18.2018.7973>
- Kostoglou, V., & Siakas, K. (2008). Graduates entrepreneurship: Investigating Self-Employment of university students. Conference: 2nd International FINPIN Conference - Promoting Entrepreneurship by Universities, January 2008 https://www.researchgate.net/publication/270820246_Graduates_entrepreneurship_Investigating_self-employment_of_university_students
- Kruja, A., & Kalluci, L. (2021). Entrepreneurship among Graduates: A Self-Employment and Advancement Opportunity. Lviv: SPOLOM, pp. 158-161. http://ukr-happiness-institute.com/kruja_kalluci_doi_10-31108-7-2021-35/
- Mahjabeen, H. (2015). *Tanzania: Skills and youth employment: A Scoping Paper*. Ottawa: International Development Research Centre. Retrieved March 23, 2016, from <https://www.africaportal.org/publications/tanzania-skills-and-youth-employment-a-scoping-paper/>
- Malecki, E.J. (2018), Entrepreneurship and entrepreneurial ecosystems. *Geography Compass*, 12(3), pp. 1-21.
- Mijoč, J., Stanić, M., & Horvat, J. (2016). Measuring attitudes in the Self-Employment intention model: methodological considerations. *Croatian Operational Research Review*. <https://hrcak.srce.hr/ojs/index.php/crorr/article/view/4675>
- Msuya, M. (2020). Self-Employment: Developing Positive Attitudes for College Students. Center for Development (pp.59-68). https://www.researchgate.net/publication/339780800_Self-employment_Developing_Positive_Attitudes_for_College_Students
- Nabil, M.A. (2020). Economic development program to promote Self-Employment culture among university students. *Journal of Commercial Studies and Research*, S40, S1, 27-58. Retrieved from

- <http://search.mandumah.com/Record/1184722>
- Palimaka, K., & Rodzinka, J. (2018). Students Attitudes Towards Starting a Business, on the Example of Students at the University of Information Technology and Management in Rzeszów (Poland). *e-Finanse*, 14, 90-103. 10.2478/fiqf-2018-0030
- Premand, P., Brodmann, S., Almeida, R., Grun von Jolk, R., & Barouni, M. (2016). Entrepreneurship Education and Entry into Self-Employment Among University Graduates. *World Development*, 77, 311-327. 10.1016/j.worlddev.2015.08.028
- Robinson, P.B., & Sexton, E.A. (1994). The effect of education and experience on Self-Employment success, *Journal of Business Venturing*, 9(2), pp. 141-156. [https://doi.org/10.1016/0883-9026\(94\)90006-X](https://doi.org/10.1016/0883-9026(94)90006-X)
- Semenov, O., Oleshko, P., Tsymbal, S., Liashko, V., Shevchenko, A., & Popovych, I. (2021). Research of social expectations of university students in the dimensions of psychological well-being. *Revista Eduweb*, 15(3), 124-138. <https://doi.org/10.46502/issn.1856-7576/2021.15.03.10>
- Solesvik, M. Z., Westhead, P., Kolvereid, L., & Matlay, H. (2012). Student intentions to become self-employed: the Ukrainian context. *Journal of Small Business and Enterprise Development*, 19(3), 441-460. <https://www.emerald.com/insight/content/doi/10.1108/14626001211250153/full/html>
- Struckell, E.M., Patel, P.C., Ojha, D., & Oghazi, P. (2022). Financial literacy and self-employment – The moderating effect of gender and race, *Journal of Business Research*, 139, pp. 639-653. <https://doi.org/10.1016/j.jbusres.2021.10.003>
- Sudana, I.M., Apriyani, D., Suprptono, E., & Kamis, A. (2019). "Business incubators training management model to increase graduate competency", *Benchmarking: An International Journal*, 26(3), pp. 773-787.
- Targalski, J. (2006). Innovativeness - cause and effect of entrepreneurship. *Scientific Journals/Cracow University of Economics*, (730), 5-10 [In Polish]
- URT. (2013). Population distribution by Administrative Units. Dar Es Salaam: National Bureau of Statistics. Dar es Salaam: Republic of Tanzania. Retrieved January 2, 2023, from [https://www.scirp.org/\(S\(lz5mqp453edsnp55rrgjt55\)\)/reference/ReferencesPapers.aspx?ReferenceID=1362874](https://www.scirp.org/(S(lz5mqp453edsnp55rrgjt55))/reference/ReferencesPapers.aspx?ReferenceID=1362874)
- Veciana, J., Aponte, M., & Urbano, D. (2005). University Students' Attitudes Towards Entrepreneurship: A Two Countries Comparison. *The International Entrepreneurship and Management Journal*. 1. 165-182. 10.1007/s11365-005-1127-5
- Walter, S. G., Parboteeah, K. P., & Walter, A. (2013). University Departments and Self-Employment Intentions of Business Students: A Cross-Level Analysis. *Entrepreneurship Theory and Practice*, 37(2), 175-200. <https://doi.org/10.1111/j.1540-6520.2011.00460.x>