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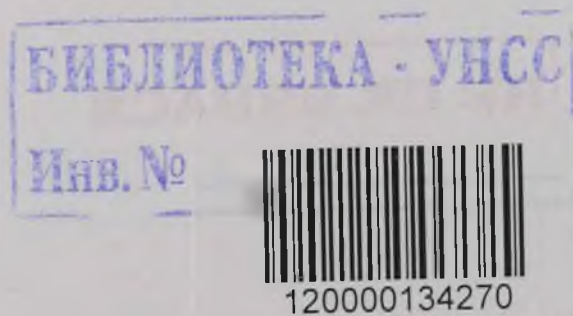
TECHNOLOGY ENTREPRENEURSHIP AMONG
BULGARIAN STEM STUDENTS



Despite the significant political and academic attention to issues related to the triple helix of business, higher education and government as well as entrepreneurship and entrepreneurial universities, little research about the role of the university in developing entrepreneurship has been published (Davey et al., 2016). The transformation of Bulgarian universities into entrepreneurial universities is a slow process. Bulgarian universities not only exhibit narrow understanding of the concept of innovative and entrepreneurial university, but also do not recognize entrepreneurship promotion as a strategic goal (OECD, 2014). Bulgarian universities can play important role in stimulating students' start-ups during their studies or after graduation.

The research objective of the monograph "Technology entrepreneurship among Bulgarian STEM students" is to identify university factors that influence technopreneurial attitudes, intentions, and behaviour of Bulgarian STEM students. The theoretical framework of the study combines the process approach to entrepreneurship, the literature on technology entrepreneurship, the perspective of entrepreneurial university, as well as the institutional approach to entrepreneurship. The study presents a literature review on determinants of entrepreneurial attitudes, intentions, and behaviour. The sample used in this study includes 1061 STEM students from 15 Bulgarian universities.

Our empirical findings reveal that the studied Bulgarian universities provide little educational support, concept development support and business development support to their STEM students. The university factors used in the study have differential effects on the stages of technopreneurial process in which Bulgarian STEM students are involved. Some university factors stimulate to a greater extent moving through the stages of the entrepreneurial process than others. The reported empirical findings have important practical implications for university managers, policy makers, and educators and open several new directions for future research.



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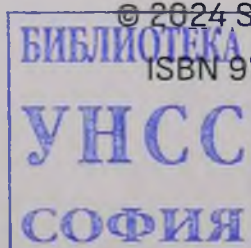


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