



## ASSESSING ATTITUDE OF GRADUATING STUDENTS TOWARDS ENTREPRENEURSHIP: A CASE STUDY OF WOLLO UNIVERSITY

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### **Abstract**

*One strategy that has helped many developed and developing countries to overcome the problem of unemployment, has been the development of entrepreneurship. Entrepreneurs are characterized by their high need for achievement, willingness to assume moderate risks, self-confidence, innovation, self-determination and desire for independence. The main objective of the study is to assess the attitudes of prospective graduate towards entrepreneurship and entrepreneurial thinking. The source of data is both primary and secondary. Sample selected by using purposive sampling, to select one colleges and one institute ( namely college of natural science and institute of technology) among 11 colleges/institute/ School, To select sample from their respective departments multi stage stratified sampling is used. The findings show that entrepreneurship education plays significant role in determining entrepreneurial attitude in Wollo University graduating students. Monthly income of parent's families, entrepreneurship education and social norm are statically significant association with Entrepreneurial attitude of students. Finally, promoting an entrepreneurial culture among the society and the young people in particular through various ways like training and education, giving better media coverage concerning entrepreneurship, use of successful role models that are well known among the graduates, conducting competitions relating to business ideas, and improving access to finance are some of the recommendations made.*

**Keywords:** *Entrepreneurs, Self-Confidence, Innovation, Commitment.*

### **Back ground of the study**

Entrepreneurial activities are considered as the driving force for the achievement of high degree of economic development. Countries establish their economic development on knowledge based small business entrepreneurship lay deep-rooted ground for the sustainability of their economy (Hisrich, 2005 cited in Sata). Entrepreneur attitudes play a vital role in the life of a successful entrepreneur. According to the Global Entrepreneurship Monitor Report 2009 (cited in Srinivasan) is how attitudes vary from each individual on attractiveness of entrepreneurship as a career. The understanding of these attitudes would greatly help to encourage entrepreneurship and enables to evaluate, reinforce and to change strategy in order to enhance entrepreneurial behavior in the country contributing to economic development, wealth creation for all and the alleviation of poverty. The entrepreneurship resource in Ethiopia is at low level. The number of entrepreneurs that meet the criteria of Entrepreneur is very few.

According the Ethiopian government plan, Ethiopia hopes to join in the middle class countries category in 2020 – 2023 (GTP, 2010). In achieving this aim, the country recognizes the importance of having a productive, knowledgeable and skilled workforce that can contribute towards the economic growth of the country. To success this Ethiopia start from the scratch by increasing the number of graduates, in 1997 E.C (2004-05) the number of graduate students in under graduate program were 11,535 but 1998 E.C(2005-06) the number of graduate students in under graduate program increased by 25,335 the growth rate increased by 220 % and the gross graduate students in under graduate program rate has Increased in an alarming rate(i.e. from 219.6% in 1998 E.C to 685.5 % in 2005E.C(2012-13) ), an extraordinary growth rate of 465.9 % In 2005 E.C ( 2012-13) (MoE, Education Statistics Annual Abstract 2001 E.C. /2008-09 G.C./ page 62 and 2005((2012-13 G.C) page 61).

On the other hand According to CSA's 2006 (cited in NEP and Strategy of Ethiopia) Unemployment continue to be serious social problems in Ethiopia despite some improvements in recent years. This is mainly a result of rapid population and labor force growth and limited employment generation capacity of the modern industrial sector of the economy. To alleviate this, the government design and incorporate the course entrepreneurship in most departments' curriculum of Ethiopian universities and also support to give short term training for their students and academic staffs as one possible solution to create tomorrow's potential entrepreneurs.



Higher education graduates constitute one of the most important parts of the young workforce but labor markets in many countries are presently unable to accommodate the expanding pool of these skilled young graduates (ILO, 2007, as cited in Awogbenle and Iwuamadi, 2010), this is the headache for the governments, policy makers and higher education institutes because of this the Government of Ethiopia along with the collaboration of Some NGO's are taking numerous initiatives to encourage entrepreneurial activities such as including the course Entrepreneur in the curriculum and give short term training, provide finance and infrastructure but there is no significant progress has been witnessed, high level of unemployment and a low skill base is a continuing scenario. Therefore, Wollouniversity, as one of the government university established in 1998 by ministry of education to alleviate the need of qualified work force for the country especially for the society who are living in wollo and its neighborhoods zones in different programs. Therefore, the aim of this research is to assess the entrepreneurial attitude of regular graduate students in University in 2015.

### **Review of Related Literature**

Graduates who had gone through entrepreneurship program have intentions to start their own businesses. However, these intentions varied with respect to their level of creativity, access to start-up capital, family background, business experience, self-efficacy, influence of business minded friends and exposure to entrepreneurial learning, risk propensity, age, course studied and ethnicity. It was also found that entrepreneurial intentions increased with increase in age. Geopolitical zone also another factor which affect them (Agbim, Oriarewo & Owocho, 2013).

Family background and the need for independence are major who have bearing on the intention to start business. On the other extreme, gaining recognition from the society was considered as the least important reason among the respondents. Major factors that hinders the starting of new business is lack of access to finance which was followed by lack of education, training, business counseling and low level of understanding towards the concepts of business ownership. Media and entrepreneurs themselves plays still significant role. In addition, influence from friends, teachers/instructors, and the role of government is still important. On the other hand, influences that are negative could mostly arise from politicians and from government intervention. However this does not mean that the other variables that have mostly positive influence will not result in negative consequence. The most important de-motivating factors among the respondents were lack of access to finance to be invested. In addition, lack of entrepreneurial skill, risk averse nature and corruption respectively rank top among those factors that demotivate students from joining entrepreneurial world. Most students strongly argue that most business people only run after their profit, that is, they do not care about the societies need or the feelings of the society they are engaged in malpractices. Only very few business people are honest and conduct their business in a socially acceptable manner. Hence one can conclude that, student's attitude towards business people is negative (Gemechis, 2007).

### **Entrepreneurship Education as factor**

The impact of entrepreneurship education has been recognized as one of the crucial factors that help young people understand and develop an entrepreneurial attitude (Gorman *et al*, 1997; Kourilsky and Walstad, 1998). Because the students' attitudes towards and knowledge of entrepreneurship are likely to influence their tendency to consider starting their own businesses.

Previous research indicates that entrepreneurship education can enhance an individual's level of self-efficacy (Bandura 1986; Hollenbeck and Hall 2004; Wilson et al 2007). Dyer (1994) and Wilson et al (2007) argued that entrepreneurship education can also increase students' interest in entrepreneurship as a career.

### **Lack of financial support**

Resources, especially financial resources are the universal need of entrepreneurs to start a venture. Lack of financial resources is the biggest hurdle in constituting a new firm (Pretorius and Shaw 2004; Atieno, 2009).



**Cultural and social influence**

As cultural and social are important predictors for individuals in shaping their lives, they are also equally influencer in promoting entrepreneurial attitude, intention and culture (Birley, 1987; Kreiser et al, 2001). Cultural and social factors are considerably negative in developing countries, lack of willingness to take risk and fear of failure is also an important barrier. (Mian and Quershi, 2010). But, overall negative social and culture support hindrance to get benefit from this attitude.

According to Negasha and Amentie Subjective norms (social influence) can affect students’ entrepreneurial intentions, specifically believe of people who are important to someone and closest family and partners were significantly determines once intention toward self-employment and perceived self-efficacy also another factors which affect their entrepreneurial intentions.

**Family Influence**

Researchers who studied the influence of familial factors on entrepreneurial intention seem to focus on the modeling influence and the family history of entrepreneurial activities. For instance, the study of Carr and Sequeira (2007) revealed that exposure to family business constitutes important intergenerational influence on intentions to entrepreneurship. Also, McElwee and Al-Riyami (2003) found that children who grew up with entrepreneur parents had a greater propensity to choose an entrepreneurial career.

Moreover, Drennan et al. (2005) found that students with family business background perceived starting a business as both desirable and feasible.( cited in Mesay, 2013).

**Exposure to Entrepreneurship**

Research has shown that both work experience with a small business (Peterman & Kennedy, 2003) and a family business (Reitan, 1996) can have a positive impact on an individual’s perceptions regarding new venture feasibility and desirability.

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 (Kume, Vasilika and Shahini, 2013).

**Role models**

Hisrich (1989) recognized the positive impact of parents as role models for graduate entrepreneurs, with Watkins et al (1984) finding that a mother was at least as influential as a role model as a father. However, it has also been suggested that role models other than parents can be influential in the encouragement of entrepreneurship as a chosen career route (Matthews et al, 1995). Hagan et al (1989) and, Arenius and Langowiz (2004) acknowledged the importance of the role model in the promotion of entrepreneurship, indicating a successful entrepreneur can act as a role model for other young entrepreneurs and hence impact on the success of future young entrepreneurs.

**Conceptual Framework**

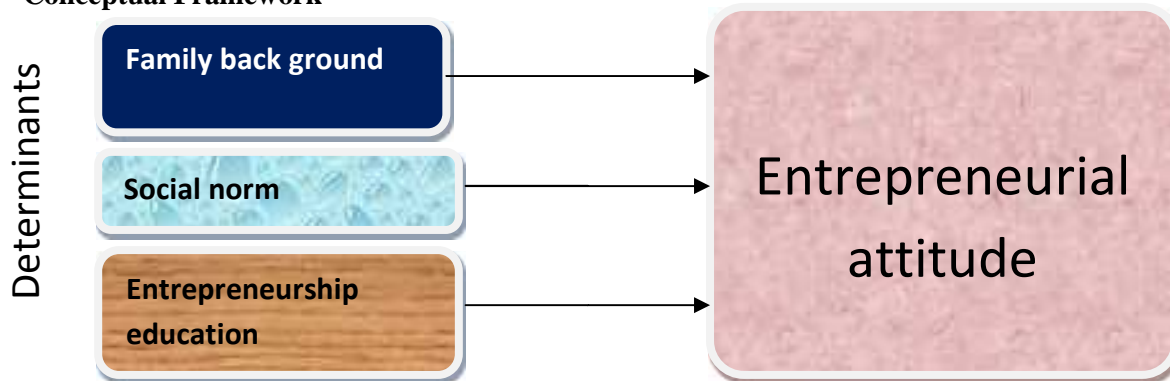


Figure: The Conceptual Framework of the Study (Own Model)



**Methodology**

The study employed descriptive survey research design. So that 2925 population is drawn and 297 samples were selected. This has been done by purposively selecting two college out of 11 colleges and institutions using multi stage stratified sampling and finally lottery method is used to give equal chance to all students in each departments. So as to get a reasonable sample size, a 95% level of confidence and a 0.05 margin of error applied.

Both primary and secondary sources of data used for the study. Questionnaires for collecting primary data prepared and distributed to respondents and the questioner designed using Likert scale. Reliability test has been checked using Cronbach's  $\alpha$ .

The data collected has been edited and organized through standardize procedure to make it suitable for analysis and then coded and feed to excel sheet so as to simplify. After that, it is analyzed using both descriptive statistics (frequency percentile and mean) and inferential statistics (using correlation) to see the relationship of variables and then presented using table and figures as well as statements.

**Data Analysis**

**Role of entrepreneurship education towards entrepreneurial attitude**

The researcher defined the criteria to measure the level of variables using five level-Likert's scale. In the discussion of the results, the variable value was defined by utilizing width of class interval (Lind, Marchal, &Wathon, 2003)as follows:

Interval width of each level = the highest score – the lowest score

$$\begin{aligned} &\text{Interval number} \\ &= \frac{5-1}{5} \\ &= 0.80 \end{aligned}$$

**Table 1.Width of class interval**

strongly disagree	Disagree	Neutral	Agree	strongly Agree
1.00-1.80	1.81-2.60	2.61-3.40	3.41-4.20	4.21-5.00

Source: survey Lind, Marchal, &Wathon, 2003

**Table 2. Respondents are taken the course entrepreneur or not in university.**

No.	response	Frequency	Percent
1	Yes	222	76.3
2	No	69	23.7
Total		291	100.0

Source: Primary Data, 2015

According to table 2 most of the respondents (76.3%) taken entrepreneur course in university and only 23% don't take the course. This shows universities give more emphasis for the course entrepreneurship.

**Table 3: The role of entrepreneurship education on Entrepreneurial attitude**

No .	The course entrepreneurship helps me:-	Strong agree	Agree	Neutral	Disagree	Strongly disagree	Mean (SD)
1	To have better understanding about business	142 (48.8)	103 (35.4)	17(5.8)	21(7.2)	8(2.7)	4.21 (1.02)
2	To raised interest toward entrepreneurship	90 (30.9)	135 (46.4)	26(8.9)	28(9.6)	12(4.1)	3.9 (1.07)
3	To provide a new and different experience	84 (28.9)	126 (43.3)	37(12.7)	33(11.3)	11(3.8)	3.82 (1.08)
4	To develop personality traits necessary for an entrepreneur (i.e. the skill of taking calculated risk, Persistent, innovativeness, decision making and self confidence, adaptability for change)	92 (31.6)	124 (42.6)	26 (8.9)	36 (12.4)	13 (4.5)	3.85 (1.13)

Source: Primary Data, 2015



This shows that entrepreneurship education help to have better understanding about business, following this they agree with (mean = 3.9) that entrepreneurship education help to raised interest toward entrepreneurship and also they agree to develop personality traits necessary for an entrepreneur with (mean= 3.85) and finally they also agree with (mean= 3.82) to provide a new and different experience implies entrepreneurship education has played significant roles to entrepreneurial attitude.

**Personal feeling and attitude of respondents about entrepreneurship**

Regarding feeling and attitude they have the mean of all items concerning capacities to be an entrepreneur are lie between ( mean = 3.41-4.20). This implies the respondents agree that most of graduates have capacities to be an entrepreneur.

**Table 4: Student's interest in starting or owning a business.**

Q: Do you want to start your own business?

Number	Response	Gender		Frequency	Percentage
		Male	Female		
1	Yes	188	50	238	81.8
2	No	29	24	53	18.2
Total		217	74	291	100.0

Source: Primary Data, 2015

Table 4: above presents the students' interest in personally involved in business. 81.8 % of the respondents claimed that they would like to start up their own business. From all males 86.6 % and from all females 67.6 % of the respondents claimed that they would like to start up their own a business. Gender appears to significantly differentiate those who want to start a business and those who do not.

**Table 5: Cross tabulation between "Family Background" and intention to start their own business.**

No.	Family Background	Do you want to start your own business		Total
		Yes	No	
1	Employed	42	20(34%)	62 (21%)
2	Self-employed (businessmen)	30	8(15%)	38(13%)
3	Agriculture	165	26(48%)	191(66%)
Total		237	54(100%)	291(100%)

Source: Primary Data, 2015

That it can be noticed from the above table most respondents are not interested to start up a business only 15 % of respondents are from family that are engaged on commercial activities.

**Table 6: Reasons or motivations for starting up a business**

No.	I motivate to start my own business because:	(a) Strongly Agree	(b) Agree	(c) Neutral	(d) Disagree	(e) Strongly disagree	% (a)+(b)
1	Starting up a business is the only chance to earn money for me	47 (19.7%)	45 (18.9%)	19 (8%)	95 (32.6%)	32 (13.4%)	38.6
2	To be my own boss/to be Independent	109(45.8%)	99 (41.6%)	16(6.7%)	13(5.5%)	1(0.4%)	87.4
3	Nothing is more exciting than seeing my ideas turn into reality	64(26.9%)	119(50%)	21(8.8%)	28 (11.8%)	6(2.5%)	76.9
4	For financial freedom and creating employment opportunity.	120(50.4%)	104(43.7%)	10(4.2%)	4(1.7%)	0(0%)	94.1
5	Running my own business would be more prestigious than working for others	86(36.1%)	93 (39.1%)	28 (11.8%)	25 (10.5%)	6(2.5%)	75.2
6	Confidence in my skill and experience	130(54.6%)	85(35.7%)	16(6.7%)	5(2.1%)	2(0.8%)	90.3
7	It would give me a career that would challenge me.	59(24.8%)	105 (44.1%)	42 (17.6%)	23(9.7%)	9(3.8%)	68.9
8	entrepreneurship education and training triggers me to run my own business	100(42%)	106 (44.5%)	15(6.3%)	14(5.9%)	3(1.3%)	86.5

Source: Primary Data, 2015



As the above table shows majority (94.1%) of students believed that starting their own business a way to gain financial benefit and creation of employment opportunities. It is one of the important reasons put by the respondents to think of starting a business. Similarly, 90.3 % of students were responded as strongly agreed or agreed that they would like to start their own business would enable them to make the best use of their personal skills and experience. Furthermore, 87.4 % of the students believed either strongly agreed or agreed that they would like to start their own business because it would permit them to be their own boss. This finding similar with the findings of (Brindley and Richie, 2000 and Eileen, 2008) who acknowledged that being your own boss was a key positive feature for the undergraduate when considering starting their own business. 86.5 % of respondents also believe either strongly agreed or agreed that they would like to start their own business because entrepreneurship education and training triggers them to run their own business. 76.9 % of respondents also believe either strongly agreed or agreed that they would like to start their own business because nothing is more exciting than seeing my ideas turn into reality i.e. favorable number of students claimed that they think of starting a business to see their ideas turn into reality. 75.2 % of respondents believed that starting their own business as a way of gaining respect than working for others which is supported by finding result by Fitzsimons and O’Gorman. And 68.9 % of students expressed the belief that choosing a career that challenges them is a means to start their own business. This corresponds with findings from studies conducted by Buttner and Moore, 1997, Gasse, Camion, Ghangui and Tremblay, 2006 and Eileen, 2008) in which self-fulfillment and a challenging career were considered highly motivational when starting your own business.

Starting a business is the only chance to earn money for me (38.6 %) of the respondents agreed on this statement. This result shows that the respondents want to start a business not because there is no other alternative to earn their living for them.

These findings suggest that, the motives for becoming an entrepreneur is not a clear cut situation but is rather a complex set of mixture of different factors.

Generally, the result of this study leads to believe that graduates often choose entrepreneurship not only expecting that to have greater return but also to make the best use of their personal skills and experience, to be more independent (financial freedom and their own boss), to contribute for the society and gain recognition for my efforts from the society, running my own business would be more prestigious than working for others.

**Table 7: De-motivators for starting up a business**

No.	I de- motivate to start my own business because	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	a+b (%)
1	I would find the responsibility of running a business is too difficult.	18 (34%)	22 (41.5%)	8 (15.1%)	3 (5.7%)	2 (3.8 %)	75
2	Government regulations i.e. excessive administrative and bureaucratic burdens hinder me to run business	12 (22.6 %)	21 (39.6 %)	8 (15.1 %)	3 (5.7 %)	9 (17 %)	62.2
3	Access to finance i.e. There is a clear lack of access to start up financing	24 (45.3%)	20 (37.7%)	5(9.4%)	3 (5.7%)	1(1.9 %)	83
4	Lack of entrepreneurship education and training.	12 (22.6%)	18 (34%)	4(7.5%)	11 (20.8%)	8(15.1%)	56.6
5	Business support i.e. There is clear lack of business support in terms of business counseling and access to working space	16 (30.2%)	26 (49.1%)	5 (9.4%)	5 (9.4%)	1 (1.9%)	79.3
6	Financial risks I was afraid of not being able to pay back my loan. Credit or borrowed money	13 (24.5%)	22 (41.5%)	8 (15.1%)	5 (9.4%)	5 (9.4%)	66
7	Corruption I was de-motivated from the level of corruption in business or society in general	12 (22.6%)	20 (37.7%)	8 (15.1%)	9 (17%)	4 (7.5%)	60.3



8	Competition I was afraid of the strong competition in proposed line of business	5 (9.6%)	20 (38.5%)	10 (19.2%)	12 (23.1%)	5 (9.6%)	48.1
9	Not having relevant experience	14 (26.4%)	15 (28.3%)	9 (17%)	11 (20.8%)	4 (7.5%)	54.7

Source: Primary Data, 2015

As can be seen from the table 7, the respondents were provided with statements related to de-motivators for starting up a business. Identifying things that the respondents consider as discouragers are important to find solutions in order to stimulate the youth.

### Key findings summarized as follows

Access to financial capital to invest is an important de motivator according to the response from the respondents (83%) of the respondents considered lack of finance is the most de-motivator to run their own business. Following access to finance, 79.3 % of the respondents considered lack of business support and work space as the most important barriers. Availability of business training and advice and well located working space are crucial for a particular start up situation. 75% of respondents also believe that they de- motivate to start their own business because they consider the responsibility of running a business is too difficult. Financial risks i.e., I am afraid of not being able to pay back my loan. About 66% of the respondents claim that financial risks are one of the important de motivators to pursue business opportunities. But according to various researches done on entrepreneur's traits, calculated risk taking is one important entrepreneurial quality. Hence, this shows that a good number of students are lacking in this respect.

About 62.2 % of the respondents claimed that government regulations i.e. excessive administrative and bureaucratic burdens are among the most important barriers to start and run their own businesses. This study supports the report of World Bank(2005). The report further explains that government regulations and bureaucratic formalities also are seen as one reason for large informal sectors in developing countries. These administrative and regulatory burdens could be in the form of business registration, obtaining investment approvals and business licenses, access to work space and long term leases and the like. These issues, as with other barriers, are considered by the respondents as one of the inhibitors to consider starting a business as a viable alternative to employment. The other important de motivator is corruption in business according to information gathered from the respondents. About 60.3 % of the respondents responded that corruption is one of the factors that discourage the young people to pursue business opportunities. And 56.6 % respondents responded that Lack of entrepreneurship education and training de- motivate (discourage) students to start up a business. 54.7 % of the respondents agreeing with not having the relevant experience is also one of the barrier to starting and running your own business. This is in agreement with Scott and Twomey (1988) who noted that students that had relevant work experience were more inclined to have a business idea than students that did not have work experience. As can be seen from the table, less than half of respondent considered fear of Competition (48.1%) is an important inhibitor to run their own business. It seems fear of Competition is not the most important de-motivator from the lists to run their own business.

### Key influencers and Societies attitude towards Entrepreneurship

All the respondents were asked to identify who can most influence their attitudes about business either positively or negatively.

### Important findings summarized as follows

About 79.4% of the respondents claimed that friends can positively influence our attitude towards starting up a business. Out of these 35.4 % think that friends have strong positive influence on our attitude towards business. The other important point to note is that teachers or instructors are considered as key influencers. About 77.3% of the respondents claim that teachers/instructors can positively influence the students on starting up a business. Out of which 32.3 % consider the teachers to have a strong positive influence.



Entrepreneurs are thought to have a positive influence on students to start up a business. Accordingly 73.9 % of the students included in the study believe that entrepreneurs can positively influence the young people to start and run their own business.

Media (Television, Radio, Magazines, News papers etc.) is considered to have a very important role in influencing the youth to consider starting up a business as an important option to employment. About 81.5 % of the respondents claim various media positively influence the respondent on starting a business. About 66.4 % of the students included in the study responded that parents have the potential to positively influence them in deciding on starting up a business. Of particular interest here is that about 62.9 % of the respondents claim that politicians have no influence or negatively influence to start their own business. And only 27.1 % claim that politicians positively affect the students.

Majority of the respondents (74.9 %) seem to agree to the statement that government can positively influence the students to start up a business. But, some of the respondents (19.5 %) claim that a government has no influence or negative influence on the student's attitude towards entrepreneurship.

Information collected from the students show that the majority (53.3%) deny or don't know the power of the religious leaders in encouraging the young people to consider starting up a business as an alternative to employment.

**Table 10. Measures that improve the acceptance and appreciation of entrepreneurship in the society and among young people in particular**

Rank	1 <sup>st</sup> n (%)	2 <sup>nd</sup> n (%)	3 <sup>rd</sup> n (%)	4 <sup>th</sup> n (%)	5 <sup>th</sup> n (%)	Total n (%)
Better media coverage about	58(19.9)	67(23)	59(20.3)	47(16.2)	60(20.6)	291 (100)
Entrepreneurship education in junior and high schools	131(45)	62(21.3)	49(16.8)	25(8.6)	24(8.2)	291 (100)
Short term trainings given by entrepreneurs	56(19.2)	78(26.8)	64(22)	62(21.3)	31(10.7)	291 (100)
Promotion of entrepreneurship by role models	30(10.3)	47(16.2)	74(25.4)	81(27.8)	59(20.3)	291 (100)
Campaigns, competitions and awards	16(5.5)	36(12.4)	45(15.5)	77(26.5)	117(40.2)	291 (100)

Source: Primary Data, 2015

Table above shows that the students were provided with five statements on the measure thought to improve the acceptance and appreciation of entrepreneurship in the society and among the young people in particular.

**Key findings summarized as follows**

Better media coverage about entrepreneurship (19.9 % of the respondents ranked it first, 23% ranked it second and 57.1 % ranked it third and beyond). This shows better media coverage to play an important role in developing a positive attitude towards entrepreneurship in the society and the youth in particular is rated as the third most important factor in stimulating the young people towards entrepreneurship.

Entrepreneurship education in junior, high schools and university (45% of the respondents ranked it first, 21.3 % ranked it second and 33.6% ranked it third and beyond). Offering entrepreneurship courses starting from junior and high schools is rated as the most important factor to stimulate the young to consider starting their own business as a viable career path.

Short term trainings given by entrepreneurs (19.2% ranked it first, 26.8% ranked it second and 54% ranked it third and beyond). Practical short term trainings given by entrepreneurs (business people) is rated as the second most important factor in stimulating the young people towards entrepreneurship.





Promotion of entrepreneurship by role models (10.3% ranked it first, 16.2 % ranked it second, and 73.5% ranked it third and beyond). Promoting starting up a business by public figures (famous personalities in different areas-like sport, music, film etc) Some of the respondents also considered Promotion of entrepreneurship by role models is the fourth important factor in stimulating the young people towards entrepreneurship.

Campaigns, competitions, and awards (5.5% ranked it first, 12.4 % ranked it second and 82.2 % third and beyond). Few of the respondents also considered conducting campaigns, competitions, and awards on business ideas development is ranked the last to play its role in stimulating the young people towards entrepreneurship.

**Table 11: Attitude of the Societies towards Entrepreneurship**

No.	Items	( a ) Strongly Agree	(b) agree	( c ) Neutral	( d ) disagree	(e) Strongly disagree	(a)+(b) (%)
1	Entrepreneurship is not appreciated and promoted enough by society	115 (39.6)	66(22.6)	44(15.1)	55(18.9)	11(3.8)	62.2
2	Societies do not have know how entrepreneurship is a means of changing and improving the society and gain recognition for the efforts from the society	88 (30.3)	150(51.7)	31(10.5)	18(6.3)	4(1.3)	82

Source: Primary Data, 2015

As the above table shows , 82% of respondents believed that Societies do not recognized entrepreneurship (starting their own business) is a way of change and improve the society and gaining recognition for the effort from others .This finding supported by result of study from by the Fitzsimons and O’Gorman (2006).62.2 % of the respondents claimed that entrepreneurship is not appreciated and promoted enough by society that is social and cultural attitude of society towards entrepreneurship is also the most important constraint. This seems true as general observation tells that the society wants/values most students be inclined to other professions like medicine, engineering, law and related professions than those who are intending to start and run their own businesses.

**Table 12: Attitude of the students towards business people**

No	Items	( a ) Strongly agree	(b) agree	( c ) Neutral	( d ) disagree	(e) Strongly disagree	(a)+(b) (%)
1	Entrepreneurship is not appreciated and promoted enough by society	115 (39.6)	66(22.6)	44(15.1)	55(18.9)	11(3.8)	62.2
2	Societies do not have know how entrepreneurship is a means of changing and improving the society and gain recognition for the efforts from the society	88 (30.3)	150(51.7)	31(10.5)	18(6.3)	4(1.3)	82

Source: Primary Data, 2015

As the above table shows, the respondents are provided with two statements with the objective of obtaining information on their attitude towards business people and their businesses in the community. This may indirectly help to understand their attitude on business.

**The findings summarized as under**

Only 38.5 % of the respondents agreed that most business people conduct business in socially acceptable /ethical/manner. Table 4.16 shows that out of the 291 respondents 112 (about 38.5%) agree and strongly agree,



143(49.2 %) of the respondent strongly disagree and disagree and 36 (12.4%) are neutral (not agree and disagree). This shows that most business people are not running their businesses in a socially responsible manner.

The other important thing to note here is that majority (about 65%) of the student's agreed to the statement that our business people are only after profits. As can be seen, only 24.4% of the respondents disagreed to the statement.

Therefore, it seems that student's attitude towards business owners and their business is not good. This negative attitude might reflect on their interest to start up a business in general.

### Inferential Analysis

In addition to the analyses made from the questionnaires Spearman's Correlation Coefficient (rho) was used to determine whether there is significant relationship between the variables (Entrepreneurship education, Social norm and Family background) with Entrepreneurial attitude.

To achieve this, the strategies suggested by Field (2005), were followed, mainly for their easiness. The classification of the correlation coefficient (rho) is as follows:

**Table 13: classification of the correlation coefficient**

No	Interval of Correlation coefficient	Degree of relationship	Sign (positive/negative)
1	-1.00 to -0.5	Strong	negative
2	-0.49 to -0.3	moderate	negative
3	-0.29 to -0.1	weak	negative
4	0	no relation	Neutral
5	0.1 to 0.29	Weak	Positive
6	0.3 to 0.49	moderate	Positive
7	0.5 to 1.00	Strong	Positive

**Table 14.Spearman's Correlation Coefficient**

			Entrepreneur attitude	
Spearman's rho	Family back ground	Parents' occupation	Correlation Coefficient	.092
			Sig. (2-tailed)	.117
			N	291
		Highest Education level of Parents'	Correlation Coefficient	-.066
			Sig. (2-tailed)	.264
			N	291
	monthly income of families	Correlation Coefficient	-.062	
		Sig. (2-tailed)	.294	
		N	291	
		Entrepreneur ship education/ training	Correlation Coefficient	.953**
			Sig. (2-tailed)	.000
			N	291
		Entrepreneur attitude	Correlation Coefficient	1.000
			Sig. (2-tailed)	.
N			291	
	Social/cultural	Correlation Coefficient	.295**	
		Sig. (2-tailed)	.000	
		N	291	

\*\* . Correlation is significant at the 0.01 level (2-tailed).



The study results show that statistically significant and high correlation, with correlation coefficient of 0.953 (Sig.=0.000 <0.01), was found between entrepreneurship education and entrepreneurial attitude at 99% confidence level. This implies that at a 1% level of significance it was discovered that entrepreneurship education plays significant role in determining entrepreneurial attitude in Wollo University graduating students.

Further, as it is clearly indicated in the above table, statistically significant but weak and positive relationship was found between social norm and entrepreneurial attitude (Correlation Coefficient =0.295 and Sig.=0.000 <0.01), weak, negative correlation and statistically insignificant was found between total approximate monthly income of families from all sources and entrepreneurial attitude (Correlation Coefficient= -0.062 and Sig.= 0.294 >0.01), but the relationship between Parents' occupation with entrepreneurial attitude is weak and positive relationship but not statistically significant (Correlation Coefficient = 0.092 and Sig.= 0.117 > 0.01), and highest Education level of Parents' with entrepreneurial attitude is weak and negative relationship but not statistically significant (Correlation Coefficient = -0.66 and Sig.= 0.264 > 0.01), This implies that at a 1% level of significance it was discovered that entrepreneurship education play significant roles in determining entrepreneurial attitude in Wollo university graduating students. Parents' occupation, Highest Education level of Parents' and total approximate monthly income of families from all sources have weak but significant relation with entrepreneurial attitude.

**Analyzing the relationships between entrepreneurial attitude of respondents and determinants**

The chi-square test of independence also called contingency table analysis used to tests whether or not two variables (qualitative) are independent of each other In this study the researcher had tried to see whether there is association (independency) between Parents' occupation, highest Education level of Parents', monthly income of families, entrepreneurship education and social/cultural norm with entrepreneurial attitude of Wollo University graduating students.

**Table 15:Chi-squared test**

Variable	chi-squared value	Degree of freedom	P-value
Parents' occupation Versus Entrepreneur attitude.	128.853 <sup>a</sup>	120	.274
Highest Education level of Parents' Versus Entrepreneur attitude	164.730 <sup>a</sup>	144	.114
Monthly income of Parents' Versus Entrepreneur attitude	188.968 <sup>a</sup>	120	.000
Entrepreneurship education Versus Entrepreneur attitude.	1578.808 <sup>a</sup>	384	.000
Social/cultural Versus Entrepreneur attitude.	294.664 <sup>a</sup>	192	.000

Source: survey 2015

As Table 15: indicates that parents' occupation and highest Education level of parents have no statically significant association with Entrepreneurial attitude of students at 5% level of significant. Monthly income of families from all sources, entrepreneurship education and social norm are statically significant association with Entrepreneurial attitude of students at 5 % level significant. The cross classification of parents' occupation, highest Education level of parents, monthly income of families from all sources, entrepreneurship education and social norm versus Entrepreneur attitude.

**Conclusions and Recommendations**

Based on the research conducted we can conclude that students whose family has been engaged in business tends/inclined to start their own business more than those whose family has different back grounds. Most



respondents replied that they would like to start their own business, but in reality one could observe that most Ethiopian graduates of higher education look for other careers than starting their own businesses.

The following are considered as reasons for starting up a business put in the order in which they are rated by the respondents:

- For financial freedom
- Confidence in my skill and experience
- To be independent or to be their own boss
- entrepreneurship education and training triggers me to run my own business
- Nothing is more exciting than seeing my ideas turn into reality
- Running my own business would be more prestigious than working for others
- It would give me a career that would challenge me
- Starting up a business is the only chance to earn money for me

**Based on the foregoing conclusions, the following recommendations were forwarded;**

Promoting an entrepreneurial culture among young people.

Successful social or private, youth or adult entrepreneurship are probably the best ambassadors for promoting entrepreneurship among young people.

Provide opportunity for media exposure. Business competition and awards provide special incentive for ambitious young people.

Promoting entrepreneurship education- entrepreneurship education is crucial in assisting young people to develop entrepreneurial skills, attributes and behaviors as well as to develop enterprise awareness, to understand and realize entrepreneurship as a career option.

Improving access to finance/facilitating debt financing for young people/improving the administrative and regulatory environment for debt finance.

Developing and implementing youth entrepreneurship policies by concerned government agencies. Improving business support and assistance for the young graduate.

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