

Addis Ababa
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COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT

**ENTREPRENEURIAL INTENTION OF UNDERGRADUATE STUDENTS:
IMPACTS OF ATTITUDES AND ROLE MODEL.
(IN CASE OF COLLEGE OF BUSINESS AND ECONOMICS OF ADDIS ABABA
UNIVERSITY)**

**Thesis Submitted in Partial Fulfillment of the Requirements for the Master of Business
Administration (MBA) degree**

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Advisor: Dr. Zewde Sh.

May, 2015

Addis Ababa

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CERTIFICATION

This is to certify that Abebe Asfawu has done the study on the topic of “**Entrepreneurial Intention of Undergraduate Students: Impacts of Attitudes and Role Model.**” Therefore; the study is original and has not been done before by any other researcher at the same topic.

Advisor: Zewdie Shibre (PhD)

Signature_____

DECLARATION/CONFIRMATION

I, Abebe Asfawu hereby declare that this thesis is my original work and has not been presented for award of degree in any other university and that all sources of materials used for the project have been appropriately acknowledged.

Abebe Asfawu

Signature _____

Date _____

Addis Ababa University
College of Business and Economics
Department of management
MBA program

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By: Abebe Asfawu

Under the supervision of: Zewdie Shibre (PhD)

Approval by Board of Examiners

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Chair of Department	Signature	Date

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ACCRONOMYS

AAU-Addis Ababa University

CBE-College of Business and Economics

PADM - Public Administration and Developmental Management

ERM- Entrepreneur role model

ESE-Entrepreneurial self-efficacy

SCT-Social Cognitive Theory

SEE-Shapero's Entrepreneurial Event

TPB-Theory of Planned Behavior

ABSTRACT

It has always been the interest of our government to promote entrepreneurship and new venture in business as a mean to enhance economic growth for the nation and creating jobs to help to solve the problem of unemployment. There are many university graduates that are languishing at home. Not all graduates are equal in the fierce battle for jobs.

This study aimed to examine the impact of entrepreneurial education, role model and attitude on students' entrepreneurial intentions in Addis Ababa University and also to determine the motivators, and obstacles to entrepreneurial intentions. The sample size for the study is 210 comprising of 164 males and 46 females. In the study, both qualitative and quantitative research methods were used. Primary data was obtained using questionnaires and Secondary data was also collected from books, journals, past research works, official documents and the internet. Simple random sampling was used to select proportional number of samples from the study area.

Data were analysed using percentages, regression and correlation.

The study has also focused on examining how many Addis Ababa University students possess the entrepreneurial intention towards self-employment, how the relationship of demographic factors affecting their entrepreneurial intention. However, training and skill development programs are necessary to increase the personal capabilities and generate interest and intention among students to have positive attitudes towards entrepreneurship. This survey has also confirmed that the male persons at their prime age of 20-25 years old continue to be the most active group in terms of entrepreneurship and the role of entrepreneurial role models in the family has a positive effect on the entrepreneurial perception and intentions

This paper suggests that there should be continuous effort to promote female entrepreneurship and continuous effort from university to work closely with a variety of business support agencies or other government agencies to raise students' awareness of various avenues of support and programs available to assist them in their business start-ups.

Keywords: entrepreneurial, entrepreneurial environments, Entrepreneurial intention, university students

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CHAPTER ONE: Introduction

1:1 Background of the Study

One of the key objectives of Ethiopian government's economic plan is to encourage the culture of entrepreneurship. Entrepreneur is defined as an individual who start his/her own business in this study. Entrepreneurship is identified as a key to reduce poverty and promote an equitable society. Entrepreneurial activity has been seen as an engine of a nation's long term economic growth (Romer, 1994). People still believed that entrepreneurs will continue to be essential contributors to economic growth through their leadership, management, innovation, research and development effectiveness, job creation, competitiveness, productivity and formation of new industry. In view of the importance of entrepreneur to local economy, Ethiopian government had set policies to encourage the society, especially the young adult to take up the challenge to be entrepreneur.

Understanding the entrepreneurial intention among the undergraduates can allow us to better predict whether they will take real action to start a new business (Wu and Wu, 2008). Krueger (2003) has suggested that understanding the nature of entrepreneurial thinking is central to understanding both entrepreneurs and entrepreneurship. Thus, research is to better understand why certain young adults choose to be entrepreneurs but others do not.

The Ethiopian government is encouraging graduates to create and start-up small businesses with an aim to reduce the graduates' unemployment rate. This will make the graduates to create employment opportunity rather than seeking employment opportunity. The number of graduates that enters the job market each year increases. Demand exceeds the supply of jobs. Since academic qualifications do not guarantee a person to a job automatically upon graduation, there is a need to look elsewhere. Entrepreneurship has been acknowledged to be a solution to the rising unemployment (Kamariah et al 2004; Salmah 2006). In a study of undergraduate's career preferences in the undergraduate, it was found that most undergraduates favour employment with the multinational corporations rather than being self employed or opening their own businesses

The impact of entrepreneurial activity and the creation of new businesses on the economic growth of a country and the generation of jobs are recognized worldwide. The degree to which a society stimulates

entrepreneurial activity, as opposed to stimulating an individual to select a career as an employee, varies among nations, and within the different social groups of a nation. Accordingly, the study of the relation between individual's socio demographic and psychological variables with the desire to follow an independent career in the future, what we call "entrepreneurial intention", is considered pertinent.

According to Liithje and Franke (2003), attitude toward entrepreneurship were the most important determinant of the intention to become self-employed and this attitude is influenced by the personality (i.e. risk-taking propensity and internal locus of control) of the respondents. A positive personal attitude towards start-up is a good starting point to stimulate entrepreneurial behaviour, irrespective of student's educational background (Wu and Wu, 2008). Henderson and Robertson (2000) stated that the primary reasons for young respondents to consider setting up their own businesses are "being one's own boss" and "to make money". Knowing the factors that affect the entrepreneurial intention will allow the government to set more effective policies to encourage the entrepreneurial intention among the undergraduates.

1:2 Statement of the problem

Almost everywhere in the world universities are trying to focus on entrepreneurship. Academic researchers have begun to explore the entrepreneurial interests of potential entrepreneurs. As a result of an exploratory study, Rodermund (2004) felt able to generalize that in Germany an entrepreneurial personality (low agreeableness and neuroticism, high extraversion, openness, and conscientiousness) and authoritative parenting styles were linked to the entrepreneurial competence of future entrepreneurs. According to him entrepreneurial competence could predict entrepreneurial interest which in turn related to entrepreneurial career development in the potential entrepreneurs.

By contrast, other researchers found an entrepreneurial personality profile mainly consisted of the following: a high need for achievement, high entrepreneurial intention, instrumental readiness, high entrepreneurial acceptability, creative behaviour, initiative taking, taking responsibilities, involvement in various types of risks, self efficacy, an internal locus of control, need for independence and autonomy, accomplishment of tasks with energy and commitment, team building, working in teams and independently, working under pressure, leading others, analytical competencies and persistency in following the aims (Martinez, Mora & Vila, 2007; Ramayah & Harun, 2005).

Some university degrees no longer hold the promise of jobs for young Ethiopians as hundreds of thousands of them battle to find work. There are many university graduates that are languishing at home. Not all graduates are equal in the fierce battle for jobs. More substantial research work saw other investigators exploring in other directions. It found that the intention to become an entrepreneur mainly depended on personal attraction towards entrepreneurship, perceived social norms and perceived feasibility (self-efficacy). Achievement motivation and self image have likewise emerged as major contributory factors (Pillis & Reardon, 2007).

In this study, I interested in how people with an academic degree perceive entrepreneurship as a personal career alternative. It is widely accepted that the educational system of universities has to provide an academic environment that serve as a catalyst for high-technology start-ups. The universities shall be fostering innovations and new product development through entrepreneurship as primary task of universities. Less research has focused on the factors which deter students from engaging in entrepreneurial interests. Additionally, lack of finance has appeared as a major entrepreneurship barrier in many cases (Wilson, Brown, Anderson & Galloway, 2003).

Both policy makers and scholars should concentrate on the question of why some people choose an entrepreneurial career and others do not. The previous studies in the literature provide some alternative explanations for this question. Some scholars primarily focus on the effect of personality characteristics on decision making process. Although the results vary across the studies, they often indicate a link between entrepreneurial intention and some personality factors, such as self-confidence, risk-taking ability, need to achievement, and locus of control. However, a person is surrounded by an extended range of cultural, social, economical, political, demographical, and technological factors.

Consequently, there is a need for many entrepreneurs to be involved actively in the economic development in order to meet the market demands and to sustain competency in the fast pace of technology change. The assessment of entrepreneurial intention among the university students is a necessity in order to identify their level of entrepreneurial orientation. This group of people is very crucial as the springboard or backup to the current entrepreneurs in Ethiopia's high-tech industries. A majority of these students will immediately contribute more to the economic growth after they graduate, not as salary workers but as entrepreneurs.

1.3. Research Question

- ✓ Does Addis Ababa university student lack entrepreneurial orientation and intention?
- ✓ What factors would enhance students' interest towards active entrepreneurial participation?
- ✓ What demographic factors influence entrepreneurial orientation and its significant relationship with entrepreneurs intention
- ✓ Does personality type have influence on entrepreneurship intention and why?
- ✓ What is the effect of entrepreneurship course on entrepreneur intentions?

1.4. Objective of the Study

1.4.1 General Objective

The main objective of this paper is to examine the impact of entrepreneurial education, role model and attitude on students' entrepreneurial intentions.

1.4.2 Specific Objectives

The specific objectives of this research.

- To analyse the entrepreneurial intention of university students.
- To investigate the effect of personality traits on entrepreneurial attitudes.
- To analyze the effect of role models on entrepreneurial intention
- To examine key factors influencing professional students' entrepreneurial intention.
- To investigate the effect of entrepreneurial traits and education on the entrepreneurial intentions of university students.

1:5 Scope of the Study

The research was focused in entrepreneur intention of students who are taking entrepreneurship course and impacts of role models and attitudes at Addis Ababa University. This research was conducted at Addis Ababa University specifically on Business and Economics College (CBE). The study is conducted in Addis Ababa campus, using students as the respondents. It looks at whether certain demographic variables such as age, gender, family background, working status have a significant effect on entrepreneurship intention. It does not survey all students in the school or the department, but only those taking entrepreneurship course at the College of business and economics (undergraduate): Economics, Accounting and finance, Public Administration and Developmental Management (PADM) and, Management final year students where entrepreneurial programmes were designed to be taught to students.

1.6 Limitation of the study

There were many limitations to this study. The targeted population was unwilling to respond to interviews and to fulfil questionnaires or they might be careless when they respond, this may be because of busy or personal status.

This research is limited by the fact that a small sample of participants was selected using random sampling technique and may not represent the attitude of the entire population. This limitation makes the study difficult to generalize and apply the result to the entire students. Additionally the measurement may not be accurate to measure students' entrepreneurial intentions and the existing variables and the response that comes from respondent may not be reliable and valid which affect also the implication of the study.

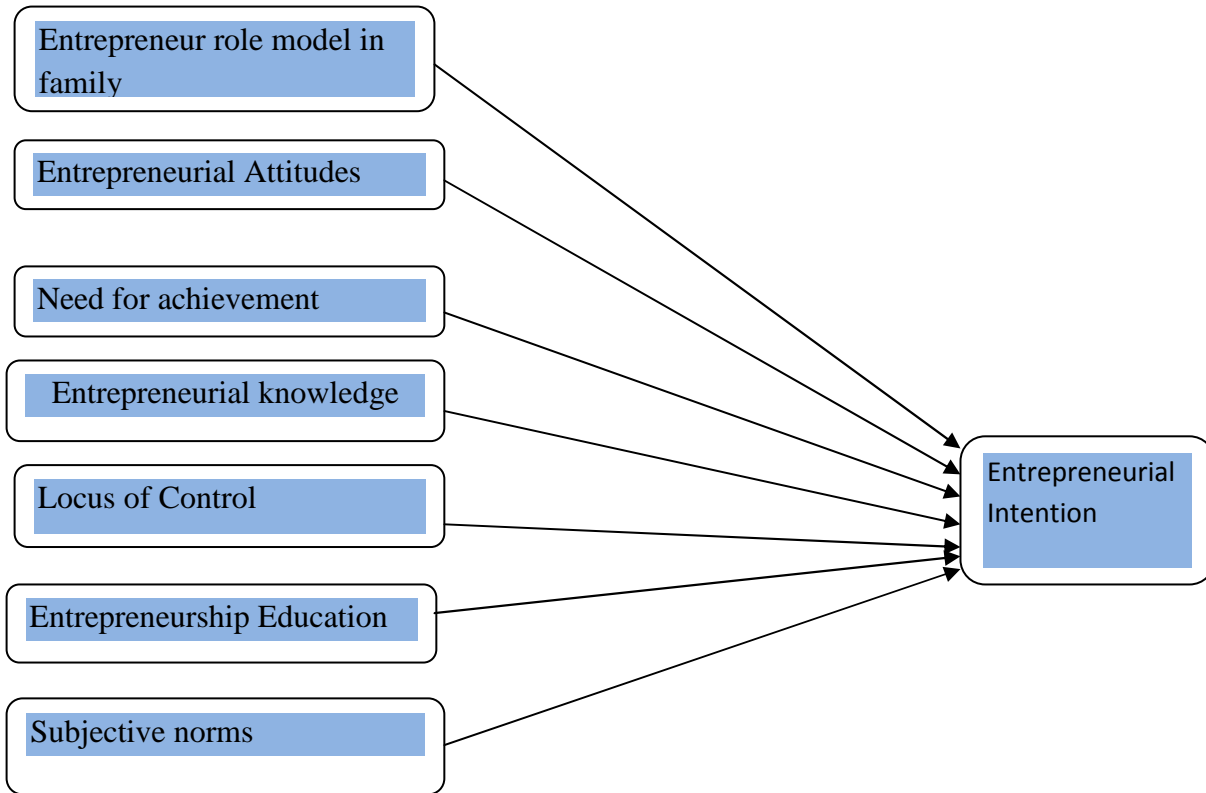
1.7 Significance of the study

Fostering entrepreneurship needs a twofold policy that should focus on both the current Situation and future prospect of entrepreneurship. The purpose of this paper was to fill this void by analysing the impacts of some contextual factors on entrepreneurial intention of university students and the paper was to investigate the two factors that affect undergraduates' intention to set up a new venture, namely the role model in the family and the attitude.

Examining the impact of entrepreneurial education on students' entrepreneurial activities tends to raise or provide some useful insights into some theoretical issues on one hand. And on the other hand, it raises some practical implications for policy makers both in the government and universities. Further research could look at the effect of the entrepreneurship education on entrepreneurial activities after graduation.

1.8. Conceptual framework

To address the research questions, an initial research model based on the Entrepreneurial Intention will be build (Figure 1.1) and the constructs briefly discussed below the figure.



Source: Self Developed

Figure 1.1: Proposed research model

1.9 Research Hypothesis

The purpose of this study is to test a model that incorporates impacts of role model and attitude factors that explain the propensity of university students to start-up their own business in the future. The dependent variable is entrepreneurial intention among the university undergraduates.

The variables used in this study are:

Entrepreneurial intention	Dependent Variable
Entrepreneur role model in family	Independent Variable
Attitudes	Independent Variable

H1: Demographic factors have influence on entrepreneurship intention.

H2: Students with Entrepreneur role model (ERM) in family are more likely to have entrepreneurial intention.

H3: Need for achievement has positive influence toward entrepreneurial attitude

H4: Need for achievement has positive influence toward entrepreneurial intention

H5: Locus of Control has positive influence toward entrepreneurial intention

H6: Entrepreneurial knowledge has positive influence toward entrepreneurial intention

H7: Subjective norms has positive influence toward entrepreneurial intention

H8: Entrepreneurial attitude has positive influence toward entrepreneurial intention

H9: Entrepreneurship Education has positive influence toward entrepreneurial intention

1.10 Organization of the study/paper

This study was organized in five chapters. Chapter one describe introduction part which consist, Back-ground information of the study, statement of the problem, objective of the study ,significant, scope, limitation of the study and Research hypothesis. The second chapter is literature Review, this help me to know what different authors (scholars) of the field have written about entrepreneurship. Chapter three is about Research Methodology: subject of the study, sampling techniques, methods of data collection, and methods of analysis. Chapter Four is data presentation and interpretation which is main body of the study. This chapter was prepared based on data from respondent's response through questionnaire and unstructured interview with the some respondents. The last chapter was conclusion and recommendation. It summarized the findings of the study and give conclusion and suggestion.

CHAPTER TWO: Literature Review

2.1. Nature and Development of Entrepreneurship

Entrepreneurship refers to the intentional creation or transformation of an organisation for the purpose of creating or adding value through organization of resources (Bird and Jelinek, 1988). As a dynamics process of vision, change and creation (Kuratko, 2005), it requires to be taught for the transfer of its skills and knowledge from an expert to someone else. It involves an application of energy and passion towards the creation of an enterprise and this includes the; willingness to take calculative risks; team work; the creative skill to marshal needed resources; fundamental skill of building solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion .

In the middle age, the term entrepreneur was used to describe both an actor and a person managing large production project, the person would actor and a person managing large production project, the person would not take any risk but would merely manage the project. Using the resource provided. Atypical entrepreneur in the middle age was the cleric the person in charge of great architectural works such as castles and fortifications and public buildings (Hisrich and peter 1989:7).

In the 17th century, the concept of risk in the notion of entrepreneurship developed with an entrepreneur being viewed as a person who entered in to a contraction arrangement with the government to person as services or supply stipulated production. Since the contract price was fixed any resulting profit or loss reflected the effort of the entrepreneurs.

In the middle of 20th century: the notion of entrepreneurs and innovation was established. The function of entrepreneurs is to reform or revolutionize the pattern of production by exploiting an invention or, more generally an untried technological possibility for producing a new commodity or producing an old one in new way, opening source of supply of materials or a new out let for products, by reorganizing a new industry (Schumter, 1952: 72). The concept of innovation and newness as an integral part of entrepreneurship is at the heart of this definition. In need, innovation, the act of introducing something new, is one the most difficult tasks for the entrepreneurs. It takes not only the ability to create and conceptualize but also to understand all the force at work in the environment. The newness can be anything from a new product to a new distribution system to simply a new organization structure. (Hisrich and peter, 1989:9).

2.2 The Research in Entrepreneurship

Entrepreneurship has emerged as an important force in global economic growth. Entrepreneurship as an academic discipline is still considered relatively new although its origin can be traced back to the seventeenth century, when economist Richard Cantillon coined the term, 'entrepreneur' (Cantillon, 1755). The literal definition of this French term is 'to undertake' or 'go between' referring to the position an individual assumed when pursuing an opportunity. A person took on the associated risk but did not necessarily provide the capital – they were the 'go between' (Hisrich, Peters, and Shepherd, 2005). Since this early period, the extant literature has been crowded with a variety of different definitions, domains, and contexts of entrepreneurship (Gartner, 1988; Davidsson, 2003a), in part due to the fact that entrepreneurship is a multi-faceted phenomenon borrowing from several academic disciplines (Low and MacMillan, 1988).

Entrepreneurship studies have been influenced by the economics, psychology, sociology and strategic management literatures providing established theoretical frameworks and methodological tools (Gustafsson, 2004). This multi-disciplinary approach is not surprising given the complexity of the phenomenon entrepreneurship. Chandler and Lyon (2001) see the multi-disciplinary approach to entrepreneurship in a positive light suggesting this is one of the strengths of the field of entrepreneurship as it considers and borrows frameworks and methodologies from other legitimate social sciences. In contrast, others (Cooper, 2003; Shane and Venkataraman, 2000) have appealed for researchers to develop a conceptual framework to provide entrepreneurship with a general paradigm and theory of its own.

One of the main issues hindering progress in the establishment of a general paradigm for the discipline is the lack of consensus regarding the definition of the term 'entrepreneurship'. In a review of textbooks and journals, Morris (1998) found in excess of seventy different definitions of entrepreneurship in a five-year period. Davidsson (2005) suggests a clearer division be made between entrepreneurship as a social phenomenon and entrepreneurship as a scholarly domain. In his opinion, Kirzner's (1979) definition of entrepreneurship as behaviours that 'drive the market process' distinguishes the role of entrepreneurship in society based on outcomes, while in the scholarly domain behaviours related to decision-making and action are of interest irrespective of whether they produce outcomes or not.

2.3 Foundation Theories

Three cognition-based theories are used in this thesis to provide theoretical and empirical support for the proposed model on figure 1:1 shown. Across all three theories, an individual's perceptions, or cognitions, serve as the primary explanatory mechanism for the formation of intentions. The three theories, Shapero's Entrepreneurial Event (SEE) (Shapero and Sokol, 1982), The Theory of Planned Behaviour (TPB) (Ajzen, 1991) and Social Cognitive Theory (SCT) (Bandura, 1986) are discussed in turn in this section.

2.3.1 Shapero's Entrepreneurial event

To consider how entrepreneurial intentions are evident in 'entrepreneurial event formation' Shapero and Sokol (1982) looked at life path changes and their impact on the individual's perceptions of desirability and perceptions of feasibility related to new venture formation. This model assumes that critical life changes (displacement) precipitate a change in entrepreneurial intention and subsequent behaviour. Displacement can occur in a negative form (e.g. divorce, loss of a job) or a positive form (financial support, good business partner). The intention to become self-employed and form a new venture (an entrepreneurial event) therefore depends on the individual's perceptions of desirability and feasibility in relation to that activity.

2.3.1.1 Displacement

In Shapero's model displacement is the catalyst for a change in behaviour and the individual then makes a decision to act based on perceptions of desirability and feasibility.

This model suggests that human behaviour is in a state of inertia until an event creates displacement resulting in behaviour change (Nabi et al., 2006). Displacement comes in either a negative or positive form described by Gilad and Levine (1986) as the 'push' theory and the 'pull' theory. The negative displacement of, for example, losing a job pushes an individual into self-employment. On the other hand, the positive displacement of, for example, financial assistance pulls an individual into self-employment. Unfortunately, empirical studies of these specific push and pull factors are limited with results offering little predictive ability (Krueger et al., 2000) and logically, displacement may cause other behaviours than self-employment.

2.3.1.2 Perceptions of desirability of entrepreneurship

According to Shapero and Sokol (1982) the entrepreneurial event is a product of an individual's perceptions of desirability of entrepreneurship affected by their own personal attitudes, values and feelings, which are a result of their unique social environments (eg. family, peer groups, educational and professional influences). In other words, an individual needs to first see the act of self-employment as desirable before it is likely self-employment intentions will be formed.

Furthermore, Bird (1988) considered desirability to be formed through ‘intuitive thinking’ in the intentions process, and feasibility, discussed next, as ‘rational thinking’. Perceived desirability of entrepreneurship is an affective attitudinal judgment (an emotive response) and entrepreneurs use such judgment to make decisions on whether or not to act (Mitchell et al., 2002). It follows that a goal of entrepreneurship education would be to develop in students, a positive attitude towards entrepreneurship.

2.3.1.3 Perceptions of feasibility of entrepreneurship

According to Shapero’s Entrepreneurial Event, (Shapero and Sokol, 1982), an individual’s perception of feasibility of entrepreneurship is related to an individual’s perception of available resources (eg. knowledge, financial support, and partners). Based on the Shapero-Krueger framework (Krueger et al., 2000), entrepreneurial self-efficacy is a suitable proxy for perceived feasibility (Segal et al., 2005). Furthermore, McMullen and Shepherd (2006) stated that belief in the ability to pursue entrepreneurial action (perceived feasibility) is a function of entrepreneurial knowledge.

Shapero and Sokol (1982) p. 86, make the point that both perceptions and feasibility and desirability necessarily interact. That is, if an individual sees the formation of a new business as unfeasible they may conclude it as undesirable and vice versa. It is therefore possible that students’ attitude toward self-employment may be positively impacted by participation in entrepreneurship education; however, in the absence of perceptions of feasibility (belief in one’s ability to self-employed, and or the ability to acquire necessary resources) self-employment intentions may not eventuate. Conversely, students’ perceptions of feasibility may be positively impacted by participation in entrepreneurship education, but without a desirability to be self-employed, again, self-employment intentions may not be formed.

2.3.2 The theory of planned behavior

The Theory of Planned Behaviour (Ajzen, 1991), was derived from the Theory of Reasoned Action (Fishbein and Ajzen, 1975), which states that behavioural intentions are formed by one’s attitude toward that behaviour and one’s subjective norms – (i.e. influence by significant others - e.g. parents, peers, role models). In turn, both attitudes and subjective norm are influenced by evaluations, beliefs, and motivation formed through one’s unique individual environments.

2.3.2.1 Attitude toward the behaviour

Attitude toward the behaviour refers to the degree to which an individual has a desirable or undesirable appraisal of the behaviour of concern. As expected, the relationship between attitude and behavioural intention was stronger than that between behavioural intention and ultimate behaviour, due in part to the

effect of external factors as noted by Ajzen (1991). As stated previously, this thesis is concerned with the antecedents to intentions not the intentions-behaviour relationship. The perceived desirability measure in Shapero's Entrepreneurial Event (SEE) (Shapero and Sokol, 1982), is similar to the dimension of attitude in Ajzen's (1991) Theory of Planned Behaviour (TPB).

2.3.2.2 Subjective norm

In addition to attitudes influencing behaviour through intentions, Ajzen (1991) refers to the perceived social pressure from one's peers and 'significant others' impacting one's intention to perform or not to perform a specific behaviour as 'subjective norm'. Krueger et al. (2000) included this measure in their entrepreneurial intentions model and subsequently did not find a relationship between an individual's subjective norm and intention to start a business, calling for more studies with more reliable measures in this research domain. Furthermore, it is reasonable to assume that this dimension of subjective norm may already be accounted for in one's perceived desirability of performing a specific behaviour and as such is not included in this thesis.

2.3.2.3 Perceived behavioural control

As outlined, the Theory of Planned Behaviour is an extension of the Theory of Reasoned Action, earlier work by Fishbein and Ajzen (1975). The extended version included the addition of perceived behavioural control to account for situations where non-motivational factors play a role in attitude turning into action (eg. lack of financial resources may alter perceived behavioural control turning into intention if the behaviour was, for example, to purchase a car). Other examples of inhibiting factors might be - lack of time, lack of knowledge and skills, and lack of co-operation from others.

Furthermore, Ajzen (2001, p. 48) stated that perceived behavioural controllability, whilst similar, can be seen as distinct from perceived self-efficacy and that the latter may be a more important antecedent of intentions and actions. In 2002, Ajzen clarified the concept of behavioural control further and highlighted the importance of incorporating self-efficacy and controllability items into intention measures to improve behaviour prediction.

2.3.2.4 Intentions

Intentions reflect an individual's willingness or plans to engage in a particular behaviour. The ultimate purpose of intentions research is the prediction of behaviour. The Theory of Planned Behaviour is based on the expectancy theory model whereby individuals learn to favour behaviours where they expect favourable outcomes, and to form unfavourable attitudes towards behaviours associated with undesirable outcomes (Ajzen, 1991).

2.3.3 Social cognitive theory

Social Cognitive Theory (SCT), originally referred to as Social Learning Theory (Bandura, 1977), identifies human behaviour as an interaction of - a) personal factors, b) behaviour, and c) the environment (Bandura 1986). The theory provides a framework for understanding, and predicting a variety of types of human behaviour. Social Cognitive Theory is useful for not only understanding behaviour, but also identifying methods in which behaviour might be modified or changed (Pajares, 1997).

Furthermore, Social Cognitive Theory is the study of how learning occurs through changes in mental state (Ormrod, 1999). The theory provides guidelines that can assist instructors in the design of programs to help individuals achieve change through their own motivation by providing them with specific knowledge, skills and resources (Anderson, 2000).

In the model, the interaction between the person and the environment entails one's beliefs and cognitive competencies that are developed and influenced by their environment, both social and physical. Social environment refers to family members, friends and role models; the physical environment refers the individual's surroundings and access to resources (Pajares, 1997). The combination of environment and behaviour, involves an individual's behaviour based on the impact of their environment, and at the same time their behaviour can also be modified by that environment. This does not necessarily mean that all individuals will follow the same pattern of behaviour given the same environment, as individuals will construe the same set of stimuli in different ways due to unique cognitive competencies and beliefs (Jones, 1989).

The interaction between the individual and a specific behaviour necessitates the influence of one's thoughts and one's actions. The three factors a) behaviour, b) environment, and c) person are constantly influencing each other. Neither one is necessarily the result of the other as intervening factors may exist (Glanz et al, 2002). One such intervening cognitive factor is a person's self-efficacy. Bandura (1977) noted that self-referent thought intervenes between knowledge and behaviour and that individuals may convince themselves, despite having the necessary knowledge, that they lack the ability to perform a specific task or behaviour. This cognitive mechanism is referred to by Bandura (1977) as self-efficacy and is important in this thesis and is discussed in the following section in more detail.

2.3.3.1 Self efficiency

General self-efficacy is an individual's faith in his or her capacity to perform successfully across a variety of diverse situations (Gardner and Pierce, 1998). Research into attitudes has found that one's perceptions of one's ability to perform specific tasks increase the likelihood of attitude converting into intent and consequent

behaviour (Ajzen, 1991). In the absence of self-efficacy, individuals make self-limiting decisions despite having the necessary skills to pursue a path of action (Bandura, 1986).

The difference between general self-efficacy and task self-efficacy is the scope of the actions that are considered. Whilst the contributory factors for both general self-efficacy and task-specific self-efficacy are the same (i.e., actual experience, vicarious experience, verbal persuasion, and psychological states) task-specific self-efficacy is considered a more reliable measure of efficacy beliefs in specific task behaviours (Bandura, 1997; Locke and Latham, 1990).

Boyd and Vozikis (1994) stated that self-efficacy is a valuable addition to entrepreneurial intentions models seeking to explain more about the development of entrepreneurial intentions. It follows that entrepreneurial behaviour would be considered specific task behaviour and that studies would be more reliable utilising the task-specific construct entrepreneurial self-efficacy (ESE). Perceived entrepreneurial self-efficacy is one of the constructs tested in this thesis and is concerned with one's belief in one's ability to be entrepreneurial in the form of self-employment; this construct is discussed in the following section in terms of its relationship with students' self-employment intentions

2.4 Self-employment intentions

Phenomena such as on-line internet business and globalisation have created a plethora of new opportunities for the self-employed (Spoonley et al., 2004) and we have a generation of young adults who possess an unprecedented amount of technological know-how (Olson, 2007). Individual's career patterns no longer follow traditional work norms (Lewis, 2005) and as a result, experience gained through age is not necessarily a predictor of success. It follows that youth is not a barrier to entry to self-employment and that the tertiary students of the twenty-first century may consider self-employment as a viable career option following graduation.

As previously stated, the term entrepreneurial intentions has been referred to as the intention to own a business (Crant, 1996), the intention to start a business (Krueger and Brazeal, 1994), and the intention to be self-employed (Kolvereid et al., 2006). Self-employment intentions can be viewed as the first step in the process of new organisation emergence (Lee and Wong, 2004). Previous empirical research supports the view that early vocational aspirations are generally good predictors of later occupational choices (Schoon, 2001; Schmitt-Rodermund, 2004) and it is plausible that tertiary students with an interest in entrepreneurship will be likely to seek self-employment. The research in this thesis focuses on undergraduate students' intentions to be self-employed.

Much research has been devoted to the investigation of why some individuals choose self-employment over salaried-employment (Bygrave, 1989; Sexton and Bowman, 1985). Most approaches distinguish between stable personality variables and external environmental influences (Krueger et al., 2000; Zhao et al, 2006) as exogenous factors positively influencing entrepreneurial intentions. Two exogenous factors, of interest in the research in this thesis, as antecedents to student's self-employment intentions, include previous entrepreneurial experience and participation in an entrepreneurship program.

2.5 Entrepreneurship Education

The increased interest in entrepreneurship and in the number of institutions offering entrepreneurship education can be attributed to the acknowledgment by external stakeholders of the importance of the creation of new businesses and innovation for wealth creation and economic growth globally (Minniti, Bygrave and Autio, 2006). Studies about entrepreneurship education focus on enterprise education and consider course content, pedagogy, entrepreneurial learning, and assessment (Greene and Rice, 2007).

A wide range of entrepreneurship training programs are offered worldwide and given the heterogeneity of such programs, measurement and comparison of their effectiveness is problematic (Fayolle and Klandt, 2006). Bechard and Toulouse (1998) suggest the goal of entrepreneurship education training programs should be specific to the target clientele and in turn evaluation should be adjusted accordingly. Students' attitudes toward entrepreneurship can be changed over time (Hatten and Ruhland, 1995), and a useful approach to the measurement of entrepreneurship programs, as used in the research in this thesis, is to evaluate participants' changes in attitudes and perceptions of entrepreneurship and the impact of these on their entrepreneurial intentions.

Given this is true, and in keeping with the increased attention toward the importance of entrepreneurship to global economic growth, the availability of entrepreneurship education has increased. Over the past three decades the number of institutions offering courses related to entrepreneurship has grown significantly (Katz, 2003). The younger generation of the 21st century is becoming the most entrepreneurial generation since the Industrial Revolution (Kuratko, 2005, p.578).

In addition Gorman et al. (1997) recommended entrepreneurship education as a tool for increasing self-efficacy and as a preparation for self employment calling for more studies to assess the impact of entrepreneurship programs. To adequately prepare students to compete in the business world, Buckley et al. (1989) highlighted the need for instructors to have previous real-world experience to expose students to more than just theories and to fill the gap between what is taught and what is required for students to achieve

business success. Furthermore, Buckley et al. (1992) advised the need to overcome a lack of managerial experience in the business school classroom suggesting, amongst other ideas, that management practitioners share their personal business experiences with students.

Entrepreneurial education is focused on developing youth with the passion and multiple skills. It aims to reduce the risk associated with entrepreneurship thought and guide the enterprise successfully through its initial stage to the maturity stage. According to Brown (2000) entrepreneurial education is designed to communicate and inculcate competencies, skills and values needed to recognize business opportunity, organize and start new business venture. Other studies have also listed out what the contents of a good entrepreneurship education programme that are skill-built oriented. These include; leadership, negotiation, creative thinking, exposure to technology, invention and innovation; opportunity identification, venture capital, idea generation and protection, tolerance for ability, ability to tackle challenges at different entrepreneurial stages, personality traits, ability to write and communicate business plan, new venture development, ability to diagnosis business performance, networking and mentorship, environmental analysis, computer and simulation skills, case studies, films and videoing, field and company analysis (Webster and Davidson 1998 cited in Kuratko, 2005).

In summary, it is important that entrepreneurship continues to grow and prosper positively affecting the economic growth of nations through job creation and economic development.

Entrepreneurship education is an important component of business school education (Peterman and Kennedy, 2003; Zhao et al., 2006) providing a stimulus for individuals making career choices to consider self-employment thereby increasing new venture creation and economic growth. The research in this thesis explored entrepreneurship education from an intervention perspective. One of the objectives was an examination of the influence of entrepreneurship education on student's attitudes and perceptions towards entrepreneurship and their self-employment intentions.

2.6 Entrepreneurial Intentions

Generally, intention is the cognitive state immediately prior to executing behaviour (Krueger, 2005). Thus, an entrepreneurial intention is concerned with the inclination of a person to start an entrepreneurial activity in the future (Davidson, 1995). It is a key determinant of the action of new venture creation moderated by exogenous variables such as family background, position in one's family, parent(s) occupation, education and training (Bird and Jelinek, 1988). Krueger (2005) identified perceived desirability and feasibility as two other critical antecedents of entrepreneurial intentions. Bird (1988) observes that intentionality is a state of mind

that directs a person's attention (experience and action) towards a specific object (goal) or a path in order to achieve something (means). It emphasizes the reasons or motivational factors identified by founders which underline their action in starting up a firm. An individual with entrepreneurial characteristics, abilities, and perception must find himself or herself in an environment conducive for entrepreneurial venturing. And this has become more prominent among young people and graduating students.

Entrepreneurial intent refers to the intent to perform entrepreneurial behaviour. Entrepreneurial intention has been defined as the intention to start a new business (Krueger and Brazeal, 1994; Zhao et al., 2005), the intention to own a business (Crant, 1996), or the intention to be self-employed (Douglas and Shepherd, 2002; Kolvereid, 1996). For the purpose of the research in this thesis, entrepreneurial intention is defined as an individual's intention to be self-employed.

Empirical studies by Chen et al. (1998) and Zhao et al. (2005) continued with the inclusion of entrepreneurial self-efficacy in their intentions models and found a significant relationship between entrepreneurial self-efficacy and entrepreneurial intention. Zhao et al. (2005) also found empirical support for the positive impact of formal academic course participation on intentions to start a new business.

In 1992 Bird looked at temporal issues related to intention and action to improve the accuracy of 'prediction to act'. Katz (1990) stated that past research using statements of intent void of a time-frame failed to show a significant relationship to venture start-up activity. In contrast, using longitudinal data, a recent study by Kolvereid et al. (2006) revealed that intentions to become self-employed did actually determine later entry into self-employment providing strong support for the use of intentions models as predictors of entrepreneurial behaviour. Their research tested 297 business founders in relation to their self-employment intentions. Results indicated that prominent self-employment beliefs determine attitudes toward self-employment and that attitude and subjective norm determine self-employment intentions.

Apart from education, individuals who want to be entrepreneurs can also distinguish themselves from others by intentionally sourcing their own resources required for the success of the enterprise (Bird and Jelinek, 1988). Intentionality therefore acts as a force that propels entrepreneurial actions and behaviour. It gives direction to someone attention and determines experience one gets in life (Krueger, 2005).

2.7 Influence of Entrepreneurial Education on Intentions

This study also tried to look at the relationship between entrepreneurial education and intentions. Does entrepreneurial education influence the students' intentions to start a firm? Intention according to Ajzen (1991) is generally recognized as the single predictor for an individual to engage in a specific behaviour. Their studies revealed that most of the entrepreneurial activities start from attitudinal behaviour exhibited by the entrepreneurs which is a factor for the predictions of entrepreneurial intentions (Autio et al; 1997; Kruegar, 2005). Understanding the relationship between entrepreneurial education and intentions is very significant so as to justify the introduction of entrepreneurial education in our universities. Certain factors according to existing literature may be related to intentions and behaviour. On this note Bird and Jelinek (1988) are of the view that an entrepreneur's attitude and behaviour have a way of influencing the realization of his intentions. A standardized questionnaire that consists of several parts was developed on the basis of already existing studies to explore students' professional orientation, expectations or „determinants of creation“ and their personality traits. The study revealed that a vast majority of the students responded that they have the intention of starting up a business after graduation. To ascertain empirically, the relationship between entrepreneurship intention and entrepreneurial activity led us to the issue of entrepreneurship and motivation.

2.8 Development of Entrepreneurial Intention through Education

Generally, most people have very positive attitude towards entrepreneurship but only few people have actual plans of setting up a firm (Arenius-Antio et. al, 2004). More particular, it is university graduates that are not interested of the entrepreneurial career. In fact, there is a negative correlation between education and entrepreneurship. The more educated a person, the less likely she or he is to act as an entrepreneur (Arenius et. al, 2004).

On these ground, there is a positive influence of education on intention because of opportunity cost situation. That is, the relationship becomes complex because people with higher education normally have a better offer or better chances of success and attainment of personal goals not only as business owner-managers, but also as employees (Warneryd et. al, 1987) instead of going into self-employment.

As such, the university programs shall promote entrepreneurial education in more courses to change their mindset in the concept of entrepreneurship to improve the graduates' interest and intention toward entrepreneurship. The entrepreneurial intention need to be developed, as the entrepreneurs are responsible for the enterprises and businesses development, induce technical change and innovation, and promote learning culture.

Further study may need to carry out to justify that some structural change in the educational system is needed to promote the entrepreneurial spirit, desire and intention among the graduates due the following reasons (Baharu Kemat, 1994):

- a) Entrepreneurial training is lacking in the early education.
- b) Most of the courses available are preparing the students or graduates to be a knowledgeable employee instead of being an employer.
- c) The career education is not effective in shaping more entrepreneurs and to expose them to the business opportunities in making self employment as a career choice.
- d) The educational programs and trainings provided shall help to develop certain characteristics of entrepreneurship besides the knowledge and technical know-how for the business venture.
- e) An effective and flexible teaching program, appropriate teaching materials, sufficient research and reference materials shall be made available in the entrepreneurial education.
- f) Certain policy framework is needed for implementing entrepreneurship education at national level, to improve the quality and effectiveness of the program, to open up such education and training to all and to make those programs easily accessible.

2.9 Demographic Factors and Other Elements In Relation To Entrepreneurial Intention

The empirical study on the characteristics of entrepreneur and founders of business and the reasoning behind the relationship of those characteristics with the intention model will be discussed in the following paragraphs. In our empirical study, we will compare the samples with respect to different variables, which are generally assumed to have an impact on entrepreneurial intentions.

2.9.1 Situation

The importance of situational factors for the entrepreneurial decision is highlighted in the models proposed by Shapero & Sokol (1982). The current employment status and changes in it, such as 'displacement', 'window of opportunity', 'free-choice period' are among the most important situational influences. Many of the business founders stated that during the recession, to avoid unemployment was the prime reason for founding their own firms. In fact, many research results also reveal that comparatively high proportions of nascent entrepreneurs are among the unemployed.

As such, situations variables can be assumed to have the strongest influence directly on behaviour and the current employment status is assumed to affect intention and conviction.

2.9.2 Achievement Motivation

Achievement motivation is perhaps the most used and the most criticized psychological concept in entrepreneurship research. Davidson (1989) and McClelland (1988) concluded that propensity for oneself to

go into business due to this type of influence exists but that achievement motivation is not a major determinant of entrepreneurial behaviour. It is related to performance compared with an individual's internal standards.

2.9.3 Autonomy or Independence

The need for autonomy or independence is one of the most frequently stated reasons for founding a firm as wanting to do so (Scheinberg & MacMilan, 1988). It is the beliefs concerning the workload, risk and financial gain to be expected by a business founder.

2.9.4 Gender

There is substantial over representation of males among business founders in most countries (Scherer et. al, 1990). It is also reported higher interest in business ownership among males than among females. Between gender and intention, women have lower perceptions of self-efficacy for careers in which they are underrepresented.

2.9.5 Conviction

Conviction concern whether the respondent feels that running his/her own firm would be a suitable alternative for him/her, given his/her capabilities and life situation. Such feeling should be more closely reason related to behaviour than mere know-how belief, and that is the conceptual reason for breaking our conviction from other domain attitudes (Krueger & Brazael, 1 994).

2.9.6 Personal Background

Consistent relationships have been established between certain personal background variables of one hand and entrepreneurial behaviour on the other hand. In most studies conducted, most of the small business owner-managers have had a self-employed parent (Stanworth et. al, 1989). Those individuals either considering, or about to start a business, most of them have their parent also been in business. This personal background actually has positive effect on entrepreneurial preparedness, entrepreneurial career expectancy, and desirability of founding a firm (Stanworth et. al, 1989).

2.9.7 Radical Change

It is well known that immigrants and certain ethnic minorities are over represented as business founders. There is more entrepreneurial intention among immigrants (Shapero & Sokol, 1982). Many reasons for such a relationship, among those are discrimination, deprivation, and cultural norms. The experience of radical change increases the probability of founding one's own firm (Reynolds, 1995). According to Reynold, those who have lived in several different places are more prone to found business than those who have stayed in the same place their entire life. Therefore, the number of places lived in will be included as another aspect of the radical change dimension.

Research also shows that immigrants on average should score higher on competitiveness valuation of money and also achievement motivation (Lynn, 1991). This is because enduring personal characteristics may be the reason for their exhibiting themselves to radical change earlier in life and for being prepared to do so again by founding their own firm

2.9.8 Age

Age is also an important factor for determining a person's propensity to found a firm (Reynolds, 1995). The relationship is curvilinear, with the peak somewhere at the age around 35 years old.

2.9.9 Personality Traits

There are three different personality traits often associated with entrepreneurship. There are:

- a) Willingness to take risks
- b) Locus of control
- c) Need for independence

Different levels of entrepreneurial intentions can be attributed to the different personalities of the students.

2.9.10 Attitude towards Self-Employment

We know from attitudes usually impact intended behaviour to a certain extent (Ajzen & Madden, 1986). In this context, it seems that the more students value the entrepreneurial career path, the stronger their intentions are to become entrepreneurs themselves. The proposition that a more favourable attitude towards being self-employed leads to a higher level of entrepreneurial intention.

2.9.11 Environmental Factors

In economic terms, the intention to start a business involves an economic assessment in which students would compare the expected costs and benefits of a career as an entrepreneur. One important determinant of the outcome of this is the environment.

Environmental factors can facilitate or impede entrepreneurial activities and thus affect the perceived cost benefit ratio of new venture creation. (Ajzen & Madden, 1986). They may also play an important role when it comes to forming entrepreneurial intention among students.

Specifically striking are the perception of government policy. Among the environmental factors that affect students' entrepreneurial intentions are:

- a) It is not easy to obtain venture capital
- b) Start ups face immediately high competitive pressures
- c) It is hard to find a business idea for a business that has not been realized or tested before
- d) Bank does not readily give credit to start up companies
- e) Subsidies that are available for new companies provided by government

- f) The bureaucratic procedures for founding a new company
- g) Whether the rules and regulation and the laws are adverse to running a company
- h) Whether the entrepreneurs have a positive image with the society
- i) Whether the course works at university prepare them well for self employment and encourage entrepreneurship.

2.9.12 Educational factors

The academic context is an important part of influencing the students' intention, as universities are in a position to shape and encourage entrepreneurial intentions. Even more significantly, they can foster entrepreneurial spirit among their graduates and can dampen optimism or convert students who are originally interested in entrepreneurship into interested only in career at large. As such, it is vital to encourage initiation of entrepreneurial spirit by establishing a creative and supportive atmosphere for idea generation.

There are many different ways universities can foster entrepreneurship in respect to personality traits, attitudes and other contextual factors and activities to promote inclination toward starting new business. At least from the student point of view, the perception of university environment shall promote:

- a) The creative atmosphere which inspires the students to develop ideas for new businesses
- b) The courses offered foster the social and leadership skills needed by entrepreneurs
- c) The courses provide students with the knowledge required to start a new company
- d) The university supports building multi-disciplinary students teams
- e) The university actively promote the process of founding a new company and provides a strong network for founding the entrepreneurial education development process is important in stimulation of entrepreneurship which based on a number of elements in educational program. This includes exposing the students to role models in entrepreneurship as well as to frontier technologies and groundbreaking ideas (Maidique, 1986). The universities can in still entrepreneurial spirit and initiate the entrepreneurial decision process among their students.

The lectures provided needs to promote skills and knowledge, which are critical for future entrepreneurs. The school of business needs to support the interaction of students from various disciplines more effectively between science, engineering, management students. This can be interpreted as an important development process as the multi-university new venture teams are more likely to make adequate decisions in the founding process (Robert, 1991).

The universities should be in support of future entrepreneurs in the pre creation stage by involving in the creation of networks, particularly by making connections with potential technology, funding, and marketing

partners. The entrepreneurial education shall also establish specific programs to nurture those essential business contacts at the university level.

2.10 Entrepreneurial Traits

It is stated by Hisrich, Langan-Fox and Grant (2007) that entrepreneurship is a multiphase process which consists of entrepreneurial intent, opportunity search, discovery/recognition, evaluation, and exploitation. In this process, it is important to distinguish between supply side factors such as psychological characteristics and demand side factors such as technology. Supply side factors are important for the study of entrepreneurship in the sense that they influence the number of potential entrepreneurs.

As Cunningham and Lischeron (1991) state, the selection of the appropriate basis for defining the entrepreneurial person is a challenging problem. Timmons, Smollen and Dingee (1977) indicate that more than twenty personal characteristics were cited in literature to distinguish entrepreneurs from others. In this study, five traits closely associated with entrepreneurial potential were selected: need for achievement, locus of control, propensity to take risk, tolerance of ambiguity and innovativeness.

Learned (1992) says, although individuals may have the necessary combination of traits and background, in other words the potential to found a business, the final decision is formed from the interaction of the potential with the situation. The situation may facilitate or inhibit the individual to found his own business. In our model, we argue that formal education will impede the entrepreneurial intentions of individuals. As Krueger and Carsrud (1993:327) state, “teaching people about the realities of entrepreneurship may increase their entrepreneurial self-efficacy, but simultaneously decrease the perceived desirability of starting a business”.

2.10.1 Need for achievement

Since McClelland (1961), need for achievement (n Ach) has been associated with entrepreneurial behavior. According to McClelland (1962), high achievers take personal responsibility, set moderate achievement goals, take calculated risks and value concrete feedback regarding performance. Based on the results of his series of studies on need for achievement, McClelland (1961, 1965) claimed that such behaviours correlate strongly with “entrepreneurial” success. Indeed, “he hypothesizes that an individual with a high achievement motivation will be attracted to the business world because the existing situations will complement his achievement motivation in terms of risks, personal achievement, unambiguous feedback in the form of profits, and specific accomplishments” (Palmer, 1971:36). After reviewing several studies, Johnson (1990) found that in spite of the variations in samples studied, operationalizations and measurement of achievement motivation, there is a fairly consistent relationship between achievement motivation and entrepreneurial behaviour or inclination.

2.10.2 Locus of control

Another frequently cited entrepreneurial psychological variable is internal locus of control. Locus of control is about an individual's perceptions concerning his ability to influence events in his life.

While internals believe that they are in control of their life, externals believe that external forces such as destiny, luck, and powerful others are in charge (Begley and Boyd, 1987). Rotter (1966), who originally developed an instrument to measure this personality variable, hypothesized that individuals with an internal locus of control would more likely have high achievement orientation. In fact, a number of researchers (e.g. Shapero, 1975; Diaz and Rodriguez, 2003) reported that entrepreneurs tend to have higher internal locus of control than non-entrepreneurs. Utsch and Rauch (2000) say that several studies have shown the importance of both internal locus of control and need for achievement in venture performance.

2.10.3 Innovativeness

Innovativeness is an important element of entrepreneurship. Schumpeter (1990) defined the entrepreneur simply as an innovator. Also as suggested by Drucker (1986:19), "innovation is the specific tool of entrepreneurs". Robinson et al. (1991:19) point out that innovation in business is related to "perceiving and acting upon business activities in new and unique ways". Empirical research findings also support this notion that entrepreneurs are more innovative than non-entrepreneurs (Gurol and Atsan, 2006; Koh, 1996; Robinson et al., 1991). Mueller and Thomas (2000) point out that study findings show that innovation is a primary motive in starting a business venture. A number of studies have shown that it also has a significant effect on venture performance (Utsch and Rauch, 2000).

2.10.4 Propensity to take risk

"Entrepreneurship is historically associated with risk taking" (Gurol and Atsan, 2006:30). Several writers suggested that the act of venture creation primarily involves risk; which may be financial and/or psychological. Indeed, Hisrich, Peters and Shepherd (2005:8) define entrepreneurship as "the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risk, and receiving the resulting rewards". A number of empirical research results also support this notion that entrepreneurs are risk-takers. Timmons (1989) state that entrepreneurs tend not to be gamblers but they assess and measure risks carefully. However, compared to other groups such as managers, non-entrepreneurs, and teachers, entrepreneurs are found to have higher propensity to take risk (Cromie, 2000). The meta-analysis of Steward and Roth (2001) also indicated that the risk propensity of entrepreneurs is greater than that of managers. On the other hand, Busenitz (1999) suggested that entrepreneurs and non-entrepreneurs do not differ in their risk propensity but in how they perceive risk. Entrepreneurs may be taking more risky paths in their proposed ventures as they perceive less risk compared to managers.

Cromie (2000) notes that some studies point out an association between the measures of need for achievement, locus of control and risk taking. In fact, McClelland (1961) determined that individuals with high need for achievement have moderate propensity to take risk (Brockhaus, 1982). Therefore, although it might be difficult to isolate the effect of one variable on the entrepreneurial behaviour, it is important to study all three of them. Besides, Pundziene and Duobiene (2006) state that together with innovativeness need for achievement, locus of control and risk propensity are considered to be the main psychological traits.

2.10.5 Tolerance of ambiguity

Begley and Boyd (1987:83) say that “individuals perceive ambiguity when they lack sufficient clues to structure a situation” and add that while intolerance of ambiguity is defined as the tendency to perceive ambiguous situations as threatening, tolerance of ambiguity is defined as the tendency to perceive such situations as desirable. Indeed, as Mitton (1989) points out, entrepreneurs deliberately seek out uncertainty. Similarly, McMullen and Shepherd (2006) link entrepreneurial intent and success with willingness to bear uncertainty. Since risk and uncertainty are part of the entrepreneurial endeavours, entrepreneurs frequently make decisions with insufficient information which creates ambiguity. As a result, they must have tolerance for ambiguity (Cromie, 2000). Gurol and Atsan (2006:30) say, “tolerance of ambiguity can be efficiently conceptualized as an individual’s orientation toward taking chances in a decision making state”

Chapter Three: Research Methodology

3.1. Subjects of the Study

This study focused on the entrepreneurial intention of students at the Addis Ababa University Faculty of Business and Economics (undergraduate): Economics, Accounting and finance, Public Administration and Developmental Management and, Management final year students where entrepreneurial programmes were designed to be taught to students.

3.2. Population of the Study.

The total number of students in the selected college is 1636(Source: AAU Registrar office). Due to large number of population the study was designed on four departments (Economics, Accounting and finance, Public Administration and Developmental Management and, Management) which have 742 students both regular and extension final year students. To conduct the research a sample size of 250 people were selected from the selected department. Questionnaires were distributed to each selected student in the four departments and the questionnaires were designed and distributed to 250 students and among this only 210 questionnaires were filled and returned back to the researcher.

Thus the total sample size was 250 which were calculated as follows:

The formula below was used to calculate the sample Size as:

The researcher used the following sample size determination formula developed at University Park by Watson (2001).

$$S = \left[\frac{P(1-P)}{Z^2} + \frac{P(1-P)}{N} \right] \frac{1}{R}$$

Where:

n: sample size required-250

N: number of people on the population-742

P: estimated variance in population - 50%

A: precision desired – 5%

Z: Based on confidence level – 95%

R: Estimated response rate- 85%

According to the above formula, the sample size was;

$$0.5*0.5/((0.0025/3.8416) +0.5 *0.5/742)/.98=250$$

$$(.25/.0009876972)/.85 =\underline{250}$$

3.3. Sampling Techniques

Probability sampling gives every part of population an equal probability of selection. Simple random sampling will be employed when all the members of the population have same chance to be selected and no specific characteristic more than being a user of the selected company, is considered while selecting them.

Random selection is a procedure through which a sample of participants is chosen from the population of interest in such a way that each member of the population has an equal probability of being selected to participate in the study.

Random selection was used procedure first defines the population of interest and then randomly selects the required number of participants from the population. The method involves selecting at random from a list of the population (a sampling frame) the required number of subjects for the sample. This can be done by drawing names out of a container until the required number is reached proportional allocating for each department.

3.4. Methods of Data Collection

In this study both primary and secondary sources of data was used. The primary sources of data comprise of the information collected from students through closed ended and few open ended questionnaire. The secondary data sources were from the existing documents publication, books and other relevant materials. The questionnaires were randomly distributed by drawing names out of all students from each class. Data for the study was collected from the students through self design and self administer questionnaire covering the various variables identified in the literature.

3.5. Method of Data Analysis.

Both qualitative and quantitative data were analyzed by using descriptive statistics and multiple regression as well as correlation analysis methods. More specifically, this section consists of two parts.

In the first part demographic variables of the respondent and their response about the variables, i.e. Sex, age, academic qualification, and work experience, Attitude towards Entrepreneurship, Perceived support and barriers, Locus of Control, Need for achievement, Entrepreneurship education, Entrepreneurial knowledge and Subjective norm using descriptive statistic through percentage. More over this part also include the analysis of for what purpose do most students learn entrepreneurship and their level of attitude and intention.

Second, to test the hypotheses formulated, a correlation and multiple regressions used. Thus, the data gathered via questionnaire entered into the statistical package, SPSS (statistical package for social science) version 20 for analysis, discussion and presentation of the results in this research. Cronbach's coefficient alpha used to determine the internal consistency and reliability of the multiple item scales since every item was measuring an underlying construct.

The quantitative data was analyzed by descriptive statistics instruments such as frequency distribution and charts and also inferential statistics particularly multiple regression. But the qualitative data was analyzed qualitatively. Factor analysis was student to reduce the variables that use to measure the constructs for general attitudes (achievement motivation, change, competitiveness, and money), and social context (university environment), entrepreneurial conviction, and entrepreneurial intention.

A major focus of the analysis was to determine there is a difference in entrepreneurial intentions of college students after undertaking an entrepreneurship course.

3.6. Reliability analysis

Testing goodness of data is testing the reliability and validity of the measures. According to Ticehurst and Veal (2000), reliability is the extent to which research findings would be the same if the research were to be repeated at a later date, or with a different sample of subjects. In other words, the reliability of a measure indicates the extent to which the measure is without bias (error free) and hence offers consistent measurement across time and across the various items in the instrument. It helps to assess the goodness of measure, and indicates accuracy in measurement (Sekaran, 2003).

Cronbach's alpha or consistency reliability is calculated in provisions of the average inter correlations higher the internal consistency reliability. Consistency reliability is computed in provision of the average inter correlations between object determining concepts. The nearer coefficient of the reliability obtains to 1.0 the better. In common, reliabilities less than .60 are indicated to be poor, those in the .70 range, acceptable, and those over .80 good. the rule of thumb which are commonly used for describing internal consistency by using Cronbach's alpha. Throughout the test, the researcher find out that all of the Cronbach's α is greater than 0.7, meaning the constructs have high reliability. The items have an internal consistency and appropriately measure the proposed outcome.

<i>Cronbach's alpha Rule of thumb</i>		
Cronbach's Alpha		Internal Consistency
Equal to 1.0 or greater than .90	Alpha \geq .9	Better or excellent
Less than .90 or greater than .80	.9 > alpha \geq .8	Good
Those in the .70 range	.8 > alpha \geq .7	Acceptable
Those in the .60 range	.7 > alpha \geq .6	Questionable
Those in the .50 range	.6 > alpha \geq .5	poor
Those in the .40 range	.5 > alpha	Unacceptable

Cronbach's Alpha Test Result

Variables	Items	Cronbach's Alpha	Results
Attitude towards entrepreneurship	4	0.755	Acceptable
Perceived support and barriers	8	0.847	Good
Locus of control	3	0.869	Good
Entrepreneurship education	3	0.799	Acceptable
Entrepreneurial knowledge	3	0.780	Acceptable
Subjective norms	3	0.724	Acceptable
Need for achievement	3	0.872	Acceptable

Source; SPSS Computation

All dimensions' Cronbach's Alpha is by far above the cut of point of 0.7. The lowest Alpha registered is 0.724 (Subjective norms) and the highest is 0.872 (Need for achievement). Therefore, it can be inferred that all measures are internally consistent.

CHAPTER FOUR: Analysis and Presentation of Findings

4.1. Introduction

This section of the chapter dedicated to describe the major finding and analysis of the sample population based on the data gathered from the respondents of Addis Ababa university faculty of Business and Economics students who take entrepreneurship course. All the data collected through self administered questionnaires and contain closed ended questions. From 1636 numbers of students that found in the selected business and Economics faculty among these Management, Accounting Economics, and Public Administration and Developmental Management, 250 students were selected as a sample respondent by using simple random sampling method. The behavioural intention analysis of the sample data gathered through survey questionnaire and the questionnaires were designed and distributed to 250 customers and among this only 210 questionnaires were filled and returned back to the researcher. Thus the sample comprising of a total of 210 respondents was used for analysis with 84% response rate. The information obtained from the respondents is summarized using frequency distribution by using SPSS 20.0 versions. The summarized data is then analyzed by applying descriptive analysis method using table following detailed explanations. Finally, interpretation was made to demonstrate the relationship of dependent and independent variables using correlation analysis and multiple regression method.

4.2. Demographic Characteristics

This section outlines the findings on the demographic characteristics of the sample, which includes age of the respondent, gender, education level, working status/occupation and income level.

4.2.1. Age and sex of Respondent

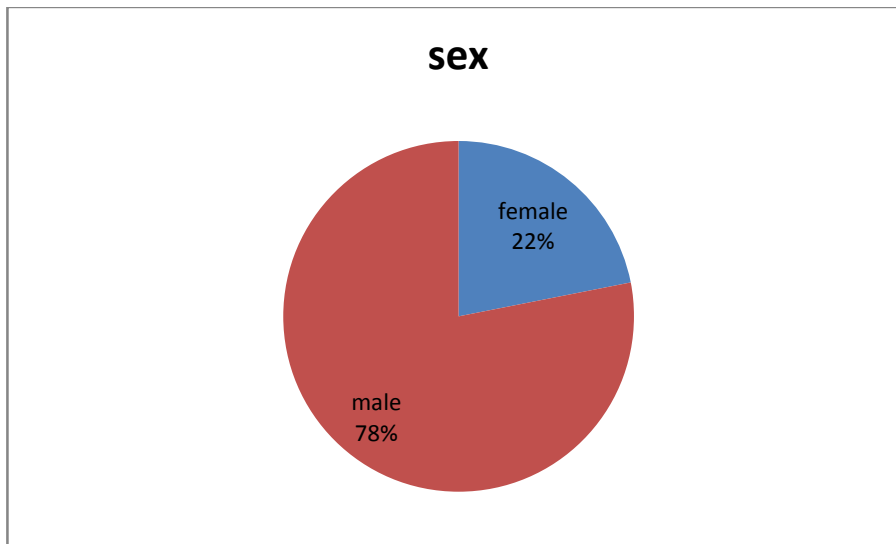
As shown in the following table the sex of the respondent presented with respective frequency of occurrence in the data and percentage and age of the respondent which was measured by five items, less than 20, between 20-25, between 26-30, between 31-35 and Grater than 35, presented and discussed in brief.

Table 1: Respondents by Demographic characteristics

		Sex								
		Male			Female			Total		
		Count	Table	N	Count	Table	N	Count	Table	N
			%			%			%	
Age	< 20	10	4.8	0	.0	10	4.8			
	20 - 25	144	78.1	46	12.4	190	90.5			
	26 - 30	8	3.8	0	.0	8	3.8			
	31 - 35	2	1.0	0	.0	2	1.0			
	> 35	0	.0	0	.0	0	.0			
	Total	164	87.6	46	12.4	210	100.0			

Source: Primary Data

Figure 4:1 Respondents by Demographic characteristics



Source: Primary Data

According to Table 4.1 among the randomly distributed questionnaires 46 or 21.9% of respondent were female and the rest 164 or 78.1% were male as shown below. It is inferred that the majority of the professional course students are males. There is substantial over representation of males among business founders in most countries (Scherer et. al, 1990). It is also reported higher interest in business ownership among males than among females.

Between gender and intention, women have lower perceptions of self-efficacy for careers in which they are underrepresented.

The age of the sample population was largely dominated by the age range comprising 20-25 (190 or 90.5%) of the total respondents, followed by the age group that fall less than 20 (10 or 4.8%). The list available age group in the sample was the age group that comprising respondents between 26-30 (8 or 3.8 %) followed by the age group between 31-35 years and up which account 1% or 2 of the total sample population and no one more than above 35 years. Thus one possible explanation for the dominance of young respondents could be that they are more likely to be engaged in university education than the older one. Atypical entrepreneur in the middle age was the cleric the person in charge of great architectural works such as castles and fortifications and public buildings (Hisrich and peter 1989:7).

4.2.3 Respondents and their parent’s level of Education

Table 3: Respondents and their parent’s level of Education

Items	Illiterate		Primary		Secondary		TEVT		University & above		Total		
	No	%	No	%	No	%	No	%	No	%	No	%	
Level of your father's education	46	22	74	35	26	12	16	8	6	48	23	206	100
Level of your mother's education	64	30	78	37	34	16	16	8	71	18	9	206	100

Source: Primary Data

The educational profile of the respondent parent’s indicates that, the respondent’s father’s education: 22 % are illiterate, 35 % are primary school educators, 12% are secondary school educators, 6% are technical education and vocational training graduate and 23 % of respondents father’s education level is degree and above. This indicates that most of the parent’s level of Education illiterate and primary school educators.

4.2.4 Respondents and their parent's Occupation

Table 4: Respondents and their parent's Occupation

Items	employee in private sector		employee in public sector		Entrepreneur/self employed		Unemployed			Others		Total	
	No	%	No	%	No	%	No	%	%	No	%	No	%
Level of your father's occupation	46	22	42	20	68	33	14	7	6	48	23	206	100
Level of your mother's occupation	26	13	22	11	50	26	52	27	71	46	23	206	100

Source: Primary Data

As presented in the above table, the summary of figures from the respondents parent's indicates that 33 % of the respondent father's is working on the job level as entrepreneur, 22% respondent father's work as employee in private sector, 20% respondent father's work as employee in public sector, 7% of the respondent father's is unemployed and 23% of the father's occupation are others. Also the above figure shows 26 % of the respondent mother's is working on the job level as entrepreneur, 13% respondent mother's work as employee in private sector, 11% respondent mother's work as employee in public sector ,27% of the respondent mother's is unemployed and 23% of the mother's occupation are others.

This indicates most of the respondent father's occupation is entrepreneur and most of mother's occupation is unemployed.

4.2.5 Respondents and their parent's Income distribution

Table 5: Respondents and their parent's Income distribution

		No.	%
Total monthly income your household	Up to 500	22	11.0
	From 500 - 2000	66	33.0
	From 2000 - 5000	76	38.0
	From 5000 - 10000	20	10.0
	Over 10000	16	8.0
	Total	200	100.0

Source: [Primary Data](#)

The monthly income of the respondent parent's indicates that 38 % is between 2000 and 5000, 33% is between 500 and 2000,11% have the monthly income up to500,10% have the monthly income 5000-10,000 and 8 % of the respondents parent's income distribution is over 10,000.This implies that the majority of respondent parent's have monthly income distribution between 2000 and 5000.

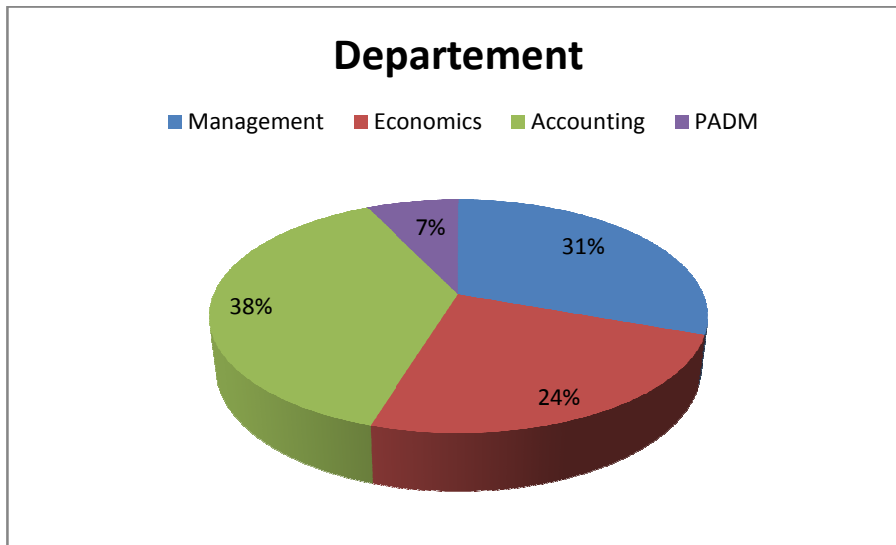
4.2.6 Respondents by their Department

Table 6: Respondents by their Department

		No.	%
the Degree your are studying	Management	64	30.4
	Economics	51	24.3
	Accounting	80	38.1
	PADM	15	7.2
	Total	210	100.0

Source: [Primary Data](#)

Figure 4:3 Respondents by their Department



Source: Primary Data

The analysis indicates that majority of the respondents are learned accounting, economics, management, and public Administration and developmental management with a rate of 38 %, 24 %, 31% and 7% % respectively. This implies that the field of study for the proportional taken majority is Accounting department.

4.3 Respondents anticipation for the importance of the degree they have pursued

Table 7: Respondents anticipation for the importance of the degree they have pursued

	Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std	CV	
Anticipated importance of the degree pursued	The degree is important for Vocational/work/profession of job	64	38,1	32	19,0	20	11,9	28	16,7	24	14,3	42	20,4	210	100	2,50	1,49	59,54
	The Degree is important for Carrier opportunities	64	35,6	28	15,6	26	14,4	36	20,0	26	14,4	30	14,6	210	100	2,62	1,49	56,89
	The Degree is chosen as advised by family/friends	46	27,4	38	22,6	32	19,0	34	20,2	18	10,7	42	20,4	210	100	3,64	1,35	51,27
														2,59	1,42	3,02		

Source: Primary Data

As presented in the table 7 above, summary of figures from the respondents indicated that mean 2.5, this indicates the fact the majority Anticipated importance of the degree pursued do not help for Vocational/work/profession of job. This indicates that those respondents believe on anticipated importance of the degree pursued do not help for Vocational/work/profession of job. Bird (1988) observes that intentionality is a state of mind that directs a person's attention (experience and action) towards a specific object (goal) or a path in order to achieve something (means). It emphasizes the reasons or motivational factors identified by founders which underline their action in starting up a firm.

The respondents were asked about the anticipated importance of the degree pursued, the Degree is important for Carrier opportunities and the responses mean 2.62. This indicates that those respondents do not believe on the Degree is important for Carrier opportunities. Therefore, as the analysis indicates that anticipated importance of the degree pursued and does not helps for the Carrier opportunities.

The respondents were asked about the anticipated importance of the degree pursued, the Degree is chosen as advised by family/friends and the responses were mean 3.62. This indicates that those majority respondents believe on the Degree is chosen as advised by family/friends. Therefore, as the analysis indicates that anticipated importance of the degree pursued for the Degree is chosen as advised by family/friends. Reitan,R. (2001). Also found empirical support for the positive impact of formal academic course participation on intentions to start a new business. In addition, they recommended future researchers employ a quasi-experimental design to evaluate such effectiveness and the research in this thesis takes this recommendation into account.

4.4 Respondents attitude towards Entrepreneurship

Table 8: Respondents attitude towards Entrepreneurship

	Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std	
Attitude towards Entrepreneurship	Starting my business sounds attractive to me	28	13,3	22	10,5	22	10,5	74	35,2	64	30,5	0	0,0	210	100	3.590476	1.367394
	Starting my business takes advantage of my education	18	8,6	36	17,1	30	14,3	52	24,8	74	35,2	0	0,0	210	100	3.609524	1.344813
	I would be successful if i start my business	28	13,3	12	5,7	32	15,2	72	34,3	66	31,4	0	0,0	210	100	3.647619	1.333994
	It would be easy for me to start my own business	42	20	62	29,5	42	20	50	23,8	14	6,7	0	0,0	210	100	2.68	1.23
																3.65	1,34

Source: Primary Data

The respondents were asked about the attitude towards Entrepreneurship, Starting my business sounds attractive to me and the responses were mean 3.59. This indicates that those respondents believe on Starting my business sounds attractive to me. Therefore, as the analysis indicates that attitude do help in entrepreneurship and helps in his starting own business.

As table 8, presented on above Starting my business takes advantage of my education and the response were mean 3.6. This indicates that those respondents believe on start my own company would probably be the best way for me to take advantage of my education.

As table 8, Presented on above I would be successful if I start my business and the response were mean 3.64. This indicates that those respondents believe on they would be successful if they start their business.

As table 8, Presented on above it would be easy for me to start my own business and the responses were mean 2.68. This indicates that those respondents didn't believe on It would be easy for me to start my own business. Therefore, Attitudes towards entrepreneurship can directly lead to starting business attractiveness, starting business takes advantage of education and would be successful if they start business. But Attitudes towards entrepreneurship can inverse lead on easy for me to start my own business. Students' attitudes toward entrepreneurship can be changed over time (Hatten and Ruhland, 1995) and a useful approach to the measurement of entrepreneurship programs, as used in the research. In this thesis, is to evaluate participants' changes in attitudes and perceptions of entrepreneurship and the impact of these on their entrepreneurial intentions positively or negatively.

4.5 Respondents perception about the support and barriers of Entrepreneurship

Table 9: Respondents perception about the support and barriers of Entrepreneurship

	Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std	
Perceived support and Barriers	My family and friends support me to start my own business	38	18,1	48	22,9	50	23,8	54	25,7	20	9,5	0	0,0	210	100	3.26	1,26
	I have the skills & capabilities required to succeed as an entrepreneur	14	6,7	40	19,0	54	25,7	72	34,3	28	13,3	2	1,0	210	100	3.29	1,13
	Entrepreneurship courses at my univ. prepare people well an entr. career	26	12,4	32	15,2	36	17,1	62	29,5	52	24,8	2	1,0	210	100	3.39	1,34
	I lack the confidence to start my own business	70	33,33	66	31,4	18	8,571	36	17,1	18	8,6	2	1,0	210	100	2.36	1,33
	Entrepreneurs have a positive image within society	28	13,3	18	8,6	46	21,9	72	34,3	42	20,0	4	1,9	210	100	3.40	1,28
	The risks involved in setting up a business are too high	30	14,29	40	19,0	40	19,05	70	33,3	28	13,3	2	1,0	210	100	3.13	1,28
																3.36	1.29

Source: Primary Data

From the above table, it is apparent that the professional course students are agreed My family and friends support me to start my own business, I have the skills & capabilities required to succeed as an entrepreneur, Entrepreneurship courses at my university Prepare people well an entrepreneur Career, Entrepreneurs have a positive image within society, and

The risks involved in setting up a business are too high my professional goal is to become an entrepreneur by the mean of 3.26, 3.29,3.39,3.13 and 3.40 Respectively.

The risks involved in setting up a business are too high. The same to the meta-analysis of Steward and Roth (2001) also indicated that the risk propensity of entrepreneurs is greater than that of managers and others. Busenitz (1999) suggested that entrepreneurs and non-entrepreneurs do not differ in their risk propensity but in how they perceive risk. Entrepreneurs may be taking more risky paths in their proposed ventures as they perceive less risk compared to managers.

4.6 Respondents commitment (locus of control) for Entrepreneurship

Table 10: Respondents commitment (locus of control) for Entrepreneurship

	Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std	
Locus of Control	I can take risks with my money, such as investing in stocks	32	15,1	34	19,0	44	21	72	32	28	14,3	0	0,0	210	100	2.34	1.28
	I am confident of my skills and abilities to start a business	28	14,6	24	15,6	36	14,4	68	32,0	54	22,4	0	0,0	210	100	3.46	1.34
	If i don't succeed in a task , I tend to give up	56	27,4	58	22,6	46	19,0	24	20,2	24	10,7	2	1,0	210	100	2.53	1.31
															2.44	1,03	

Source: Primary Data

As table 10, Presented on above I can take risks with my money, such as investing in stocks and the response were 38.1% strongly disagree, 19% Moderately disagree, 11.9% Neutral, 16.7% Moderately Agree, and 14.3 % Strongly Agree.

This indicates that those respondents didn't believe by the mean of 2.34 on taking risks with their money, such as investing in stocks.

As table 10, Presented on above I am confident of my skills and abilities to start a business and the response were 14.6% strongly disagree, 15.6% Moderately disagree, 32% Neutral, 20% Moderately Agree, and 14.4 % Strongly Agree. This indicates that those respondents believe by the mean of 3.46 as they confident of their skills and abilities to start a business.

As table 10, Presented on above If I don't succeed in a task , I tend to give up and the response were 27.4% strongly disagree, 22.6% Moderately disagree, 19% Neutral, 20.2% Moderately Agree, and 10.7 % Strongly Agree. This indicates that those respondents didn't believe by the mean of 2.53 if I don't succeed in a task, I tend to give up. In fact, a number of researchers (e.g. Shapero, 1975; Diaz and Rodriguez, 2003) reported that entrepreneurs tend to have higher internal locus of control than non-entrepreneurs. Utsch and Rauch (2000) say that several studies have shown the importance of both internal locus of control and need for achievement in venture performance.

4.7 Respondent's Entrepreneurial Intention

4.7.1 Respondent's Entrepreneurial Intention by sex

Table 11.1 Respondent's Entrepreneurial Intention by sex

		Sex				Total	
		Male		Female		No	%
		No	%	No	%		
Have you ever seriously considered becoming an entrepreneur	Yes	136	82.9	30	65.2	176	74.1
	No	28	17.1	16	34.7	34	25.9
Total		164	100.0	46	100.0	210	100.0

Source: Primary Data

As presented in the above table, the summary of figures from the respondents indicates that 82.9 % indicates that male respondents seriously considered becoming an entrepreneur and 17.1 are not and the majority rate of the respondents 65.2 % among the target female respondents agree on that seriously considered becoming an entrepreneur and 34.7% are not. Respondent's Entrepreneurial Intention by sex had seriously considered becoming an entrepreneur whereas only 25.9% of the respondents feel that seriously not considered

becoming an entrepreneur. As per the analysis, Entrepreneurial Intention by sex is very important and has positive and powerful impact on the becoming an entrepreneur.

4.7.2 Respondent’s Entrepreneurial Intention by current job status

Table 11:2: Respondent’s Entrepreneurial Intention by current job status

		Currently self-employed				Total	
		Yes		No			
		No.	%	No.	%	No.	%
Have you ever	Yes	10	83.3	162	83.5	172	83.5
seriously considered							
becoming an	No	2	16.7	32	16.5	34	16.5
entrepreneur							
Total		12	100.0	194	100.0	206	100.0

Source: Primary Data

As presented in the above table, the summary of figures from the Respondent’s Entrepreneurial Intention by current job status indicates that 83.3 % indicates that currently self-employed respondents seriously considered becoming an entrepreneur and 16.7 are not. And the majority rate of the respondents 83.5 % among the target currently self-employed respondents agree on that seriously considered becoming an entrepreneur and 16.5% are not. Respondent’s Entrepreneurial Intention by current job status had seriously considered becoming an entrepreneur whereas only 16.5% of the respondents intention that seriously not considered becoming an entrepreneur. As per the analysis, Entrepreneurial Intention by current job status is very important and powerful impact on the becoming an entrepreneur.

4.7.3 Respondent’s Entrepreneurial Intention by current job status of the parents

Table 11:3: Respondent’s Entrepreneurial Intention by current job status of the parents

		Currently your parents are self-employed				Total	
		Yes		No			
		No.	%	No.	%	No.	%
Have you ever seriously considered becoming an entrepreneur	Yes	128	83.1	46	85.2	174	83.7
	No	26	16.9	8	14.8	34	16.3
Total		154	100.0	54	100.0	208	100.0

Source: Primary Data

As presented in the above table, the summary of figures from the Respondent’s Entrepreneurial Intention by current job status of the parents indicates that 83.1 % indicates that currently your parents are self-employed respondents seriously considered becoming an entrepreneur and 16.9 are not. And the majority rate of the respondents 85.2 % among the target currently their parents are not self employed respondents agree on that seriously considered becoming an entrepreneur and 16.5% are not.

Respondent’s Entrepreneurial Intention by current job status of the parents had seriously considered becoming an entrepreneur whereas only 16.3% of the respondents intention that seriously not considered becoming an entrepreneur. As per the analysis, Entrepreneurial Intention by current job status of the parents is very important and powerful impact on the becoming an entrepreneur.

4.7.4 Respondent's Entrepreneurial Intention by the level of father's education

Table 11:4 Respondents' Entrepreneurial Intention by the level of father's education

		Level of your father education										Total	
		illiterate		Primary		Secondary		Vocational training		University & above		No	%
		No	%	No	%	No	%	No	%	No	%		
Have you ever seriously considered becoming an entrepreneur	Yes	40	87.0	60	81.1	22	84.6	16	100.0	38	79.2	176	83.8
	No	6	13.0	14	18.9	4	15.4	0	.0	10	20.8	34	16.2
Total		46	100.0	74	100.0	26	100.0	16	100.0	48	100.0	210	100.0

Source: Primary Data

According to Table 11.4, out of the Entrepreneurial Intention by the level of father's education seriously considered becoming an entrepreneur total 'yes' respondent 79.2%(38) respondent are university and above graduate, 100%(16) of them complete technical or apprenticeship program,84.6%(22) ,81.1(60) and 87%(40)are secondary, primary and illiterate respectively. Likewise the seriously considered becoming an entrepreneur' no' respondent group by university graduate and above which account 20.8 %(10) of the total and 15.4% (4)of them are complete some high school, and 18.9%(14),and 13%(6) are complete primary and illiterate respectively. This indicates that Entrepreneurial Intention by the level of father's education on seriously considered becoming an entrepreneur positively related.

4.7.5 Respondent's Entrepreneurial Intention by the level of mother's education

Table 11:5: Respondent's Entrepreneurial Intention by the level of mother's education

Crosstab

		Level of your mother education										Total	
		illiterate		Primary		Secondary		Vocational training		University & above		No.	%
		No.	%	No.	%	No.	%	No.	%	No.	%		
Have you ever seriously considered becoming an entrepreneur	Yes	54	84.4	66	84.6	28	82.4	14	87.5	14	77.8	176	83.8
	No	10	15.6	12	15.4	6	17.6	2	12.5	4	22.2	34	16.2
Total		64	100.0	78	100.0	34	100.0	16	100.0	18	100.0	210	100.0

Source: Primary Data

According to Table 11.5, out of the Entrepreneurial Intention by the level of mother's education on seriously considered becoming an entrepreneur total 'yes' respondent 77.8%(14) respondent are university and above graduate, 87.5%(14) of them complete technical or apprenticeship program, 82.4%(28) ,84.6%(66) and 84.4%(54) are secondary, primary and illiterate respectively. Likewise the seriously considered becoming an entrepreneur' no' respondent group by university graduate and above which account 22.2%(4) of the total and 12.5% (2) of them are complete technical program , and 17.6%(6), 15.4%(12), and 15.6%(10) are complete secondary school, primary school and illiterate respectively. This indicates that Entrepreneurial Intention by the level of mother's education on seriously considered becoming an entrepreneur positively related.

4.7.6 Respondent's Entrepreneurial Intention by the father's job

Table 11:6: Respondent's Entrepreneurial Intention by the father's job
Crosstab

		Your father's occupation										Total	
		employee in private sector		employee in public sector		Entrepreneur/ self employed		Unemployed		Other (Father)		No.	%
		No.	%	No.	%	No.	%	No.	%	No.	%		
Have you ever seriously considered becoming an entrepreneur	Yes	38	82.6	38	90.5	54	79.4	12	85.7	32	84.2	174	83.7
	No	8	17.4	4	9.5	14	20.6	2	14.3	6	15.8	34	16.3
Total		46	100.0	42	100.0	68	100.0	14	100.0	38	100.0	208	100.0

Source: Primary Data

Among seriously considered becoming an entrepreneur by the fathers job the total respondent who are 'yes' 90.5% of them belong to public sector and the 82.6% working in private sector. Indeed among the respondent 79.4% of them are self employed. In the contrary among 34 'no' respondent 20.6% of them are self employed and the respondent group 9.5% of them work in public sector , 17.5% others in private sector and 14.3% are unemployed. This indicates that becoming an entrepreneur positively related with fathers level job.

4.7.7 Respondent's Entrepreneurial Intention by the mother's job

Table 11.7: Respondent's Entrepreneurial Intention by the mother's job

Crosstab

		Your mother's occupation										Total	
		employee in private sector		employee in public sector		Entrepreneur/self employed		Unemployed		Other (Father)		No.	%
		No.	%	No.	%	No.	%	No.	%	No.	%		
Have you ever seriously considered becoming an entrepreneur	Yes	24	92.3	18	81.8	46	92.0	42	80.8	38	82.6	168	85.7
	No	2	7.7	4	18.2	4	8.0	10	19.2	8	17.4	28	14.3
Total		26	100.0	22	100.0	50	100.0	52	100.0	46	100.0	196	100.0

Source: Primary Data

Among seriously considered becoming an entrepreneur by the mothers job the total respondent who are 'yes' respondent 81.8% of them belong to public sector and the 92.3% working in private sector. Indeed among the respondent 92% of them are self employed and 80.8% are unemployed. In the contrary among 28 'no' respondent 8% of them are self employed and the respondent group 18.2% of them work in public sector , 7.7% others in private sector and 19.2% are unemployed. This indicates that becoming an entrepreneur positively related with mothers level job.

4.7.8 Respondent's Entrepreneurial Intention by the parent's income

Table 11.8: Respondent's Entrepreneurial Intention by the parent's income

Crosstab

		Total monthly income your household										Total	
		Up to 500		From 500 - 2000		From 2000 - 5000		From 5000 - 10000		Over 10000		No.	%
		No.	%	No.	%	No.	%	No.	%	No.	%		
Have you ever seriously considered becoming an entrepreneur	Yes	16	72.7	56	84.8	64	84.2	18	90.0	14	87.5	168	84.0
	No	6	27.3	10	15.2	12	15.8	2	10.0	2	12.5	32	16.0
Total		22	100.0	66	100.0	76	100.0	20	100.0	16	100.0	200	100.0

Source: Primary Data

According to Table 11.8, out of the Entrepreneurial Intention by the level of parent's income on seriously considered becoming an entrepreneur total 'yes' respondent 72.7%(16) respondent are monthly income up to 500, 84.8%(56) of them From 500 - 2000, 84.2%(64) ,90%(18) and 87.5%(14)are from 2000-5000,from 5000-10000 and over 10,000 respectively. Likewise the seriously considered becoming an entrepreneur' no' respondent group by up to 500 which account 27.3%(6) of the total and 15.2% (10)of them are between 500-2000 , and 15.8%(12), 10%(2),and 12.5%(2) are from 2000-5000,from 5000-10000 and over 10,000 respectively. This indicates that Entrepreneurial Intention by the level of parent's income on seriously considered becoming an entrepreneur is positively related.

4.8 Respondent's Entrepreneurial Intention

Table 12: Respondent's Entrepreneurial Intention

	Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std	
Entrepreneurial Intention	I'm ready to make anything to be an entrepreneur	28	13,3	20	9,5	40	19,0	78	37,1	44	21,0	0	0,0	210	100	3,43	1,29
	My professional goal is becoming an entrepreneur	20	9,5	30	14,3	40	19,0	66	31,4	54	25,7	0	0,0	210	100	3,50	1,28
	I prefer to be an entrepreneur rather to be an employee	16	7,6	32	15,2	26	12,4	62	29,5	74	35,2	0	0,0	210	100	3,70	1,30
	I've got the firm intention to start a firm some day	26	12,38	16	7,6	40	19,05	56	26,7	72	34,3	0	0,0	210	100	3,63	1,35
	I would rather be my own boss than have a secure job	42	20	62	29,5	42	20	50	23,8	14	6,7	0	0,0	210	100	3,68	1,23
																3,68	1,24

Source: Primary Data

From the above table of the mean and frequency, it is apparent that the entrepreneur intention students are agreed with I'm ready to make anything to be an entrepreneur, my professional goal is becoming an entrepreneur, prefer to be an entrepreneur rather to be an employee, I have got the firm intention to start a firm some day, and I would rather be my own boss than have a secure job by the mean of 3.43, 3.50, 3.70, 3.53 and 3.68 respectively.

To measure the Entrepreneurial Intention of respondents with regard to I'm ready to make anything to be an entrepreneur. As a result 78 (37%) of them moderately agree with the statement and some of the respondent, 44 (21%), are strongly agree with the statement. The rest 20(9.5%) and 28(13.3%) of respondents respectively says disagree and strongly disagree. Out of the total respondent 40(19%) of them are neutral about the statement. From this response one can understood that respondent agree with I'm ready to make anything to be an entrepreneur.

The other question that was asked for the respondent is your professional goal is becoming an entrepreneur. Accordingly the respondents professional goal is becoming an entrepreneur most respondent moderately agree, 66or 31.4% of the total, with the statement followed by respondent who are also strongly agree with it and account 54 or 25.7% of the total sample population. Out of the total 40 (19%) respondent neither agrees nor disagree about the statement and remain neutral. However, 20 (9.5%) and 30(14.3%) respondent strongly disagree and disagree with the stated statement respectively (Table 4.11 item 2).

As a result based on the response one can understand that Entrepreneurial Intention is related with professional goal to becoming an entrepreneur.

The other question that was asked for the respondent to they prefer to be an entrepreneur rather to be an employee. Accordingly prefer to be an entrepreneur rather to be an employee most respondent strongly agree, 74 or 35.2% of the total, with the statement followed by respondent who are also moderately agree with it and account 62 or 29.5% of the total sample population. Out of the total 26 (12.4%) respondent neither agree nor disagree about the statement and remain neutral. However, 16 (7.6%) and 32(15.2%) respondent strongly disagree and disagree with the stated statement respectively (Table 4.11 item 3).

Based on this result one can conclude that respondent prefer to be an entrepreneur rather to be an employee. A recent study by Kolvereid et al. (2006) revealed that intentions to become

self-employed did actually determine later entry into self-employment providing strong support for the use of intentions models as predictors of entrepreneurial behaviour.

The fourth item which is used to measure the entrepreneurial intention is whether the respondent believes that if they have got the firm intention to start a firm some day or not. Accordingly I got the firm intention to start a firm someday most respondent strongly agree, 72 or 34.3% of the total, with the statement followed by respondent who are also moderately agree with it and account 56 or 26.7% of the total sample population. Out of the total 40 (19.1%) respondent neither agree nor disagree about the statement and remain neutral. However, 26 (12.4%) and 16(7.6%) respondent strongly disagree and disagree with the stated statement respectively (Table 4.11 item 4). From this item it is possible to conclude that it is respondent got the firm intention to start a firm some day.

Finally, other than the above listed items to measure entrepreneurial intention directly forward a question regarding whether the respondent believe own boss than have a secure job or not. Accordingly own boss than have a secure job most respondent strongly agree, 62 or 29.5% of the total, with the statement followed by respondent who are also moderately agree with it and account 50 or 23.8% of the total sample population. Out of the total 42 (20%) respondent neither agree nor disagree about the statement and remain neutral. However, 42 (20%) and 14(6.7%) respondent strongly disagree and disagree with the stated statement respectively (Table 4.11 item 5). Based on this result one can conclude that respondent prefer to be own boss than have a secure job. Henderson and Robertson (2000) stated that the primary reasons for young respondents to consider setting up their own businesses are "being one's own boss" and "to make money".

4.9 Respondent's response for their need to achieve Entrepreneurship

Table 13: Respondent's response for their need to achieve Entrepreneurship

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std
Need for achievement	I'll try hard to improve on past work performance	26	38,1	24	19,0	32	11,9	66	16,7	60	14,3	2	1,0	210	100	3.53	1,35
	I have leadership skills that are needed to be an entrepreneur	18	35,6	40	15,6	38	14,4	78	20,0	34	14,4	2	1,0	210	100	3.34	1,21
	I have mental maturity to start to be an entrepreneur	16	27,4	20	22,6	42	19,0	70	20,2	56	10,7	6	2,9	210	100	3.64	1,21
																3.50	1,28

Source: Primary Data

From the above table of the mean and frequency, it is apparent that the Need for achievement students are agreed I'll try hard to improve on past work performance, I have leadership skills that are needed to be an entrepreneur; I have mental maturity to start to be an entrepreneur mean 3.53, 3.34, 3.64 respectively. To measure the Need for achievement of respondents with regard to try hard to improve on past work performance. As a result 66 (31.4%) of them moderately agree with the statement and some of the respondent, 60 (28.5%), are strongly agree with the statement. The rest 24(11.4%) and 26(12.4%) of respondents respectively says disagree and strongly disagree. Out of the total respondent 32(15.2%) of them are neutral about the statement. From this response one can understand that respondent agree with ready to make anything to be an entrepreneur.

To measure the Need for achievement of respondents with regard to leadership skills that are needed to be an entrepreneur. As a result 78 (37.2%) of them moderately agree with the statement and some of the respondent, 34 (16.2%), are strongly agree with the statement. The rest 40(19%) and 18(8.6%) of respondents respectively says disagree and strongly disagree. Out of the total respondent 78(37.2%) of them are neutral about the statement. From this

response one can understand that respondent agree with have leadership skills that are needed to be an entrepreneur.

To measure the Need for achievement of respondents with regard to mental maturity to start to be an entrepreneur. As a result 70 (34%) of them moderately agree with the statement and some of the respondent, 34 (27.1%), are strongly agree with the statement. The rest 20(9.6%) and 16(7.4%) of respondents respectively says disagree and strongly disagree. Out of the total respondent 42(19%) of them are neutral about the statement. From this response one can understand that respondent agree with mental maturity to start to be an entrepreneur to make anything to be an entrepreneur. Based on the results of his series of studies on need for achievement, McClelland (1961, 1965) claimed that such behaviours correlate strongly with “entrepreneurial” success. Indeed, “he hypothesizes that an individual with a high achievement motivation will be attracted to the business world because the existing situations will complement his achievement motivation in terms of risks, personal achievement, unambiguous feedback in the form of profits, and specific accomplishments” (Palmer, 1971:36).

4.10 Respondent’s response for their entrepreneurship education

Table 14: Respondent’s response for their entrepreneurship education

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std
Knowledge about the entrepreneur	Knowledge about the entrepreneur environment	10	4,8	16	7,6	26	12,4	52	24,8	98	46,7	8	3,8	210	100	4,05	1,17
	The necessary abilities to be an entrepreneur	20	9,5	8	3,8	26	12,4	72	34,3	74	35,2	10	4,8	210	100	3,86	1,24
	The intention to be an entrepreneur	20	9,5	12	5,7	24	11,4	76	36,2	68	32,4	10	4,8	210	100	3,80	1,25
	The preference to be an entrepreneur	24	11,43	14	6,7	20	9,5	52	24,8	88	41,9	12	5,7	210	100	3,84	1,38
																3,89	0,09

Source: Primary Data

From the above table of the mean and frequency, it is apparent that the Knowledge about the entrepreneur students are agreed Knowledge about the entrepreneur environment, the necessary abilities to be an entrepreneur, the intention to be an entrepreneur and the preference to be an entrepreneur mean 4.05, 3.86, 3.80 and 3.84 respectively

To measure the entrepreneurship educations of respondents with regard Knowledge about the entrepreneur environment. As a result 98 (46.7%) of them strongly agree with the statement and some of the respondent, 52 (24.8%), are moderately agree with the statement. The rest 16(7.6%) and 10(4.8%) of respondents respectively says disagree and strongly disagree. Out of the total respondent 26(12.4%) of them are neutral about the statement. From this response one can understand that respondent entrepreneurship education strongly agree with Knowledge about the entrepreneur environment.

The other question that was asked for the respondent to the necessary abilities to be an entrepreneur. Accordingly the necessary abilities to be an entrepreneur most respondent strongly agree, 74 or 35.2% out of the total with the statement and followed by respondent who are also moderately agree 72 or 34.3% of the total sample population. Out of the total 26 (12.4%) respondent neither agrees nor disagrees about the statement and remains neutral. However, 20 (9.5%) and 8(3.8%) respondent strongly disagree and disagree with the stated statement respectively (Table 4.11 item 2). As a result based on the response one can understand that Entrepreneurship education is related with necessary abilities to be an entrepreneur

The other question that was asked for the respondent the intention to be an entrepreneur. Accordingly to The intention to be an entrepreneur most respondent moderately agree, 76 or 36.2% of the total, with the statement followed by respondent who are also strongly agree 68 or 36.2% of the total sample population. Out of the total 24 (11.4%) respondent neither agree nor disagree about the statement and remain neutral. However, 20 (9.5%) and 12(5.7%) respondent strongly disagree and disagree with the stated statement respectively (Table 4.13 item 3). Based on this result one can conclude that most of respondent prefer the intention to be an entrepreneur.

The fourth item which is used to measure the entrepreneurial education is whether the respondent believes that if they have the preference to be an entrepreneur or not. Accordingly

The preference to be an entrepreneur respondent strongly agree, 88 or 41.9% of the total, with the statement followed by respondent who are also moderately agree 52 or 24.8% of the total sample population. Out of the total 20 (9.5%) respondent neither agrees nor disagrees about the statement and remains neutral. However, 24 (11.43%) and 14 (6.7%) respondent strongly disagree and disagree with the stated statement respectively (Table 4.11 item 4).

From this item it is possible to conclude that respondent preference is to be an entrepreneur. Based on this result conclude that Entrepreneurship Education of the respondent positively related with intention to be an entrepreneur.

4.11 Respondent’s Knowledge of Entrepreneurs

Table 15.1: Respondent’s Knowledge of Entrepreneurs

		No.	%
Do you personally know any entrepreneur	Yes	148	70.5
	No	60	28.6
	Total	208	99.0
Missing	0	2	1.0
Total		210	100.0

Source: Primary Data

As presented in the above table, the summary of figures from the respondents indicates that 28.6 % indicates that respondent didn’t know any entrepreneur and the majority rate of the respondents 70.5 % among the target respondents agree that personally they know entrepreneur, this point out the investigation that most of the respondents personally know the entrepreneur.

Table 15.2: Respondent's Knowledge of Entrepreneurs

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std
Entrepreneurial Knowledge	is your family be considered as a good entrepreneur	48	38,1	40	19,0	42	11,9	32	16,7	24	14,3	24	11,7	210	100	3.70	1.36
	is your friend be considered as a good entrepreneur	20	35,6	32	15,6	68	14,4	38	20,0	18	14,4	34	16,5	210	100	3.56	1.13
	is there any other person be considered as a good entrepreneur	26	27,4	14	22,6	60	19,0	32	20,2	28	10,7	50	24,3	210	100	3.74	1.28
																3.68	1.22

Source: Primary Data

From the above table of the mean and frequency, it is apparent that the Entrepreneurial Knowledge students are agreed is your family be considered as a good entrepreneur, is your friend be considered as a good entrepreneur, is there any other person be considered as a good entrepreneur by the mean of 3.70, 3.56, and 3.74 respectively.

As presented in table 14b above on respondent's knowledge of entrepreneurs (is your family be considered as a good entrepreneur, is your friend be considered as a good entrepreneur and is there any other person be considered as a good entrepreneur) the analysis shown the rate of response on each of the scale as follows 11.3 % , 8.4 % , and 13.7% are strongly agree ,22.1%, 9.6% and 12.4% were responded as strongly disagree respectively , 18%, 15.6% and 12.6% were responded as moderately disagree respectively , 15.7%, 17% and 15.2% were responded as moderately agree respectively and 20.9%, 33.4% and 30% were responded as neutral respectively. This indicates that respondent's knowledge of entrepreneurs of their family, friends and others as good entrepreneur is neutral in terms of knowing them. In general the respondent's have knowledge of entrepreneurs.

4.11 Respondent's subjective norms

Table 16: Respondent's subjective norms

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total		Summary Statistics	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	Mean	std
Subjective Norms	I believe that my families think that I should pursue a career as entrepreneur	38	38,1	28	19,0	62	11,9	50	16,7	30	14,3	2	1,0	210	100	3.53	1.30
	I believe that my friends think that i should pursue a career as entrepreneur	6	35,6	36	15,6	52	14,4	76	20,0	34	14,4	6	2,9	210	100	3.47	1.06
	I believe that people i know think that i should pursue a career as entrepreneur	10	27,4	24	22,6	64	19,0	58	20,2	52	10,7	2	1,0	210	100	3.57	1.13
																3,56	1.13

Source: Primary Data.

From the above table of the mean and frequency, it is apparent that the Subjective Norms students are agreed I believe that my families think that I should pursue a career as entrepreneur, I believe that my friends think that I should pursue a career as entrepreneur, I believe that people I know think that I should pursue a career as entrepreneur mean 3.53, 3.47, and 3.57 respectively

As presented in table 16 above on respondent's subjective norms (I believe that my families think that I should pursue a career as entrepreneur, I believe that my friends think that i should pursue a career as entrepreneur and I believe that people I know think that I should pursue a career as entrepreneur) the analysis shown the rate of response on each of the scale as follows 16.3 % , 15.4 % , and 23.7% are strongly agree , 18.1%, 2.6% and 4.4% were responded as strongly disagree , 13%, 17.6% and 11.6% were responded as moderately disagree respectively , 24.7%, 36% and 27.2% were responded as moderately agree respectively and 29.9%, 24.4% and 31% were responded as neutral respectively. This indicates that respondent's subjective norms by their family, friends and others are pursuing

as respondent career as entrepreneur. In addition to attitudes influencing behaviour through intentions, Ajzen (1991) refers to the perceived social pressure from one's peers and 'significant others' impacting one's intention to perform or not to perform a specific behaviour as 'subjective norm'.

4.12 Mean comparison of Measures of entrepreneurial intention across those intended to be an entrepreneur

It is stated in literatures that entrepreneur intention towards entrepreneurship depends on their overall assessment of the becoming an entrepreneur. The measures of intention to be entrepreneur (Degree importance, attitude towards entrepreneurship, perceived support and Perceived support and barriers, Locus of control, Entrepreneurial Intention, Entrepreneurship education, Entrepreneurial knowledge and Subjective norms) than those who wouldn't consider entrepreneurship as their future career.

17.1 Respondents' intention One-Sample t-Test for variables

Independent Samples Test

	t-test for Equality of Means						
	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Attitude towards entrepreneurship	4.621	208	.000	.72442	.15678	.41533	1.03350
Perceived support and barriers	6.632	208	.000	.57565	.08680	.40453	.74676
Locus of control	4.613	208	.000	.54984	.11920	.31485	.78483
Entrepreneurial Intention	18.134	208	.000	1.83454	.10117	1.63510	2.03399
Entrepreneurship education	5.415	200	.000	.90176	.16652	.57340	1.23011
Entrepreneurial knowledge	2.960	190	.003	.51281	.17326	.17105	.85456
Subjective norms	4.418	206	.000	.66872	.15135	.37034	.96711

Source: Primary Data

From the table above we can see that the mean score for Attitude towards entrepreneurship (3.5396) is significantly higher than the neutral score of 3. This implies that the difference between the mean score for Attitude towards entrepreneurship and the neutral score (.72442) is significant. So it is possible to conclude that Attitude towards entrepreneurship is high in terms of becoming entrepreneur. In terms of drivers towards becoming self-employed, the challenge of creating a new business and founding a new business venture appear to hold considerably value for those intending to become self-employed.

Respondents of university graduate do also Perceived support and barriers as high to being entrepreneur. The mean score for Perceived support and barriers (3.0793) is well above the middle score which stands for the neutral response i.e. 3. The respondents' intention is high because of the high Perceived support and barriers for their activities. . In exploring the perceived barrier construct there are significant differences, with those who definitely do not intend to become self-employed providing more negative perceptions of barriers than those definitely intend to become self-employed. It is clear that those do not intend to start-up lack the confidence to do so.

As far as Locus of control are concerned respondents becoming an entrepreneur as highly to being entrepreneur as it can be seen from the table above the mean score for locus control(3.1585) is significantly higher than the neutral score of 3.there are numerous factors that could have contributed to this figure. Those who definitely intend to become self-employed perceive that they have more power to control events and actions than those who definitely do not intend to do so. Although difference between the two groups are significant (at the 5% level), they are not considerably different from the baseline values for all respondents.

As we can see from the table above customers becoming an entrepreneur as high Entrepreneurial Intention with significance level of 0.001. The mean score for in Entrepreneurial Intention (3.9128) is significantly higher than the neutral score implying that becoming an entrepreneur are high Entrepreneurial Intention. This shows that the seriously considered becoming an entrepreneur entrepreneurship intention is very important. There is considerable variance in the results to the statements relating to the entrepreneurial intent construct. These clear differences are significant at the 5% level. It would seem, those who definitely intend to become self-employed add considerably more value to the statements. It would see, therefore, that these statements are good indicators of entrepreneurial intent.

Concerning Entrepreneurship education, which is the extent to which respondents believe and trust the becoming an entrepreneur. The mean score for Entrepreneurship education (4.0865) is significantly (sig=0.000) higher than the neutral score 3. This implies that students becoming an entrepreneur trust and believe in the Entrepreneurship education.

The Entrepreneurial knowledge of students towards becoming an entrepreneur. The mean score for Entrepreneurial knowledge (3.0708) is well above the neutral score of 3. Overall respondents' Entrepreneurial knowledge towards entrepreneurship implying that the knowledge is very important for entrepreneur.

As we can see from the table above customers becoming an entrepreneur as high Subjective norms with significance level of 0.001. The mean score for Subjective norms (3.9128) is significantly higher than the neutral score implying that becoming an entrepreneur are high Subjective norms. This implies that the difference between the mean score for Subjective norms and the neutral score (.66872) is significant. This shows that the seriously considered becoming an entrepreneur Subjective norms is very important.

Those respondents who intended to be entrepreneur have significantly larger values on measures of intention to be entrepreneur (attitude towards entrepreneurship, perceived support and Perceived support and barriers, Locus of control, Entrepreneurial Intention, Entrepreneurship education, Entrepreneurial knowledge and Subjective norms) than those who wouldn't consider entrepreneurship as their future career.

4.13. Correlation analysis

A correlation analysis is used to determine the direction and strength of linear relationships existing between variables.

Ho: importance of degree as rated by those intended to entrepreneur is the same as those who haven't

H1: Not Ho

H2: Demographic factors have influence on entrepreneurship intention.

H3: Students with Entrepreneur role model (ERM) in family are more likely to have entrepreneurial intention.

H4: Entrepreneurship course has positive relation on entrepreneur intentions among students.

H5: Need for achievement has positive influence toward entrepreneurial attitude

H6: Locus of Control has positive influence toward entrepreneurial attitude

H7: Need for achievement has positive influence toward entrepreneurial intention

H8: Locus of Control has positive influence toward entrepreneurial intention

H9: Subjective norms has positive influence toward entrepreneurial intention

H10: Entrepreneurial attitude has positive influence toward entrepreneurial intention

H11: Entrepreneurial knowledge has positive influence toward s entrepreneurial intention

Table 18: Correlation between factors of entrepreneurial intentions

		Attitude towards entrepreneurship	Perceived support and barriers	Locus of control	Entrepreneurial Intention	Entrepreneurship education	Entrepreneurial knowledge	Subjective norms
Attitude towards entrepreneurship	Pearson Correlation	1	.392**	.322**	.428**	.430**	.199**	.253**
	Sig. (2-tailed)		.000	.000	.000	.000	.006	.000
	N	210	210	210	210	202	192	208
Perceived support and barriers	Pearson Correlation	.392**	1	.341**	.493**	.254**	.218**	.271**
	Sig. (2-tailed)	.000		.000	.000	.000	.002	.000
	N	210	210	210	210	202	192	208
Locus of control	Pearson Correlation	.322**	.341**	1	.366**	.298**	.236**	.104
	Sig. (2-tailed)	.000	.000		.000	.000	.001	.134
	N	210	210	210	210	202	192	208
Entrepreneurial Intention	Pearson Correlation	.428**	.493**	.366**	1	.487**	.314**	.423**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	210	210	210	210	202	192	208
Entrepreneurship education	Pearson Correlation	.430**	.254**	.298**	.487**	1	.394	.382**
	Sig. (2-tailed)	.000	.000	.000	.000		.001	.000
	N	202	202	202	202	202	188	202

Entrepreneurial knowledge	Pearson Correlation	.199**	.218**	.236**	.314**	.394	1	.409**
	Sig. (2-tailed)	.006	.002	.001	.000	.001		.000
	N	192	192	192	192	188	192	192
Subjective norms	Pearson Correlation	.253**	.271**	.104	.423**	.382**	.409**	1
	Sig. (2-tailed)	.000	.000	.134	.000	.000	.000	
	N	208	208	208	208	202	192	208

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

Source: Primary Data

Hypothesis 2 stated that Attitude towards entrepreneurship has a positive effect on Perceived support and barriers, Locus of control, Entrepreneurial Intention, Entrepreneurship education, Entrepreneurial knowledge and subjective norms.

The Pearson Correlation Coefficients (T-Test) result in Table 4.20 shows that the obtained correlation value is 0.392, which is significant at the 0.01 level. This means that a significant positive correlation exists between Attitude towards entrepreneurship and on Perceived support and barriers.

Analysis: The variable significantly (statistically) and positively correlated with Attitude towards entrepreneurship was Entrepreneurship education ($r = 0.430$) followed by Entrepreneurial Intention ($r = 0.428$), Perceived support and barriers ($r = 0.392$), Locus of control ($r = 0.322$), subjective norms ($r = 0.435$), and Entrepreneurial knowledge ($r = 0.199$). This means that Attitude towards entrepreneurship has significant positive correlation on Perceived support and barriers, Locus of control, Entrepreneurial Intention, Entrepreneurship education, Entrepreneurial knowledge and subjective norms.

Perceived support and barriers is found to be significantly and positively correlated with attitudes towards entrepreneurship ($r = 0.392$). Locus of control has been found to be significantly and positively correlated with Perceived support and barriers ($r = 0.341$). Entrepreneurial Intention is found to be significantly and positively correlated with Perceived support and barriers ($r = 0.493$). Entrepreneurship education has been found to be significantly and positively correlated with Perceived support and barriers ($r = 0.254$). Entrepreneurial knowledge is found to be significantly and positively correlated with

Perceived support and barriers ($r = 0.218$). Subjective norms has significant and positive correlation with Perceived support and barriers ($r = 0.271$).

The correlation among the six dimensions also indicated that there has been statistically significant correlation among them. The highest correlation has been observed between Perceived support and barriers and Entrepreneurial Intention ($r = 0.493$). Next to Entrepreneurship education and Entrepreneurial Intention has been found to be statistically and positively correlated with empathy ($r = 0.487$). In the third place, Attitude towards entrepreneurship is found to be statistically and positively correlated with Entrepreneurship education ($r = 0.430$). According to the order of their correlation strength it was found that the correlation between Locus of control and Entrepreneurial Intention was ($r=0.366$), between Locus of control and Entrepreneurship education ($r=0.298$), between Locus of control and Entrepreneurial knowledge ($r=0.236$), between Locus of control and subjective norms ($r=0.104$), between Entrepreneurial Intention and Entrepreneurial knowledge ($r=0.316$), between Entrepreneurial Intention and subjective norms ($r=0.423$), between Entrepreneurship education and Entrepreneurial knowledge ($r=0.394$), between Entrepreneurship education and subjective norms ($r=0.382$), between Entrepreneurial knowledge and subjective norms ($r=0.409$) And the is no correlation was found between Locus of control and subjective norms which has been ($r=0.232$).

Findings from the correlations in table 18 indicate the following results:

- There is significant Attitude towards entrepreneurship has a high positive effect on Perceived support and barriers, Locus of control, Entrepreneurial Intention, Entrepreneurship education, and subjective norms.
- There is a significant positive low correlation between Attitude towards entrepreneurship and Entrepreneurial knowledge.
- There is significant Perceived support and a barrier has a high positive effect on Attitude towards entrepreneurship, Locus of control, Entrepreneurial Intention, Entrepreneurship education, and subjective norms.
- There is a significant positive low correlation between Perceived support and barriers and Entrepreneurial knowledge.

- There is significant Locus of control has a high positive effect on Attitude towards entrepreneurship, Perceived support and barriers, Entrepreneurial Intention, and Entrepreneurship education,
- There is a no significant correlation was found between Locus of control and subjective norms
- There is significant Entrepreneurial Intention has a high positive effect on Attitude towards entrepreneurship, Locus of control, Perceived support and barriers, and Entrepreneurship education, and subjective norms.
- There is significant Entrepreneurial knowledge high positive effect on Locus of control, Entrepreneurial Intention, and Entrepreneurship education, and subjective norms.
- There is a significant relatively positive low correlation between Entrepreneurial knowledge and Attitude towards entrepreneurship.
- There is significant Entrepreneurship education high positive effect on Attitude towards entrepreneurship, Locus of control, Entrepreneurial Intention, and Entrepreneurship education, and subjective norms.
- There is a significant relatively positive low correlation between Entrepreneurship education and Perceived support and a barrier.
- There is significant subjective norms high positive effect on Attitude towards entrepreneurship, Entrepreneurial Intention, and Entrepreneurship education, and but relatively low positive relationship between Locus of control

4.14. Binary Logistic Regression

Regression model fit for Entrepreneurial Intention against demographic factors, parents' education, job status and measures of entrepreneurship. A binary logistic regression model was developed to test the developed hypotheses so as to determine the significance of the impact of various factors affecting the intention of entrepreneurs. This model incorporated the Factors (independent variables) to predict the intention of entrepreneurs. The dependent variable was the Entrepreneurial Intention and the independent variables include demographic factors, parents' education, job status and measures of entrepreneurship. Results obtained from binary logistic regression analysis are shown in Table 19 below.

Table 19: Regression fitted for intention to entrepreneur against socioeconomic factors

Tests of Between-Subjects Effects

Dependent Variable: Entrepreneurial Intention

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	74.995 ^a	30	2.500	4.476	.000
Intercept	104.980	1	104.980	187.971	.000
Age	6.402	3	2.134	3.821	.011
Sex	3.786	1	3.786	6.778	.010
Self_empl	3.447	1	3.447	6.172	.014
par_cselemp	5.898	1	5.898	10.561	.001
par_wselemp	4.931	1	4.931	8.829	.003
fath_educ	10.673	3	3.558	6.370	.000
moth_educ	8.133	3	2.711	4.854	.003
fath_occu	8.545	4	2.136	3.825	.006
moth_occ	7.493	4	1.873	3.354	.012
mon_income	9.906	4	2.476	4.434	.002
degreestudy	9.255	3	3.085	5.524	.001
att_business	.096	1	.096	.601	.400
locus	.980	1	.980	6.158	.015
need4achieve	4.812	1	4.812	30.255	.000
entr_educ.	.200	1	.200	1.258	.04
subj_norms	.564	1	.564	3.548	.052
Error	16.702	105	.159		
Total	1900.880	144			

R Squared = .491 (Adjusted R Squared = .382)

Source: Primary Data

Age: for age the value of sig = 0.011, this show that age does have significant relationship with the entrepreneur intention. Hence, this research may accept alternative hypothesis.

Sex: for sex the P value =.001, it would mean that the sex does have significant relationship with entrepreneur intention. Hence this may accept alternative Hypothesis..

Currently self-employed: The P-value is .014. Currently self-employed are found does to significantly and strongly affect the intention to be entrepreneur. Thus, researcher may fail to accept the null hypothesis.

Father's Education: The P value is .000; it would mean that Father's Education does have significant relationship with entrepreneur intention. Hence this may accept alternative hypothesis.

Mother's Education: The P value is .000; it would mean that Father's Education does have significant relationship with entrepreneur intention. Hence this may accept H₁.

Mother's occupation: The P value is .012; it would mean that mother's occupation does have significant relationship with entrepreneur intention. Hence this may reject null hypothesis

All of the socioeconomic factors are found to significantly and strongly affect the intention to be entrepreneur. The regression model fit for entrepreneurial intention against the socioeconomic factors (current employment status, parents' occupation and education level, monthly income, the degree study respondents are engaged with), and demographic factors (age, sex) and Attitude towards Entrepreneurship, Perceived support and barriers, locus of control, need for achievement, Entrepreneurship education, and Subjective Norms 0.004, 0.058, 0.015, 0.001, 0.04, and 0.052 respectively is found to be strongly significant. Besides almost all of the independent variables have been found to affect the entrepreneurial intention of the respondents to the error level less than 0.05.

Table 20: Linear regression fitted for intention to entrepreneur against measures of entrepreneurship

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.720	.354		-2.034	.044
	Attitude towards entrepreneurship	.041	.068	.041	.597	.002
	Perceived support and barriers	.504	.127	.283	3.975	.000
	Locus of control	.176	.092	.130	1.922	.047
	Entrepreneurship education	.244	.070	.263	3.508	.001
	Entrepreneurial knowledge	.112	.067	.113	1.673	.006
	Subjective norms	.170	.081	.155	2.103	.037

a. Dependent Variable: Entrepreneurial Intention

Source: Primary Data

In binary logistic regression analysis, influential predictor variables are characterized by odds ratios that are significantly different from 1, 95% confidence intervals of odds ratios that do not contain 1, and P-values that are smaller than 0.05, at the 5% level of significance (Cromie, S.2000).

Attitude towards entrepreneurship:- for Attitude towards entrepreneurship the value of Exp B = 0.041, and P value =.002, This indicates that the increase in intention of entrepreneur who have high Attitude towards entrepreneurship is .041 times higher than those who have low Attitude towards entrepreneurship. This shows that for Attitude towards entrepreneurship a significant contributor to entrepreneur intention. Thus, the researcher may reject the null hypothesis.

Perceived support and barriers:- for Perceived support and barriers the value of Exp B = 0.504, and P value =.000, This indicates that the increase in intention of entrepreneur who have high Perceived support and barriers is .504 times higher than those who have low Perceived support and barriers. This shows that for perceived support and barriers a significant contributor to entrepreneur intention. Thus, the researcher may fail to accept the null hypothesis.

Locus of control:- for Locus of control:- the value of Exp B = 0.176, and P value =.047 or 4.7%, This indicates that the increase in intention of entrepreneur who have high Locus of control is .176 times higher than those who have low Locus of control. This shows that for Locus of control does significant relation to entrepreneur intention. Thus, the researcher may accept the null hypothesis.

Entrepreneurship education:- for Entrepreneurship education the value of Exp B = 0.244, and P value =.001, This indicates that the increase in intention of entrepreneur who have high Entrepreneurship education is .244 times higher than those who have low Entrepreneurship education. This shows that for Entrepreneurship education a significant contributor to entrepreneur intention. Thus, the researcher may reject the null hypothesis.

Entrepreneurial knowledge: - for Entrepreneurial knowledge the value of Exp B = 0.112, and P value =.006, this indicates that the increase in intention of entrepreneur who have high Entrepreneurial knowledge is .1112 times higher than those who have low Entrepreneurial knowledge. This shows that for Entrepreneurial knowledge a significant contributor to entrepreneur intention. Thus, the researcher may reject the null hypothesis.

Subjective norms: - for Subjective norms the value of Exp B = .170, and P value =.037, this indicates that the increase in intention of entrepreneur who have high Subjective norms is .170 times higher than those who have low Subjective norms. This shows that for Entrepreneurial Subjective norms a significant contributor to entrepreneur intention. Thus, the researcher may reject the null hypothesis.

CHAPTER FIVE: Conclusion and Recommendation

5.1 Conclusion

The research presented here summarizes and corroborates many previous findings in entrepreneurship research. The results concerning general attitudes suggest that there is still some room for trait-like Psychological explanations if other contingencies are also considered. General attitudes related to achievement, change-orientation, competitiveness and autonomy seem to make individuals more convinced that running one's own firm is a desirable alternative.

There is significant relationship between the entrepreneur intention and the socioeconomic factors (current employment status, parents' occupation and education level, monthly income, the degree study respondents are engaged with), and demographic factors (age, sex) and Attitude towards Entrepreneurship, Perceived support and barriers, locus of control, need for achievement, Entrepreneurship education, and Subjective Norms 0.004, 0.058, 0.015, 0.001, 0.04, and 0.052 respectively is found to be strongly significant.

The study also adds to our still very provisional understanding of how the presence and, in particular, perception of role models affect entrepreneurial intentions. The same is true for the reasons behind the skewed gender distribution among business founders. It could be demonstrated that the determinants of entrepreneurial intentions are not markedly different between the sexes and that gender has little or no direct influence on entrepreneurial intentions. The observed under representation of females among business founders seems to have at least two reasons.

Firstly, attitudes or values favouring competitiveness and (individual) achievement positively affect entrepreneurial intentions.

Secondly, and more importantly, it appears that females are perceived know-how and a direct gender effect on the conviction that founding a firm is a suitable alternative. Hence, there is a vicious circle where under representation of female business owner-managers lead to under representation of female business founders.

The results indicated that there is a statistically significant relationship with entrepreneurial intentions and some entrepreneurial traits; particularly innovation, occupational achievement and independence. Among the selected entrepreneurial traits, propensity to take risk has the highest influence on entrepreneurial intentions.

The study findings also indicated that students with higher education have higher intention of becoming entrepreneurs. The results are interesting as they point out that with education, the entrepreneurial intention of individuals increase. This finding may indicate that intention to become entrepreneurs may be good by education.

As a second key objective of the study, the societal subjective norms influence entrepreneurial attitudes which in turn influence entrepreneurial intentions of university students.

Locus of control and Risk propensity were the background factor which had direct significant influence on entrepreneurial intention and indirect significant through entrepreneurial attitude. This simply means that that students' locus of control and risk had strong effect in increasing the willingness or students entrepreneurial intention, which will ultimately increase the student's entrepreneurial behaviour.

The findings conclude that today's entrepreneurial learning in universities may enlighten university students to pursue entrepreneur careers. The courses are likely to increase self efficacy of students in understanding entrepreneurship and then may increase students' intention to be entrepreneurs. Personal traits (such as need for achievement and locus of control) are likely to influence students' attitudes toward entrepreneurship and ultimately their intention and decision to be entrepreneurs.

The findings have shown that there is high intention and that students are interested to become entrepreneurs. However, this study could not provide evidence that business plan, and fear of crime, the need to pay school influence the students to become entrepreneurs.

This study has provided new insights into understanding of the impacts of role models and attitudes on the students' entrepreneurial intention. The research has important implications to educators and policy makers in the planning and developing a variety of activities that raise attitudes which will positively enhancing entrepreneurial intention among students. Besides, this research also stressed the importance of family members, especially father in influencing the intention of students to be entrepreneur.

5.2. Recommendations

Since entrepreneurship is important as a very relevant instrument to promote economic growth for the nation's economies, more need to be done to promote new enterprises and business venture to infuse dynamism in the economic activity.

Among some of the recommendations to promote the entrepreneurial intention are as follows:

1. The need to have a concerted effort by the university authorities to enhance the entrepreneurial intention of students via different mediums such as seminars, training courses or similar hands on experience.
2. Graduates should be encouraged to take entrepreneurship as a career Rather than depending on government and the private sector for employment. This will help equip graduates with creativity, innovation, risk-taking and ability to interpret successful entrepreneurial role models and identification of business opportunities and help reduce the rising unemployment situation in the country.
3. There is critical need to enhance students need for achievement, locus of control and self efficacy which in turn will lead to a higher entrepreneurial intention. This can be done through training courses tailored towards entrepreneurial intention.
4. Those who have attended courses training have indicated significantly higher entrepreneurial intention. This point to the relevance of entrepreneurship education as a compulsory subject. The university should take the approach that this particular course should be taught campus wide to enhance the intention of entrepreneurs.
5. The female consists of a big population in the higher learning institutions. The university should have some programs to encourage the female students to think about their entrepreneurial career as an alternative. The university should also cooperate with some of the public sector's agencies that foster female entrepreneurship.
6. The study recommends for any institutions to deliver entrepreneurship education program in an inculcative learning. The entrepreneurial learning conducted in this research combines entrepreneurial training in the classroom and simultaneously business apprenticeship program to enhance the entrepreneurial intention.
7. The most attention should be emphasized on increasing personality traits, entrepreneurial knowledge, Perceived support and barriers, and entrepreneurial lessons, because those background factors are proven to take important roles in supporting increased intention.

5.3 Future Research

As earlier indicated it will be interesting to carry this research further to enrich our understanding of the extent to which intentions are converted into entrepreneurial actions. It would be interesting for both policy makers and entrepreneurship course designers and instructors to learn the extent to which reasons for not starting or delaying to start their own businesses are external or internal to the individual. It would also be interesting to explore the situational factors variable further to learn why it is significant in some samples and not in others. As indicated in the previous section it is possible that distinguishing between pull and push factors will clarify the discrepancy.

6. Implications for policy

There are lessons for policy makers to learn about the contribution of entrepreneurship education in the making of entrepreneurs.

It is instructive that societal subjective norms influence attitudes and explain a portion of variance in entrepreneurial intentions. As Kennedy et al (2003) pointed out, students perceptions about the desirability of entrepreneurship as a viable career option can be influenced. Deliberate steps to highlight entrepreneurial success stories in news media would have an impact on student attitudes. The teaching of entrepreneurship would be instructive about the feasibility of entrepreneurship to be clarifying and develop intention as a career. In the same breath, role models and the publication of their stories have positive implications for perceptions of desirability, feasibility and self-efficacy. Thus, policy makers can influence the entrepreneur parents to share their experience in the family and encourage more of the young adult to choose to be entrepreneur.

Policy makers can benefit from this research, since based on the findings of the research, they may want to review the current higher educational system and make changes in order to foster the entrepreneurial mindset in individuals.

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Appendix -I: Questionnaire for Primary Data Collection

Questionnaire on Entrepreneurial attitudes and intentions of university students

Dear Respondents,

These questionnaires are designed for the partial fulfilment of the requirements for the Masters of Business Administration (MBA) Degree. The purpose of the questionnaire to investigating the Entrepreneurial attitudes and intentions of university students. By filling out this questionnaire you participate in a study for my MBA final thesis at Addis Ababa University.

Hence, I cordially request you to give the required information since your genuine contribution is very important for the success of my study. Your responses will be used for this research purpose only and kept confidential. To be more assured, you are not writing your name. Please write your e-mail through which you would like to be communicated so that, you can get the copy of the Final of the research paper. If any inquiry is needed, I am always ready to schedule as per your convenience. For further information don't hesitate to contact me by

Cell phone: **09-11-520-034** or E-mail- **asfawuabebe@gmail.com**

Thank you in advance for your willingness!!!

Abebe Asfawu

Section I: Respondent Profile

In all cases where the answer options are available please tick (-) in the appropriate box.

1	What is your age?	<input type="checkbox"/> <20	<input type="checkbox"/> 20-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> 30-35	<input type="checkbox"/> >35	
2	Please indicate your gender	<input type="checkbox"/> Male	<input type="checkbox"/> Female				
3	Are you currently self-employed?					<input type="checkbox"/> Yes	<input type="checkbox"/> No
4	Are your parents currently self-employed?					<input type="checkbox"/> Yes	<input type="checkbox"/> No
5	Have your parents ever been self-employed?					<input type="checkbox"/> Yes	<input type="checkbox"/> No

6	What level of studies your father reached?	a. Illiterate	b. Primary	c. Secondary	d. Vocational training	e. University and above
7	What level of studies your mother reached?	a. Illiterate	b. Primary	c. Secondary	D .Vocational training	e. University and above
8	What are your father occupations?	a. Employee private sector	b. Employee public sector	c. Entrepreneur/self employed	d. Unemploye d	e. Other_____
9	What is your mother occupation?	a. Employee private sector	b. Employee public sector	c. Entrepreneur/self employed	d. Unemploye d	e. Other_____
10	Roughly speaking, what is the total monthly income in your household?	a. Up to 500	b. From 500 to 2000	c. From 2000 to 5000	d.From 5000 to 10,000	e. Over 10000
11	What degree are you studying?	A. management	B.Econom ics	C. Accounting	D. PADM	

	Indicate on the following box From 1 (strongly agree), 2 (moderately disagree), 3(neutral), 4 (moderately agree) and 5 (highly agree).	1	2	3	4	5
12	Indicate the importance of the following reasons to choose this degree					
	-For the Vocation/work/profession of job					
	-For the Career opportunities					
	- Advise from family or friends					

Section II: Attitude towards Entrepreneurship

Instruction: Please rate the following statement depend on your personality by putting” on scale below. The abbreviations: **1** stands for **STRONGLY DISAGREE**, **2** stands for **DISAGREE**, **3** stands for **NEUTRAL**,**4** stands for **AGREE**, and **5** stands for **STRONGLY AGREE**.

		1	2	3	4	5
1	Starting my own business sounds attractive to me					
2	To start my own company would probably be the best way for me to take advantage of my education					
3	I am confident that I would succeed if I started my own business					
4	It would be easy for me to start my own business					

Section III: Perceived Support & Barriers

		1	2	3	4	5
1	My family and friends support me to start my own business					
2	I have the skills and capabilities required to succeed as an entrepreneur					
3	Entrepreneurship courses at my university prepare people well for an entrepreneurial career					
4	I lack the confidence to start my own business.					
5	Entrepreneurs have a positive image within society.					

6	Banks/financial institution do not readily give credit to start up companies.					
7	The law is not in favour to running a company.					
8	The risks involved in setting up a business are too high.					

Section IV : Locus of Control		1	2	3	4	5
1	I can take risks with my money, such as investing in stocks					
2	I am confident of my skills and abilities to start a business.					
3	If I do not succeed on a task, I tend to give up.					

Section V: Entrepreneurial intention

1. Have you ever seriously considered becoming an entrepreneur? A. Yes B. No
2. Indicate your level of agreement with the following statements the abbreviations: **1** stands for **STRONGLY DISAGREE**, **2** stands for **DISAGREE**, **3** stands for **NEUTRAL**, **4** stands for **AGREE**, and **5** stands for **STRONGLY AGREE**.

Entrepreneurial intention		1	2	3	4	5
1	I'm ready to make anything to be an entrepreneur					
2	My professional goal is becoming an entrepreneur					
4	I prefer to be an entrepreneur rather than to be an employee in a company /an organization					
5	I've got the firm intention to start a firm some day					
6	I would rather be my own boss than have a secure job.					

Section VI : Need For Achievement		1	2	3	4	5
1	I will try hard to improve on past work performance.					
2	I have leadership skills that are needed to be an					

	entrepreneur.					
3	I have mental maturity to start to be an entrepreneur.					

Section VII: Entrepreneurship education

	Entrepreneurship education	1	2	3	4	5
1.	Do you think to offer entrepreneurship education courses develop the following aspects? Indicate the following from 1 (totally disagree) to 5 (highly agree).					
	- Knowledge about the entrepreneurial environment					
	-The necessary abilities to be an entrepreneur					
	-The intention to be an entrepreneur					
	- The preference to be an entrepreneur					

Section VIII: Entrepreneurial knowledge

1. Do you personally know any entrepreneur? A. Yes B. No

If yes, indicate your relationship with them, and value the following questions **1** stands for **STRONGLY DISAGREE**, **2** stands for **DISAGREE**, **3** stands for **NEUTRAL**, **4** stands for **AGREE**, and **5** stands for **STRONGLY AGREE**.

		1	2	3	4	5
1.	family					
	-is your family be considered as a “good Entrepreneur”					
2.	friend					
	-To what extent may he/she be considered a “good entrepreneur”					
3.	Other (Specify it).....					
	-To what extent may he/she be considered a “good entrepreneur”					

Section VIII: Subjective Norms

		1	2	3	4	5
1	I believe that my closest family thinks that I should pursue a career as an Entrepreneur.					
2	I believe that my closest friends think that I should pursue a career as an entrepreneur.					
3.	I believe that people, who are important to me, think that I should pursue a career as an entrepreneur.					

You have completed the questionnaire! If you would like to receive the results of my study, or if you have any doubts or would like more information, do not hesitate to contact me directly at asfawuabebe@gmail.com

Thanks again for your cooperation! Abebe Asfawu

Appendixes II: Statistical Summary of the data

Table 11A: Respondent's Entrepreneurial Intention

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total	
		No.	%	N	%	N	%	N	%	N	%	No.	%	No.	%
Entrepreneurial Intention	I'm ready to make anything to be an entrepreneur	28	13.3	20	9.5	40	19.0	78	37.1	44	21.0	0	0.0	210	100
	My professional goal is becoming an entrepreneur	20	9.5	30	14.3	40	19.0	66	31.4	54	25.7	0	0.0	210	100
	I prefer to be an entrepreneur rather to be an employee	16	7.6	32	15.2	26	12.4	62	29.5	74	35.2	0	0.0	210	100
	I've got the firm intention to start a firm some day	26	12.4	16	7.6	40	19.1	56	26.7	72	34.3	0	0.0	210	100
	I would rather be my own boss than have a secure job	42	20	62	29.5	42	20	50	23.8	14	6.7	0	0.0	210	100

Table 11: Respondent's response for their need to achieve Entrepreneurship

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total	
		No.	%	N	%	N	%	N	%	N	%	No.	%	No.	%
Need for achievement	I'll try hard to improve on past work performance	26	38.1	24	19.0	32	11.9	66	16.7	60	14.3	2	1.0	210	100
	I have leadership skills that are needed to be an entrepreneur	18	35.6	40	15.6	38	14.4	78	20.0	34	14.4	2	1.0	210	100
	I have mental maturity to start to be an entrepreneur	16	27.4	20	22.6	42	19.0	70	20.2	56	10.7	6	2.9	210	100

Table 12: Respondent's response for their need to achieve Entrepreneurship

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total	
		N	%	N	%	N	%	N	%	N	%	No.	%	No.	%
Entrepreneurship Education	Knowledge about the entrepreneur environment	10	4.8	16	7.6	26	12.4	52	24.8	98	46.7	8	3.8	210	100
	the necessary abilities to be an entrepreneur	20	9.5	8	3.8	26	12.4	72	34.3	74	35.2	10	4.8	210	100
	The intention to be an entrepreneur	20	9.5	12	5.7	24	11.4	76	36.2	68	32.4	10	4.8	210	100
	The preference to be an entrepreneur	24	11.43	14	6.7	20	9.5	52	24.8	88	41.9	12	5.7	210	100

Table 12a: Respondent's Knowledge of Entrepreneurs

		No.	%
Do you personally know any entrepreneur	Yes	148	70.5
	No	60	28.6
	Total	208	99.0
Missing	0	2	1.0
Total		210	100.0

Table 12b: Respondent's Knowledge of Entrepreneurs

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total	
		N	%	N	%	N	%	N	%	N	%	No.	%	No.	%
Entrepreneurial Knowledge	is your family be considered as a good entrepreneur	48	38.1	40	19.0	42	11.9	32	16.7	24	14.3	24	11.7	210	100
	is your friend be considered as a good entrepreneur	20	35.6	32	15.6	68	14.4	38	20.0	18	14.4	34	16.5	210	100
	is there any other person be	26	27.4	14	22.6	60	19.0	32	20.2	28	10.7	50	24.3	210	100

considered as a
good entrepreneur

		Strongly disagree		Moderately disagree		Neutral		Moderately Agree		Strongly Agree		missing		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Subjective Norms	I believe that my families think that I should pursue a career as entrepreneur	38	38.1	28	19.0	62	11.9	50	16.7	30	14.3	2	1.0	210	100
	I believe that my friends think that i should pursue a career as entrepreneur	6	35.6	36	15.6	52	14.4	76	20.0	34	14.4	6	2.9	210	100
	I believe that people I know think that I should pursue a career as entrepreneur	10	27.4	24	22.6	64	19.0	58	20.2	52	10.7	2	1.0	210	100

Mean comparison of Measures of entrepreneurial intention across those intended to be an entrepreneur and those not

Independent Samples Test

	t-test for Equality of Means						
	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Degree importance	3.008	178	.003	.65283	.21704	.22453	1.08113
Attitude towards entrepreneurship	4.621	208	.000	.72442	.15678	.41533	1.03350
Perceived support and barriers	6.632	208	.000	.57565	.08680	.40453	.74676
Locus of control	4.613	208	.000	.54984	.11920	.31485	.78483
Entrepreneurial Intention	18.134	208	.000	1.83454	.10117	1.63510	2.03399
Entrepreneurship education	5.415	200	.000	.90176	.16652	.57340	1.23011
Entrepreneurial knowledge	2.960	190	.003	.51281	.17326	.17105	.85456
Subjective norms	4.418	206	.000	.66872	.15135	.37034	.96711

Correlations								
	Degree importance	Attitude towards entrepreneurship	Perceived support and barriers	Locus of control	Entrepreneurial Intention	Entrepreneurship education	Entrepreneurial knowledge	Subjective norms
Degree importance	Pearson Correlation	1	.237**	.316**	.024	.265**	.105	.029
	Sig. (2-tailed)		.001	.000	.747	.000	.167	.716
	N	180	180	180	180	180	174	164
								180

Attitude towards entrepreneurship	Pearson Correlation	.237**	1	.392**	.322**	.428**	.430**	.199**	.253**
	Sig. (2-tailed)	.001		.000	.000	.000	.000	.006	.000
	N	180	210	210	210	210	202	192	208
Perceived support and barriers	Pearson Correlation	.316**	.392**	1	.341**	.493**	.254**	.218**	.271**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.002	.000
	N	180	210	210	210	210	202	192	208
Locus of control	Pearson Correlation	.024	.322**	.341**	1	.366**	.298**	.236**	.104
	Sig. (2-tailed)	.747	.000	.000		.000	.000	.001	.134
	N	180	210	210	210	210	202	192	208
Entrepreneurial Intention	Pearson Correlation	.265**	.428**	.493**	.366**	1	.487**	.314**	.423**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	180	210	210	210	210	202	192	208
Entrepreneurship education	Pearson Correlation	.105	.430**	.254**	.298**	.487**	1	.100	.382**
	Sig. (2-tailed)	.167	.000	.000	.000	.000		.172	.000
	N	174	202	202	202	202	202	188	202
Entrepreneurial knowledge	Pearson Correlation	.029	.199**	.218**	.236**	.314**	.100	1	.409**
	Sig. (2-tailed)	.716	.006	.002	.001	.000	.172		.000
	N	164	192	192	192	192	188	192	192
Subjective norms	Pearson Correlation	.046	.253**	.271**	.104	.423**	.382**	.409**	1
	Sig. (2-tailed)	.537	.000	.000	.134	.000	.000	.000	
	N	180	208	208	208	208	202	192	208

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

Regression model fit for Entrepreneurial Intention against demographic factors, parents' education, job status and measures of entrepreneurship

Tests of Between-Subjects Effects

Dependent Variable: Entrepreneurial Intention

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	111.768^a	38	2.941	18.491	.000
Intercept	104.980	1	104.980	187.971	.000
Age	6.402	3	2.134	3.821	.011
Sex	3.786	1	3.786	6.778	.010
Self_empl	3.447	1	3.447	6.172	.014
par_cselemp	5.898	1	5.898	10.561	.001
par_wselemp	4.931	1	4.931	8.829	.003
fath_educ	10.673	3	3.558	6.370	.000
fath_educ2	.000	0	.	.	.
moth_educ	8.133	3	2.711	4.854	.003
moth_educ2	.000	0	.	.	.
fath_occu	8.545	4	2.136	3.825	.006
moth_occ	7.493	4	1.873	3.354	.012
mon_income	9.906	4	2.476	4.434	.002
degreestudy	9.255	3	3.085	5.524	.001
enter_know2	8.387	1	8.387	52.729	.000
deg_importance	1.476	1	1.476	9.280	.003
att_business	.096	1	.096	.601	.040
Perc_SB2	.586	1	.586	3.684	.058
locus	.980	1	.980	6.158	.015
need4achieve	4.812	1	4.812	30.255	.000
entr_educ	.200	1	.200	1.258	.265
subj_norms	.564	1	.564	3.548	.062
Error	16.702	105	.159		
Total	1900.880	144			
Corrected Total	128.470	143			

a. R Squared = .870 (Adjusted R Squared = .823)

Linear regression fitted for intention to entrepreneur against measures of entrepreneurship

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.720	.354		-2.034	.044
	Degree importance	.076	.052	.091	1.460	.146
	Attitude towards entrepreneurship	.041	.068	.041	.597	.552
	Perceived support and barriers	.504	.127	.283	3.975	.000
	Locus of control	.176	.092	.130	1.922	.057
	Entrepreneurship education	.244	.070	.263	3.508	.001
	Entrepreneurial knowledge	.112	.067	.113	1.673	.096
	Subjective norms	.170	.081	.155	2.103	.037

a. Dependent Variable: Entrepreneurial Intention