

# Assessing Entrepreneurial Attitude Orientations of Graduating Students at University of Gondar

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## Abstract

Entrepreneurship has become worldwide phenomenon as economic growth across the globe is positively affected by the emergence of new and innovative potential entrepreneurs and their ventures. New businesses, which usually result from entrepreneurial endeavors, play a significant role in job creation and new product developments and thereby improving socio-economic conditions of citizens. Hence, developing entrepreneurial orientations of young people is not a necessity but also a mandatory issue for any country, all the time. Initiated by the same, this study was carried out to assess the entrepreneurial attitude orientations of graduating students at universality of Gondar. A quantitative approach using the EAO scale is used for the measurement of entrepreneurial attitudinal orientation of the respondents based on their own opinions. A set of questionnaire was distributed to 357 respondents and 292 of them were collected back and analyzed using mean, frequency, correlations coefficient, percentages, ANOVA and t-tests. It is found that there is high entrepreneurial attitude orientation of graduating students. Besides it is found that there are no that much demographic influences on EAO scores of students. It is recommended that certain special factors in developing entrepreneurial education among students in the university should be identified and need to be carefully examined.

**Keywords:** Entrepreneurship, Entrepreneurial Attitude Orientation (EAO) Dimensions, University of Gondar (UOG)

## 1. Background of the study

Entrepreneurship is a worldwide phenomenon with economic growth across the globe positively impacted by the emergence of new and innovative business start-ups. These new small businesses play a significant role in job creation, influencing politicians to recognize and support entrepreneurial start-up activity due to its positive contribution to the economy. 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 (Hisrich and Peters, 2002). There is general agreement that attitudes towards the entrepreneur, entrepreneurial activity, and its social function are determinant factors for university students to decide an entrepreneurial career (Hisrich and Peters, 2002).

Ethiopia, to cope up with the business challenges and benefit from globalization, needs to emerge with better economy. The development of its economy presupposes entrepreneurial direction, which is believed to lead to improved social life and welfare. This means that Ethiopian trade and economic development should be marked by innovation, transformation, ambition, planned and intentional behavior, and independence. Ethiopian business men and women should take intelligent risks that are knowledge-based and pave ways for new challenges and opportunities. Such a strategy helps Ethiopian entrepreneurship to grow (Tsige, 2009). Different economic and social tasks and qualities are attributed to entrepreneurs. The main purpose of university courses, from the point of view of both the university and the individual student, is to train and prepare young people for their future vocational activity, which may bring them into close contact with commercial or social enterprises. Students are thus often in contact with companies, directly or indirectly, either as prospective employees or in pursuit of future entrepreneurial self-employment. This means that a number of students are expected to become entrepreneurs once their studies are complete. In the course of these direct and indirect contacts between students and companies, the perception of entrepreneurs is based on a specific, individual image. It is therefore worthwhile finding out more about students' current image of entrepreneurs. According to Center of Africa Formation for Research and Development [CAFRD] (2003, as cited in Tsige, 2009) stated that a society without entrepreneurship is a dead society. Without entrepreneurship, no growth and no progress can be expected. Entrepreneurship creates jobs, leads to new knowledge and new competence.

In Ethiopia generally in UOG particularly, in the previous times there is a growing concern that students do not have sufficient skills to undertake entrepreneurial ventures. There are comments that these students have narrow business perspectives, less flexible to leave their village (branch) in other working areas and foresee themselves as only job seekers and not job creators. All students especially Social science are attached to lack of strong entrepreneurial orientation culture (culture loaded with characteristics of achievement in business, innovativeness in business, perceived personal control of business outcome, and perceived self-esteem in business) ultimately lead to decreased entrepreneurial and global competitiveness in the university. "It is now

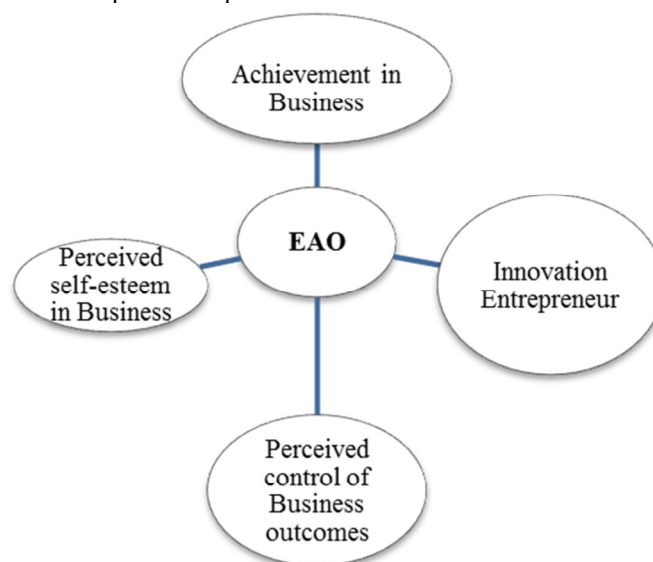
generally accepted that institutions are the rules of the game in a society or, more formally, are the humanly devised constraints that shape human interaction” (North, 1990, p.3). Therefore, the institutional context affects the performance of economies, particularly through the influence over the entrepreneur’s behavior, and therefore should be explored and analyzed. But in the university lack of exploration and analysis of institutions what all are doing to shape entrepreneurs. By any measure or standard generally Ethiopia in particular UOG is one of the poorest nations and university respectively in the world. Some of the reasons for our poverty can be lack of: entrepreneurial thinking, confidence in recognizing opportunities and to make use of identified opportunities due to fear of risk, rewards of monetary and personal satisfaction, risk taking ability, conducive environment for developing entrepreneurs and entrepreneurial thinking (political, cultural, social and economic, demographical environment), educational system or curriculum developed from our country consideration from Ethiopian youths (Gemechis,2007).

In cognance of the fact, the government has designed a national educational policy. In addition, even though the new education policy of Ethiopia is inclined towards practical education, there still implementation problem seems to exist in UOG. Most blame that our educational system has more of theoretical foundation than emphasizing on the practical and entrepreneurial aspects. However, the blames and attributions are not empirically tested hitherto. This study therefore, fills this knowledge gap by empirically assessing the EAO’s of graduating students at UOG.

**Conceptual Framework**– According to Gibson, Christopher, and Harris (2010) many past researches incorporate an attitude scale to predict entrepreneurial activity. An advantage of using an attitude approach is that it can be more domain-specific, which increases the correlation with actual behavior and reduces unexplained variability. Attitudes tend to change across time and situations through an interactive process with the environment, and once a person’s attitude has been measured, a prediction can be made about the person’s future actions. According to Robinson development of the Entrepreneurial Attitude Orientation (EAO) model based on the four constructs of achievement, innovation, personal control, and self esteem in business. Entrepreneurial Attitude Orientation (EAO) model applied by measure entrepreneurial attitudes (Robinson et al., 1991). The subscales of the EAO measure individuals’ attitudes on four dimensions:

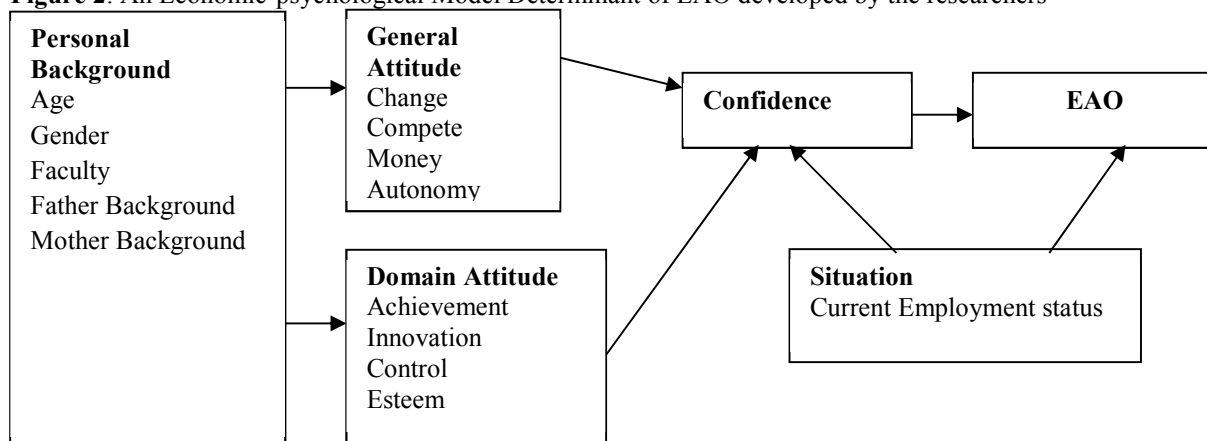
1. Achievement in business (referring to the results of starting and growing a business venture);
2. Innovation in business (using innovative methods in business activities);
3. Perceived personal control of business outcomes (individual’s control and influence on his/her business);
4. Perceived self-esteem in business (self-confidence and perceived competency in business affairs).

**Figure 1:** EAO Dimensions of Entrepreneurship



**Entrepreneurial attitude orientation:** The scale so as to measure the attitudinal characteristics of potential Entrepreneurs. It also helps to know the orientation to start a new firm, which is assumed to be planned for some time and thus preceded by an attitude to do so.

**Figure 2:** An Economic-psychological Model Determinant of EAO developed by the researchers



**1.1. Materials and Methods**

**Study Design-**The study made use of the descriptive method of research with Quantitative approaches using the EAO scale measurement of entrepreneurial attitudinal orientation of students since the objectives of the study required profiling of the respondents in terms of select demographic attributes, their self-assessment on some entrepreneurial attitudinal orientation. Identifying any significant relationships and differences between selected variables can also be achieved by use of the descriptive research approach. This study is conducted by taking data from samples only once.

**Method of Data Collection-** To examine the research questions, data have gathered from a self-administered structured questionnaire is used with the objective of gathering information on students’ attitudinal orientation towards entrepreneurship conduct among university students. The units of analysis were the final year students in regular programmes at UOG.

**Sampling Design-** The target population of the study were graduating students of University of Gondar and the sample were taken from each College like College of Business and Economics (CBE), College of Natural and Computational Science (CNCS), College of Social Science and Humanity (CSSH), and College of Medicine and Health Science (CMHS). From each College based on Stratified random sampling (proportionate stratified sampling) technique samples were drawn from each College. Therefore, all students in all Colleges were having equal chance of being selected as respondents according to their proportion in their respective faculty based on their list.

**Sample Size Determination-** In the case of the current Study has decided to take the sample selection from each college in UOG, which are total of 350 in number. According Yamene (1967, as cited in Israel, 1992) provides a simplified formula to calculate sample size. This formula was used to calculate the sample sizes and is shown below. A 95% confidence level and P = 5% are assumed for the Equation.

$$n = \frac{N}{1 + N(e^2)}$$

$$n = \frac{2739}{1 + 2739(0.05^2)}$$

Where n is the sample size, N is the population size, and e is the level

$$n = 350$$

of precision or significance level.

**Sample Selection Technique-**2739 students from UOG (Method of determining the sample size is based on scientific approach – follows some proportionate sample from each stratum. Random sampling technique have used by considering proportional stratified sampling. The proportionate calculation of the sample: 350/2739 x100%=12.78%.

Stratum	Total number	No. of sample
CBE	638	638x12.78%=81
CNCS	906	906x12.78%=116
CSSH	615	615 x12.78%=79
CMHS	580	580x12.78%=74
Total	2739	350

**Table 1:**Number of Samples from each College

**Method of data analysis-** Analyses of data were subject to various statistical methods depending on the data’s

level of measurement by using 292 returned survey. The methods used in this study include descriptive statistics such as frequencies, mean, standard deviations, and percentage. Relational statistics like Pearson correlation is also used to determine the significance of relationships among variables. Inferential statistics such as ANOVA and T-test were used. For descriptive analysis of mean score the following table was applied. The Statistical Package for Social Sciences (SPSS) were used in the analysis of the data collected in this research and the results of analysis were presented using tables.

**Research Questions** -The study raises and examines the following questions:

1. What level of entrepreneurial orientations graduating students have?
2. What level of EAO UOG students have with regard to current educational practice?
3. Is there a relationship between demographic variable and entrepreneurial attitude orientations of students?
4. Is EAO's of students are different based on their discipline?

**Measurement**- Quantitative approaches using the EAO scale is used for the measurement of entrepreneurial attitudinal orientation of students based on self report. Opinions are expressed in a 10-point scale. According to Zaidatol and Bagheri (2009) describes the mean score above 3.80 was considered high, 3.40-3.79 was considered moderate and below 3.39 was regarded as low perceptions for a five point likert scale based on this researchers have doubled the ranges to made a fit of 10- point likert scale. According to David (2010) it have the following advantages first, Subjects' have been growing get to know to the 10-point scale. Changing the size invites confusion and can compromise reliability. Second, there is enough breath in the 10-point scale to distinguish intense opinion from simple conformity. The higher the average estimate, the more likely is that the respondent has this trait have used.

According to Robinson, Huefner, and Hunt (1991, as cited in David, 2010) Entrepreneur Attitude Orientation (EAO) questionnaire consisting of 75 items, each paired to a 1-10 Likert scale. The EAO is theoretically well grounded and provides a score based on four attitude subscales: 1) Achievement in business refers to concrete results associated with the start-up of a business (Cronbach's alpha = 0.84), 2) Perceived personal control of business outcomes concerns one's perception of control or influence over his or her business (Cronbach's alpha = 0.70), 3) Innovation in business relates to acting on business activities in novel ways (Cronbach's alpha =0.90), 4) Perceived self-esteem in business which relates to self-confidence with regard to one's business affairs (Cronbach's alpha = 0.73), and the EAO general(cronbach's=0.86). The four subscales have been shown to produce 77% accuracy in predicting entrepreneurship.

## 1.2. Results and Discussion

**Results of Descriptive Statistics**- As can be seen, majority of the respondents about (58.9%) are between 21- 25 years of age. This is mainly because the study participants are only students currently pursuing their studies in higher educations. As a result most of the respondents are in their young ages. Accordingly about (70.5%) of the respondents are males and the rest are Females.

**Table 1:** Age and gender wise Distribution of the Respondents

Number	Age	Frequency	Percentage	Number	Gender	frequency	percent
1	15-20	27	9.2	1	Male	206	70.5
2	21-25	172	58.9	2	Female	86	29.5
3	26-30	83	28.4		Total	292	100.0
4	above 31	10	3.4				
	Total	292	100.0				

Source (Survey, 2012)

**Table 2:** Father and Mother Background of Respondents respectively

Number	Background	Frequency	percent	Number	Background	Frequency	Percent
1	Agriculture	181	62.0	1	Agriculture	177	60.6
2	Employed	62	21.2	2	Employed	72	24.7
3	Business person	49	16.8	3	Business person	43	14.7
	Total	292	100.0		Total	292	100.0

It is vivid that the majority of Ethiopian population is administered under agricultural economy the study still assures it. As depicted from the above two tables (Table 2) the majority of the respondents family background is agriculture (i.e. for Father and Mother family background (62%) and (60.6%) of the respondents respectively are grouped under Agriculture oriented family, which take the lion share in Ethiopia. The second share is taken by employed family background 21.2% and 24.7% for father and mother respectively. The list amount is occupied by respondents having business background family.

### The Effect of Demographic Variables on EAO Scores

In this section of the study findings and discussions concerning the consequence of demographic variables and EAO scores have assessed using mean and standard deviation.

**Table 3:** The Effect of Age on EAO Scores

Age Respondents	EAO Dimensions				
	of Achievement in business	in Innovation in business	in Perceived personal control of business outcomes	of Perceived self-esteem in business	
15-20	Mean	6.19	6.33	6.34	6.23
	N	27	27	27	27
	SD	1.673	1.189	1.689	1.732
21-25	Mean	7.14	6.74	7.05	6.64
	N	172	172	172	172
	SD	1.608	1.293	1.643	1.520
26-30	Mean	7.48	7.01	7.33	7.07
	N	83	83	83	83
	SD	1.426	1.419	1.600	1.283
above 31	Mean	7.98	7.09	7.68	7.38
	N	10	10	10	10
	SD	1.196	1.105	1.013	1.313
Total	Mean	7.18	6.79	7.09	6.75
	N	292	292	292	292
	SD	1.589	1.324	1.636	1.489

Source (Survey, 2012)

From the above Table 3 implication the mean score is >7.6 we can understand that age group above 31 have high entrepreneurial attitude orientation in achievement in business and Perceived personal control of business outcomes but other EAO constructs and for other age groups their mean score shows that moderate and below moderate. Even though it is real we can specify which age group is highly involved in which entrepreneurial attitudinal orientation subscales by comparing the means. Therefore, respondents have age group from 15-25(Mean=6.34) have high Perceived personal control of their business outcomes. Respondents included age range from 21-25(Mean=7.14) shown high Achievement in business. Regarding the age group of respondents grouped under 26-30(Mean=7.48) also show high zeal to business achievement. The last but not the least respondents are fall under age group classification of the study >31(Mean=7.98). These group of respondents are elder by age as per the study category and they have intense achievement in business than all. Generally the study analyzed that across all age group in each attitudinal orientation subscales the attitude of being an entrepreneur and entrepreneurship is increased that is shown below in table 4.

**Table 4:** EAO Subscale Mean for Each Age Group

EAO Dimensions	Mean	Age group
Achievement in business	6.19	15-20
	7.14	21-25
	7.48	26-30
	7.98	above 31
Innovation in business	6.33	15-20
	6.74	21-25
	7.01	26-30
	7.09	above 31
Perceived personal control of business outcomes	6.34	15-20
	7.05	21-25
	7.33	26-30
	7.68	above 31
Perceived self-esteem in business	6.23	15-20
	6.64	21-25
	7.07	26-30
	7.38	above 31

Source (Survey, 2012)

Tamizharasi and Panchanatham (2010) claimed that there is no association between the level of entrepreneurial attitudes and their age, which is consistent with the study finding. This study focused on the assessment of students EAO in UOG, thus it would be better to relate entrepreneurship to students' attitude orientation, because entrepreneurship involves developing attitudes and orientations appropriate to the age and development of students in educational settings or environment. The study found that EAO score is moderate and low across all level of age group every respondent have moderate and low entrepreneurial attitude orientation. This finding is important in that if students understand the necessity and need of entrepreneurship, their attitude orientation become an entrepreneur increases as per their age becomes elder but other demographic variables have no any contributions to EAO of students. This finding likes the research made by Nattharika, et. al. (2011) that demographic factors, which is including age have influence on variables to affect Entrepreneurial attitude orientation.

**Table 5:** The Effect of Gender on EAO Scores

Gender of Respondents		EAO Dimensions			
		Achievement in business	Innovation in business	Perceived personal in control of business outcomes	Perceived self-esteem in business
Male	Mean	7.28	6.81	7.23	6.77
	N	206	206	206	206
	SD	1.429	1.251	1.518	1.389
Female	Mean	6.92	6.74	6.74	6.70
	N	86	86	86	86
	SD	1.905	1.491	1.851	1.715
Total	Mean	7.18	6.79	7.09	6.75
	N	292	292	292	292
	SD	1.589	1.324	1.636	1.489

Source (Survey, 2012)

The whole over figure in the above Table 5 shows that males have moderate attitudinal orientation across three constructs except Perceived self-esteem in business, which shows low score. But females have moderate EAO score on Achievement in business but have registered low in other three constructs. Even though the result shown is both moderate and below moderate entrepreneurial attitude orientation for comparison purpose we can see each sub scale within being male or female. From the figure we can depicts that males have higher attitudinal orientation than females. Both of them are higher in results of starting and growing a business venture (i.e. achievement in business). The figures in the table show that both males and females are lower in Perceived self-esteem in business (Mean=6.77, Mean=6.70 respectively) than other sub scales of EAO. An examination of potential differences in entrepreneurial attitudes between men and women in the current sample found no significant differences; their scores were comparable. This result is consistent with a study of U.S. college students who took the EAO (Harris, Gibson, and Shanahan, 2008) and the growth of women in entrepreneurship. This shows a consistent result like that of the above finding. Antagonistically, gender of students' has been linked to their propensity for the subject/entrepreneurship as well as job availability and earnings/entrepreneur potential (Pritchard and et al., 2004).

**Table 6:** The Effect of Father Background on EAO Scores

Father Background of Respondents		EAO Dimensions				
		Achievement in business	Innovation in business	Perceived in of outcomes	Perceived control business esteem	Perceived self-in business
Agriculture	Mean	7.13	6.72	7.01	6.72	
	N	181	181	181	181	
	SD	1.567	1.321	1.635	1.416	
Employed	Mean	7.28	6.96	7.32	6.86	
	N	62	62	62	62	
	SD	1.398	1.280	1.451	1.458	
Business person	Mean	7.21	6.83	7.08	6.71	
	N	49	49	49	49	
	SD	1.897	1.392	1.851	1.790	
Total	Mean	7.18	6.79	7.09	6.75	
	N	292	292	292	292	
	SD	1.589	1.324	1.636	1.489	

**Table 6:** The Effect of Mother Background on EAO Scores

Mother Background of Respondents		EAO Dimensions				
		Achievement in business	Innovation in business	Perceived in of outcomes	Perceived control business esteem	Perceived self-in business
Agriculture	Mean	7.12	6.71	7.00	6.71	
	N	177	177	177	177	
	SD	1.532	1.303	1.604	1.369	
Employed	Mean	7.37	7.06	7.38	6.92	
	N	72	72	72	72	
	SD	1.574	1.238	1.530	1.556	
Business person	Mean	7.11	6.68	6.95	6.62	
	N	43	43	43	43	
	SD	1.843	1.507	1.901	1.829	
Total	Mean	7.18	6.79	7.09	6.75	
	N	292	292	292	292	
	SD	1.589	1.324	1.636	1.489	

Source (Survey, 2012)

From the above tables (Table 6) the study could recognize that with the concern of family background all of the respondents have moderate and low attitudinal orientations. But for differentiation means respondents having employed family background have shown higher entrepreneurial orientations. The research result of Tamizharasi and Panchanatham (2010) result support gender has interaction term with Perceived desirability of businesses out come and Personal self-esteem. Attitude with significantly affect to Entrepreneurial attitude. Family Background has interaction term with they have positive and significantly affect to Entrepreneurial attitude orientation. But the study result depicts that males and females have moderate and low attitudinal orientation regardless of family background. That means being male or female have no any kind of interaction term with EAO. In the other antagonistic way the study finds that family background doesn't influence Entrepreneurial attitudinal orientations. In addition, Douglas and Shepherd (2002) found that there is a relationship between entrepreneurial attitudes and the orientations to be self-employed. They reported that the intention to be self-employed is stronger for those with more positive attitudes to risk and to independence. That is, the higher is the individual's tolerance for risk, and the stronger is their preference for decision-making autonomy, the stronger is

their intention to be self-employed.

**Table 7:** Graduating Students Entrepreneurial Orientation Scores

EAO Dimensions	N	Mean	SD
Achievement in business	292	7.18	1.589
Innovation in business	292	6.79	1.324
Perceived personal control of business outcomes	292	7.09	1.636
Perceived self-esteem in business	292	6.75	1.489

Source (Survey, 2012)

Table 7 illustrates that Achievement in business (Mean=7.18, S.D=1.59), Innovation in business (Mean=6.79, SD=1.32), Perceived personal control of business outcomes (Mean=7.09, SD=1.64), Perceived self-esteem in business (Mean=6.75, S.D=1.49). This shows the mean score of three items is between 6.79-7.59 this implies that general perceptions of students are moderate on all items measuring entrepreneurial attitudinal orientations except Perceived self-esteem in business, which shows low score. The other indication of table 7 shows that the current educational practice of the university is practicing in a moderate manner because all students have scored moderate inclination towards being entrepreneur and take the advantage of entrepreneurship but low in Perceived self-esteem in business. This study also found that university students are moderate on all items measuring entrepreneurial attitudinal orientations. The findings are somewhat in accord with Zaidatol and Bagheri (2009) Students are classified as having the attitudes consistent with entrepreneurs on self-esteem, innovation, achievement because the mean have high scores. According to them the higher the EAO have the implication having high positive attitude toward entrepreneurship. Students have high positive EAO on achievement, personal control, innovation, self-esteem. But this study uses the implication of the result for current educational practice.

### Correlation Analysis

**Table 8:** EAO Scores of Students Based on Their Discipline

	Group	N	Mean	SD	Sig. (2-tailed)
Achievement in business	Natural	117	6.59	1.676	0.000
	social	175	7.57	1.400	0.000
Innovation in business	Natural	117	6.24	1.327	0.000
	social	175	7.15	1.192	0.000
Perceived self-esteem in business	Natural	117	6.51	1.708	0.000
	social	175	7.47	1.469	0.000
Perceived personal control of business outcomes	Natural	117	6.12	1.550	0.000
	social	175	7.17	1.293	0.000

Table 8 show that there is no significant difference (means that all are equally significant at a significance level of 0.01) between the two groups of students in all constructs such as Achievement in business, Innovation in business, Perceived personal control of business outcomes, Perceived self-esteem in business. Findings also indicate that there is no significant difference regarding Achievement in business, Innovation in business, Perceived personal control of business outcomes, Perceived self-esteem in business. This shows that courses delivered currently in all faculties needed to increase the university students' entrepreneurial attitudinal orientations. It was found that student with positive entrepreneurship attitude score higher EAO subscales. Students' choice of academic major (discipline of study) has been linked to their propensity for the subject as well as job availability and earnings potential (Pritchard et al., 2004). This implies that students may choose to take entrepreneurship courses because of a heightened interest or skill level in that area. In addition, studies have shown that undergraduate business students and recent business graduates often look for extrinsic rewards in their initial jobs and view large corporations as a more attractive alternative because of better pay and career advancement (Teo and Poon, 1994; Moy and Lee, 2002). However, within the business field, those who primary discipline is management have been shown to possess a more favorable view of careers in the small business arena, particularly since the working environment allows them to play a greater role in decision making (Grubb et al., 2006). In contrary of this the study finding reveals that all students in Each discipline have willingness towards Entrepreneurship.



**Table 9:** The relationship between EAO Dimensions and Gender of Respondents

EAO Dimensions		F	Sig.	t	df	Sig. (2-tailed)
Achievement in business	Equal variances assumed	17.858	0.000	1.790	290	0.074
	Equal variances not assumed			1.594	126.754	0.113
Innovation in business	Equal variances assumed	5.347	0.021	0.378	290	0.706
	Equal variances not assumed			0.351	137.313	0.726
Perceived personal control of business outcomes	Equal variances assumed	8.537	0.004	2.391	290	0.017
	Equal variances not assumed			2.205	135.058	0.029
Perceived self-esteem in business	Equal variances assumed	6.110	0.014	0.391	290	0.696
	Equal variances not assumed			0.359	133.760	0.720

**Table 9:** The relationship between EAO Dimensions and age of Respondents

		Sum of Squares	df	Mean Square	F	Sig. (2-tailed)
Achievement in business	Between Groups	40.761	3	13.587	5.636	0.001
	Within Groups	694.360	288	2.411		
	Total	735.121	291			
Innovation in business	Between Groups	10.962	3	3.654	2.109	0.099
	Within Groups	498.939	288	1.732		
	Total	509.901	291			
Perceived personal control of business outcomes	Between Groups	23.761	3	7.920	3.021	0.030
	Within Groups	755.177	288	2.622		
	Total	778.938	291			
Perceived self-esteem in business	Between Groups	22.153	3	7.384	3.412	0.018
	Within Groups	623.341	288	2.164		
	Total	645.494	291			

The result in the above table ( $F=17.858$ ,  $P=0.074$ ,  $F=5.347$ ,  $P=0.706$ , and  $F=6.110$ ,  $P=0.696$ ) of T-test with two groups corresponding to achievement in business, innovation in business, Perceived personal control of business outcomes, and perceived self-esteem in business respectively shown in the above table, which illustrates there is no significant relationships between the three EAO dimensions and two gender groups of respondents. But perceived personal control of business outcomes shows significant relationship with gender of respondents at ( $F=8.537$ ,  $P=0.017$ ). From the above table, we can see that although the three EAO dimensions were not significant), EAO was predicted significantly ( $p<0.05$ ) by Perceived personal control of business outcomes. Therefore, we can say that Perceived personal control of business outcomes have a certain variation based on gender. The result ( $F=5.636$ ,  $P=0.001$ ,  $F=3.021$ ,  $P=0.030$ , and  $F=3.412$ ,  $P=0.018$  for achievement in business, perceived personal control of business outcomes, and perceived self-esteem in business respectively) of one-way ANOVA with four age groups corresponding to three EAO dimensions is shown in the Table 9 above, which illustrates there is significant relationships between three EAO dimensions and different age groups of graduating students. But innovation in business has no significant relationship with in age.

**Table 10: EAO Scores of Students Based on their Disciplines**

EAO dimensions		F	Sig.	t	df	Sig. (2-tailed)
Achievement in business	Equal variances assumed	2.376	0.124	5.433	290	0.000
	Equal variances not assumed			5.244	217.896	0.000
Innovation in business	Equal variances assumed	0.002	0.967	6.116	290	0.000
	Equal variances not assumed			5.987	230.287	0.000
Perceived personal control of business outcomes	Equal variances assumed	2.212	0.138	5.147	290	0.000
	Equal variances not assumed			4.996	222.813	0.000
Perceived self-esteem in business	Equal variances assumed	1.497	0.222	6.223	290	0.000
	Equal variances not assumed			6.004	217.643	0.000

The results in the above Table 10 shows that (F=2.376, F=0.002, F=2.212, and F=1.497 at P-value is significant) of T-test with two groups corresponding to achievement in business, innovation in business, and perceived self-esteem in business respectively shown in the above table, which illustrates there is no significant different between the discipline of students on EAO dimensions since all groups at equal variances assumed are equally significant. This study found that students' attitude towards discipline of students EAO dimensions is not significantly different between both groups at equal variances assumed are equally significant. According to Peterman and Kennedy (2003) found that there is a significant difference between students in each discipline. They suppose that it is important to support offering entrepreneurship courses to all university students so as to improve their entrepreneurial attitude as suggested by who found that exposure to entrepreneurship education increases entrepreneurial orientations.

**Conclusions-** graduating students were asked to register their attitudes toward entrepreneurship on a Likert type rating. Graduating students registered medium and low attitudes toward entrepreneurship. Findings revealed graduating students had no statistical significant differences in attitudes by discipline. Medium and low attitudes toward entrepreneurship indicate that there is positive future in entrepreneurship, if high concern is given to entrepreneurship for future.

**Recommendation-** We should encourage university teachers and students to attend entrepreneurial competitions and join workshops on entrepreneurship. They could get more information, resources and add to their understanding of the environment. There are two ways to help students.

1. We could offer students more information via the University educational system. We could promote students in the pursuit of achievement, innovation, and Perceived self-esteem in business, and Perceived personal control of business outcomes. The government departments, enterprises, communities and social organizations are the suitable organizations for this assignment. Meaning taking the lion share responsibility for facilitating this activity.

2. Hold relevant lectures and classes to help students understand policies, resources and the entrepreneurial environment. We should teach them to analyze the direction and chances for entrepreneurship. This could increase student confidence about entrepreneurship.

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