



St. Mary's University
School Of Graduate Studies

DEPARTMENT OF BUSINESS ADMINISTRATION

Entrepreneurship Intentions of Graduating Class Students:

A Case of Addis Ababa Science and Technology University

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

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Advisor: Zemenu Aynadis (Asst. Prof)

May, 2021

Addis Ababa, Ethiopia

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CERTIFICATION

This is to certify that Yabsira Tedla has done the study on the topic of “**Entrepreneurship Intentions of Graduating Class Students (A Case of Addis Ababa Science and Technology University)**.” Therefore; the study is original and has not been done before by any other researcher at the same topic.

Advisor: Zemenu Aynadis (Asst. Prof)

Signature_____

DECLARATION/CONFIRMATION

I, Yabsira Tedla 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.

Yabsira Tedla

Signature_____

Date_____

St. Mary's University
School Of Graduate Studies
Department of Business Administration
MBA program

Entrepreneurship Intentions of Graduating Class Students
(A Case of Addis Ababa Science and Technology University)

By: Yabsira Tedla

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Approval by Board of Examiners

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ACKNOWLEDGEMENTS

First of all thanks to God for everything.

I would like to express grateful thanks to my parents, Tedla H/Michael and Zerfish H/Kristos for their helpful support while I was carrying out this research.

My heartfelt thanks go to my supervisor Asst. Prof. Zemenu Aynadis who guided me thoroughly in this research as he was helpful in his constructive criticisms and useful comments from the inception of the work to its completion.

Finally I would like to thank respondents (students) from AASTU because this work is the product of their dedication to fill questionnaires.

List of Tables

Table 4.1: General Background information of Respondents

Table 4.2 Internal Locus of control of respondents

Table 4.3 Respondent's Desire for Autonomy

Table 4.4 Respondent's future attitude about continuous employment and fixed salary

Table 4.5 Students' Ability to Cope With Challenges in the Job Market

Table 4.6 Respondents risk-taking propensity

Table 4.7 Respondent's Response for their Entrepreneurship Education

Table 4.8 Respondents attitude towards Entrepreneurship

Table 4.9 Respondent's Self – Efficacy Strength

Table 4.10 Respondent's Intention to be an Entrepreneur

Table 4.11 Respondent's Entrepreneurial Intention by sex

Table 4.12 Respondent's Entrepreneurial Intention by Social Class

Table 4.13 Multiple regression analysis for variables predicting students Entrepreneurial intentions

List of Figures

Figure 2.1 Shapero's Entrepreneurial Event

Figure 2.2 The Theory of Planned Behavior

Figure 2.3 Social Cognitive Theory

Figure 2.4 Research Framework

Figure 4.1 Influence of the respondents' field of study on their intentions to be an entrepreneur

Figure 4.2 Respondent's future attitude about continuous employment and fixed salary

Figure 4.3 Students' Ability to Cope With Challenges in the Job Market

Figure 4.4 Respondents' risk-taking propensity

Figure 4.5 Respondents' Entrepreneurship Education Status

ACCRONOMYS

AASTU – Addis Ababa Science and Technology University

SEE - Shapero Entrepreneurial Event

LC – Locus of Control

AT – Attitudes towards entrepreneurship

EE – Entrepreneurial Education

IE – Intentions to be Entrepreneur

SE – Self Efficacy

SCT - Social Cognitive Theory

TPB - Theory of Planned Behavior

SPSS - Statistical Package for the Social Sciences

ABSTRACT

Entrepreneurship has been widely embraced as a strategic way to increasing youth economic engagement. The purpose of this study aims at seeking to identify whether entrepreneurial intentions exist among university students. The study looked at the graduating class of 2019/20 undergraduate students' of Addis Ababa Science and Technology University's perceptions about entrepreneurial intentions. The study proposes different factors that could affect the students' intentions towards entrepreneurship like the student's gender, social class, entrepreneurial education, self-efficacy, attitude towards entrepreneurship. The study's sample size is 124 students, with 48 men and 76 women. Both qualitative and quantitative research methodologies were used in the study. Questionnaires were used to collect primary data by using an online form by considering social distancing to apply Covid – 19 protocols, and secondary data was gathered from books, journals, previous research works, the university's website and the internet. To choose a proportional number of samples from the study area, simple random selection was performed. According to the findings, the university should build the student's belief in their capabilities to create and execute job and being independent and the other thing is attitudes to be self-employed to the students' perceptions which could play a vital role to boost students' confidence in performing entrepreneurial responsibilities and activities.

Keywords: Entrepreneurial intention, self-efficacy, self-employment

Table of Contents

| | |
|---|------|
| Certification..... | i |
| Declaration..... | ii |
| Approval..... | iii |
| Acknowledgement..... | iv |
| List of Tables..... | v |
| List of Figures..... | vi |
| Acronyms..... | vii |
| Abstract..... | viii |
| CHAPTER ONE: INTRODUCTION | 1 |
| 1.1 Background of the Study..... | 1 |
| 1.2 Statement of the Problem | 2 |
| 1.3 Research Questions | 4 |
| 1.4 Objective of the Study..... | 4 |
| 1.4.1 General Objective | 4 |
| 1.4.2 Specific Objective..... | 4 |
| 1.5 Significance of the Study..... | 4 |
| 1.6 Scope and Limitation..... | 5 |
| 1.6.1 Scope of the Study | 5 |
| 1.6.1.1 Geographical Scope | 5 |
| 1.6.1.2 Conceptual scope..... | 5 |
| 1.6.1.3 Methodological scope..... | 6 |
| 1.6.2 Limitations of the Study | 6 |
| 1.7 Definition of Terms | 6 |
| CHAPTER TWO: REVIEW OF RELATED LITERATURE | 7 |
| 2.1 Definitions of Entrepreneurship | 7 |
| 2.2 Theoretical Literature | 8 |
| 2.2.1 Shapero’s Entrepreneurial Event Theory..... | 8 |
| 2.2.2 The theory of planned behavior | 10 |
| 2.2.3 Social cognitive theory | 11 |
| 2.2.4 The Theory of Planned Behaviour..... | 12 |

| | |
|--|----|
| 2.3 Empirical Review | 14 |
| 2.3.1 Entrepreneurship education | 14 |
| 2.3.2 Self-efficacy | 15 |
| 2.3.3 Entrepreneurial Attitude | 16 |
| 2.3.4 Trait Orientation | 17 |
| 2.4 Research Framework | 21 |
| CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY | 22 |
| 3.1 Research Design | 22 |
| 3.2 Research Approach | 22 |
| 3.3 Target Population..... | 22 |
| 3.4 Sampling Technique and Sample size | 23 |
| 3.5 Data Type and Source | 23 |
| 3.6 Data Collection Instrument..... | 24 |
| 3.7 Reliability and Validity..... | 24 |
| 3.8 Data Analyzing Techniques | 25 |
| 3.8.1 The model for regression analysis | 26 |
| 3.9 Ethical Considerations..... | 26 |
| CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA | 27 |
| 4.1 Response Rate..... | 27 |
| 4.2 Demographic Characteristics of Respondents | 28 |
| 4.3 Entrepreneurial characteristics of the respondents..... | 29 |
| 4.3.1 Influence of the respondents' field of study on their intentions to be an entrepreneur... 29 | |
| 4.3.2 Respondent's Internal Locus of Control..... | 30 |
| 4.3.3 Desire for Autonomy..... | 31 |
| 4.2.5 Respondent's future attitude about continuous employment and fixed salary | 32 |
| 4.2.6 Students' Ability to Cope With Challenges in the Job Market | 34 |
| 4.2.7 Respondents risk-taking propensity | 35 |
| 4.4 Entrepreneurship Education | 37 |
| 4.3.1 Respondent's Response for their Entrepreneurship Education | 38 |
| 4.5 Respondents attitude towards Entrepreneurship | 39 |
| 4.6 Respondent's Self-Efficacy Strength | 40 |
| 4.7 Respondent's Intention to be an Entrepreneur..... | 41 |
| 4.6.1 Respondent's Entrepreneurial Intention by sex | 42 |

| | |
|---|----|
| 4.6.2 Respondent's Entrepreneurial Intention by Social Class | 43 |
| 4.8 Multiple Regression Analysis | 44 |
| 4.8.1 Multiple regression analysis for variables predicting students Entrepreneurial intentions 44 | |
| CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS | 46 |
| 5.1 Conclusion | 46 |
| 5.2 Recommendations | 48 |
| Reference | 49 |

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Starting and operating a replacement business involves considerable risk and energy to beat the inertia against creating something new. In creating and growing a new venture, the entrepreneur assumes the responsibility and risks for its development and survival and enjoys the corresponding rewards. This risk is compounded for entrepreneurs who go international or who are of course born global. The actual fact that customers, businesspeople, and governance from every part of the planet have an interest in entrepreneurship is clear from the increasing research on the topic, the big number of courses and seminars on the subject, the over two million new enterprises started annually (despite a 70% failure rate) by the research made by Sean Bryant (2020), the many coverage and focus by the media, and also the realization that this can be a very important aspect of the economics of the developed, developing, and even controlled economies. Who is that the focus of all this attention? Who is willing to simply accept all the risks and put forth the trouble necessary to make a replacement venture? It should be a person, someone from an upper-class or lower-class background, a technologist or someone lacking technological sophistication, a high school graduate, or a high school dropout.

All over the globe, entrepreneurship has been widely acclaimed to be a panacea for sustainable economic process and development, thus, it's been the key source of job growth and economic development in developed, emerging and developing economies during this 21st century in step with Farkas and Gubik (2016), a country's economic performance highly depend on successful entrepreneurship.

Unemployment among tertiary institution graduates has been a significant concern in Ethiopia. Dixon, Meier, Brown, and Custer (2005) argued that 'Entrepreneurship programs enhance graduates' entrepreneurial skills, and encourage them to form new businesses.

Entrepreneurs have played an important role in both poverty reduction and economic process round the world over the past decades. Entrepreneurial activity creates new opportunities, increases employment, and provides access to new markets and services (Haftendorn&Salzano, 2003).

In developing countries like Ethiopia, the first bottleneck to economic process is commonly not such a lot a shortage of capital, labor or land, rather it's shortage of dynamic entrepreneurs who can integrate these resources together and market within the market (UNDP, 2007).

Now day's Ethiopian education institutions are producing skilled human power that would contribute to the event of the economy, the quantity of scholars graduating from these institutions and joining to the market is increasingly exceeding from labor demand that the economy can absorb (laborsupply is larger than labor demand).

To augment interest in entrepreneurship the Ethiopian government is widely preaching the philosophy of "creating employers rather than employees" among Ethiopians providing new ventures contribute significantly to the gross domestic product and new job creations. But truly, it's difficult to mention that government's subjective of making employers than employee has achieved. Possible reason for this is often lack of information regarding factors that really affect entrepreneurial intention. And this results in misuse of scares resources in attempt to promote entrepreneurship. So as to market entrepreneurship, knowing factors that affect entrepreneurial intention is crucial so on direct resources towards those variables.

In this study, it tries to assess the intentions of graduating students from AASTU (Addis Ababa Science and Technology University) and the factors that affect one's intentions to be n entrepreneur.

1.2 Statement of the Problem

The radical economic changes similarly as uncertainties which characterize the contemporary world have resulted into life instability and far worries among individual human beings. This characterization has necessitated the requirement for actors with capacities and drives to create new organizations or change the market radically, the planet now over ever before needs individuals with distinguished capacities to develop new products, new process and revolutionizing market radically. It's people with distinguished characters which will develop the capacity to continuously tackle complex economic tasks that appear to possess no obvious or immediate solutions (Mazzarol, Voley, Doss & Thein 1999). This development of events has put entrepreneurship within the limelight.

In today's competitive job environment, total job opportunities are inevitably limited and thus one must compete to secure employment as supply of jobs is proscribed. As a result, many

graduates are unable to urge employment upon graduation. Students are now apparently attempting to find a business education that may equip them with the mandatory entrepreneurial knowledge and skills to achieve running businesses or to make employment from seizing existing entrepreneurial opportunities, the longer term is owned by risk takers and not security seekers, because the more entrepreneurs seek security, the less security they need and also the more they pursue opportunities, the more security which will be achieved. The government of Ethiopia put entrepreneurship education at the middle of its policy agenda. The ultimate goal of growth and Transformation Plan -I was to remodel Ethiopia into a middle-income country by 2025. Among the numerous policies identified within the commit to achieve this goal there's the accelerated training of 10,000 trainers who successively will provide capacity building on entrepreneurship. Similarly, the growth and Transformation Plan-II recognizes the strategy importance of developing an entrepreneurial culture. Therefore, many universities and colleges in Ethiopia responded to this demand by introducing entrepreneurial courses and programs to students in an attempt to pus entrepreneurship similarly as knowledgeable entrepreneurship career. On top of this, many dialogues, forums and training programs organized by educational institutions (Universities, colleges, institutes, schools, Ministry of Education, Management Institutes of Ethiopia) are tired favor of entrepreneurship development except for being the topic taught at colleges and universities. Definitely, of these are being through with one major goal, namely to foster entrepreneurial spirit and expect attitude change in students, after undertaking entrepreneurial courses. Notwithstanding these efforts, a recent study found that entrepreneurship education and entrepreneurial activities are at their infant stage at Ethiopian universities. There are variety of studies on students intentions but most if not all of the previous studies have focused on a selected group of scholars within the line of gender, faculty, specialty like business, engineering students etc, final year student and variety of other categorization. After learning the established gap, the researchers felt a requirement to mix of these categorizations and target the chosen universities students, during this investigation the researchers replicate various previous investigations on the determination of entrepreneurial intentions.

1.3 Research Questions

- How demographical factor, entrepreneurship education and self-efficacy does affect one's intentions to be an entrepreneur?
- How does the individual's field of study contribute on being an entrepreneur?
- What does graduating student's entrepreneurial attitude contributes to his/her entrepreneurial intentions?
- How one's social status does influences on his/her intentions to be an entrepreneur?

1.4 Objective of the Study

1.4.1 General Objective

The overall aim of this study is to investigate the factors affecting entrepreneurial intention among graduating students at Addis Ababa Science and Technology University, Ethiopia.

1.4.2 Specific Objective

The specific objectives of the proposed study are the following:

- ⇒ Investigate the extent of the graduating students from Addis Ababa Science and Technology University to be an entrepreneur
- ⇒ To examine the influence of undergraduate students' perceived desirability of self-employment and students' perceived entrepreneurial self-efficacy on self-employment intentions
- ⇒ Investigate factors that could lead the graduating students to be an entrepreneur
- ⇒ Analysis on who is more likely to be a risk taker to be an entrepreneur

1.5 Significance of the Study

The study of factors affecting entrepreneurial intention among graduating students at Addis Ababa Science and Technology University is significant in providing information which will enable to need effective measures by the faculties and policy makers to spice up the entrepreneurial spirit and culture. If measures are taken base on the research findings there will be high opportunities in creating sustainable job opportunity and improving the standard of living of the graduates and community at large. Therefore, the results of the study is extremely useful to identify innovative options and institutional arrangements which will function an input and eventually for fostering the intention of

students towards entrepreneurial behavior and activity. For policy makers in formulating entrepreneurship policy particularly on students, it's highly important.

The study also will help researchers to derive new knowledge and enhance their existing knowledge about things of the Entrepreneurial intention in Ethiopia, specifically in education institutions like Addis Ababa Science and Technology University, the result of the study is very useful to spot innovative options and institutional arrangements that might function an input and eventually for fostering the intention of scholars towards entrepreneurial behavior and activity.

1.6 Scope and Limitation

1.6.1 Scope of the Study

In order to stay the study manageable, it'll important to draw a transparent focus of the study and leave other aspects as found in other entrepreneurial intention researches. This study used only graduating students of the year 2019/20 of Addis Ababa Science and Technology University. The sample frame excluded students that are pursuing Masters and PhD Degree during this study having entrepreneurial background won't considered within the sense that this study didn't aim at establishing measures to work out entrepreneurship among individuals as an actual activity of setting up a business firms. The study makes it clear that an intention can be necessary to begin one's own firm but that doesn't guarantees actual business founded or success of such business. And the other thing to be considered is as the data collection process is going to be held in a digital form, the responses to the questionnaires might not be a realistic responses.

1.6.1.1 Geographical Scope

The geographical scope of this study is limited to Addis Ababa Science and Technology University where the study sample is taken.

1.6.1.2 Conceptual scope

The study takes the respondents' sample by considering variables like:

- Demographical factors which includes age, gender and social class.
- Self-efficacy which includes mastery experiences, vicarious experiences, verbal persuasion, emotional and physiological states.

- Entrepreneurial Attitude which includes creativity and problem solving skill, goal setting, risk taking, self-confidence and self-esteem, achievement and instrumental readiness.
- Locus of Control which includes how strongly the students believe they have control over the situations and experiences that affect their intentions to be self employed
- Entrepreneurship education which seeks to provide students with the knowledge, skills and motivation to encourage entrepreneurial success in a variety of settings.

1.6.1.3 Methodological scope

For this research to be conducted, the researcher used descriptive research and causal research methodologies which later be defined on the next sections and has used a deductive approach to build its hypothesis based on the results of the research.

The sample size have been calculated using a sample size calculator by giving the confidence level, margin of errors and the population of the targeted samples.

1.6.2 Limitations of the Study

There are number of limitations in this study. Firstly, the respondents were limited (124) respondents or (samples) in terms of size and composition and 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.

Secondly, the data collection was restricted to only the three colleges found in AASTU as one of the objectives of this study is to assess the intentions of those students who studies in the fields of engineering and it related departments, which may fail to represent the actual scenario of the whole students found in AASTU.

1.7 Definition of Terms

- **Entrepreneur:** a person who organizes and manages any enterprise, especially a business, usually with considerable initiative and risk. - Merriam-Webster Dictionary
- **Intention:** an act or instance of determining mentally upon some action or result. - Merriam-Webster Dictionary
- **Self-Efficacy:** Self-efficacy is a person's belief in their ability to succeed in a particular situation. Psychologist Albert Bandura described these beliefs as determinants of how people think, behave, and feel. - Kendra Cherry

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Definitions of Entrepreneurship

Relevant studies for the event and creation of business considered mainly the investigations designed to spot the characteristics of the entrepreneur. Gartner (1988), however, informed that researches should be directed to the attitudes which made the person an entrepreneurial individual, not focused on the private characteristics. Therefore, at some point, this literature presented the planning of models to investigate how the individuals would prefer to start an enterprise and which constructs and variables can be associated with this theme. Umpteen studies associated with the understanding of the factors that influenced the entrepreneurial intentions arose. At this point, it's worth highlighting that researchers used several theories and models in this path.

There have been given different definitions on entrepreneurship: Jeffrey A. Timmons, professor of Entrepreneurship, looked at the concept of entrepreneurship in the way put below (Peter Drucker, 2003): *"Entrepreneurship" is a human activity, creative act that builds something of value from practically nothing. It is the pursuit of opportunity regardless of the resources, or lack of resource at hand. It requires a vision and the passion. It also involves willingness to take calculated risk. "*

According to Cantillon, *"An entrepreneur is the agent who buys means of production at certain prices in order to combine them into a product that he going to sell at prices that are uncertain at the moment at which he commits himself to his costs."*

In this definition Cantillon emphasized the function of risk taking and uncertainty bearing. The entrepreneur is designated as a dealer who purchases the means of production for combining them into marketable products.

Joseph A. Schumpeter defined *"An entrepreneur as an individual who carries out new combines of means of production by which there occurs disequilibrium."*

He further stated that the key individuals in development are the entrepreneurs who are especially motivated and talented class of people. They foresee the potentially profitable opportunity and try to exploit it. According to him, entrepreneur is basically an innovator and innovator is one who introduces new combinations.

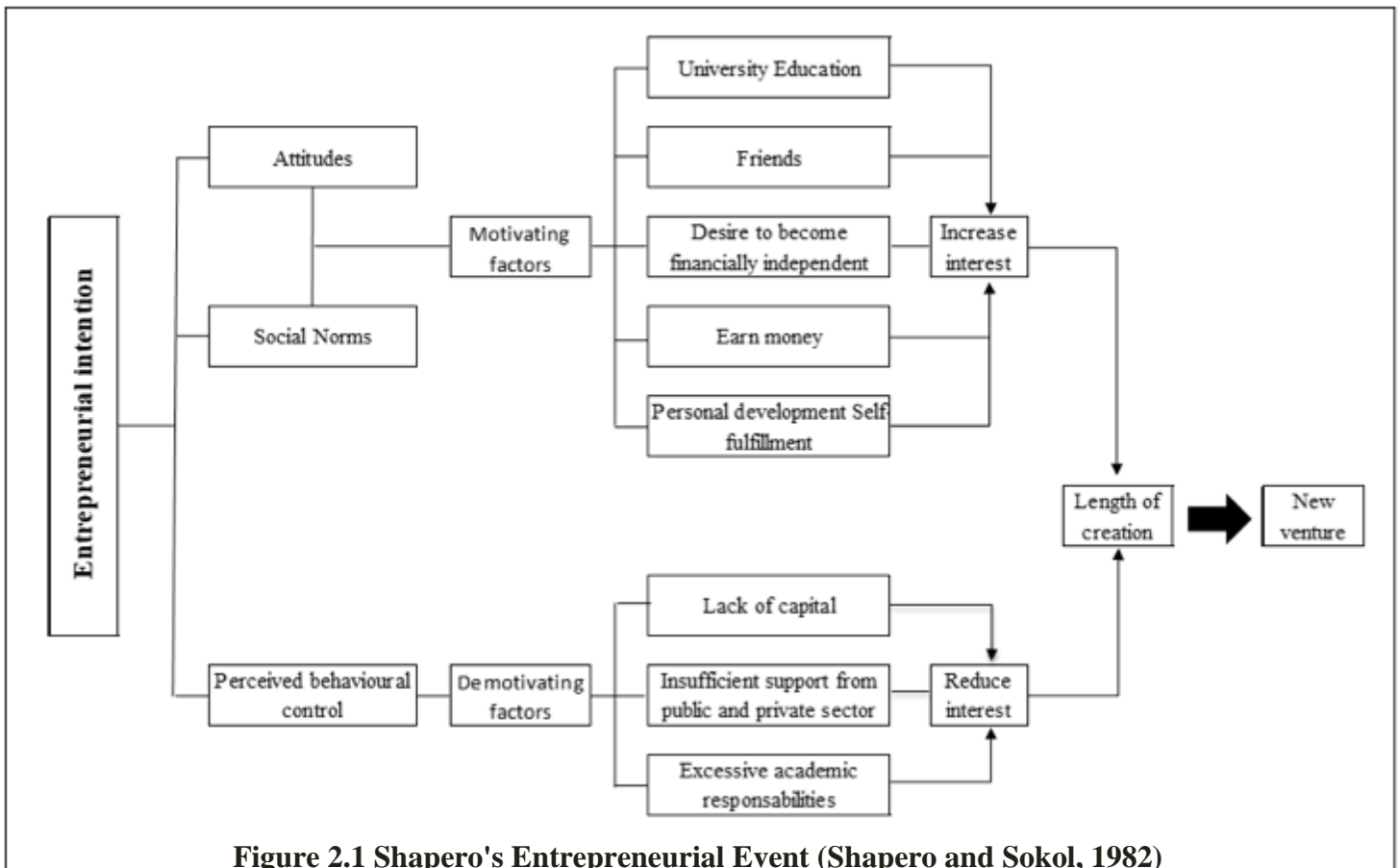
In this research paper, there has been different factors (variables) mentioned that could determine the intentions of entrepreneurship of graduating students.

2.2 Theoretical Literature

2.2.1 Shapero's Entrepreneurial Event Theory

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. Shapero and Sokol (1982) investigated the effect of life path shifts on an individual's expectations of desirability and viability in the context of new venture development.

This model assumes that major life events (displacement) cause a shift in entrepreneurial purpose and action. Displacement may take the form of something negative (divorce, job loss) or something positive (financial help, a good business partner).



2.2.1.1 Displacement

Displacement is the trigger for a shift in behavior in Shapero's model (figure 2.1), and the person then decides to behave based on perceived desirability and viability.

According to this model, human behavior is inert before an occurrence causes displacement, resulting in behavior change (Nabi et al., 2006). The 'push' and 'pull' theories of displacement are identified by Gilad and Levine (1986) as the 'push' and 'pull' theories, respectively. Losing a work, for example, is a type of negative displacement that forces a person into self-employment.

Positive displacement, on the other hand, such as financial assistance, pulls an individual into self-employment. Regrettably, there have been no systematic studies of these particular push and pull forces. The number of variables is small, and the results aren't very predictive (Krueger et al., 2000) in addition displacement can, logically, result in behaviors other than self-employment.

2.2.1.2 Perceptions of Desirability of Entrepreneurship

According to Shapero and Sokol (1982), an individual's perceptions of the desirability of entrepreneurship are influenced by their own personal attitudes, beliefs, and feelings, which are influenced by their unique social environments (e.g., family, peer groups, educational, and professional influences). In other words, before forming self-employment intentions, a person must first see the act of self-employment as desirable.

Furthermore, Bird (1988) defined desirability as the result of 'intuitive thinking' during the intentions phase, while feasibility was defined as the result of 'rational thinking.' Entrepreneurs use perceived desirability of entrepreneurship as an affective attitudinal judgment (an emotive response) to make decisions about whether or not to act (Mitchell et al., 2002). As a result, one aim of entrepreneurship education should be to instill a positive attitude toward entrepreneurship in students.

2.2.1.3 Perceptions of Feasibility of Entrepreneurship

An individual's perception of the viability of entrepreneurship is linked to an individual's perception of available capital, according to Shapero and Sokol's Entrepreneurial Event (Shapero and Sokol, 1982). (eg. knowledge, financial support, and partners). Entrepreneurial self-efficacy is a good proxy for perceived viability, according to the Shapero-19 Krueger paradigm (Krueger et al., 2000). (Segal et al., 2005). Furthermore, according to McMullen and Shepherd (2006),

entrepreneurial experience is a feature of confidence in one's ability to take entrepreneurial action (perceived feasibility).

Both expectations, viability, and desirability must connect, according to Shapero and Sokol (1982), p. 86. That is, if a person believes that starting a new business is impossible, he or she will conclude that it is undesirable, and vice versa. Participation in entrepreneurship education can thus have a positive effect on students' attitudes toward self-employment; however, in the absence of expectations of viability (belief in one's ability to self-employed and/or the ability to acquire required resources), self-employment intentions may not materialize. Participation in entrepreneurship education, on the other hand, can have a positive effect on students' expectations of viability, but without a desire to be self-employed, self-employment intentions may not be created.

2.2.2 The theory of planned behavior

The Theory of Reasoned Action (Fishbein and Ajzen, 1975), which notes that behavioral motives are formed by one's attitude toward that behavior and one's subjective norms – was derived from the Theory of Planned Behaviour (Ajzen, 1991). (i.e. influence by significant others - e.g. parents, peers, role models). Evaluations, values, and motivation developed by one's unique individual environments, in turn, affect both attitudes and subjective norms.

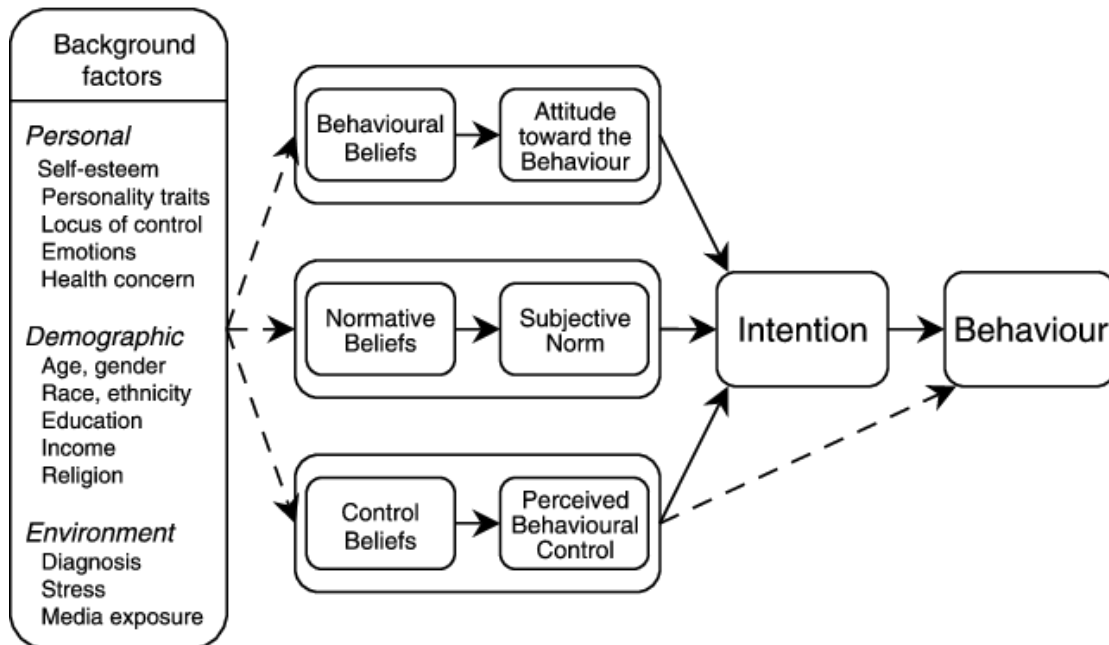


Figure 2.2 The Theory of Planned Behaviour (Ajzen, 1991)

While intention is seen as the immediate antecedent of behavior in Figure 2.2, we know that not all intentions are carried out in the end. In certain situations, despite having the intention to do so, a person may be unable to carry out the desired behavior due to external factors. The attitude-intention relation, on the other hand, is internal and, in general, is less affected by complex external factors (A).

2.2.3 Social cognitive theory

Human behavior is described as an interaction of a) personal factors, b) behavior, and c) the environment, according to Social Cognitive Theory (SCT), formerly known as Social Learning Theory (Bandura,1977) (Bandura 1986). The theory offers a basis for understanding and predicting a number of human behaviors. Social Cognitive Theory is useful not only for explaining behavior, but also for defining strategies for changing or changing behavior (Pajares, 1997).

The relationship between an individual and their environment, according to the model, involves the development and impact of one's beliefs and cognitive competencies by their social and physical environment. The physical environment refers to the individual's surroundings and access to services, while the social environment refers to family members, peers, and role models (Pajares, 1997).The interaction between environment and behavior involves an individual's behavior being influenced by their surroundings while also being influenced by those same environments. People will interpret the same collection of stimuli in different ways due to particular cognitive competencies and values, but this does not inherently mean that all individuals will behave in the same way in the same environment. Jones (1989).

The effect of one's thoughts and actions is required in the relationship between a person and a particular behavior. The three factors of a) behavior, b) climate, and c) individual are constantly in flux. Intervening factors can exist, but neither is inherently the product of the other (Glanz et al, 2002). Self-efficacy is an example of an interfering cognitive element. Selfreferent thinking, according to Bandura (1977), stands between knowledge and behavior, and individuals can persuade themselves that they lack the ability to perform a particular task or behavior despite having the requisite knowledge.This cognitive mechanism is referred to as self-efficacy by Bandura (1977), and it is relevant in this thesis and is discussed in more detail in the following section.

In addition, Social Cognitive Theory is the study of how learning happens as a result of changes in one's mental state (Orrnrod, 1999). The theory offers guidance that teachers can use to help them develop programs that help people change on their own by providing them with basic information, skills, and tools (Anderson, 2000).

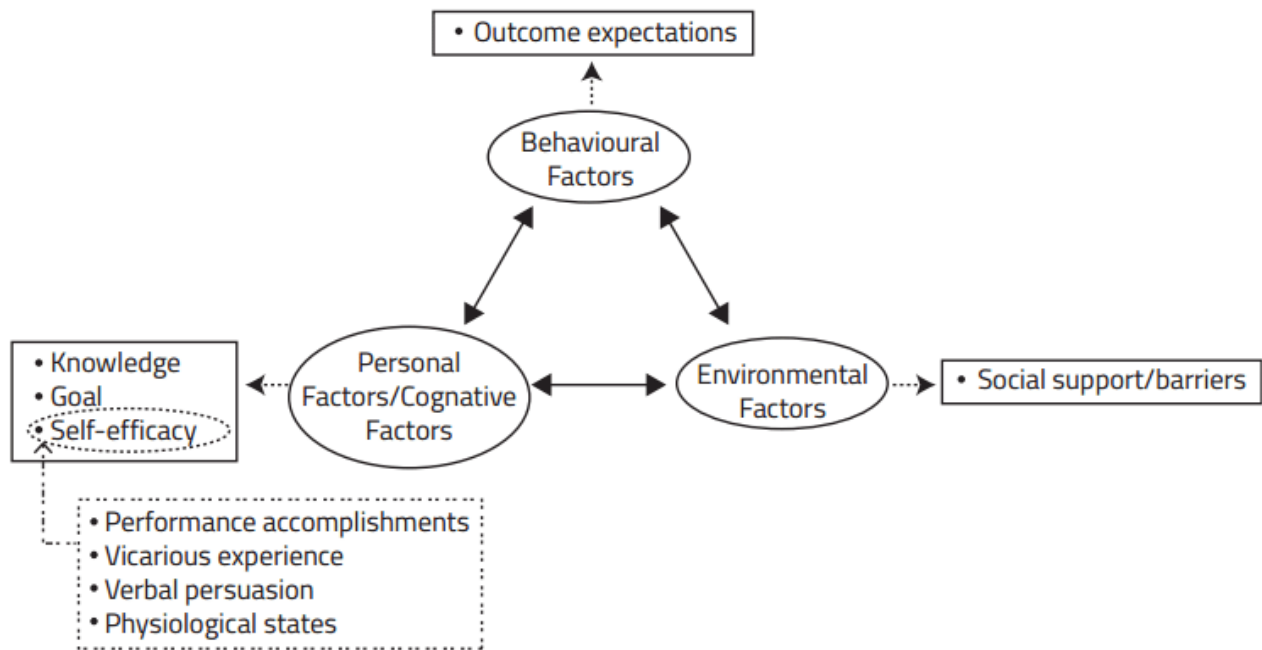


Figure 2.3 Social Cognitive Theory (Bandura, 1986)

2.2.4 The Theory of Planned Behaviour

The Theory of Reasoned Action (Fishbein and Ajzen, 1975), which states that behavioral intentions are formed by one's attitude toward that behavior and one's subjective norms (i.e. control by significant others - e.g. parents, peers, role models), was derived from the Theory of Planned Behaviour (Ajzen, 1991), which states that behavioral intentions are formed by one's attitude toward that behavior and one's subjective norms (i.e. Evaluations, values, and motivation developed by one's unique individual environments, in turn, affect both attitudes and subjective norms).

2.2.4.1 Attitude Toward the Behaviour

The degree to which a person has a favorable or unfavorable assessment of the problematic behavior is referred to as attitude toward the behavior. Kim and Hunter (1993) published meta-analyses of 93 independent behavioral intention studies, concluding that the attitude-intentions relationship has good empirical support. In their research, they grouped behaviors into nineteen

separate categories, such as the intention to vote (Shepherd, 1987), the intention to have a child (Davidson and Jaccard, 1979), the intention to donate blood (Zuckerman and Reis, 1978), and the intention to steal or duplicate another's work (Zuckerman and Reis, 1978). (DeVries and Ajzen, 1971).

As predicted, the link between attitude and behavioral intention was stronger than the link between behavioral intention and ultimate behavior, owing in part to the influence of external factors, as Ajzen points out (1991). Shapero and Sokol's Entrepreneurial Event (SEE) (Shapero and Sokol, 1982) has a perceived desirability metric that is close to the attitude factor in Ajzen's (1991) Theory of Planned Behavior (TPB).

2.2.4.2 Subjective Norm

In addition to attitudes influencing behavior by intentions, Ajzen (1991) defines 'subjective standard' as one's intention to perform or not perform a particular behavior based on perceived social pressure from peers and significant others.' Krueger et al. (2000) used this measure in their entrepreneurial intentions model and found no connection between an individual's subjective standard and their intention to start a company, implying that further research with more accurate measures is needed in this area. Furthermore, it is fair to conclude that this dimension of subjective norm is already accounted for in one's perceived desirability of performing a particular behavior, so it is excluded from this thesis.

2.2.4.3 Perceived Behavioral Control

The Theory of Planned Behavior is an extension of the Theory of Reasoned Action, which was developed earlier by John Dewey (Fishbein and Ajzen 1975). The expanded version included the inclusion of perceived behavioral control to account for circumstances where non-motivational factors influence attitude to action (for example, a lack of financial resources could affect perceived behavioral control turning into intention if the behavior was to buy a car). Lack of time, lack of expertise and skills, and lack of cooperation from others are all examples of inhibiting factors.

In studies assessing entrepreneurial purpose, perceived behavioral regulation has also been referred to as viability (Krueger and Brazeal, 1994; Krueger et al., 2000; Peterman and Kennedy, 2003). Since it represents an individual's personal assessments of their ability to perform a prospective behavior, Bandura's (1977, 1982) self-efficacy test is very similar to perceived

behavioral control (Ajzen, 1991; Summers, 2000). In some studies, self-efficacy interventions were used instead of perceived behavioral regulation in the Theory of Planned Behavior, with positive results (Connor and Armitage, 1998). In relation to Social Cognitive Theory, self-efficacy and perceived entrepreneurial self-efficacy are discussed further (Bandura, 1986).

Furthermore, according to Ajzen (2001, p. 48), while perceived behavioral controllability and perceived self-efficacy are identical, the latter may be a more critical antecedent of intentions and behavior. Ajzen expanded on the principle of behavioral control in 2002, emphasizing the significance of using self-efficacy and controllability elements in intention steps to improve behavior predicting.

2.2.4.4 Intentions

Intentions are the desire or plans of a person to participate in a certain behavior, and they have many antecedents, as mentioned in the previous sections. Intentions research's ultimate goal is to predict future conduct. For several years, psychologists (Assagioli, 1973; James, 1950; Lewin, 1935) have been involved in the study of behavioral motives, and over time, cognitive psychologists (Fishbein and Ajzen, 1975; Rotter, 1966; Searle, 1983) have established three divergent theories (Bird 1988): (1) linguistic theory, (2) attribution theory, and (3) expectancy theory. The Theory of Planned Behavior is based on the expectancy theory model, which states that people learn to like behaviors with positive outcomes and dislike behaviors with negative outcomes (Ajzen, 1991).

2.3 Empirical Review

2.3.1 Entrepreneurship education

Entrepreneurship education cultivates innovative talents, which are a very important propulsion for future development. At present, innovation-driven development strategies place new demands on entrepreneurship education. However, most of this research and discussion during this field focuses on the development of teaching staff within the entrepreneurial education ecosystem (Ruskovaara and Pihkala, 2015), curriculum development (Falck et al., 2016), and whether entrepreneurship education can influence the Intention of entrepreneurship (Martin et al., 2013; Pittaway and Cope, 2016) supported the speculation of social cognitive, the individual traits and environmental of learners greatly influence the belief of entrepreneurship education. In-depth study of the mechanism of entrepreneurship education, which drives innovation and

development, can further improve the research on entrepreneurship education (Baum et al., 2001; Morris et al., 2013).

Innovation is seen as an inside driver; innovation relates to an entrepreneurial mindset; thus, development of latest products or entrance to new markets is that the results of entrepreneurship (Miller, 1983; Covin and Slevin, 1989). Entrepreneurship education is a very important way for entrepreneurs to amass resources, enhance innovative ability and innovative personality, and build multi-level learning channels for entrepreneurs by integrating various knowledge and value systems. From knowledge learning to skills improvement, entrepreneurship education includes general ability development and improvement of professional ability. Entrepreneurial competence, which is vital for achievement, mainly refers to the power to spot opportunities and develop the mandatory resources and capital (Arthurs and Busenitz, 2006; Kettunen et al., 2013), additionally to technical, financial, and legal knowledge (Kuratko, 2005). Considering that entrepreneurship ability is diversified, Bacigalupo et al. (2016) build an entrepreneurial competency framework that features opportunity identification, entrepreneurial skills that represent “resources,” action areas, and 15 competency lists. Giancesini et al. (2018) compared models and classifications of entrepreneurial abilities, arguing that entrepreneurial abilities contains personality traits, entrepreneurial knowledge, and skills. The research on entrepreneurial ability is increasingly concerned with relevant knowledge and knowledge to boost skills and develop potential resources to boost the innovation.

2.3.2 Self-efficacy

Bandura (1977) proposed that an individual’s belief in their ability to perform a given task will be conceptualized as self-efficacy. Self-efficacy is viewed as an antecedent to the formation of intentions. If a private believes that they need the flexibility to attain a goal, they're more likely to develop the intention to realize the goal. In contrast, if a personal believes that they are doing not have the power to attain a goal, then they're going to not form intentions to pursue the goal.

Individuals develop self-efficacy over time as they obtain a range of skills (cognitive, social, linguistic, or physical) through life experiences. Past achievements (e.g., mastery of a given task) reinforce self-efficacy, thus resulting in more ambitious intentions (i.e., higher aspirations). Self-efficacy can even be gained via modeling the behaviors of others through close observation (i.e., vicarious or social learning), self-reflection, and social persuasion (positive feedback). Thus, if a

personal performs well at a task as compared with similar others that they observe and are told they're performing well by others, they'll decide that they indeed have the talents necessary to pursue the subsequent, tougher task. Self-efficacy theory suggests that entrepreneurs will only pursue an entrepreneurial venture if they believe they need the talents and talents necessary to tackle the challenges that a specific opportunity presents. If the potential entrepreneur deems the challenge to be too difficult, he or she may then consider other options, like salaried employment.

General self-efficacy refers to a person's belief in his or her ability to perform well in a number of circumstances (Gardner and Pierce, 1998). According to research on attitudes, one's expectations of one's ability to perform particular tasks increase the probability of one's attitude turning into purpose and, as a result, behavior (Ajzen, 1991). Individuals who lack self-efficacy make self-limiting decisions while possessing the requisite skills to follow a course of action (Bandura, 1986).

The scope of the acts that are considered distinguishes general self-efficacy from task self-efficacy. Although the contributory factors for both general and task-specific self-efficacy (i.e., real experience, vicarious experience, verbal persuasion, and psychological states) are the same, task-specific self-efficacy is considered a more accurate indicator of efficacy beliefs in specific task behaviors (Bandura, 1997; Locke and Latham, 1990).

Self-efficacy, according to Boyd and Vozikis (1994), is a useful addition to entrepreneurial intentions models that aim to clarify more about the creation of entrepreneurial intentions. As a result, entrepreneurial behavior would be considered a particular task behavior, and research using the task-specific construct entrepreneurial self-efficacy would be more accurate (ESE). One of the constructs examined in this study is perceived entrepreneurial self-efficacy, which is concerned with one's confidence in one's ability to be entrepreneurial in the form of self-employment; this construct is addressed in the following section in relation to students' self-employment purpose.

2.3.3 Entrepreneurial Attitude

Attitude is a readiness to react to certain objects in the environment as an appreciation of the object. An object in the environment, in the study of these objects is entrepreneurship. People

develop attitudes based on the beliefs they hold about the consequences of performing the behavior.

Robinson et al. (1991) agreed with Ajzen and Fishbein (1977) that an individual's attitude affects their assessment of the object or subject in question.

According to Robinson et al. (1991), an attitude is a fixed proclivity to respond to the object of one's attitude in a general positive or negative manner. These writers also stress the importance of changing one's mind over time. As a result, entrepreneurial attitudes can be described as predetermined but flexible. Organizational changeable ideas, emotions, and behavioral goals both the formation and the process.

According to Robinson et al. (1991), using attitudes to forecast entrepreneurial behavior is a more profitable technique than using personality traits as forerunners of entrepreneurial behavior. This viewpoint is supported by the fact that attitudes are more closely related to behavior than personality characteristics. Personality characteristics are more domain specific than attitudes. Unexplained variance should be lower and the association between predictors (entrepreneurial attitudes) and dependent variables (entrepreneurial actions) should be stronger when studying relationships between attitudes and entrepreneurial behavior.

2.3.4 Trait Orientation

Many scholars have used the trait approach to entrepreneurship in an effort to distinguish entrepreneurs from non-entrepreneurs and to describe a set of character characteristics that are unique to entrepreneurs. However, there is no consensus on the number of entrepreneur-specific characteristics or their validity. According to Chell (2000), it is unclear if some of the studied characteristics come before or after entrepreneurs develop entrepreneurial conduct. Furthermore, entrepreneurs may exhibit some, but not all, of the traits identified in the literature, leading us to conclude that no single stereotyped personality model suits.

2.3.4.1 McClelland's Contribution

Max Weber's (1904-1970) work on society and economic growth was further expanded by McClelland (1961), who claimed that a nation's and, by extension, an individual's 'need for achievement' (nAch) was central to economic development. The term "need for accomplishment" refers to an entrepreneur's desire to succeed as a motivator. Profits are a measure of success for

entrepreneurs, not just a target, according to anecdotal proof. They are motivated by the prospect of success rather than by the prospect of income. In his research, McClelland discovered that when outcomes were measurable, entrepreneurs scored well on (nAch) and were very competitive. Individuals with a high need for accomplishment are concentrated, dedicated, and have a genuine desire to succeed in everything they do. McClelland (1965) makes a compelling case for the belief that achievement motivation can be taught (Henry et al., 2003).

Individuals with a need for association want to be a part of a community, and they want to build and nurture a variety of social and personal relationships (Wainer and Rubin, 1969). Their peers' approval is extremely important to them. McClelland (1961) defined need for association (nAff) as a specific entrepreneurial trait, but later work by McClelland (1965) points out that approval-seeking behavior is at odds with other characteristics linked to entrepreneurs, such as ego. Risk-taking proclivity and a desire for control (nPow). A high need for power (nPow) score indicates a strong desire for control and dominance; it follows that entrepreneurs with this trait will appreciate the status that comes with owning a company (Henry et al., 2003). Hatch and Zweig (2000), on the other hand, saw a high need for power (nPow) as primarily a desire to be in control, to influence group decisions, and to lead, and linked it more closely to motivation.

Despite McClelland's considerable contribution to entrepreneurship research on psychological traits, as with other entrepreneurial characteristics, consistent causal correlations have yet to be established (Brockhaus, 1982).

2.3.4.2 Internal Locus of Control

Individuals with an internal locus of influence feel they have control over future events and outcomes due to their own behavior (Cromie, 2000). Rotter (1966) introduced the locus of control theory, and many scholars have studied entrepreneurs in relation to this trait since then (Shapero, 1975; Chell et al., 1991; Cromie and Johns, 1982).

Entrepreneurs have been discovered to assign results to their own personal actions, selecting their own fate rather than succumbing to social norms (Bird 1988). Other researchers' evidence (Begley and Boyd, 1987; Brockhaus, 1975; O'Gorman and Cunningham, 1997; Sexton and Bowman, 1985) has not been positive on this trait, and it can be concluded that while entrepreneurs with an internal locus of control can be distinguished from the general population, entrepreneurs do not consistently show a higher internal locus of control. Entrepreneurial self-

efficacy to, according to Chen et al. (1998), distinguishes entrepreneurs from managers better than the locus of control test.

2.3.4.3 Desire for Autonomy

Entrepreneurs have a higher need for freedom and autonomy due to their internal locus of influence, as outlined above, in order to avoid external control from others (Kirby, 2003). They hate rules and find ways to get around them, and as a result, they've been labeled as deviants that want to be self-sufficient and in complete charge (Kets de Vries, 1977). Entrepreneurs have cited a desire for autonomy as one of the most common reasons for starting a new business, and many studies have backed this up (Davidsson, 1995; Lawrence and Hamilton, 1997; van Gelderen and Jansen, 2006). These authors' samples included people who were already working and were more likely to pursue autonomy as a reason for self-employment than tertiary students who were finishing their studies and looking for work.

2.3.4.4 Tolerance of Ambiguity and Uncertainty

This personality trait influences how an individual reacts to uncertainty (MacDonald, 1970). When viewed as a spectrum, a person's reaction to uncertainty can range from terrifying for those with a low tolerance for ambiguity to positively relaxing for those with a high tolerance. According to McMullen and Shepherd (2006), uncertainty study in the entrepreneurship literature has taken two directions. For those considering whether or not to act, one path is the degree of ambiguity about an unknown future (Busenitz, 1996; Gaglio and Katz, 2001; Kirzner, 1979). The second and most common direction considers a person's ability to bear danger as a risk-taking attitude (Douglas and Shepherd, 2000; Knight, 1921; Schumpeter, 1934). In either case, a person needs information (to assess the degree of uncertainty) and motivation (as a willingness to bear uncertainty). A willingness to bear the perceived ambiguity associated with entrepreneurship, according to McMullen and Shepherd (2006), can be seen as a belief-desire configuration close to that of entrepreneurial intentions models. To put it another way, inspiration is a function of knowledge, and trust in one's ability to take entrepreneurial action is a function of knowledge.

2.3.4.5 Risk Taking Propensity

Risk-taking propensity is characterized as an individual's willingness to tolerate risk with ease (Brice, 2002), and it is linked to the achievement motivation mentioned earlier. Stewart and Roth

(2001) investigated the disparities in risk propensity between entrepreneurs and managers, a meta-analysis of twelve reports on the risk-taking proclivity of entrepreneurs. Five of the researches, there were no major differences among the remaining seven, with the remaining seven supporting the idea that entrepreneurs are risk-takers who take moderate risks. Five separate risk-propensity tests were used in the twelve studies, and methodological problems are one of the reasons for the lack of agreement in the study findings (Shaver and Scott, 1991). Cognitive biases such as overconfidence and the perception of power, according to Simon et al. (2000), affect an individual's perceived risk assessments. Heuristics were found to play a role in risk assessment in their research, so an individual's prior entrepreneurial experience will be a significant factor in this process.

In conclusion, the trait approach to entrepreneurship has made a significant impact, despite the fact that previous research has found only poor direct relationships between the traits of entrepreneurs and non-entrepreneurs (Brockhaus, 1982; Begley and Boyd, 1987; Low and MacMillan, 1988). Researchers acknowledge that a consistent personality profile of the typical entrepreneur does not exist (Chell, 2000), and given that it is unclear if any of the studied traits precede entrepreneurial behavior or are acquired during the process, stable personality characteristics have not been a subject of this study.

The seminal piece "Who is an entrepreneur is the wrong issue" by Gartner in 1988 signaled the start of the field's move away from personality traits research, which is discussed in this section. Baum, Locke, and Smith (2001) established a multidimensional model of venture growth and found that personality traits were significant predictors of venture growth, but only when combined with other factors including motivation and strategy. As a result, the psychological approach to entrepreneurship research has shifted from a focus on personality characteristics to a focus on behavior, motivation, and cognition (Shaver and Scott, 1991).

2.4 Research Framework

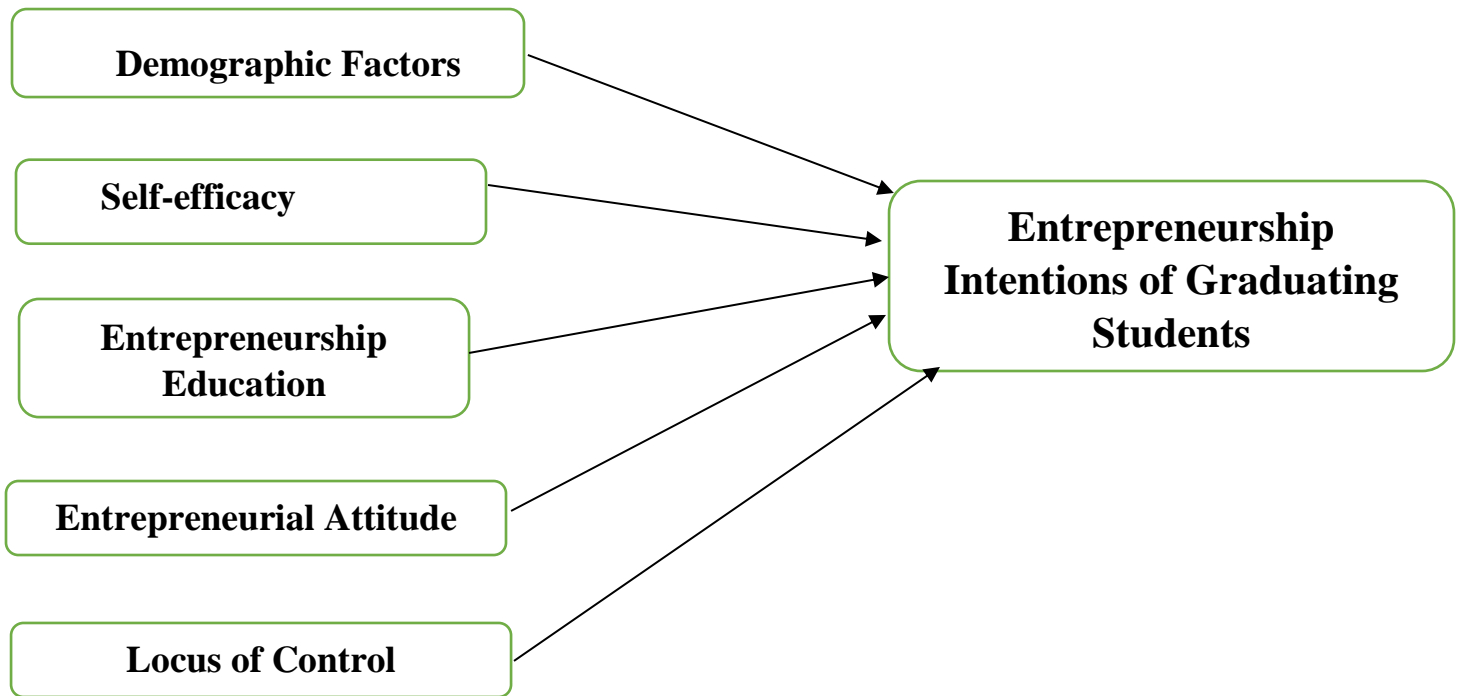


Figure 2.4 Research Framework

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

For this research to be conducted descriptive research and causal research are used. Descriptive research was executed in order to assess the current trend of the graduating students on entrepreneur intentions which helps the study to take it as a reference to conduct the research and Causal research was used to check the relationship between independent variables and dependent variables mentioned in the study that affects the intentions of the graduating students.

3.2 Research Approach

The research approach used during this study is a deductive research approach as it stands from the theories which are related to entrepreneurship and tries to build its own hypothesis during the process of the whole research procedures.

3.3 Target Population

Graduating students of Addis Ababa Science and Technology University for the year 2019/20 are the population of the study and chosen from different fields of study. These are considered relevant because they're those who are completing their study within the university and are on their way to get into the working environment as potentially to be a prospective entrepreneurs.

There are 5 colleges in Addis Ababa Science and Technology University and the participants will be chosen from them and also in this study the respondents will be chosen randomly from each colleges. As of 2019/2020 AASTU have graduated 1741 students from those of 5 colleges. In this study, 3 of the colleges have been chosen namely college of architecture and civil engineering, college of applied sciences and college of mechanical and electrical engineering and in number there are 1135 graduating students from the 3 colleges. The participants will be chosen either they took an entrepreneurship courses during their stay in the university or not which helps us on assessing the effects of the entrepreneurship class in their intensions to be an entrepreneur. At the end, the researcher implemented proportionate stratified sampling technique to select 124 graduating students from the selected departments.

3.4 Sampling Technique and Sample size

Random selection is a method of selecting a sample of participants from a population of interest in such a way that each person in the population has an equal chance of being chosen to participate in the study.

The sample size is limited to 3 of the colleges to be chosen namely college of architecture and civil engineering, college of applied sciences and college of mechanical and electrical engineering and in number there are 1135 graduating students from the 3 colleges. The participants will be chosen either they took an entrepreneurship courses during their stay in the university or not which helps us on assessing the effects of the entrepreneurship class in their intentions to be an entrepreneur. At the end, the researcher implemented proportionate stratified sampling technique to select 124 graduating students from the selected departments.

The following formula for the sample size n:

$$n = N * X / (X + N - 1),$$

where,

$$X = Z_{\alpha/2}^2 * p * (1-p) / MOE^2,$$

and $Z_{\alpha/2}$ is the critical value of the Normal distribution at $\alpha/2$ (e.g. for a confidence level of 95%, α is 0.05 and the critical value is 1.96), MOE is the margin of error, p is the sample proportion, and N is the population size.

So, in this study to determine the sample size of the study confidence level have been chosen to be 90%, the margin error to be 7% , the population size is 1135 and the sample proportion to be 50%.

3.5 Data Type and Source

The study used both primary and secondary data. The sources of primary data were students of the sample universities. Secondary sources of data were different entrepreneurship journals.

For this research to achieve its objectives descriptive research and causal research are used.

Descriptive research was executed in order to assess the current trend of the graduating students on entrepreneur intentions which helps the study to take it as a reference to conduct the research

and Causal research was used to check the relationship between independent variables and dependent variables mentioned in the study that affects the intentions of the graduating students.

3.6 Data Collection Instrument

This study uses both primary and secondary data. Primary data was collected directly from graduating students of 2019/20 academic year from Addis Ababa Science and Technology University by using both open and close ended questionnaire to be completed by sample respondents. So the survey method was considered the foremost appropriate method for measuring the entrepreneurial intentions of the graduating students. So, the researcher was interested to gather original data from the respondents through Survey instruments by questionnaire. Secondary data were obtained from published articles in business journals, books, theses, company reports and publications, websites and related studies on entrepreneurship.

The data collection method will be a survey method by conducting questionnaires both open and closed and the data collection process will be taken in a digital form by creating an online form which consists of the questions to be asked by using variables as the questions are adopted from subscales from risk-taking propensity, self-efficacy, entrepreneurial attitude, demographic factors and entrepreneurship education. All questions were measured using a 5-point Likert scales, starting from 1-strongly disagree to 5-strongly agree. The reason why the digital form of data collection method is chosen is for the sake of social distancing because of the current pandemic called Covid – 19.

3.7 Reliability and Validity

The reliability test is used to see how closely the items in a questionnaire are linked to one another. The researchers used Cronbach's alpha to assess the instrument's reliability. Multi-item scale alpha values. This model was used to assess the internal consistency of a group of people, the method used to obtain the required information from respondents.

Cronbach's alpha, or consistency reliability, is determined by the average inter correlations. The higher the internal consistency reliability, the higher the Cronbach's alpha. The average inter-day consistency reliability is calculated.

Correlations between definitions that determine what an entity is. The closer the reliability coefficient gets to 1.0, the better. In general, reliabilities of less than 60 are considered low, those in the 70 range are considered suitable, and those in the 80 range are considered excellent. Those with a score of over .80 are excellent. The widely used rule of thumb for defining internal consistency by using Cronbach's alpha is a measure of how well anything works.

Validity, refers to the extent to which a measurement procedure actually measures what it is intended to measure rather than measuring something else, or nothing at all" (Leary, 2004). To maintain the validity of study instruments, care was taken during questionnaire development so as to make the set items to be clearly understood by respondents. The researcher first checked whether respondents could easily understand the items in the questionnaire by sending clarification note on the questions and by distributing sample questionnaires to selected departments in AASTU.

3.8 Data Analyzing Techniques

The study uses a qualitative researches data analysis, as the study conducts questionnaires and experiments which helps identifying common patterns within the responses and critically analyzing them in order to achieve research aims and objectives using the different variables as the questions are adopted from subscales from demographical factors, risk-taking propensity, self-efficacy, entrepreneurial attitude and entrepreneurship education.

A correlation and multiple regressions were employed to evaluate the hypotheses. As a result, the questionnaire data was entered into the statistical tool SPSS (statistical package for social science) version 17.0 for analysis, discussion, and presenting of the findings in this study. Because each question measured an underlying construct, Cronbach's coefficient alpha was utilized to establish the internal consistency and reliability of the multiple item scales.

For the analysis of determinant factors of entrepreneurial intention of undergraduate students, multiple regression analysis was conducted to identify which variables are significant for the model. Multiple regression analysis helps to determine the effects of each independent variable on dependent variable. While using this technique measure was taken to get rid of matter concerning multicollinearity and outliers so that to bring about the desired effect while running the multiple regression. Furthermore the regression analysis was used under the assumption of

normality, equality of variance (the mean value is not affected by extreme values and scale should be either in the form of interval or nominal). For analysis of data Statistical Package for the Social Sciences (SPSS) version 17 was used.

3.8.1 The model for regression analysis

For regression analysis independent variables include perceived desirability of self-employment, social class, entrepreneurial self-efficacy, entrepreneurship education, attitude of the student towards entrepreneurship. Dependent variable is students' entrepreneurial intention.

3.9 Ethical Considerations

For the duration of the study, the following ethical guidelines were implemented:

1. Students' integrity and well-being were always respected.
2. The researcher secured the students' permission to use their real fields of study (department) in the research report, and the research data remained confidential during the study.
3. The respondents' privacy have been kept during the study meaning that, the researcher didn't receive any confidential information about the student rather used only the questionnaires used to conduct this research.

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

This chapter focuses on the study and perception of data pertaining to entrepreneurial intentions and the factors that influence them.

The emphasis of the research and interpretation was on the entrepreneurial purpose and the factors that influence it. The data were analyzed in order to explain the study's main goal, which was to recognize important factors that influence students' entrepreneurial intentions at Addis Ababa Science and Technology University from the selected colleges that are found at the university.

The data was subjected to the statistical techniques described in the methodology section, and the results were presented in this chapter. In order to present the results, descriptive and inferential statistics were used.

4.1 Response Rate

Table 4. 1 Questionnaire Distributed and Response Rate

| Name of College | Questionnaire distributed | Questionnaire returned | Response rate (%) |
|--|----------------------------------|-------------------------------|--------------------------|
| College of Architecture and Civil Engineering | 150 | 76 | 50.67% |
| College of Applied Sciences | 150 | 18 | 12% |
| College of Mechanical and Electrical Engineering | 150 | 30 | 20% |
| Total | 450 | 124 | 27.56% |

4.2 Demographic Characteristics of Respondents

The respondents' background characteristics, primarily sex, age and respondent's college of selected students were presented in this portion.

Demographic Characteristics of Respondents

Table 4.2: General Background information of Respondents

| Demographic | Items | Respondents | |
|-------------------------|--|-------------|---------|
| | | Frequency | Percent |
| 1. Gender | Male | 48 | 38.7 |
| | Female | 76 | 61.3 |
| | Total | 124 | 100.0 |
| 2. Age | ≤ 20 years | 33 | 26.6 |
| | 21- 25 | 66 | 53.2 |
| | 26 – 35 | 25 | 20.2 |
| | 36 - 45 | - | - |
| | Total | 124 | 100.0 |
| 4. Respondent's College | College of architecture and civil engineering | 47 | 37.9 |
| | College of mechanical and electrical engineering | 38 | 30.6 |
| | College of applied sciences | 39 | 31.5 |
| | Total | 124 | 100.0 |

As shown in table 4.1, from the overall sex distribution of respondents there were 48 (38.7%) male and female 76 (61.3%). Thus; Female students were in majority in the selected departments.

On the other hand, if we take the respondent's age: 33(26.6%) of the respondents are aging less than 20 years old, 66(53.2%) of the respondents were at the age between 21 to 25 and the other

25(20.2%) of the respondents age from 26 to 35 and there is no respondent aging between 36 and 45. So, taking this in account, the majority of the respondents' ages from 21 to 25.

The paper has also collected the respondents' field of the study (departments) and organized it in their perspective colleges. So, 47(37.9) were from College of architecture and civil engineering, 38(30.6) were from College of mechanical and electrical engineering and the rest 39(31.5) were from College of applied sciences. So, as we can see the majority of the students are from College of architecture and civil engineering and also taking the number of the respondents from the selected colleges, the numbers of the respondents doesn't vary in a huge amount which helped the study to be conducted from all the colleges fairly.

4.3 Entrepreneurial characteristics of the respondents

Many scholars have used the trait approach to entrepreneurship in an effort to distinguish entrepreneurs from non-entrepreneurs and to describe a set of character characteristics that are unique to entrepreneurs. However, there is no consensus on the number of entrepreneur-specific characteristics or their validity. According to Chell (2000), it is unclear if some of the studied characteristics come before or after entrepreneurs develop entrepreneurial conduct. Furthermore, entrepreneurs may exhibit some, but not all, of the traits illustrated in the literature, leading us to conclude that no single stereotypical personality model suits all entrepreneurs.

4.3.1 Influence of the respondents' field of study on their intentions to be an entrepreneur

Do you think that your area of study has influenced you towards your intentions to be an entrepreneur?

124 responses

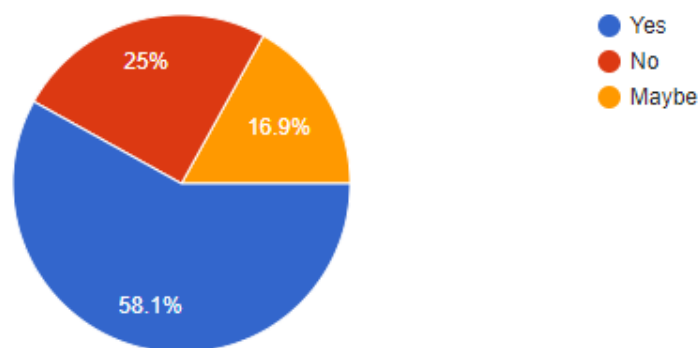


Figure 4.1 Influence of the respondents' field of study on their intentions to be an entrepreneur

As presented in the above figure, the summary of figures from the respondents' field of study on their intentions to be an entrepreneur is indicated. So, the 58.1% of the respondents thinks that their fields of study has influenced on their intentions to be an entrepreneur. 25% of the respondents thinks that their fields of study hasn't influenced on their intentions to be an entrepreneur and the rest 16.9 are not sure if their fields of study has influenced on their intentions to be an entrepreneur or not. We can see that from the total of the respondents, the 58.1% of the respondents are influenced by their study to be an entrepreneur.

4.3.2 Respondent's Internal Locus of Control

Individuals with an internal locus of influence feel they have control over future events and outcomes due to their own behavior (Cromie, 2000).

Entrepreneurs have been found to attribute results to their own personal efforts. action, taking control of their own destiny, and refusing to be swayed by social norms (Bird 1988)

| Do you think that if you decide to do something, you will do it and nothing can stop you? | | | |
|---|-------|-----------|---------|
| | | Frequency | Percent |
| Valid | Maybe | 36 | 29.0 |
| | No | 9 | 7.3 |
| | Yes | 79 | 63.7 |
| | Total | 124 | 100.0 |

Source: Primary data (2021)

Table 4.3 Internal Locus of control of respondents

The above table reveals that 79(63.7%) of respondents responded that if they decided to do something nothing can stop them from what they want to do and 9(7.3%) of the respondents replied that if they decided to do something they will not do what they plan. And the rest 36(29.0%) of the respondents replied "maybe" which indicates that they are not sure about their capabilities on the difficulties they face they when trying to do something. Therefore from above result we can conclude that students in selected departments possess internal locus of control and they can control their future events and outcomes as a result of their own actions.

4.3.3 Desire for Autonomy

Due to entrepreneurs' internal locus of control as described above, they have been found to have a higher need for independence and autonomy in fear of external control from others (Kirby, 2003). They dislike rules and tend to work out how to get around them, and as a consequence have even been considered deviants who desire to be independent of everyone and in total control (Kets de Vries, 1977). The need for autonomy has been stated by entrepreneurs as one of the most frequent explanations for new venture creation and has been supported in studies by several authors (Davidsson, 1995; Lawrence and Hamilton, 1997; van Gelderen and Jansen, 2006).

Even though people tell you "it can't be done," do you have to find out for yourself?

| | | Frequency | Percent |
|-------|-------|-----------|---------|
| Valid | Maybe | 29 | 23.4 |
| | No | 15 | 12.1 |
| | Yes | 80 | 64.5 |
| | Total | 124 | 100.0 |

Source: Primary data (2021)

Table 4.4 Respondent's Desire for Autonomy

The above table shows the autonomy or wanting of doing things independently, so the students were asked the above question and accordingly the results are as followed. Accordingly 80(64.5%) of the respondents replied that they will try what they find out by themselves, 15(12.1) responded that they will not try what they find out by themselves. And the remaining 29(23.4%) of the respondents replied “maybe” which indicates that they are uncertain on taking the risk to find out by themselves the things that they have been told by the people that can’t be done. Therefore from the above result we can conclude that the majority of the respondents have desire for autonomy which could be the reason for new venture creation.

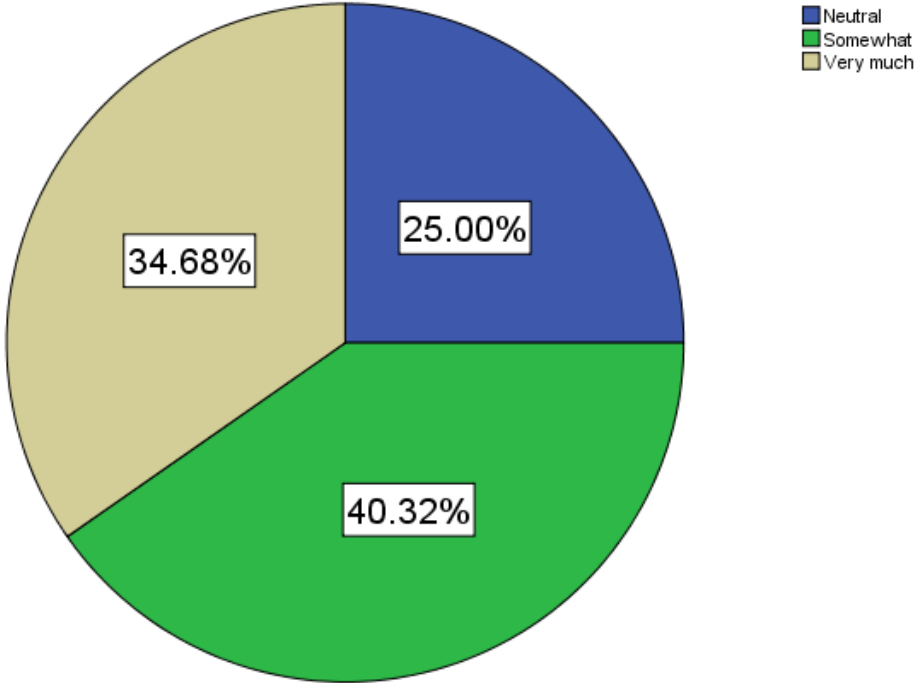
4.2.5 Respondent's future attitude about continuous employment and fixed salary

How much do you prefer to run your own business rather than participate in a lower-risk business after graduation?

| | | Frequency | Percent |
|-------|-----------|-----------|---------|
| Valid | Neutral | 31 | 25.0 |
| | Somewhat | 50 | 40.3 |
| | Very much | 43 | 34.7 |
| Total | | 124 | 100.0 |

Source: Primary data (2021)

How much do you prefer to run your own business rather than participate in a lower-risk business after graduation?



Will you be satisfied with continuous employment and payment by fixed salary?

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---------------------|-----------|---------|---------------|--------------------|
| Valid | Neutral | 36 | 29.0 | 29.0 | 29.0 |
| | Not at all | 29 | 23.4 | 23.4 | 52.4 |
| | Somewhat interested | 45 | 36.3 | 36.3 | 88.7 |
| | Very Interested | 14 | 11.3 | 11.3 | 100.0 |
| | Total | 124 | 100.0 | 100.0 | |

Source: Primary data (2021)

Table 4.5 Respondent's future attitude about continuous employment and fixed salary

Will you be satisfied with continuous employment and payment by fixed salary?

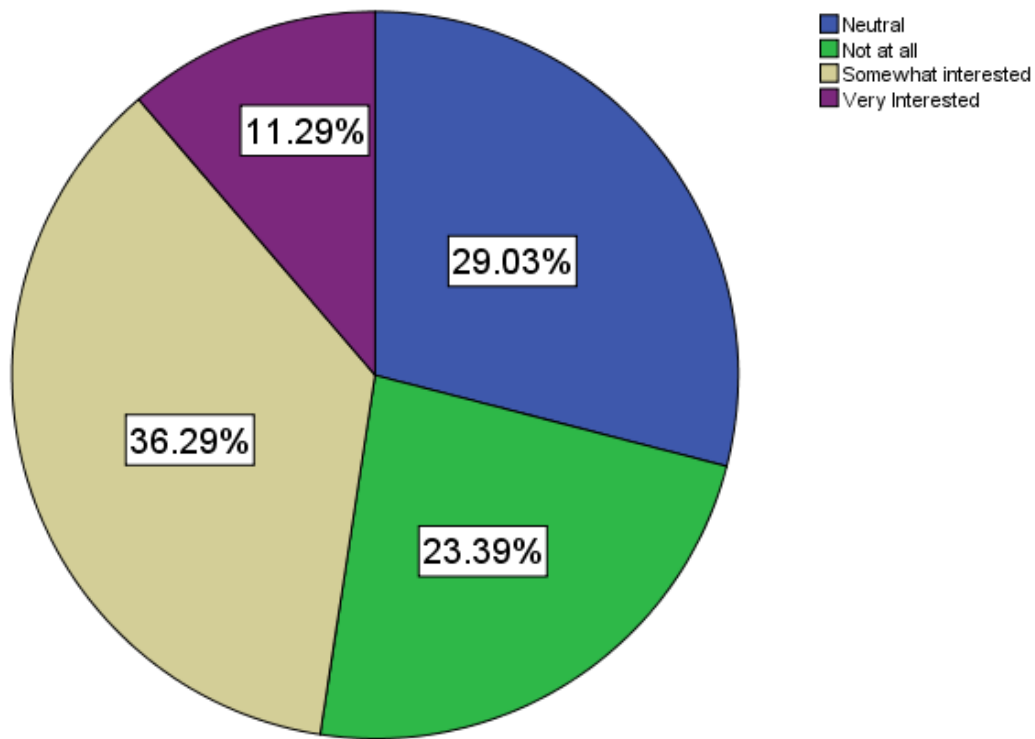


Figure 4.2 Respondent's future attitude about continuous employment and fixed salary

Two questions were asked to evaluate students' respondent's future attitude about continuous employment and fixed salary. Accordingly, 43(34.7%) and 14(11.3%) are very much prefer to run their own business rather than participate in a lower-risk business after graduation and very

much will be satisfied with continuous employment and payment by fixed salary respectively. 40(40.3%) and 45(36.3%) are somewhat prefer to run their own business rather than participate in a lower-risk business after graduation and somewhat will be satisfied with continuous employment and payment by fixed salary respectively. And 31(25.0%) and 36(29.0%) are not sure if they prefer to run their own business rather than participate in a lower-risk business after graduation or not and if they will be satisfied with continuous employment and payment by fixed salary respectively. The rest 29(23.4) respondents will not be satisfied with continuous employment and payment by fixed salary so to conclude on the results that most of the students somewhat prefer to run their own business and not that they will be satisfied with continuous employment by fixed salary which in other words indicates that they want to be entrepreneurs than being an employee for a given company.

4.2.6 Students' Ability to Cope With Challenges in the Job Market

Do you have the ability to cope with challenges in the job market?

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Valid | 1 | .8 | .8 | .8 |
| Maybe | 37 | 29.8 | 29.8 | 30.6 |
| No | 10 | 8.1 | 8.1 | 38.7 |
| Yes | 76 | 61.3 | 61.3 | 100.0 |
| Total | 124 | 100.0 | 100.0 | |

Source: Primary data (2021)

Table 4.5 Students' Ability to Cope With Challenges in the Job Market

Do you have the ability to cope with challenges in the job market?

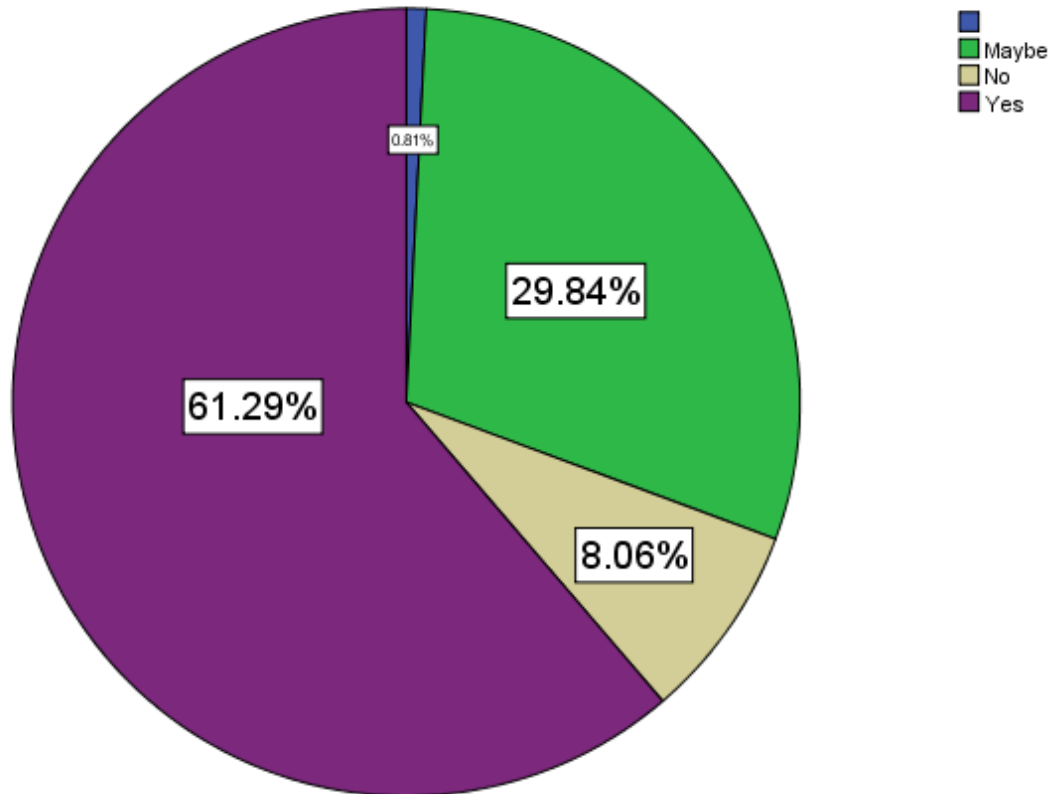


Figure 4.3 Students' Ability to Cope With Challenges in the Job Market

As figure 4.7 shows 76(61.3%) of respondents responded they were sure that they are capable to meet challenges in the job market. 10(8.1%) don't believe that they are capable of coping with challenges in the job market. And the remaining 37(29.8%) of the respondents replied that they were neutral and have no ability to cope challenges in the market. Therefore we can conclude that the majority of the students in selected departments will be able to cope with challenges in job the market.

4.2.7 Respondents risk-taking propensity

The ability to take risks, which is one of the personal characteristics of entrepreneurs, may be critical for deciding whether to pursue entrepreneurship or to start a new business, as well as for the growth and profitability of small businesses (Antoncic et al.,2012;Gantar et al.,2013).Despite the widely studied relationship between one's risk-taking propensity and intentions to enter entrepreneurship and actual entries in the form of new firm startups, there is a research gap

because the findings have not been consistent (Macko and Tyszka,2009), the role of risk propensity in entrepreneurship remains unsolved (Minerand Raju,2004), and previous studies have not taken into account.

Even though it is frightening to try something new, are you the type who tries it?

| | | Frequency | Percent |
|-------|--------|-----------|---------|
| Valid | May be | 37 | 29.8 |
| | No | 11 | 8.9 |
| | Yes | 76 | 61.3 |
| | Total | 124 | 100.0 |

Source: Primary data (2021)

Table 4.6 Respondents risk-taking propensity

Even though it is frightening to try something new, are you the type who tries it?

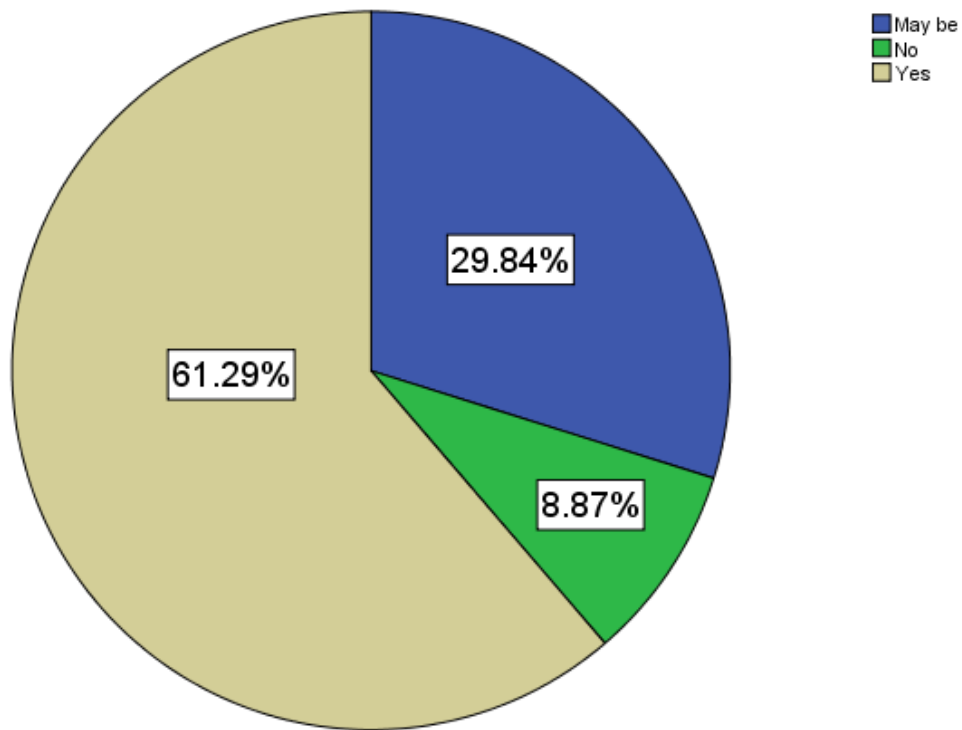


Figure 4.4 Respondents' risk-taking propensity

As the above table indicates out of all respondents, 76 (61.3%) students replied that even though it is frightening to try something new they will try it, 11(8.9%) of the respondents responded that if it is frightening to try something new they will not try to do and the remaining 37(29.8%) of the respondents are not sure if it is frightening to try something new or not.

Therefore from the above finding it is possible to conclude that the majority of the students have high risk taking propensity.

4.4 Entrepreneurship Education

The original researchers in the entrepreneurship education literature on the effect of entrepreneurial intentions concentrated on individual personality traits, claiming that personality traits affect people's decision to start a company (Nelson, 1977). Researchers in entrepreneurship education should concentrate on social cognition, psychological cognition, and spiritualist or ethical cognition, according to Young and Sexton (1997). Bandura's social cognitive theory (SCT) (Bandura, 1986) focuses on the reinforcement and observation that parents, educators, and friends provide (Martin et al., 2013). Gorman and Hanlon (1997) found that educational programs would positively impact entrepreneurial characteristics. Kolvereid and Moen (1997) found a correlation between entrepreneurship education and entrepreneurial activity in their research. Galloway and Brown (2002) investigated the effects of entrepreneurship electives and discovered that the return on investment in entrepreneurship education could be long-term rather than immediate. It is clear that good entrepreneurship education can be a factor in encouraging people to pursue a career as an entrepreneur (Henderson and Robertson, 2000).

As showed below on the figure, 77.2% of the respondents have taken at least one class of entrepreneurial education during their stay at AASTU.

Have you taken an entrepreneurship class during your stay in your university?

123 responses

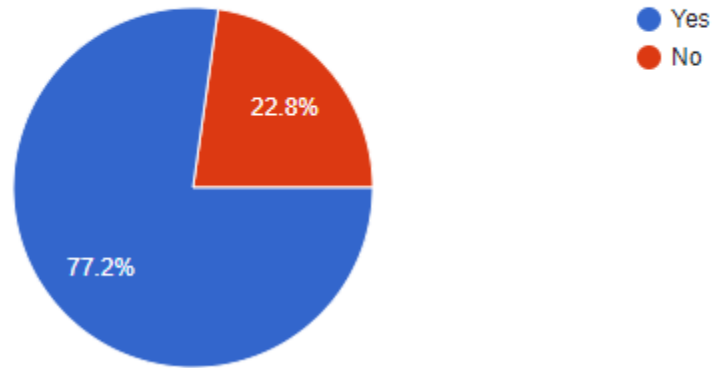


Figure 4.5 Respondents' Entrepreneurship Education Status

4.3.1 Respondent's Response for their Entrepreneurship Education

| Statistics | | | | |
|----------------|---------|--|--|--|
| | | I became more conscious of entrepreneurial environment after taking the entrepreneurship course. | Entrepreneurship course offered gives me better understanding of the qualities that must be possessed to become an entrepreneur. | To me, entrepreneurship course adds to my knowledge of business. |
| N | Valid | 122 | 123 | 123 |
| | Missing | 2 | 1 | 1 |
| Mean | | 3.62 | 3.84 | 3.94 |
| Std. Deviation | | .884 | .891 | .890 |
| Sum | | 442 | 472 | 485 |

Source: Primary data (2021)

Table 4.7 Respondent's Response for their Entrepreneurship Education

The respondents were asked 3 questions about the effects of their entrepreneurship education on their intentions to be an entrepreneur as shown in table above.

The overall weighted mean for the effects of their entrepreneurship education on their intentions to be an entrepreneur is about 3.8.that means almost all respondents agreed that their entrepreneurship education can affect students' entrepreneurial intentions since the weighted

mean approaches to 4 which shows agreement. Therefore it is possible to conclude that respondents were agreed that their entrepreneurship education has affect their entrepreneurial intentions.

Specifically from the above table it can be observed that the respondents think that entrepreneurship course adds to their knowledge of business with weighted mean of 3.62 and high standard deviation of 0.89 and other think that entrepreneurship education has added better understanding of the qualities that must be possessed to become an entrepreneur with weighted mean 3.84 and high standard deviation 0.89 and also some think that they became conscious of entrepreneurial environment after taking the entrepreneurship course with weighted mean 3.62 and high standard deviation 0.88 significantly determines once intention about becoming entrepreneur. By looking at the standard deviation of each, we can determine that there was no significant variation in response when intended to be an entrepreneur.

4.5 Respondents attitude towards Entrepreneurship

| Statistics | | | | | | |
|----------------|---------|--|--|---|--|--|
| | | I need constant change to remain stimulated, even if this would mean higher uncertainty. | I'd rather found a new company than be the manager of an existing one. | I'd rather be my own boss than have a secure job. | To start my own company would probably be the best way for me to take advantage of my education. | I am confident that I would succeed if I started my own business |
| N | Valid | 123 | 124 | 124 | 123 | 123 |
| | Missing | 1 | 0 | 0 | 1 | 1 |
| Mean | | 3.19 | 3.19 | 3.82 | 3.79 | 4.05 |
| Std. Deviation | | .978 | .949 | 1.036 | .934 | .808 |
| Variance | | .957 | .900 | 1.074 | .873 | .653 |

Source: Primary data (2021)

Table 4.8 Respondents attitude towards Entrepreneurship

Regarding to the selected students attitude toward entrepreneurship the respondents were asked 5 questions. The overall weighted mean for student's attitude toward entrepreneurship was about 3.60. That means almost all respondents have good attitude toward being entrepreneur. But

most of the students were in doubt when asked if they need constant change to remain stimulated, even if this would mean higher uncertainty with the weighted mean of 3.19 and if they rather found a new company than be the manager of an existing one with the weighted mean of 3.19. Therefore it is possible to conclude that students of selected colleges have desire and a good attitude toward entrepreneurship.

4.6 Respondent’s Self-Efficacy Strength

Self-efficacy, as defined by Bandura, is the task-specific evaluation of perceived fitness to accomplish a certain action. As a result, in the instance of entrepreneurship, entrepreneurial self-efficacy might be defined as the contemplation of tasks related to the start-up and development of new businesses. Consider the wider human abilities linked with new venture development as a distinct method to understanding entrepreneurial efficacy.

Statistics

| | | I keep on trying even harder when things seem difficult. | I tend to focus on my progress rather than getting overwhelmed by all I still have to do. | I'm good at staying calm even in the face of chaos. | I believe that hard work will eventually pay off. | I perform well even under pressure. |
|----------------|---------|--|---|---|---|-------------------------------------|
| N | Valid | 124 | 124 | 124 | 124 | 124 |
| | Missing | 0 | 0 | 0 | 0 | 0 |
| Mean | | 3.72 | 3.74 | 4.02 | 4.24 | 3.98 |
| Std. Deviation | | .870 | .845 | .770 | .878 | .780 |
| Variance | | .757 | .713 | .593 | .770 | .609 |

Source: Primary data (2021)

Table 4.9 Respondent’s Self – Efficacy Strength

Regarding to self-efficacy of the students there were 5 questions to be asked. The overall weighted mean for the student’s self-efficacy factors was about 3.94. That means almost all respondents agreed that the self-efficacy factors affected their entrepreneurial intentions since the weighted mean approaches to 4 which shows agreement. Therefore it is

possible to conclude that confidence in one's ability to successfully perform entrepreneurial roles and tasks can affect the respondents' entrepreneurial intentions and as the standard deviation is less than 1 which indicates that the responses didn't vary in significant amount as almost all the respondents believe in their capabilities to be an entrepreneur.

4.7 Respondent's Intention to be an Entrepreneur

| | | Statistics | | |
|----------------|---------|--|--|--------------------------------------|
| | | I am interested in becoming an entrepreneur. | I am likely to work very hard to become an entrepreneur. | I am ready to start my own business. |
| N | Valid | 123 | 123 | 123 |
| | Missing | 1 | 1 | 1 |
| Mean | | 4.07 | 4.15 | 4.28 |
| Std. Deviation | | .856 | .769 | .813 |
| Variance | | .733 | .591 | .661 |

Source: Primary data (2021)

Table 4.10 Respondent's Intention to be an Entrepreneur

Regarding to intention to be an entrepreneur of the students there were 3 questions to be asked. The overall weighted mean for the student's intention to be an entrepreneur was about 4.17. That means almost all respondents agreed that they have intention to be an entrepreneur since the weighted mean is greater than 4 we can determine that the respondents seriously intended to be an entrepreneur. As the standard deviation is less than 1 which indicates that the responses didn't vary in significant amount as almost all the respondents intended to be an entrepreneur. Specifically from the above table it can be observed that the respondents interested in becoming an entrepreneur with weighted mean of 4.07 and high standard deviation of 0.86 and they were likely to work very hard to become an entrepreneur with weighted mean 4.15 and high standard deviation 0.77 and also they were asked if they are ready to start their own business and the response was positive with weighted mean of 4.28 and high standard deviation 0.81. By looking at the standard deviation of each, we can determine that there was no significant variation in response when intended to be an entrepreneur.

4.6.1 Respondent's Entrepreneurial Intention by sex

I am interested in becoming an entrepreneur. * Sex Crosstabulation

| Count | | Sex | | Total |
|--|----------------|------|--------|-------|
| | | Male | Female | |
| I am interested in becoming an entrepreneur. | Disagree | 1 | 1 | 2 |
| | Neutral | 10 | 25 | 35 |
| | Agree | 18 | 21 | 39 |
| | Strongly Agree | 19 | 29 | 47 |
| Total | | 48 | 76 | 124 |

Source: Primary data (2021)

Table 4.11 Respondent's Entrepreneurial Intention by sex

As presented in the above table, the summary of figures from the respondents indicates that 37 (77.1 %) indicates that male respondents seriously considered becoming an entrepreneur and 10(20.8%) of the respondents were in doubt if they want to be self-employed and the rest 1(2.1%) are not intended to be self-employed and on the other hand if we take a look at the respondents who are female 50(65.8%) agree on that seriously considered becoming an entrepreneur and 25(50.0%) of the respondents were in doubt if they want to be self-employed and the rest 1(2%) are not intended to be self-employed.

Respondent's Entrepreneurial Intention by sex had seriously considered becoming an entrepreneur whereas only 2.05% of the respondents feel that seriously not considered.

4.6.2 Respondent's Entrepreneurial Intention by Social Class

I am interested in becoming an entrepreneur. * What is the level of your social class? Crosstabulation

| Count | | What is the level of your social class? | | | | | Total |
|--|----------------|---|------|-------------|--------------------|---------------|-------|
| | | Lower Middle Class | Poor | Upper Class | Upper Middle Class | Working Class | |
| I am interested in becoming an entrepreneur. | Disagree | 1 | 0 | 0 | 0 | 1 | 2 |
| | Neutral | 6 | 0 | 7 | 10 | 12 | 35 |
| | Agree | 12 | 1 | 3 | 7 | 16 | 39 |
| | Strongly Agree | 14 | 2 | 7 | 11 | 14 | 48 |
| Total | | 33 | 3 | 17 | 28 | 43 | 124 |

Source: Primary data (2021)

Table 4.12 Respondent's Entrepreneurial Intention by Social Class

As presented in the above table, the summary of figures from the respondents indicates that the respondents in a Lower Middle Class, there are 47 respondents in this social status and 26(78.8%) indicates that respondents in Lower Middle Class seriously considered becoming an entrepreneur and 6(18.2%) of the respondents were in doubt if they want to be self-employed and the rest 1(3.03%) are not intended to be self-employed and on the other hand if we take a look at the respondents in a working class, there are 47 respondents in this social status and 30(69.8%) agree on that seriously considered becoming an entrepreneur and 12(28.0%) of the respondents were in doubt if they want to be self-employed and the rest 1(2.32%) are not intended to be self-employed.

Respondent's Entrepreneurial Intention by s87(70.16%) had seriously considered becoming an entrepreneur whereas 35 (28.23%) of the respondents were in doubt if they want to be an entrepreneur and the rest 2(1.6%) feel that seriously not considered to be an entrepreneur.

4.8 Multiple Regression Analysis

A number of independent variables and dependent variable were included in this research to locate the ones which has affected students' entrepreneurial intentions positively and negatively.

The researcher employed the multiple regression analysis method to determine the impact of independent variables on dependent variable. To find the combination of possible independent variables, the stepwise regression method is utilized.

Students' entrepreneurial intentions were the dependent variable in this study. The researcher calculated the correlation coefficient between each independent variable and the dependent variables to choose the dependent variable.

4.8.1 Multiple regression analysis for variables predicting students Entrepreneurial intentions

| Model | | Coefficients ^a | | | | | | | |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|--------------|---------|------|
| | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | Correlations | | |
| | | B | Std. Error | Beta | | | Zero-order | Partial | Part |
| 1 | (Constant) | 1.528 | .407 | | 3.756 | .000 | | | |
| | AT | .232 | .088 | .226 | 2.636 | .010 | .395 | .239 | .205 |
| | SE | .260 | .120 | .230 | 2.163 | .033 | .472 | .198 | .168 |
| | LC | .093 | .072 | .110 | 1.295 | .198 | .306 | .120 | .101 |
| | EE | .116 | .069 | .172 | 1.680 | .096 | .425 | .155 | .131 |

a. Dependent Variable: IE

Source: Primary data (2021)

Table 4.13 Multiple regression analysis for variables predicting students Entrepreneurial intentions

The table depicts the association between attitude towards entrepreneurship, self-efficacy, locus of control and entrepreneurial education in connection to students' preference to start their own business or work in a lower-risk industry after graduation. The end result is as follows:

The value of Exp B = 0.232 and P value = 0.10 for Attitude towards entrepreneurship, indicating that the rise in intention of entrepreneurs with a high Attitude towards entrepreneurship is 0.232

times larger than those with a low attitude towards entrepreneurship who have a pessimistic view about entrepreneurship. This demonstrates that when it comes to attitude towards entrepreneurial intention is significantly influenced by attitude towards entrepreneurship.

For self-efficacy, the value of Exp B = 0.26 and P value = 0.33, indicating that the fall in self-efficacy of the students is 0.26 times less than those with a high self-efficacy. This indicates that even if the students doesn't believe in themselves to take a risk and to be an entrepreneur they still have more intentions to be an entrepreneur than those of who have higher level of self-efficacy.

For locus of control the value of Exp B = 0.093 and P value = 0.198. This indicates that the fall in locus of control of the students is 0.093 times less than those with a high locus of control. This indicates that even if the students doesn't think they have all the abilities to start their own business, they still have more intentions to be an entrepreneur than those of who have higher level of locus of control.

For entrepreneurship education, the value of Exp B = 0.116 and P value = 0.096. This indicates that the increase in intention of entrepreneur who have high entrepreneurship education is .116 times higher than those who have low entrepreneurship education. This shows that for entrepreneurship education a significant contributor to entrepreneur intention.

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

This chapter contains an overview of the findings, as well as a conclusion and recommendations.

The following is a breakdown of how each section was discussed.

5.1 Conclusion

The primary goal of this study was to determine whether the AASTU students have entrepreneurial intentions. It also aims to determine whether the desire to start a business is shared by the same pupils.

When asked about their risk-taking propensity, the majority of students 76 (61.3%) students replied that they have high risk taking propensity and 37(29.8%) are not sure but uncertain about taking risks.

The outcomes of the study also revealed that students who have taken an entrepreneurship education are more likely to want to start their own business. The findings are intriguing since they show that entrepreneurship education increases people's entrepreneurial intentions. This finding could reflect an entrepreneurship education may help you become an entrepreneur.

According to the findings, today's entrepreneurial education in colleges may inspire university students to pursue jobs as entrepreneurs. Students' self-efficacy in comprehending entrepreneurship is expected to rise as a result of the courses, and students' willingness to try new things is likely to rise as well.

Regarding to desire for independence of respondents. The students were asked a question to evaluate students' desire for autonomy. Accordingly 80(64.5%) of the respondents replied that they will try what they find out by themselves, 15(12.1) responded that they will not try what they find out by themselves. And the remaining 29(23.4%) of the respondents replied “maybe” which indicates that they are uncertain on taking the risk to find out by themselves the things that they have been told by the people that can't be done. Therefore from the above result we can conclude that the majority of the respondents have desire for autonomy which could be the reason for new venture creation.

In terms of student attitudes toward continuous employment and fixed salaries in the future, 24% of respondents said that continuous employment and fixed salaries will not satisfy them at all, and only a small percentage of students (11.2%) will be satisfied by continuous employment and fixed salaries after graduation.

Based on the respondents' level of locus of control, the students were asked a question to evaluate students' internal control. 79(63.7%) of respondents responded that if they decided to do something nothing can stop them from what they want to do and 9(7.3%) of the respondents replied that if they decided to do something they will not do what they plan. So we can conclude that most of the students have a higher internal control which could lead to decide things by their own that helps them to take control of themselves to take risks. As internal locus of control qualities are the most important factor in shaping one's actions internal locus of control is not significant in this study intentions to start a business this is influenced by a shortage of resources.

On the other hand, on the question if their fields of study has influenced on their intentions to be an entrepreneur, majority of the respondents (58.1%) replied that their fields of study has influenced on their intentions to be an entrepreneur so as this study is focused on the departments in the area of science, technology and engineering, it's very advisable to give support to the students about the education on entrepreneurship parallel with their fields of study.

5.2 Recommendations

Based on this study, entrepreneurship is critical for a variety of reasons, including societal change and creativity. Entrepreneurs are generally viewed as national assets that should be nurtured, driven, and rewarded to the fullest extent feasible. Entrepreneurial products and services can have a cascade effect, stimulating associated firms or sectors that are required to sustain the new endeavor, so promoting economic growth.

This study will aid educators and policymakers since it will provide insight into the entrepreneurial intentions of university students as well as the factors that influence their desire to be entrepreneurs. The researcher feel that after completing this investigation, entrepreneurship education is still critical for facilitating entrepreneurship and growing businesses.

Students with high self-efficacy can make their own decisions, set and attain goals, accept responsibility for their ideas and decisions, and regard themselves as more creative and organized when it comes to putting their plans into action. As evidenced by findings in a few cases, students at the university exhibit self-efficacy, which means they can make their own decisions when given the opportunity and talents required to undertake a course of action As a result, the departments that were chosen were projected to sustain the current situation in their specific area in terms of self-efficacy characteristics by implementing success tactics, ensuring personal discipline, and establishing a support network.

On this study, it shows that different parties has to take their roles on building the students' self-efficacy which could promote them to be independent and confident to take risks so encouraging the students to do so could benefit to create more entrepreneurs in the country that helps to economy growth.

In entrepreneurship, lack of ability or motivation is a problem. A limited access to information causes a person's lack of capacity available data on entrepreneurship; as a result, to assist one's success, facilities are essential encourage the students to come up with business concepts seminars, training, and entrepreneurial courses are all options.

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ANNEX - I

This questionnaire is aimed to gather information on your entrepreneurial intentions, including your perceptions, opinions, experiences, and specific knowledge. The success of this study hinges on your honest and dependable responses to each question.

As a result, I can ensure you that your responses to the questionnaire will be kept private. Please be honest in your responses and as this research is conducted on the season of Covid-19, please fill out this online form (<https://forms.gle/5GFGjCtQafonWVmy5>) for the sake of social distancing.

I'd like to express my gratitude in advance to everyone who takes the time to complete this survey questionnaire. If you have any doubt to fill this questionnaire please e-mail me at yabsrock82@gmail.com

Entrepreneurship Intentions of Graduating Students Survey

Entrepreneurship Intentions of Graduating Students Survey collects data from the 2019/2020 graduating students

Sex

- Male
- Female

Age

- ≤ 20 years
- 21-25
- 26-35
- 36-45
- 46+

Department where you have graduated from

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Do you think that your area of study has influenced you towards your intentions to be an entrepreneur?

- Yes
- No
- Maybe

What is the level of your social class?

- Upper Class
- Upper Middle Class
- Lower Middle Class
- Working Class
- Poor
- Other

Do you think your social class have directly affects your intentions to be an entrepreneur?

- Yes
- No
- Maybe

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Questions Related to Evaluate Entrepreneur's Talent

Even though people tell you "it can't be done," do you have to find out for yourself?

- Yes
- No
- Maybe

How much do you prefer to run your own business rather than participate in a lower-risk business after graduation?

- Very much
- Somewhat
- Neutral
- Don't like
- A lot

Do you have the ability to cope with challenges in the job market?

- Yes
- No
- Maybe

Will you be satisfied with continuous employment and payment by fixed salary?

- Very Interested
- Somewhat Interested
- Neutral
- Not at all
- N/A

When things go right and are very good for you, do you think "it is mostly luck"?

- Yes
- No
- Maybe

Do you think that if you decide to do something, you will do it and nothing can stop you?

- Yes
- No
- Maybe

Even though it is frightening to try something new, are you the type who tries it?

- Yes
- No
- May be
- N/A

Attitude towards Entrepreneurship

I need constant change to remain stimulated, even if this would mean higher uncertainty.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- NA

I'd rather found a new company than be the manager of an existing one.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I'd rather be my own boss than have a secure job.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

To start my own company would probably be the best way for me to take advantage of my education.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I am confident that I would succeed if I started my own business

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Evaluating the Self-Efficacy Strength

Do you think challenging problems as tasks to be mastered?

- Yes
- No
- Maybe

I keep on trying even harder when things seem difficult.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I tend to focus on my progress rather than getting overwhelmed by all I still have to do.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

I'm good at staying calm even in the face of chaos.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I believe that hard work will eventually pay off.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I perform well even under pressure.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

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Entrepreneurship education

Have you taken an entrepreneurship class during your stay in your university?

- Yes
- No

I became more conscious of entrepreneurial environment after taking the entrepreneurship course.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Entrepreneurship course offered gives me better understanding of the qualities that must be possessed to become an entrepreneur.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

To me, entrepreneurship course adds to my knowledge of business.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

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Entrepreneurial Intention

I am interested in becoming an entrepreneur.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

I am likely to work very hard to become an entrepreneur.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

I am ready to start my own business.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14 of 16

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Thank you for your time

