

WOLKITE UNIVERSITY



**COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT**

**ENTREPRENEURIAL ATTITUDE AND BUSINESS
ORIENTATION (IN CAUSE OF WOLKITE UNIVERSITY)**

**A RESEARCH PAPER SUBMITTED TO DEPARTMENT OF
MANAGEMENT FOR PARTIAL FULFILMENT OF
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TABLE OF CONTENT

Content	page
Table of content	I
Acronyms	II
Abstract	III
CHAPTER ONE	
1. Introduction	6
1.1. Background of the study	6
1.2. Background of the organization	7
1.3. Statements of the problem	8
1.4. Objectives of the study	9
1.4.1. General Objective.....	9
1.4.2. Specific Objective	9
1.5. Significance of the study.....	9
1.6. Scope of the study.....	10
1.7. Limitation of the study	10
1.8. Organization of the study.....	11
CHAPTER TWO	
2. Review of related literature	12
2.1. Entrepreneurial attitude business orientation of students.....	12
2.2. Why study attitudes	13
2.3. Entrepreneurs	13
2.4. Contributions of entrepreneurs.....	14
2.5. Essential entrepreneurial attitudes.....	14
2.6. Personality characteristics of successful entrepreneurs.....	15
2.7. Entrepreneurial behavior.....	16
2.8. Entrepreneurship education	16
2.9. Business start up as educational goal	17
2.10. Business orientation.....	17
CHAPTER THREE	
3. Research methodology and Design.....	19
3.1. Sources of data.....	19
3.2. Data collection method	19

3.3. Sampling technique.....	19
3.4. Data processing and analysis	20
3.5. Data interpretation and reporting	20

list of tables

- Table 4.1 Demographic information of respondents.
- Table 2. Entrepreneurial attitudes of business
- Table 3. Attitudes of non business students
- Table 4. Knowledge's from the courses of business
- Table 5. How interested are students in setting up their own business?
- Table 6. Creative motivation for new business**
- Table 7. Sources of business knowledge of students
- Table 8. Business vision of students
- Table 9. Families' Business
- Table 10. Intention of students after drop out from university
- Table 11. Considerations of by students as good role model

list figures

- Figure 1. Socio-cultural Environment
- Figure 2. Economic Environment Assessment

Key words: Entrepreneurial attitude, Business orientation, Knowledge form courses of business, Interests in setting up own business, Creative motivation for new business, Sources of business knowledge, Business vision, Family's or relative's business, Intention of students after drop out form university.

Acronym

Wku- Wolkite University

N—Number population

n- sample size

%- Percentage

CHAPTER ONE

INTRODUCTION

This chapter represents the background of the study, statement of the problem, research question, objective of the study, significance of the study, scope of the study, and organization of the paper.

1.1 Background of the Study

The word entrepreneur originates from the French word "Entrepreneur" trait are not true that successful entrepreneur born that way, in fact any one can be a successful entrepreneur.

However there are some specific entrepreneurial traits person must have to be success in the field of business. Entrepreneur forces "Creative destruction" across market and industries.

Simultaneously creating new products and business models. In this way creative destruction is legally responsible for the dynamism of industries and long run economy growth.

Entrepreneurship is widely regarded as an integral player of in the culture of a country and particular as an engine for job creation and economic growth. The concept of

entrepreneurship has a wide range of meaning one extreme an entrepreneur is a person of very high attitude who pioneer change, possessing characteristics found in any a very small fraction of the population. On the other extreme definition, anyone who wants to work for himself in considered to be an entrepreneurship.

Burns, P and Dewhurst, (1993), Small business enterprise and entrepreneurship. London: Macmillan press.

In other words, the objectives of entrepreneurship education are aimed in changing students' state of behaviors and even intention that makes them to understand entrepreneurship, to become entrepreneurial and to become an entrepreneur that finally resulted in the formation of new businesses as well as new job opportunities (Kuip & Verheul, 2003).

According to Nabi and Holden (2008) the aim of entrepreneurship education is to produce graduate entrepreneurship that defines the interaction between the graduate as a product of a higher education institution and their readiness to pursue their career as an entrepreneur.

Edwards and Muir (2005) entrepreneurial curriculum develops differently across universities, either as an optional module within business courses or a specific courses on entrepreneurship.

As stated by Nabi and Holdeni (2008), however, most graduates go about looking for employment in government/public institutions and private institutions after they have gone through a course in entrepreneurship. The proliferation of graduates from public and private higher educational institutions exceeding the level of demand for skilled labor as well as the incompatibility of skills of new graduates with the needs of employers have escalated unemployability of university graduate (Morshidi *et al.* 2008). Consequently, as indicated by the same authors aforementioned, unemployment of graduates has become a national issue in different countries (e.g., Malaysia). The issue of unemployment among graduates needs to be judiciously addressed such that this skilled workforce is not wasted. In this context, it has been proposed that graduates widen their career scope by investigating entrepreneurship as a possible basis for a career.

1.2 Statement of the problem

Entrepreneurship would help these new graduates develop their own career and also ease the current unemployment issue by expanding the job market (Norasmah 2004). Entrepreneurship has been acknowledged by most entrepreneurial researchers as a solution to the problem of unemployed graduates (Kamariah *et al.* 2004; Salmah 2006). From a societal perspective, both entrepreneurship and the educational system are important for economic growth, but the importance of education for entrepreneurship has been acknowledged only recently (Kuip & Verheul, 2003).

According to Nabi and Holdeni (2008) the aim of entrepreneurship education is to produce graduate entrepreneurship that defines the interaction between the graduate as a product of a higher education institution and their readiness to pursue their career as an entrepreneur. Apparently, in cognizance of the very fact, as stated by Edwards and Muir (2005) entrepreneurial curriculum develops differently across universities, either as an optional module within business courses or a specific courses on entrepreneurship.

Ethiopia is one of the developing countries struggling to become a middle income country by 2020-2023 through remarkable achievement of economic growth, social development and good governance. In spite of the recent uninterrupted economic growth, the country face massive unemployment problem of youths including university graduates. The assessment of entrepreneurial intention among the College prospective graduates is a necessity in order to

identify their level of entrepreneurial orientation. This group of prospective graduates is very crucial as the springboard to the current entrepreneurs in Ethiopia's high-tech industries. A majority of these prospective graduates will immediately contribute more to the economic growth after they graduate, not as salary workers but as entrepreneurs and problems can be alleviated to a larger extent through entrepreneurial engagements of the citizens. (Burns, Pand DewHurst, (1993), Small business enterprise and entrepreneurship. London: Macmillan press.

Despite all those claimed, by considerable number of scholars that entrepreneurship (business) in the Ethiopia scale has not show any improvement until this time. This is true to many workers regardless of the type profession they belong to considering all these issues the overall subject since the beginning of the 21st centuries entrepreneurship become a topic of discussion, speculation and research. That is why; the researcher believed that the presence of entrepreneurial attitude among university students may be an important indicator of the pool of potential entrepreneurs. This initiates the researcher to assess the abilities of both business and non business students in creation of business and enables how much is their attitude in entrepreneurial activity and business orientation and this study will be try to pick out the factors that encounter them to start up their own business after graduation. And also the researcher intended to guide some possible solutions for the matter of the problems.

1.3 Research questions

1. What are the business and non business attitude towards entrepreneurial activities
2. What are the major factors behind the inducing students not to involve in business.
3. How To compare the business orientation and entrepreneurial traits of business and non business students.

1.4 Objectives of the study

There are general and specific objectives in this study.

1.4.1 General Objectives

The general objective of this study is to assess the overall business orientation and entrepreneurial traits of business and non business students in wolkite university.

1.4.2 Specific Objectives

- To assess business and non business attitude towards entrepreneurial activities.
- To assess the major factors behind inducing students not to involve in business.

- To compare the business orientation and entrepreneurial traits of business and non business students in Wolkite University.

1.5 Significance of the study

After the answer to the leading questions are sought, the study believes that this paper is given a clear high light of what students feel and their attitude towards business and entrepreneurial activities. So that any concerned party will be in a position provided and structured a policy favoring students. Having the knowledge level of business orientation of students, Make students aware about the merits of business and being one's own boss.

- Serve as a reference for future researcher.
- To fill the information gap at organizational level.
- To modify or shift stock holders that previously they have.
- To solve social, political and economic problems of entrepreneurship.
- To reduce social problems and unemployment in the material level.
- To create job opportunity and new markets.

1.6 Scope Of the Study

The main objective of the study is investigating the overall business orientation and attitudes of students. Although due to broad perspective of the subjects the study is supposed to undertake a wide range investigation to draw reasonable conclusion. But due to some constraints the study is confined only the administration of Wolkite University. In addition to this the study was limited to formal business areas where students were engaged. This is because the participation in this sector offers greatest contribution to the economy and provides a legitimate achievement that is essential for entrepreneur students personally and as well as in the eyes of the society.

1.7 Organization of the Study

The study has five chapters. The first chapter deals introduction which consists of background of the study, statement of the problem, objective of the study, significance of the study and organization of the study. The second chapter emphasizes on review of related literature, which is briefly discussed about the definition and concepts of entrepreneurs and entrepreneurship and other related concepts. The third chapter consists of methodology of the study, the fourth chapter is about data analysis and interpretation and the last chapter five is conclusion and recommendation.

CHAPTER-TWO

INTRODUCTION

This chapter presents a review of the literature related to the purpose of the study providing a clear understanding of existing knowledge base in the problem area.

2.REVIEW OF RELATED LITERATURE

2.1 Entrepreneurial attitude and business orientation

The word entrepreneur originates from the French word “Entitrependre” which means” to undertake” or “go between” In business context, it implies to start a business. Entrepreneur is one who originates, manages and assumes the risk of a business or enterprises. The concept entrepreneur has a wide range of meaning, on one extreme and entrepreneur is a person of very high attitude who pioneers changes, possessing characteristics found in any small fractions of the population. On the other way it means anyone who wants to work for him or

herself is considered to be an entrepreneur. (David Mc Clelland; 1981) P.284)

Entrepreneurship placed an emphasis on innovations such as

- New products
- New production method
- New market
- New form of organization

An entrepreneurship also defined as the process creating something different with value by devoting the necessary time and effort, assuming the accompanying financial and personal satisfaction in the book under the title entrepreneurship starting development and managing a new enterprise. In almost of the definition of entrepreneurship there is agreement that new is talking about a kind of behavior that includes.

1, initiate taking

2. The organization and recognizing social income's mechanisms to turn resources and situation to practical account.

3. The acceptance of risk of failure (Robert C, 1974).

2.2 Why study attitudes

An underlying assumption of the researcher query is that taken collectively, students attitude affect the level of entrepreneurial activity. Specific evidence to support this assumption does not yet exist. But the study offer several reasons why it is plausible. The presence of entrepreneurial attitude among university students may be an important indicator of the pool of potential entrepreneurs. Areas with larger proportion to start successful business may display higher rate of form creation simply because there are many university students graduate who are likely to start business. This factor may contribute only partially to the country's entrepreneurial activity. The total number of students learning a business remains small and dependent up on other unmeasured characters. Attitude towards entrepreneurship among university students may be relevant as well. Non business students have higher failure rate and at least initially pay flower ways than business or learn entrepreneurship to establish business activity.

Entrepreneurship has become a widely thought subject in university and business chools. Hoeceer, only a copy small number of studies have investigated the effect of entrepreneurship and graduate with other majors. The results indicate that graduates on entrepreneurship major are more likely to start a new business and have stronger entrepreneurial attitude than other graduates. (Recent entrepreneurial intention of university students). (Researcher tracker and kolkereid; 1999; P 108).

2.3 Entrepreneurs

An entrepreneur is a state of mind that people which to create a new firm or a new value deriver inside existing organizations. It is driving force of the entrepreneurial activity.

Research on entrepreneurial activity makes an inquiry in to why some people choose to be self-employed or start their own business while others prefer traditional salary based jobs.

In sum there are numerous aspects to the study of entrepreneurial in each addressing different facts of international entrepreneurial activity. (Aizen's (1992); P.287).

2.4 Contributions of entrepreneurs

1. Develop new markets; under the concept of marketing, markets are people who are willing and able to satisfy their need.
2. Discover new source of materials; in business, those who can develop new sources of materials enjoy a comparative advantage in terms of supply, cost and quality.
3. Mobile capital resources; an entrepreneur has an initiative and self confidence in accumulating and mobilizing capital resources for new business or business expansion.
4. Introduces new technologies industries, and products. Every year there are new technologies and products that are intended to satisfy human needs.
5. Create employment, millions of jobs are provided by the factors, services, industries, agricultural enterprises and the numbers.

2.5 Essential Entrepreneurial attitude

It is not true that successful entrepreneurs are born that way, infect, anyone can be successful entrepreneur. However, there are some specific entrepreneurial traits a person must have to be successful in the field of business of course entrepreneurship is not for everyone.

But with these particular character traits, you can really have what it takes to succeed in the highly competitive world of business, what are those essential entrepreneurial traits that anyone who is interested in starting a business must possess.

Independence; an entrepreneur has a strong sense of independence and will march forward with a purposes and that is to earn money through his own means and hard work.

Persistence and determination; these are fueled by his design to achieve his goal of succeeding in his chosen field of business.

Self-confidence; Along with independence an entrepreneur posses self-confidence.

Creativity; creative people are naturally curious, inquisitive, bright and highly flexible when thinking. They keenly observe their environment and have an eye or spotting new friends that could potentially be as business opportunity.

Organized and goal oriented. All efforts must be focused towards achieving the goal.
(Fishbein. M; 1991; PP 179-211)

2.6 Personality characteristics of successful entrepreneurs

- Most important characters for success as an entrepreneur are

- Perseverance
- Desire and willingness to take the initiative
 - Competitiveness
 - Self- reliance
 - Self-confidence
 - Willingness to take risk
 - Desire to create and innovation

Least important for success as an entrepreneur.

- Ability to read effectively
- A willingness to tolerate uncertainty
- Strong desire for money
- Patience
- Being well organized
- A need for power.

2.7 Entrepreneurial behavior

Understand the personal behaviors associated with successful entrepreneurial performance.

- Leadership
- Demonstrate honesty and integrity
- Demonstrate responsible behavior
- Demonstrate initiative
- Demonstrate ethical work habit
- Exhibit passion for goal attainment
 - Personal management
 - Maintain positive attitude
 - Make decision
 - Develop an orientation to change
 - Democratic problem solving skills

Assess risks

Assume personal responsibility for decision

2.9 Business start up as educational goal

There are so general agreements that entrepreneurship education is, must be rather than shall be. It is described perhaps the most important economic development mechanisms. To succeed in this entrepreneurship education must be concerned with learning and facilitating for entrepreneurship know about it “Doing” is more than “thinking” knowledge has to be converted in to solutions that benefits customers in the market place. (Formiea 2002: P.171) The learning must be personal, practical and experimental trough discovery.

2.10 Business orientation

The concept of business orientation has only been generally defined by the popular press and has not been operational and tested as to it, proposed impact on an organization. Definition from the popular point views, business orientation is” an Individual that emphasis business and process oriented way of thinking “and it is awareness towards the business world related venture”.

Business orientation projects has been established business related career interests bean more about the working of the business world and related ventures. Business orientation sessions are facilities by minority business professionals who bring the class room made range of knowledge and ability in the areas of management, Accounting, Marketing, sales and entrepreneurship. This program provides students with an opportunity to learn first had what it takes to successes in various career paths in the realisms of business. Over the years, students have expressed that the basic skills and business knowledge which they acquired through the business orientation project to has helped them to understand the necessary steps it tables to own business choose a career path and business professionals.

2.4 Barriers and Incentives to Enterprise Start-ups by Young People

In this section a range of key constraints and barriers to youth entrepreneurship in general and to enterprise start-ups by young people in particular is examined. At the same time, incentives, strategies and tools that make or could make starting a business a more viable alternative and easier for youth is presented. A particular look at five crucial factors for entrepreneurial engagement that should be addressed by appropriate programs to foster youth entrepreneurship is taken. This includes:

1. Social and cultural attitude towards youth entrepreneurship;

2. Entrepreneurship education;
3. Access to finance/Start-up financing;
4. Administrative and regulatory framework; and
5. Business assistance and support

2.4.1 Social and Cultural Attitude towards Youth Entrepreneurship

As cultural and social backgrounds influence an individuals' approach to life, they similarly influence entrepreneurial activity and enterprise culture. Gibb (1988) defined an enterprise culture as "set of attitudes, values and beliefs operating within a particular community or environment that lead to both "enterprising" behavior and aspiration towards self-employment."

Researchers have long realized that cultural attitudes influence the entrepreneurial activities of a population, a country, region or ethnic group and that the interaction between culture and entrepreneurship is stronger in the case of some groups than others.

Thus cultural differences between nations are increasingly understood as an important determinant of a nation's level of economic and entrepreneurial development. A cultural environment in which entrepreneurship is respected and valued, and in which business failure is treated as a useful learning experience rather than a source of stigma, will generally be more conducive to entrepreneurship.

2.4.2 Social and Cultural Influences Affecting (youth) Entrepreneurship.

2.4.2.1 The role of religion, cultural values, beliefs and behaviors

Religion – as one cultural aspect – and enterprise have a complex interdependent relation. Religion, since it can shape the values and beliefs of a person, can have an influence on entrepreneurial behavior in general and the nature and the type of business as well as women's participation in business in particular. However, recent studies on the influence of religion on business provide undependable evidence that religion does not exert as important an influence as might be expected on entrepreneurial behavior. Carswell and Rolland (2004) show that there is no correlation between increasing ethnic diversity and associated religious value systems and a reduction of business start-up rate. However, there is still a general lack of in-depth research on the relation between religion and economic and social entrepreneurship. In this context, an analysis of the relationship between religion and social entrepreneurial activity would be particularly interesting.

As already mentioned, culture is the system of collective values that distinguishes the member of one group from another. Hofstede conducted perhaps the most commonly employed approach to understand on how values in the workplace are influenced by culture. He developed a model that isolates four primary dimensions to differentiate cultures (“uncertainty avoidance”, “individualism”, “masculinity” and “power distance”). These values again have an influence on individual’s needs and motives (e.g. for achievement, affiliation or the pursuit of individual and social goals) and their beliefs, behavior and orientation (e.g. risk-taking, Proactive-ness and self-Efficacy). Therefore, differences in these values may have an influence on entrepreneurial behavior and the decision of whether or not to become an entrepreneur.

For example, uncertainty avoidance or acceptance in a culture is strongly linked to the level of risk-taking and proactive-ness of an individual or an organization. Individuals (like entrepreneurs) with a high need for achievement, such as those in uncertainty accepting societies, will be more willing to take risks than individuals in uncertainty avoiding societies.

“Masculinity”, “power distance” and “individualism” are also linked to entrepreneurial behavior. Different levels of individualism and power distance (hierarchies) can partly explain the differences in entrepreneurial activity.

Uncertainty avoidance measures the ability of a society to deal with the inherent ambiguities and complexities of life. Cultures that are high in uncertainty avoidance rely heavily on written rules and regulations, embrace formal structures as a way of coping with uncertainty, and have very little tolerance for ambiguity and change.

Individualism describes the relationship that exists between the individual and the collectivity in a culture. Societies high in individualism value freedom and autonomy, view results as coming from individual (and not group) achievements, and place the interests of the individual over the interests of the group.

Masculinity is primarily concerned with the level of aggression and assertiveness present in a culture. Highly masculine cultures place a high emphasis on assertive and showy behavior, material goods and prestige are highly sought after, individuals tend to exhibit a high need for achievement, and organizations are more willing to engage in industrial conflict.

Power distance is "a measure of the interpersonal power or influence between (the boss) and (the subordinate) as perceived by the least powerful of the two (the subordinate)" (Hofstede, 1980, pp. 70-71).

2.4.2.2 The Social Legitimacy and Perception of Entrepreneurship

Cultural values can have an important influence on entrepreneurial behavior. However, that does not imply that they are enough to cause or to inhibit the rise of entrepreneurial activity. Social perceptions and perceived legitimacy of entrepreneurship are also an important factor in helping or hindering entrepreneurial behavior. According to Wilken (1979), the degree of approval or disapproval of business activity will influence its emergence and characteristics, being favored by those environments in which entrepreneurs enjoy greater legitimacy. How young individuals perceive entrepreneurship depends particularly upon:

- a) Their personal environment (family, relatives, parents and friends).
- b) Their individual awareness and familiarity with the concept of entrepreneurship;
- c) The general reputation, acceptance and credibility of entrepreneurs in society.

2.4.3 Promoting Entrepreneurship Education

Education is a key issue. Schools should send out the message that being an employee is not the only option after the completion of studies. The advantages of being an entrepreneur should be promoted and the hopes of those young entrepreneurs who face the risks of starting their own business should be nurtured. Virtuous examples to follow should be provided to those still doubtful among potential young entrepreneurs, in order to give them more confidence and demonstrate that it is indeed possible to become a successful entrepreneur, even in young age.

Kurtko, Donald F. (1989), Entrepreneurship; a contemporary approach. Forworth press.

2.4.3.1 Key Educative Constraints to Entrepreneurship

How education should be generally improved to become more entrepreneurially orientated? What are the key shortcomings and constraints in the current structures? In the following section some important areas for improvement are outlined:

- General lack of introduction and adoption of enterprise education;
- Inadequate curricula and study programmes;
- Wrong learning methods;
- Negligence of students' personal environment (parents and family members);
- Lack of trained/educated teachers;
- Lack of career information and business possibilities;

Lack of business and education linkages; and

Lack of ICT infrastructure/capability.

1) General lack of introduction and adoption of enterprise education

In many countries, particularly in developing and transition countries, enterprise education simply does not exist or has not been sufficiently adopted. When not applied in a holistic manner, it is often not including both the in-school and out-of-school youth.

This holds true for our country (Ethiopia) as well, because entrepreneurship education has been only offered in Universities and colleges. Furthermore, it is not applied on all different levels of education (primary, secondary, technical and vocational and higher education).

Entrepreneurship programs should be introduced at a school level, not only at college. These programs should be present in other areas of studies and careers, not only business administration. Besides, the experiences of local young entrepreneurs should also be introduced in these programs. Nothing is better than examples. Only by meeting young entrepreneurs aware of the problems and difficulties of creating a business and who experienced successes and failures of making a business, young students will believe they can make it as well. This is key. Teaching administration skills is not enough. It is crucial to teach the spirit, the confidence, the trust, the leadership, the firmness that only those who chased the ideal of setting up an enterprise know. This should be incorporated into study plans, pedagogical programs, mentorship facilities and enterprise development programs, which should – in turn – rely on the help and knowledge of young entrepreneurs, besides teachers and professors.”

2) Inadequate Curricula and study programs

The teaching of entrepreneurial skills and attributes and behaviors is often not properly integrated into school curricula or not adequately taught on different educational levels. Most education systems still teach traditional values of compliance to the norm rather than independent thinking and acting, risk-taking and self-reliance. Moreover, an academic approach to education nurtures skills that are appropriate to working in the public sector or large organizations and companies but not for an entrepreneurial career.

Even business study programs at universities in many countries often do not include sufficient entrepreneurial elements. Thus students are neither encouraged nor educated to become entrepreneurs but rather managers.

3) Wrong learning methods

In most education systems, there is still a clear lack of practical and experiential learning as well as of teamwork learning. Experiential learning is very rarely used, as an effective way of

gaining knowledge and experience, yet it is probably the most powerful way of learning entrepreneurship. There should be more lectures on specific fields of business. Not the theoretical ones, but the practical ones. These should be conducted by an entrepreneur and should include practical examples from real companies, case studies, networking.

4) Lack of trained/educated teachers

Teachers and university professors often have only limited experience in, and understanding of, small businesses and self-employment. They are not adequately trained or educated to teach entrepreneurial skills young people.

Skills like: Problem solving, creativity, persuasiveness, planning, negotiating and decision making.

Attributes like: Self-confidence, autonomy, achievement orientation, versatility, dynamism, and resourcefulness.

Behaviors like: Acting independently, actively seeking to achieve goals, flexibility, coping with uncertainty, risk-taking, opportunity seeking, and pragmatic approach.

5) Lack of career information and business possibilities

School environments often do not sufficiently introduce youth to the concept of entrepreneurship and self-employment as a career option. Tools, resources and information material to support youth entrepreneurship are not readily available.

6) Lack of business and education linkages

Relationships between educational institutions and the business community (school industry partnerships, combination of classroom learning and structured on-the-job experience) do not exist or are poorly developed.

7) Negligence of students' personal environment (parents and family members)

Entrepreneurship education initiatives often disregard the important role of family members of young people and their parents in particular. Creating awareness among family members regarding the importance of stimulating entrepreneurial culture is crucial.

8) Lack of ICT infrastructure/capability

Due to financial constraints, schools often cannot afford to provide access to appropriate ICT infrastructure (hardware, software, Internet access and multimedia applications). An inadequate ICT infrastructure and training constrain ICT capabilities of young people, which are increasingly crucial for many new entrepreneurial opportunities.

2.4.4 Access to Start-Up Finance

The lack of adequate start-up finance is one of the most prominent (at least most talked about) impediments to young people seeking to create their own business.

2.4.4.1 Key constraints for young people to start-up finance

- Lack of personal savings and resources
- Lack of securities and credibility (for debt financing)
- Lack of business experience and skills (for debt financing)
- Complex documentation procedures
- Long waiting periods (time needed to decide on an application for funding)
- Lack of knowledge, understanding, awareness of start-up financing possibilities
- Unfavorable firm characteristics and industry
- Legal status/form of enterprise
- Lack of (successful) micro lending/-finance and seed funding

2.4.4.2 Improving Access to Finance

The following section outlines the major strategies, initiatives and key tools being used in different countries to improve and expand the access to finance for young people.

Promotional efforts can be broadly divided into four categories:

- 1) Research into start-up and business finance
- 2) Provision of start-up and business capital
- 3) Improving the regulatory environment for start-up finance
- 4) Information and counseling on access to finance and funding.

2.5 Developing Youth Entrepreneurship Policy

It is seen that entrepreneurship can be an important avenue of opportunity for young people. Within the framework of potential efforts to boost employment for young people, it is an additional innovative way of integrating youth into the labor market. In view of rising youth unemployment and the increasing lack of labor demand, promoting youth entrepreneurship can be a valuable additional strategy to create jobs and improve livelihoods and economic independence of young people. Furthermore, it has a multidimensional approach as it fights youth unemployment in two different ways: On the one hand, it creates employment opportunities for self-employed youth as well as for other young people being employed by young entrepreneurs. On the other hand, it provides youth with entrepreneurial skills and attitudes that are necessary to cope with the general shift from traditional 'job-for-life' careers towards 'portfolio careers'. Thus it improves young people's general employability for today's and tomorrow's labor markets.

2.5.1 Youth Entrepreneurship Policy

How can youth entrepreneurship be defined? What are its particular features and constituents? What are corresponding government approaches to and structures for

policymaking? The following section tries to give an answer to these questions and outline developments and trends in this fairly new area. Entrepreneurship policy has been defined by Stevenson and Lundström (2001) as: Policy measures taken to stimulate entrepreneurship aimed at the pre-start-up, start-up and post start-up phases of the entrepreneurial process.

Entrepreneurship policy is designed and delivered to address the areas of motivation, opportunity and skills with the primary objective of encouraging more people to consider entrepreneurship, to move into the budding stage and proceed into start-up and early phases of a business. Drawing up on this definition, youth entrepreneurship policy can be defined as: Policy measures taken to foster entrepreneurial activity of young people aimed at the pre-start-up (including entrepreneurship education), start-up and post-startup phases of the entrepreneurial process designed and delivered to address the areas of motivation, opportunity and skills with the main objective of encouraging more young people to start an entrepreneurial undertaking or venture and at the same time to improve young peoples' general employability. This broader definition recognizes all the different types of entrepreneurial engagement (e.g. economic, social and public entrepreneurship, entrepreneurship and cooperatives). Furthermore, it refers to the particular role of entrepreneurship education and training in improving young peoples' employability on today and tomorrow's labor markets.

Entrepreneurship policy in general and youth entrepreneurship policy in particular, are still fairly recent and evolving areas. Therefore, it is crucial to understand where these policies are or should be situated. Youth entrepreneurship policy is cross-cutting in nature and therefore necessitates a collaborative multi-stakeholder approach on the part of government and society. This means that for successful policy development in youth entrepreneurship collaboration between different line ministries (education, labor, industry, youth and finance in particular) is vital. As a matter of fact, it is almost impossible to outline the entire array of policies that affect entrepreneurship. As its objective is to foster job creation and to contribute to economic development and growth, it can be seen from different policy angles.

2.5.2 Employment Perspective: Youth Entrepreneurship and Employment Policies

A survey of the recent literature on youth employment and entrepreneurship suggests that the starting point for a youth entrepreneurship policy development must be the formulation of a broad national youth (employment) policy, of which entrepreneurship will be only one element. This approach is in line with the Youth Employment Network's approach to support countries in the development of national action plans on youth employment. From an ILO

point of view, Youth Employment is a useful path for employment creation, however, it should be conceived in combination with increasing the quality of this type of employment and that is why it is crucial to embed it in overall employment policies focusing on the creation of decent work. Furthermore, a broad national youth (employment) policy must (then) be properly integrated with key macroeconomic and sectoral policies in order to avoid treating youth livelihoods and entrepreneurship in isolation neglecting the influence of national socio-economic framework conditions. In this context, youth entrepreneurship policy can be regarded as “niche” policy, approach, as it focuses on fostering entrepreneurial activity among a particular segment of the population.

From an economic development perspective, Youth Employment policy should ideally be embedded in a “holistic” and comprehensive entrepreneurship policy approach that incorporates the policy objectives and measures of the other entrepreneurship policy types. (Organization for Economic Cooperation and Development (2001))

CHAPTER THREE

3.RESEARCH METHODOLOGY

3.1 Introduction

This chapter consists of three sections; the first section presents the research design. The second section outlines the type of data and source of data. The third section presents method of data collection. The fourth section outlines population and sample design. The final section outlines method of data analysis of the study.

3.1 Research Methodology

Methodology is the basic part of new scientific research because of it gives detail about the data (materials). Methods of data collection and sample size are useful to carry out research activities

3.2 Research Design

“A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure.” In fact, the research design is the conceptual structure within which research is

conducted; it constitutes the blueprint for the collection, measurement and analysis of data. **Descriptive research;** design are those studies which are concerned with describe characterizes of a particular individual or group. The research design must make enough provision of protection against bias and maximize the reliability with due concern for the economic and completion of research study. The research study must be rigid and not flexible.

Data are analysis by both quantitative and qualitative approach. Quantitative approach is measurement of quantity or amount. On the other hand qualitative approach involving quality or kind us descriptive type of research design depending up on the above definitions the research design used for this study will be descriptive studies because the analysis of the researcher described in numerically and theoretically.

3.3 Data type, Source and Method of Collection

3.3.1 Data type

To undertake this study both primary and secondary data have been used.

3.3.2 Source of data

This study was used both primary and Secondary data sources to collect good or relevant information about entrepreneurs in Wolkite University. Primary data was obtained from students of the university especially from selected colleges which categorize as business students and non business students. Secondary data source will be collected from supportive Material, texts and related journals.

3.4. Method of data collection

The task of data collection begins after a research problem had been defined and research design/ plan chalked out. While deciding about the method of data collection to be used for the study, the researcher should keep in mind of data viz., primary. The primary data are those which are collected afresh and for the first time, and thus happen to be original in character. Primary data was collected by using questioner and interviews.

3.5. Population and Sample Design

In research methodology, population is the entire aggregation of items from which sample The population of this research is Wolkite University business and economics students as well as some non business student. The target population are 32

3.5 Sampling Method and Sample size

To select these for the study management department is taken judgmentally which enables to consider the entrepreneurial attitude and business orientation of business students. Others department have been taken by using purposive sampling technique from the rest departments which enables to consider the entrepreneurial attitude and business orientation of non business students.

3.6 Method of data analysis and interpretation

The analysis of the data began in the study descriptive method of data analysis to be important for transforming of the raw data into forms that make easy to understand and interpret. Tables and percentage was used for presentation of data based on their appropriateness. Then, interpretation would be making understandable by explaining the result in detail and theoretical explanation used to make clear evidence. Based on the analysis and interpretation the researcher made conclusion and recommendation.

CHAPTER FOUR

4. DATA ANALYSIS, INTERPRETATION AND PRESENTATION

The general purpose of the study was to assess the overall entrepreneurial attitudes and business orientation of Wolkit University students. The data gathered, presented and interpreted one after the other. All the data presented, analyzed and interpreted here are obtained from questionnaires. The questionnaires are filled by Wolkit University students. These questions were divided into three parts. The first part which consists of five questions, designed to assess the entrepreneurial attitudes of the students. The second part which consists of five questions designed to know the business orientation of the students and the third part, which consists of 10 questions designed to assess the existing social, economical and political conditions of the Aksum university.

The questionnaires were organized based on the sequences which were provided in the questionnaire. A total of 43 respondents were taken to fill the questionnaires. From this 32 respondents were from business students and the others 11 were from non-business students. All 43 questionnaires were collected. This means 43 respondents were properly filled the questionnaires and giving a response rate of 100%. Among the whole responses 25.6% were from non business students and the rest 74.4% were from business students. Generally this

implies that most of the participants of business students were more volunteer than the participants of non-business students.

Table 4.1 Demographic information of respondents

No	Item	Respondents	
		No	Percent
1	Sex		
	Male	32	24.86%
	Female		75.14%
	Total		100%
2	Age		
	20-25	17	37.5%
	26-30	21	45%
	31-35	8	17.5%
	36-40	-	-
	Above 41	-	-
	Total		100%
3	Education back ground		
	Certificate		
	Diploma	11	25%
	Degree	30	65%
	Master	5	10%
	PHD	-	
	Total		100%
4	Working experience		
	0-3	26	57.5%
	3-6	11	25%

	6-9	7	15%
	Above 9 year	2	2.5%
	Total		100%

Source; compiled from questionnaires

Respondents of business students were from management department and the respondents of non business students were from geography department. And the sample was taken from each graduating class students.

The demographic information of the respondents is given in the above figure. It is evident that for both business and non business students the sample consisting of satisfactory spread between males and females. In both streams, It is also evident that majority participants fall in 20-25 years age group.

As shown in the figure 1 above the proportion of females from the total sample are 30.23% (13) and the proportion of the males are 69.77%(30). So as we observed form the data most of the Students who are enjoying higher educational institution and coming to graduate are males. It implies that the involvement of females in education is not as much as males totally.

4.2. Responses towards entrepreneurial attitudes of students.

4.2.1. Entrepreneurial attitudes of business students

when asked, being a business students what is your response in the following entrepreneurial attitudes? They responded as follows:-

Table 4.2. Entrepreneurial attitudes of business students

Category	Total	Low		High	
		N	%	N	%
Human relation skills	32	5	15.6%	27	84.4%
Ability to make decision	32	11	34.4%	21	65.6%
Communication skills	32	13	40.6%	19	59.4%
Persistence	32	10	31.25	22	68.75%

Self-discipline	32	6	18.75%	26	81.25%
Creativity	32	12	37.5	20	62.5

Source: compiled from questionnaires

From table one above it can be seen that the three highest scores for the most developed attitudes among business students were arranged from highest to the lowest as follows:-

human relation scored total of 84.4% (27) of are high.

-self-discipline (scored total of 81.25 (26) of high and.

- persistence (scored total of 68.75(22) of the total students

The most developed among business students was human relation score 84.4 (27). Most developed attitude more than 68.75 of respondents obtained high scores. It implies that most of the business students have the ability to human relation, self-discipline and persistence .

From the above table 1 the lowest scored attitudes were arranged from lowest to highest as follows.

Ability to make decision scored a total of 34.4(11)of low.

creativity a total a proportion of 37.5% (12) of low and

Communication skills a total of 40.6%(13)of low.

Surprisingly ability to make decision ranked the first from below. This shows that business students are not developed in the attitude of ability to make decision . Generally as we can see from the data most of the business students are developed in the attitude of human relation, self-discipline and persistence and in contrast they are poor in the attitudes of communication skills, creativity , and ability to make decision .

4.2.2. The level of entrepreneurial attitudes of non business students

When asked, being non business students what are your responses in the following attitudes?

Table 4.3. Attitudes of non business students

Category	Total	Low		High	
		N	%	N	%
Human relation skills	11	9	81.8%	2	18.2%

Ability to make decision	11	5	45.45%	6	54.54%
Communication skills	11	8	72.7%	3	27.27%
Persistence	11	6	54.54%	5	45.45%
Self-discipline	11	0	0%	0	0%
Creativity	11	1	9.1	10	90.9

Source: compiled from questionnaires

For the non business students, the three most developed entrepreneurial attitudes are as follows. Creativity (scored a total of 90.9%(46) of high) ability to make decision (scored a total of 54.54(6) high) and persistence (scored a total of 45.45 (5) of high). The most developed attitude among non business students were creativity , ability to make decision and persistence. For the three most developed attitudes more than 45.45 percent of the respondents obtained “High” scores.

The three least developed attitudes among non business students are as follows:-human relation(scored a total for 81.8%(9) of the respondents of Low) communication skills (scored a total of 72.7%(8) of the respondents of low) and persistence (scored 54.54% (6) of the total respondents have low). For the three least developed attitudes more than 54.54% the respondents obtained low as the data shown in the above table 2. The three least developed attitudes among non business students are human relation, communication skills and persistence .

Generally most of the non business students developed with attitudes of creativity , ability to make decision and persistence and they are poor with the attitudes of human relation, communication skills, persistence. Being this creativity is surprisingly developed attitude by non business students and persistence is surprisingly least developed attitude by non business students.

This implies that most of the non business students have the ability to creativity and ability to make decision and reach to the solution and in oppositely they do not have the ability persistence .

4.2.3. Comparison of the Levels of Entrepreneurial Attitudes of

Business and non Business students

As the response shows in the tables 1 and 2 appear both business and non-business students have different percentages level of attitudes. Students in both streams scores above 84.4% in the attitudes of human relation and creativity . This implies that most of the students in universities have the attitude of human relation and they can creativity .they creat easily in the business area and where ever it needed. But when we compare the attitudes among the two categories, creativity is more scored by non business students which scores 90.9 (10) high, while it scores 62.5 (20) in case of business students.

It implies that non business students have highly developed attitude of creativity than business students.

It is also possible to say that highly developed attitude among non business students is creativity and while highly developed attitude among business students is ability to human relation.

The most least developed attitude among non business students is human relation scores 81.8%(9) low. Whereas the least developed attitude among business students is human relation which scores 15.6% (5) low.

This implies that most of the business students have not the human relation when compared to the non business students which scores 15.6%(5) of human relation of “low” and in the other hand most of non business student have least developed attitude of human relation when compared to business students attitudes of human relation which scores 81.8%(9) low.

4.2.4. Educational business knowledge

Responses of students how much the course provide students required to start new business is as follows.

Table 4.4. Knowledge’s from the courses of business

Item	Business students		Non business students	
	N	%	N	%
Yes	28	87.5%	8	72.7%
No	4	12.5	3	27.3%

Total	32	100%	11	100%
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Source: Compiled from questionnaires

As the table indicate that students respond 87.5(28) of business students and 72.7(8) of non business students were believe in receiving this course. Finding that business student believe more than non business students in receiving this course that entrepreneurs are made and consistent with the emphasis on he importance of university education the facilitating the “making” process. That is fact business students are more interested to start new business than non business students that is why they are familiar with the business courses which motivates them to do so. It implies that important receiving entrepreneurial courses as part of university education is important to start new business company.It is considered essentially by almost students for an ideal entrepreneur.

4.2.5. The attitudes of students toward start new business.

Table 4.5. Howinterested are students in setting up their ownbusiness?

Item	Business students		Non-business students	
	N	%	N	%
Most interested	10	31.25%	4	36.363636%
More interested	19	59.375%	4	36.363636%
Less interested	3	9.375%	3	27.272727%
Total	32	100%	11	100%

Source: compiled from questionnaires

As described in the above table to measure the entrepreneurial altitude towards to start the business, it adapted scale to measure all items on these point with the levels most interest, more interest and less interest. 31.25 (10) of business students responded most interested and the left percentage composition of respondents responded more interested and less interested with each percentage of 59.375% (19) and 9.375 (3) respectively. Whereas 36.393636% (4) of non business students responded most interested and the remained percentage is covered by more interested and less interested which is 36.363636% (4) and 27.272728 (3) of the total respondents respectively.

It implies that the majority of both business and non business students more considered in the level of more interesting in setting up their own business. But business students considers it more than non business students.

It also shows that business Students are higher in starting new business for their own that is why, business students have the knowledge (access) how to start new business than non business students. Generally most of the students in both streams recognized as important for setting up new business. So this shows that students in higher educational institutions are more interested in setting up of new business for their own.

4.2.6. Creative motivation for new business.

The attitudes of students how much the creative atmosphere can inspire us to develop ideas for new business.

Table 4.6 Creative motivation for new business

Item	Responses	Business students		Non-business students	
		N	%	N	%
Can the creative atmosphere to develop ideas for new business	Yes	28	87.5%	8	72.7%
	No	4	12.5%	3	27.3%
	Total	32	100%	11	100%

Source: Compiled from questionnaires

As the table above shows 87.5 (28) of Business students responded ‘yes’ and 12.5 (4) of respondents responded ‘no’ and 72.7% (8) of non-business students responded ‘yes’ and 27.3 of respondents responded no. And 87.5 (28) of the business students are believing that the creative atmosphere inspires them to develop ideas for new business than that of non business students which are 72.7% (8) of them. This indicates that the majority of the business students are believing that the creative atmosphere inspire them to develop ideas for new business. But in the case of non-business students nearly more than half of the students are believing the creative atmosphere inspires them to develop ideas for new business.

4.3. An overview of business orientation of wolkite university students

Table 4.7. Sources of business knowledge of students

Item	responses	Business students		Non-Business students	
		N	%	N	%
Do you have enough knowledge About business?	Yes	28	87.5%	8	72.7%
	No	4	12.5%	3	27.3%
From where you have got?	Education	18	45%	9	56.25%
	Talked with business person	8	20%	4	25%
	Experience from parents	10	25%	2	12.5%
	None	4	10%	1	9.09%
	Total	32	100%	11	100%

Source; Compiled from questionnaires

4.3.1.1. Business knowledge of students

Students of business and on business were asked whether they have enough knowledge about business or not. As it has shown in the table above, 87.5%(28) of business students responded as they have enough knowledge about business while only 12.5%(4) of them responded as they do not have enough knowledge about business. But 27.3%(3) of no business students

responded as they do not have enough knowledge about business while only 72.7% (8) of them responded as they have enough knowledge about business. This indicates that majority of the business students have enough knowledge about business. it implies that businesses students are more familiar than non business students in having enough knowledge about business.

4.3.1.2. Sources of business knowledge's of students

As depicted in the above table 45% (18) of business student responded that they have got their business knowledge from education and 20% (8) and 25%(10) of the students have got their business knowledge from tasked with business persons and experience from parents respectively . 10%(4) of the business students have got their business knowledge form neither of the above sources. In the case of non business students 56.25% (9) of them have got their business knowledge from education and 25% (4) and 12.5% (2) of the non business students have got their business knowledge from talked with business persons and experience from their parents respectively. It is also shown that 9.09 (1) of the non business students have got their business knowledge from out of the above mentioned sources. This implies that most of the students in both streams have got their business knowledge from Education. So it is possible to say that majority of students in higher educational institution get their business knowledge from education rather than talked with business persons and experience from parents.

4.3.2. Business vision of students

When asked, in principle the students do ever vision of their self-running their own business (or they already in business for their selves) They responded as follows.

Table 4.8. Business vision of students

Item	Business students		Non business students	
	N	%	N	%
Yes certainly	16	50%	2	18.2
May be	11	34.375%	6	54.5%
No	3	9.375%	2	18.2%

1 am already inbusiness	2	6.25%	1	9.09%
Total	32	100%	11	100%

Source; compiled from questionnaires

Over 50% of the business students would consider going in to business for themselves. This indicates that majority of business students are in vision of going in to business for themselves. Majority of non business students would not consider going in to business for themselves even they get the possibility. 6.5%(2) of business students are already in business and 9.09(1) of non business students are engaging in business. So it implies the majority of students who are in vision of going in to business for themselves are business students. It is known that business students have more concepts in the area of business because they get it through their education process.

4.3.3. Family /relative business

When asked whether there is a business person in their family or relatives the students responded as follows.

Table 4.9. Families' Business

Item	Business students		Non business students	
	N	%	N	%
Yes	21	65.63%	11	100%
No	11	34.37%	0	0%
Total	32	100%	11	100%

Source; Compiled from questionnaires

As the above table indicates, 65.63% (21) of the business students responded 'yes' and 34.37 (11) of them responded 'no'. But 100 % (11) of non business students responded 'yes' and 0 % (0) of them responded 'no'. As it depicted non business students' families or relatives have been engaged on business than business students' families or relatives. It implies that having family's or relative's business does not enhance the business attitude of students. As we have

seen in the above the family's or relative's business of non business students is greater than business student however the entrepreneurial attitude and business orientation of non business students is not as much as business students.

4.3.4. Intention of students after drop out Form University

When asked if you completely dismissed from the university due to some problem, then what will you do? They responded as follows.

Table 4.10 Intention of students after drop out from university

Item	Business students		Non business students	
	N	%	N	%
To start business	22	68.75%	4	36.3%
To continue evening education	8	25%	5	45.5%
To employee in organization	2	6.75%	2	18.2%
Other	0	0%	0	0%
Total	32	100%	11	100%

Source: Compiled from questionnaires

The majority of both business and non business students would consider starting a business. But business students considered it more than non business students having 68.75% of respondents and 36.3% of respondents are from non business students. On the other hand, both business and non business students have scored 25%,6.75%,45.5%18.2% options of each for "other" after drop out from university. This implies that since business students have some knowledge about the business they have the intention to start a business if they drop out from the university. In the other hand the non business students are not intention of beginning business if they immediately drop out from the university. If indicates they do not have the knowledge how to start and where to start business because of this they prefer to be an employee of organizations.

4.3.5. Role model by Students

When asked whom do you consider the best role model they responded as follows.

Table 4.11 Considerations of by students as good role model

Item	Business students		Non business students	
	N	%	N	%
Sportsman	2	6.25%	2	18.2%
Politician	2	6.25%	1	9.1%
Intellectuals	9	28.1%	6	54.5%
Business person	19	59.4%	2	18.2%
total	32	100%	11	100%

Source: Compiled from questionnaires

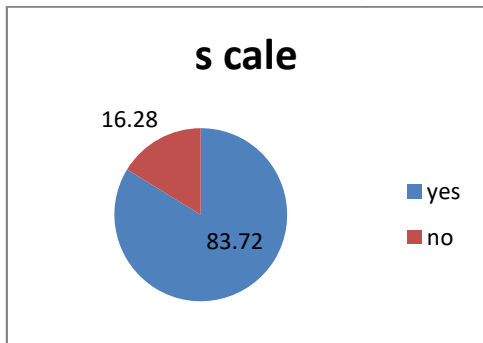
In the above table it was described the business person 59.4%(19) were recognized best role model by business students. Intellectuals 54.5%(6) were also recognized best role model by non business students. intellectuals were ranked second role models by business students and business person for non business students. in taking business persons as best role model business students are better than non business students. Generally it implies that, although students have good idea about the business, they modeled by business person. The reason is that it brings them respective persons and famous in entrepreneurial idea.

4.4. An assessment on social cultural and economical conditions

4.4.1. Socio-Cultural environment

Socio-cultural factors like work cultures, honesty, hard work religion language attitudes towards business etc... have an appreciable impact for those who want to start business when asked, about theirsocio cultural conditions in their environment;- they responded as follows.

Figure 1. Socio-cultural Environment.



Source; compiled from questionnaires

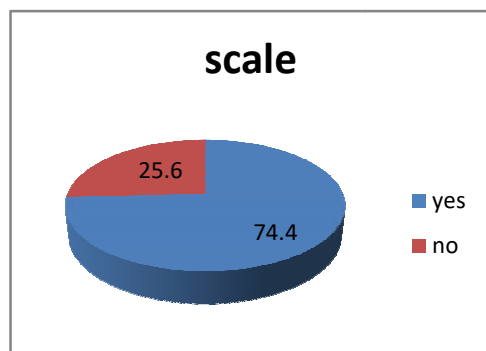
In the above figure 3 it has been shown that, 83.72% (36) of respondents described that business in their environment have been considered as a respected job, where as 16.28(7) of the respondents described that business in their environment have not been considered as a respected job. The reasons for respondents who said ‘no’ are as follows.

Lack of business knowledge. To continue education and later on to be employed in a higher organization professionally. Some cultural disfavours business, for example in rural society farming has been given more attention than business.

4.4.2. Economic environment assessment

Most of the time political ideology of the ruling government of country greatly shapes the economic system, the government of business and entrepreneurship, when they asked about the current economic policy. They response as the following proportion of “yes” and ‘no’.

Figure 2. Economic Environment Assessment



Source compiled from questionnaires

In the above figure 4 it has been shown that, 74.4%(32) of the respondents described that the current Ethiopian economic policy is favorable for entrepreneurs (potential business persons)

where as the last 25.6%(11) of the respondents said that not Favorable for entrepreneurs (potential business persons)

It indicates that the present economic environment is favorable for potential business persons.

It is because now a day in the market system there is government interference.

The reasons for respondents who were disfavored of the current Ethiopian economic policy were as follows.

- High taxation
- Low (minimal incentive) for business persons
- Minimal effort for economic infrastructure development.
- Un fair regional economic development of rural and industrial areas.
- High amount of interest rate from financial institutions.
- In efficient civil service
- Fluctuation in tariffs of import export policy
- The prevalence of inflation in the economy.

CHAPTER-FIVE

5. CONCLUSION AND RECOMMENDATION

5.1. CONCLUSION

The main objective of this study is to assess the entrepreneurial attitudes and business orientation of Aksum university students. Along with this the study assesses the social economic and optical (legal) conditions prevailing in the country.

While conducting this research, conducting the researchers used primary data. The target populations were both from business and non business students whom total were 43 students and also their selection were 32 students from business students and 11 students from non business students. The data were collected through a questionnaire and analyzed based on both qualitative and quantities expressions. The finding routed many areas of attitudinal difference between business and non business students.

The finding on entrepreneurial attitudes of business and non business students showed as follows.

◆ The three most developed attitude among business students were

1. Human relation
2. Self discipline and
3. persistence

◆ The three least developed attitudes among business students were

- communication
- creativity
- Ability to make decision

◆ The three most developed attitudes among non business students were

1. creativity
2. Ability to make decision and
3. Persistence

◆ The three least developed attitudes among non business students were

- Human relation
- Communication kills and
- persistence

◆ The three most significant differences between business and non business students were shown by the following attitudes

- Human relation
- Self discipline and
- creativity

The ability to human relation and self discipline were significantly (high) scored significantly higher for creativity alone. My finding regarding to attitudes show that for the sixth entrepreneurial attitude under investigation, the business students exhibited the higher score. Whereas the rest two attitudes namely ability to communication skills and persistence were better scored exhibited by non business students.

With regard to the other entrepreneurial attitudes he finding depicted that three entrepreneurial attitudes were under investigation. With all of them business students were better than non business students as shown bellow.

1. Human relation
2. Self discipline

3. persistence.

Generally we can say that business students developed possess most of the attitudes than non business students.

The Finding on business orientation business students were better than non business students on the following items

2. Vision for business
3. Business knowledge
4. Starting business after drop out from university
5. By considering business persons as their role model.

But non business students were better in having family or relatives business persons.

Generally among the five questions, prepared for business orientation, the four questions were better scored by business students. This shows that business students were more business oriented than non business students. To sum up our analysis shows that business students were more business oriented and they are considered to be potential business persons.

On the other hand the Finding on social economic and legal conditions shows that there is a good social economic and political (legal) conditions for the flourishing of business according to the students believe. But still there are some problems which may need corrective actions such as.

- Social problems
 - Lack of business knowledge
 - Preference on education than business
- Economic problems
 - High fixation
 - Minimal effort for economy's infrastructures development
 - The prevalence of inflation
 - Fluctuation on economic policy

5.2. Recommendations

This research finding has important implications for all stake holders who are involved in entrepreneurship education and fostering business ventures. It is believed that the entrepreneurial attitudes, which seem to be least developed, should be addressed in a responsible manner. The following least developed attitudes by students need to be exonerated and developed.

1. Ability to make decision
2. Communication skills
3. Human relation skills and
4. Creativity
5. Persistence

Through adopting curricula and implementation practical initiatives the students can be given the opportunity to develop these attitudes. Attention thus should be given to creation of learning environment where these skills are fostered and further developed. Based on empirical results, it is evident that the cases of students from both streams possess different entrepreneurial attitudes and some attitudes are more developed in one stream in relation to another. The reasons for these differences should be identified as they could provide possible solutions as how to develop these attitudes in stream where they are less developed.

It is imperative that the university in both streams should pay attention to skill development, with particular emphases on those of an entrepreneurial nature. Entrepreneurs are not necessarily born with the required characteristics. Those characteristics can, however, be acquired through education and life experiences. Based on the study it is evident that non-business students had not been business oriented. The reason for those weaknesses should be identified as they could provide possible solutions as how to develop their orientation towards business especially the ministry of education should give too much focus in this regard. Even though the existing social, economical and political atmospheres seem conducive there are also some problems which need corrective action through the university should be involved to address the problems.

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