

The Study on Female Undergraduates' Attitudes toward and Perceptions of Entrepreneurship Development (Comparison Public and Private Universities in Ethiopia)

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Abstract- Female entrepreneurship is considered an important tool in enabling female empowerment and emancipation. The main objective of this study is to investigate female undergraduate students' attitudes toward and perceptions of entrepreneurship (Comparison Ethiopian Public and Private Universities). In the light of recent world events, this has become a crucial area to study and understand – especially with respect to, attitudes toward entrepreneur, motivations, constraints and consequences. The reason why final year female undergraduates are chosen for the current study is because they are at a period in their career development where they are considering different career routes and are therefore, a potential source of future female entrepreneurs. For research design; cross-sectional, descriptive and inferential designs study were used in the study. In the study both primary and secondary data were used. Pertaining to data analysis the researchers had used both qualitative and quantitative data analysis techniques mainly descriptive analysis using percentages, tables and graphs deployed. While for inferential statistics like distribution based analysis for nominal data type, chi-square, and multi-regression were used to test the statistically significant difference (independency) of variables, impacts of independent variables on dependent variable.

As per output of this finding there were different barriers those affects female undergraduates for not entering into entrepreneurship. The major barriers expected were, the responsibility of running a business too difficult, lack of a ability to know how to access business information, difficult to obtain the finance necessary and lack of a good business idea as an inhibitor to entrepreneurship, worry lack of experience needed to run a business and lack of the business skills required to run their own business.

Therefore, in order to change their worries from different barriers, entrepreneurship subject and training on entrepreneurs' successful characteristics are highly needed

Index Terms- Female entrepreneurship, undergraduate students, attitude, Ethiopian Public and Private Universities

I. INTRODUCTION

Female entrepreneurship is considered an important tool in enabling female empowerment and emancipation. It has been

suggested by Weeks (2007) that women-led businesses can make a significant contribution to the economy. Allen, Langowitz, Elam and Dean (2007) further substantiated the importance of female entrepreneurial activity on economic development, finding investment in female entrepreneurship an important way for a country to exponentially increase the impact of new venture creation. Furthermore, they noted women are more inclined to share the benefits gained through entrepreneurship with members of their family and the wider community.

A national survey conducted by the Ethiopian Welfare Monitoring Unit (2002) shows, although women entrepreneurs contribute significantly to the national economy in terms of job creation, skills development and the alleviation of abject poverty among men and women alike, the literature clearly explains that small businesses and enterprises operated by women entrepreneurs are not being provided with adequate strategic support in terms of policy, access to finance, tax assessment, skills development and managerial training, technological transfer and infrastructural development (Berhanu, Abraham & Van der Berg, 2007). Although MSMEs operated by women cater for the poorest of the poor and make a sizeable contribution to the national economy, the level of support and recognition given to them has been minimal historically (Mogues, 2004). Businesses and enterprises operated by women contribute for economic dynamism, diversification, productivity, competition, innovation and economic empowerment of the poorest of the poor.

Self-efficacy is one of the main motivations of entrepreneur as it creates job satisfaction. Job satisfaction, in turn, is considered as an attitude toward one's job (Brief, 1998; Weiss, 2002). In the case of entrepreneurs, they do not have jobs in the traditional sense. Nevertheless, they indeed have jobs or tasks when they start and run a new business (Brief, 1998; Weiss, 2002, Bird, 2002 cited in Edgar and Marc, 2010).

According to a survey conducted in the Gullele sub-city of Addis Ababa illustrate, women in the cluster area estimated 39% were self workers while men constitute the remaining 61% were self workers (HK Hailu, 2010,P.53). Furthermore, as different past researches' report in Ethiopia shows, the majority of women had little education and find employment in the lower sections of the formal employment market. For example, in 1999/00 there were only 30.75% of women in the Civil Sector ('Shadow Report' 2003, p. 14) among which the majority, 98.2%, was

concentrated in low status and low paying jobs (Aster *et al* 2002, p. 69). The level of unemployment is higher for women than for men among any section of society. In 1998, the Bureau for Labour and Social Affairs estimated the percentage of female unemployed at 58.6 and for males 41.4 in Addis Ababa (Alemnesh 2001, p. 97). According to age group, the unemployment level is higher among women than men in the age group 15-19 years with 16.8 % for women and 6.4% for males. This percentage increases slightly among the age group 20-24 with 17.8% of women and 7.4 % of males (Teshome 2004, p. 27 cited in Indrawatie, 2011).

The Shadow Report, which was compiled by the Ethiopian Women's Lawyers Association and the Network of Ethiopian Women Associations on the platform for action of the Beijing +10 Conference, revealed that the majority of Ethiopian women are employed in the informal sector (64.93%) ('Shadow Report' 2003, p. 14). This includes petty trade, handicrafts, selling food items, vegetables, locally produced drinks, domestic services, charcoal, firewood, second-hand clothes and so on ('Shadow Report' 2003, p. 14, Aster *et al* 2002, p. 70, Alemnesh 2001, p. 98 cite in Indrawatie, 2011, pp.170-171). The dominance of women in this sector illustrates the many factors leading to this. Such as; characteristics of the female entrepreneur, family background, personal & work experience, role models, the nature of female entrepreneurship, female barriers to entrepreneurship, educational influences on female entrepreneurship.

Additionally, as the result of study on women entrepreneurship in micro, small and medium enterprises was shown, the majority of businesses that failed were operated by women (78%). Businesses that failed were characterized by inability in obtaining loans from formal money lending institutions such as commercial banks, inability to convert part of profit back into investment, poor managerial skills, shortage of technical skills, and low level of education. Businesses operated by women were 2.52 times more likely to fail in comparison with businesses operated by men (Eshetu and Zeleke, 2008, p.1).

The current research has been undertaken to examine female undergraduates' attitudes towards and perceptions of entrepreneurship. This is necessary in order to obtain more knowledge and a better understanding of why so few female undergraduates consider entrepreneurship as a career and majority of businesses that failed were operated by women. This is important as the topic of female entrepreneurship and in particular female undergraduates and their views on entrepreneurship is a seriously neglected and under developed research area. An examination of literature shows there is little known about their needs, motivations and reservations concerning business ownership. The reason why final year female undergraduates are chosen for the current study is because they are at a period in their career development where they are considering different career routes and are therefore, a potential source of future female entrepreneurs.

II. LITERATURE REVIEW

2.1 Characteristics or traits of entrepreneurs

Due to the difficulty in coming to a universally acceptable definition of the entrepreneur, researchers have attempted to distinguish different factors that influence the individual towards

entrepreneurship (Dyer, 1994). Efforts have been made to identify some of the characteristics or attributes possessed by the entrepreneur (Kao, 1990), and this is often referred to as the trait school of thought. Carson *et al* (1995) believed that entrepreneurial traits distinguish entrepreneurs from other groups in society. Delmar (2000) identified the most common of these traits as a need for achievement, internal locus of control, risk-taking propensity, tolerance for ambiguity, over-optimism and the need for autonomy. These characteristics and traits have been acknowledged by many authors and are seen as an important factor when calculating a person's propensity towards entrepreneurship (McClelland, 1961; Scott and Twomey, 1988; Gibb, 1990; Morrison, Chell, Hawthorn and Brearly, 1991; Carson *et al*, 1995; ;Garavan *et al*, 1997 ; Morrison, 1998; Rimmington and Williams, 2000). Gasse (1990) also believed motivation, energy and perseverance are important traits, with Plaschka (1990) including innovation as an important characteristic of the entrepreneur. McCarthy (2000) found risk-taking propensity to be associated with personality traits, subsequently arguing that research on traits is of extreme importance in any serious attempt to understand entrepreneurship. However, despite this, Delmar (2000) argued that with the exception of the need for achievement, it has been difficult to link any specific traits to entrepreneurial behavior.

The importance of examining entrepreneurial traits and characteristics in relation to the current research is to help establish the basic characteristics associated with the entrepreneur. However, not everyone agreed with the trait school of thought. Carson *et al* (1995) found four main criticisms of the trait approach: first, the inability to differentiate clearly between entrepreneurial small business owners and equally successful professional executives. Second, the assumption that by identifying the supposed key trait or characteristic of the entrepreneur, you can identify the entrepreneurial personality. Third, the lack of recognition of entrepreneurship as a continuously changing process in which the entrepreneur will also change. Finally, the lack of empirical evidence to connect entrepreneurial characteristics with actual entrepreneurial activity and the inability to acknowledge an individual's situation and the effect it has on new venture creation. Basically, the trait approach cannot be used alone to explain entrepreneurial behaviour. Therefore, there is a need to look at what entrepreneurs do and why they do it (Martin *et al*, 1998).

2.2 Antecedent influences

Current researchers are increasingly trying to understand how entrepreneurs perform and why some engage in entrepreneurial behavior and others do not (Delmar, 2000).

The socialization process is one such area of study, and is often referred to as social learning theory. This school of thought tries to establish what influence factors such as interaction with the environment, dealing with life experiences and social relationships have on forming our attitudes and values and therefore influencing our behaviour (Morrison *et al*, 2000). Social learning theory, while acknowledging the genetic influence on personality traits, emphasizes the importance of each individual's personal situation and the influence the environment has on the individual and, in turn, the influence the individual has on the environment (Garavan *et al*, 1997). Consequently, social learning theory recognises the

influence that society has on encouraging entrepreneurship (Morrison, 1998).

Carson *et al* (1995) see the entrepreneur as being embedded in a complex set of social networks that will either facilitate or hinder the potential of the individual to enter into entrepreneurship. Examples include family and social background, education, religion, culture, work and general life experiences. Morrison, Rimmington and Williams (2000) further expanded on these social influences by adding availability of appropriate role models, career experience ranging over the complete life-cycle, deprived social upbringing, sibling order within the family, entrepreneurial family background, level of educational attainment, negative and positive peer influence, position in society and being uncomfortable with large bureaucratic organizations.

These influential factors are often referred to in entrepreneurial literature as antecedent influences, and can have an impact on a person's motivation, perception, skills and knowledge.

Dyer (1994) found working for an entrepreneur or knowing an entrepreneur had a positive impact on entrepreneurial career choice. Matthews and Moser (1995) found work experience an important factor in the encouragement of entrepreneurial activity, especially in small businesses. Madsen, Neergaard and Ulhøi (2003) agreed with this, recognising the importance of work experience in the development of a business idea.

It is suggested by Carter and Cachon (1988), as cited by Morrison (1998), that entrepreneurs often share common features and experiences of a social context, which distinguish them from other individuals. Nevertheless, there is a need to recognise the heterogeneous and diverse nature of entrepreneurship (Carson *et al*, 1995). Especially, as much of the knowledge about entrepreneurship is based on studies of the male entrepreneur (Brush, 1992).

As the current research involves female undergraduates, it is necessary therefore, to look at the female entrepreneur. Female entrepreneurial activity in most of the developed countries of the world is significantly lower than their male counterparts, even though it is argued they are influenced by many of the same factors (Minnitti, Arenius and Langowiz, 2004).

2.3 Female entrepreneurship

It has been suggested by Weeks (2007) that women-led businesses can make a significant contribution to the economy. US statistics have shown that over the last twenty years women-owned businesses have grown at a rate of nearly two to one of other businesses and, interestingly, have made more of a significant impact on employment figures and revenue intake than is actually suggested by these figures (Centre for Women's Business Research, 2007). Allen, Langowitz, Elam and Dean (2007) further substantiated the importance of female entrepreneurial activity on economic development, finding investment in female entrepreneurship an important way for a country to exponentially increase the impact of new venture creation. Furthermore, they noted women are more inclined to share the benefits gained through entrepreneurship with members of their family and the wider community.

However, in Ethiopia the economy has yet to achieve substantial benefit from women led businesses as, in comparison with other countries, the level of female entrepreneurship is particularly low; for example in Portugal, Austria, and France female entrepreneurship can account for 41% of all new start-up's (Henry and Kennedy, 2003; Gender Equality Unit, 2003; Fitzsimons *et al*, 2003; Fitzsimons and O'Gorman, 2004).

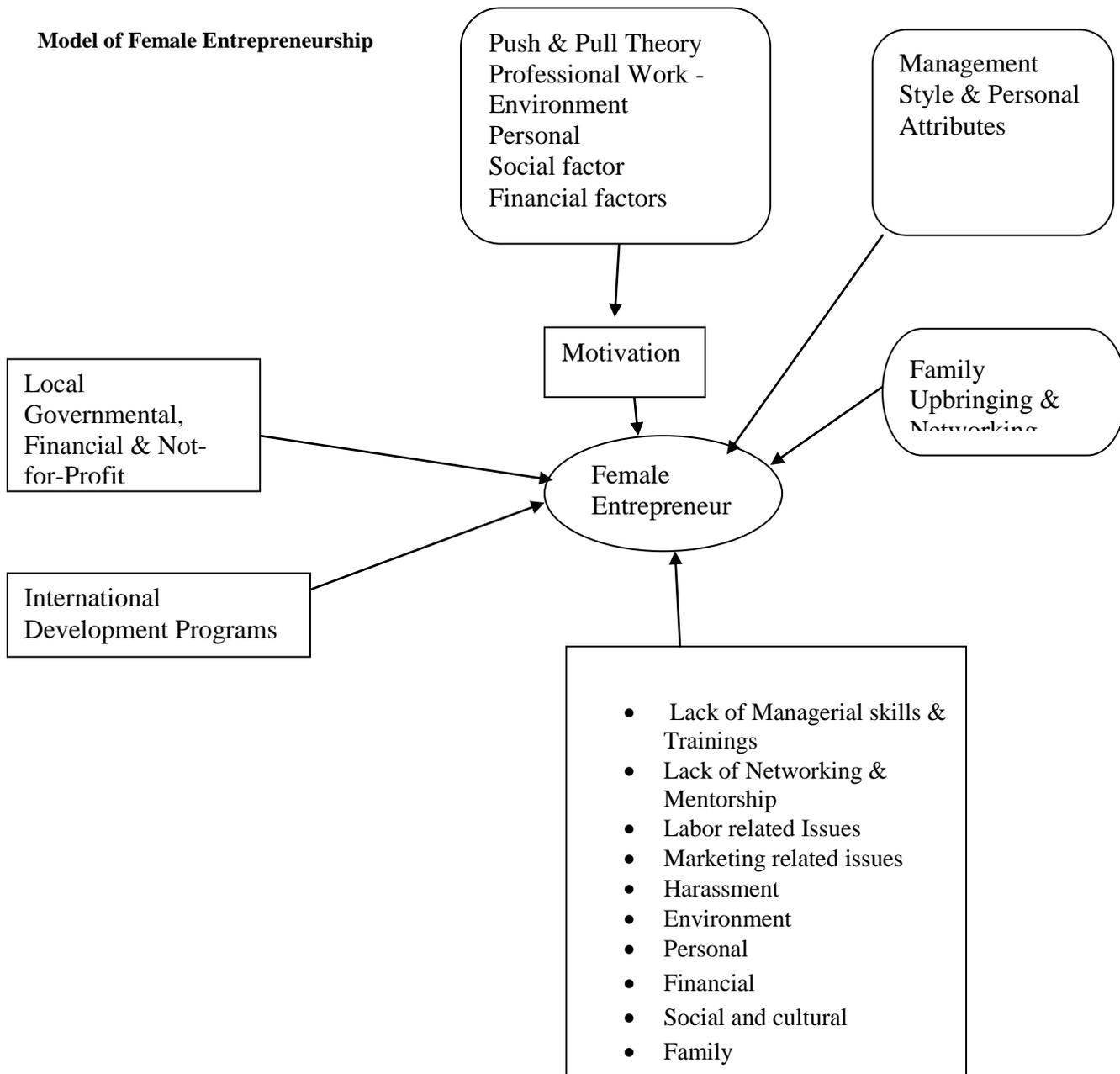


Fig: 2.1 Model of Female Entrepreneurship
(Sources: Muhammad A and, Dr. Amber G,2011)

2.3.1 Characteristics of Female Entrepreneurs

Women entrepreneurs are not a homogenous group *per se*, but they often share common characteristics and therefore it is possible to build up a general profile of the typical female business owner (Still and Walker, 2006). According to Sarri and Trihopoulou (2005), the female entrepreneur is 43 years old, and is usually older than her male counterpart. This demographic of women entering entrepreneurship at a later age than men is well recognised in entrepreneurial literature (Goodbody, 2002; Madsen *et al*, 2003). She is often married with children, and enters entrepreneurship when the children are older (Madsen *et*

al, 2003; Sarri *et al*, 2005). However, there is a trend towards women entering entrepreneurship at a younger age (Birley, Moss and Saunders, 1987; McClland, Swail, Bell and Ibbotson, 2005; Still *et al*, 2006). This development of women entering into entrepreneurship at a younger age has also been noted in Ireland with research showing the average female business owner to be 38 years of age and is only slightly older than her male counterpart (Fitzsimons and O’Gorman, 2007).

Family Influence

Research has suggested there is a strong correlation between family background and participation in entrepreneurial activity

(Morrison, 2000). Some researchers consider sibling order in the family an important family demographic (Hisrich *et al*, 1984; Hagan *et al*, 1989; Brush, 1992; Buttner, 1993). Watkins *et al* (1984) believe firstborn children, including only children have a more positive attitude than their siblings and display a sense of responsibility and a need for achievement that are often correlated with entrepreneurship. These authors found sixty percent of the female entrepreneurs participating in their research were eldest or only children. Hisrich and Brush (1984) had a similar finding with fifty percent of the female entrepreneurs surveyed being first-born children. However, Nearchou-Ellinas *et al* (2004) found that birth order played no significant role in female entrepreneurial activity.

According to Hagen *et al* (1989) Orhan and Scott (2001) and Mattis (2004) family influence is particularly important for women as women are more inclined to seek family advice than their male counterparts (Kirkwood, 2007). Some authors put a particular emphasis on the importance of fathers in the encouragement of women towards entrepreneurship (Hisrich *et al*, 1984; Birley *et al*, 1987; Kirkwood, 2007).

Role Models

Hisrich (1989) recognised the positive impact of parents as role models for female entrepreneurs, with Watkins *et al* (1984) finding that a mother was at least as influential as a role model as a father. However, it has also been suggested that role models other than parents can be influential in the encouragement of entrepreneurship as a chosen career route (Matthews *et al*, 1995). Hagan *et al* (1989) and Minniti, Arenius and Langowiz (2004) acknowledged the importance of the female role model in the promotion of female entrepreneurship, indicating a successful female entrepreneur can act as a role model for other female entrepreneurs and hence impact on the success of future female entrepreneurs. This, Buttner (1993) believed helps “to dissipate the enduring perception that entrepreneurship is a predominantly male domain”

Therefore, the media has an essential part to play in the promotion of then equality of women particularly with a view to informing and raising awareness of equal opportunities among young people in present day society (European Parliament, 2006). The influence of media is especially significant for women as it is understood that “women who believe that there is a great deal of positive media coverage are much more likely to be entrepreneurs” (Fitzsimons *et al*, 2006).

Work Experience

Work experience is also found to be an important factor in the encouragement of successful female entrepreneurial activity (Brush *et al*, 1991). Previous research shows if a women starts a business in an area she has previous work experience she has a much better chance of running a successful business than a woman without previous experience in her business area (Brush *et al*, 1991; Buttner 1993). Henry *et al* (2003) also found in their study of Irish female entrepreneurs that prior work experience was considered extremely useful when setting up their business however, for many of them the work experience was in a different area than their business start up.

Family Responsibility

The need to balance family responsibilities and career is a major factor for female entrepreneurship (Cromie, 1987; Buttner *et al*, 1997; Stills and Walker, 2006). This is often cited as one of

the greatest differences between the female and the male entrepreneur, with the unequal division of domestic labour (Still and Timms, 2000), leading to a disproportionate share of family responsibilities resting with the woman (Buttner *et al*, 1997).

Furthermore, Bruni *et al* (2004) claimed that the integrated roles of women business owners is a disadvantage to women, as it stereotypes them as being unable to distinguish their private lives from their business lives. Bruni *et al* also suggest this amalgamation of roles may reduce the credibility of women when starting a business.

The Importance of Profit

Brush (1992) believed the assessment of business performance for women owned businesses should include intrinsic goals such as quality of work, customer service and work life balance as women often consider these objectives more important than making a profit. Buttner (1993); Hisrich *et al* (1984) and Buttner *et al* (1997) agreed with this view suggesting that men start a business for economic reasons whereas women start a business to aid work-life balance.

According to Brindley (2005) the definition of success based on the male perspective of equating success with financial accomplishment, may diminish the achievement of a woman led-business, who measures her success on other factors such as quality of work and life balance. However, contrary to many other studies Sandberg (2003) and Carter and Marlow (2007) found no clear evidence to suggest that women are less profit orientated than men, or are more likely to value intrinsic goals.

2.4 Obstacles to Female Entrepreneurship

Welter (2004) has indicated that the participation of women in entrepreneurship has been hindered by the value that society places on women in employment, believing that as a result of past social norms women are still being stereotyped according to their gender thus limiting opportunities and creating occupational segregation.

Hisrich *et al* (1984) also acknowledged the difficulties that woman face when starting a business stating that the risk and effort entailed in starting a business from scratch is perhaps even greater for a woman entering a male dominated arena. Carter *et al* (2007) suggested that women lack finance and capital assets during the start-up period and argued that one of the key debates within female entrepreneurial research is how these barriers at the start-up stage affect the long-term business performance of women business owners.

Confidence Issues

Lack of confidence can be a major problem in the area of female new venture creation (Minniti *et al*, 2004; Chowdhury and Endres, 2005). Brindley (2005) agreed lack of confidence can have a negative effect on women entering into entrepreneurship. However, she believed that as a woman’s confidence grows, her fear of risk diminishes.

Still *et al* (2000) specifically found women were less confident than men in matters relating to the management of staff, with lack of information and training being considered to be the principal reasons why women expressed less confidence in these areas. The subject of confidence is of significant interest to this research as it could have a crucial impact on the female undergraduate and her consideration of entrepreneurship as a career.

Educational Factors

The female entrepreneur has a high level of education with some studies indicating that she often reaches a higher educational standard than her male counterpart (Madsen *et al*, 2003).

Brush *et al* (1991) recognised the importance of subject choice in enhancing the success of a female led business venture. Watkins *et al* (1984) believed subject choice is what differentiates between the male and female entrepreneur. Menzie *et al* (2003) and Madsen *et al* (2003) also recognized this difference in subject choice finding women were less inclined to study science and computer subjects and were more likely to major in health and natural science.

Consequently, a woman, due to her lack of business training especially in the areas of engineering and science is at an immediate disadvantage to entering traditionally male dominated areas such as construction and science (Hisrich *et al*, 1984).

2.5 Education and Entrepreneurship

Matthews *et al* (1995) acknowledged the significance of education and the part it plays in entrepreneurial activity, stating that it is critical to attract the young and educated to entrepreneurship, especially as current industrial trends are towards a knowledge-based environment (Henderson and Robertson 2000; Postigo, Lacobucci, and Tamborini, 2006).

Carter *et al* (1999) and Gibb (1996) agreed with the importance of education to entrepreneurship, believing that ambitious, educated, young people can be equally encouraged into new venture creation as opposed to a large organisation, especially as the long-term supply of well educated and qualified entrepreneurs is essential to a strong modern society (Scott *et al*, 1988).

Therefore, it is of interest to note that Fitzsimons *et al* (2007) found a direct correlation between education and entrepreneurship finding entrepreneurial activity highest amongst those with a third level qualification. However, Wang and Wong (2004) in contrast suggested that education might be a deterrent to entrepreneurship as honour students show less interest in starting their own business, speculating that a longer time spent in education assimilating more business knowledge does not necessarily lead to higher interest in entrepreneurship.

Entrepreneurship as a Career Choice

Without doubt the choice of career for the undergraduate can be a complex and difficult process, with this decision-making process becoming even more intricate when the career path chosen is that of starting your own business (Nabi *et al*, 2006).

This can lead to entrepreneurship not readily being considered as a career choice (Henderson *et al*, 2000). Despite this, Wang *et al* (2004) acknowledged that undergraduates show a high level of interest in entrepreneurship, as a career.

Entrepreneurial Model

Scott *et al* (1988), recognizing the particular difficulties surrounding undergraduates and their entry into entrepreneurship designed an entrepreneurial model suggesting the main variables that influence students towards entrepreneurship. These variables are presented as follows:

Pre-Dispositional Factors: These include an individual's personality traits, antecedent influences with a particular emphasis on family role models and relevant work experience, confidence in one's own abilities and a preference to work in the SMEs sector.

Trigger Factors: These depend on the individual situation and include the effects of looking for work, availability of career guidance and the prospect of being unemployed.

Possessing a Business Idea: This is considered the main factor in choosing entrepreneurship as a career. Although the previous factors are important in encourage entrepreneurial activity and may help in prompting a business idea, possessing a business idea alone may inspire new venture creation and is seen as an independent pull into entrepreneurship. Wong *et al* (2002) and Phan, Wong, and Wang (2002) agree with Scott *et al* (1988) that having a business idea is a vital trigger factor when considering entrepreneurship. Madsen *et al* (2003) are in agreement with this. However, they also agree with the importance of work experience and its help in developing a business idea.

2.6 Entrepreneurial Traits

Louw, Van Eeden, and Bosch (2003) claim the age of the undergraduate plays a significant role in how students perceive their own entrepreneurial qualities finding the older the undergraduate the higher they assessed their level of entrepreneurial traits. Eeden Van, Louw and Venter (2005), while recognising the importance of entrepreneurial traits, also believed that these traits can be acquired through education, life experience and the entrepreneurial process. Interestingly, Scott *et al* (1988) noted undergraduate students who came from an entrepreneurial family background were more likely to believe they had entrepreneurial characteristics than students that did not come from an entrepreneurial family.

Perceived barriers

Financial risk is considered a major barrier to starting your own business with over fifty percent of university students in a study conducted by Robertson *et al* (2003) stating it as a problem. However, they claimed it was not fear of failure as in social embarrassment but the need for security, with many respondents citing having to pay back a student loan as a difficulty. Goodbody (2002) found fear of failure along with bankruptcy, the hard work involved, a small Irish market, difficulties accessing finance and lack of business information as undergraduate's main barriers to starting a business. Wang *et al* (2004) agreed with the fear of failure but added inadequate preparation and insufficient business knowledge to the list of perceived barriers. Lack of a business idea is also perceived as a barrier throughout literature on student entrepreneurship (Carter *et al*, 1999; Klapper, 2004), with Robertson *et al* (2003) finding twenty-two percent of students citing the lack of a business idea as a reason for not starting a business.

Interestingly, Oakey *et al* (2002) noted that if a network of support systems were put in place to assist when starting a business, the undergraduates that had previously dismissed the idea of entrepreneurship as a career said they would reconsider entrepreneurship as a career option.

Family Influence

Oakey *et al* (2002) and Wang *et al* (2004) found that the lack of information on entrepreneurship to be a problem for the undergraduate, noting, students coming from a family with no entrepreneurial background are perceived as being at a considerable disadvantage having less access to relevant information. Scott *et al* (1988) also believed family background to be important finding undergraduate students coming from a

family involved in entrepreneurship have a higher preference to own their own business than undergraduates from a family with no entrepreneurial background.

2.7 The Female Undergraduate

Even though trends show that women are becoming more involved in entrepreneurship, “little is known about what female youth either understand or think about entrepreneurship” (Kourilsky and Walstad, 1998, p78). Therefore, the reason for the present research is to add to this scarce body of knowledge by undertaking an exploration of female undergraduates' attitudes towards and perceptions of entrepreneurship

In one of the few studies involving female undergraduates Menzies *et al* (2006) found that female students were a lot less likely to take an entrepreneurial module than male students and were even less likely to take a degree in entrepreneurship. The most popular reasons given by female undergraduates for not choosing to study entrepreneurship was they did not feel it fitted their personality. Menzies *et al* (2006) also suggested that female undergraduates see entrepreneurship as male dominated and therefore decide they are the wrong sex for this type of career, noting this may be due to a lack of suitable role models to help inspire young female students. Brooksbank *et al* (2005) also recommend a gender specific approach within higher education, believing this is necessary as a means to help promote entrepreneurial activity amongst women.

Therefore, the reason for the present research is to add to this scarce body of knowledge by undertaking an exploration of female undergraduates' attitudes towards and perceptions of entrepreneurship

Perceived Barriers

Lack of a business idea and obtaining finance were perceived as the most difficult barriers to starting a business. However, Louw *et al* (2003) noted that even though the female undergraduate perceives her interpersonal skills as good she believes herself to be less skilled in the practical areas of business.

Wang *et al* (2004) found the female undergraduate considered her lack of business knowledge to be a barrier. Kourilsky *et al* (1998) noted this lack of business knowledge as a constraint to both male and female students however their study found female students were more aware of this omission than male students.

Chowdhury *et al* (2005) found belief in one's own ability was lower in the female undergraduate than her male counterpart, and that women with the same level of education as men believed themselves to have less perceived knowledge than the men.

Gender Equality Unit (2003) and Hazlett, Henderson, Hill and Leich (2007) also found female undergraduates expressed less self-confidence than male undergraduates. Kourilsky *et al* (1998) suggested this lack of confidence expressed by female students in their entrepreneurial abilities might result in less interest than their male counterparts to start a business. However, Chowdhury *et al* (2005) noted there is a positive correlation between the higher the level a women is educated and a woman's belief in her own ability to start her own business.

Subject Choice

Hagen *et al* (1989) and Minniti *et al*, (2004) suggested the educational system as well as the social environment should

encourage more women to study engineering, science, technical or business related subjects. This deficiency of women taking technical subjects is given an Irish perspective by Goodbody (2002) who noted the lack of female students pursuing science, engineering and technology qualifications, citing these subject choices as having particular importance because they often lead to entrepreneurial activity. However, Madsen *et al* (2003) noted in a Danish study that despite an active campaign to encourage female students to undertake technical subjects this has not yet been reflected in an increase of females entering into entrepreneurship in the high-tech sector.

2.8 Entrepreneurial Intentions

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

Several researchers have successfully utilised intentions models to examine entrepreneurial intentions and its antecedents (Bird, 1988; Boyd and Vozikis, 1994; Chen *et al.*, 1998; Crant, 1996; Douglas and Shepherd, 2002; Katz and Gartner, 1988; Kolvereid, 1992; Kolvereid *et al.*, 2006; Krueger and Brazeal, 1994; Krueger and Carsrud, 1993; Krueger, Reilly and Carsrud, 2000; Peterman and Kennedy, 2003; Shapero and Sokol, 1982; Zhao *et al.*, 2005).

These studies are listed alphabetically by author in Table 2.1 below highlighting their focus and contribution.

Author(s)	Focus	Level/Contribution
Bird (1988)	Entrepreneurial intention	Individual (theoretical)
Boyd and Vozikis (1994)	Entrepreneurial intention	Individual (theoretical)
Chen <i>et al.</i> (1998)	Intention to start a business	Individual (empirical)
Crant (1996)	Intention to own a business	Individual (empirical)
Douglas and Shepherd (2002)	Self-employment intention	Individual (empirical)
Katz and Gartner (1988)	Entrepreneurial intention	Organisational (theoretical)
Kolvereid (1996)	Self-employment intention	Individual (empirical)
Kolvereid <i>et al.</i> (2006)	Self-employment intention	Individual (empirical)
Krueger and Carsrud (1993)	Entrepreneurial intention	Organisational (theoretical)
Krueger and Brazeal (1994)	Entrepreneurial intention	Individual (theoretical)
Krueger <i>et al.</i> (2000)	Entrepreneurial intention Comparing and testing intentions models	Individual (theoretical)
Peterman and	Entrepreneurial	Individual

Kennedy(2003)	intention	(empirical)
Shapero and Sokol (1982)	Entrepreneurial event formation	Individual or Group (theoretical)
Zhao et al. (2005)	Intentions to start a business	Individual (empirical)

Work by Katz and Gartner (1988) and Krueger and Carsrud (1993) looked at organisation level entrepreneurial intentions in relation to organizational emergence and considered the influence of institutional factors to better understand their impact. Moving to individual-level entrepreneurial intention, Bird (1988) linked the new venture’s context with the entrepreneur’s intentions and subsequent action. Her model of intentional action included the entrepreneur’s thinking style (rational and intuitive) impacted by the entrepreneur’s personal history, personality and abilities, and the state of the environment.

Furthering this theoretical work by Bird (1988), Boyd and Vozikis (1994) included the concept of entrepreneurial self-efficacy into their intentions models to better explain antecedents to entrepreneurial intentions. Empirical studies by Chen et al. (1998) and Zhao et al. (2005) continued with the inclusion of entrepreneurial self-efficacy in their intentions models and found a significant relationship between entrepreneurial self-efficacy and entrepreneurial intention. Zhao et al. (2005) also found empirical support for the positive impact of formal academic course participation on intentions to start a new business. In addition, they recommended future researchers employ a quasi-experimental design to evaluate such effectiveness and the research in this thesis takes this recommendation into account.

Peterman and Kennedy (2003), using Shapero’s Entrepreneurial Event model, (Shapero and Sokol, 1982), examined the effect of participation in an enterprise education program on intentions to start a business using a sample of secondary school students. Positive changes in student’s perceptions of the desirability and feasibility of starting a business were evidenced.

Individual’s degree of change in perceptions was related to the positiveness of their prior experience and to the positiveness of their experience in the enterprise education program.

Self-employment intentions

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

Previous empirical research supports the view that early vocational aspirations are generally good predictors of later occupational choices (Schoon, 2001; Schmitt-Rodermund, 2004) and it is plausible that tertiary students with an interest in entrepreneurship will be likely to seek self-employment. The research in this study focuses on undergraduate students’ intentions to be self-employed.

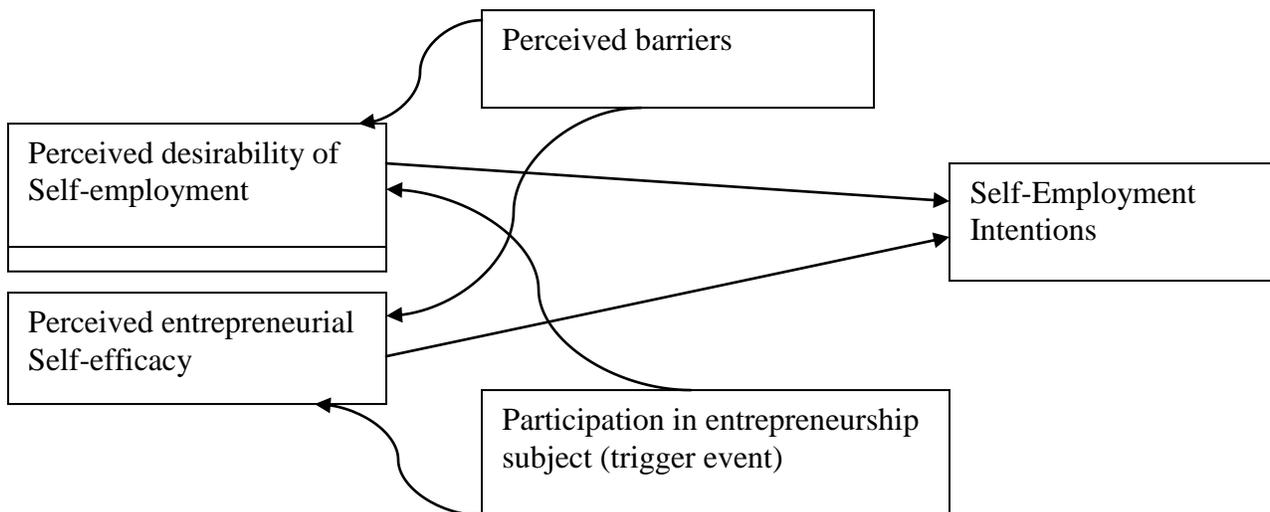


Fig. 2.1 Modified self-employment intentions and impact of entrepreneurship education model

The research model suggests that self-employment intentions are formed by perceived desirability of self-employment by perceived entrepreneurial self-efficacy and

Perceived barriers ; the basic tenant being that intention is formed when students perceive that self-employment is desirable and that they believe they are capable of actually being self-

employed. Participation in the entrepreneurship subject is highlighted as a positive 'trigger event' as theorised by Shapero and Sokol (1982) to be an event that stimulates a change process. Participation in the entrepreneurship subject is shown as influential to the relationship between both perceived desirability of self-employment and perceived entrepreneurial self-efficacy, and self-employment intention. This means entrepreneurship education will enhance these relationships however is not essential for the formation of self-employment intentions.

Entrepreneurship Education

Studies about entrepreneurship education focus on enterprise education and consider course content, pedagogy, entrepreneurial learning, and assessment (Greene and Rice, 2007). The need to evaluate the effectiveness of entrepreneurship programs has been made evident by several researchers (Block and Strumpf, 1992; Porter and McKibben, 1988). Garavan and O'Conneide (1994) present an analysis of six European entrepreneurship programs concluding with a call for increased evaluation of the effectiveness of programs worldwide.

A wide range of entrepreneurship training programs are offered worldwide and given the heterogeneity of such programs,

measurement and comparison of their effectiveness is problematic (Fayolle and Klandt, 2006). Bechard and Toulouse (1998) suggest the goal of entrepreneurship education training programs should be specific to the target clientele and in turn evaluation should be adjusted accordingly. Students' attitudes toward entrepreneurship can be changed over time (Hatten and Ruhland, 1995), and a useful approach to the measurement of entrepreneurship programs, as used in the research in this thesis, is to evaluate participants' changes in attitudes and perceptions of entrepreneurship and the impact of these on their entrepreneurial intentions. We know that key attitudes and intentions toward behaviour are driven by perception and as such can be influenced (Ajzen, 1991). That said, entrepreneurship education is a tool that is available to increase individual's key attitudes, perceptions and intention towards self-employment (Kolvereid, 1996a). Little empirical evidence supporting the theoretical claims of the benefits of entrepreneurship education exists (Krueger and Brazeal, 1994; Souitaris et al., 2007)

Conceptual framework of the study

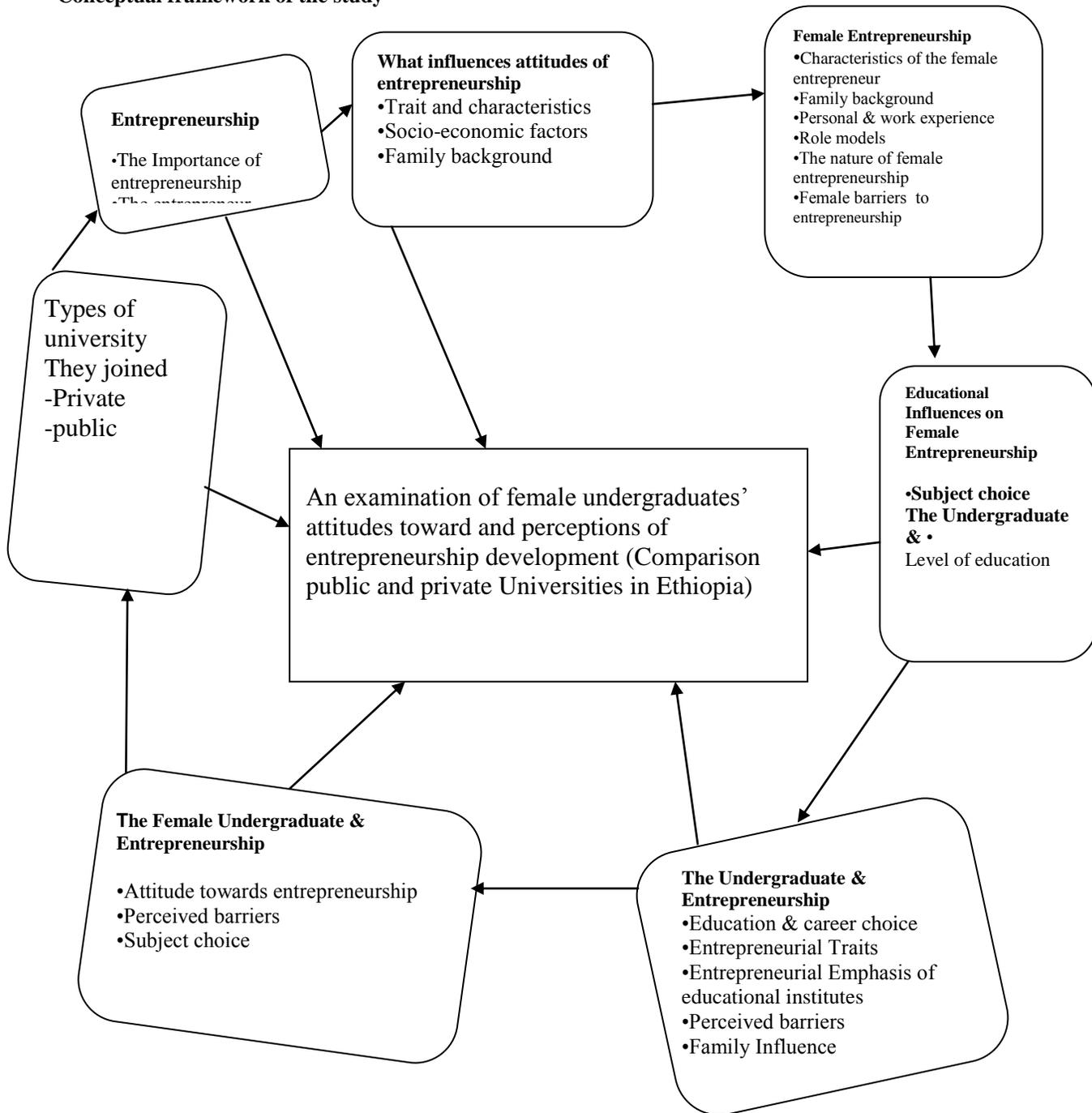


Fig2.2 Conceptual framework (Source: Current Research)

III. SAMPLING METHOD (TECHNIQUE) AND SAMPLING SIZE

In public: Jimma University, Addis Ababa University, and Wollega University while among private universities; Rift-Valley Universities at wollega and Adama Campus, Unity University at AA campus and New generation at Nekemte campus were taken as a sample of representative by convenience method with consideration of location of both private and public universities those found in the same cities to reduce cost.

And respondents were taken from selected Universities by disproportional method because of the size of students found in them are vary as follow.

Table 3.1 Sample Size from Each Stratum

Colleges and Universities	Number of students
Addis Abeba University	100
Jimma University	150
Wollega University	100
Rift Valley Adema & Nekemte campus	120
Unity campus	80
New generation Nekemte campus	80
Total	630

Hence, to identify the necessary information, 630 samples were proposed to be selected by simple random from all selected sample Universities and colleges.

Model specification

In this study, the chi-square test for independence will be used to test for association. Cross tabulation was also done to show the distribution of respondents while multiple regression analysis the cause of factors on perception self –employment
Model: $SEI = \beta_0 + \beta_1 * (PF) + \beta_2 *(PEE) + \beta_3 *(CA) + \beta_4 *(EM) + \beta_5 *(M) + \epsilon$

Independent Variables

- ✓ PF=parents and family
- ✓ PEE =Participation in entrepreneur education

- ✓ CA= career advisers
- ✓ EM= Entrepreneurs as model
- ✓ M=Media

Dependent Variable

- ✓ SEI=Self-employment perception (start your own business)

β_0 is the intercept, β_1 and β_2 are the population parameters and ϵ is the natural variation in the model. The researchers tests for the significance of the linear regression relationship between the dependent variable, Y , and the independent variables, X , by testing unstandardized coefficients beta (B). If β_1 and β_2 relatively zero, there is no significant linear model or relationship between the dependent variable, and the independent variables. If β_1 and β_2 are not both equal zero, a significant linear relationship or model does exist between Y and the two independent variables (Neter et al., 1993, cited in Brett, 2005, pp.62-63).

IV. DATA ANALYSIS

4.1The relationship between family background and female to start their own business

Families play an important role in female entrepreneurship; recent studies reveal two opposing pictures in this respect. In some cases, families are very supportive (Halkias, 2011 Muhammad A and, Dr. Amber G,2011) and play an important and supportive role in helping females to develop business ideas (Jamili, 2009). On the other hand, females consider families as a constraint. They receive no appreciation for their work and in most cases they are discouraged (Itani *et al.*, 2011 cited from Muhammad and Amber 2011).

According to different researches’ finding shows family background has impact on female entrepreneurship while others are opposing this idea. Therefore; the following table is going to test whether there is independency between family background and female starting small business.

Table 4.1 the relationship between family background and parents discourage female to start their own business

would your parents discourage you to start your own business		Family background			Total
		agriculture	employed	Commerce	
yes	Count	68	84	58	210
	%	34.7	39.6	50.0	40.1
no	Count	90	98	46	234
	%	45.9	46.2	39.7	44.7
Do not know	Count	38	30	12	80
	%	19.4	14.2	10.3	15.3
Total	Count	196	212	116	524
	%	100.	100	100.	100.0

Df=4, $\chi^2 = 9.31$ N=524, p=0.05

The above table depicts, 40.1% of respondents responded that as their family discourage female students to start their own business and 44.7% responded as their parents encourages them as they start their own business while 15.3% of them responded as their parents were neutral. This reflects that as the majority of the parents encourages their female students as they start their own business in future.

According to the finding of (Itani *et al.*, 2011) feeling of being discouraged by parents persuades women to think about self-employment in order to prove themselves. Those females who come from an entrepreneurial background - either one or both of their parents is or has been self-employed - are very confident in their business approach (Mordi *et al.*, 2010).

Hence, the following hypothesis were developed to test whether there is independency between family background and discouraging female as they start small business.

Ho: parents background and discourage female students to start small business are independent.

Ha: parents background and discourage female students to start small business are not independent

As per the chi-square test made, the result shows that equal to the significance level ($p=0.05$), since we cannot accept the null

hypothesis. Thus, we conclude that there is a relationship between parents' background and discouraging female students as they start their own small business. This supports the finding of (Itani *et al.*, 2011) that stated females receive no appreciation for their work and in most cases they are discouraged by their parents.

4.2 The impact of entrepreneurial education on self-employment intentions

Studies about entrepreneurship education focus on enterprise education and consider course content, pedagogy, entrepreneurial learning, and assessment (Greene and Rice, 2007). The need to evaluate the effectiveness of entrepreneurship programs has been made evident by several researchers (Block and Strumpf, 1992; Porter and McKibben, 1988). Garavan and O'Conneide (1994) present an analysis of six European entrepreneurship programs concluding with a call for increased evaluation of the effectiveness of programs worldwide.

There is also some agreement over the educational system and whether it encourages young people to enter entrepreneurship as seen in the table.

Table 4.2 Need of entrepreneurial education

would you like more entrepreneurial education		Types of University		Total
		public	private	
yes	Count	280	190	470
	%	86.4	84.8	85.8
no	Count	44	34	78
	%	13.6	15.2	14.2
Total	Count	324	224	548
	%	100	100	100

As the above table shows, 86.4% of female students in public Universities and 84.8% of them from private university college would like more entrepreneurial education/knowledge included in their 3rd level education. In total 85.8% of respondents were expressed the intention as they need entrepreneurial education to start a business.

In addition, as per the interview and focus group discussion held with some female students shows, the two groups of students, with the students that want to start a business expressing a greater desire for more entrepreneurial education to be included in their 3rd level education and they have positive attitude towards the influence of the education system on the encouragement of students to start their own business.

This implies that as participating female students' in entrepreneurship education have positive impact on their self-

employment intentions. This is similar to the findings of (McClland *et al.*, 2005 cited in Eileen 2008) in which it was found that most of their respondents had established their business in an area that had no connection to the subject area that they had studied.

4.3 Entrepreneurial Intentions

Entrepreneurial intent refers to the intent to perform entrepreneurial behavior. Entrepreneurial intention has been defined as the intention to start a new business (Krueger and Brazeal, 1994; Zhao *et al.*, 2005), the intention to own a business (Crant, 1996), or the intention to be self-employed (Douglas and Shepherd, 2002; Kolvereid, 1996).

Table 4.3 Females' Students Intend To Start Their Own Business at Some Stage

Do you intend to start your own business at some stage		Types of University		Total
		public	private	
Yes	Count	260	176	436
	%	81.8	80.0	81.0

No	Count	58	40	98
	%	18.2	18.2	18.2
Total	Count	318	220	538
	%	100.	100	100.

$X^2=5.83$, $df=3$, $N=536$, $P=0.120$

The above table portrays that 81 % of sample respondents replied as they intend to start their own business at some stage. According to chi-square test made ($P=0.120$), there is no

statistically significant difference between the perception of the female students from public universities and private Universities intend to start their own business.

Table 4.4 influential in the encouragement or discouragement of starting female students their own business

Influencers	a. Essential Influence		b. Mainly Positive		c. No Influence		d. Mainly Negative		a+b= Positive influence. (encouragement)
	freq	%	freq	%	freq	%	freq	%	%
Parents & Family	188	35.6	196	37.1	114	21.6	30	5.7	72.7
Educational System	176	34.8	226	44.7	70	13.8	30	5.9	79.5
Career Advisers	136	27.0	250	49.6	92	18.3	26	5.2	76.6
Friends	134	26.8	230	46.0	106	21.2	30	6.0	72.8
Entrepreneurs that you know	194	39.0	198	39.8	90	18.1	16	3.2	78.8
Media	174	35.5	200	40.8	90	18.4	26	5.3	76.3

In response to the question about whom or what influences female graduates to start their own business, 79.5% of the respondents replied that they would be (are) influenced by educational system they have taken. 78.8% of respondents also indicated that they were influenced by entrepreneurs they know. 76.6% of respondents were stated as career advisers were positively influences female graduates to start their own business while relatively 73% of respondents replied as friends, parents & family influences female graduates as they start their own business. Generally, the above finding shows as all parents & family, educational system, career advisers, friends and

entrepreneurs that they know had a positive influence on their decision to become an entrepreneur

4.4 Motivation to female for becoming an entrepreneur

The motives behind female entrepreneurship are many and are classified as necessity (push factors) and opportunity (pull factors). It is reported by GEM (2008) that generally, for both male and female it is more common to find individuals who are pulled into entrepreneurship rather than pushed into it.

Furthermore, the following table indicates the perceived motivations of female undergraduates for entering into entrepreneurship

Table 4.5 Factors motivates female as they start their own business

I would like to start my own business because	a. Strongly disagree	b. disagree	c. neutral	d. agree	e. Strongly agree	% (d+e)
It would gain me respect from others N=500	22(4.4)	54(10.8)	36(7.2)	268(53.6)	120(24.0)	77.6
It would give me better work / life balance.N=512	26(5.1)	46(9.0)	44(8.6)	250(48.8)	144(28.1)	76.9
I would be able to use my business idea(s).N=522	28(5.4)	60(11.5)	50(9.6)	224(42.9)	160(30.7)	73.6
It would enable me to work in the area of my choice.N=522	20(3.8)	70(13.4)	52(10.0)	238(45.6)	142(27.2)	72.7
It would enable me to pick my own working time.N=524	34(6.5)	56(10.7)	50(9.5)	258(49.2)	118(22.5)	71.7

It would enable me to make a lot of money N=524	34(6.5)	72(13.7)	46(8.8)	264(50.4)	108(20.6)	71
It would give me the flexibility to combine my career with my family life.N=514	26(5.1)	56(10.9)	68(13.2)	220(42.8)	144(28.0)	70.8
It would enable me to make best use of my personal skills and competencies. N=534	44 (8.2)	56(10.5)	60(11.2)	274(51.3)	100(18.7)	70
I want to be my own boss. N=502	64 (12.7%)	98(19.5)	48(9.6)	208(41.4)	84(16.7)	58.1
I would be able to use my education to the best advantage N=526	22(4.2)	90(17.1)	116(22.1)	222(42.2)	76(14.4)	56.6
I have an assertive strong personality that is necessary for business ownership. N=526	40 (7.6)	76 (14.4)	120 (22.8)	216 (41.1)	74 (14.1)	55.2

As the above table shows, different questions were asked female students the reason why they would like to start their own business.

Accordingly, majority (77.6%) of students' believed that entrepreneurship (by starting their own business) as a way of gaining respect from others as was. This finding supported by result of study from by the Fitzsimons and O'Gorman (2006). There was also high positive response to the idea that by starting their own business it would enable to give them better work / life balance with 76.9% of the students believing this. While 73.6% of students were responded as starting their own business it would be able to use their business idea and business skills.

In addition, 72.7% of undergraduates female students agreed that entrepreneurship would allow them to work in the area of their own choice were seen as an essential reason for starting their own business. This is in line with Oakey, Mukhtat and Kipling (2002) who noted 'flexibility of choice in the work environment' as an important feature for those wanting to start their own business. This need for freedom of choice was given further credence with 71.7% of the entrepreneurial-minded undergraduate agreeing entrepreneurship would enable them to pick their own working time. This finding is in agreement with Krueger and Carsrud (1993) who noted the desire to pick their own working time was an important motivator for starting a business.

Similarly, 71% of students were responded as making a lot of money is also one of the main reasons they want to start their business and 70.8% of students expressed the belief that by choosing entrepreneurship as a career it would give them flexibility to combine their career with their family life and self-fulfilment. This corresponds with findings from studies conducted by (Buttner and Moore, 1997, Gasse, Camion, Ghamgui and Tremblay, 2006 and Eileen, 2008) in which self-fulfilment and a challenging career were considered highly motivational when starting your own business. While 70% of the respondents agreed that to start their own business would enable them to make the best use of their personal skills and competencies.

Furthermore, 58.1% of the students believed either strongly agreed or agreed that they would like to start their own business because it would permit them to be their own boss. This finding similar with the findings of (Brindley and Richie, 2000 and Eileen, 2008) who acknowledged that being your own boss was a key positive feature for the undergraduate when considering

starting their own business. 56.6% of students also believe that by starting their own business it would enable them to use their education to the best advantage. Finally, 55.2% of respondents believed the other reason they want to start their own small business is because of they had the assertive strong personality necessary for business ownership.

The findings suggest that for women, the motives for becoming an entrepreneur is not a clear cut situation but is rather a complex set of mixture of different factors. When question regarding the reasons for starting a business, most respondents mentioned both pull and push factors at the same time.

For furthermore study, some interview were held with some students. As expressed by some interviewees some of them want to start their own small business because of they want: flexibility, gain respect from others, independency, to generate their own income while others have raised reason they want to start their own business were because of they expect as there is no job opportunity by government, they will not satisfied working with in either government office or private company.

In addition, one of female student stated choosing entrepreneurship is because of challenge, independence (opportunity) and frustration at work (necessity) I have heard and observed from my parents. "My families have been working in private organization for about 17 years and I was looking forward to for long while they were doing. They were very frustrated and their work was not so challenging anymore and besides they had little autonomy. They used to vent their anger at home. They realized that they were not being fair to their family or to me. Because of these I decided that I should start something of my own and knew that I will do it. It is true that I do not have much time to myself as they had before but I am much happier and I will be now my own boss".

Generally, the result of this study leads to believe that women often choose entrepreneurship not only because they expect the idea to have greater return. And they want to start their own business seemed a good choice as it also enabled them to be more independent

4.5 Regression analysis on self-employment perception against dependent variable

In linear multiple regression, adjusted R square (adj. R²) is usable rather than the simple R square, since the latter may overestimate the extent to which the researchers sample data explain the variance in the dependent variable, thereby indicating whether the model is good predictor of the dependent variables, partly because simple R square affected by the number of

variables included in the model(Meorgen,2007,p.192).Therefore, in this study a stepwise multiple linear regression analysis was computed at significant level of (p=0.00) in order to examine which constructs of factors or variables could be the most determinant variable to ensure self-employment perception.

- ✓ PF=parents and family
- ✓ PEE =Participation in entrepreneur education
- ✓ CA= career advisers
- ✓ EM= Entrepreneurs as model
- ✓ M=Media

Model: $SEI = \beta_0 + \beta_1 * (PF) + \beta_2 *(PEE) + \beta_3 *(CA) + \beta_4 *(EM) + \beta_5 *(M) + \epsilon$

Dependent Variable

SEI=Self-employment perception (start your own business)

Independent Variables

Table: 4.6 Regression analyses on self-employment perception

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.212	.169		7.175	.000
	parents and family	-.107	.050	-.110	-2.113	.035
	Educational system	.123	.053	.123	2.333	.020
	career advisers	-.047	.058	-.043	-.805	.421
	Entrepreneurs that you know	-.013	.057	-.012	-.228	.819
	Media	.095	.052	.093	1.832	.068

Dependent variable: SEI, R= .172 , R² =.030 , adj. R² =.018, F (5, 417) =2.522, P<0.001

Table 4.7 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.172 ^a	.030	.018	.85171

a. Predictors: (Constant), Media, parents and family, career advisers, Educational system, Entrepreneurs that you know

Table 4.8 ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.149	5	1.830	2.522	.029 ^a
	Residual	298.870	412	.725		
	Total	308.019	417			

a. Predictors: (Constant), Media, parents and family, career advisers, Educational system, Entrepreneurs that you know

b. Dependent Variable: start your own business

The table 4.8 indicates the results on the relationship between media, educational system, career advisers, entrepreneurs that female students know and parents &family against self-employment perception model. It is clear that this model has the adjusted R², .030 that shows 3 % of the variation in self-employment perception is explained by this model. This model is statistically significant F (5, 417) =2.522, p <0.001. It is possible to conclude that there is sufficient evidence that implies negative linear relationship between parents and family (β= -0.107), career advisers (β= -0.047) and entrepreneurs that female students know (β= -0.013) with self-employment perception. While media (β=0.095) and educational system (β=0.123) have positive relationship with self-employment perception.

Here, although, parents & family has negative relationship with self-employment perception, both parents and family and

educational system have statistically significant effect on self-employment perception factors when considered in this model.

4.6 Reliability

Cronbach’s Alpha (α) Reliability Coefficient Scores female undergraduates’ attitudes toward and perceptions of entrepreneurship development variables

According to Nunnally (1967, p.71), a coefficient alpha of 0.7 or greater is acceptable in terms of scale reliability in social science. In addition, Meorgen (2007,p.127) stated alpha that based on a correlation matrix which should be positive and usually greater than 0.7 in order to provide good support for internal consistency reliability. Hence, Cronbach’s alpha reliability coefficients were calculated to estimate the reliability of the female undergraduates’ attitudes toward and perceptions of entrepreneurship development instrument. Accordingly, the average Cronbach’s alpha reliability coefficient for the female undergraduates’ attitudes toward and perceptions of

entrepreneurship development instrument for 47 items is 0.962, which are very good internal consistency and the result for the four for female undergraduates' attitudes toward and perceptions of entrepreneurship development are given in table below.

Table 4.8 Cronbach's Alpha (α) Reliability Coefficients for female undergraduates' attitudes toward and perceptions of entrepreneurship development

Variables	CRONBACH'S ALPHA(α) REILABILITY COEFFICIENT	NO OF ITEMS	EVALUATION OF INTERNAL CONSISTENCY
Motivation to female for becoming an entrepreneur	.809	11	Good
Students' attitudes towards and perceptions of entrepreneurship	.875	9	Good
Influential factor of starting female students their own business	.893	6	Good
barriers of female not entering into entrepreneurship	.908	14	Good

The purpose of reliability testing is to make sure that each class of the variables is above 0.7 on Cronbach alpha test to make sure those questions is measuring the entity property. As per above table, barriers of female not entering into entrepreneurship, Influential factor of starting female students their own business, Students' attitudes towards and perceptions of entrepreneurship and Motivation to female for becoming an entrepreneur displayed the highest internal reliability (alpha = 90.80%, 89.3.10% , 87.50% and 80.9 %)respectively.

Generally, the above table shows that the entire coefficient alpha for female undergraduates' attitudes toward and perceptions of entrepreneurship development variables is greater than acceptable in terms of scale reliability in social science. Thus implies that the reliability and internal consistency of items included in the questionnaire were good.

V. CONCLUSION

While undertaking the present study it became evident there is very little known about female undergraduates and their views on entrepreneurship. Therefore, there is a need to gain more knowledge about the young educated women and thier views on entrepreneurship. It would also be of interest to do a comparative study of higher-level institutions across the different private and public universities, in order to see if there is any difference in attitude of the female undergraduate towards entrepreneurship depending on where the respondents are types of university situated. This would add more information to a seriously under researched topic by gaining an overall picture of the female undergraduate attitudes towards and perceptions of entrepreneurship.

However, different female undergraduate students have different attitudes towards self employment because of many different factors influence women perception to start their own small business.

Families play an important role in female entrepreneurship; this study reveal half of family female students discourage to

start their own business while some parents encourages them as they start their own business.

Both female students in public Universities and private university college would like more entrepreneurial education/knowledge and were expressed the intention as they need entrepreneurial education to start a business. Majority of female students in both public Universities and private university college were expressed their intention as they need entrepreneurial education to start a business

Minority of students expressed their immediate intentions after the completion of their degree course as they want to start their own business. While majority of them were want to continue further with their education, want to work with in a company and obtain a professional qualification and want work within a large company.

As this finding present that the student who expressed their wish to start their own small business in public Universities are no more different from female students those private Universities College want to start their own small business. Students with a strong favorable attitude toward self-employment would be more likely to develop strong self-employment perception. The motives for becoming an entrepreneur is not a clear cut situation but is rather a complex set of mixture of different factors

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