

Affective Factors for Female Graduating Students' Attitude towards Entrepreneurship: A Case of College of Business and Economics, Addis Ababa University

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Introduction

Background of the Problem

Entrepreneurship is recognized by many economists as a vital force in the process of industrialization in general and economic development in particular. Since businesses are critical driving force of economic growth and development, creating jobs and generally increasing national productivity are main aspects of entrepreneurship.

There is general agreement that attitudes towards entrepreneurship, entrepreneurial activity, and its social function & acceptance are determinant factors for university students to decide an entrepreneurial career in the future (Hakns 2009). There should be ways to guide students into achieving positive attitudes towards entrepreneurship. Therefore, a study of the students' attitude towards entrepreneurship and the causes would be a good way to recommend solutions.

According to some studies held in other countries students have unsatisfactory attitudes toward entrepreneurship. For example, in a study held by Hakns (2009) in University of Kelaniya, 96% of the students want to work in already established organizations instead of creating their own ventures. However, other studies show that entrepreneurial attitudes are

improving through time because of the increasing awareness creation that university students are getting in their institutions.

Entrepreneurship in the business development process is widely considered to be a critical factor in the economic growth of nations, particularly in Africa. However, different studies, journals and articles show that Africa is growing in entrepreneurship in a very little pace. This shows that people are not aware of the importance of engaging in entrepreneurial activities. Thus, teaching young people, particularly university students about the benefit of engaging in their own business is important.

Ethiopia, as part of the African nation, needs to take some measures on the awareness creation of entrepreneurship because entrepreneurship is a recent and developing factor. However, the concept is not well understood among the society and university students. As some studies in Ethiopia show, students with entrepreneurial education tend to have more positive attitude towards entrepreneurship. Therefore, preparing studies, identifying problems and looking for solutions are important factors for the improvement of the situations in Ethiopia.

When looking at the case of female entrepreneurs in developing countries, participation of women is low. There are different barriers hindering women's confidence towards creating their own ventures. The barriers are mainly social, economical and psychological factors. However there are also positive factors encouraging women to engage in entrepreneurial activities. These factors will be further explained in the study.

Some of the social barriers are the cultural beliefs and values of the society. The society has trust issues when it comes to female entrepreneurs in developing countries. Economic issue shows that the majority of the women

in developing countries do not have the necessary amount of money to start their own business. Some of the psychological factors are lack of confidence and self awareness. The women do not know their capabilities and they don't think they have what it takes to run their own business.

Therefore, changing the society's attitude towards women's capability is important. But before this, the attitude of women's themselves should be changed. This can be done by changing the attitudes of young female students from the beginning. The study will identify the attitudes and factors affecting them. Identifying the factors can facilitate the improvement of female students' attitude towards entrepreneurship.

Accordingly, the reason behind organizing this research is so that we can identify the problems and recommend solutions to the improvement of entrepreneurship in Ethiopia.

Statement of the Problem

Addis Ababa University is one of the most distinguished institutions in Ethiopia. It is expected to produce students that are capable of leading Ethiopia to a better situation in the future. Since female students are part of the society, they should graduate with the proper confidence that could guide them in their future lives. They should have positive attitudes to the factors that contribute to the development of both their countries and themselves. And entrepreneurship is one of these factors. Little is researched and known about the factors that affect female students' attitude towards entrepreneurship.

Therefore, this research is expected to obtain a better understanding of attitudes of female graduating students towards entrepreneurship and the factors that lead them to think this way.

Objectives

- To investigate the factors affecting female undergraduates students' attitude towards entrepreneurship.
- To investigate the perceived motivations of female undergraduates for having positive attitudes towards entrepreneurship.
- To investigate the perceived barriers of female undergraduates for having negative attitudes towards entrepreneurship.

Research Questions

- What factors affect the attitude of female graduating students' attitude towards entrepreneurship?
- Is there a difference outcome to the difference in departments?
- Which department female students tend to have a strong leniency towards opening their ventures?

Significance of the Study

Due to the fact that Ethiopia is one of the underdeveloped countries in the world, some measures should be taken for a fruitful change. The main solution can be by empowering women to equally participate in the development of the country.

Thus, implementing this study can help us find out what triggers the positive attitudes and reduces the negative attitudes of female graduating students

towards entrepreneurship. This can have a significant importance to improve the situations of female students in Addis Ababa University and to create better grounds for emerging female entrepreneurs. And of course, empowering female students to start their own business can be a significant factor for the development of the country.

Limitations and Delimitation of the Study

Delimitation of the Study

This research is limited to the attitudes and factors affecting the attitudes of female graduating students of Addis Ababa University. This is because studying the factors will aid in improving female students' attitude.

The research was conducted on female undergraduate students in Addis Ababa University, found in Management, Economics and Information Science departments from which a sample of 10 randomly selected students from each department filled the questionnaires prepared for the study.

Limitations of the Study

This research had the following limitations. Time and cost were the factors which affected this study; the researcher was a university student and found both resources scarce. Besides, some of the randomly selected respondents were either unable to cooperate or were not available to fill out the questionnaires. Some data were difficult to access because of the institution's policy, bureaucracy and uncooperative nature of officials. Books regarding women entrepreneurs and their attitudes towards entrepreneurship were not readily available in sufficient amount.

Research Methodology

Research Design

Research design is a master plan specifying the methods and procedures for collecting and analyzing the needed information. Thus, the research applied descriptive research design. The major purpose of the descriptive research was to describe the state of affairs as it existed. Thus, this study described and critically assessed the factors affecting female graduating students' attitude towards entrepreneurship. Moreover, the study employed qualitative research approach.

Data Sources

The research was conducted at Addis Ababa University, College of Business and Economics. Three departments were taken for the research, which were Management, Economics and Information Science. Both primary and secondary sources were used.

Primary sources were collected from female undergraduate students from the above mentioned departments by using questionnaires. Secondary sources were collected from different lists and reports from AAU, CBE campus, books, articles and the internet were also used.

Population and Sampling Method

The population of the study was female graduating students in Addis Ababa University, CBE, from departments of Management, Economics and Information Science. Since it was thorny and cumbersome to collect data from all the female undergraduate students from the entire departments, a sample of 30 students, 10 students from each department were taken.

Systematic sampling and accidental sampling were used to select the samples.

The data collection tool used was questionnaire. The questionnaire first determined the attitudes of the female graduating students. Then, it divided those who had negative and positive attitudes and identified the factors for both outcomes (positive or negative attitudes).

Data Analysis

Since the quantitative approach was used to study the research, table, percentage and graph were used to analyze the findings.

Organization of the Paper

The paper has four chapters. The first chapter deals with the introduction. After the introduction, chapter two presents the theoretical and empirical related literature to the study. Chapter three deals with the data presentation, analysis and interpretation, while chapter four concludes and suggests some recommendations.

Review of the Related Literature

Definition of Entrepreneurship

Entrepreneurship is categorized as the fourth factor of production for achievement of economic development. Entrepreneurship can be defined in a number of ways thus leading to no universally accepted definitions. According to Eisenmann (2013,n.p.):

Harvard Business School defines Entrepreneurship as “the pursuit of opportunity beyond resources controlled”. Pursuit implies a singular, relentless focus. Entrepreneurs often

perceive a short window of opportunity. They need to show tangible progress to attract resources and the mere passage of time consumes limited cash balance. Consequently, entrepreneurs have a sense of urgency that is seldom seen in established companies, where any opportunity is part of a portfolio and resources are more readily available. Opportunity implies an offering that is novel in one or more ways. 'Beyond resources controlled' implies resource constraints.

The most obvious form of entrepreneurship is that of starting new businesses. However, in recent years, the term has been extended to include social and political forms of entrepreneurship activity. Entrepreneurial activities are substantially different depending on the type of organization and creativity involved. Entrepreneurship ranges in scale from solo projects to major undertakings creating many job opportunities.

Other sources define it as follows:

Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction and independence (Hisrich et al 2005).

Management study material created/ compiled by Commander RK Singh (2007) describes the following about Entrepreneurship.

The word "Entrepreneur" stems from French Verb *Entreprendre* –means between; taker or go between. Entrepreneurship is the process of *creating something*

different with value by devoting the necessary time and effort, assuming the accompanying financial, psychic, social risks and receiving the resulting rewards of monetary and personal satisfaction and independence.

In almost all of the definitions of entrepreneurship, there is agreement that we are talking about a kind of behavior that includes: initiative taking, the organizing and reorganizing of social and economic mechanisms to turn resources and situations to practical account, the acceptance of risk or failure.

Advantages of Entrepreneurship

Entrepreneurship has different advantages in two aspects. It benefits the entrepreneur him/her self or the society as a whole. Economic development is the other advantage. Entrepreneurship is one of the government's most trusted vehicles for economic development since it stimulates innovation and efficiency.

Women and Entrepreneurship

Women's entrepreneurship development is an important channel to women's economic empowerment and a pillar on the road to sustainable development. It is an important factor for the development and improvement of a country.

Through setting up their own businesses, women can transform their opportunity to gain economic independence, overcome poverty, and improve their well-being. Through this process women can also become drivers of change and take a long-term perspective accounting for the consequences of their actions for their children, and their children and grand children in order to secure better future (UNECE 2012).

Women entrepreneurs face a range of obstacles in setting up and running their own enterprises due to lack of or restrictions regarding access to resources, which coupled with gender-neutral policies, put women at a disadvantage in this field. An enabling and supportive environment is crucial to remove the obstacles and barriers to equal participation across the different stages of entrepreneurship development.

Rosa et al (1996) cited by Laspita et al (2007) notes that, female businesses under-perform in a number of employees, sales turnover, etc. Female business owners are less likely to own multiple businesses, less eager to plan expansion and tend to start smaller businesses with a smaller amount of start-up capital than men. The value of assets in female businesses is significantly lower than in male businesses.

Sinnott (2008) in her study, “An Exploration of Female Undergraduates” Attitudes Towards and Perceptions of Entrepreneurship” pointed out the profile of women entrepreneur as follows:

Women entrepreneurs are not a homogenous group, but they often share common characteristics and therefore it is possible to build up a general profile of the typical female business owner (Still & Walker 2006). According to Sarri and Trihopoulou (2005), the female entrepreneur is 43 years old, and is usually older than her male counterpart. 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 et al 1987; McClland et al 2005; Still et al 2006). It is also noted in research showing the average female business owner to be 38

years of age and is only slightly older than her male counterpart (Fitzsimons & O’Gorman 2007).

Women Entrepreneurs in Ethiopia

In recent years, women entrepreneurship is increasing in Ethiopia. However most businesses are micro enterprises aided by Micro Finance Institutions. According to the official definitions of MoTI, micro enterprises are business enterprises found in all sectors of Ethiopian economy with a paid up capital (fixed assets) of not more than Birr 20,000, but excluding high technology consultancy firms and other high technology establishments. In a study by Zewde & associates, (2003), 123 women entrepreneurs have created 852 jobs for themselves, their family and others, of which 596 are full-time paid jobs (an average of 4.8 per enterprise)”

Such significant performance in job creation has occurred despite the financial, cultural and other disadvantages faced by women entrepreneurs in Ethiopia. Although many admit to accessing microfinance without any problems, they have faced some problems on getting loans from higher financial institutions. Therefore, the large majority (85 percent) of the women had to depend on personal savings and family support for start-up finance. Issues of land title and lack of working premises featured prominently among the major barriers experienced by women entrepreneurs in establishing and growing their enterprises. Many of the women entrepreneurs complained of problems in finding or building their own working premises, and some 60 per cent have to rent at what they regard as a very high cost. Only five per cent of the women sell outside of their immediate local markets, which needs improvement in the future.

A discussion of the issues which relate to women when starting and expanding an enterprise necessarily involves mentioning complex subjects such as the empowerment of women. In order for a woman to be empowered, she needs access to and control over the material, human and social resources necessary to make strategic choices. In Ethiopia, many women have historically been disadvantaged in accessing not only material resources like credit and property, but have also been deprived of social resources such as education, information and modern technology due to social reasons.

An impact study, recently conducted on the activities of four micro-finance institutions (two urban and two rural) operating in two regional states, revealed that the microenterprises run by women were generally started as a result of unsatisfied household subsistence needs (such as food, clothes and education of children), girls dropping out of school and being unable to find wage employment, family pressures on girls to earn their own living, credit facilities being directly offered to women on their doorsteps. The study emphasized that the type and nature of the enterprises in which women entrepreneurs were engaged were often directly linked to their initial motivation for starting an enterprise. Such enterprises, run by women, are not generally growth-oriented and remain at survival level.

The impact study cited above further revealed that because of their multiple responsibilities as mothers and producers, most women tend to engage in activities that are home-based and less risky.

Barriers Facing Women Entrepreneurs in Ethiopia

Some of the major barriers while expanding women's enterprises are listed below.

Lack of Market Access and Information hinders women's businesses from developing. Mainly those in the rural areas are operated very close to the home; their market access limited to individual buyers or the immediate neighborhood. This narrows the market and limits the enterprise's expansion capacity. Product quality and external factors such as the situation of the existing infrastructure, also affect market access for the products of women entrepreneurs.

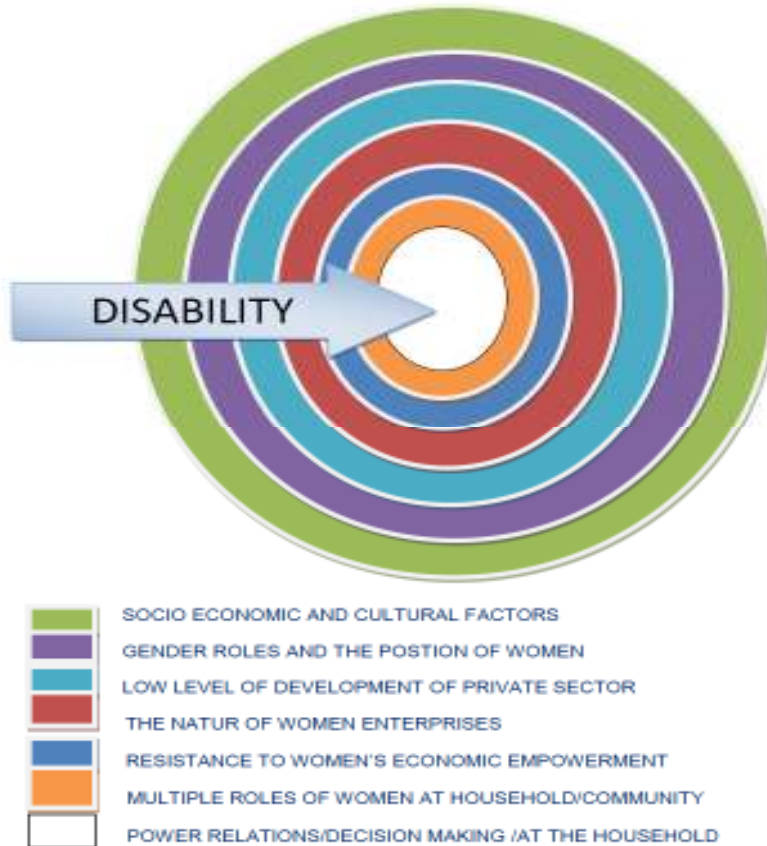
Lack of Affordable Appropriate Technology: A study conducted among women microenterprise operators in Kenya showed that lack of access to improved technology (including training in business skills) acted as a barrier to expansion, rather than as a barrier to entry in the MSE sector. Lack of technology promotes ineffectiveness and this will significantly reduce the productivity and competitiveness of the newly established businesses by women entrepreneurs.

Lack of Opportunities for Bulk Purchase of Input: Women who want to establish or expand their business often have insufficient financial resources to buy inputs in bulk so as to use the economies of scale. Many women-owned enterprises therefore suffer a disadvantage in the price of inputs because of the lack of economies of scale. Men also face the same problem. However, bulk purchasing is relatively difficult for women entrepreneurs because they are impeded by cultural barriers and a lack of information for enjoying such schemes.

Low Levels of Educatio: Low educational levels are characteristic of the women who operate survival level enterprises, especially in the rural areas of the country. Unless interventions are directed at young women and school-leaving girls, the existing, traditionally women-operated enterprises will not move up or graduate to the upper levels of education. Young people, owing

to their better education, can be guided, retrained and redirected so as to become more productive and growth-oriented entrepreneurs.

Figure 2.1: The Challenges of Women Entrepreneurs in Ethiopia



Source: Desta (2008)

As we can see from the literature reviews, female entrepreneurship in Ethiopia has a significant potential to grow if the proper incentives are given. Positive actions should be taken to reduce or eliminate the barriers/challenges that Ethiopian women face.

Of course, the process should be developed from the root, in schools and universities, before female students face the real world. Their attitudes

should be studied and proper measures should be taken to create/ increase the positive attitudes the female students have.

Entrepreneurial Attitudes of University Students

A study of attitudes towards entrepreneurship among university students by Hakns & Gajanayake (2009) shows, out of a total sample, 96% were interested in engaging in jobs under the existing organizations. Only few (4%) expressed their desire to start new ventures. Most students want to occupy managerial positions in various fields and other students want to go into further studies, which can be interpreted in two ways: either as a way of delaying a choice of profession a bit longer or to acquire more knowledge in specific fields (often in management).

Some students still have no idea; they rely very much on opportunities in their job search. But what is more striking for our subject is the case of potential entrepreneurs. Considering the students results any variables were not come up to at least average level. So we can't satisfy with students above entrepreneurial attitudes. Considering that, a conclusion can be made that most students didn't have positive entrepreneurial attitudes. After analyzing the personal traits of the students based to the Thematic Apperception Test according to the answers they didn't have good prerequisites necessary for an entrepreneur, it appeared that 71.8 % of the respondents have no good prerequisites of becoming an entrepreneur and only 28.2 % have those prerequisites. Considering that, a conclusion can be made that most questioned students didn't have prerequisites of becoming an entrepreneur.

In general, the analysis of the test of Thematic Apperception of an entrepreneur showed that most of the students who participated in the study

don't have prerequisites for becoming an entrepreneur. Moreover, students have a negative attitudes related to entrepreneurship. According to the questionnaire which used to measure students entrepreneurial skills, students have scored satisfactory level; therefore, it can be concluded that they have basic entrepreneurial skills at a certain level. The study concludes that university students lack the desire to engage in entrepreneurial activities. Out of total the sample, 96% were interested in engaging in jobs under the existing organizations. Only few expressed their desire to start new ventures. Therefore, it can be concluded that university study programmes- even Commerce Degree Programmes are not sufficiently geared towards improving entrepreneurial abilities among undergraduates. Due to the need of developing positive attitudes and personal traits and skills necessary for an entrepreneur, it is the task of educational institutions and also of institutions implementing entrepreneurship policy to direct study programmes towards developing the skills of students according to the needs of specific target groups.

Students' Attitudes and Intentions toward Entrepreneurship at Tallinn University of Technology, Venesaar et al (2006) starts by analyzing the motivations of the students to start business; the respondents' attitudes towards entrepreneurship correlated very clearly with their intentions to start business in a time perspective.

Those who attached higher importance to motivation factors intend to start business in the near future, but students with lower motivation were thought to postpone the starting date. According to the study, the most frequently mentioned obstacles to starting business were lack of business idea and insufficient knowledge and skills. Other obstacles are fear of risk and lack of evaluation skills of challenges and opportunities.

Though students gave a positive opinion to the role of university in the development of motivation to start business; they need more knowledge in business planning, business law, accounting principles and foreign languages as well as advice from specialists in the process of starting a business.

In the study by Keat et al (2011) university students' inclination towards entrepreneurship is examined together with several related variables. The results of the analyses indicated that two entrepreneurship education variables, i.e. the university's role to promote entrepreneurship and the entrepreneurial curriculum and content along with gender, working experience and mother's occupation are statistically significant. These results are anticipated to have certain implications to both universities and students alike. The changes of the recent roles played by universities, on one hand, are much needed in order to create an entrepreneurial environment in an effort to fostering entrepreneurship among students. On the other hand, students must be ready to be able to swift their current learning approach to a more practical way which is required in the entrepreneurial learning process.

Female University Student's Attitude towards Entrepreneurship

The comparison in the founding intention between males and females showed significant differences (Laspita et al 2007).

Factors Affecting Entrepreneurial Attitudes of American and Chinese Business Students (Gibson et al 2011) use the EAO to determine whether pedagogical factors are significantly related to entrepreneurial attitudes. Gibson et al (2011) cited the following; Several EAO-based studies have supported the influence of experiential factors on entrepreneurial attitudes. McCline et al (2000) cited by Gibson et al (2011), in their study of self-employed (entrepreneurial) and employed (non-entrepreneurial) nurses found

that the self employed nurses had significantly higher perceived control and perceived self-esteem in business scores.

Experiential factors were also shown to be statistically related to entrepreneurial attitudes by van Wyk et al (2004) in their study of the entrepreneurial attitudes of accountants (entrepreneurs) and pharmacists (non-entrepreneurs). This study showed significantly higher scores for the entrepreneurs relating to innovation and self-esteem. Most recently, Harris & Gibson (2008) showed that previous exposure to a small business in one's family was significantly related to achievement in business, innovation in business and perceived personal control. Having owned one's business was also significantly related to achievement in business and perceived personal control.

Other studies have also supported that previous exposure to business is a significant factor in predicting entrepreneurial attitudes. A recent study (Frazier & Niehm 2008) where self-efficacy was considered to be a measure of entrepreneurial intention, of family and consumer science USASBE 2011 (cited by Gibson et al 2011).

Demographic factors such as gender and educational level could also be likely factors affecting entrepreneurial intention. Using the EAO model, Harris & Gibson (2008) determined that there was a significant difference between male and female business students in their need for perceived personal control of business outcomes and their innovation in business, with males having higher scores on the entrepreneurial attitude scale than females. This result supported earlier results of a study of undergraduate business students in China (Moy et al 2003) which found that males had more entrepreneurial intent than females. However, research by Wilson et al

(2007), which utilized self-efficacy as a measure of entrepreneurial intention, showed that entrepreneurship education resulted in higher self-efficacy scores for women MBA students than for male MBA students. Wilson et al. concluded that women need the self-confidence and expectation of success in order to pursue entrepreneurial aspirations (cited by Gibson et al 2011).

Studies of the impact of the educational level of students on entrepreneurial attitudes produced mixed results. Wu & Wu (2008) in their study of the impact of higher education on entrepreneurial intentions of university students in China showed that Chinese students with post-graduate degrees scored higher than students with undergraduate degrees in personal attitude, a contributor to entrepreneurial intention. Gibson & Gibson (2010), however, showed that business students with over three years of college education had stronger innovation in business attitudes than students in their first year of college freshman students (cited by Gibson et al 2011).

Other demographic factors with the potential to affect the entrepreneurial attitudes of business students were also recently investigated by Gibson & Gibson (2010). However, their analysis of these factors yielded results of either no statistical significance or marginal statistical significance (cited by Gibson et al, 2011).

Factors Affecting Female University Students' Attitude towards Entrepreneurship

Eileen Sinnott, in her study "An Exploration of Female Undergraduates' Attitudes Towards and Perceptions of Entrepreneurship" classifies her findings as students that expressed the wish to start their own business, that expressed they do not want to start their own business and the general

attitudes and perceptions of the collective group of students towards entrepreneurship.

Students that expressed the wish to start their own business - female students who want to start a business were more likely to consider entrepreneurship an attractive career. The main advantage stated by these undergraduates as to why they want to start their own business is because it will enable them to be their own boss. Ninety-two percent of these female students see entrepreneurship as giving them a career that will both challenge them and give them self-fulfillment.

The female students in the current study also see entrepreneurship as allowing them to choose their specific area of work and that it will give them the flexibility to combine a career and a family. Entrepreneurship is also seen by the students as having less boundaries for their career than if they worked for someone else. Over 90% of these undergraduates would like to start their own business because they believe that entrepreneurship will permit them to use their business skill as well as allowing them to make best use of their personal competencies.

Female students that want to start a business were more likely to perceive themselves as having good knowledge and understanding for starting and managing a business than the female students that do not want to start a business.

Students that expressed they do not want to start their own business - the fear of risk is by far the major inhibiting factor for the majority of female students who do not want to start a business. They are also unhappy with the concept of not having a secure income. Therefore, these students perceive

entrepreneurship as leading them into a career situation in which they feel they have little or no control over.

There would appear to be a distinct lack of confidence in these female students' perceptions concerning their ability to start a business. Many believe they do not have the business skills necessary to enter entrepreneurship. Female students in the present research also stated not having a suitable business idea as a reason for not starting a business. Lack of support and information is also found to be a problem for those not wanting to start a business, with many female students believing they do not have the contacts or networks necessary to start a business. A surprising amount of female students also agree they do not know how to access business information or support structures.

The general attitudes and perceptions of the collective group of students towards entrepreneurship - when the attitudes of the collective group of students towards entrepreneurship in general were examined some interesting issues emerged. Surprisingly, there would appear to be no evidence to suggest a significant difference between those that want to start a business and those that don't. In other words, it is found that they share similar views on women and entrepreneurship at a more general level in a way they do not share at an individual level. The most outstanding belief shared by these undergraduates is the notion one needs to be very determined to run a successful business with (99%) of the undergraduates agreeing with this notion.

The findings on risk were interesting as they indicate an anomaly in perceptions across the group. The vast majority of the collective group of students disagrees with the notion women do not like taking risk. However, this is in complete contrast to the belief expressed by students who do not

want to start a business. This group stated fear of the risks involved in entrepreneurship as the main reason for not considering entrepreneurship a suitable career.

This inconsistency continues when it comes to discussing the confidence required to enter into entrepreneurship. Even though there is a constant lack of confidence displayed in the ability to start a business by the students that do not want to start a business, the vast majority (74%) of the collective group of students are of the opinion that women have the same confidence as men to start a business. Fear of business failure, running into debt and not having a secure income is cited by these students as the principal reasons for not starting a business. On the influence of family and friends with 95% of the students agreeing their support is important when starting a business. This influence of family and friends and its importance to business start up is further substantiated with over 85% of the students that want to start a business believing family and friends are an essential or mainly positive influence when entering into entrepreneurship.

The importance of the family and its positive influence on the encouragement of business start up is given further credence as family entrepreneurial background is found to be a major differentiating factor between the two distinct groups of respondents namely those that want to start a business and those that don't. Notably, those who expressed the wish to start a business are significantly more likely to have a father who owns a business than those who do not want to start a business.

The current research highlighted that fathers are a key influencing factor on female undergraduates thinking about starting a business. Female undergraduates who expressed that they wanted to start a business were significantly more likely to have a father owning his own business than the

female undergraduates who stated they do not want to start a business. Contrary to what is sometimes cited in literature that women are believed to be less interested in making a profit than men, it was also found that very few students believe that quality of work, customer service and work life balance are more important than making a profit. When one combines these factors together it is not difficult to conclude that these groups of final year female undergraduates perceive business ownership as a serious intent.

In this current study, the vast majority of students who want to own their own business come from the Schools of Humanities, Business or Health & Science (93%) with the Schools of Science and Engineering (7%) producing the minority of students interested in starting their own business.

Data Presentation and Analysis

This chapter is concerned with the presentation and analysis of findings on the basis of data gathered through questionnaires. The questionnaires were distributed to 30 randomly selected female graduating students in Addis Ababa University, College of Business and Economics from three departments. The three departments include Management, Economics and Information Science.

Intention to Start Own Business

The student researcher believes studying the intention of female students to start their own business can help in identifying female graduating students' attitude towards entrepreneurship. It is expected that students with positive attitudes about entrepreneurship will tend to be initiated to open their own business while students with negative attitudes will not tend to open their

own business. The following table shows the result obtained from gathered questionnaire.

Table 1: Intention to Start Own Business

Item	Department	Response					
		Yes		No		Total	
		No	percentage	No	percentage	No	percentage
1	Management	7	70%	3	30%	10	100%
2	Economics	8	80%	2	20%	10	100%
3	Information Science	7	70%	3	30%	10	100%
4	Total	22	73.33%	8	26.66%	30	100%

The above result indicates that 70% of Management students wanted to be entrepreneurs in the future, and 30% of the students did not want to be entrepreneurs in the future. It also shows that 80% of Economics students wanted to be entrepreneurs in the future, and 20% of the students did not want to be entrepreneurs in the future. Finally, the results of Information Science students indicate that 70% of the students wanted to be entrepreneurs in the future and 30% of the students did not want to be entrepreneurs in the future.

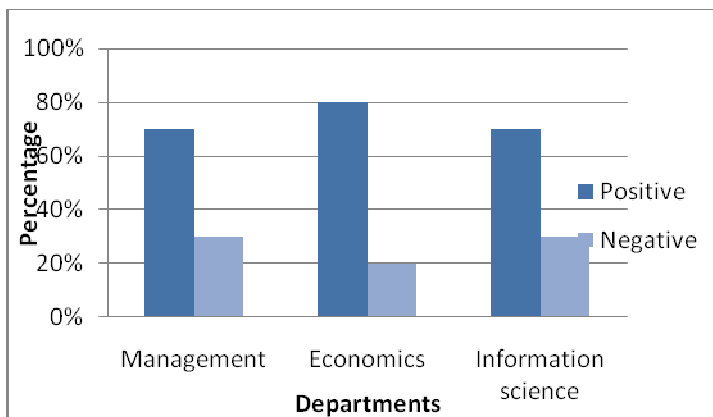
In total, 73.33 % of the respondents would like to open their own business in the future while 26.66 % of the respondents would not like to open their own business in the future. This shows that most of the female graduating students in Addis Ababa University have positive attitudes towards entrepreneurship.

Female Students' Entrepreneurial Attitude

“The respondents’ attitudes towards entrepreneurship correlated very clearly with their intentions to start with business in a time perspective” (Venesaar et al 2006).

As we can see from the above Table, the students were asked whether they wanted to open their own business or not. We can assume that those students who said ‘Yes’ have positive attitudes towards entrepreneurship while those who said ‘No’ have negative attitudes. The following Chart shows the attitudes of the three department students.

Figure 1: Attitudes of Female Students of Addis Ababa University towards Entrepreneurship



The Graph shows that 70% of Management and Information Science students had positive attitudes towards entrepreneurship or being entrepreneurs in the future, while 80 % of Economics students had positive attitudes towards entrepreneurship or being entrepreneurs in the future.

The Graph indicates that more Economics students have positive attitude than the other two departments. Management and Information Science

students take entrepreneurial courses while Economics students do not. But why do more Economics students have more motivation?

Economics students are believed to have more self confidence than the other departments. This is because their courses are more challenging and overcoming the challenges gives more confidence to the students. This implies that female students of Economics believe they are capable of fighting their challenges and running their own businesses.

Planned Time to Start Own Business

“Those who attached higher importance to motivation factors intend to start business in the near future, but students with lower motivation were thought to postpone the starting date” (Venesaar et. al 2006).

According to the review of related literatures, students’ motive to start their business is divided into starting right after graduation, 2 years after graduation and several years after graduation. Two years time frame was used because it is an ideal time for a person to experience the real world situation of business and the like. Venesaar et al (2006) also uses the 2 years frame.

Table 2: Planned Time to Start Own Business

S.R	Department	Response						Total	
		Right after graduation		2 years after graduation		Several years after graduation			
		No	%	No	%	No	%	No	%
1	Management	2	28.5%	1	14.29%	4	57.14%	7	100%
2	Economics	0	0%	1	12.5%	7	87.5%	8	100%
3	Information science	3	42.86%	2	28.57%	2	28.57%	7	100%
	Total	5	22.72%	4	18.18%	13	59.09%	22	100%

Students who want to be entrepreneurs in the future were asked when they would want to start their business. 28.5% of Management students wanted to start right away. 14.29% would like to work for other people or further continue in their study and start their business after 2 years. The rest, 57.14% wanted to start their business after years when they would get all the experiences they need to become entrepreneurs.

None of the Economics respondents wanted to open their business right away. 12.5% wanted to start business after 2 years. 87.5% of the students wanted to open their business after several years of experience. When we look at Information Science students, 42.86% wanted to open their business right away. 28.57% of the students wanted to open after 2 years. The rest 28.57% wanted to open after several years of experience.

In general 59.09% of the respondents wanted to start their business when they believe that they are well educated and experienced. “Not having the relevant experience was also cited as a barrier to starting your own business with 71% of the respondents agreeing with this” (Sinnott 2008). 18.18% valued the aid of experience but they also wanted to start business as soon as possible, possibly in 2 years time frame. 22.72% of the respondents were confident enough to start their business right after graduation. The findings show that most students would choose to be ready in order to run a successful business.

Reasons for their Attitudes

After getting the answers of the students, the respondents were further asked for the reasons behind their decisions. The student researcher divided the analysis in to two, one for the students who want to start their business and the other for the rest.

Reasons to Start Own Businesses

The respondents with positive attitudes towards entrepreneurship were asked to fill out the questionnaire asking for the reasons behind their responses. Here are some of the factors that are believed to influence the respondents' attitude towards entrepreneurship.

Table 3: Reasons to Start Own Business

S.R	Department	Management		Economics		Information Science		Total	
		No	%	No	%	No	%	No	%
1	I have great business ideas that can be implemented								
	• Agree	4	57.14%	3	37.5%	6	85.71%	13	59.09%
	• Neutral	3	42.86%	5	62.5%	0	0%	8	36.36%
	• Disagree	0	0%	0	0%	1	14.29%	1	4.54%
	• Total	7	100%	8	100%	7	100%	22	100%
2	I want to be independent and recognized								
	• Agree	6	85.71%	7	87.5%	4	57.14%	17	77.27%
	• Neutral	0	0%	1	12.5%	1	14.29%	2	9.09%
	• Disagree	1	14.29%	0	0%	2	28.57%	3	13.63%
	• Total	7	100%	8	100%	7	100%	22	100%
3	I want to contribute to my society								
	• Agree	6	85.71%	5	62.5%	5	71.43%	16	72.72%
	• Neutral	1	14.29%	3	37.5%	2	28.57%	6	27.28%
	• Disagree	0	0%	0	0%	0	0%	0	0%
	• Total	7	100%	8	100%	7	100%	22	100%
4	I want to impress my family and other people								
	• Agree	3	42.86%	4	50.14%	5	71.43%	12	54.54%
	• Neutral	2	28.57%	2	25%	0	0%	4	18.18%
	• Disagree	2	28.57%	2	25%	2	28.57%	6	27.28%
	• Total	7	100%	8	100%	7	100%	22	100%
5	I want to use my skills and talents for my own good								
	• Agree	7	100%	7	87.5%	5	71.43%	19	86.36%
	• Neutral	0	0%	1	12.5%	0	0%	1	4.54%
	• Disagree	0	0%	0	0%	2	28.57%	2	9.09%
	• Total	7	100%	8	100%	7	100%	22	100%
6	My parents are successful in business and I want to follow their footsteps								
	• Agree	1	14.29%	2	25%	2	28.57%	5	22.73%
	• Neutral	1	14.29%	4	50.14%	3	42.86%	8	36.36%
	• Disagree	5	71.49%	2	25%	2	28.57%	9	40.90%
	• Total	7	100%	8	100%	7	100%	22	100%

Item 1 of Table 3 shows that 59.09% of the respondents believed that they have business ideas that can be implemented, 36.36% of the respondents were not sure if they have business ideas that can be implemented and 4.54% did not have business ideas. Even though only small numbers of the respondents do not have business ideas, they are initiated to become entrepreneurs with the resources they have. All of the students who responded that they did not have ideas are Information Science students. This shows that Information Science students focus on technical terms. They are not encouraged to create business ideas. Therefore, it can be concluded that having business ideas can have positive affective factors for female graduating students' attitudes towards entrepreneurship.

Item 2 of Table 3 displays that 77.27% of the respondents wanted to be entrepreneurs so that they can be independent and recognized. 9.09% of the respondents were not sure of their answers while 13.63% of them disagreed with the term. Recognition is one of the most important needs of human beings. They want to be noticed and encouraged for their actions. Independence is the freedom to work whatever they want. "The belief that entrepreneurship would allow them to work in the area of their own choice was seen as an essential reason for starting their own business with 94% of these undergraduates agreeing with this idea" (Sinnott 2008). Therefore, most of the respondents believed entrepreneurship can be a way to gain independence and recognition. Therefore it can be concluded that independence and recognition can be positive affective factors for female graduating students' attitudes towards entrepreneurship.

Item 3 depicts that 85.71%, 62.5%, 71.43% of Management, Economics and Information Science students respectively wanted to contribute to the society. In general, 72.72% agreed with the term and 27.28% were not sure

while none of the respondents disagreed. This shows that the majority of respondents want to contribute to their society as entrepreneurs. This finding corroborates with Sinnote (2008) who reported that “There was ... a positive response to the idea that by starting your own business, it would enable you to give something back to society with 78% of the students believing this”. Likewise, Kourilsky & Walstad (1998) found in their study that young females expressed nearly their unanimous agreement about the very importance or somewhat importance of giving something back to the community beyond providing jobs. Therefore, it can be concluded that contribution to the society can be a positive affective factor for female graduating students’ attitudes towards entrepreneurship.

Item 4 of the Table exhibits that 54.54% of the respondents wanted to impress their families and other people. 18.18% were not sure and 27.28% disagreed with the term. The majority of the respondents agreed with this term. They would like to be entrepreneurs because they want their families and other people to be impressed and give them the respect they deserve. This finding agrees with Fitzsimons and O’Gorman (2006): “Over two thirds of the respondents (69%) see entrepreneurship as a way of gaining respect from others”. Therefore, it can be concluded that impressing others can be a positive affective factors for female graduating students’ attitudes towards entrepreneurship.

Item 5 demonstrates that 54.54% of the respondents wanted to use their skills and talents for their own good. 27.28% were not sure and 18.18% of the respondents disagreed with the term. The majority of the students from all the departments responded positively to this question. They believed they are talented and have the skills to run a business. Therefore, instead of using

their skills for developing other companies, they would like to grow their own businesses. In line with this, Sinnott (2008) reported that

Most of the students in this current study agreed (94%) they would like to start their own business because it would enable them to use their business ideas and business skills. Furthermore, 90% of the respondents agreed that to start their own business would enable them to make the best use of their personal skills and competencies. Over 70% of respondents believed they had the assertive strong personality necessary for business ownership.

Thus, it can be concluded that wanting to use one's own talent and skills for one's self can be a positive affective factor for female graduating students' attitudes towards entrepreneurship.

Item 6 depicts 22.73% of the respondents agreed that their parents are successful and want to follow their footsteps, but 36.36% were not sure and 40.90% disagreed with the question. The result of this item differs from the other items. The majority of the respondents disagreed with the question. This shows that most of the students are not affected by their parents' success or their parents are not successful business people. Hence, it can be concluded that parents' success in business cannot be an affective factor for female graduating students' attitudes towards entrepreneurship.

Reasons not to Start Own Businesses

The minority respondents who have negative attitude towards entrepreneurship have several reasons for their attitudes. Due to the barriers that are highly present in Ethiopia, several reasons can be mentioned for

female students to believe that they can't open their own businesses. The following are reasons that affect their answers.

Table 4: Reasons Not to Start Own Businesses

S.R	Department	Management		Economics		Information Science		Total	
		No	%	No	%	No	%	No	%
1	I would rather be employed in something big than start my own business from the scratch								
	• Agree	3	100%	1	50%	2	66.67%	6	75%
	• Neutral	0	0%	0	0%	0	0%	0	0%
	• Disagree	0	0%	1	50%	1	33.33%	2	25%
	• Total	3	100%	2	100%	3	100%	8	100%
2	I would find the responsibility of running a business too difficult								
	• Agree	2	66.67%	0	0%	2	66.67%	4	50%
	• Neutral	0	0%	0	0%	0	0%	0	0%
	• Disagree	1	33.33%	2	100%	1	33.33%	4	50%
	• Total	3	100%	2	100%	3	100%	8	100%
3	I do not have the personal skills and competencies necessary								
	• Agree	0	0%	1	50%	1	33.33%	2	25%
	• Neutral	0	0%	0	0%	0	0%	0	0%
	• Disagree	3	100%	1	50%	2	66.67%	6	75%
	• Total	3	100%	2	100%	3	100%	8	100%
4	It would be too difficult to obtain the finance necessary.								
	• Agree	2	66.67%	0	0%	2	66.67%	4	50%
	• Neutral	1	33.33%	0	0%	1	33.33%	2	25%
	• Disagree	0	0%	2	100%	0	0%	2	25%
	• Total	3	100%	2	100%	3	100%	8	100%
5	I don't have a good business idea.								
	• Agree	2	66.67%	0	0%	2	66.67%	4	50%
	• Neutral	1	33.33%	0	0%	0	0%	1	12.5%
	• Disagree	0	0%	2	100%	1	33.33%	3	37.5%
	• Total	3	100%	2	100%	3	100%	8	100%
6	I do not have the contact or networks necessary to start a business.								
	• Agree	2	66.67%	0	0%	3	100%	5	62.5%
	• Neutral	1	33.33%	0	0%	0	0%	1	12.5%
	• Disagree	0	0%	2	100%	0	0%	2	25%
	• Total	3	100%	2	100%	3	100%	8	100%
7	I do not know how to access business information or support structures.								
	• Agree	0	0%	0	0%	2	66.67%	2	25%
	• Neutral	3	100%	0	0%	1	33.33%	4	50%
	• Disagree	0	0%	2	100%	0	0%	2	25%
	• Total	3	100%	2	100%	3	100%	8	100%

Item 1 depicts that 75% of the respondents would rather work in an already established organization than go through the challenges of growing own business. 25% of the respondents disagreed with the claim. The majority of the students agreed that they want to be employed in something big that gained recognition and that pays enough rather than deal with new businesses. They would like to fulfill their recognition needs by being part of a recognized organization. While explaining the reason for not joining entrepreneurship, Sinnott (2008) has this to say: “79% of the respondents agreed that lack of a secure income is the main reason they would not enter into entrepreneurship”. Therefore, it can be concluded that wanting to be employed in something big can be a negative affective factors for female graduating students’ attitudes towards entrepreneurship.

Item 2 presents that 50% of the respondents agreed that they find the responsibility of running a business too difficult. The rest 50% disagreed with the item. Half of the students believed that they can’t handle the responsibility while the rest were not affected by it. Sinnott (2008) notes the following:

Over half of the students in the study thought that the responsibility of running a business was too difficult; they perceived it to be too stressful. They also believed it could take up too much of their time and therefore entrepreneurship could take over their life. Many of the respondents (61%) also believed entrepreneurship would be too difficult if they had family commitments.

Thus, it can be concluded that responsibility of running a business can be a negative affective factor for female graduating students’ attitudes towards entrepreneurship.

Item 3 shows one quarter (25%) of the respondents believed that they don't have the personal competencies to start business. 75% were not affected by this factor because as university students, they believed that they have the necessary personal competencies and skills. Correspondingly, Sinnott (2008) reported the following:

60% of the students in the present study disagree that they do not have the personal skills and competencies required for entrepreneurship which is in line with the findings of Van et al (2005) who noted in their study that female undergraduates perceive their interpersonal skills as good.

Item 4 reveals that half (50%) of the respondents agreed that they find it difficult to obtain the money needed to start/run their business. 25% were not sure and 25% disagreed with the item. 50% of the students were not capable of getting the needed finance to start or run their businesses. Due to the fact that they are recent graduates, they do not have their own money. Most female entrepreneurs in Ethiopia depend on MFIs and traditional saving and credit mechanisms. Others depend on informal credit means like loans from family and friends.

Item 5 depicts that 50% of the respondents believed that they don't have a good business idea that can be implemented. 12.5% were not sure and 37.5% of the respondents disagreed with the item. The majority of the students have no business ideas to start a business, and they believe without an idea, business cannot be created. Hence, it can be concluded that not having a good business idea can be a negative affective factor for female graduating students' attitudes towards entrepreneurship.

Item 6 displays that 62.5% of the respondents agreed that they don't have the contact or network to expand their business. 12.5% were not sure and 25% disagreed with the item. The majority of the students agreed with the item believing that without the proper network to bring in customers, a business cannot grow. As a result, it can be concluded that not having a proper contact can be negative affective factors for female graduating students' attitudes towards entrepreneurship.

Item 7 shows that 25% of the respondents agreed that they do not know how to access business information or support structures. 50% were not sure, but 25% disagreed with the item. Equal numbers of respondents agreed and disagreed while the rest were not sure of their answers. This shows that most people are not even aware that they need to access business information and support structures. They do not understand the complexity of information gathering, so further study is recommended to this issue.

General Views on Women Entrepreneurship

The situation women entrepreneurs' face affects how the coming women generation feels about being entrepreneurs. In an environment which is conducive for women entrepreneurs, female students will tend to have a positive attitude towards entrepreneurship and vice versa. Therefore, the attitudes of the respondents towards the situation of women entrepreneurship in Ethiopia should be studied.

What do female graduating students of Addis Ababa University, CBE feel about the overall situation of women entrepreneurship? The analysis shows the attitudes of the entire respondents' towards women entrepreneurship in Ethiopia. It includes both students who want to start their business and those who don't.

Table 5: General Views on Women Entrepreneurship

S. No	Department	Item	Total								
			Management		Economics		Information Science		Total		
			No	%	No	%	No	%	No	%	
1		Women do not like taking risks.									
		• Agree	0	0%	3	30%	4	40%	7	23.33%	
		• Neutral	4	40%	0	0%	1	10%	5	16.67%	
		• Disagree	6	60%	7	70%	5	50%	18	60%	
		• Total	10	100%	10	100%	10	100%	30	100%	
2		There is a lack of female role models, who own their own business.									
		• Agree	3	30%	2	20%	8	80%	13	43.33%	
		• Neutral	3	30%	5	50%	2	20%	10	33.33%	
		• Disagree	4	40%	3	30%	0	0%	7	23.34%	
		• Total	10	100%	10	100%	10	100%	30	100%	
3		A female business owner thinks quality of work is more important than making a profit.									
		• Agree	6	60%	5	50%	4	40%	15	50%	
		• Neutral	2	20%	4	40%	4	40%	10	33.33%	
		• Disagree	2	20%	1	10%	2	20%	5	16.67%	
		• Total	10	100%	10	100%	10	100%	30	100%	
4		It is more difficult for a woman than a man to obtain finance.									
		• Agree	5	50%	1	10%	4	40%	10	33.33%	
		• Neutral	3	30%	4	40%	3	30%	10	33.33%	
		• Disagree	2	20%	5	50%	3	30%	10	33.33%	
		• Total	10	100%	10	100%	10	100%	30	100%	
5		Female business owners are taken less seriously than male business owners.									
		• Agree	7	70%	6	60%	4	40%	17	56.67%	
		• Neutral	1	10%	1	10%	1	10%	3	10%	
		• Disagree	2	20%	3	30%	5	50%	10	33.33%	
		• Total	10	100%	10	100%	10	100%	30	100%	
6		Society in general encourages women to start their own business.									
		• Agree	5	50%	2	20%	3	30%	10	33.33%	
		• Neutral	3	30%	3	30%	4	40%	9	30%	
		• Disagree	2	20%	5	50%	3	30%	11	36.67%	
		• Total	10	100%	10	100%	10	100%	30	100%	

Item 1 manifests that 23.33% of the respondents agreed that women entrepreneurs do not like taking risks. 16.67% were not sure and 60% disagreed with the item. This shows that most of the respondents believe that women entrepreneurs do not fear the effects of risk and believe that they are able to tackle the effects. Thus, if there are more women entrepreneurs taking risks and becoming successful, female students would believe that women can take risks and they will be encouraged to do the same themselves. Since most of the respondents disagreed with the item, it can be claimed that, as long as women want to start their own business, it will not be a problem for them to take the necessary risk.

Item 2 exhibits that 43.33% of the respondents agreed that there is lack of female role models who own their own business. 33.33% were not sure but 23.34% disagreed with the term. Role models are important because they show that anything is possible for women and teach their reasons for their success. Even if there were successful women entrepreneurs in Ethiopia, they are not well known, leading the majority of the students to believe that there is lack of female role models. There are no proper means of connecting successful entrepreneurs and potential entrepreneurs to exchange information and experience.

Item 3 depicts that 50% of the respondents agreed that female business owners value quality instead of profit. 33.33% were not sure and 16.67% disagreed with the item. The majority of the respondents believed that women are not profit oriented. They think that women concentrate on qualities even if their profit is on the way. They prefer customer loyalty instead of profit accumulation. This can decrease their competitive advantages where there is high rivalry among competitors.

Item 4 show that 33.33 % of the respondents agreed that it is difficult to obtain finance for women than men. 33.33% were not sure and 33.33% disagreed with the term. There are equal amount of students for each section. The response to the suggestion is that it is more difficult for a woman than a man to obtain finance was somewhat less definite with just over half (52%) of the respondents disagreeing it is more difficult for a woman to obtain finance than a man (Sinnott 2008).

Item 5 presents that 56.67% of the respondents agreed that female business owners are taken less seriously than male business owners. 10% were not sure and 33.33% disagreed with the item. The respondents believed that women entrepreneurs are taken less seriously than men. The findings of Lim et al (2003) found that there was a 50/50 split between women business owners on the issue of women not being taken seriously. This is because historically there are more male entrepreneurs than female due to different societal beliefs. Due to this fact, more male entrepreneurs are recognized and respected among the society.

Item 6 depicts that 33.33% of the respondents agreed that the society encourages women entrepreneurs. 30% were not sure and 36.67 % disagreed with the item. This shows that the society in general doesn't encourage women entrepreneurs hindering female graduating students' motivation to start their own business. Sinnott (2008) notes that only 17% of the respondents agreed that the society in general encourages women to start their own business.

Conclusions and Recommendations

Conclusions

Based on the analysis, the following conclusions are made.

The study shows that there is a variation across departments in the entrepreneurial attitudes. It can be concluded that more Economics students have positive attitudes towards entrepreneurship due to their confidence and self awareness. If they had more training on entrepreneurship, they would be more inclined to become entrepreneurs. Management and Information Science students also need more training. The trainings, however, should be practical and participative so that they can get more self confidence and awareness about their capabilities. The finding shows that there are different department outcomes to most of the factors.

Factors affecting the entrepreneurial attitudes of students were classified into two. Factors affecting positive attitudes and factors affecting negative attitudes. Factors affecting the positive attitudes are, having business ideas that can be implemented, recognition and independence needs, wanting to contribute to the society, wanting to impress other people and using skill and talent for own business. Factors affecting the negative attitudes are the want to be employed in an already established organization, finding the responsibility of running business difficult, facing difficulty to obtain finance, lacking a business idea and not having the necessary contacts to run their businesses.

General views of women entrepreneurs can affect the entrepreneurial attitudes of female students too. The factors are women's attitude to take

risks, lack of female role models, women's general beliefs on business approaches, difficulty in obtaining finance and being taken less seriously.

It can be concluded that female students believe that the society doesn't encourage women entrepreneurship. Therefore, to change the society's beliefs towards this phenomenon, efforts should be taken by the government, media and educational institutions.

Recommendations

Based on the findings of the study, recommendations are made to government bodies, to Addis Ababa University education curriculum and suggestion for other researchers. And the following recommendations demand immediate attention under the present set of finding.

- Students in Addis Ababa University should get more entrepreneurial trainings. The entrepreneurial trainings should be simulative and show the real situations in Ethiopia. It includes participative classes like business games where students will be challenged to solve problems based on real situations. This will give more confidence to the students and show them the real situation they will face when they become business owners.

- Female students should have their own clubs where they can exchange their experiences and where they can create a means by which they will help each other. The club however should not only include students but also other women entrepreneurs to mentor and teach the students.

- The government should provide incentives for emerging female students who are interested in opening their own businesses. This can be done by providing supporting physical infrastructure, transport, tax exemption, duty free importations and the like.

■ The media should play a great role in promoting entrepreneurship by giving positive coverage of successful women who own their own businesses. They should show the stories of other successful female entrepreneurs who can be role models to motivate entrepreneurship. The media should also include programs that give tips on how to handle entrepreneurial challenges, that teaches some technical issues and educates different concepts and approaches.

■ Further studies should be carried on wider scale to gain broader perspective of the attitudes of female graduating students and the factors affecting them.

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