

# Determining Entrepreneurial Motivation of Undergraduate Students in Ethiopian Higher Learning Institutions: A Case of Haramaya University

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## **Abstract**

The purpose of this study was exploring the determinants of entrepreneurial motivation of undergraduate students in Ethiopian higher learning institutions particularly the case of Haramaya University. A total of 152 respondents from of Haramaya were using simple random sampling technique and questionnaires. Out of this which 148 respondents completed questionnaires and then the data was analyzed with aid of statistical software of SPSS version 20. The analysis of this paper focused on the four determinants of entrepreneurship such as institutional role, entrepreneurship course, family background, and expected opportunities. The study used quantitative research approach using primary research questionnaires. The result of the study shows that, the majority of the respondent's family were hired in different companies. However, unlike their family, they would like to become self-employed and plan to operate their own business after graduation. Perceived opportunities of need for independence, and higher social position has motivated them to be an entrepreneur. Higher learning institutions should create entrepreneurial universities which in turn fosters entrepreneurial orientated students in Ethiopia. This can be achieved through modifying the existing curriculum approach based on a wider set of courses including social science, technology and science. These students should have exposure to entrepreneurship education or training while they are in the campus. Systematic deployment of practical based attachment such as project work and internships should be emphasized particularly to business students where less practiced application of real business environments were observed. Furthermore, the finding of this study indicates the majority of the respondents were decided to follow the experience of their family to start their own business after their graduation. In addition to this, some of non-business owned family respondents were less interested in having their own business and preferred to be hired in any company like their family. Thus, higher learning institutions should focus on establishing entrepreneurship and innovation centers in order to further motivate students and increase their job opportunities

## Keywords

Entrepreneurial motivation, Entrepreneurship education, Role of higher institutions, Self-employment, Perceived opportunities, Undergraduate students.

## Introduction

The first formal theory of entrepreneurship was developed by Richard Cantillon in 1725. He defined entrepreneurship as "Self-employed persons, and bearing the risk of buying at certain prices and selling at uncertain prices". However, in 1803, the definition of entrepreneurship was broadened to include the concept of "Bringing the factors of production together" (Chen et al, 2010). In the contemporary world, companies tackling the global economy face unprecedented challenges and threats, as well as remarkable opportunities. As a result of this, entrepreneurship and innovation are seen as the engine driving the economy and this has resulted in a growing interest in the development of education programs that encourage entrepreneurship. However, since the 1950s, organizational psychology research investigating work related motivation has progressed from static content models to dynamic process models. Entrepreneurship study has emerged along a similar situation, adapting organizational psychology findings to better understand the motivation to become an entrepreneur (Segal, 2005). Risk avoiding does not mean risk evading and risk taking does not mean risk seeking either. Entrepreneurship is an interaction process of entrepreneurs' rational decision making and entrepreneurial spirit after the recognition of opportunity (Zhangan and Yang, 2006). A deeper understanding of the competencies enabling University students to successfully lead entrepreneurial inclination among University students (Bagheri and Pihie, 2011). Individuals with entrepreneurial interest do not necessarily have low motivation, but tend to have desires for social contacts and career development efforts in the future (Decker, Calo, and Weer, 2011). Higher learning institutions have provided incentives, encouraging students to start their own business, informing entrepreneurs when they express a desire to create their own business (Moreno et al, 2011). Entrepreneurship education improves motivation towards being entrepreneurial by inspiring students' personal attraction towards entrepreneurship and perceived behavioral control (Dugassa, 2012).

It would be interesting to follow entrepreneurial development in a group of students over a longer period of time in order to establish some understanding of the predictive capabilities of entrepreneurial desire and future business orientation (Tautila, and Down, 2012). Entrepreneurs who learn and develop their self-management and self-monitoring skills have more opportunities to enhance entrepreneurial knowledge and experiences in the entrepreneurial development process (Tseng, 2013). High achievements on creativity and prior entrepreneurial experiences have a direct relationship with entrepreneurial preferences, whereas perception of failure has an indirect influence (Hamidi et al, 2008). However, diversity of educational background on the basis of department offers plausible explanations on the difference of entrepreneurial perception of university undergraduate students (Wu and Wu, 2008). Students are more likely to formulate the choice of starting their own business, when they successfully

feel, recognize and evaluate their own and others interest (Zampetakis, 2009). It is crucial that educational institutions, programme organizers and instructors do not take for granted that students are motivated by entrepreneurship studies; instead they must be aware of the differences in students' motivation and how they are connected to learning outcomes (Hyttieta, 2010). If learning is really based on personal interest, and the surrounding environment empowers the student, it creates a strong internal motivation (Taasila, 2010). The higher interest for self-employment by those with entrepreneurial experience indicates the value of providing students with entrepreneurial experience throughout the department. This will not only develop the students' relevant skill set, but also enhance the perceived feasibility of self-employment (Davey et al, 2011).

Today, entrepreneurs want to be intellectually challenged, and some even want to make a difference in society. Motivating university students towards a culture of entrepreneurship and innovation can have an impact both locally and internationally. Undergraduate students who pursue their own ideas through entrepreneurship are more likely to find satisfaction in their careers, as well as impacting job creation externally (Craig et al, 2010). In the context of the wide-ranging social and economic changes that have been occurring in developing nations over recent decades, new, small enterprises have become a key element in creating employment, wealth and social welfare in all modern, competitive economies. Strong links with and input from entrepreneurs in all sectors are essential to align university curricula to the needs of student self-employment opportunities in the future. Such links will also enable students to learn from those with up-to-date expertise business startup. Previous studies noted that technology transfer and entrepreneurship in universities has neglected the important role student entrepreneurship plays in the technology transfer process. While successful commercialization of faculty research always will depend, to a certain extent, on the ideas generated in university laboratories and the personalities and talents of the individuals involved in the research. Universities can create an environment that fosters new business creation on university campuses (Wai, Uzi and Robert, 2012). Recognition of the value and potential impact of university technologies for the broader population, of the need for university resources and support, and of the important role students can play. According to Werotaw (2010) Ethiopia is one of the backward countries in the world due to a lack of entrepreneurship motivational development. "We were not creative and innovative enough to make Ethiopia wealthy". Look at what you, your parents and grandparents and all whom you know are doing now. Individuals may possess certain competencies; nevertheless, they may not deliberately exploit them unless these competencies are internalized as to become part of their behavior or thinking. Entrepreneurship education has to take into account the relevance of strengthening students' confidence in their capabilities to the changes of the recent roles played by universities, are much needed in order to create an entrepreneurial environment in an effort to fostering entrepreneurship among students (Izquierdo and Buelens, 2008). Previous research papers focused less on factors determining undergraduate entrepreneurial motivation among higher learning institutions in Ethiopia.

Therefore, the focus of the study was to investigate factors determining entrepreneurial motivation of undergraduate students studying in various departments under different college such as information technology or business streams while they are at university.

### **Family Entrepreneurial Background**

There seems to be a consensus that the family is the primary agent of socialization. Families are seen as role models exercising both overt and covert technical influence on their wards as they set norms, values and orient behaviors in the course of daily life of their children. Thus, on the daily basis the children observe and accepting certain latent values passed on to them by their parents, all of which shape their future personality and career. This signals the likely significant influence of family entrepreneurial history on student's future business interest. Stella (2008) stated the British Indian and Chinese student concluded that joining family-owned businesses motivates and thus, provides opportunities for realizing entrepreneurial ambitions. Experience of starting a business or trying to start a business is significantly linked with a positive attitude toward entrepreneurship and a greater degree of self-efficacy. As noted by Afsaneh and Zaidatol (2010), families of the students played a prominent role in motivating and encouraging the students to get involved in entrepreneurship activities and thereby develop their entrepreneurial motivations. Students whose family has a business background are often influenced and motivated by their family member to be involved in entrepreneurial activity and they are expected to possess higher propensity to launch a business in the future (Van Auken et al., 2006). Thus, based on the foregoing theory, the researcher tried to test that:

H<sub>1</sub>: Student's entrepreneurial motivation is determined by family entrepreneurial history; students with entrepreneurial families show an interest in being entrepreneurial.

### **Entrepreneurial Education Courses**

It is becoming increasingly obvious that entrepreneurship can be taught. Drucker (1985) stated entrepreneurship is like management and technology, is an age long practice, whose vital importance to economic growth and development has been explicitly exposed through studies, and brought to the realm of theory and practice. Along this school of thought, entrepreneurial education has been recognized as one of the crucial factors that help the students to understand and cultivate entrepreneurial attitudes. For instance, Wang and Wong (2004) found that although many undergraduates desired to run their own businesses, their dreams were hindered by inadequate preparation. This is because their business knowledge is insufficient, and more importantly, they are not prepared to take the risk to realize their dreams. However, the discussion on this is far from being over. Fayolle (1997) maintains a subtle position as he contends that entrepreneurial education can open students mind and improve their knowledge towards creativity, innovation and may equally shape their attitude towards risks. Therefore, a practical implication is that an attitude change should be considered as a crucial part of entrepreneurship education courses.

H<sub>2</sub>: Entrepreneurship education exposure has higher impact on entrepreneurial motivation of undergraduate Students

### **Entrepreneurial Self-Efficacy**

Entrepreneurial motivation and entrepreneurial self-efficacy are considered as important factors affecting the motivation to step into the process of entrepreneurship. Higher institutions entrepreneurship programmes may focus on exposing students with detailed knowledge and theoretical foundations of entrepreneurship, aim at providing students with the opportunities to gain entrepreneurship experience through experimental learning, practical training, and business plan preparation (Pihie and Bagheri, 2009). In order to increase academic student's entrepreneurial motivation the university should encourage students towards entrepreneurship and also provide knowledge and expertise on entrepreneurial practice. Getting detailed information about starting and running an own business is only the next step after finding a business idea and the motivation for entrepreneurship (Maki, 2011). Growth and developments in international and national economies as well as the labour market, have made it necessary for more attention to be paid to entrepreneurship self-efficacy of the students and the updating of curriculum about entrepreneurial motivation of undergraduate students presented by higher institutions (Eden et al., 2003). For instance (Barbosa et al., 2007) classified four dimensions of entrepreneurial self-efficacy, as opportunity identification which is a strong motivational ability in new venture opportunity identification and development relationship self-efficacy which refers to perceived capability in building relationship with important people such as managerial self-efficacy which is the perceptions of abilities in managerial tasks and tolerance self-efficacy which reflects perceived capability to work under challenging conditions. Thus, the researcher will test the hypothesis that:

H<sub>3</sub>: There is a significant relationship between need for entrepreneurial preference and entrepreneurial motivation.

### **Perceived Opportunities**

Doing business so will give them the opportunities of practical knowledge, experience and abilities to link theory and practices to students. Entrepreneurs may become entrepreneurial Fellows, Lecturers, Entrepreneurs-in-residence, Mentors, Role models or Professors. They can draw in turn on the expertise of academics by hosting academic placements in their organizations and can contribute to future employee development by providing student financial opportunities, self-job opportunities, and solving societal problems (Bilimoria, 2008). Economic status, a function of income levels, may exert influence from two directions. While the affluent ones might be motivated by the seeming access to cheap capital for both start-up and expansion, less privileged ones may see entrepreneurship as necessary alternative source of income to complement their income (Siyanbola et al., 2012). In order to build on the progressive achievements in this regard, the Government will increase its efforts in human resource development through improving access and quality of education in the next five years. In terms of improving access to education, efforts will be made to create full-fledged university laboratory facilities and gradually address issues that limit entrepreneurial student motivation towards innovation and creativity at university levels (GTP, 2010). Do student's motivations for entrepreneurship relate to their entrepreneurial course, family work history, perceived opportunities, or institutional roles? Several motivational factors exist among under graduating

students that could differently influence their motivation to start up a firm. University emphasis on academic knowledge and performance that is entrepreneurial based as one of their requirements for student graduation and provoke entrepreneurial action among students (Famous and Okafor, 2010). Baumol (1990) suggested that entrepreneurs are motivated by the perceived opportunities in the economy. This economic perspective on new venture initiation focuses on the usefulness, utility, or desirability of an entrepreneurial career of starting a new venture. Campbell's (1992) economic decision model compares the expected net present benefits of entrepreneurship relative to the expected gains from wage labor. For both entrepreneurship and wage labor, Campbell multiplied probability of success time's average income to determine expected benefits. Praag and Cramer (2001) found that people would become entrepreneurs if the expected rewards surpass the wages of employment as a motivation. However, expected rewards depended on assessments of individual ability and attitudes towards risk, perceptions of entrepreneurial feasibility were included

H4: There is a significant relationship between Perceived Opportunities and entrepreneurial motivation.

### Conceptual Framework

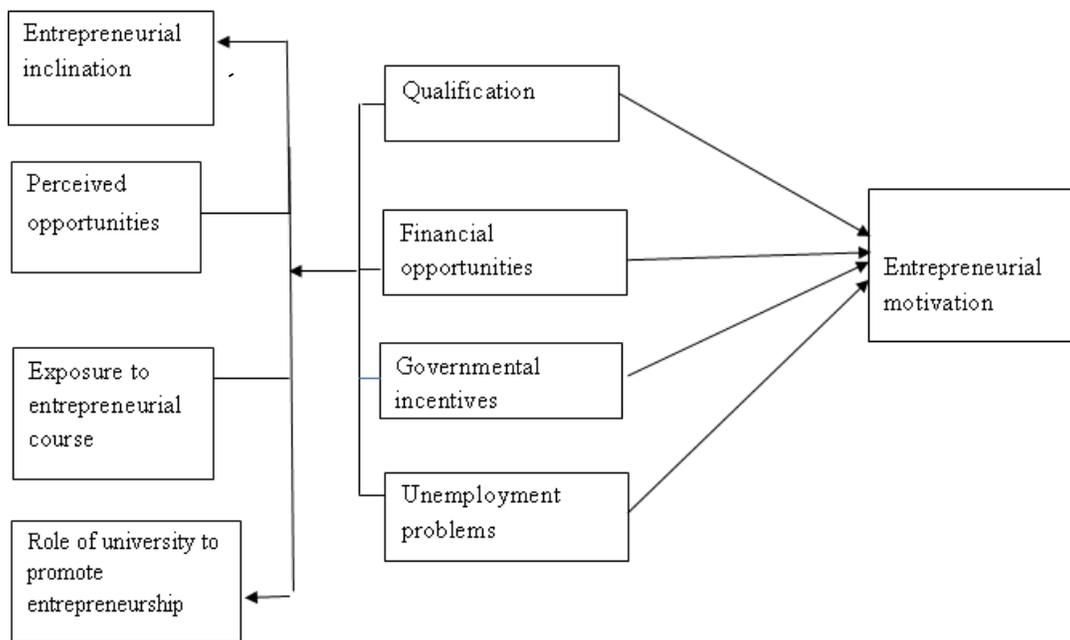


Figure 1: Conceptual framework

### Objectives of the study

The general objective of the study is to explore factors determining entrepreneurial motivation among undergraduate students of higher learning institutions like the role of Universities, exposure to entrepreneurship education, entrepreneurial inclination and perceived opportunities in particular the case of Haramaya University.

## **Method**

Cross sectional survey research design was employed in the study. Fitting standardized research design obviously determines the validity of the outcome of the study. The main methodological issues involved testing the sample, and eventual design of suitable entrepreneurial motivation models. In order to empirically test the proposed model, the study begins with systematic related literature from different research publications.

### **Sampling Techniques**

This study was conducted at Haramaya University main campus. The researcher was selected Haramaya University purposively due to the host of the researcher. The primary source of data collection method was based on close ended questionnaire collected from full time undergraduates of the selected university in 2014 academic year. The data was collected through questionnaires administered to measure entrepreneurial motivation distributed by the researcher through pilot testing prior to finalizing and distributing the actual questionnaires to the respondents to realize instrument validity. The questionnaire has different parts to extract information about the role of higher learning institutions, family background, entrepreneurial education, perceived opportunities, and entrepreneurial inclination. The respondents were asked to state their agreement/disagreement levels on a five-point Likert type scale with 1 – Strongly Disagree; 2-Disagree; 3-Neutral; 4-Agree and 5 – Strongly Agree. In addition to this, dichotomous questionnaires (Yes or No) were employed.

### **Participants**

The participants of the study was limited to Economic, Special Need, Plant Science, Natural Resource, Information Technology and Veterinary Medicine department were 400 and the sample drawn was 152 respondents from the respective seven departments using simple random technique. The study used secondary sources which included review of scientific research articles, research proceedings and researchers. Information and other inputs were also collected from other secondary sources through literature reviews.

The primary data was collected by using a questionnaire which was developed for this study. The questionnaire was developed and piloted before being distributed to respondents to validate content, sequence and the accuracy of data gathering instrument. The questionnaire consists of two parts: The first part of the questionnaire is designed to identify the demographic characteristics of respondents such as: Gender, Age, Department, College/School/Institutes, and Batch. The second part of the questionnaire looks at entrepreneurial motivation of undergraduates. They were asked to indicate the level of agreement or disagreement with various statements on five point Likert type scaling. The secondary data was assessed from different sources through thoroughly reviewing government policies, published journal articles, magazines, and books.

### Validity Analysis

The content validity of the instrument for the present study was ensured as factors affecting entrepreneurial motivation and items are identified from the literature and were reviewed by many professionals, and academicians. Pilot tests were then conducted with students who were seen as similar to the population for the study. The purpose of the pilot study was to refine the questionnaire and to assess the validity of measures in Haramaya University context.

### Data Analysis

Quantitative data analysis technique was applied in the study. The intercorrelation coefficients were computed to investigate how the different variable factors affecting the motivation of undergraduate students. Descriptive statistics such as mean and standard deviation were also used to measure the average response and difference between the responses. Hypotheses were tested using independent sample t-tests and one way ANOVA and determinations significance were based upon a significance level of 5%. Finally, linear regression analysis was applied to identify undergraduate students' motivational predictors with the aid of statistical software specifically, SPSS 20 version.

### Characteristics of Respondents

Out of 152 distributed questionnaires, 148 (148/152=97.45%) completed questionnaires were received back and then the data was analyzed with aid of statistical tools. The respondents were mostly in favor of male with 121 (81.76%) compared to females with only 27 (18.24%). The female respondents in the class room were very few in number in various departments. This has its own factors which were beyond the scope of the study. The study primarily focused on comparing among departments, regardless of their gender, and simply indicating whose responses were dominant. In terms of College, the majority of them were from College of Agriculture and Environmental Sciences with 60 (40.5%) whereas college of Computing and informatics 18 (12.2%), College of Business and Economics were 15 (10.1%), Veterinary Medicine were 17 (11.5%), whereas college of Education and Behavioral Sciences were 18 (12.2%) and College of Social Science were 20 (13.5%). As all of the respondents were studying at the undergraduate level, they were mostly aged between 22 to 26 years old.

### Role of University to Promote Entrepreneurial Students

Further, the study sought to establish respondent's opinion on whether; higher learning institutions are playing a great role to promote entrepreneurial students.

Table 3.1: Summary of University role to promote entrepreneurial students  
Source: Primary questionnaires

Items	Yes	No	Total
Entrepreneurship course on campus will help me to start my own business	115(77.7%)	33(22.3%)	148(100%)
University is ideal place to innovate business models	118(79.7%)	30(20.3%)	148(100%)
University infrastructures and policies encourage students	90(60.8%)	58(39.2%)	148(100%)
University provides resources to assist entrepreneurial student	64(43.2%)	84(56.8%)	148(100%)
A creative university environment inspires students to develop business	105(70.9%)	43(29.1%)	148(100%)
There are no student clubs on campus to promote entrepreneurship	98(66.22%)	50(33.78%)	148(100%)

The findings displayed in Table 3.1, revealed that majority of respondents 115 (77.7%) believe entrepreneurship courses and training will help them to start their own business after their graduation from their current study while 118 (79.7%) revealed higher institution is a right place to grasp business idea and to learn how to innovate business concepts at university level. For instance, 90 (60.8%) revealed higher institution teaching learning infrastructures and policies are encouraging students to be entrepreneurial in their future career while 84 (56.8%) indicate, their higher institution was not providing resources to help entrepreneurial students and there is no incentives designed at student level for better encouraging innovations. However, 105 (70.9%) indicate, a university level creativity inspires students to develop business ideas due to government influence on public universities even though it's not practically implemented. On the other hand, 98 (66.22%) of respondents indicated, there was no student clubs on campus like other clubs to promote entrepreneurship in the university. One can infer from this study, no entrepreneurship centers were established to take initiatives for encouraging students through programming competitions among students.

### Exposure to Entrepreneurship Courses

The study considered the following summary of respondents opinion on whether higher learning institutions, specifically the selected university, deliver access to entrepreneurship courses or training for undergraduate students while they are in campus.

Table 4.1: Summary of Entrepreneurship education  
Source: Primary questionnaires

Items	Disagree	Agree	Neutral	Total
Instructors are experienced and competent course presenters	21(14.2%)	93(62.8%)	34(22.97%)	148(100%)
The course helped me to develop new business innovation	16(10.81%)	102(68.92%)	30(20.27%)	148(100%)
Interest towards entrepreneurship has been raised after taking the course	30(20.27%)	99(66.89%)	19(12.84%)	148(100%)
The course provided an opportunity to learn by doing the practical cases	25(16.89)	97(65.54%)	26(17.57%)	148(100%)

Instructors are a key aspect in enhancing entrepreneurial students in university. The majority of the respondents 97 (63.8%) agree that instructors experience and competent course presenters, while 34 (22.4%) rated themselves neutral about instructors are experienced. 106 (69.7%) agree the course helped to develop new business innovation. Interest towards entrepreneurship raised after taking the course was rated as 103 (67.8%) cited agree, while 30 (19.7%) cited disagree. Finally on opportunity learning by doing the practical cases, 96 (64.9%) rated themselves agree, while 25 (16.9%) rated themselves disagree. Generally only a few respondents rated themselves neutral or disagree about exposure to entrepreneurship course.

### Entrepreneurial Preference and Family Background

Entrepreneurial preferences of undergraduate students were influenced directly or indirectly by their family background as indicated on the response of dichotomous questions and their own initiative to be an entrepreneur.

Table 5.1: Summary of entrepreneurial preference and family background  
Source: Primary questionnaires

Items	Yes	No	Total
I have never thought of being an entrepreneur in the future	67(45.3%)	81(54.7%)	148(100%)
Pursuing self-employment increases the chance of failure would be high	80(54.1%)	68(45.9%)	148(100%)
I could easily pursue a career involving self-employment	110(74.3%)	38(25.7%)	148(100%)
I would prefer to be hired in big companies in the future	63(42.6%)	85(57.4%)	148(100%)
My family was a hired employee and I will follow their experience	65(43.9%)	83(56.1%)	148(100%)
My family had their own business and I will follow their experience	96(64.9%)	52(35.1%)	148(100%)

As indicated in Table 5.1, one can easily infer that there were differences between business owner family respondents and non-business owned family of the respondents. Majority of business owned respondents were decided to follow the experience of their family to start their own business. However, some of non-business owner family respondents were less interested to have their own business in the future and intended to share the experience of their family to be hired in any company after their graduation.

Generally respondents of Haramaya University expressed their entrepreneurial preference and family background. Majority of the respondents 81 (54.7%) never thought of being an entrepreneur in the future. On other hand, 110 (74.3%) cited 'yes' to pursue a career involving self-employment. Interest to be hired in a big company in the future 85 (57.4%) while 83 (56.1%) family was hired employee and the respondents would not prefer to follow their family experience. On the other hand 96 (64.9%) family of the respondents were working their own business and they will follow their experience to run their own business like their family.

### Perceived Opportunities

Undergraduate students were asked their level of agreement or disagreement about opportunities perceived from being entrepreneurial considering financial benefit, lack of employment, need for independence, quality of life and higher social position.

Table 6.1: Summary of perceived opportunities for undergraduate student becoming an entrepreneur  
Source: Primary questionnaires

Items	Disagree	Agree	Neutral	Total
Financial benefit	15(10.1%)	121(81.8%)	12(8.1%)	148(100%)
Lack of employment	40(27%)	83(56.1%)	25(16.9%)	148(100%)
Need for independence	16(10.8%)	116(78.4%)	16(10.8%)	148(100%)
To live quality of life	19(12.8%)	118(79.7%)	11(7.4%)	148(100%)
To achieve higher social position	23(15.5%)	106(71.6%)	19(12.8%)	148(100%)

Majority of undergraduate students 121 (81.8%) want to be an entrepreneur for financial benefits, while 83 (56.1%) an entrepreneur due to lack of employment. 116 (78.4%) of the respondents need to be an entrepreneur for getting indecency from their family assistant. On the other hand 118 (79.7%) of the respondents were to be an entrepreneur to live quality of life or to improve their income ,while 106 (71.6%) need to be achieve higher social position in their own communities. Generally very few of the respondents were disagree or neutral about the opportunity perceived from being an entrepreneur.

### Regression Analysis

The analysis of the regression table below followed the sequences of conceptual framework and consists of entrepreneurial preference, perceived opportunities, exposure to entrepreneurial courses, and role of universities to promote entrepreneurial undergraduate students.

Table 7.1: Coefficient determination of Respondents Determining Entrepreneurial Inclination of Undergraduate Students in Ethiopian Higher Learning Institutions

Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	.492 <sup>a</sup>	.242	.193	.242
a. Predictors:(Constant),highly desirable career, Prefer to be hired, Start to work my own business, Never thought to be an entrepreneur, Business owner family, Pursue self- employment, Failure is high,No plan to operate new business or not start a business.				
Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	.427 <sup>a</sup>	.182	.142	.49673
a. Predictors: (Constant), Financial gain, Greater flexibility, Mission and vision, lack of employment, Need for independence, Quality of work life.				
Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	.428 <sup>a</sup>	.183	.131	.50717
a. Predictors:(Constant),Course interest raised after taking the course, instructors motivate students, gain different experience, learning by doing, experienced instructors, problem solving.				
Model	R	R Square	Adjusted R Square	Std.Error of the Estimate
1	.453 <sup>a</sup>	.205	.154	0.3844
a. Predictors:(Constant),university course, entrepreneurship course is limited business students, No entrepreneurship club, experienced instructors, understand business creation,self-employment creation				

From Table 7.1 the coefficient of determination is 24.2% which means that 49.2% of the variation raised from entrepreneur preference while 18.2% which means 42.7% of the variability raised from opportunity perceived being an entrepreneur in the future where as 18.3% which means 42.8% of variation comes from exposure to entrepreneurship programmes. On the other hand, 20.5% indicate 45.3% of variability emerged from role of university to promote entrepreneurial students at higher learning institutions. Analysis of variance was done to establish the level of significance as indicated in Table 7.2 below.

Table 7.2: Analysis of Variance (ANOVA) of Determining Entrepreneurial Inclination of Undergraduate Students.

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	8.934	9	.993	4.959	.000 <sup>b</sup>
Residual	28.026	140	.200		
Total	36.960	149			

a. Dependent variable: Employed family in government or NGOs  
b. Predictors:(Constant),highly desirable career, Prefer to be hired, Start to work my own business, Never thought to be an entrepreneur, Business owner family, Pursue self- employment, Failure is high, No plan to operate new business or not start a business.

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	7.796	7	1.114	4.514	.000 <sup>b</sup>
Residual	35.037	142	.247		
Total	42.833	149			

a. Dependent Variable: Higher Social Position  
b. Predictors: (Constant), Financial gain, Greater flexibility, Mission and vision, lack of employment, Need for independence, Quality of work life.

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	5.407	9	.601	4.065	.000 <sup>b</sup>
Residual	20.988	142	.148		
Total	26.395	151			

a. Dependent Variable: Entrepreneurship course and education programme  
b. Predictors:(Constant),university course, entrepreneurship course is limited business students, No entrepreneurship club, experienced instructors, understand business creation, self- employment creation

Model	Sum of Square	Df	Mean Square	F	Sig.
1 Regression	8.185	9	.909	3.536	.001 <sup>b</sup>
Residual	36.525	142	.247		
Total	44.711	151			

a. Dependent Variable: Entrepreneurship course  
b. Predictors:(Constant),Course interest raised after taking the course, instructors motivate students, gain different experience, learning by doing, experienced instructors, problem solving.

From Table 7.1 the coefficient of determination is 49.2%, 42.7%, 42.8% and 45.3% respectively. This indicates analysis of variance helps to establish the level of significance as indicated in Table 7.2. Coefficient of determination results and Analysis of Variance of significance level was 0.000 or 0.001 which was less than the set P-value of 0.05. This means that entrepreneur motivation of undergraduate students was determined through role of university, family background, entrepreneurship education exposure, and perceived opportunities in higher learning institutions particularly to undergraduate students of Haramaya University.

### Reliability Analysis

Reliability with regards to the consistency of the results is acceptable and obtained from the research data gathering instrument used in the research. This study is reliable because it used valid strategies and techniques appropriate to the research objectives. It has been tried also to present a detailed evidence of the research plan (i.e. details of the research site, method

of sample selection, instruments used) and its implementation in the methodology section to assure the study's reliability.

Table 7.3: Reliability Coefficient, Mean and Standard Deviation (SD) for the major variable  
Source: Statistical output

Variables	Number of items	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Mean	Variance	SD
Entrepreneurial motivation	11	.622	.610	6.460	5.310	2.304
Entrepreneurship education	10	.551	.585	10.382	9.827	3.135
University role	9	.556	.615	5.629	5.102	2.2587

## Conclusion

The main purpose of this study is investigating determinant of undergraduate entrepreneurial motivation in Ethiopian higher learning institutions, a case of Haramaya University. The study primarily focused on determining parameters contributing or influencing undergraduate students to be an entrepreneurial oriented. According to this study, entrepreneurial motivation of undergraduate students was analyzed from family background, perceived opportunities, entrepreneurship courses and facilities or infrastructures of the host universities provided for innovative students. In addition to this, the target of the study was assessing parameters determining of undergraduate students towards entrepreneurial motivation of various departments with different qualification at Haramaya University. To be an entrepreneur were not limited to specific field of study or disciplines. Thus, the researcher indicated that, it is equally important to all qualifications or degrees regardless of being from science or social sciences. The hypothesis test confirms that entrepreneurial preference, perceived opportunities, exposure to an entrepreneurial course and the role of the university to promote entrepreneurship have significant impact on entrepreneurial motivation of undergraduate students of higher learning institutions a case of Haramaya University.

The result of this study shows that parameters considered to assess determinants of entrepreneurial motivation variables were significant in determining future entrepreneurial activities of undergraduate students. This indicates that the four dimensional variables incorporated in this study are important for determining entrepreneurial motivation of undergraduate students. The majority of the respondents' revealed university was not providing resources to assist entrepreneurial students coming with innovate ideas even though a university environment inspires students to develop business ideas. The study result revealed there was no student clubs on campus to promote entrepreneurial students in university. When we compare all the necessary variables included in this study one can infer that major variables indicate the relevance of creating entrepreneurial students for the development of the nation and economic prosper. It's fair to conclude that in the absence of innovative students in higher learning institutions, the existence of university is no more relevant to any development circumstances.

## Research Limitations and Further Research

Currently, there are over thirty public universities throughout Ethiopia. Because of the financial and time constraints, the study was delimited to Haramaya University main campus. The selected university was considered due to their proximity to the researchers host university. In spite of these, this study still has some limitations. The most obvious limitation of the study is certainly cost and time and that reflects on the response rate and the need to increase the sample size of the respondents from sister universities. The researcher recommendations could be made for future research relating to entrepreneurial motivation graduate students incorporating response from policy makers. A comparative study can be carried out to public owned universities with privately owned universities/colleges to enhance more generalizability, and the completeness of further studies.

## Competing interests

The author declare there is no competing interests

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