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## **Entrepreneurship Is an Attitude: A Case Study of Students of Valley View University**

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### ***Abstract:***

*This study was to find out the entrepreneurial attitude of students of Valley View University (VUU) based on the academic programs offered and gender. A research questionnaire was developed and answered by 245 students of which 63.7% were males and 36.3% Female. With the help of SPSS, the Pearson Chi-Square and T-Test were used to determine academic program verse entrepreneurial attitude and gender verse entrepreneurial attitude respectively. The results indicated that students at VUU agree that the study from their faculties give them entrepreneurial attitude and gender is not hindrance among the students when it comes to entrepreneurial attitude.*

***Keywords:*** *Entrepreneurship, entrepreneur, Technopreneurship, entrepreneurial attitude, attitude*

### **1. Introduction**

Currently there is a high level of graduate unemployment in Ghana (Opoku-Antwi, Appiah, Nyamaah-Koffour & Yakubu, 2012) and as a result, it has become imperative to let university students develop the attitude of starting their own business after school (Rudhumbu, Sivotwa, Munyanima & Mutsau, 2016). The Institute of Statistics, Social and Economic Research of the University of Ghana has reported that 90 percent of graduates do not find jobs after completing school. Notably, these graduates who have become job seekers are not problem solvers due to the teaching of old-fashioned courses, lack of or use of outdated technologies and equipment (Kanyiri, 2012). Vinnay and Sing (2015) have asserted that education initiates the personal characteristics of an entrepreneur. This implies that academic programs offered by universities play an important role in making students become entrepreneurs. It is based on this background that this research measured students of Valley View University (VUU) entrepreneurial attitude as impacted by the academic programs and gender.

Valley View University is among the 74 accredited private universities in Ghana accredited by the National Accreditation Board of Ghana. It is the first private university in Ghana to be given a charter status. The charter allows VUU to become an autonomous institution in granting a degree. The school currently have a footing in five regions of Ghana which are Greater Accra Region, Ashanti Region, Brong-Ahafo Region, Western Region and Northern Region. The academic programs offered in each school or faculty are 8 graduate school programs and 26 for undergraduate programs distributed as follows: school of business (7), school of theology and missions (1), faculty of science (8), faculty of arts and social science (1) and school of education (9).

### **2. Literature Review**

Entrepreneurship has been declared by Tamizharasi and Pachanathan (2010) to be a person's ability to be innovative, risk taker, show of confidence and competence to meet an unexpected and hostile condition. A further assertion of entrepreneurship is an idealistic nature of a person who wants to be a change-maker (Bosma, Schott, Terjesen & Kew, 2016) and starting and growing a business (Stough, 2016). The act of creation and growth of an enterprise is the role of entrepreneurship (Acs & Szerb, 2010). Therefore entrepreneurship is an attitude of turning an idea into an employable venture which solves a problem with a product or service. Recently, there is a new class of entrepreneurs known as technopreneurship who uses technology to innovate, create revenue generating business venture to solve problems (Egboga, 2013).

Entrepreneurs are innovators who come with new products and ideas (Abdulwahab and Al-Damen, 2015) and they exhibit some motivational traits. According to Abdulwahab and Al-Damen (2015), they show competency to include the need for achievements, self-confidence, inventiveness, independence and responsibility, risk taking propensity and experience. Further, they are motivated by achievements, challenges and learning, autonomy, recognition and status, income security and financial success, family roles, dissatisfactions and social motivation (Ute, Mark & Cord-Christian, 2015).

Attitude has been noted to mean a level of like and dislike for something (Pulka, Rikwentishe & Ibrahim, 2014). It is a cognitive or behavioral action whether conscious or unconscious to showing favorably or unfavorably to an object or idea (Sadati, Fami, Asadi, & Sadati, 2010). The entrepreneurial attitude of a student must consist of commitment, positive thinking, trust in personal abilities and

skills (Wisniewska, Tarczynska & Papiashvili, 2015), identification of problems or market gaps and be able to create a sustainable commercial venture.

As noted by Rudhumbu, Sivotwa, Munyanyiwa, and Mutsau (2016) in a study conducted in Botswana universities concluded that the students had a positive attitude to entrepreneurship and they would like to be entrepreneurs after completing school. Further, according to Pulka, Rikwentishe and Ibrahim (2014) among selected universities in the north east of Nigeria, the students had a strong favorable entrepreneurial attitude. The study further denoted that the elements of entrepreneurial attitude were cognitive, affective and behavioral. Wisniewska, Tarczynska & Papiashvili, (2015) have also noted in a study at Gdansk University that the students had a fair and positive attitude towards entrepreneurship. In Malaysia, favorable results were obtained in relation to students' perception of entrepreneurial education and further noted that the teaching and assessment methods caused a desire for students to pursue entrepreneurship (Nian, Bakar & Islam, 2014).

These studies have identified gender as mitigating factor to entrepreneurial attitude. It has been noted that there is a gender gap in the world entrepreneurship which estimated to be 55% male and 45 % female (Bosma, Schott, Terjesen & Kew, 2016). Kelley and Singer (2016) have also confirmed males entrepreneurs are more than females in a ratio of two to one. Female are noted to be risk averse when it comes to entrepreneurship as compare to male, however recent trends show a reserve of this assertion (Stough, 2016). Women entrepreneurship is a state of mind and the challenge is for them to meet the needs to become economically free (Vinay & Singh, 2015). In an academic setting, the promotion of entrepreneurship among genders must be by conscious policies and articulated and implemented (Keisu, Abrahamsson & Ronnblour, 2015).

The teaching of entrepreneurship education must not only focus on business plan writing (Bewayo, 2015) but must include the entrepreneurial intentions, problem identification, and solution, how to locate market gaps and grow businesses. All course taught in universities must not only focus on knowledge impartation but should also motivate the students to create a commercial venture. According to Dai, Tsadidey, Ashiagbor, and Baku (2008) university training should consist of knowledge, personality, development of skills, moral and religious training which must turn the student into an entrepreneur.

### 3. Objectives and Methodology

The objectives of this research study are:

1. To observe the entrepreneurial attitude of students among schools and faculties.
2. To observe the gender influence of students entrepreneurial attitude.

A developed research questionnaire with Cochran Alpha of 83.44% was randomly give to 245 students of VVU to answer. The respondents were made of up of 63.7% males and 36.3% Female. There were MBA students of 16.7%, First year students of 0.8%, Second year students of 20.4%, Third year students of 22.9% and Fourth year students of 39.2%. In terms of representation from schools or faculty; Graduate School 15.9%, School of Education 18%, faculty of Arts and Sciences 2.4%, Faculty of Science 34.3%, Business School 26.9% and School of Theology and Mission 2.4%.

### 4. Results and Discussion

In order to address the first objective, the null hypothesis question was  $H_0$ : There is no relationship between the academic programs of study and the level of students' entrepreneurial attitude. A research question was asked to find out whether the studies on their faculties have prepared the students well to be entrepreneurs. Based on the Pearson Chi-Square test resulting in a .022 significance level the null hypothesis is rejected as compared to a benchmark significance level of .05. This means that students of VVU accept the relationship between their various programs of studies in preparing them to be entrepreneurs.

Chi-Square Tests			
	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.187	5	.022
Likelihood Ratio	14.705	5	.012
N of Valid Cases	245		

Figure 1

The second null hypothesis which is used to answer objective two of this research is

$H_0$ : Gender does not affect entrepreneurial attitude. This question is addressed by using T-Test as generated by SPSS.

Gender	N	Mean	Std. Deviation	Std. Error Mean
Male	156	1.10	.304	.024
Female	89	1.17	.376	.040

Figure 2: Group Statistics

Independent Samples Test										Effect Size Statistics
Levene's Test for Equality of Variances		t-test for Equality of Means								Eta Squared
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence		0.00812
								Lower	Upper	
Equal variances assumed	8.753	0.003	-1.495	243	0.136	-0.066	0.044	-0.153	0.021	
Equal variances not assumed			-1.411	153.733	0.16	-0.066	0.047	-0.158	0.026	

Figure 2: T-Test

The Levene's test for equality of variances showed that variation of the score of the male and female are not the same enhance the use of the data from equal variance not assumed The sig. (2- tailed) is 0.16 which denotes that there is no significant difference between the males and the females among students entrepreneurial attitude. The magnitude of the effect size is 0.00812 which is very small. This means only 0.8percent variance is explained by gender and in short accept the null hypothesis.

## 5. Conclusion

Evidence from above analysis of the statistical data, VVU students agree that the academic programs offered at VVU prepare them to be entrepreneurs. Further, this entrepreneurial attitude is not affected by gender differences among the students. This paper confirms Tamizharasi and Pancharatham, N. (2010) point that gender is not a hindrance to entrepreneurial attitude. It is important to have a future study in determining whether graduates from VVU really become entrepreneurs after completing school.

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