

Exploring Entrepreneurial Culture and Its Socio-Cultural Determinants: In Case of Woldia University Graduating Students

Abriham Ebabu Engidaw (✉ abreshman0921@gmail.com)

Woldia University <https://orcid.org/0000-0002-5081-5668>

Research

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Abstract

The purpose of this study was exploring entrepreneurial culture and its determinants: in the case area's University graduating students. To achieve its objectives, the study employed a descriptive and explanatory research design and in the study cross-sectional study was conducted through mixed research method. The target population of the study was 223 first degree regular 2018 University graduating students of management department and their instructors in the study area. And sample size was 143 respondents. The study result showed that majority of respondents did not plan to start their own knowledge based business. This was essentially due to lack of competence in transforming ideas in to practice and commercializing it to create their own business. Correspondingly, prodigious attention should be given to have an entrepreneurial orientation in the contents and methods of teaching at all levels of education systems primary, secondary and higher educational institutions and use different awareness raising mechanisms.

1. Introduction

Entrepreneurship described as the function of handling economic activity, undertaking risk, creating something new and organizing and coordinating resources for innovating new ideas, products and services (Gupta & Srinivasan, 1999: 1.17). And also Entrepreneurial culture refers to the sum total of dynamic and innovative ways and means by which entrepreneurs respond to changes in the environment (Lucky: 2011:220). Being 20 percent, unemployment is the most persistent and urgent development challenges for African countries (Economic Commission for Africa, 2009:17). In developing regions like Africa, it has been argued that the better-educated people experience higher unemployment rates. In Africa, for educated people, entrepreneurship is a necessity rather than an opportunity. They established their own business because finding wage employment is highly competitive and full of corruption. They are forced to start a business and become self-employed (Schaumburg-Mülle et.al. 2010: 4).

In Ethiopia, 50% of the population in the age group between 15 and 30 years old is unemployed (Eshetu & Mammo, 2009:2) and this figure is among the highest unemployment rates worldwide. It is concentrated among relatively well-educated first time job seekers who come from the middle classes. Mean duration of unemployment is close to four years and is higher for those aspiring to a public sector job (Serneels, 2004; 4). Any endeavor to understand the entrepreneurial spirit among people should include an examination of the socio-economic origins of the entrepreneurs (Gupta & Srinivasan, 1999: 1.7). So far researches mostly focus on the infrastructural obstacles that peoples faced with starting business. However; there are few studies conducted on the socio-cultural foundation of entrepreneurship, entrepreneurial culture, and the effects of the socio-cultural conditions of graduating students on the development of entrepreneurial culture and entrepreneurship. Hence; this study investigated the variation of entrepreneurial culture among 2018 University first degree graduating students in the case area. It also explored and examined the socio-cultural environment of those graduating students with the aim of identifying the courage and constraint factors for the development of entrepreneurial culture among those students. This study would fill the knowledge gap in the socio-cultural dimensions of

entrepreneurship. It provides an insight for policy makers regarding the socio-cultural courage and constraints of entrepreneurial development in Ethiopia especially with those prospective innovative human powers of the country, university graduating students. It would provide a platform for action to mainstream entrepreneurship in education and other forms of socialization. It would also support entrepreneurial advocates by providing empirical evidence about the nature and socio-cultural and policy constraints of entrepreneurial development in the country.

2. Study Objectives

1. To investigate the effect of residential area of respondents on entrepreneurial culture
2. To analyze the effect of work expectation of respondents' family on entrepreneurial culture
3. To examine the effect of status of respondents in taking on entrepreneurship course on entrepreneurial culture (EC)
4. To investigate the effect of community attitude of respondents on entrepreneurial culture

3. Literature Review

3.1. Entrepreneurship

Entrepreneurship needs an entrepreneurial culture which refers the ability of people to be more creative, innovative, highly motivated, self-confident, willing to challenge, better communicators, decision-makers, leaders, negotiators, problem solvers, team players, systematic thinkers, less dependent, less risk averse, able to live with uncertainty, and capable of recognizing opportunities. Entrepreneurial qualities are difficult to indoctrinate in the new generation within a short periods of time. In our country unemployment is the most persistent and urgent development challenges. Surprisingly, the better educated peoples experience higher unemployment rate. Entrepreneurship is considered as a second work career while people are unable to enroll in large organizations.

Developing a business plan is also another quality of an entrepreneur by which the entrepreneurs will make profit by creating value for its customers, shareholders, partners, and other connected entities. Family background, education, previous work experience, risk attitude, over-optimism, preference for independence and the norm and values of a society influence the choice of individuals life careers i.e. entrepreneurship or salaried employment (Sanditov & Verspagen, 2011: 2). Parents encourage or discourage them from entering in certain life careers. Parental influences also make a significant difference in individuals' life chances both through the material advantages and psycho-social support of their respective family. Generally, all agents of socialization in the home and in the society have their own part in inculcating individuals with the life ways of the society. In addition to its role in evaluating life careers, culture also enable to suggest or judge which kinds of work is appropriate and inappropriate for different groups. Formal educational institutions serve as a socializing agent alongside to the general cultural and family socialization processes (Watson, 2008:233).

Subsequently, entrepreneurial culture is a backbone for entrepreneurship development, dealing with those factors affecting the entrepreneurial culture of young generation especially the educated part of the society, is a critical step in promoting entrepreneurial thinking and engagement of those parts of the society in such adaptive mechanisms.

3.2. Entrepreneurial Culture

Samli (2009: 56) characterized successful entrepreneurs as they are creative thinker and strongly aware of their environment to know and choose appropriate opportunities that leads to success. They are able to identify opportunities in improving the existing system. They have to understand and evaluate the opportunity options in their surroundings. European Commission (2008:26) also argued the character qualities of an entrepreneur as they are more creative, innovative, highly motivated, self-aware; self-confident, willing to challenge, better communicators, decision-makers, leaders, negotiators, networkers, problem solvers, team players, systematic thinkers, less dependent, less risk averse, able to live with uncertainty, and capable of recognizing opportunities.

3.3. The Power of Culture in Entrepreneurial Development

In their definition of culture Gorodnichenko & Roland (2011:1) argued that culture affects social norms as well as the economic behaviors such as the propensity to save or to innovate and many other economic decisions such as fertility choices, investment in education, charitable contributions or the willingness to contribute to public goods.

The probability of being self-employed affected with cultural backgrounds that shape the attitudes toward risk, which in turn influence the choice to become an entrepreneur. Cultural stereotyping, norms, and values affect the structure and intentions of organizations or/and institutions; educational policies, occupational decisions; international competitiveness; the access to financial institutions; entrepreneur supply and demand and, the expertise that may develop (Hoyos-Ruperto (2009:18).

3.4. Entrepreneurial Culture in Individualistic and Collectivist Culture

Individualistic cultures directly influence individual behavior with cognitive influences. Here, information is made available for the individual to make critical decisions, and individuals make their own decisions on the basis of the information they obtain. Oppositely, in collectivistic cultures groups and group leaders influence the behavior of individuals. In this culture, affective influences, traditions, and emotions are more critical in decision-making processes and individuals' behavior (Samli, 1995 cited in Samli, 2009:48). Individuals in individualistic societies are sensitive to information. Individually acquired information is decisive in decision-making situations. Individuals in collectivistic cultures are sensitive to opinions of certain leaders and family elders (Samli, 2009:49).

3.5. Entrepreneurial Ecosystem

One of the key success factors for entrepreneurship development is effective development of the entrepreneurial ecosystem, in which multiple stakeholders play a role in facilitating entrepreneurship. It is a system of mutually beneficial and self-sustaining relationships involving institutions, people and processes that work together with the goal of creating entrepreneurial ventures. It includes business (large and small firms, as well as entrepreneurs), policymakers (at international, national, regional and local levels), and formal (primary, secondary and higher education) and informal educational institutions. In the establishment and development of entrepreneurial ecosystem the role of the government is crucial in creating the proper regulatory framework to catalyze the involvement of the private sector, education institutions, individuals and intermediaries within an entrepreneurial ecosystem (European Commission, 2008:3).

3.6. Empirical Reviews on Determinants of Entrepreneurial Culture

Positive approaches of the surrounding community concerning entrepreneurship are likely to upturn one's desire to engage in entrepreneurial activities and more specifically, individuals who experience a positive view on entrepreneurship among their immediate contacts are more likely to have greater intention to become entrepreneurs. For instance, it is often recognized that among people of Chinese origin, entrepreneurial role models encourage people to go into business supported by close networks of family members and relatives (Kao, 1993; Siu and Martin, 1992). Moreover, the societies and cultures that value entrepreneurship tends to develop societal systems to encourage it (Vesper, 1983). In fact, Lui and Wong (1994) privilege that cultural value analysis is in tension with another conceptualization that emphasizes strategizing behavior. Generally, the strategizing behavior simply refers to using sets of tactical actions in achieving specific goals. This argument is supported by Stites (1985) study of industrial labors in Taiwan and the previous discussion shows that the Chinese entrepreneurial ethic are credible examples to illustrate this second paradigm and its tension with the cultural value analysis (Harrell, 1985). Cultural attitudes also one of the mechanism that contribute to the entrepreneurial success and it would positively related to motivating force for the business growth. In the Czech and Slovak Republics, negative public attitudes toward entrepreneurs disheartened entrepreneurs (Swanson and Webster, 1992). Another study of Mokry (1988) proposed that local communities can play an important role in developing an entrepreneurial environment. Authors such as Swanson and Webster (1992) propagated that with the development of social prejudice against business entities may result to small business become a victim of social justice. In fact, as pointed out by Gnyawali and Fogel (1994), they revealed that social factors may be equally important as availability of loans, technical assistance, physical facilities, and information. In the Czech and Slovak Republics, negative public attitudes toward entrepreneurs discouraged entrepreneurs (Swanson and Webster, 1992). Lui and Wong (1994) found Hong Kong's economy is structurally conducive to Chinese entrepreneurs in Yusof et al/ International Journal of Advanced and Applied Sciences, 4(12) 2017, Pages: 287-297 291 two ways; first, the expansion of the economy in the past few decades "has given rise to many new forms of economic activities which are open to entrepreneurial ventures" and second, the structure of the economy "encourages people to appropriate opportunities opened up in the process of economic development in the forms of small businesses and self-employment". This entrepreneurship may not prosper if most members of the society

view it with suspicion. Consequently, a constructive approach of the general public toward entrepreneurship and an extensive public support for entrepreneurial behavior are both needed to encourage people to start a new business. Proposition 3: The cultural attitudes towards entrepreneurship would be positively related to the success in entrepreneurship 2.5. Proximity of entrepreneurial universities In the literature, Zhou and Peng (2008) define the entrepreneurial university as the university that strongly influences the regional development of industries as well as economic growth through high-tech entrepreneurship based on strong research, technology transfer and entrepreneurship capability. The entrepreneurial university is thus related not only to the university mission and tasks, but also to the organizational form, the deeply embedded activities and procedures, and the working practices and goals of individuals and research groups. It thus implies entrepreneurial action, structures and attitudes within the university (Rinne and Koivula, 2005). Similarly as Varga (2000), university graduates may be one of the most important channels for disseminating knowledge from academia to the local high-technology industry. Analyzing patent citations, Jaffe et al. (1993) found that knowledge spillovers from academic research to private industries have a strong regional component for the importance of proximity for the use of public science). Without a doubt, we believe that universities ought to take steps to encourage entrepreneurial movement in their environments. Therefore, the dual role of the modern academic mission now requires universities to not only serve society by educating students, but also to foster research that can be developed into commercially viable products and technologies (Kirby, 2006). A low level of education and exposure could prevent motivated entrepreneurial movement in their surroundings. Research evidence by Clark (1998) has shown that there are the relation with the concept to universities attempts to reform them and to become more entrepreneurial by strengthening their steering core, enhancing the development periphery, widening the funding base, stimulating the academic heartland and promoting an entrepreneurial belief. While Saxenian (1994) points out, one of the important mechanisms facilitating knowledge spillovers involves the mobility of human capital, embodied in graduating students as they move from the university to a firm. This could be perceived as an institutional characteristic-an institution aiming to foster enterprising individuals (Gibb, 2006) and to change and take risks (Barnett, 2005), its faculties and staff operating as academic entrepreneurs within the university and capable of innovating and sustaining technology transfer beyond it (Shattock, 2005).

4. Conceptual Framework

Based on the above theoretical and empirical reviews the following conceptual framework and research hypothesizes are developed by the researcher.

4.1 Research Hypothesis

Hypothesis A1: Residential area of respondents has a significant effect on students' plan to be an entrepreneur in the study area.

Hypothesis A1: Work expectation of respondents' family have a significant effect on entrepreneurial culture in the study area.

Hypothesis A1: Status of respondents in taking entrepreneurship course have a significant effect on entrepreneurial culture.

Hypothesis A1: Community attitude of respondents has a significant effect on entrepreneurial culture.

4.2 Regression Model Specification

$$Y = B_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where: Y = Entrepreneurial Culture

X_1 = Residential area of respondents

X_2 = Work expectation of respondents' family

X_3 = Status of respondents in taking entrepreneurship course

X_4 = Community attitude of respondents

β = Beta Coefficient.

B_0 = Constant,

e = other factors not included in the study (0.05 random error) and

5. The Current Study

The study was aimed at exploring entrepreneurial culture and its socio-cultural determinants: in case of University graduating students. Based on the overall findings of the study the general conclusions and recommendations are drawn.

6. Methodologies

This study used descriptive and explanatory research designs and it employed mixed research approach. The quantitative part of this research was employed to provide statistical generalization about the variation of entrepreneurial culture among university graduating students with different socio-cultural exposure and look at the effects of different socio-cultural variables of those students on their entrepreneurial knowledge, attitudes and skills, and future work choice. And also, qualitative research approach was used to provide detail descriptions of the social settings in which graduating students spent their life time including their exposure in the University. It was also employed to provide detail explanation about the relationship among dependent and independent variables. Furthermore; detail investigation was conducted to explain why variation in entrepreneurial culture was happened among those students who are living with different socio-cultural conditions. The population of this study was first degree regular 2018 management department graduating students and instructors. However the total

numbers of regular first degree graduating management students of the University was 223, so the sample size using the following Yamane's sample size determination formula

$$(n = \frac{N}{(1+Ne^2)}) \text{ were } 143$$

In this study the estimate of confidence level (95%) within 5% degree of accuracy has been used. For the quantitative parts of this study, respondents were selected based on stratified sampling techniques by using their section as a stratum. Stratified and systematic sampling techniques were used to minimize the chance of selecting respondents from the same socio-cultural background including their educational background. For interview, purposive sampling technique was employed in order to incorporate teachers and students who were knowledgeable to the socio-cultural environmental conditions. One male and one female class representatives from each five sections were selected and participated in Focus group discussions. Two discussion sessions were held with 10 participants in each group. And also the collected data was analyzed through correlation and multiple linear regression analysis.

7. Study Materials

7.1 Measures of Variables

To explore the relationship between dependent and independent variables, the data were gathered through standardized and self-administered questionnaires conducted among regular first degree graduating students of 2018 in this University. This instrument was used to examine the variation of entrepreneurial culture among graduating students in the University and to look the effects of different socio-cultural variables on the development of entrepreneurial culture among those students. Questionnaires were adapted from entrepreneurial concepts and theories formulated by previous researchers in the area and the researcher. Standardized questionnaires, Entrepreneurial Attitude Orientation (EAO) also used with some modifications and also the data collection instruments were arranged in English language.

8. Results

8.1. Scale Reliability

When we see the reliability it was statistically tested by using the most commonly used statistics cronbach alpha coefficient and all seven scales had a high level of reliability. Prior to conducting the main study, a pilot test was conducted using 25 graduating students at the University to check the feasibility of the questionnaires. The reliability test confirmed the internal consistency in responses and it indicated that the measures were reliable and acceptable enough.

8.2. Response Rate

In this study, the sample size was 143. The researcher distributed 143 questionnaire and all respondents were volunteers to give response for the questionnaire and appropriately completed and returned. So that the response rate was 100%. This was fully adequate and statistically acceptable response rate.

8.3. Correlational Results

In order to determine whether there are significant relationships among the independent variables and dependent variable, Pearson Correlation Coefficient analysis had been carried out, as shown below table: According to Cohen (1992) an interpretation of the range of the coefficient of correlation has been described in to the following: as: -0.3 to + 0.3 Weak, -0.5 to -0.3 or 0.3 to 0.5 Moderate, -0.5 to -0.9 or 0.5 to 0.9 Strong and - 0.9 to -1 or 0.9 to 1 Very strong.

Table 1
correlation statistics

		Residential area	Work exp. of Family	Status of course take	Community Attitude	Entrepreneurial culture
Residential area of respondents	Pearson Correlation	1	.117	-.024	.123	-.004
	Sig. (2-tailed)		.162	.772	.143	.962
	N	143	143	143	143	143
Work expectation of respondents' family	Pearson Correlation	.117	1	.560**	.563**	.604**
	Sig. (2-tailed)	.162		.000	.000	.000
	N	143	143	143	143	143
Status of respondents in taking entrepreneurship course	Pearson Correlation	-.024	.560**	1	.638**	.683**
	Sig. (2-tailed)	.772	.000		.000	.000
	N	143	143	143	143	143
Community attitude	Pearson Correlation	.123	.563**	.638**	1	.683**
	Sig. (2-tailed)	.143	.000	.000		.000
	N	143	143	143	143	143
Entrepreneurial Culture {Plan to be an entrepreneur}	Pearson Correlation	-.004	.604**	.683**	.683**	1
	Sig. (2-tailed)	.962	.000	.000	.000	
	N	143	143	143	143	143

The above table's Pearson product moment correlation analysis result shows that there was a strong positive significant relationship between the independent variables work expectation of respondents' family, status of respondents in taking entrepreneurship course and community attitude of respondents with the dependent variable entrepreneurial culture {plan to be an entrepreneur} at correlation coefficient and sig. level of 0.604 (.000), 0.683 (.000) and 0.683 (.000) respectively. In another way, the residential area of respondents has not a significant relation with the dependent variable at correlation coefficient - 0.004 and sig. level of 0.962 ($P > 0.05$).

The overall result showed that there was no problem of multi co Linearity, Normality and Linearity in the study variables.

8.4. Regression analysis

Table 2
regression analysis

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.789 ^a	.622	.605	.42508	.622	37.283	6	136	.000
a. Predictors: (constant, residential area, community attitude, work expectation of family, status of respondents in taking entrepreneurship course)									
Source: own survey, 2018									

Based on the above table result the value of R square is 0.622 and adjusted R square is 0.605. This implied that 62.2% of variation in entrepreneurial culture is explained by socio cultural determinants in the study area. And also, the significance value of F statistics indicates a value .000 and it was less than $p < 0.05$, so that it mean the model was significant enough and there is no model fitness problem on this study.

Table 3
coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.695	.294		2.361	.020
Residential area of respondents	-.070	.052	-.073	-1.345	.181
Work expectation of respondents' family	.208	.073	.197	2.860	.005
Status of respondents in taking entrepreneurship course	.286	.074	.289	3.868	.000
Community attitude of respondents	.306	.065	.346	4.738	.000
a. Dependent Variable: Entrepreneurial culture Source: own survey, 2018					

The above regression analysis result proves that, work expectation of respondents' family, status of respondents in taking entrepreneurship course, community attitude of respondents have a positive significant effect on students' entrepreneurial culture at standardized beta value of 0.208, 0.286 and 0.306 with significance level of 0.005, 0.000 and 0.000 respectively. This clearly shows that community attitude of respondents was the most contributing factor for the students' entrepreneurial culture in this study area. Contrarily, residential area of respondents have not a significant effect on the dependent variable at sig. level of .0181 ($p > 0.05$) in the study area.

Model Equation

Based on the above regression analysis result regression model equation was seems like the following:

$$Y = 0.695 + (-0.070) X_1 + (0.208) X_2 + (0.286) X_3 + (0.306) X_4 + e$$

Where: Y = Entrepreneurial Culture

X1 = Residential area of respondents

X2 = Work expectation of respondents' family

X3 = Status of respondents in taking entrepreneurship course

X4 = Community attitude of respondents

e = other factors not included in the study (0.05 random error) and

Table 4
Hypothesis testing

No.	Hypothesis	Decision rule
1	Hypothesis A1: Residential area of respondent has a significant effect on students' plan to be an entrepreneur in the study area.	Reject alternative hypothesis and accept null hypothesis
2	Hypothesis A1: Work expectation of respondents' family have a significant effect entrepreneurial culture in the study area.	Accept alternative hypothesis and reject null hypothesis
3	Hypothesis A1: Status of respondents in taking entrepreneurship course have a significant effect on entrepreneurial culture.	Accept alternative hypothesis and reject null hypothesis
4	Hypothesis A1: Community attitude of respondents has a significant effect on entrepreneurial culture.	Accept alternative hypothesis and reject null hypothesis

Source: own survey, 2018

9. Discussions

Entrepreneurship requires an entrepreneurial culture which refers the ability of people to be more creative, innovative, highly motivated, self-aware; self-confident, willing to challenge, better communicators, decision-makers, leaders, negotiators, networkers, problem solvers, team players, systematic thinkers, less dependent, less risk averse, able to live with uncertainty, and capable of recognizing opportunities. Entrepreneurial qualities are difficult to inculcate in the new generation within a short periods of time. It should be treated as a lifelong learning process. In our country Ethiopia, young university graduating students are less likely prefers to be an entrepreneur. In this study the mean score value of independent variables work expectation of respondents' family, status of respondents in taking entrepreneurship course, community attitude of respondents and is: 3.1427, 3.0503 and 2.9343 respectively, this is approaching to low. Though, the dependent variable entrepreneurial culture mean score value indicated that 3.0839 this is a moderate value. From the total of 143 respondents, majority of respondents did not plan to start their own knowledge based business. Based on instructors and those students response, this was mainly due to lack of competence in transforming ideas (theories) in to practice and commercializing it to create their own business and lacking start up money.

The Pearson product moment correlation analysis result proves the strong positive significant relationship between the independent variables status of respondents in taking entrepreneurship course, work expectation of respondents' family and community attitude of respondents with the dependent variable entrepreneurial culture. In another way, the residential area of respondents has not a significant relation with the dependent variable.

Based on the assumption test result of the study there was no problem of multi co Linearity, Normality and Linearity in the study variables. The R square value is 0.622 and adjusted R square is 0.605, this implied that 62.2% of variation in entrepreneurial culture is explained by socio cultural determinants in the

study area and the rest 37.8% of variation entrepreneurial culture is affected by other variables not included in this study.

The two way ANOVA test result showed that there is no model fitness problem on this study. Also, the regression analysis result verifies that, work expectation of respondents' family, status of respondents in taking entrepreneurship course and community attitude of respondents have a positive significant effect on students' entrepreneurial culture and the study clearly shows that community attitude of respondents was the most contributing factor for the students' entrepreneurial culture in this study area. This is because in collectivistic societies like Ethiopia, individuals are not free to decide on their own affairs and activities, life ways and work career choices are highly depends on the decision of their family group, peer group, the values and judgment given by the local community and different factors. Contrarily, residential area of respondents have not a significant effect on the dependent variable at sig. level of .0181 ($p > 0.05$) in the study area.

Based on open ended questions and interview results, taking entrepreneurship course contribute a lot in inculcating students with entrepreneurial qualities. Students whose role model/s is/are self-employed in business sector had higher achievement motivation, need for innovation, opportunity seeking behaviors, personal control and risk taking behavior, need for independence and self-esteem than those who did not have. Family work expectation had a statistically significant influence on the intentions of students towards entrepreneurship as their future work career. Students who planned to be an entrepreneur were those who had been expected and encouraged by their parents to be capable of self-reliant and independent. Students whose family' future work career expectation employment in huge institutions or organizations were less likely plan to start and run once own business than those whose family desired entrepreneurship as a future work career of their children soon after graduation. Students of urban and rural residents had almost similar entrepreneurial qualities. However, students of urban residents were higher in personal control than students of rural residents. Relatively, students of urban background were more likely plan to be an entrepreneur than those who had rural background.

10. Recommendations

Based on this empirical study findings the researcher forwarded the relevant recommendations below: As the study indicates socio cultural factors like; work expectation of respondents' family, status of respondents in taking entrepreneurship course and community attitude of respondents have a significant effect on students' entrepreneurial culture and the study clearly shows that community attitude of respondents was the most contributing factor for the students' entrepreneurial culture in this study area. So that to change the community's attitude, awareness creation mechanisms should be designed to change misunderstanding and misperception about the nature, role and feasibility of entrepreneurship, as an adaptive mechanism in the current competitive globalized world. Being decision on life careers of individuals are highly affected with the perception of the family and the society at large, awareness creation programs should not be limited to those peoples who are desired to be an entrepreneur. It should be extended to all levels of the society to enhance and update the natures and roles of entrepreneurship

in order to change the attitudes of the society and to create entrepreneurial supportive environment in all levels of the society. In fact the collaboration of higher educational institutions with real practitioners, entrepreneurs should be enhanced to corroborate the limitations of higher educational instructors (highly specialized in the theoretical aspects of the academics but less in practical experience with the real working environment and in adapting /transforming theories in to practice in order to exploit the resource potentials of the country), and practitioners (having practical exposure to the real working environment and its challenges, risks and opportunities). This university should also solve attitude problems by making different decisions including developing policies that support the development of entrepreneurial culture, needed in building such collaboration with other successful model organizations. To indoctrinate the graduate students with good entrepreneurial capabilities, policy makers at all stages of the society and ministry of education should design entrepreneurial supportive policies, strategies and resource allocations for the sector. The delivering entrepreneurship and other related courses should be offered with practical exposure to the real working environment to make theoretical knowledge beneficiary in exploiting local resources. In addition the contents of formal education in lower as well as higher educational institutional should be adapted to the real situation in the country. By considering the relevance of familiarizing students with real working environment, policies and necessary infrastructural services and appropriate mutual based university-community linkage with each fields of studies should enhanced through internship, field trip and other experience sharing programs. Moreover, social Medias and other socializing institutions should invite and gave enormous time coverage for entrepreneurial role models to share their practical experiences to motivate new entrepreneurs. Also, additional research should be conducted to explore the real factors that are affecting students' entrepreneurial culture in different area.

11. Conclusions

The main objective of this study was exploring entrepreneurial culture and its socio-cultural determinants: in case of the University's management department graduating students. In the study various parameters are used to evaluate the sociocultural factors that affect entrepreneurial culture namely; independent variables (residential area of respondents, work expectation of respondents' family, status of respondents in taking entrepreneurship course and community attitude of respondents) and also dependent variable (Entrepreneurial culture). To achieve the research objectives the statistical relationship of each independent variable with the dependent variable was well examined and presented in the study in lined with the study questions using regression and correlational analysis. Afterwards examining all the parameters entirely the researcher found that status of respondents in taking entrepreneurship course, work expectation of respondents' family and community attitude of respondents have a positive significant effect on students' entrepreneurial culture and the study clearly shows that community attitude of respondents was the most contributing factor for the students' entrepreneurial culture in this study area.

12. Suggestion For Future Study

Based on the study finding sociocultural factors that are included in this research are explaining only 62.2% variation on students' entrepreneurial culture but the rest 37.8% will be affected by the other variables which were not included in this study and left for further study.

Abbreviations

EAO - Entrepreneurial Attitude Orientation

EC- Entrepreneurial Culture

Declarations

Availability of meta data: all the meta data used under the research process is available on hand: for instance look the data here.

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Authors information:

Affiliation: Lecturer at Woldia University, Department of Management

Woldia, Ethiopia

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Figures

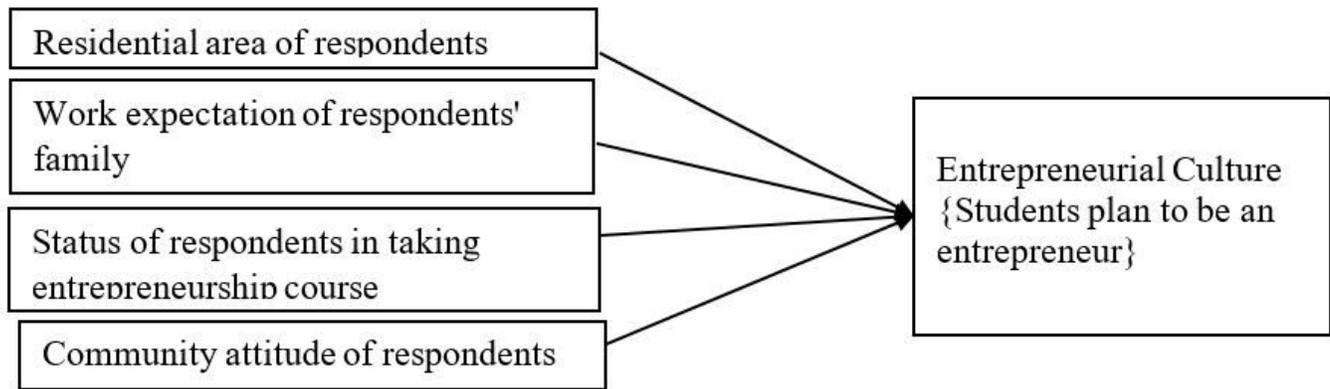


Figure 1

Conceptual framework

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