ENTREPRENEURIAL MOTIVATION AMONG STUDENTS WITH DISABILITIES IN SELECT ETHIOPIAN UNIVERSITIES

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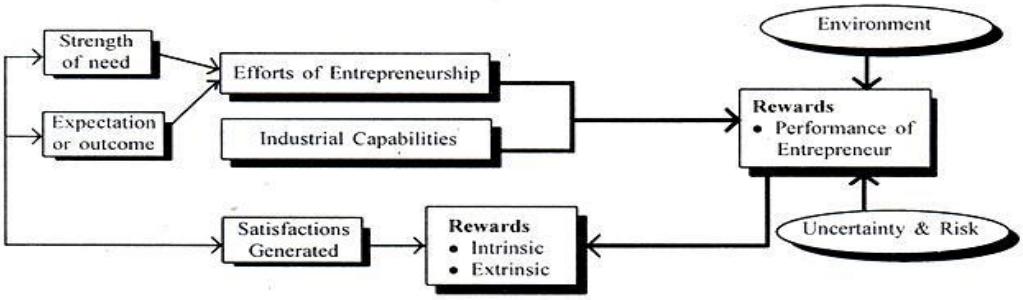
ABSTRACT

Entrepreneurial development is highly significant in the economic growth of a country. Not many studies were conducted on entrepreneurial motivation of physically challenged students which is the core issue researched in this paper. The study further intends to (i) weigh the significant relationship between curricula and entrepreneurial motivation, (ii) contrast the impact of the push and the pull factors of entrepreneurial motivation, and (iii) compare the desire to be entrepreneur among the physically challenged students across curricula in select public universities. It followed the mixed approach. For sampling purpose, the study considered the physically challenged students enrolled in Dilla University and Hawassa University – two major Public Universities in South Ethiopia. Preliminary findings from Focus Group Discussion revealed that there exists significant relationship between curricula and entrepreneurial motivation. Survey was conducted with well-developed questionnaire (translated in Amharic, the National Language of Ethiopia). The responses were analyzed with the help of SPSS package by using descriptive statistics, cross-tabulations, chi-square test, and other non-parametric tests such as Mann-Whitney U test and Wilcoxon W test. For the purpose of data triangulation, interviews were conducted with select participants. The study found that previous family history of entrepreneurs, and curriculum imparting entrepreneurship course had no significant impact on the desire to be an entrepreneur. Of the factors of entrepreneurial motivation, pull factors which attract towards entrepreneurship were found to be more influential than the push factors. Majority expressed the need for financial support from Government agencies. Being the first of its kind, this study has original value. It is significant to various stakeholders, viz., the ministries, the universities, the physically challenged students' community, and the researchers.

Keywords: Entrepreneurial Motivation, Push & Pull Factors, Curricula, Physically challenged, Ethiopian Universities
JEL Classification: L26, M13, J23, O31

INTRODUCTION:

Entrepreneurial motivation is "the drive of an entrepreneur to maintain an entrepreneurial spirit in all their actions" (Guanzi Institute of Entrepreneur Training). Motivation is central to the way an entrepreneur behaves in a business environment. It depends on the potencies of needs. Abraham Maslow (1943) presented a hierarchy of needs which can be divided into basic needs (i.e. physiological, safety, love and esteem) and growth needs (cognitive, aesthetics and self-actualization). Later in 1968, Porter and Lawler proposed need-expectancy theory for explaining the effort needed to fulfill an unfulfilled need. The strength of an unfilled need of an entrepreneur and expectations of beneficial-outcomes motivate an entrepreneur for efforts in venture. The opportunities in business environment and risk due to future uncertainty affect the rewards, which are intrinsic and extrinsic both. Intrinsic rewards are related to factors internal to entrepreneur, such as self-satisfaction, pride, etc. External rewards are more towards material wealth and growth. This model is presented thus:



As prime-mover of the economy, an entrepreneur plays significant role in developing a nation's economy. Some of the key functions performed by entrepreneurs include managing business venture, decision-making, plant location, organizing the business, innovations in business strategy, personnel decisions, dealing with government bureaucracy and taxation, appropriate pricing of products/services, and overall coordination of the business unit. An entrepreneur should have qualities of many individuals in one. He should be resourceful to bring capital and management. He should have a vision for future. He should be an example setter and a good leader. He should be energetic, yet flexible to environmental changes. A good entrepreneur should have good knowledge of product and technology. He should have a quest for success and achievement. He should have capability to build an organization culture. (transtutors.com, 2013).

STATEMENT OF THE PROBLEM:

In order to understand the reasons behind the phenomenal growth in high-tech enterprises in India, Subodh and Richard (2005) studied the motivations, resources, networks, attitudes and behaviors of new entrepreneurs with in-depth interviews and a survey. They found that (i) Rewards of Entrepreneurship (such as Autonomy, making money, business opportunity, recognition of self, and growing a business from scratch), (ii) Entrepreneurial attributes (such as intellectual challenge, and instinct), (iii) Career growth opportunities, (iv) Using experience, and (v) Non-monetary factors (such as helping the country in various ways, and personal satisfaction).

Chin Tee Suan et al (2011) attempted is to examine the entrepreneurial intentions among university students. The study examined the personality traits, family and individual background, education and experience and also perceived desirability. It was found that personality traits such as locus of control and the need for achievement had a stronger correlation in comparison with other elements such as education. The background of the student plays an important role as well. Where of the parents is involved in business, the student will be influence by it.

Blessing (2012) measured entrepreneurial intentions of students in Further Education and Training Institutions in South Africa. The study explored personal backgrounds, geographical location, and self-assessed supportiveness of the contextual environment. It found that FET students exhibited high levels of entrepreneurial intentions, with entrepreneurial family background exerting significant influence on entrepreneurial intentions.

Holub (2001) noted in the study on 'Entrepreneurship among People with Disabilities' that entrepreneurship by individuals with disabilities is often a consequence of disability discrimination in the workforce and provides both benefits and disadvantages such as independence and freedom from across-related obstacles and loss of benefits and inability to access venture capital.

Little has been done so far in Ethiopia in assessing entrepreneurial motivation among students, leave alone those with disabilities. Paucity of research studies on this target-group was the real motivation behind this study on 'entrepreneurial motivations of students with disabilities in Ethiopian Universities'.

RESEARCH QUESTIONS:

This study aims at assessing the entrepreneurial motivation among students with physical disability across curricula. Thus, the study tries to address the following research questions:

1. What is the level of motivational intension to become entrepreneur among physically challenged students across curricula in the sampled universities?
2. Is there a significant relationship between curricula and entrepreneurial motivation? Do the students who undertook a course on entrepreneurship show higher motivation towards entrepreneurship than those who did not undertake?
3. Which of the two categories of motivational factors (pull and push factors) that have higher influence towards entrepreneurial motivation?
4. Is the desire of the students with disability to be entrepreneur comparable across curricula in the two sampled universities?

HYPOTHESES DEVELOPED:

H_{0a}: There is significant relation between Disabled Students' motivation in starting enterprise and Presence of Entrepreneurs in their family.

H_{1a}: There is no significant relation between Disabled Students' motivation in starting enterprise and Presence of Entrepreneurs in their family.

H_{0b}: There is significant relation between Disabled Students' motivation in starting enterprise and Entrepreneurship course in curriculum.

H_{1b}: There is no significant relation between Disabled Students' motivation in starting enterprise and Entrepreneurship course in curriculum.

While adopting a factor (pull and push) model in this study, the following hypotheses were developed for testing and conclusion:

H_{0c}: There is significant relation between Disabled Students' motivation in starting enterprise and:

1. Pull factor "independence"
2. Pull factor "self-fulfillment"
3. Pull factor "entrepreneurial attributes"
4. Pull factor "financial stability"
5. Pull factor "government incentives"
6. Push factor "inadequate income"
7. Push factor "disinterest in being employed"
8. Push factor "difficulty in getting job"
9. Push factor "unemployment alternative"
10. Push factor "better time management"

H_{1c}: There is no significant relation between Disabled Students' motivation in starting enterprise and each of the pull and push factors mentioned.

SCOPE OF THE STUDY:

The study is confined to two of the public universities in Ethiopia, with a fairly reasonable allocation of students with disabilities by the Ministry of Education. Thus, the study is conducted in Dilla University (with a population of 26 disabled students) and Hawassa University (with 96 disabled students).

OPERATIONAL DEFINITION FOR ENTREPRENEUR:

In this study the term "entrepreneur" is used casually to refer to the owner or creator of a new business, small, growing, and successful business. This includes any person who has a desire to set up a small business, or changes from being an employee of an organization to being self-employed, whether or not such a change calls for any significant degree of innovation or capital.

ORGANIZATION OF THE PAPER:

This first section deals with introductory aspects including the problem statement, research questions and objectives, hypotheses developed for testing, scope of the study, and operational definitions. The second

section presents a brief review of literature, while the third deals with methodological aspects in-depth. The fourth section covers the findings and related discussions; and the last and fifth section encompasses the conclusion to the study and recommendations.

BRIEF REVIEW OF LITERATURE:

Murutuluga (2011) conducted a study to assess the attitudes and perceptions towards entrepreneurship among students in a higher education institution in the Sedibeng District of the Gauteng Province. The majority of the respondents were predominantly young Africans, from low income families with only few parents that made it to university level, and mostly not involved in entrepreneurship. He identified the gap that existed with regard to equipping the respondents with entrepreneurial education and training, and recommended the creation of an environment that is supportive towards entrepreneurial activities.

Jolanda Hessels et al (2008) investigated several drivers of entrepreneurial aspirations and motivations using country-level data from Global Entrepreneurship Monitor. They found that countries with a higher incidence of increase-wealth-motivated entrepreneurs tend to have a higher prevalence of high-job-growth and export-oriented entrepreneurship. Further the study found that the increase-wealth motive mediates the relationship between socioeconomic variables and entrepreneurial aspirations.

Scott Shane et al (2003) provided a road map for researchers interested in entrepreneurial motivation, presenting major motivational factors that prior researchers have suggested should influence the entrepreneurial process. They identified the need for achievement, risk taking, tolerance for ambiguity, locus of control, self-efficacy, and goal-setting as major motivational concepts from prior quantitative researches in this area. In the same study, Independence, Drive and Egoistic passion were found to be more important motivational concepts from prior qualitative researches.

The impact of the 'Women into Self-Employment (WISE)' project in UK was studied by Baljit Kaur Rana (2005). The study identified that 20 percent of women supported under this program started their own businesses and created jobs as well. The program was successful in working in partnership with other support providers, through making and receiving referrals and educational provision.

Chris Gerry et al (2008) evaluated the extent to which undergraduate students of a Portugal University might wish to create their own companies on graduation, and analyzed the personal attributes and competencies that influenced such intentions. They found that gender, risk, factors related to profession/employment choice and academic training to significantly affect students' interest in and motivation for starting their own business.

Ivan Steganovic et al (2010) studied motivational and success factors of entrepreneurs in Serbia. The empirical research was conducted according to 11 motivational items of entrepreneurs to establish their own business and 17 items affecting entrepreneurs' success. Four motivational factors are obtained in this research (greater business achievement, independence, intrinsic factor and job security), as well as seven factors affecting entrepreneurs' success (position in society, interpersonal skills, approval and support, competitive product/service, leadership skills, always to be informed and business reputation). Based on empirical findings, the study concluded that motivational factors of entrepreneurs are generic in developing countries.

Katja Maki (n.d.) studied the academics' motivation for entrepreneurship and abilities to work in SMEs. The study was conducted as a survey and the sample consists of MBA students and graduates as well as recruitment personnel or other representatives of enterprises. The study shed light on the academics' work-related values, attitudes towards their own entrepreneurship and entrepreneurial abilities as well as entrepreneurial intention. In this study occurred that MBA students and graduates are interested in entrepreneurship, have positive values and attitudes towards entrepreneurship and in their own opinion have capability for entrepreneurship. Enterprise representatives agreed that MBA students and graduates have positive attitude towards entrepreneurship, but they were more pessimistic towards MBA's entrepreneurial skills.

METHODOLOGY:

This section briefs the methodological aspects of the study in various sub-heads.

RESEARCH APPROACH AND DESIGN:

The study adopted exploratory approach. It is cross-sectional in nature. It takes into account both quantitative and qualitative sources, thus adopting mixed-type research.

POPULATION AND SAMPLING:

The population comprised the students with disabilities in both the sampled public universities in Ethiopia that

is, Dilla University and Hawassa University. Accordingly the study population included 122 respondents, that is, 26 from Dilla University consisting of 15 vision impaired and 11 physically handicapped students, and 96 from Hawassa University consisting of 56 vision impaired and 40 physically handicapped. There are no hearing impaired students in both the universities.

DETERMINATION OF SAMPLE SIZE:

In order to take into account the precision of the results, confidence level, degree of variability, as well as the response rate in determining the sample size, the following formula was adopted from the Pennsylvania State University (Tip-sheet available at http://www.extension.psu.edu/evaluation/pdf/TS60.pdf):

$$n = \frac{\left\{ \frac{P\,(1-P)}{\frac{A^2}{Z^2} + \frac{P\,(1-P)}{N}} \right\}}{R}$$

where, n = sample size required
N = Total Population
P = estimated variance in the population
A = Margin of Error
Z = Confidence Level
R = estimated Response Rate

In this study, N = 122, P is determined at 20% since the researcher observed from the Focus Group Discussion held at the preliminary stage that there is higher level of consistency in respondents' views, A is kept at 5%, Z is kept at 95% confidence level, and R is taken at 98% since the survey data was collected through personal contact with the respondents. Thus, the values N =122, P = 0.2, A = 0.05, Z = 1.96, R = 0.98 applied in the given formula resulted in n = 83.203. Thus, the sample size is determined at 84 students, and randomly selected from respective strata of the study population. The following table presents the proportional distribution of the sample across the population:

Table 1: Proportional Representation of Sample in Study Population

Study University	Population Total	Sample Finalized		
		Vision Impaired	Physically Handicapped	Total
Dilla	26	11	8	19
Hawassa	96	38	29	67
Total	122	49	37	86
% in Population		69.0%	72.5%	70.5%
% in Sample		57.0%	43.0%	100.0%

SOURCES AND METHODS OF DATA COLLECTION:

The data used for the study comprised primary and secondary. Primary data were collected from the sampled students by conducting a survey administered through a structured questionnaire, and in-depth interviews on 9 students (2 vision impaired, and 2 physically challenged from Dilla University, and 3 vision impaired and 2 physically challenged students from Hawassa University) and a Coordinator of Center for Students with Disability at Hawassa University. Earlier Focus Group Discussion was conducted with five students of Dilla University, based on which the survey questionnaire was finalized. Questionnaires were administered to the 86 sampled participants randomly selected as per the sampling plan (presented in table 1 above), and 84 were returned in time for the analysis. Secondary data were collected from the Office of the Directorate of Students Services at Dilla University, and from the Office of the Center for Students with Disabilities at Hawassa University.

DATA ANALYSIS TOOLS:

Data collected through questionnaire were edited, coded, and analyzed with the help of SPSS package version 20. Descriptive statistical tools such as mean and standard deviations were used extensively in this study. For the purposes of testing the hypotheses developed earlier and in order to conclude, Mann-Whitney U test, Wilcoxon W test, and chi-square tests were used.

ETHICAL CONSIDERATIONS:

Strict confidentiality of the respondents is maintained in this study. Survey respondents and interview participants were informed of their rights not to participate in the survey/interview either in full or in part. No personal identify was demanded in either case, though a few voluntarily disclosed theirs – which is kept confidential by the researcher. The information collected in this study is used only for the intended research purposes for academic use only.

FINDINGS AND DISCUSSION:

This section presents the summary of the findings of the study from the survey data and interviews conducted, under various sub-heads.

DEMOGRAPHIC-EDUCATIONAL-DISABILITY PROFILE OF THE PARTICIPANTS:

84 students with disability responded to the survey, of which 9 were male vision impaired, 4 physically handicapped, and 2 female vision impaired and 4 physically handicapped from Dilla University. 22 were male vision impaired, 17 physically handicapped, and 15 female vision impaired and 11 physically handicapped from Hawassa University.

Table 2: Cross-Tabulating "Type of Disability, University Studying And Gender"

Type of Disability * University Studying * Gender Cross-tabulation			University Studying		Total
			Dilla University	Hawassa University	
Male	Type of Disability	Vision Impaired	9	22	31
		Physically Handicapped	4	17	21
	Total of Male Disabled Students		**13**	**39**	**52**
Female	Type of Disability	Vision Impaired	2	15	17
		Physically Handicapped	4	11	15
	Total of Female Disabled Students		**6**	**26**	**32**
Total	Type of Disability	Vision Impaired	11	37	48
		Physically Handicapped	8	28	36
	Total of Students with Disability		**19**	**65**	**84**

Source: *Survey on Entrepreneurial Motivation of SWD, 2013*

ENTREPRENEUR IN FAMILY PROFILE:

Out of the 83 respondents interested in starting their own enterprise in future, 31 had one or more entrepreneurs in their family, while 52 did not. The only respondent who was not interested in starting an enterprise had no trace of entrepreneur in his family.

Table 3: Cross-tabulating Interest in Starting Enterprise and Entrepreneurs in Family

Entrepreneurs in Family * Interested in Starting Enterprise Cross-tabulation			Interested in Starting Enterprise		Total
			Yes	No	
Entrepreneurs in Family	Presence of Entrepreneurs	Count	31	0	31
		% within Interested in Starting Enterprise	37.3%	0.0%	36.9%
	Absence of Entrepreneurs	Count	52	1	53
		% within Interested in Starting Enterprise	62.7%	100.0%	63.1%
Total		**Count**	**83**	**1**	**84**

Source: Survey on Entrepreneurial Motivation of SWD, 2013

Table 4: Chi-square Test on Interest in Starting Enterprise and Entrepreneurs in Family

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.592[a]	1	.442		
Continuity Correction[b]	0.000	1	1.000		
Likelihood Ratio	.928	1	.335		
Fisher's Exact Test				1.000	.631
Linear-by-Linear Association	.585	1	.444		
N of Valid Cases	84				
a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .37.					
b. Computed only for a 2x2 table					

The chi-square test performed revealed no significance, thus rejecting the null hypothesis: There is significant relation between Disabled Students' motivation in starting enterprise and Presence of Entrepreneurs in their family. Hence, in this study there is no statistical evidence of relationship between presence of entrepreneurs in the family and motivation to start an enterprise.

CURRICULA-ENTREPRENEURIAL BACKGROUND PROFILE:

Out of the 83 respondents interested in starting their own enterprise in future, 26 studied or studying a course on Entrepreneurship as in their curriculum, while 30 have a course but yet to study it and 27 do not have a course on Entrepreneurship in their curriculum. The only respondent who was not interested in starting an enterprise did study a course on entrepreneurship.

Table 5: Cross-tabulating Interest in Starting Enterprise and Entrepreneurship in Curriculum

Entrepreneurship in Curriculum * Interested in Starting Enterprise Cross-tabulation		Interested in Starting Enterprise		Total
		Yes	No	
Entrepreneurship in Curriculum	Yes, Studied	14	1	15
	Yes, Studying	12	0	12
	Yes, but Yet to Study	30	0	30
	Not in curriculum	27	0	27
Total		**83**	**1**	**84**
Source: *Survey on Entrepreneurial Motivation of SWD, 2013*				

Table 6: Chi-square Test on Interest in Starting Enterprise and Entrepreneurship in Curriculum

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.655[a]	3	.199
Likelihood Ratio	3.502	3	.321
Linear-by-Linear Association	2.893	1	.089
N of Valid Cases	84		
a. 4 cells (50.0%) have expected count less than 5. The minimum expected count is .14.			

THE CHI-SQUARE TEST PERFORMED REVEALED 0.199 SIGNIFICANCE, THUS REJECTING THE NULL HYPOTHESIS:

There is significant relation between Disabled Students' motivation in starting enterprise and Entrepreneurship course in curriculum. Hence, in this study there is no statistical evidence of relationship between entrepreneurship course study and motivation to start an enterprise.

ENTREPRENEURIAL MOTIVATION: THE PULL FACTORS:

Of the five factors which are considered as attracting (Pull) factors of entrepreneurial motivation, "self-fulfillment" is ranked the first with mean at 4.63 and deviation at 0.655, and "Government Incentives" is ranked the fifth with mean 3.19 and deviation 1.103.

Table 7: Descriptive Statistics on PULL Factors

Pull Factors	N	Mean	Std. Deviation	RANK
Independence	84	4.51	1.000	**2**
Self-Fulfillment	84	4.63	.655	**1**
Entrepreneurial Attributes	84	3.94	1.057	**4**
Financial Stability	84	4.12	.949	**3**
Govt. Incentives	84	3.19	1.103	**5**
Source: *Survey on Entrepreneurial Motivation of SWD, 2013*				

Chi-square analysis showed high level of significance (lower than 1%) to all the factors, thus validating the Null Hypothesis: There is significant relation between Disabled Students' motivation in starting enterprise and the pull factors of entrepreneurial motivation. Thus, statistically there is significant relationship between the pull factors and motivation to start own enterprise.

Table 8: Chi-square Test on PULL FACTORS on Entrepreneurial Motivation

Pull Factors	Independence	Self-Fulfillment	Entrepreneurial Attributes	Financial Stability	Govt. Incentives
Chi-Square	160.762[a]	103.143[b]	39.333[a]	30.000[b]	25.524[a]
df	4	3	4	3	4
Asymp. Sig.	.000	.000	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.8.					
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.0.					

ENTREPRENEURIAL MOTIVATION: THE PUSH FACTORS:

Of the five factors which are considered as repulsive (Push) factors of entrepreneurial motivation, "better time management" is ranked the first with mean at 3.80 and deviation at 1.748, and "difficulty in getting job" is ranked the fifth with mean 2.24 and deviation 1.767.

Table 9: Descriptive Statistics on PUSH Factors

Push Factors	N	Mean	Std. Deviation	RANK
Inadequate Income	84	2.88	1.500	**2**
No interest in empl	84	2.87	1.720	**3**
Difficult in getting job	84	2.24	1.767	**5**
Unemployment Alternative	84	2.35	1.773	**4**
Better Time Mgmt.	84	3.80	1.748	**1**
Source: Survey on Entrepreneurial Motivation of SWD, 2013				

Chi-square analysis showed high level of significance (lower than 1%) to all the factors, thus validating the Null Hypothesis: There is significant relation between Disabled Students' motivation in starting enterprise and the push factors of entrepreneurial motivation.

Table 10: Chi-square Test on PUSH FACTORS on Entrepreneurial Motivation

Push Factors	Inadequate Income	No interest in employment	Difficult in getting job	Unemployment Alternative	Better Time Mgmt.
Chi-Square	16.595[a]	20.857[b]	96.571[b]	76.143[b]	67.143[b]
df	4	5	5	5	5
Asymp. Sig.	.002	.001	.000	.000	.000
a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.8.					
b. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 14.0.					

COMPARISON OF RESPONSES BETWEEN THE TWO SAMPLED UNIVERSITIES:

While comparing the responses given by disabled students in the two sampled universities, significance level for pull-1 (independence), pull-4 (financial stability), push-2 (no interest in employment), and push-4

(unemployment alternative) are found to be higher than the acceptable alpha level of 5% as evidenced in Mann-Whitney U test and Wilcoxon W test (presented in table 10 below). Thus the null hypothesis is rejected as to these four factors, which indicates there is no significant difference in views of respondents of two sampled universities as to these factors.

Table 11: Non-Parametric Tests of Pull and Push Factors of Entrepreneurial Motivation

	Pull_1	Pull_2	Pull_3	Pull_4	Pull_5	Push_1	Push_2	Push_3	Push_4	Push_5
Mann-Whitney U	562	460	354	469	353.5	434	480	374	500.5	407
Wilcoxon W	2707	2605	2499	2614	2498.5	624	670	564	690.5	2552
Z	-0.782	-2.108	-2.964	-1.702	-2.941	-2.026	-1.507	-2.875	-1.349	-2.405
Asymp. Sig. (2-tailed)	0.434	**0.035**	**0.003**	0.089	**0.003**	**0.043**	0.132	**0.004**	0.177	**0.016**
a. Grouping Variable: University Studied										

SUPPORT SOUGHT BY SWD FOR ENTREPRENEURSHIP:

While 42% of the respondents looked for financial support, 50% expect all kinds of support, thus making finance as the dire necessity and major hindrance in start-up of enterprise by students with disability in both sampled universities.

Table 12: Support sought by SWD interested in starting Enterprise

		Frequency	Valid Percent	Cumulative Percent
Nature of Support sought	No Support	1	1.2	1.2
	Financial	35	41.7	42.9
	Marketing	4	4.8	47.6
	Advisory	2	2.4	50.0
	All Supports	42	50.0	100.0
	Total	84	100.0	
Source: Survey on Entrepreneurial Motivation of SWD, 2013				

ASSESSMENT ON THEIR AWARENESS LEVEL:

Table 13: Awareness on Incentives offered

		Frequency	Valid Percent	Cumulative Percent
Valid	YES	59	70.2	70.2
	NO	25	29.8	100.0
	Total	84	100.0	
Source: Survey on Entrepreneurial Motivation of SWD, 2013				

While 70% of the respondents expressed awareness about the incentives offered, remaining 30% cited lack of awareness. Among those who were aware, all of them considered the incentives as positively motivating them to think of starting their own enterprise in future.

Table 14: Considering Incentives as Positively Motivating

		Frequency	Valid Percent	Cumulative Percent
Valid	0	25	29.8	29.8
	YES	59	70.2	100.0
	Total	84	100.0	
Source: Survey on Entrepreneurial Motivation of SWD, 2013				

While 60% of the respondents expressed awareness about the institutions supporting the cause of entrepreneurship, remaining 40% cited lack of awareness.

Table 15: Awareness on Institutions supporting Entrepreneurs

		Frequency	Valid Percent	Cumulative Percent
Valid	YES	51	60.7	60.7
	NO	33	39.3	100.0
	Total	84	100.0	
Source: Survey on Entrepreneurial Motivation of SWD, 2013				

INTERVIEW FINDINGS:

In order to triangulate survey data, in-depth interviews were held with select students with disabilities in both sampled universities, as well as with officials-in-charge in providing support to those students. The major findings from these interviews are thus summarized:

1) While the awareness about and support for disabled students is progressively on the rise in the campuses, the situation in the society is far from satisfactory – so expressed the interviewed students. The unwillingness of the society to recognize the talents and services of the disabled is regarded as a major deterrent in running own enterprises. The need for interventions by the Government and other authorities in creating awareness in the society is called for.
2) Inadequacy of funds for start-up capital is considered a major challenge by most of the interviewed. However, almost all have clear cut plan for the same: take up assignments with employers after completing graduation, accumulate funds through savings, venture into business operations once sufficient funds raised to match the start-up capital, and keep expanding gradually out of continuous plough back of business profits.
3) Irrespective of the presence of entrepreneurship course in curricula, providing additional training orienting entrepreneurial skills is desired by most of the interviewed students as well as the officials.
4) While presence of entrepreneurs in the family acted as a motivational factor for the disabled students, the absence of the same is not found to be a deterrent. Quantitative analysis proved this by establishing absence of significant relationship between history of entrepreneurs in the family and motivation shown by disabled students to start their own enterprises.

CONCLUSION:

The study was conducted on the students with disabilities in Dilla and Hawassa Universities (two major Public Universities in South Ethiopia) in order to assess their motivation to start their own ventures in future. 48 vision impaired students and 36 physically handicapped students participated in the survey conducted in 2013. The study found 83 of the respondents to be interested in starting their own enterprises sometime in future, and the only one respondent disinterested expressed his need to be equipped more for the exercise. The study also found that previous history of entrepreneurs in the family, and curriculum imparting entrepreneurship course had no significant impact on the desire to be an entrepreneur. Of the factors of entrepreneurial motivation, pull factors which attract towards entrepreneurship were found to be more influential than the push factors. As to support sought, a vast majority expressed the need for financial support from various agencies and the government.

RECOMMENDATIONS:

Based on the survey and interview findings, the researcher forwards the following suggestions:

1. Considering the overwhelming desire to become entrepreneur, the students with disability may be provided adequate entrepreneurial training in their graduating year by industry and academic experts. Universities may set up exclusive funding for these programs and invite contributions from donors and organizations.
2. Since a great majority is in the look-out for financial support, plans must be drawn to facilitate the same to the disabled people. This can be done by encouraging them to participate in saving programs from the early stage possible, and based on their capacity to save; matching contributions can be made by way of subsidy – which will make up the equity part of the start-up capital.
3. Specialized institutions such as Micro Finance may be directed to propose and consider special schemes for people with disabilities, mainly focusing on the reduced equity participation – which is currently pegged at 20 percent of the project costs.
4. Center for the Development of the Disabled needs to be established in order to provide awareness, academic, physical, psychological and economic support to the students with disabilities. As part of the activities of

the center, experience sharing programs with active entrepreneurs must be organized in order to further motivate the disabled students and to prepare them to face the challenges of the real-world businesses.

5. Currently the support is extended only to the students on enrolment. Future plans must be drawn to extend the support to the graduates among disabled students and they must be encouraged to be in constant touch with their *alma mater* for career progress.

IMPLICATIONS OF THE STUDY:

There has been no study on assessing entrepreneurial motivation of students with disabilities in Ethiopia. This being a pioneer effort, the study is significant to various stakeholders, including:

(i) the Government (which takes affirmative action in providing various incentives to entrepreneurial ventures in the country),
(ii) the Ministry of Education (which cares to provide tertiary education to students with disabilities),
(iii) the sampled Universities (as an evaluation of the services provided by them to the students with disabilities),
(iv) the other Universities (by motivating similar studies on their subjects), and
(v) the academia as well as researchers (for the body of knowledge contributed on the research issue, and for triggering research efforts in an unexplored domain).

LIMITATIONS AND FURTHER RESEARCH:

Since the study is carried out in only 2 of the 31 public universities in Ethiopia, generalizing the results of the study to the whole country is ruled out. Furthermore, this study adopts one approach (pull and push factors of entrepreneurial motivation) which may not be decisive in evaluating the motivational level of the students with disabilities in Higher Educational Institutions. There is enormous scope to try various other models and factors in assessing entrepreneurial motivations of disabled students.

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