

THE INTERNATIONAL JOURNAL OF BUSINESS & MANAGEMENT

Assessing Business Students' Entrepreneurship Preparedness of American College of Dubai

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Abstract:

This study sought to determine the level of preparedness of the business students in the American College of Dubai for entrepreneurship. Their entrepreneurship preparedness was examined in terms of their ethnicity, age, gender, year-level and area concentration, grade point average and length of work experience. Related to the study are the dependent variables, among others, of need to achieve, determination, integrity, locus of control, self-confidence, independence, hardworking, professional network, business experience, risk taking, adapting to change and willing to sacrifice. This paper adapted a descriptive research method that made use of quantitative technique on data gathering using a five-point Likert Scale response survey questionnaire. Using standard mean formula along with ANOVA Excel, statistical treatments were applied. Across the independent variables, business student respondents were found to be very much prepared on need to achieve, locus of control; much prepared on determination, integrity, self-confidence, independence, hardworking, professional network, business experience, risk taking, adapting to change; and prepared on willing to sacrifice. This study also revealed that there was no significant difference of the level of entrepreneurship preparedness according ethnicity, age, gender, year-level and area concentration, grade point average and length of work experience. With these research findings, the American College of Dubai is now confronted with the task of supporting the goals and aspirations of their students who may seek entrepreneurial business as their career path. With the collaboration of the stakeholders of the college, the dream of producing globally competitive entrepreneurs is within reach.

Keywords: *Entrepreneurship, business students, assessment, American College of Dubai*

1. The Problem

1.1. Introduction

Entrepreneurship is a trait that must be built in a person's mindset as early as possible in life. It involves risk-taking, consumes time, and needs a lot of focus. It needs strength of character, determination, and a lot of self-confidence and passion. The rewards of entrepreneurship are many. Entrepreneurship creates wealth because it creates jobs and therefore improves the standard of living. It is also a great equalizer among many peoples in different walks of life because anyone with an entrepreneurial mindset, but without capital or not enough capital to invest, with or without enough education, can succeed. These are people who have the consuming vision to improve one's situation in life. They only have themselves and do not depend upon others. They are hardworking, focused and goal-oriented. In becoming successful entrepreneurs, they become useful citizens and to the society they belong to.

This study would like to look into the preparedness, abilities and readiness of the business students in the American College of Dubai for entrepreneurship. Their entrepreneurship preparedness, abilities and readiness are examined in terms of their ethnicity, age, gender, year-level and area concentration. Based on these findings, an intervention plan or action plan will be designed to help these business students build entrepreneurship preparedness, abilities and readiness.

1.2. Statement of the Problem

In this study the researchers attempt to answer the following questions:

- What is the demographic profile of the business student respondents of American College of Dubai according to gender, year level, program concentration, type of class, GPA, length of work experience, and ethnicity?
- What is the level of entrepreneurship preparedness of the respondents according to gender, year level, program concentration, type of class, GPA, length of work experience, and ethnicity?
- Is there a significant difference of the entrepreneurship qualities according to gender, year level, program concentration, type of class, GPA, length of work experience, and ethnicity?
- What interventions should be undertaken in order to enhance the entrepreneurship preparedness of the business students of American College of Dubai?

1.3. Conceptual Framework

As shown in Figure 1, considered as independent variables are gender, year level, program concentration type of class, GPA, length of work experience, and ethnicity. Regarded as dependent variables are entrepreneurship qualities on need to achieve, determination, integrity, locus of control, self-confidence, independence, hardworking, professional network, business experience, risk taking, adapting to change and willing to sacrifice.

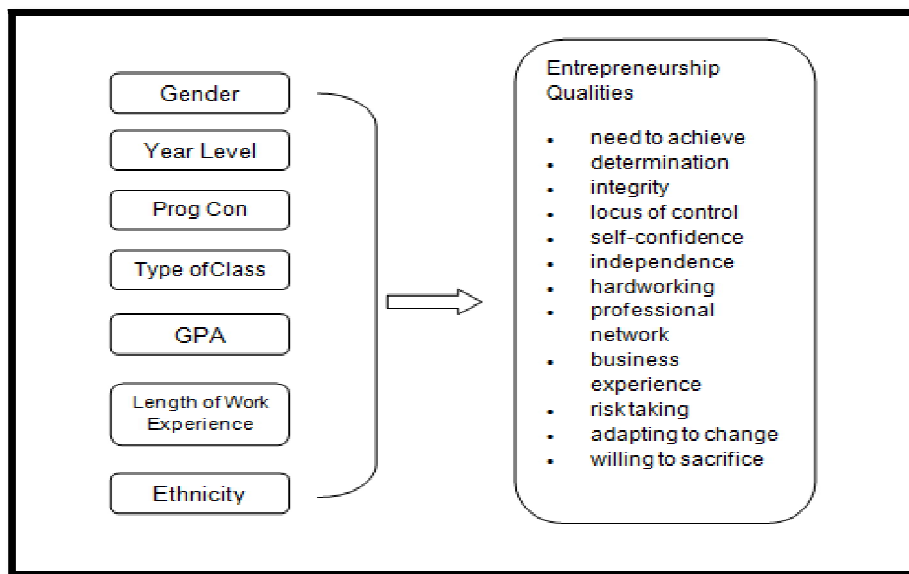


Figure 1

1.4. Significance of Study

The findings of this study will be of great use to the administrators, faculty members, students and parents of American College of Dubai.

For the administrators, the result of this study will guide them to take appropriate actions in enhancing the business curriculum to further equip their students in their entrepreneurial undertakings.

For the faculty of instruction, this study will encourage them to give special attention of developing entrepreneurial skills of their students more particularly by facilitating the development of quality business plans.

For the students, this study will unleash in them their entrepreneurial qualities which are considered relevant in their pursuit of successful business life.

For the parents, this study will give them the idea and opportunity to support their children in their entrepreneurial pursuits.

1.5. Definition of Terms

For better understanding of the study, some important terms are herein operationally defined:

- Need to achieve. This represents the individual's desire to accomplish a goal or a task more effectively than in the past.
- Determination. This refers to the individual's firmness of purpose so that when you decide to do something, there is nothing that can stop you.
- Integrity. It is the quality of being honest and possessing strong moral principles that one refuses to change.

- Locus of control. It is the degree to which an individual believes that he or she has control over the outcome of events in life.
- Self –confidence. It is a feeling of trust and competence in one's abilities, qualities and judgments.
- Independence. This refers to the individual's exercise of freedom from outside control.
- Hardworking. This refers to the individual's dedication to work with energy and commitment.
- Professional network. This refers to an individual's circle of friends, professionals and business acquaintances with whom he or she can interact to exchange information and develop professional or social contacts.
- Business experience. This refers to an individual's exposure and acquired knowledge and acumen in managing a business.
- Risk taking. This is the act of doing something that involves danger or loss in order to achieve a goal.
- Adapting to change. This refers to the ability to view change as something that is positive and to embrace and accept it.
- Willing to sacrifice. This refers to an individual's act to give up something in anticipation of something to be gained in the future.

2. Review of Related Literature

Landstrom (1999) describes an entrepreneur as risk-taker, capitalist, innovator, alert seeker of opportunities and coordinator of limited resources. Successful entrepreneurs have an unusual strong confidence in their ability to succeed of which failure for them is not an option (Garret 2006). For that reason, entrepreneurs have certain personal qualities that make them rise above in every business situation. The profile of a successful entrepreneur according to a study conducted among 398 firms in Romania are communication skills, adaptability to change, leadership skills, and conflict management (Crisan & Borza, 2011). In a study of 25 Chinese business owner students, they perceived entrepreneur as visionary, determined, creative, innovative and explorative of new opportunities (Rozell, Scroggins, & Guo 2011).

The Hay Group, one of the world largest consulting firm in human resource management identifies certain qualities that entrepreneur needs to succeed, namely: integrity, initiative, commitment, drive and determination, confidence, salesmanship, and leadership (Garret 2006). In a study conducted from the directory of manufacturing firms provided by Iran Small Industries and Industrial Parks Organization, a high need for achievement, high level of risk-taking and high locus of control were more successful than those with a low level of these qualities. (Maharati & Nazemi 2012). Furthermore, the study also proves that there was a significant positive relationship between entrepreneur's personal qualities and success.

Pinho & Sá, (2011) have stressed out that the entrepreneur's previous experience can influence his entrepreneurial performance. In a comparative study among the West University of Timisoara, Romania, leadership, communication, self-confidence, critical thinking, creativity and innovative spirit are the main characteristics of a successful entrepreneur in Romania (Abrudan & Martin 2012). According to a study of 18 entrepreneurs, they have regarded a deep meaning of the entrepreneurial pursuits coupled with an understanding that their endeavor is values-driven (Bann 2009)

A person is ready to take the risk associated with being a successful entrepreneur if he gets enough monetary reward in due course. The monetary benefit alone is sufficient to inspire an entrepreneur. In this study, money motive has emerged as an independent motive. It is also a significant deviation from the findings of Manimala where money motive was a component of the self-actualization dimension and was negatively loaded which suggest that entrepreneurs are calculated risk-takers. (Chaudhuri, Soumyendra & Ghosh 2012). But from this study, money or the eagerness to achieve financial security attracts an individual to take the risk in order to gain in future.

3. Research Methodology

This section explains the research method used along with data collection procedures. It also covers the research design, research instrument, validation and statistical treatment.

3.1. Research Design

This study made use of the descriptive research method that utilized quantitative and qualitative statistics. A survey questionnaire was used to collect the necessary information needed in the study. The first part contained the demographic profile of the respondents while the second part determined the entrepreneurial qualities of the respondents.

3.2. Research Instrument

This study adapted a descriptive research method that made use of quantitative technique of data gathering. Composing of two sections, the first section gathered information about the gender, year level, program concentration, type of class, GPA, length of work experience, and ethnicity while the second section covered 20 sets of questions which determined the entrepreneurship qualities of the respondents using the Likert-Type Scales below:

- 5 –Strongly Agree (SA)
- 4 – Agree (A)
- 3 – Neutral (N)

- 2 – Disagree (DA)
- 1 – Strongly Disagree (SD)

In the survey questionnaire used, the following item questions were identified as entrepreneurship qualities. They are as follows:

- Need to achieve (Item Questions 7 &11)
- Determination (Item Question 17)
- Integrity (Item Question 16)
- Locus of control (Item Question 10)
- Self-confidence (Item Questions 10, 15, & 18)
- Independence (Item Questions 5 &9)
- Hardworking (Item Questions 1 & 8)
- Professional network (Item Question 20)
- Business experience (Item Question 12)
- Risk taking (Item Question 3)
- Adapting to change (Item Question 13 & 19)
- Willing to sacrifice (Item Question 4)

In determining the means of the survey questionnaires, analysis was done using the mean interpretation below:

Mean	Level of Preparedness
1.00 – 1.80	Not at all Prepared
1.81 – 2.60	Somewhat Prepared
2.61 – 3.42	Prepared
3.43 – 4.20	Much Prepared
4.21 – 5.00	Very Much Prepared

Table 1

3.3. Validity

Validity is the appropriateness, meaningfulness and usefulness of specific inferences made from test scores (Gall et al, 2003). A formative type of validity was utilized in this study and as such the assessment was used to provide information on the level of entrepreneurship preparedness of the business student respondents of American College of Dubai.

3.4. Reliability

Reliability is an assessment tool which produces consistent results (Phelan & Wren, 2006). In this study, an internal consistency reliability was used which evaluated the degree to which different items that probe the same construct produce similar results. Using Cronbach's Alpha, the scale reliability was measured. This tool measured how closely related a set of items are as a group (IDRA 2016). The Cronbach's Alpha formula is as follows:

$$\text{Cronbach's Alpha} = 1 - (\text{MSerror} / \text{MSrows})$$

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Rows	498	112	4.45	6.13	0	1.24
Columns	469	19	24.7	34	0	1.59
Error	1545	2128	0.73			
Total	2512	2259				

Table 2

Cronbach's Alpha Reliability Coefficient Interpretation:

Cronbach's Alpha	Reliability
0 < 0.2	None to Slight
0.2 = <0.4	Fair
0.4 = <0.6	Moderate
0.6 = <0.8	Good
0.8 to 1.0	Excellent

Table 3

By using the Cronsbach's Alpha formula, the coefficient value is 0.84 which has an interpretation equivalent of good reliability

3.5. Data Collection Procedure

Survey questionnaires were randomly distributed among business students with due assistance of some of the faculty members. Upon completion, the questionnaires were retrieved, tabulated and statistically analyzed by the researchers.

3.6 Statistical Treatment

Using the standard mean formula, the mean entrepreneurial preparedness of the respondents was measured.

$$\bar{X} = \frac{\sum X}{N}$$

Furthermore, ANOVA Excel was used to determine the difference of respondents' entrepreneurial preparedness according to gender, year level, program concentration, type of class, GPA, length of work experience and ethnicity.

4. Presentation, Analysis and Interpretation of Data

This section presents analyses and interprets the data obtained from 113 student respondents. The presentation is done according to the order of specific problems.

- What is the demographic profile of the business student respondents of American College of Dubai according to Gender, Year Level, Program Concentration, Type of Class, GPA, Length of Work Experience, and Ethnicity

Gender	Frequency	Percentage
Male	60	53%
Female	53	47%
Total	113	100%

Table 4: Profile of Respondents According to Gender

Year Level	Frequency	Percentage
First Year	14	12%
Second Year	31	27%
Third Year	38	34%
Fourth Year	30	27%
Total	113	100%

Table 5: Profiles of Respondents According to Year Level

Program Concentration	Frequency	Percentage
Management	74	65%
Human Resources	10	9%
Marketing	16	14%
Finance	13	12%
Total	113	100%

Table 6: Profile of Respondents According to Program Concentration

Type of Class	Frequency	Percentage
Day Class	64	57%
Evening Class	49	43%
Total	113	100%

Table 7: Profile of Respondents According to Type of Class

GPA Description	Frequency	Percentage
Excellent	12	11%
Very Good	20	18%
Superior Good Pass	28	25%
Above Average	30	27%

Satisfactory	9	8%
Borderline Pass	14	12%
Total	113	100%

Table 8: Profile of Respondents According to GPA

Length of Work Experience	Frequency	Percentage
No Experience	33	29%
1 to 3 months	13	12%
4 to 6 months	14	12%
7 months above	53	47%
Total	113	100%

Table 9: Profile of Respondents According to Length of Work Experience

Ethnicity	Frequency	Percentage
Arab	47	42%
Non-Arab	54	48%
Others	12	11%
Total	113	100%

Table 10: Profile of Respondents According to Ethnicity

- What is the level of entrepreneurship preparedness of the respondents according to gender, year level, program concentration, type of class, GPA, length of work experience, and ethnicity?

Variables	Male		Female		Composite	
	Mean	LOP	Mean	LOP	Mean	LOP
Need to Achieve	4.36	VMP	4.49	VMP	4.49	VMP
Determination	4.11	MP	4.25	VMP	4.25	VMP
Integrity	4.18	MP	4.25	VMP	4.25	VMP
Locus of Control	4.44	VMP	4.29	VMP	4.29	VMP
Self-Confidence	4.05	MP	3.81	MP	3.81	MP
Independence	4.34	VMP	3.94	MP	3.94	MP
Hardworking	3.89	MP	3.59	MP	3.59	MP
Prof Network	4.03	MP	3.88	MP	3.88	MP
Business Experience	3.72	MP	3.33	MP	3.33	MP
Risk Taking	3.87	MP	3.73	MP	3.73	MP
Adapting to Change	3.71	MP	3.41	P	3.41	P
Willing to Sacrifice	3.00	P	2.44	P	2.44	P
Mean	3.98	MP	3.78	MP	3.78	MP

Table 11: Level of Entrepreneurship Preparedness According To Gender

Legend: LOP = Level of Preparedness, P = Prepared, MP = Much Prepared, VMP=Very Much Prepared

Table 11 shows that the level of Entrepreneurship preparedness of the respondents according to gender is Much Prepared (MP). More specifically, male respondents are Very Much Prepared (VMP) on Need to Achieve, Locus of Control and Independence; Much Prepared (MP) on Determination, Integrity, Self-Confidence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on willing to Sacrifice. On the other hand, female respondents are Very Much Prepared (VMP) on Need to Achieve, Determination, Integrity and Locus of Control; Much Prepared (MP) on Self-Confidence, Independence, Hardworking, Professional Network, Business Experience and Risk Taking; and Prepared (P) on Adapting to Change and Willing to Sacrifice.

In terms of commonality, it appears that both male and female respondents are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; Much Prepared (MP) on Self-Confidence, Hardworking, Professional Network, Business Experience, and Risk Taking; and Prepared (P) on Willing to Sacrifice. Numerically speaking, the mean of the level of entrepreneurship preparedness among male respondents scores the highest (3.98) compared to its female counterpart respondents (3.78) yet both are similarly interpreted as Much Prepared (MP). Surprisingly, the emergence of female respondents equally much prepared with the males on entrepreneurship preparedness shows that a significant number of women nowadays are more empowered in business undertakings. The dominance of men's interests on entrepreneurship is now shared with women who are also inclined to explore the world of business.

Variables	First Year		Second Year		Third Year		Fourth Year		Composite	
	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP
Need to Achieve	4.45	VMP	4.27	VMP	4.45	VMP	4.42	VMP	4.42	VMP
Determination	4.20	MP	4.06	MP	4.16	MP	4.23	MP	4.23	VMP
Integrity	4.14	MP	4.10	MP	4.18	MP	4.40	VMP	4.40	VMP
Locus of Control	4.02	MP	4.26	VMP	4.37	VMP	4.50	VMP	4.50	VMP
Self-Confidence	4.29	VMP	3.90	MP	3.95	MP	3.93	MP	3.93	MP
Independence	4.21	VMP	4.13	MP	4.04	MP	4.27	VMP	4.27	VMP
Hardworking	3.79	MP	3.73	MP	3.83	MP	3.65	MP	3.65	MP
Prof Network	4.00	MP	3.61	MP	4.11	MP	4.13	MP	4.13	MP
Business Exp	3.57	MP	3.52	MP	3.58	MP	3.50	MP	3.50	MP
Risk Taking	3.93	MP	3.90	MP	3.74	MP	3.73	MP	3.73	MP
Adapting to Change	3.79	MP	3.55	MP	3.59	MP	3.48	MP	3.48	MP
Willing to Sacrifice	2.79	P	2.81	P	2.84	P	2.75	P	2.75	P
MEAN	3.93	MP	3.82	MP	3.90	MP	3.92	MP	3.92	MP

Table 12: Level of Entrepreneurship Preparedness According To Year Level

Legend: LOP = Level of Preparedness; P = Prepared; MP = Much Prepared; VMP=Very Much Prepared

Table 12 shows that the level of Entrepreneurship Preparedness of the respondents according to Year Level is Much Prepared (MP). Most specifically, First Year level student respondents are Very Much Prepared (VMP) on Need to Achieve, Self-Confidence and Independence; Much Prepared (MP) on Determination, Integrity, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Secondly, Second Year level respondents are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; Much Prepared (MP) on Determination, Integrity, Locus of Control, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Thirdly, Third Year level respondents are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; and Much Prepared (MP) on Determination, Integrity, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on willing to Sacrifice. Fourthly, Fourth Year level respondents are Very Much Prepared (VMP) on Need to Achieve, Determination, Integrity, Locus of Control and Independence; Much Prepared (MP) on

In terms of commonality, First Year through Fourth Year Level respondents are Very Much Prepared (VMP) on Need to Achieve; Much Prepared (MP) on Determination, Integrity, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared(P) on Willing to Sacrifice.

Variables	Management		Human Resource		Marketing		Finance		Composite	
	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP
Need to Achieve	4.49	VMP	4.70	VMP	4.38	VMP	3.88	MP	4.36	VMP
Determination	4.15	MP	4.50	VMP	4.44	VMP	3.77	MP	4.21	VMP
Integrity	4.22	VMP	4.30	MP	4.38	VMP	3.92	MP	4.20	MP
Locus of Control	4.41	VMP	4.40	MP	4.50	VMP	4.00	MP	4.33	VMP
Self-Confidence	3.95	MP	4.00	MP	4.08	MP	3.64	MP	3.92	MP
Independence	4.11	MP	4.25	MP	4.31	VMP	4.12	MP	4.20	MP
Hardworking	3.78	MP	3.80	MP	3.72	MP	3.58	MP	3.72	MP
Prof Network	3.97	MP	4.10	MP	4.25	VMP	3.46	MP	3.95	MP
Business Exp	3.61	MP	3.60	MP	3.50	MP	3.15	P	3.47	MP
Risk Taking	3.70	MP	4.20	MP	4.00	MP	3.85	MP	3.94	MP
Adapting to Change	3.57	MP	3.55	MP	3.75	MP	3.38	P	3.56	MP
Willing to Sacrifice	2.82	P	2.60	P	2.56	P	2.62	P	2.65	P
Mean	3.90	MP	4.00	MP	3.99	MP	3.61	MP	3.88	MP

Table 13: Level of Entrepreneurship Preparedness According to Program Concentration

Legend: LOP = Level of Preparedness, P = Prepared, MP = Much Prepared, VMP=Very Much Prepared

Table 13 shows that the Level of Entrepreneurship preparedness of the respondents according to Program Concentration is Much Prepared (MP). Management respondents are found to be Very Much Prepared (VMP) on Need to Achieve, Integrity, Locus of Control; Much Prepared (MP) on Determination, Self-confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Sacrifice. Human Resource Management respondents are Very Much Prepared (VMP) on Need to achieve and Determination; Much Prepared (MP) on Integrity, Locus of Control, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Sacrifice. Marketing respondents are Very Much Prepared (VMP) on Need to Achieve, Determination, Integrity, Locus of Control, Independence and Professional Network; Much Prepared (MP) on Self-Confidence, Hardworking, Business Experience, Risk Taking and Adapting to Change; Prepared (P) on Sacrifice. Finance respondents are Much Prepared (MP) on Need to Achieve, Determination, Integrity, Locus of Control, Self-Confidence, Independence, Hardworking, Professional Network and Risk Taking; and Prepared (P) on Business Experience, Adapting to Change and Willing to Sacrifice.

In terms of commonality, Management, Human Resource, Marketing and Finance respondents are Much Prepared (MP) on Self-Confidence, Hardworking and Risk Taking; and Prepared (P) on Willing to Sacrifice. Numerically, the Human Resource and Finance respondents scores the highest mean (4.00) and lowest mean (3.61) respectively yet interpreted equally as Most Prepared (MP) along with other Program Concentrations.

Variables	Day		Evening		Composite	
	Mean	LOP	Mean	LOP	Mean	LOP
Need to Achieve	4.27	VMP	4.61	VMP	4.44	VMP
Determination	4.08	MP	4.31	VMP	4.19	MP
Integrity	4.08	MP	4.39	VMP	4.23	VMP
Locus of Control	4.45	VMP	4.45	VMP	4.45	VMP
Self-Confidence	3.86	MP	4.04	MP	3.95	MP
Independence	4.01	MP	4.35	VMP	4.18	MP
Hardworking	3.56	MP	3.99	MP	3.78	MP
Prof Network	3.94	MP	4.00	MP	3.97	MP
Business Exp	3.48	MP	3.61	MP	3.55	MP
Risk Taking	3.58	MP	4.10	MP	3.84	MP
Adapting to Change	3.40	MP	3.81	MP	3.60	MP
Willing to Sacrifice	2.73	P	2.76	P	2.74	P
MEAN	3.79	MP	4.034	MP	3.911	MP

Table 14: Level of Entrepreneurship Preparedness According to Type of Classes

Legend: LOP = Level of Preparedness; P = Prepared; MP = Much Prepared; VMP=Very Much Prepared

Table 14 shows that the Level of Entrepreneurship Preparedness of respondents according to Type of Classes is Much Prepared (MP). Day class respondents are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; Much Prepared (MP) on Determination, Integrity, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Sacrifice. On the other hand, Evening class respondents are Very Much Prepared (VMP) on Need to Achieve, Determination, Integrity, Locus of Control, and Independence; Much Prepared on Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Willing to Sacrifice.

In terms of commonality, both day and evening class respondents are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; Much Prepared (MP) on Self-Confidence, Independence, Hardworking, Professional Network; Business Experience, Risk Taking, and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Numerically, respondents in the evening class get the highest mean (4.034) compared to the day class (3.79) yet both are equally interpreted as Much Prepared (MP). In the event that most of the evening student respondents are currently working, more likely their interest towards entrepreneurship set a bit higher than those in the day class respondents.

Variables	Excellent		Very Good		Superior Good Pass		Above Average		Satisfactory		Borderline Pass		Composite	
	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP
Need to Achieve	4.63	VMP	4.53	VMP	4.54	VMP	4.45	VMP	3.78	MP	4.21	VMP	4.35	VMP
Determination	4.50	VMP	4.05	MP	4.14	MP	4.17	MP	4.33	VMP	4.07	MP	4.21	VMP
Integrity	4.50	VMP	3.93	MP	4.20	MP	4.43	VMP	3.93	MP	4.07	MP	4.18	MP
Locus of Control	4.50	VMP	4.65	VMP	4.65	VMP	4.50	VMP	4.65	VMP	4.00	MP	4.49	VMP
Self-Confidence	4.22	VMP	4.02	MP	3.79	MP	4.09	MP	4.02	MP	3.60	MP	3.95	MP
Independence	4.38	VMP	4.30	VMP	3.93	VMP	4.33	VMP	3.93	MP	3.96	MP	4.14	MP
Hardworking	4.25	VMP	3.78	MP	3.66	MP	3.73	MP	3.72	MP	3.50	MP	3.77	MP
Prof Network	4.17	MP	3.85	MP	3.89	MP	4.17	MP	4.22	VMP	3.50	MP	3.97	MP
Business Exp	3.67	MP	3.35	MP	3.75	MP	3.57	MP	3.22	MP	3.43	MP	3.50	MP
Risk Taking	4.00	MP	4.05	MP	3.57	MP	3.80	MP	3.78	MP	3.79	MP	3.83	MP
Adapting to Change	3.96	MP	3.38	MP	3.52	MP	3.82	MP	3.33	MP	3.29	MP	3.55	MP
Willing to Sacrifice	2.83	P	2.50	P	2.61	P	2.87	MP	3.11	MP	2.79	P	2.78	P
Mean	4.13	MP	3.86	MP	3.85	MP	3.99	MP	3.84	MP	3.68	MP	3.89	MP

Table 15: Level of Entrepreneurship Preparedness According to GPA
 Legend: LOP = Level of Preparedness; P = Prepared; MP = Much Prepared;
 VMP=Very Much Prepared

Table 15 reveals that the Level of Entrepreneurship Preparedness of the respondents according to GPA is Much Prepared (MP). Among respondents having a GPA equivalent to Excellent, they are found to be Very Much Prepared (VMP) on Need to Achieve, Determination, Integrity, Locus of Control, Self-Confidence, Independent and Hardworking; Much Prepared (MP) on Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Sacrifice. Respondents having a Very Good GPA are Very Much Prepared (VMP) on Need to Achieve, Locus of Control and Independence; Much Prepared (MP) on Determination, Integrity, Self-Confidence, Hardworking, Professional Network, Business Experience, Risk taking and adapting to Change; and Prepared (P) on Willing to Sacrifice. Superior Good GPA respondents are Very Much Prepared (VMP) on Need to Achieve, Locus of Control and Independence; Much Prepared (MP) on Determination, Integrity, Self-Confidence, Hardworking, Professional Network, Business Experience and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Above Average GPA respondents are Very Much Prepared (VMP) on Need to Achieve, Integrity, Locus of Control and Independence; Much Prepared (MP) on Determination, Self-Confidence, Hardworking, Professional Network, Business Experience, Risk Taking, Adapting to Change, and Willing to Sacrifice. Respondents of Satisfactory GPA are Very Much Prepared (VMP) on Determination, Locus of Control and Professional Network; Much Prepared (MP) on Need to Achieve, Integrity, Self-Confidence, Independence, Hardworking, Business Experience, Risk Taking, Adapting to Change and Willing to Sacrifice. Respondents of Borderline Pass GPA are Very Much Prepared (VMP) on Need to Achieve; Much Prepared (MP) on Determination, Locus of Control, Integrity, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking, Adapting to Change, and Prepared (P) on Willing to Sacrifice.

In terms of commonality, respondents across GPA Equivalency i.e. Excellent, Very Good, Superior Good Pass, Above Average, Satisfactory and Borderline are Much Prepared (MP) on Business Experience, Risk Taking and Adapting to Change. Numerically, respondents having Excellent and Borderline Pass GPA Equivalency obtain the highest and lowest mean of 4.13 and 3.68, respectively.

Variables	1-3 Months		4-6 Months		7 Months Above		No Experience		Composite	
	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP
Need to Achieve	4.23	VMP	4.61	VMP	4.41	VMP	4.44	VMP	4.42	VMP
Determination	4.08	MP	3.86	MP	4.19	MP	4.33	VMP	4.11	MP
Integrity	3.85	MP	4.29	VMP	4.23	MP	4.30	VMP	4.16	MP
Locus of Control	3.77	MP	4.71	VMP	4.43	VMP	4.36	VMP	4.32	VMP
Self-Confidence	3.51	MP	3.86	MP	4.03	MP	4.01	MP	3.85	MP
Independence	3.88	MP	4.57	VMP	4.26	VMP	3.91	MP	4.16	MP
Hardworking	3.5	MP	3.79	MP	3.91	MP	3.58	MP	3.69	MP
Prof Network	3.77	MP	3.93	MP	4.08	MP	3.88	MP	3.91	MP
Business Exp	3.15	P	3.29	MP	3.74	MP	3.48	MP	3.42	P
Risk Taking	3.46	MP	3.79	MP	3.94	MP	3.73	MP	3.73	MP
Adapting to Change	3.12	P	3.43	MP	3.80	MP	3.45	MP	3.45	MP
Willing to Sacrifice	2.54	P	2.86	P	2.70	P	2.85	P	2.74	P
MEAN	3.57	MP	3.91	MP	3.98	MP	3.86	MP	3.83	MP

Table 16: Level of Entrepreneurship Preparedness According to Length of Work Experience
 Legend: LOP = Level of Preparedness; P = Prepared; MP = Much Prepared;
 VMP=Very Much Prepared

Table 16 reveals that the Level of Entrepreneurship Preparedness according to length of work is Much Prepared (MP). More specifically, respondents of 1-3 months' work experience are Very Much Prepared (VMP) on Need to Achieve; Much Prepared (MP) on Determination, Integrity, Locus of Control, Self-Confidence, Independence, Hardworking, Professional Network and Risk Taking; and Prepared (P) on Adapting to Change and Willing to Sacrifice. Respondents of 4-6 months' work experience are Very Much Prepared (VMP) on Need to Achieve, Integrity, Locus of Control and Independence; Much Prepared (MP) on Determination, Self-Confidence, Hardworking, Professional Network and Risk Taking; and Prepared (P) on Business Experience and Willing to Sacrifice. Respondents of 7 months above work experience are Very Much Prepared (VMP) on Need to Achieve, Locus of Control and Independence; Much Prepared (MP) on Determination, Integrity, Self-Confidence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Those who don't have work experience are Very Much Prepared (VMP) on Need to Achieve, Determination, Integrity and Locus of Control; Much Prepared (MP) on Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Willing to Sacrifice.

In terms of commonality, the length of work experience across the four variants i.e. 1-3 months, 4-6 months, 7 months and above and no work experience, respondents are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; and Much Prepared (MP) on Determination, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk taking, and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Numerically, respondents having 7 months and above, and 1-3 months' work experience obtain the highest and lowest mean of 3.98 and 3.57, respectively. The data in this table only shows that respondents' exposure in the workplace influences their entrepreneurship qualities. As reflected, there is direct proportionality of the means of level of entrepreneurship preparedness according to length of work experience.

Variables	Arab		Non-Arab		Others		Composite	
	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP
Need to Achieve	4.45	VMP	4.44	VMP	4.21	VMP	4.37	VMP
Determination	4.17	MP	4.20	MP	4.08	MP	4.15	MP
Integrity	4.38	VMP	4.13	MP	3.92	MP	4.14	MP
Locus of Control	4.38	VMP	4.52	VMP	4.25	VMP	4.38	VMP
Self-Confidence	3.91	MP	4.00	MP	3.81	MP	3.90	MP
Independence	4.10	MP	4.10	MP	4.08	MP	4.09	MP
Hardworking	3.81	MP	3.69	MP	3.79	MP	3.76	MP
Prof Network	4.09	MP	3.89	MP	3.83	MP	3.94	MP
Business Exp	3.47	MP	3.59	MP	3.58	MP	3.55	MP
Risk Taking	3.74	MP	3.91	MP	3.58	MP	3.75	MP
Adapting to Change	3.55	MP	3.55	MP	3.79	MP	3.63	MP
Willing to Sacrifice	2.62	P	2.83	P	2.83	P	2.76	P
MEAN	3.89	MP	3.90	MP	3.81	MP	3.87	MP

Table 17: Level of Entrepreneurship Preparedness According to Ethnicity
 Legend: LOP = Level of Preparedness; P = Prepared; MP = Much Prepared;
 VMP=Very Much Prepared

Table 17 shows that the Level of Entrepreneurship Preparedness of the respondents according to ethnicity is Much Prepared (MP). Arab respondents are Very Much Prepared (VMP) on Need to Achieve, Integrity and Locus of Control; Much Prepared (MP) on Determination, Self-Confidence, Independence, Hardworking, Professional Network, Business Network, Risk Taking and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Non-Arab respondents are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; Much Prepared (MP) on Determination, Integrity, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Respondents which are neither Arab nor Non-Arab are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; Much Prepared (MP) on Determination, Integrity, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking and Adapting to Change; and Prepared (P) on Willing to Sacrifice.

In terms of commonality, the Arab, Non-Arab and Other ethnicity are Very Much Prepared (VMP) on Need to Achieve and Locus of Control; Much Prepared (MP) on Determination, Self-Confidence, Independence, Hardworking, Professional Network, Business Experience, Risk Taking, and Adapting to Change; and Prepared (P) on Willing to Sacrifice. Numerically,

the Arab and Others respondents obtain the highest and lowest GPA of 3.9 and 3.81, respectively. This research study reveals that regardless of ethnicity, student respondents' level of entrepreneurship preparedness is similar across ethnic diversity.

- Is there a significant difference of the entrepreneurship preparedness according to gender, year level, program concentration, type of class, GPA, length of work experience, and ethnicity?

Variables	SS	df	MS	F	P value	F crit	Interpretation
Gender	0.27	1	0.265	1.21	0.28	4.35	No Significant Difference
Year Level	0.07	3	0.024	0.124	0.946	2.939	No Significant Difference
Program Concentration	1.16	3	0.388	1.558	0.213	2.816	No Significant Difference
Type of Class	0.31	1	0.313	1.41	0.25	4.35	No Significant Difference
GPA	1.31	5	0.261	1.097	0.372	2.368	No Significant Difference
Length of Work Experience	1.12	3	.0375	1.645	0.194	2.839	No Significant Difference
Ethnicity	0.04	2	0.018	0.091	0.913	3.316	No Significant Difference

Table 18: ANOVA Table

Table 18 shows the P values are greater than 0.05 and F values are greater than Fcrit values, respectively. As such, it clearly says that there is no significant difference of the level of entrepreneurship preparedness according to gender, year level, program concentration, type of class, GPA, length of work experience and ethnicity.

- What interventions should be undertaken in order to enhance the entrepreneurship preparedness of the business students of American College of Dubai?

1. The Business Department of American College of Dubai must initiate an annual or even semester conduct of Entrepreneurship Contest which would showcase the students' entrepreneurship skills of the innovative products and services:		
Activities	Responsibilities	Timeline
Provide space and kiosk for students to conduct business at the Student Union as display area of their products.	Dean of Student Services	2 days
Actual Selling of products	Dean of Student Services	1 week
Request marketing teachers to be the judges for the competition	Dean of Business	1/2 day
Awarding for the best product	Dean of Business	1/2 day
2. An entrepreneurship program concentration must be offered with much emphasis on both theoretical and practical applications of entrepreneurship undertakings		
Activities	Responsibilities	Timeline
A need assessment must be conducted to determine marketability of the entrepreneurship program.	Dean of Business	1 month
Develop a curriculum that will create a competitive advantage against competitors.	Dean of Business	1 month
Develop a study plan that will integrate emphasis on both theoretical and practical applications of entrepreneurship undertakings.	Curriculum Committee	1 month
3. The Business Department must forge partnership to various business enterprises to keep itself updated of the challenges of the enterprise world		
Activities	Responsibilities	Timeline
Identify business enterprise for partnership	Dean of Business	1 week
Write formally business entities for partnership	Dean of Business	1/2 day
4. Invite successful entrepreneurs who could serve as resource speakers in an Entrepreneurship Conference that the Business Department could facilitate. By having such, business students could obtain sensible entrepreneurial insights from the experts		
Activities	Responsibilities	Timeline
Identify successful entrepreneurs in UAE	Dean of Business	1 week
Formally write an invitation	Dean of Business	½ day
5. Business students must be required to visit business enterprises for educational learning purposes		
Activities	Responsibilities	Timeline
Identify business enterprise to be visited by students	Dean of Business	1 week
Write a formal communication to business leaders in UAE	Dean of Business	½ day

Table 19

5. Findings Summary, Recommendation and Conclusion

5.1. Findings Summary

Out of 113 business student respondents, 53% are males and 47% are females, respectively. In terms of Program Year Level, 34% are Third Year; 27% each for Second Year and Fourth Year; and 12% are from the First Year Class. 65% of the respondents are concentrating on Management while Marketing comprises 14%; Finance, 12%; and Human Resources, 9%. Majority of the respondents (57%) are attending Day Class compared to 43% in the Evening sessions. With respect to academic performance, 27% of the respondents obtain Above Average; 25%, Superior Good Pass; 18%, Very Good; 12%, Borderline Pass; 11%, Excellent and 8%, Satisfactory. Moreover, 47% of the respondents are found to have 7 months above work experience, followed by 29% without work experience and 12 % each for 1 to 3 months and 4 to 6 months work experience, respectively. With regard to ethnicity, 48% are Non-Arabs; 47%, Arabs and 11, % other nationality.

Variables	Gender		Year Level		Program Concentration		Type of Classes		Academic Performance		Length of Work Experience		Ethnicity	
	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP	Mean	LOP
Need to Achieve	4.49	VMP	4.42	VMP	4.36	VMP	4.44	VMP	4.35	VMP	4.42	VMP	4.37	VMP
Determination	4.25	VMP	4.23	VMP	4.21	VMP	4.19	MP	4.21	VMP	4.11	MP	4.15	MP
Integrity	4.25	VMP	4.40	VMP	4.20	MP	4.23	VMP	4.18	MP	4.16	MP	4.14	MP
Locus of Control	4.29	VMP	4.50	VMP	4.33	VMP	4.45	VMP	4.49	VMP	4.32	VMP	4.38	VMP
Self-Confidence	3.81	MP	3.93	MP	3.92	MP	3.95	MP	3.95	MP	3.85	MP	3.90	MP
Independence	3.94	MP	4.27	VMP	4.20	MP	4.18	MP	4.14	MP	4.16	MP	4.09	MP
Hardworking	3.59	MP	3.65	MP	3.72	MP	3.78	MP	3.77	MP	3.69	MP	3.76	MP
Prof Network	3.88	MP	4.13	MP	3.95	MP	3.97	MP	3.97	MP	3.91	MP	3.94	MP
Business Exp	3.33	MP	3.50	MP	3.47	MP	3.55	MP	3.50	MP	3.42	P	3.55	MP
Risk Taking	3.73	MP	3.73	MP	3.94	MP	3.84	MP	3.83	MP	3.73	MP	3.75	MP
Adapting to Change	3.41	P	3.48	MP	3.56	MP	3.60	MP	3.55	MP	3.45	MP	3.63	MP
Willing to Sacrifice	2.44	P	2.75	P	2.65	P	2.74	P	2.78	P	2.74	P	2.76	P
MEAN	3.78	MP	3.92	MP	3.88	MP	3.91	MP	3.89	MP	3.83	MP	3.87	MP

Table 20: Summary of Findings

Legend: LOP = Level of Preparedness; P = Prepared; MP = Much Prepared; VMP=Very Much Prepared

As shown in Table 20, across the seven independent variables, namely : Gender, Year Level, Program Concentration, Type of Classes, Academic Performance, Length of Work Experience and Ethnicity , business student respondents are found to be Very Much Prepared (VMP) on Need to Achieve and Locus of Control which collaborates the findings of a study which says that those who have a high need for achievement , high level of risk taking and high locus of control were more successful entrepreneurs than those with low level of these qualities (Maharati & Nazemi 2012). The students are Much Prepared (MP) on Business Experience which would surely influence their entrepreneurial performance (Pinho & Sá, 2011); Much Prepared (MP) on Self-Confidence which would give them the ability to succeed of which failure is not an option (Garret 2006) ; Much Prepared on Hardworking which according to a study that it was not the human capital that realized successful entrepreneurial exit but the hard work of the entrepreneur (Lee & Lee 2015) ; Much Prepared on Adapting to Change which according to a certain study such quality would improve marketing performance through the so called Resource Based View Theory (RBV) ; Much Prepared on Professional Network which plays a greater role in locating entrepreneurial opportunities (Quan & Motoyama 2010) and Much Prepared on Risk Taking of which Chaudhuri, Datta, & Ghosh (2012) along with Landstrom (1999) consider entrepreneurs as calculated risk takers. The students are noted to be Prepared (P) on Willing to Sacrifice of which according to Roberts & Welsch (2010) entrepreneurs are willing to miss personal life style opportunities just to make sure that they succeed. In totality, the respondents are found to be generally Much Prepared (MP) on various entrepreneurship qualities thus making them more prepared and equipped in future entrepreneurial undertakings.

5.2 Recommendations

The findings above clearly show the potential of the business student respondents of American College of Dubai in terms of entrepreneurial preparedness. As such, this potential must be developed with great sense of professionalism in order to facilitate successful entrepreneurial pursuits of these students. Entrepreneurial motivation is a link between an

intention and action. Thus, influencing on individual' smotivation through educational programs might transform a latent intention into real action. The goal for colleges and universities should be to provide more students with the desire, skills, and knowledge to start a company. In order to stir up the spirit of entrepreneurship among them, the following concerns are recommended for utmost consideration:

- Introducing courses that cover topics such as business planning, problem solving, project management, risk management, finance and accounting that is specifically designed to develop in students the awareness and characteristics of the entrepreneur. An entrepreneurship program concentration that combines theory with practice, specifically designed to develop the students' autonomy, creativity and critical thinking, and develop students' ability to solve professional issues within an entrepreneurial project must be offered
- Create a Center for Entrepreneurship whose objectives among others would be, supporting ACD students with a good entrepreneurial mindset to start up their business, encourage ACD students to consider self-employment as a career choice, promote business incubator programs by helping create and grow young businesses by providing them with necessary support and financial and technical services.
- Create an Entrepreneurs' Club (Junior Executives Club) that would serve as the umbrella organization for students with concentration in Entrepreneurship. The club can initiate activities such as Best Business Plan Competition, New Idea Competition and Marketing Pitch Competition among others. The club can invite
- Business managers or established entrepreneurs to present insights and training.
- Create exposure programs for students to visit business enterprises for educational learning purposes.
- The Business Department must forge partnership with various business enterprises to keep itself updated of the challenges of the enterprise world.
- by inviting successful entrepreneurs who could serve as resource speakers in an Entrepreneurship Conference that the Business Department could facilitate.
- Consider altering the requirements for some existing degrees to include a few entrepreneurship-related thereby creating minor degrees in entrepreneurship.

5.3 Conclusion

This study proves that business students of American College of Dubai are prepared for entrepreneurial undertakings if they opted to pursue such. Data shows that students are very much prepared on Need to Achieve, Integrity and Locus of Control. They are much prepared on Determination, Self-Confidence, Independent, Professional Network, Business Experience, Risk Taking, and Adapting to Change. Pertaining to sacrifice, they are prepared for such.

With these, the American College of Dubai is now confronted with the task of supporting the goals and aspirations of their students who may seek entrepreneurial business as their career path. With the collaboration of the stakeholders of the college, the dream of producing globally competitive entrepreneurs is within reach.

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