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**ADDIS ABABA UNIVERSITY
FACULTY OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT**



**Promotion of Entrepreneurial Skills and Abilities
Development: Role of Community Based Education in
Jimma University.**

**Research project submitted as a partial completion of
*Masters in Business Administration (MBA)***

Submitted to: Dr Krishna G. Murthy

By: Amare Adugna



**July 2006
Addis Ababa, Ethiopia**

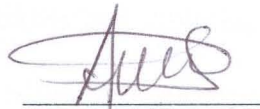
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Declaration

I hereby declare that the project entitled "Promotion of Entrepreneurial Skills and Abilities Development: Role of Community Based Education in Jimma University" is my original work and has not presented or submitted by any body; for any degree or diploma in any other university and all the materials used for the project work has been duly acknowledged.

Amare Adugna

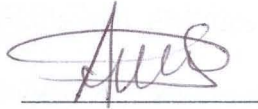


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Amare Adugna



July 19, 2006, Addis Ababa

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Certificate

This is to certify Mr. Amare Adugna Chala has completed his project work entitled "Promotion of Entrepreneurial Skills and Abilities Development: Role of Community Based Education in Jimma University" successfully as partial fulfillment of the requirement of the award of Degree of the Master of Business Administration. In my view, the work is an original effort of the candidate and all the materials used to the project work has been duly acknowledged.

Dr. Krishna Murthy

Abstract

This research was conducted with main objective of measuring the impact of Community Based Education (CBE) in the development of entrepreneurial qualities. As entrepreneurship is the key for economic development of nations, the study has revealed the directional pressure of Community Based Education (CBE) on the development of entrepreneurial qualities in the case of Jimma University. The study measures the role of CBE in strengthening one's ability and skill to scan the environment, take risk, value others idea , work in team and so on, which can be generalized as to measure the impact of CBE in strengthening the development of entrepreneurial qualities. The research has considered graduates from three faculties- Medicine, Technology and Business and Economics –to realize the objectives of the study.

The result of this research has revealed that CBE has a positive impact up on the development of entrepreneurial qualities and hence entrepreneurship. But with suggestions for further improvement so as to get optimal return from the designed program with regard to promotion of entrepreneurial skills and abilities.

Table of Content

Abstract.....	i
Acknowledgement	iii
Glossary	iv
Chapter I	
Introduction and Background of the Study	
Introduction.....	1
Back ground of Jimma University.....	3
Statement of the problem.....	4
Objective of the Study	5
Significance of the Study.....	6
Scope of the study.....	6
Measurement.....	7
Methodology.....	8
Limitation of the Study.....	9
Chapter II	
Literature Review	11
Chapter III	
Community Based Education (CBE) in Jimma University: An Analysis defined.	Error! Bookmark not defined.
Environmental Scanning Ability	21
Resource Raising Ability.....	24
Risk Taking Ability	25
Locus of Control.....	27
Creation of New Ventures	28
Building Team Spirit	29
Valuing Others' Idea.....	32
Is the Philosophy defined the way it ought to be?.....	34
Summary.....	36
Chapter IV	
Conclusions and Recommendations	38
Conclusions	38
Recommendations.....	40
Bibliography	43
Appendix : Questionnairec	44

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Amare A.

Glossary

- ▶ **Community Based Education (CBE):** An educational philosophy in Jimma University that takes the community as a laboratory, classroom a references.
- ▶ **Risk:** refers to deviations from expected value to either direction. But for this research risk refers to possibility of adverse deviation from the expected one.
- ▶ **Entrepreneurial Qualities:** refer to skills, abilities and behaviors entrepreneurs need to have to successfully convert opportunities in to new and valuable ventures.
- ▶ **Team Training Program(TTP)/ Professional Practice (PP):** respectively refer to CBE programs where by senior students of medical faculties and others assigned to practice the theory they have accumulated on classroom in the real world environment. These are learning mechanisms through providing professional services to the organizational communities.
- ▶ **Community Based Training Program (CBTP):** refers to one of the CBE program whereby students are assigned in teams to a given community to identify and analyze problems, prioritize them, develop proposal on how to solve the problem(s) and intervene if possible.

Chapter I

Introduction and Background of the Study

Introduction

What makes a difference between the poor and rich nations is the level of entrepreneurial practice available in those nations. Entrepreneurship is highly linked with innovation, wealth creation, economic independence, and newness in goods and services all of which are the results of entrepreneurial practices. These entrepreneurial practices are achievable only in the presence of entrepreneurs and an environment conducive to realize their feeling and ability. Developing entrepreneurs is the core practice for a nation if it is to fill the economic gap between the rich and the poor. This in turn is attainable through training (formal & informal), and arranging an appropriate entrepreneurial environment. Trainings that have a vivid contribution in enhancing the creative skills of trainees to increase their entrepreneurial skills and abilities should be given higher priorities to be incorporated in formal curriculum.

This research is, therefore, planned to find out if formal training that involves the community as a laboratory (Community-Based Education) can foster entrepreneurial ability of the learners.

This paper uses some terms that should be defined and conceptualized to help readers understand the theme of the project in a better way. These terms include the following:

- **Community Based Education (CBE):-** Is a formal training system in which students under the supervision of their instructors join the community and:

- ▶ Intensively study the communities and their environment,
- ▶ Identify opportunities available for and threats that challenges the community,
- ▶ Identify and analyze problems embedded in the community under the study,
- ▶ Develop a project that enable them take advantage of the opportunities and minimize, control or if possible avoid the threats identified in the environment,
- ▶ Identify resources required, sources of the resources, the cost of the resources at the different sources and the way of getting the resources.
- ▶ Practice their profession to develop confidence towards the real world through implementing the problem-solving project. This is believed to play key role in building innovative and problem solving skills in the minds of the participants-students in the program.

CBE incorporates community based training program (CBTP), Student research project (SRP), Team training program (TTP), and professional practice (PP) as *Service-Learning, Experience Based Career Education and Youth Apprenticeship*

- **Community:** - Community in this research project does mean the society or the people, and organizations (both government and nongovernmental) in which the students carryout their training. The community serves as the laboratory, books and classrooms for students in community based education program.
- **Entrepreneurship:** is the process of creating some thing with value by devoting necessary time and effort assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction.

- **Entrepreneurial skills and ability:** refers to skills and abilities that enable an individual to be an entrepreneur as environmental assessment skills, creativity, risk taking ability, team spirit, and attitude towards others band their ideas
- **Entrepreneur:** refers to individual that engaged in creating entrepreneurial practices as creating some thing with value by devoting necessary time and effort assuming the accompanying financial, psychic, and social risks, and receiving the resulting rewards of monetary and personal satisfaction.

Community based education in this research include community based training program, team training program and professional practice.

Back ground of Jimma University

Jimma University is one of the higher education institutions in Ethiopia. Even if young in terms of age, it has introduced precious disciplines that are believed to solve the problems in the country and abroad through making the graduates competent on this regard. To accomplish this mission, the University incorporated unique philosophies that it believed is value adding to the graduate and to the country. One of such philosophies is Community Based Education (CBE) which incorporates different philosophies as Community Based Training Program (CBTP), Team Training Program (TTP)/Professional Practice (PP), and Student Research Project (SRP).

The University is running this philosophy in some of its faculties –Medicine, Technology, Business and Economics, and Education while it on plan to incorporate the program in other faculties like Agriculture. Besides, the philosophy has won the attention of Ministry of Education (MOE) in that the ministry is pushing the philosophy towards other Universities of the country.

CBE by its nature is believed to increase the students' understanding of the community in which they are going to operate after graduation. Enabling the students understand the community, the problems therein, and the mechanisms of solving these problems are believed to make students more alert and sensitive to the community upon graduation. Some of the faculties passing under this Philosophy have released graduates to the society-Medicine, FBE, and technology, while others are too young to have graduates rather they are on attempt.

Statement of the problem

Ethiopia is amongst the developing nations whose living standards are very low due to the lesser economic position and high of population it has. The reason for such conditions is the very low level of entrepreneurial practice that involve in wealth creation, innovation and conversion of opportunities in the environment. Even the educated people show lesser tendencies of engaging in entrepreneurial activities. This might be due to many reasons as:

- a) Weaker ability of identifying opportunities in the environment-mostly this is referred to missing the boat risk.
- b) Lack of confidence to take advantage of already observed opportunities because they consider converting opportunities in to successful businesses is an extremely challenging task.
- c) Lack of smooth and attractive entrepreneurial environment-family, legal and political, economic, social, cultural and technological environments.
- d) An extremely theory based educational system applied by the country which pays lesser or almost no emphasis on the practical community based teaching system.

The above factors affect entrepreneurial development in the country with different level of intensity. Hence finding ways to foster entrepreneurship in the country can help in the struggle of changing the living standards of the citizens. In specific, this project work tries to find out whether community based education plays role in creating more entrepreneurs.

Objective of the Study

This project broadly aims at identifying the directional pressure of community based education on entrepreneurial skills and abilities development, keeping all other factors constant. The specific objectives include:

- To check whether Community based education program plays a role in promoting entrepreneurial skills and abilities, or not. That is to see whether CBE plays role in strengthening entrepreneurial qualities such as positive attitude towards risk taking, ability to assess the environment, skills to work in team, internal locus of control, enhancing one's ability of innovativeness & creativity and so on.
- To make recommendation on how really students and trainees can develop entrepreneurial skills and abilities. That is to recommend as to how the program can contribute to the development of entrepreneurial qualities.
- To trigger future researchers to find out mechanisms of promoting entrepreneurial qualities in the country so that Ethiopia can economically move forward. Meeting this objective can change the economic status of the country through introduction of entrepreneurial practices to come up with innovations and creative ventures.

Significance of the Study

This project work tries to identify the impact of community based education on entrepreneurial development. This research, therefore, has the following significances:

- It points out the directional pressure of CBE on entrepreneurial development.
- It plays a role in encouraging further study on the topic so that decision makers at a country level can use to decide on the acceptance or rejection of the program by other instruction.
- It helps to recommend future adjustment on the program to develop positive directional moves.

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Scope of the study

The scope of this project is limited to identifying the directional impact community based education on the development of entrepreneurship in the country with a case reference of Jimma University and its graduates as source of data. Besides, the study will make recommendations on how to improve the contribution of community based education to the development of entrepreneurial skills and abilities.

However, the project does not consider the impact of environmental and other factors on the development of entrepreneurial qualities. More over, this study do not stretch to define the would be community for each and every faculty involving in the program.

Measurement

The variables to be used to measure entrepreneurial development are mentioned below.

- **Opportunity identifying ability:** This measures the contribution of the graduates for her/his employer or to her/his own business in introducing new product, service or system.
- **Ability of raising funds or any resource:** This measures the contribution of the graduates for her/his employer or to her/his own business in finding resources.
- **Mode of interpersonal relations:** to see how the individual communicate and get coordinated with other colleagues involving in the objective attainment.
- **Mode of employment:** helps to identify whether the individuals are self-employed or not.
- **Risk taking ability and attitude towards risk:** this helps to see the philosophical definition of risk. Entrepreneurs define risk as normal phenomena that can possibly happen in the course of one's life rather than defining it as a reason for failure.
- **Locus of control:** this is to measure whether the graduates who pass through this program need the involvement of externals to make decisions or not.
- **Attitude towards others' Idea:** This is to measure the enrolled students' attitude toward other' idea, i.e. whether these people believe ideas from externals adds value for owns success.

Methodology

Different materials and methods were employed to realize the objective of this project. The methodology followed in the course of project accomplishment has no significant variation from what has already planned.

A. Sources and Types of Data

This study primarily depended on primary data collected from the target groups (graduates from Jimma University). Besides, the study has considered secondary data to realize the objective.

B. Methods

The researcher has employed different methods in meeting the objective of the research. The methods range from sampling to analyzing and interpreting the data to be collected.

1. **Sampling Methods:** Basically the sources of data for this study were the graduates of Jimma University in different faculties (mainly Medical Sciences, Business and Economics and Technology) who are believed to have sufficient involvement in the CBE programs. With regard to graduates, combination of quota and convenience sampling techniques was used. Total of 100 questionnaires were distributed to potential respondents and the researcher succeeded in collecting 80 of them. The response rate per faculty is given bellow.

Table 1: Response Rate

Faculty	No of Distributed Questionnaires	No of collected questionnaires	Response rate
Medicine	32	25	0.7941
Business & Economics	40	34	0.8500
Technology	28	21	0.7500
Total	100	80	0.8000

Source: Questionnaire Analysis (distributed and collected questionnaires comparison)

2. **Data Collection Method:** structured questionnaires were used as a technique of data collection. Data for this research was collected from Jimma University graduates who the researcher has met conveniently. Self-administered questionnaires were distributed to the already met graduates for further processes.
3. **Method of analysis and interpretation:** The study mainly has depended on qualitative data upon which summary and descriptive methods of analyses are applied on. The researcher has tried to make rational, fact-based interpretation of the outcomes of the project.

Limitation of the Study

This was conducted in the presence of various challenges that potentially affect the quality of the outcome. But the researcher has designed mechanisms to minimize the negative impact of those challenges. Factors that have affected the better success of this study include the following.

- **Time factor:** the time allotted for this study was so short to find the right representative data sources giving quota for each and every batch of Jimma University graduates to help analyze the impact of CBE up on these people as their ages increase.
- **Distribution of the Data Sources:** as the products of the university are highly dispersed throughout the country, finding and getting the right mixes of data sources to measure the true contribution of CBE in promoting entrepreneurial skills and abilities.
- **Budget Shortage:** the budget allocated to conduct this project was so small that it couldn't pay the required expenditures in the course of conducting the study.

- **Conflicting views on the nature of MBA Project:** the mismatch between what an MBA projects is in the eyes of the coordinating office on one hand and the advisors on the other hand halted the progress of the study starting from topic selection to the submission of the first draft to the advisor for further confirmations. Here the researcher recommends the MBA coordinating office to introduce the requirements of MBA project for effective realization of its objective.

Chapter II

Literature Review

In Ethiopian context very little efforts has exerted neither to search mechanisms of promoting the development of entrepreneurial qualities nor to find out formal educational systems that can enhance the development of entrepreneurial practices in the country. On top of this almost no research work was conducted to see the impacts of community based education to the enhancements of entrepreneurial skills, abilities and behaviors. However, many scholars have written a lot on community based education and its contribution in other nations which still has implications for our country-Ethiopia. John McMillan and Christopher Woodruff 155, in their work to identify factors that contribute to entrepreneurial development stated the contribution of formal education as not only did governments impede entrepreneurship, formal institutions to underpin entrepreneurial activity developed only slowly

As stated by Sharilyn Calliou.1994 in a Community Education, learners are encouraged to actively apply concepts and information, skills or attitudes to local situations. This forum opened to the learners enable them identify the opportunities and threats within the community's environment and also help them develop skill of how to utilize the opportunities and get rid or control the threats identified. Besides, Sharilyn Calliou.1994 has explained the enhancement of communication abilities of learners as they involve in community based education. The Community Education approach would necessitate instruction in communication which is the exchange and evaluation of differing opinions and potentially conflicting viewpoints rather than communication skills which only serve to teach individuals about how to trade information.

Ground rules for respectful behavior and techniques for discussions which certainly will not be value-free are skills which will be helpful to the students both now and in the future.

Wang, Owens, (1996), in their research has identified the reaction of students to an absolute theory based educational system for it rarely open ways gain the real experiences before graduation. Students often complain that their classes are irrelevant, not related to what occurs outside of the classroom, and lacking opportunities for hands-on applications. The research has also considered the direct wordings of a student which states *"In my community experience, I went from learning what something is, to applying it to real life. I learned why I need to know the things that I learned in math class. I had a chance to work with some neat people who let me try out things for myself. The mentor really seemed to care about me as a person, and I had fun.—A Student"*

This research has also mentioned the different types of community based education listed bellow.

- **Service-Learning** :-defined as a method of teaching and learning: 1) by which young people learn and develop through active participation in thoughtfully organized service experiences that meet community needs and that are coordinated with the school and community; 2) that is integrated into the academic curriculum or provides structured time for a young person to think, talk, or write about what he/she did and saw during the service activity; 3) that provides young people with opportunities to use newly acquired academic skills and knowledge in real-life situations in their own communities; and 4) that enhances what is taught in the school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others In a more abbreviated form, service-learning has been defined by the

National Service-Learning Cooperative as "a teaching/learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility" (Poulsen 1994, p. 4). Service represents a point of interface between school-, community- and work-site learning and can be used at almost any point in the youth development continuum, kindergarten through post high school. Service-learning represents an opportunity for schools and postsecondary institutions to work with employers and young people to provide meaningful opportunities for community service combined with the academic and technical skills that employers require. *Service represents a holistic approach to youth development and the building of multiple competencies.*

- **Experience Based Career Education:** - was designed to bridge the gap between study and experience and between the classroom and the community. It takes the subject matter students normally study, adds many new ingredients about people, jobs, self, and the way communities work, and lets high school and post-secondary students learn about them in the community through direct interaction with adults in all walks of life. In the process students earn academic credit, explore the real dimensions of many careers, learn much about whom they are and what they want to become, and master many of the skills they will need to succeed as adults in America (p. 66).
- **Cooperative Education:**-Cooperative education is probably the most common form of community-based learning program used by the schools. In most cases, cooperative education is a paid experience in which students are employed in jobs directly related to the vocational courses they are studying in high school or college. Students receive school

credit for this supervised work. The level of coordination between the school staff and the employers varies widely from program to program.

- **School-to-Work:-** Districts receiving School-to-Work funds are expected to have three major elements: 1) school-based learning related to each student's interests, including broad-based academics, career exploration and counseling; 2) work-based learning that provides a planned program of job training experiences, paid work experience, workplace mentoring, and instruction in general workplace competencies and in a broad variety of elements of an industry;
- **Youth Apprenticeship:** - refers to a system in which learners work with the community to see the real world and compare with what is being studied in classrooms.

The researchers believed in the contribution of such educational systems in fostering entrepreneurial feelings in the minds of the learners. Among the different community based educations, the researcher will concentrate on *Service-Learning, Experience Based Career* Jimma University defined one of the CBE pillars as follows with the required objectives to be met (Internet) "The CBTP is an integrated institutional program, which runs in phases from first year to graduation along with an in-built regular follow-up program. Each phase has specifically defined education objectives. During each phase, students as a group (10-12) are assigned to urban, semi-urban or rural communities with an approximate population of 600-10,000.

Program Objectives of CBTP in Jimma University

At the end of the course students are expected to:

1. Define demographic, socio-economic, political and environmental aspects of a given community (determinants of socio-economic status)

2. Make community diagnosis to identify opportunities, threats, strengths and weaknesses, and draw sound action plan, which would enable students to suggest appropriate intervention measures.
3. Organize intervention programs utilizing the concept, components and strategies of community participation and multisectoral approach.
4. Plan and conduct problem-oriented and community-based research.” And this research tries to check whether the program met its objectives through which the researcher can judge the role of the program to the development of entrepreneurial ability and skills- *Education and Youth Apprenticeship*.

The function of entrepreneurs is to reform or revolutionize the pattern of production by exploiting an invention or more generally, an untried technological possibility for producing new commodity or producing the old one in a new way, opening new outlet for products, by recognizing a new industry. The above all functions can be realized in a better way through creating a good link between the potential entrepreneurs and the environment they can affect or be affected by.

Creation of good link between potential entrepreneurs and their environment needs primarily the creation of entrepreneurs. Entrepreneurs are both born and made. Individuals' personalities are shaped by the influence of various environmental factors such as family background & environment, Cultural environment, Educational environment, pressures from peers, legal environment and others. People with weaker entrepreneurial qualities can be appreciated though training and learning process to have changed behaviors containing entrepreneurial qualities. As mentioned in Hisreh, formal and informal educations do have vital roles in creating entrepreneurs who can devote their time, skills and other resources to the creation of new ventures from the

opportunities imbedded in the environment. As mentioned in JU,CBE guideline, the social movements in 1960s and 1970s inspired a reform in the traditional education system so that the universities can redirect their education to serve the society and respond to the real needs and problems of the society. Because of that revolution Jimma University (JU) has also started a problem based educational system called Community Based Education (CBE).

Chapter III

Community Based Education in Jimma University: An Analysis

The study resulted in the following findings on the variables measured. The variables measured in this study include:

- ☞ environmental scanning ability ,
- ☞ resource raising ability ,
- ☞ mode of interpersonal relations ,
- ☞ risk taking ability ,
- ☞ locus of control,
- ☞ Innovativeness and Creativity
- ☞ Valuing others' idea, and
- ☞ Team spirit

This research has considered students from the different faculties and with different age levels to know the impact of the program on graduates from the different faculties and age levels.

Table 2: Distribution of respondents in age and faculty of their study

Ages in Range	Faculties										Grand Total	
	Medicine			Bus & Econ			Techno					
	M	F	Total	M	F	T	M	T	F	T	M	T
Bellow 26	-	-	-	-	1	1	1	2	3	1	3	4
26-30	1	4	5	9	5	14	7	1	8	17	10	27
31-35	6	2	8	15	1	16	6	1	7	27	4	31
36-45	8	-	8	3	-	3	3	-	3	14	0	14
46-50	-	1	1	-	-	-	-	-	-	0	1	1
51-55	3	-	3	-	-	-	-	-	-	3	0	3
above 55	-	-	-	-	-	-	-	-	-	-	-	-
Total	18	7	25	27	7	34	17	4	21	62	18	80

Source: Analysis of question number 1, 2 & 3

The age concentration of the respondents is high between 26 and 45 because of the young age of the 2 faculties except medicine. The graduates from these faculties are young both in terms of age and real work experiences and this has its own limitation up on judging the contribution of the program to the development of entrepreneurial skills and abilities. The impacts of the two factors include the following.

- Mostly entrepreneurial skills and abilities are manifested in the late ages when individuals get ample experience in their areas of expertise. This implies that even if the qualities exist their manifestation may still extend to the late ages of the individuals.
- At the early ages, it is rare to see people to have a starting capital for a business. This in turn is a challenge to evaluate the contribution of the community-based education in starting independent businesses.

The following tables present the results obtained on major factors from the study on the contribution of community based education to the development of entrepreneurial skills and abilities. The tables bellow show the average result of the contribution of community based education of the different factors measured out of 5 with the scales having the following meanings.

- | | |
|---------------------|------------------|
| ➤ Is not applicable | ➤ 3= indifferent |
| ➤ 1=Very poor | ➤ 4=Strong |
| ➤ 2=poor | ➤ 5=Very Strong |

The average result of the above ratings is $((1+2+3+4+5)/5) = 3$ which is to mean that the program has no impact on the development of entrepreneurial skills and abilities either in the positive or negative directions.

Table 3: Role of CBTP in promoting entrepreneurial skills and ability

	Role of CBTP on Factors:	Graduates in Faculties with sample size n_i			Grand
		$N_b=34$	$N_t=21$	$N_m=25$	Average
		FBE Grad.	Techno Grad.	Med. Grad	N=80
a	in identifying opportunities from environment	4.51	4.00	3.90	4.14
b	in identifying threats from environment	4.75	4.30	4.35	4.67
c	in improving team spirit	4.88	4.55	4.81	4.75
d	in creating confidence to start own businesses	4.41	3.52	3.20	3.71
e	In understanding community's problems	5.00	5.00	5.00	5.00
f	in seeing problem solving strategies	3.53	4	2.90	3.48
g	in promoting interpersonal relations	4.60	4.25	4.73	4.53
h	in improving attitude towards risk taking	4.92	4.42	4.15	4.50
i	in promoting self decisions & Confidence	3.03	3.75	4.22	3.67
j	in promoting valuing others idea	4.95	4.81	4.88	4.88
k	in pointing future being of oneself	4.4	4.54	4.01	4.32
l	In understanding the community	4.87	4.77	4.84	4.83
m	in promoting communication skills	4.94	4.21	4.32	4.49
n	in acquiring flexible nature	4.86	4.42	4.67	4.65
o	in promoting innovative thinking and creative skills	4.44	4.32	3.09	4.28

Source: Analysis of question number 6

Table 4: Role of Professional Practice (Team training) in Promoting entrepreneurial skills and abilities

Role of TTP/PP on Factors:		Graduates in Faculties with sample size n_i			Grand Average N=80
		$N_b=34$ FBE Grad.	$N_t=21$ Techno Grad.	$N_m=25$ Med. Grad.	
a	in identifying opportunities from environment	4.02	4.66	4.31	4.33
b	in identifying threats from environment	4.40	4.62	4.67	4.56
c	in improving team spirit	4.80	4.53	4.91	4.75
d	in creating confidence to start own businesses	4.18	4.79	4.60	4.73
e	In understanding community's problems	4.8	4.71	4.96	4.82
f	in seeing problem solving strategies	3.50	4.20	4.49	4.06
g	in promoting interpersonal relations	4.93	4.58	4.88	4.80
h	in improving attitude towards risk taking	5.00	4.33	4.04	4.46
i	in promoting self decisions & Confidence	4.75	4.39	4.35	4.50
j	in promoting valuing others idea	4.92	4.80	4.99	4.91
k	in pointing future being of oneself	3.08	3.91	4.22	3.74
l	In understanding the community	3.52	3.44	4.68	3.88
m	in promoting communication skills	4.01	3.81	4.55	4.12
n	in acquiring flexible nature	3.00	3.07	4.33	4.47
o	in promoting innovative thinking and creative skills	3.55	3.41	3.02	3.33

Source: Questionnaires Analysis

Table 3 and 4; present the role of Community Based Training program (CBTP) and Team Training Program/ Professional Practice to the development of entrepreneurial skills and abilities respectively. The tables present the role of CBE to the development of entrepreneurial qualities measured through the different factors representing good qualities of entrepreneurs

The role of the program to the development of entrepreneurial qualities is measured on the following points of discussions:

Environmental Scanning Ability

A good entrepreneur, as mentioned by Hirsch, is the one who effectively go through entrepreneurial process: identifying and evaluating opportunities, developing business plan, determining resources required, and managing the resulting enterprise. Community based education has strong role in increasing one's ability to analyze his/her environment via which one can identify the opportunities that he/she can take advantage and threats that can possibly pose pressure on individual's success. The contribution of the program in an increase in ability to analyze owns environment is highly significant for business graduates. Out of the 80 respondents to this study about 25% have identified more than two opportunities, 20% have identified only two opportunities, 10% have identified single opportunities while the rest did not.

As shown in table 5 bellow, TTP/PP plays good role in increasing individuals' ability of assessing their environment to identify opportunities convertible into successful ventures, and threats that hinder the conversion of the opportunities identified. Respondents in the three faculties interviewed mentioned that CBE and TTP have more than 90% contribution than the expected in analyzing owns environment. Besides, community based education plays great role in understanding the community, its problems and the mechanisms of solving such problems

identified because the program puts understanding the community and respective problems of the target community as a primary requirement.

Table 5: Role of Professional Practice (Team training) program and CBTP in Environmental Scanning

Role of TTP/PP on Factors:		Graduates in Faculties with sample size n_i			Grand Average N=80
		$N_b=34$ FBE Grad.	$N_t=21$ Techno Grad.	$N_m=25$ Med. Grad	
a	in identifying opportunities from environment	4.02	4.66	4.31	4.33
b	in identifying threats from environment	4.40	4.62	4.67	4.56
c	In understanding the community	3.52	3.44	4.68	3.88
d	In understanding community's problems	4.8	4.71	4.96	4.82
e	in seeing problem solving strategies	3.50	4.20	4.49	4.06
Role of CBTP on Factors:					
a	in identifying opportunities from environment	4.51	4.00	3.90	4.14
b	in identifying threats from environment	4.75	4.30	4.35	4.67
c	in improving team spirit	4.88	4.55	4.81	4.75
d	In understanding the community	3.52	3.44	4.68	3.88
e	In understanding community's problems	5.00	5.00	5.00	5.00

Source: Analysis of question number 6

As shown bellow, 40% of those who identified opportunities from their environment belong to business and Economics, 27% to medical facultative. Such a difference is thought to result from the nature of the opportunities the graduates seek. Opportunities for an individual from business background are clearly visible, less costly to be utilized and are of same nature with what the graduates have been practicing as students involved in community based education program. But, most of the technology graduates have responded that the way they have been dreaming is less fit with what the real environment reflects. Besides the opportunities for the medical and technology, streams are costly as mentioned by responds what so ever the easy may be almost all respondents agreed in the contribution of CBE in increasing environmental assessment skills and abilities of those who have involved in the program.

Table 6: Number of opportunities identified and their frequencies

<i>No of Opportunities identified</i>	<i>Sex</i>	<i>Medicine Graduates</i>	<i>Bus and Eco. Graduates</i>	<i>Technology Graduates</i>	<i>Total respondents</i>
>2	M	2	5	1	12
	F	3	1	-	
Exactly 2	M	3	6	6	20
	F	-	3	2	
Exactly 1	M	4	2	3	11
	F	2	-	-	
< 0	M	11	12	7	37
	F	2	3	2	

Source: *Analysis of question number 7 & 8.*

In addition to increasing one's ability to identify opportunities, the respondents also confirmed the strong role of CBE in identifying threats in the environment, which possibly can threaten the health of an organization. More than 85% of the total respondents have agreed that CBE has

increased their abilities of identifying factors that can press the operations of their organizations and the way they can reduce any impact therein.

Hence, the researcher concluded that CBE in its components mentioned in tables 1 and 2 plays strong role in increasing individual's abilities to analyze their environments and to apply the right action up on what is observed.

Resource Raising Ability

The role of entrepreneurship in economic development involves more than just increasing per capita and income, it involves initiating and constructing change in the structure of business and society. Entrepreneurs need to raise fund and acquire resources of different types from various sources to convert the opportunities observed in their environment into new ventures and to minimize the pressures of threats upon oneself or organization. In the absence of resource, identification of opportunities will not go beyond damping and postponing them. Opportunities flew away. A delay to take advantages over opportunities leads them either to:

- ☞ expiration or
- ☞ be utilized by competing opportunity seekers.

This implies that resources acquiring is equally important to identification of opportunities to run effective entrepreneurial practices. This study revealed the contribution of community based education as significantly high. Both CBTP and TTP (PP) play important role in improving one's skills and abilities raise funds because the programs improve:

- ☞ the abilities of identifying opportunities which include identification of new venture or business, and good sources of resources that are less costly and allows high flexibility
- ☞ the abilities to sell owns ideas and persuading others to agree on own ideas and premises.
- ☞ the innovative thinking and creative skills

Accordingly, the results obtained the different factors like innovative thinking and creative skills, good communication skills; good strategies to identify problem solving mechanisms and good ability of analyzing the environment reflect the good role of the program in promoting entrepreneurial skills and abilities to raise funds for investment.

Risk Taking Ability

As mentioned in Hirsch, p.50, risk taking, whether financial, social, or psychological, is part of entrepreneurial process. Different people do have different attitude towards risk; some define it as very evil while others define it as a key to success. A positive attitude towards risk motivates individuals and groups towards innovation, creativity and conversion of opportunities in to successful venture. Besides, such an attitude highly contributes to reduce entrepreneurial risks: missing the boat risk and sinking the boat risk. According to the information from the respondents, CBE has above average contribution to increase risk-accepting abilities.

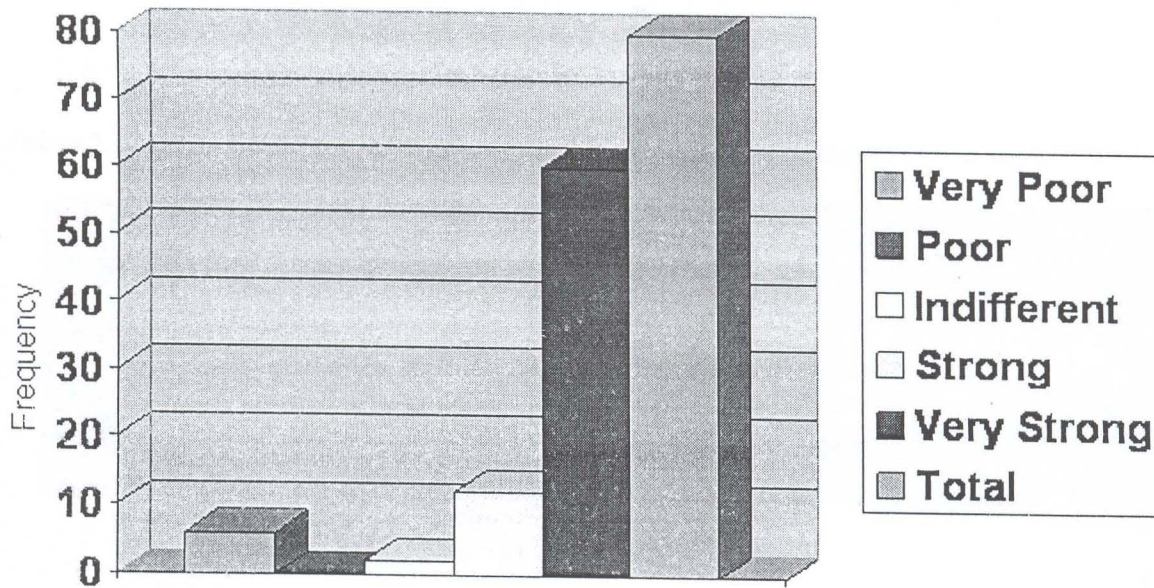


Fig 1: Role of CBE in improving risk-taking ability

The result of the analysis shows that the program has best role of taking risk positively for business and Economics graduates than the other two. However, the study shows that the role of CBE in promoting self-decisions & Confidence is weaker for FBE graduates than the others. Role of CBE in increasing risk taking ability and willingness is more than the role of the other two.

internal control is 60.6%, 75% and 84.4% respectively. Internal locus of control promote entrepreneurial practices while external control inhibits one's entrepreneurial tendencies.(Hisrch,p.50) Even if the degree of its contribution varies ultimately one can conclude that the program plays role in building entrepreneurial tendencies.

Table 8: Role of CBTP improving risk taking ability and willingness

Role of CBTP :	Graduates in Faculties with sample size n_i			Grand
	$N_b=34$	$N_t=21$	$N_m=25$	Average
	FBE Grad.	Techno Grad.	Med. Grad	N=80
in promoting self decisions & Confidence	3.03	3.75	4.22	3.67

Source: Analysis of question number 6(i)

While some people require externals to make decisions for them, others do not. People requiring externals to make the lion's share of their decisions commonly want to attribute failures to the externals. This implies that, such people are rarely confident to deal with innovations and newness. Individuals with internal locus of control attribute any out come of their actions to themselves, no matter whether the result is success or failure. Such people do have positive propensities toward taking action on innovative and new ventures hence they have entrepreneurial qualities.

Creation of New Ventures

Even if the program has good role in improving environmental scanning abilities that enable to identify opportunities and threats, the research revealed only few cases where opportunities in the

environment were converted into successful ventures. Not almost all the respondents are self-employed; rather they work as employees in either government and non-government organization. Failure to convert identified opportunities in to successful venture might be due to either failure to convert resource raising skills in to actions, or the age of most of the graduates. "Even if entrepreneurs are to realize their vision within age-ranges 22 to 55, different studies have concluded that male entrepreneurs tend to start their first significant venture in their early 30s while women entrepreneurs tend to start their significant venture in their middle of 30s" (Hirsch). Most of the respondents for this research lay within age range 25 to 35 and hence this might attribute to the little contribution of the program in encouraging individuals to start new business of their own.

Building Team Spirit

CBE in all its philosophies involve assignment of students in team to join the community, identify and analyze the problems therein, and design a project plan on how to solve the problems. Through this practice, the students develop positive attitude to group work, which in turn builds team spirit among them. Most of the respondents of this research stated that CBE has strong role in building team spirit.

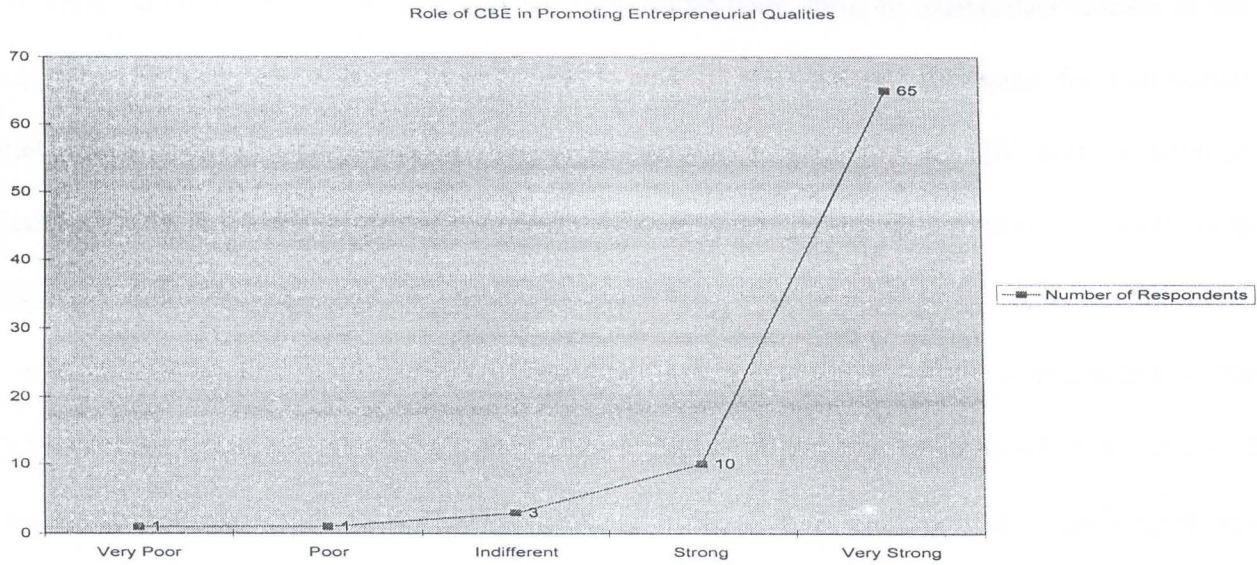


Fig 2: Role of CBE in building team spirit

However, the development of such team spirit is more effective in the presence of close supervision, especially in the early days of students' enrollment in the program. Graduates from the three faculties responded that involvement has more than 90% contribution in building team spirit within individuals mind.

Table 9: Role of CBE in building team spirit

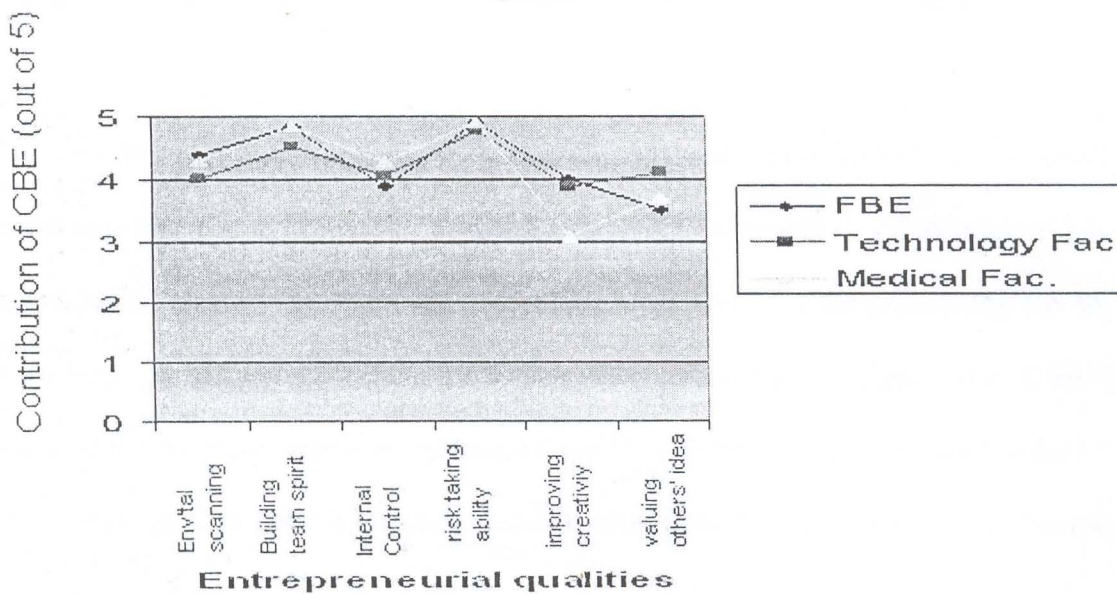
	Role of CBTP on Factors:	Graduates in Faculties with sample size n_i			Grand
		$N_b=34$	$N_t=21$	$N_m=25$	Average
		FBE Grad.	Techno Grad.	Med. Grad	N=80
a	in improving team spirit	4.88	4.55	4.81	4.75
Role of TTP/PP on Factors:					
b	in improving team spirit	4.80	4.53	4.91	4.75

Source: Analysis of question number 6 (c)

The above table represents the role of CBE in building team spirit in individuals involve in the program. However, the contribution of CBTP and TTP/PP are not the same for individuals graduating from different faculties. CBTP has greater contribution to FBE and Technology students than the Medical faculty students who believe greater contribution to team spirit originate from TTP.

The summary of the role of CBE in building entrepreneurial qualities is presented in the following chart. The programs build the habit of valuing others idea in the minds of the enrolled students and this is one of the primary qualities of entrepreneurs. Besides, it also has a significant contribution in building team spirit that lead individuals for synergetic achievement. However, the contribution of the program is not all best to the development of entrepreneurial development. For example, the role of creating innovative thinking and skills to medical faculty is weak. The chart is developed as a function of analyzing the environment, improving team spirit, improving internal locus of control, valuing others' idea, promoting Innovative and Improving problem solving skills.

Fig 3: Role of CBE in building entrereneurial qualites



Valuing Others' Idea

Some people define others as parties that may take their success away rather than defining them as parties with constructive ideas that increase their successes. But successful entrepreneurs consider others idea and they do not negatively react before the evaluate the merit and the demerit of the ideas. Effective entrepreneurs are those who bravely learn from others on how to proceed forward successfully. Entrepreneurs need the contributions of other people in generating product idea, identifying opportunities, in evaluating the opportunities and ideas already identified and even on how to improve an already converted opportunity in to successful venture.

Individuals with strong zeal of coming up with new venture but with negative attitude towards others' idea are considered as people of poor entrepreneurial qualities. If individuals have positive attitude towards others and their idea, they will have large forum to generate business idea, to evaluate the large pool of the business idea, to make amendments and improvements depending on the ideas collected from markets, customers, and competitors, professional and so on.

With this regard, CBE is found to have more than strong role in improving one's attitude toward others idea and hence towards improving entrepreneurial qualities. At average respondents from medical and Business and Economics faculties responded that the philosophy has 98.7% role in promoting entrepreneurial qualities while the technologies agreed that CBE has 96.2% contribution in promoting entrepreneurial qualities. Still one can see that optimal contribution from the program is not yet realized. General result from the study is presented bellow.

Table 10: Role of Community Based Education in Valuing others idea

Faculties	Very weak	Weak	Indifferent	Strong	Very Strong	Total
FBE	0	0	0	3	31	34
Technology	0	1	0	1	19	21
Medicine	0	0	1	2	22	25

Source: Analysis of question number 6 (J)

The above table is clearly presented in bar graph bellow for better understanding of the role of CBE in strengthening development of positive attitude towards others idea.

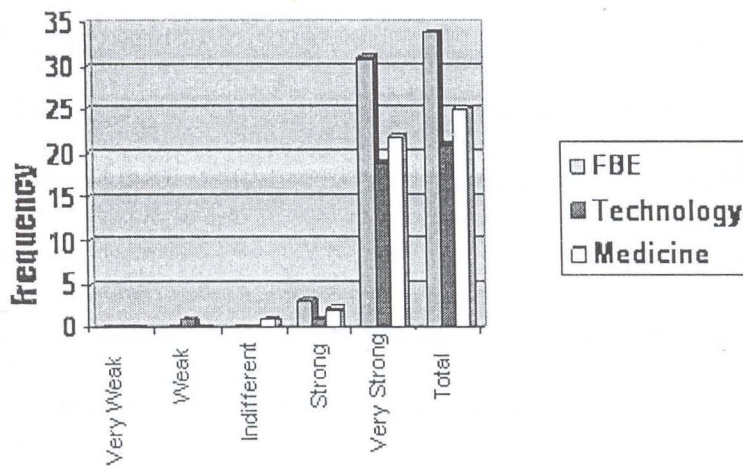


fig 4: Role of Community Based Education in Valuing others idea

As observed from the above table, the significant part of the respondents believed in very strong role of CBE in strengthening one’s attitude towards valuing others’ idea, which, on the other hand, reflects the role of the program in improving entrepreneurial qualities of parties involved in it.

Is the Philosophy defined the way it ought to be?

Even if the program is playing good role in building entrepreneurial tendencies, 25% of the respondents from medical faculty, 60% of the respondents from Business and Economics faculty, and 55% of the respondents from Technology faculty replied that the philosophy is not defined the way it provide an optimum base in promoting entrepreneurial skills and abilities.

Respondents from medical faculty responded that community definition for CBTP is weak in that it does not encourage students to practice and use their skills to carry out entrepreneurial process. Even if the enrolling parties can identify the problems, absence of infrastructures for analysis, solution proposal and implementation of the result pose great obstacle to the students not to get the optimum return from the program. Besides, the respondents pointed out the need to reframe the timing as to when students are to be assigned to learn the different phases of the program: problem identification phase, Analysis and prioritizing phase, project proposal development and intervention phase. The respondents agreed that CBE programs should be run with in the final year of students' stay in the university because they can acquire the necessary knowledge and skills to effectively benefit from the program. The present way of running the program hinders obtaining the maximum possible benefit expected from it and hence does not provide optimal role in building entrepreneurial tendencies.

As mentioned by the graduates from technology faculty, community definition for CBTP is poor in that the enrolling students get rare chance of applying their skills attained on theoretical classroom discussions in to practice. Nevertheless, with regard to PP, the community is defined in a nice manner that involved students can benefit the maximum they expect from the program.

Community is still not correctly defined for FBE graduates for CBTP in that they apply little knowledge attained in classrooms in the field practices. More over, the timing for the different phases is still a common problem for students in FBE and Technology faculties. Because some of the phases demanding application of knowledge and skills attained from class room discussions are forced to be accomplished prematurely which in turn affect the level of confidence students have in converting opportunities identified in to successful ventures and controlling threats pressing the life of the community. Hence, such weaker plan regarding the timing as to when each phase are to be accomplished affects the level contribution CBE has in promoting entrepreneurial qualities.

The third common problem with the program as mentioned by the data sources is the nature of the participants in the program-the students- who are like a flowing river where one can not keep them the real realization of the proposed ventures at the final phase of the program. Implementing a given project takes at least some two year for follow up and amendment but students who identified the opportunities, develop implementation plan and struggled for the implementation graduates before converting the plan in to real venture. This may result in eroding confidence of converting opportunities in to successful business, and hence affects the role of CBE in promoting entrepreneurial practices.

Of the total respondents, 72% responded that the major problem that hinder CBE from contributing to entrepreneurial development to be the timing of the phases of the program 43% responded the major problem to be nature of the participants and 37% of the reopened the major problem with the program to be weaker definition of the community. The agreeable point is that

the presence of some problems that affect the optimal role of CBE in promoting entrepreneurial development.

The above all explanations indicate the need for further consideration on the definitions given to the community, the timing as to when students are to be assigned to identify, analyze and prioritize the problem in the community, design proposals as to how the problem can be solved and carrying out the implementation program.

Summary

Community Based Education is found to be meritorious program in that it plays significant role in enhancing entrepreneurial qualities. However, this contribution is not optimum as the enrolled students expect.

The program has strong role in strengthening one's ability to:

- Scan the environment to identify opportunities, threats, strengths and weaknesses.
- Raise resources (both financial and non-financial) to convert the opportunities identified into new, value adding ventures.
- Take risk- CBE helps individuals to define risk as one of the possible phenomena in life. Besides, it enabled the participants to define risk as a learning forum rather than sign of failure.
- Create new venture- as the ability to identify opportunities is appreciated the skill to create new venture does too. But there was no significant picture observed in this research with regard to creation of new venture.

- Build team spirit and value others' ideas-CBE promotes team work where by the idea of members of the team and externals are taken in to account to ensure future successes.

However, the program is not providing the optimal contribution in strengthening entrepreneurial qualities because of weaker definition of the community for some programs in CBE, poor timing as to when the different phases of the programs should run and lack of positive attitude in the minds of the enrolling students especially on early days of their involvement.

Chapter IV

Conclusions and Recommendations

Conclusions

Jimma University is the only University in the country in running community based education programs aiming at understanding the community-the future home of the enrolling students, Identifying and analyzing community problems, prioritizing them, developing proposals on how the already identified problems can be solved, sourcing fore resources, and solving the problems in question.

The result of this study revealed that Community Based Education has a significant role in promoting entrepreneurial qualities. The respondents stated that CBE has significant role in strengthening team spirit, ability to scan the environment, risk-taking ability, valuing the idea of others and creative thinking. However, the program demands some adjustment if it is to provide optimum contribution in developing entrepreneurial qualities.

The definitions given to 'Community' in CBE is not in the way that can help students gain a lot from the curriculum. The community the technology faculty demand refers to technological community where students can practice the theoretical knowledge they gain in classrooms. Similarly, the community defined for the medicine and business and Economics faculties still pointed to have further revision to help the program play better role than ever with regard to promoting entrepreneurial qualities.

Community Based Education through its major philosophies, the Community Based Training Program and Team Training/Professional Practice, contribute to the development of entrepreneurial tendencies. Team spirit, environmental scanning, risking taking ability, resource raising ability, innovativeness, valuing others idea are some of the points the program is strengthening in the students mind.

However, as to the definition of the community for the different faculties, the timing as to when students should be assigned to meet the objectives of the program, the level of supervision and assistant from instructors lacks maturity and demands further considerations for it impaired the possible contributions of the program to the development of entrepreneurial skills and abilities.

Hence, it is concluded that Community Based Education has strong role in promoting entrepreneurial qualities. As obtained from the respondents the program has 87.6 % contribution to the development of entrepreneurial qualities than expected.

Recommendations

As citizens living in developing nation, we all need to encourage all possibilities that can promote entrepreneurship and entrepreneurial practices that can create wealth to the larger public. In the absence of introducing new venture and creative products, bringing economic development will become a simple unrealizable dream. Hence, encouraging entrepreneurial practices is one of the mechanisms leading to economic growth. Entrepreneurial qualities can be developed through one's interaction with its environment including the family, assisting own self educationally, and encouraging trials and errors that can potentially end with fruitful result.

Based on the finding obtained in this research the researcher recommends the following:

- ▶ Community for the program should be redefined in the way that fit the requirements of the different faculties rather than using a single community as a laboratory for all faculties. Community definitions should be made in participatory way where input from the students side is given due attention.
- ▶ Timing as to when the program should start has to consider the acquiring of the relevant knowledge and skills that can possibly help the learner apply what s/he has already learned. When students with sufficient know ledges and skills are brought together, they can have a well developed confidence with regard to starting new venture, minimization of errors.....Hence, the researcher recommends that running the programs in the late days of the students' stay in the University can increase its possible contribution to the development of entrepreneurial skills and abilities.
 - Students need to equip them selves with theoretical knowledge from classroom discussions and readings before joining the program to apply

these knowledge and skills in identifying, analyzing and solving the problems of the community.

- ▶ Building positive attitude in the minds of students about the program before they involve in, so that they can have self-initiative to learn a lot from the system. As the students believed that the community is poorly defined for the different faculties, their trust on the program as contributor to the development of entrepreneurial feeling is weak. Therefore, creating positive attitude in the minds of the students should be taken as a primary key in increasing the role of community based education in promoting entrepreneurial qualities.
- ▶ Better supervision from instructors' side should be improved so that team spirit among the participating students can be achieved. Because, in the absence of close supervision some of the enrolled students may not:
 - develop team spirit,
 - Scan the environment,
 - Develop positive attitude towards risk-taking,
 - Understanding the value of others idea, and
 - Learn and develop other entrepreneurial qualities.
- ▶ Scholars and researchers have to work hard in finding curriculums that can play significant role in promoting entrepreneurial practices. Doing so can increase number of new venture creations ,innovations and opportunity utilization which in turn can play role in economic progress to nations like Ethiopia. They all should work hard as to how the program can be made positive contributor to the development of entrepreneurial practices whereby creativity, innovations and smart utilization of opportunities hosting in the environment to bring economic development in the nation. All citizens and collaborating

parties should believe in that entrepreneurship is the key to bring economic development of nations. Moreover, to bring such belief the role of researchers is very significant.

- ▶ Finally, the researcher recommends the involvement of other researchers in measuring the level of contribution of the program to the development of entrepreneurial qualities and entrepreneurs before implementing the philosophy in other higher institutions on the nation. Currently, MOE develops positive attitude towards the program and initiating the acceptance of the program by other higher institutions of the country. But, the researcher recommends the further detailed researches to design how to implement it so as to get the best return with regard to promoting entrepreneurial qualities.

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Appendix :

Questionnaires to Graduates from Jimma University

Questionnaire's Code: _____

Dear respondent,

This questionnaire is designed for educational purpose (identifying the contribution of community based education to the development of entrepreneurial abilities & skills to those involved in the program and has no other implications. The success of the study is highly dependent on your cooperation in responding to the list of questions below. Hence, the researcher respectfully requests you to answer every question.

I thank you in advance for all your cooperation in this regard.

Amare A.

1. Personal Details:

☛ Sex: Male , Female

☛ Age in years

Below 25	25 to 30	30 to 35	36 to 45	46 to 50	51 to 55	Above 55

2. When did you graduate (in EC) from Jimma University? _____

3. From which faculty you graduate? (Tick under your area of study in the university)

Medicine	Business& economics	Technology	Others(specify)

4. Did you involve community based education program? Yes _____, No _____

5. If yes how?

- As a student _____
- As an instructor _____
- Both as a student & instructor _____

6. Respond to the following questions based on the following rating scale.(Tick to the rate you are assigning to each of the statement given.)

- 1=I strongly disagree
- 2=I disagree
- 3=I am indifferent
- 4=I agree
- 5=I strongly agree

Factors		Rating scales				
Community based education:		1	2	3	4	5
a	Increased my ability to identify opportunities from the environment					
b	Increased my ability to identify threats from the environment					
c	Helped me in improving team spirit					
d	Created confidence in me to plan for independent businesses					
e	Helped me to understand the problems of the community					
f	Helped to see how problems can be solved					
g	Played good role in increasing my interpersonal relations					
h	Helped me to have positive attitude to risk taking					
i	Helped to make more decisions independently					
j	Helped me to value and consider others idea					
k	Helped me know what I have to do after completion of my study					
l	Helped me understand the community in a better way					
m	<i>Increased my Communication skills and the ability to sell ideas and persuade others</i>					
n	<i>The ability to work both as part of a team and independently</i>					
o	<i>Increased my Innovative thinking and creative skills</i>					
Professional Practice/ (Team Training Program :						
a	Increased my ability to identify opportunities from the environment					
b	Increased my ability to identify threats from the environment					
c	Helped me in improving team spirit					
d	Created confidence in me to plan for independent businesses					

e	Helped me to understand the problems of the community					
f	Helped to see how problems can be solved					
g	Played good role in increasing my interpersonal relations					
h	Helped me to have positive attitude to risk taking					
i	Helped to make more decisions independently					
j	Helped me to value and consider others idea					
k	Helped me know what I have to do after completion of my study					
l	Helped me understand the community in a better way					
m	<i>Increased my Communication skills and the ability to sell ideas and persuade others</i>					
n	<i>The ability to work both as part of a team and independently</i>					
o	<i>Increased my Innovative thinking and creative skills</i>					

7. Have you identified business opportunities ever before? Yes: _____ No: _____

8. If yes, how many opportunities? _____

9. Do you have your own business? Yes: _____ No: _____

10. Do you think community based education has a positive role in promoting entrepreneurial abilities? Yes: _____ No: _____

➤ If yes, how? _____
