



ADDIS ABABA UNIVERSITY  
COLLEGE OF BUSINESS AND ECONOMICS

EFFECT OF ENTREPRENEURIAL EDUCATION ON UNIVERSITY STUDENTS  
ENTREPRENEURIAL INTENT AND THE MODERATION EFFECT OF FAMILY  
BACKGROUND AND ROLE MODEL (CASE STUDY ON CBE STUDENTS)

BY  
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OCTOBER 2019 G.C  
ADDIS ABABA, ETHIOPIA



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COLLEGE OF BUSINESS AND ECONOMICS**

**EFFECT OF ENTREPRENEURIAL EDUCATION ON ENTREPRENEURIAL UNIVERSITY  
STUDENTS INTENT: THE MODERATION EFFECT OF FAMILY BACKGROUND AND  
ROLE MODEL CASE STUDY ON CBE STUDENTS**

A thesis submitted to Addis Ababa university college of business and economics, Graduate  
Studies in partial fulfilment of the requirements for the degree of master of business  
Administration in Management

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October 2019 G.C  
Addis Ababa, Ethiopia

## STATEMENT OF DECLARATION

I, Meron Dagne Hailemichael, declare that the thesis entitled *Effect of entrepreneurial education on university student's entrepreneurial intent: The case study of Addis Ababa University CBE students* is my own original work and has not been submitted for any degree in any other University. It is offered for the award of the degree of Master of Business Administration in Management from Addis Ababa University.

Declared by:

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*Place:* Addis Ababa, Ethiopia

**STATEMENT OF CERTIFICATION**

**Addis Ababa University**  
**School of graduate studies**

This is to certify that the thesis prepared by Meron Dagne Hailemichael entitled: effect of entrepreneurial education on university student's entrepreneurial intent: The case study on Addis Ababa University CBE students and submitted in partial fulfillment of the requirements for the degree of Master of Business Administration Specialization in Management compiles with the regulations of the university and meets the accepted standards with respect to originality and quality.

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**Chair of Department or Graduate Program Coordinate**

## ACKNOWLEDGEMENTS

My deepest gratitude goes to God for the gift of life He has given me and always being faithful in His promises concerning my life, for giving me endurance and strength in accomplishing my thesis work.

I would like to thank my instructor and advisor Dr. Ethiopia Legesse for guiding me throughout this research project and always being patient with me, for showing me great encouragement and guidance in the completion of my thesis and making my research a wonderful experience.

Next I would like to give special thanks to my supporting family who persuaded me to pursue my studies, always believed in my abilities and for their unlimited amount of prayer and support.

I am very grateful to the respondents for their kind participation and also representatives of management and PADM class for their willingness to help me administer the questionnaires and efforts during the survey work.

Finally, I would like to express my heartfelt thanks to my friends' Melesse Sitotaw and Mohammed Ahmed, who helped me in administering questionnaires and helping me edit my paper, I'd like to thank Tamrat Hailu and Tibebe Wolde Abere (MBA) head department of management at Admas university, for his continued support and ideas throughout this research study.

## **Abstract**

*The purpose of this study is to examine the effect of entrepreneurial education on entrepreneurial intention of university students found in Addis Ababa university faculty of business and economics. This study is a cross sectional study designed to investigate the effect of providing entrepreneurial education on creating university students' entrepreneurial intention. The primary data was collected from a total sample size of 123 selected through non probability sampling method allocated among students of the two departments that took entrepreneurial education at that time. Structured survey questionnaire was administered. The research gap to be studied in this research was the moderation effect of family background and role models on the relationship between entrepreneurial education and entrepreneurial intention. The collected data was analyzed using descriptive, correlation and multiple regressions. This study confirmed that entrepreneurial education has positive and statistically significant effect on students' entrepreneurial intention. However the analysis of the moderation effect of family background and role model resulted in rejecting to fail the null hypothesis. Based on the findings it is concluded that entrepreneurial education is important to create and develop a positive mindset on entrepreneurial intention. Recommendation and further studies are also forwarded.*

*Keywords: entrepreneurial education, university students' entrepreneurial intention, family background, role model.*

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# **CHAPTER ONE**

## **1. Introduction**

### **1.1. Back ground of the study**

Globally, the issue of entrepreneurship education amongst university students, and the encouragement of entrepreneurship activity are increasingly becoming important. As the world is growing and developing the amount of jobs needed among the youth graduates is also increasing. The number of entrepreneurs has also been increasing day by day in the contemporary business world where new opportunities have been emerging (Osborn & Waters, 2002). As entrepreneurship, became more widespread and more active, studies have tried to cover the topics that determine the factors affecting individuals' entrepreneurial intentions (Zaidatol, Akmaliah & Pihie, 2009).

Entrepreneurial education is a way of conveying entrepreneurial skills and knowledge to help individuals become capable of creating jobs for themselves and also others (Poli, 2004). Entrepreneurship education should be an integral part of general education so that individuals can have the necessary knowledge and be prepared to become self-employed by involving indifferent occupational fields. Even though there are some biases against some departments like philosophy when it comes to engaging in entrepreneurship, philosophers actually make the best entrepreneurs. This is because they encourage healthy debate, accept ambiguity, envision how smaller decisions eventually fit into bigger decisions, are effective problem solvers since they are mostly equipped with the ability to break down complex problems into simpler ones, are able to dissect complex problems, keep their emotions in check, see big pictures in small details and are effective problem solvers (Miller, 2017).

According to Ethiopian Economic Association, the number of entrepreneurs that meet the criteria in Ethiopia is very few due to backwardness. The industry, commerce and other service giving sectors are also not exploited to their full potential. These are the base for domestic and export trades which force the business and industry sector to be practiced in backward and traditional activities due to the low level of development in other sectors. The number of entrepreneurs that

meet the criteria in Ethiopia is very few due to backwardness. Gaining entrepreneurial education prior to involving in the act of entrepreneurship, results in effectiveness & productivity in the work environment which in turn paves a way to become an instrument to reduce brain drain unemployment and poverty (Poli, 2004). Entrepreneurial education has the capacity of creating intention in which the state of a person's mind directing his/her actions and attention towards self-employment as opposed to employment in a certain organization. Entrepreneurial education has helped & motivate bring out the efforts of an individual to carry out entrepreneurial activities by creating entrepreneurial intention (Linan & Rodriguez, 2004).

Family background and role models are also one of the moderating factors in initiating student's entrepreneurial intention. University students, given their economical status and emotional dependency on their family members and their inadequacy in life experiences, may find their parents help important when considering career choices, including engaging in entrepreneurial activity (Zellweger, 2011). According to Auken, (2006), Studies made by scholars' show that they support the positive relationship between having role models that are outside family members to look up to and entrepreneurial intentions as a career choice. While, other studies have failed to yield consistent findings (e.g., Carsrud, Gaglio, & Olm, 1987), some studies also suggest the possibility of intervening variables or that current conceptualizations of the relationship may be somewhat deficient or limited (Auken, 2006).

The college of business and economics (CoBE) consists of the former faculty of business and economics (established in Noveber1990) and school of commerce (established in 1943). The former faculty of business and economics has its origin in the creation of the department of economics in1959 under the faculty of art of the University College of Addis Ababa University. The first move was followed by the establishment of the college of business Administration in 1963, which consisted of two departments, namely the department of management and the department of accounting in 1978 the college of business administration, the faculty of Art and the school of social work were merged to form the college of social science. Twelve years later (in 1990), the university Senate decided to reorganize the college of social sciences, which resulted in the formation of the faculty of Business and Economics (FBE). Following the

formation of FBE, the faculty office moved from office moved from the main campus to the former place of the crown price in 1992.

## **1.2. Statement of the Problem**

Research shows that some people are more able to recognize and exploit opportunities than others because they have better access to information and knowledge (Anderson & Miller, 2003, Shane 2000, 2003,). Entrepreneurship is said to be one of the best strategic approaches to decrease unemployment, which in turn helps the young generation to avoid dependency on family, society and country at large (Naude, 2008). This research study intended to address the gap that exists between providing entrepreneurial education and university students' entrepreneurial intention, when moderated by a family background and role model.

Entrepreneurship education is a sufficient (necessary) for the emergence of entrepreneurial intentions. In order to be successful, a small business owner (the entrepreneur) must assume a lot of things like that of roles, tasks, and responsibilities, even though none among this is more important than the role of leader. Leadership is the process of persuading, inspiring and motivating others to work effectively and efficiently and to achieve a common goal. It also includes giving them the power and freedom to achieve the ultimate goal. University students, given their economical status and emotional dependency on their family members and their inadequacy in life experiences, may also find their parents help important when considering career choices, including engaging in entrepreneurial activity (Zellweger, 2011).

These days' young people and employment have become important and equally controversial. The young population is usually the working age group with the most fresh energy and ideas which can contribute greatly to the country's GDP if managed properly (Zafar, 2010). The government of Ethiopia had been trying to make the youth engage in a group of discussion to change the problems at hand for the better (Bereket, 2017). The world is becoming globalized and also very competitive. Certain skills currently required by the industry remain a challenge for the youth (Ahmed, 2010). Providing the necessary education and training on entrepreneurship enhances entrepreneurial skills, increases students confidence and entrepreneurial intention. According to the concept proposed by scholars and practitioners, entrepreneurship is seen as an

important device that can help reduce increasing rate of unemployment raging the economy (Naude, 2008).

according to a research made by ‘Sintayehu Shibru’ on the challenges and opportunities facing youth entrepreneurs in Ethiopia and hindrances for the development of entrepreneurship in our country: he implied the major ones to be as: The societies wrong perception on job creativity, the societies lack of readiness to live a life detached from the traditional life style, Wastage of one’s own and others’ resources due to lack of knowhow, adequate education and training programs, Lack of transparency and breaking promises, Lack of the practice of free and fair competition between people, Lack of self-confidence and independent economic background.

Most researches that have been done so far on entrepreneurial education have tried to emphasize the importance of providing entrepreneurial educations to students. The studies have shown that education is an important factor to develop and increase students’ entrepreneurial intention. By taking previous studies of Souitaris (2007) & Ahmed (2010) as a base, this research has tried to study the research gap that exists between providing entrepreneurial education and university students’ entrepreneurial intention, when moderated by a family background and role model. Even though there are many factors that could be taken as a moderating factor for developing students’ entrepreneurial intention, for this specific study the researcher has chosen to narrow it down to two factors only. These moderating factors are family background and role model. Support from family members and having a role model to look up to is also as important as having an education (Hattab, 2014). These issues still need to be researched on more extensively alongside the uses of entrepreneurial education.

### **1.3. Objective of the study**

#### **1.3.1. Main Objective**

The main objective of this research is to assess the Effect of entrepreneurial education on students’ intention and the moderation effect of family background and role model on the relationship between entrepreneurial education and students’ entrepreneurial intent.

#### **1.3.2. Specific objective**

Specifically, the objectives of the research are the following:

1. To investigate whether there is a change to the university students' mind set regarding entrepreneurial intent after entrepreneurial training has been provided.
2. To investigate the role of having an entrepreneurial family background in moderating the relationship between entrepreneurship education and entrepreneurial intention.
3. To investigate the roles of having a role model other than family background in moderating the relationship between entrepreneurship education and entrepreneurial intention.

### **1.4 Research Questions**

The main research questions raised in this research study are:-

- 1 Does providing entrepreneurship education have an effect on student's intention to take self-employment as a career option?
- 2 How does having entrepreneurial family background moderate the relationship between entrepreneurial education & entrepreneurial intention?
- 3 How does having a role model outside family members' moderate the relationship between entrepreneurial education & entrepreneurial intention?

### **1.5. Significance of the Study**

In light of the key role youth employment is expected to play in the sustained political and economic stability of the country (Bereket, 2017). University graduates are equipped with the fresh ideas and energy that could result in a real achievement if turned in to reality by engaging in entrepreneurial activities being backed up by entrepreneurial education and trainings. If students were given the appropriate training, they would have an additional option of applying their own business ideas by applying them in to the real world by engaging in entrepreneurship (Millington, 2011).

Since the main aim of this research is to investigate the effect of entrepreneurial education on graduating students after entrepreneurial education has been provided, this study also has a great significance for :-

1. The enhancement of dynamic graduates who may want to engage in entrepreneurial activities and business leadership but don't know how or where to start.

2. The findings of this research study could also serve as an implication for future innovative pedagogical approach among other things.
3. Through the findings and suggestions of this study, wealth of knowledge can be provided for the development of future entrepreneurs and future researchers.
4. It can also act as a base for further studies to help in expanding the research more geographically and conceptually by taking other variables in to consideration.

### **1.6. Scope and Delimitations**

- The geographic location of this study was limited to Addis Ababa.
- The main focus of this study were university graduates learning at business schools specifically found in Addis Ababa university faculty of business and Economics and only this university was chosen for its convenience. Moreover even though it is an interesting and relevant question in this study, the best time for learning entrepreneurship is not a part scope of this study.
- The main dependent variable is entrepreneurial intention acting as an effect measure of an entrepreneurship education. This is considered the most appropriate indicator for measuring the direct effect of an entrepreneurship education and as a predictor for future behavior.
- The scope of this study didn't include following up these students after their graduation and checking their participation in order to be able to measure if the intention that had been formed due to the training is converted into an actual behavior and been put in to practice, but this study can help in laying out a fertile ground for a follow-up study.
- The content of entrepreneurship education program is not taken in to consideration.
- Factors affecting entrepreneurial intentions during the time of an entrepreneurship program like capital or other external factors are not taken to consideration separately.

### **1.7. Definition of Key Terms**

**Entrepreneurship-** Entrepreneurship, as defined by Onuoha (2007), “is the practice of starting up new organizations or revitalizing mature organizations, particularly new businesses generally in response to identified opportunities.” Schumpeter (1965) defined an entrepreneur as “an individual who carries out new combines of means of production by which there occurs disequilibrium.” According to Frank H. Knight (1921) and Peter Drucker (1970)

“entrepreneurship is about taking a risk”. Thomas and Mueller (2000) argue that the study of entrepreneurship ought to be expanded to international markets to explore the circumstances and characteristics that promote entrepreneurial activity in different countries and regions.

**Entrepreneurial intent-** is the plan to engage in entrepreneurial activity. When an individual has an intention to leave their current employment job and become self-employed it is called an entrepreneurial intent (Wickham, 2006).

## **1.8. Organization of the Thesis**

**Chapter one:** this chapter will show the introduction part i.e. Background, Statement of the Problem, Research Questions, objectives, Research Hypotheses, Significance of the Study, scope and delimitations of the study, Limitations of the Study, Definition of Key Terms and Organization of the Thesis.

**Chapter two:** in this chapter will discuss previous related researches and journals that include key concepts and reviews. It also provides definitions of most important subjects in

**Chapter three:** in this chapter the research methodology will be explained, specifically: target population, sample size, sampling technique, Units of analysis, Data collection, Reliability and validity, ethical considerations, the issue of reliability and validity and summary are all described here in this chapter.

**Chapter four:** in this chapter will show the data analysis. Relationship between dependent and independent variable will be shown, after results have been shown the result will also be explained in detail.

**Chapter five:** in this chapter the whole study will be summarized. The major findings, conclusions and recommendation, will be discussed.

## **CHAPTER TWO**

### **2. Theoretical and Empirical review**

#### **2.1. Introduction**

In recent years, youth entrepreneurship has gained popularity as another option for employment opportunities because it has played a great role in boosting economic competitiveness and promoting regional development over the years. The rapidly increasing number of unemployed youth and the need for a greater competitiveness and the accompanying pressures for skills development and entrepreneurship are two main growing attention of young entrepreneurship in developing countries (Dash & Kaur, 2012).

FDRE, Ministry of Sport, Youth and Culture has ratified a national youth policy as a tool to realize a vision of creating an empowered young generations who are equipped with all pertinent knowledge and skill build up on ethical integrity. Based on the policy ratified in 2004, any youth program directed towards youth empowerment and development is expected to enable youths to be acquainted with new innovations, discoveries and inventions. Furthermore, it asserts that any capacity building programs are intended to inculcate in the mind of youth of self- confidence, creativity and hard work” (MSYC, 2004).

#### **2.1.2. Relationship between entrepreneurial education and intention**

In our current situation engaging in entrepreneurship is believed to be an important and best mechanism to deal with the current job scarcity situation especially for the youth. Youth entrepreneurship has the capacity to promote innovation Owing to the ongoing globalization process (Ferreira, 2012). Entrepreneurship education encourages young people to come up with new ideas, solutions and new & easier ways of doing things through experience-based learning programs. .In some situations, young entrepreneurs may be particularly responsive to new economic opportunities and trends. It is increasingly accepted that youth entrepreneurs can bring useful alternatives to the table (Merenda, 2011).

. Entrepreneurship is also important for creating employment opportunities for both the entrepreneur and also to the additional people they employ. it brings the youth back into

economic mainstream giving them a sense of meaning and belongings and preventing them from losing hope and confidence in themselves, it helps the youth to develop new skills and experiences by challenging themselves with new ideas and creativities and it helps In promoting innovation (Osborn, 2002).

### **2.1.3. Youth entrepreneurship in Ethiopia**

According to Ethiopian Economic Association, the number of entrepreneurs that meet the criteria in Ethiopia is very few due to backwardness. The industry, commerce and other service giving sectors are also not exploited to their full potential. These are the base for domestic and export trades which force the business and industry sector to be practiced in backward and traditional activities due to the low level of development in other sectors. The number of entrepreneurs that meet the criteria in Ethiopia is very few due to backwardness. The Ethiopian Economic Association also pointed out that as a result people end up buying more than what they actually sell because of the lack of balance in the import and export trade which leaves them to remain with meager income for development activities.

Given that modern education and training isn't being supplemented to the business activity in Ethiopia, the businesses has failed to be competent (Ethiopian Economic Association, 2005). According to the association in the face of globalization, it is important to be competitive in terms of quality and quantity of goods and services. Entrepreneurs are people of entrepreneurial skill who are working as personal or government employees (Werotw, 2005). The association also noted that these people are characterized by a positive attitude and by being successful. They broadly keep resources, produce ideas, free from corruption like favoritism and effectively lead production activities. Some people intentionally want to use their positions to facilitate their advantage. And since they also forget that they are employees of the society at large, the number of non-visionary and unskilled employees, coordinators and leaders of work is large.

### **2.1.4. Challenges of youth entrepreneurship in ETHIOPIA**

according to a research made by 'Sintayehu Shibru' on the challenges and opportunities facing youth entrepreneurs in Ethiopia and hindrances for the development of entrepreneurship in our country: he implied the major ones to be as: The societies wrong perception on job creativity, the societies lack of readiness to live a life detached from the traditional life style,

Wastage of one's own and others' resources due to lack of knowhow, adequate education and training programs, Lack of transparency and breaking promises, Lack of the practice of free and fair competition between people, Lack of self-confidence and independent economic background, lack of trust worthiness with each other and lack of cooperation for a common growth, the majority of the society also focuses on the short-term benefits they could get rather than long term development, expansion of the economic and social sector was also said to be poor according to his research study.

## **2.2. The six major theories of entrepreneurship**

Numerous theories have been put forward by scholars like Schumpeter, Peter Drucker and Howard Stevenson to explain the field of entrepreneurship. These theories have their roots in economics, sociology, psychology, anthropology, and management. The multidisciplinary character of entrepreneurship is given a close examination in this article.

### **2.2.1. Economic Entrepreneurship Theory**

The economic entrepreneurship theory has a deep root in the classical & neoclassical theories of economics, and the Austrian market process (AMP). These theories look at and explore the economic factors that develop entrepreneurial intention.

#### ***Classical Theory***

The classical theory extolled the virtues of specialization, free trade and competition (Smith, 1776). The theory was the consequence of Britain's industrial revolution that took place in the mid 1700 and lasted until the 1830s. The classical movement portrayed the directing role of an entrepreneur in the context of producing and distributing of goods where there is a competitive marketplace (Ricardo, 1817). Classical theorists articulated three means of productions: capital, land and labor. There have been objections to the classical theory but these theorists failed to explain the dynamic growth generated by entrepreneurs of the industrial age (Murphy, Liao & Welsch, 2006).

#### ***Neo-classical Theory***

The neo-classical model appeared from the criticisms of the classical model and pointed out that economic phenomenon could be reduced to an illustration of pure exchange, reflect the best possible ratio, and emerge in an economic system that wasn't basically open. The economic system consisted of exchange participants, exchange occurrences, and the impact of results of the exchange on other market actors (Murphy, Liao & Welsch, 2006).

### ***Austrian Market Process (AMP)***

These questions of the neo-classical movement that were left unanswered led to a new movement known as the Austrian Market process (AMP). The AMP, a model influenced by Joseph Alois Schumpeter (1934) focused on people's action in the context of an economy of knowledge. Schumpeter (1934) explained entrepreneurship as "driver of market-based systems". In other words, the important function of a certain enterprise was to create something new resulting in a process that served as an impulse for the motion of market economy. Murphy, Liao & Welsch (2006) argued that the movement offered a logic dynamic reality. In explaining this, they point to the fact that knowledge is passed on throughout a market system (e.g. via price information), entrepreneurs satisfy market needs, innovation transpires and system-level change occurs. If an entrepreneur has a knowhow on how to create new goods or service (offerings), or knows a better way to do so, benefits can be reaped through this knowledge.

## **2.2.2. Psychological Entrepreneurship Theory**

The individual is the level of analysis in psychological theories. These theories highlight on personal characters that define entrepreneurship. Personality traits need for achievement and locus of controls are reviewed and empirical evidence presented for three other new characteristics that have been found to be in accordance with entrepreneurial intention. These are innovativeness, risk taking and tolerance for ambiguity.

### ***Personality Traits theory***

According to Coon (2004) personality traits is defined as "stable qualities that a person shows in most situations". To the trait theorists there are enduring inborn abilities or qualities of an individual that naturally make them an entrepreneur. However, this model gives some insight into these inborn qualities by identifying the characteristics linked with the entrepreneur. The

characteristics provide us with a hint or an understanding of these traits or inborn potentials. In fact, explaining personality traits means making inference from intention. Some of the characteristics or intentions associated with entrepreneurs are that they tend to be more opportunity driven (they nose around), demonstrate high level of creativity and innovation, and show high level of business know-how and management skills(Ricardo, 1817). They have also been found to be optimistic, (they see the cup as half full than as half empty), emotionally resilient and have mental energy, they are hard workers, show intense perseverance and commitment, flourish on competitive desire to outshine and win, tend to be displeased with the status quo and crave improvement, in nature entrepreneurs are also transformational, who are lifelong learners and use failure as a tool and springboard. They also believe that they are individuals of integrity, can personally make a difference and above all visionary. The trait model is still not supported by research evidence. The only way to explain or claim that it exists is to look through the lenses of one's characteristics/ intentions and conclude that one has the inborn quality to become an entrepreneur (Rotter, 1966)

### ***Locus of Control***

Locus of control is a vital feature of individuality (personality). The concept was first introduced by Julian Rotter in the 1950s. Rotter (1966) refers to Locus of Control as an individual's perception about the underlying main causes of events in his/her life. In other words, a locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation). In this context the entrepreneur's success comes from his/her own abilities and also support from outside. The former is referred to as internal locus of control and the latter is referred to as external locus of control. While individuals with an internal locus of control believe that they are able to control life events, individuals with an external locus of control believe that life's events are the result of external factors, such as chance, luck or fate. Empirical findings that internal locus of control is an entrepreneurial characteristic have been reported in the literature (Murphy, Liao & Welsch, 2006). In a student sample, internal locus of control was found to be positively associated with the desire to become an entrepreneur. Business owners have a slightly higher internal locus of control than other populations (Rotter, 1996).

### ***Need for Achievement theory***

While the trait model focuses on long-term inborn qualities and locus of control on the persons perceptions about the incentives and penalties in his or her life, (Pervin, 1980,), need for achievement theory by McClelland (1961) clarified that human beings have a need to accomplish, succeed, achieve or excel. Entrepreneurs are driven by this need to excel. While there is no researched evidence supporting personality traits, there is evidence for the relationship between and entrepreneurship & achievement motivation (Johnson, 1990). Innovativeness & Risk taking, tolerance for ambiguity & need for achievement had positive and significant influence on entrepreneurial intention Mohar, Singh and Kishore (2007). However, locus of control (LOC) had negative influence on with variables such as risk taking, need for achievement, and tolerance.

The construct locus of control was found to be highly correlated for ambiguity. The recent findings on risk taking strengthens earlier empirical studies that indicate ‘aversion to risk declines as wealth rises’, i.e., one’s net assets and value of future income (Szpiro, 1986). Further evidence suggests that some entrepreneurs exhibit mildly risk-loving entrepreneurial intention (Brockhaus, 1980). These individuals prefer risks and challenges of venturing to the security of stable income.

### **2.2.3. Sociological Entrepreneurship Theory**

The sociological theory is the third of the six major entrepreneurship theories. Sociological enterprise focuses its emphasis on the social context (Reynolds, 1991). Reynolds (1991) has identified four social contexts that are related to entrepreneurial opportunity. The first one is social network in which its focus is on building social bonds & relationships that promote trust instead of opportunism. In other words, the entrepreneur should not take unnecessary advantage of people for the sake of becoming successful; rather success comes as a result of respecting and keeping faith with the people. The second one is called the ‘life course stage context’ which involves examining the characteristics and life encounters of people who have decided to engage in entrepreneurial activity. Experiences could influence their thinking and the way they act so that they want to do something meaningful with their lives. The third context is ‘ethnic identification’. One’s sociological background is one of the decisive “push” factors to become an

entrepreneur. For example, the social background of a person determines how far he/she can go. Marginalized groups may violate all obstacles and strive for success, spurred on by their disadvantaged background to make life better. The fourth social context is called population ecology. The idea is that environmental factors play an important role in the survival of businesses. The political system, government legislation, customers, employees and competition are some of the environmental factors that may have an impact on survival of new venture or the success of the entrepreneur.

#### **2.2.4. Anthropological Entrepreneurship Theory**

The fourth major theory is known as the anthropological theory. Anthropology is the study of the origin, development, customs, and beliefs of a community in other words, the culture of the people in the community. The anthropological theory states that in order for someone to successfully initiate a venture, the cultural and social contexts should be examined or considered. Here emphasis is on the cultural entrepreneurship model. The model states that new ventures are created influenced of a culture. Cultural practices lead to entrepreneurial attitudes such as innovation that also lead to intention of creation of venture. Individual ethnicity has an effect on attitude and behavior (Baskerville, 2003) and culture reflects particular ethnic, social, ecological, economic, and political complexities in individuals (Mitchell e, 2002). Thus, cultural environments can produce attitude differences (Baskerville, 2003) as well as entrepreneurial intention differences (Shane 1994).

#### **2.2.5. Opportunity-Based Entrepreneurship Theory**

Names such as Peter Drucker and Howard Stevenson anchor the opportunity-based theory. The opportunity-based approach gives a wide-ranging conceptual framework for an entrepreneurship research (Shane 1994). Entrepreneurs do not actually cause a change (as claimed by the Schumpeterian or Austrian school) instead they exploit the opportunities that change (in technology, consumer preferences etc.) creates (Drucker, 1985). He additionally says, “This defines entrepreneur and entrepreneurship, the entrepreneur always searches for change, responds to it, and exploits it as an opportunity”. What is apparent in Drucker’s opportunity construct is; entrepreneurs have the ability to see possibilities created by change more than the problems. Stevenson (1990) extends Drucker’s opportunity-based construct to incorporate

originality. This is based on research to determine the differences between entrepreneurial management and administrative management.

### **2.2.6. Resource- Based Entrepreneurship Theories**

The Resource-based theory of entrepreneurship argues that access to resources by founders is an important predictor of opportunity based entrepreneurship and new venture growth (Alvarez & Busenitz, 2001). This theory puts its focus on the importance of social, human and financial resources (Eckhardt 2003). Thus, having an access to a resource enhances a person's ability to detect and act upon discovered opportunities (Davidson & Honing, 2003).

#### ***Financial Capital/Liquidity Theory***

Empirical researches have shown that the founding of new firms becomes more common when people have an access to finance (Blanchflower, 2001). By implication this theory suggests that people who have got finance are more likely to get hold of resources in order to effectively make the most of entrepreneurial opportunities, and set up a firm to do so (Clausen, 2006). However, other studies contest this theory as it is demonstrated that most founders start new ventures without having much capital, and that financial capital is not significantly related to the probability of being rising entrepreneurs (Kim, Aldrich & Keister, 2003, Hurst & Lusardi, 2004, Davidson & Honing, 2003).

#### ***Social Capital or Social Network Theory***

Entrepreneurs are surrounded in a larger social network arrangement that comprise a significant amount of their opportunity structure (Clausen, 2006). Shane and Eckhardt (2003) says a person may have the ability to recognize that a given entrepreneurial opportunity exist, but might lack the social connections in order to transform the opportunity into a business start up. Other researchers have also suggested that it's very important for promising founders to have access to entrepreneurs in their social network, as the competence these people have represents a kind of cultural capital that promising ventures can draw upon in order to be able to find opportunities (Aldrich & Cliff, 2003., Gartner et al, 2004., Kim, Aldrich & Keister, 2003).

#### ***Human Capital Entrepreneurship***

There are two theory factors underlying the human capital entrepreneurship which are education and experience (Davidson & Honing,2003). The knowledge gained from experience and education represents a resource that is heterogeneously distributed across individuals and in effect central to understanding dissimilarity in opportunity identification and exploitation (Anderson & Miller, 2003, Gartner, 2005,). Empirical studies show that human capital factors are positively related to becoming a promising entrepreneur(Kim, Aldrich & Keister, 2003,Davidson & Honing,2003, Korunka et al, 2003), increase opportunity recognition and entrepreneurial success (Anderson & Miller, 2003,).

### **2.3. Empirical literature review**

There had been an empirical research in the field of entrepreneurship education that is connected with having the students to be engaged in entrepreneurial activities. It showed that the university students were engaged in entrepreneurial activities after they took entrepreneurial education showed strong entrepreneurial intentions (Hart & Harrison, 1992). However, some research also documented evidence for lower entrepreneurial intentions (Brenner, Pringle & Greenhaus, 1991). One of the issues that were still questionable was; what determines entrepreneurial intent among university students? A study conducted by Norasmah in 2010 found that students preferred to be employed in a certain organization rather than engaging in entrepreneurship.

In another study among students that previously participated in entrepreneurial education between 2002 and 2005 conducted in University Utara Malaysia, it was found that only 32.8% of the participants turned out to be entrepreneurs after their graduation. Both the studies indicated a low involvement in entrepreneurial activities among students even with formal education and training in entrepreneurship. The findings reflected that the government's expectation of high involvement in entrepreneurship had not materialized yet, revealing the existing gap of what governments are expecting from heir fresh graduates and the actual level of students that were actually getting involved in entrepreneurship, (Ariff & Abubakar, 2005).

A research conducted on students of a private university owned by a Government-linked company found that there was a high degree (86% of 279 respondents) of entrepreneurial

intention among its students. A high degree of entrepreneurial intention was found among students across programs but this study was not only confined to business students. In the study students exposure to entrepreneurial courses was found to have a significant relationship with entrepreneurial intention (Kamariah, Yaacob & Jamaliah, 2004).

But some studies did not produce positive results when comparing the relationship between entrepreneurship education and entrepreneurial intention. Education is supposed to influence entrepreneurial intention, since it prepares students and provides them with much needed confidence to undertaking business” (Nor, Ezlika & Ong, 2004).

Some studies were also found to have a significant relationship with family background and entrepreneurial intentions (Crant, 1996; Matthews & Moser, 1996; Hadi, 2002). The study found that having an entrepreneurial family back ground tends to involve let the children have intentions toward business (Hisrich, 2000). However, there were some studies that had an opposite result as well the findings. In one study of contractors conducted, it was found that 73.2% of the respondents became entrepreneurs because of their own interest and among those 66.2% did not have an entrepreneurial family background (Karr, 1985).

## **2.4. Research gap**

Several researches have been conducted on the effect of entrepreneurial education on youth’s entrepreneurial intention in different counties worldwide. As the empirical evidences indicate, researchers have found widely varying results. from the different studies made one of them is Sintayehu Shibru’ which he in his research implied the major Challenges and opportunities facing potential university student entrepreneurs in Ethiopia to be as: The societies wrong perception on job creativity, lack of readiness to live a life detached from the traditional employment life style, Wastage of one’s own and others’ resources due to lack of knowhow, adequate education and training programs, Lack of transparency and breaking promises. However, much attention has not been given for the impact of families and societies moderation on the relationship of entrepreneurial education and entrepreneurial intention that exists between providing entrepreneurial education and university students’ entrepreneurial intention. The government of Ethiopia has been working on improving the youth entrepreneurship rate by

coming up with different methods. Among the measures taken providing entrepreneurial education & training to entrepreneurs and youth in university and providing startup capitals are to be mentioned. This research study intended to address the gap that exists between providing entrepreneurial education and university students' entrepreneurial intention with a moderation effect of family background and role model.

## **2.5. Research Hypotheses**

The positive significance of entrepreneurial education is now becoming a vital part of different countries as it is playing a very important role in facilitating countries economy (Hattab, 2014). Entrepreneurship has now become a well known subject especially among students who are willing to take their carrier with launching the business of their own choice. Exposing students to entrepreneurial education has a positive influence of their intention towards entrepreneurship (Sanchez, 2013). Entrepreneurial studies trough different technique and courses have good effects on students' intentions and their perceived planned behavior to become entrepreneurs (sultan, 2016).

***Hypothesis 1:** Receiving entrepreneurial education brings a positive effect on student's entrepreneurial intention.*

Research studies show that entrepreneurs often come from homes where the father or the mother was self employed (Drennan, 2004). Perceived family support exerts a significant positive influence on perceived desirability and feasibility of starting a business for these college students. This confirms the important role of family support in enhancing entrepreneurial attitudes and intentions (Aldrich & Cliff, 2003; Henderson & Robertson, 2000). The role of family members when encouraging entrepreneurial actions through policies or education programs needs to be considered by educators, researchers and policymakers (Millington, 2011). Looking at the larger picture, counting on family members to give support to young entrepreneurs emotionally, intellectually, and economically, regardless of their personal entrepreneurial knowledge of the supportive family members, can help foster new first-generation entrepreneurs through firsthand entrepreneurial experimentation (Wernerfelt, 1984). On the basic of the above arguments the study hypothesized the following.

***Hypothesis2:*** *having an entrepreneurial family background moderates the relationship between entrepreneurial education & entrepreneurial intention.*

Literature on role models revealed that the elements of a reference group as a social network system, plays a crucial role in fostering members' entrepreneurial intention and in reinforcing their likelihood to the realm of entrepreneurship. Particularly, different stories and life experiences of role models can arouse entrepreneurial intention by providing positive & motivational information (Gnyawali and Fogel, 1994). This information in the role model inspiring stories help individuals to discover entrepreneurial opportunities and reduce risks in the future venture creation process. Depending on the external environment and individual factors, these stories consolidate individuals' entrepreneurial intentions (Stapel & Koomen, 2001; Lockwood, 2006). Individuals enjoy scrutinizing successful entrepreneurship models, which potentially enhances their original entrepreneurial intention (Fellnhofer & Puumalainen, 2017). On the basis of the above arguments the study hypothesized the following.

***Hypothesis3a-****having a role model moderates the relationship between entrepreneurial education & entrepreneurial intention.*

## **2.6. Conceptual framework and variable identification**

The conceptual framework explains the relationship between the independent variables and dependent variables. The former is presumed to be the cause of the changes while the latter influences the former (Kothari, 2003). The following framework illustrates how the independent variables affect the dependent variable which is entrepreneurial intention. This research included entrepreneurial family background and role model as contingency variables to moderate the relationship between entrepreneurial education-entrepreneurial intentions. The conceptual framework of this study was developed based on research problem and relevant literature.

**Independent variable**

**Dependent variable**

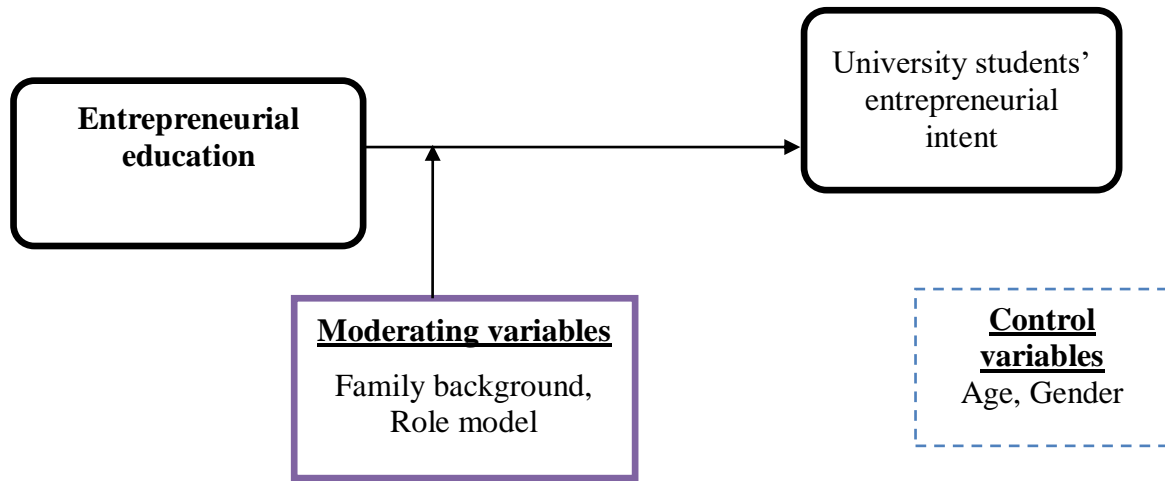


figure2. 1 conceptual framework

## **CHAPTER THREE**

### **3. Research Methodology**

#### **3.1. Introduction**

This section of the study reviews the research methodology that was used in this study to collect firsthand information from the students selected in the research field. In this chapter we will see about the methods that were used to carry out the study, Research methodology, quantitative research methodology, Research design, Units of analysis, Data collection, Primary data, the test of reliability and validity, Ethical consideration and Summary.

#### **3.2. Type of study**

This study is a quantitative research designed to study the relationship between the independent and dependent variables which are entrepreneurship education and entrepreneurial intent respectively with other additional control and moderating variables. Since quantitative research is based on the measurement of quantity or amount, it is applicable to phenomena that can be expressed in terms of quantity. For this study, primary data was assembled through the use of surveys. Questionnaires were comprised of closed ended questions that provide choices of answers to respondents.

#### **3.3. Research Design**

This research focuses on cross-sectional study and does not examine entrepreneurial intention on a time-line basis. It studies the relationship between the independent (entrepreneurial education) and dependent variable (entrepreneurial intention) with other contingency variables. This study was done by distributing questionnaires after they received entrepreneurial education, in order to study the effect entrepreneurial education has on students' intention. This research study used a casual research design. Causality is efficacy by which one process or state an effect, where the cause is partly responsible for the effect, and the effect is partly dependent on the cause. Like stated above in the case of this study, the independent factor (the cause) is entrepreneurial education and the dependent variable (the effect) is university students' entrepreneurial intention.

### 3.3.1 Population

The population of this study consists of graduating classes of Addis Ababa University. Out of the four department classes of the graduating classes only two (PADM & management) were chosen to be taken as the appropriate population. This was done because these departments were taking the entrepreneurial education class at the same time as the research was being conducted. Doing this helped in making the response of the students as timely as possible. Also because of time and money factors a sample was selected from this population. A non-probability sample was drawn from these students. The researcher had some advantage regarding data collection since it is her campus. So, convenience played an important role for ease of collecting information from the samples.

### 3.3.2. Sample size

Sampling is a method used to demonstrate a group of individuals that are selected from the whole population under study, and it is used to utilize the primary information for research purposes (Latham, 2010). Sample size in this research study refers to the number of students from the population that took part in the survey. The primary data was collected from samples that were selected from the general population of the graduating students. . Since it was almost time for graduation, students were busier than ever so not everyone was able to answer questionnaires; for that reason the researcher was forced to take a sample from the group of PADM and management students that were already few in number. A total sample size of 123 graduating students from the total 178 management and PADM department students were selected from the targeted sample using a sample size determination technique based on Solvin's formula with confidence level 95% and confidence interval (error margin) 5%.

Thus,  $[n = N/1 + Ne^2]$ , in which,  $n =$  is the sample size,  $N =$  is the population size (123),

$e =$  error tolerance (0.05)

$$n = 178 / [1 + 178 (0.05)^2] = (123)$$

- Management department– 127 students= 93(sample)
- PADM department –51 students=30(sample)

The sample was made up as shown by the following table:

table3. 1: sample of respondents

No.	Name of department	Population	Sample size
1.	Management	127	93
2.	PADM	51	30
3.	TOTAL	178	123

### 3.3.3. Data Collection Technique and Procedure

For this research data was collected with questionnaire. After the students took entrepreneurial education, the survey was administered. Secondary data's have also been incorporated in the study from various research studies, books, websites, and journals.

### 3.3.4. Measuring instrument

Questionnaires were used as a measuring instrument for this research project. Primary data was gathered by using a survey. The questionnaires comprise of closed ended questions since closed-ended questions can easily be analyzed statistically in a quantitative study. Likert scales pave the way for an easier answering possibility of participants and responses would also be much easier to code when gathering data (Marca, 2010). In addition, clear and plain questions were used to make it easier for respondents to understand. Standardized questions were developed by reviewing a literature of this research topic. The researcher pre-tested the questionnaire first before it was used for the actual research to collect information from respondents. This has been a very helpful and important step to gain knowledge on points which require restructuring so that respondents could easily understand what is being questioned; it also helped in adding some relevant questions if they were omitted at first.

## 3.4 Data analysis

Quantitative data obtained from questionnaires was counted and double checked for any errors before capturing any information and coding takes place. Descriptive statistics and inferential statistics were used to describe the results collected from the sample students (respondents) general information about the respondents' demographic situation and characteristics of the small enterprises. Then conclusion was made based on the analyzed data the results from the questionnaires were also presented in graphic formats like tables and bar charts. A brief analysis

accompanies these graphic presentations in this project, explanations about the meaning of figures and graphs is included, as well as conclusions of the results.

### 3.5. Reliability and validity

If a measuring instrument provides consistent results it is said to be reliable. The test of reliability is one of the most important tests of sound measurement in a research study (Fink, 2010). One of the types of reliability is internal reliability which is particularly important in connection with multiple-item scales. It refers to whether each scale is measuring a single idea or not, and whether or not the items that makes up the scale are internally consistent (Crossman, 2013). Coefficient alpha measures internal consistency, this measure is expected to be equal to or over 0.7 to say that the test is internally consistent (Fink, 2010).

Table3. 1Reliability Statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
<b>.841</b>	<b>12</b>

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Miller, 2017). In this study the researcher tried to develop a content-valid constructs by extensive search of literature, several articles, and top entrepreneurship (journal of international studies [jbs], journal of international studies [jibs], journal of small business management [jbm], journal of business venturing [jbv]).The research questions and instruments used in data collection were standardized questionnaires and were verified to determine the reliability and validity so that the instrument used was considered valid for carrying out the survey.

### 3.6. Research Model Specification

To examine the direct effect of Entrepreneurial training on entrepreneurial intent hierarchical linear regression was applied to the following model. Variables were carefully selected in review of literature which needed to be specified.

$$Y_j = \beta_0 + \beta_1 X_{1j} + \beta_2 X_{2j} + \dots + \beta_p X_{pj} + \epsilon_j$$

Where

$Y_j$ 's represents dependent variable for observation j.

$X_j$ 's represents the independent variables (IV's) for observation j

$\beta_0$  is the intercept

$\beta$ 's is the unknown regression coefficients.

$\epsilon_j$  is the error (residual) of observation j.

When we write the regression in a variable form it's going to take the form that is listed below...

$$EINT = \beta_0 + \beta_1 EE + \epsilon \dots\dots\dots 1$$

$$EINT = \beta_0 + \beta_1 EE + \beta_2 FAM + \beta_3 EE * FAM + \epsilon \dots\dots\dots 2$$

$$EINT = \beta_0 + \beta_1 EE + \beta_2 ROLE + \beta_3 EE * ROLE + \epsilon \dots\dots\dots 3$$

Where:

EINT is entrepreneurial intention

EE is entrepreneurial education

FAM is family background of corresponding student

ROLE is role models of the corresponding student

EE \* FAM is interaction between EE and FAM.

EE \* ROLE is interaction between EE and ROLE.

Entrepreneurial education (EE) = independent variable

Entrepreneurial intent (EI) = dependent variable

- $B_1 EE$  = Change in intent when entrepreneurial education is provided for the students.
- $B_3 EE * GDR$  = change in entrepreneurial intent when entrepreneurial education is provided and gender of respondent is taken in to consideration.
- $B_3 EE * AG$  = change in entrepreneurial intent when entrepreneurial education is provided and age of respondent is taken in to consideration.

### 3.7. Pilot test/ survey

It refers to a small scale, preliminary research carried out to gain a clear image of what the researcher wants to know and how to go about it, without the cost and strength required for a full or mature research (Crossman, 2013). Seven questionnaires were distributed for pre- test

purposes to 7 respondents. This helped the researcher in understanding which questions were important or not and disclose any flaws within the questionnaire design before the final research. After that the questionnaires were administered twice in order to test the effect on the students.

### **3.8. Ethical consideration**

In order to make this study ethical voluntary participation, informed consent, confidentiality and anonymity were applied. That way the potential for harm would be minimized. Moreover, the rights and interest of the participants was considered as a priority. Because every researcher has the responsibility to protect every respondent's privacy in a research study which includes obtaining consent, ensuring protection from harm, and protecting privacy (Sieber & Tolich, 2012). In this study, respondents were also being made sure their identity and their participation would be treated honestly and confidentially.

## **CHAPTER FOUR**

### **4. Data Analysis and Interpretation**

#### **4.1. Introduction:**

The objectives of this study were to assess whether there is a change to the youth's mind set regarding entrepreneurial intent after entrepreneurial education has been provided, to investigate the role of having an entrepreneurial family background in moderating the relationship between entrepreneurship education and entrepreneurial intentions and to investigate the role of role models in moderating the relationship between entrepreneurship education and entrepreneurial intentions.

The questionnaires have been thoroughly checked for missing values before filling the information on SPSS and 14 papers that haven't been filled out properly were distributed again. The objective of this chapter is to discuss and present the research's findings. Moreover, analysis and discussion of data collected through questionnaire would help the researcher to draw conclusion about university students' entrepreneurial intention after entrepreneurial education has been provided. Based on the finding conclusion and recommendation is given in the fifth chapter.

#### **2.5. Demographic Composition of Respondents**

After collecting data from participants, the SPSS software was used to present and analyze the data. This result was based on 123 responses of graduate students from CBE Addis Ababa University, who took part in this study. The result was presented in frequency tables and bar chart as follows.

**Table4. 1 Respondent’s demographic profile**

	Description	Frequency	Percent
Age	20-23	106	86.2%
	24-26	17	13.8%
Department	Management	87	70.7%
	PADM	36	29.3%
Mothers Occupation	business women	41	33.3%
	public company employee	21	17.1%
	private company employee	6	4.9%
	Not working at the moment	55	44.7%
Fathers Occupation	business men	43	35.0%
	public company employee	33	26.8%
	private company employee	18	14.6%
	Not working at the moment	29	23.6%
Other family members Engaged in entrepreneurship	yes	54	43.9%
	no	69	56.1%
Department choice	To get a job	85	69.1%
	to help out a family business	21	17.1%
	To gain knowledge for future business	17	13.8%
Intention	yes	123	100.0%

From the above table one can learn that there is a large gap between the number of male and female students which shows that women should still need to be encouraged to join universities. As we can see from the students reply, when asked about why the students choose their department most replied saying it is to get a job and to be involved instead of engaging in entrepreneurial activity. This contradicts with their reply on question about intention. By comparing these contradicting answers we can learn that even though the students have an intention in their hearts and minds to be engaged in entrepreneurial activity they preferred to choose employment as a first choice.

### **4.3. Reliability study**

A reliability test is an important test of sound measurement. A reliable measuring instrument is measured based on whether or not it provides consistent results. Reliable measuring instrument contributes to validity (Kothari, 2004). Based on the test for reliability shown in the table below,

based on the test of the scales and constructs that was included, it is revealed that the scale represents a reliable and valid construct. The scale was found to be reliable (6 items;  $\alpha = 0.774$ ).

**Table4. 2 Reliability statistics**

Variables	Cronbach's Alpha
Entrepreneurial intention	.807
Entrepreneurial education	.776
Role model	.766
Family background	.746
Reliability Statistics of Total scale	.745

## 4.4. Data Analysis

### 4.4.1 Correlation Analysis

The relationship between the dependent variable (entrepreneurial intention) and other explanatory variables is the most important component in this correlation analysis. Correlation is frequently used to measure a statistical relation between two or more variables such that systematic changes in the value of one variable are accompanied by systematic changes in the other. It represents how closely two variables co-vary from -1 (perfect negative correlation) through 0 (no correlation) to +1 (perfect positive correlation).

**Table4. 3 Correlation analysis**

Correlations				
	EDU2	INT2	FAM2	ROLE2
EDU	1	.790**	.293**	.463**
INT		1	.080	.514**
FAM			1	.391**
ROLE				1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As we can see from the above correlation table, the dependent variable; entrepreneurial intention has a strong & positive correlation with many of independent variables. When we see the dependent variable, entrepreneurial intention has a highly significant correlation with entrepreneurial education ( $r=.790$ ), family background ( $r=.080$ ) and positive but significant correlation with role model ( $r=.514$ ). Majority of these independent variables have a strong

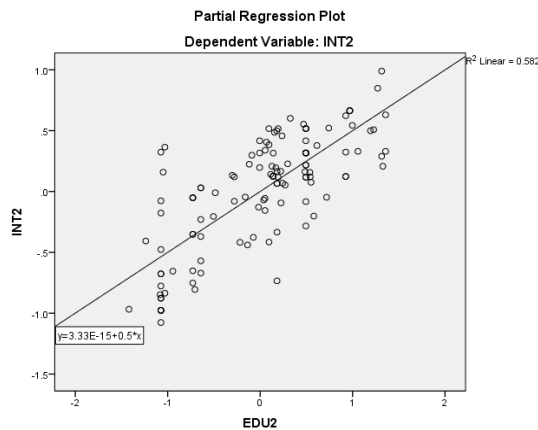
correlation with the dependent variable and others have a negative and significant relation with the dependent variable (entrepreneurial intention). This shows that the students believe that providing entrepreneurial education increases the likely hood of having entrepreneurial intentions along with the help of moderators.

#### 4.4.2. Diagnostics Regression Analysis

In statistics, a regression diagnostic analysis is one set of procedure available for a regression analysis that tries to assess the validity of a model in different ways. In order to conduct a regression analysis validity of assumptions of relationship between dependent and explanatory variables must be studied related to the original data. In this chapter five major assumptions i.e. Linearity, Normality, Multicolinearity, Autocorrelation, and Homoscedasticity are checked and proved to be met reasonably well

##### 4.4.2.1. Linearity

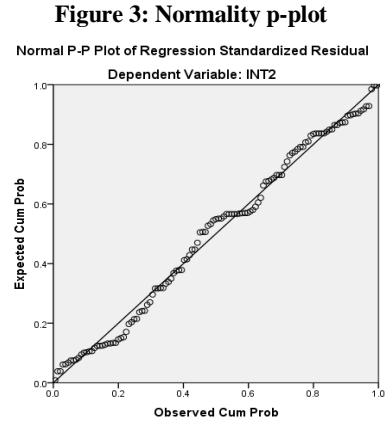
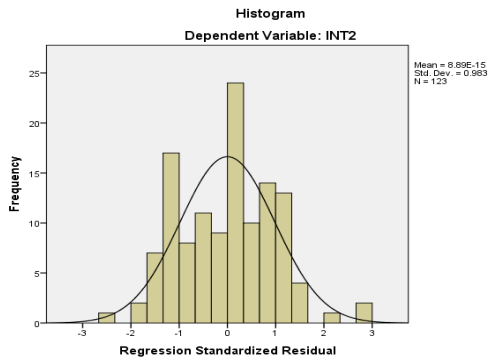
Figure 1: Linearity assumption



As we see from the figure, the relationship between the dependent and independent variable in the survey i.e. the relationship between entrepreneurial intention and entrepreneurial education after entrepreneurial education was given fit reasonably in a linear pattern. In the survey the relationship is shown to be positive and stronger relationship. Even though there are some outliers in the pattern, it is said that linearity assumption is met.

##### 4.4.2.2. Normality

Figure 2: Normality histogram



This assumption can be tested by looking at the P-P plot for the model together with histogram of the standardized residuals. To say the Normality assumption of this study is met, the Histogram should be symmetric along the center 0 and the dots at the P-P Plot should be closer to the diagonal lines. Normal P-P plot points should lie in reasonably straight diagonal line from bottom left to top right. The closer the dots lie to the diagonal line, the closer to normal the residuals will be distributed (Keith, 2006). In this study the histogram is symmetric and the P-P plot the dots are drawn almost close to the diagonal line, this proves that assumption of normality is met.

#### 4.4.3.3. Multicollinearity

Multicollinearity refers to a situation in which two or more explanatory variables in a multiple regression model are highly linearly related (Kothari, 2004). We have perfect Multicollinearity if, for example as in the equation above, the correlation between two independent variables is equal to 1 or -1. In practice, we rarely face perfect Multicollinearity in a data set (Kothari, 2004). Tolerance means the amount of variance in the individual variable not explained by the other predictor variables and it varies from 0 to 1. To meet multiple regression assumptions tolerance score must be above 0.2 and VIF scores must be below 10 (Kothari, 2004). Correlation coefficient enables to quantify the strength of the linear relationship between two variables (Cohen & Holliday, 1982). The proposed range of correlation coefficient is as follows...

- $\leq 0.19$  = very low,      \*  $0.70 - 0.89$  = high,
- $0.20 - 0.39$  = low,      \*  $0.40 - 0.69$  = modest,      \* and  $0.90$  to  $1$  = very high.

**Table4. 4. Multicollinearity analysis**

Coefficients		Co linearity Statistics	
Model		Tolerance	VIF
1	Education2	.771	1.297
	Family2	.831	1.204
	Role model2	.714	1.400
Dependent Variable: INT2			

All the tolerances scores of the second survey are above 0.2 and less than 10. They are between the range of 0.70-0.89 which is considered as a high linear relation, and all VIF values are seen to be greater than 1 so we can generalize by saying there is no problem of Multicolinearity for the second survey.

#### 4.4.2.4. Autocorrelation

Autocorrelation is the characteristic of a data in which correlation between the values of the same variables is based on related objects. Autocorrelation helps to know the independence of errors from one another, which implies that subjects are responding independently from each other. There is a very popular test called the Durbin Watson test that helps to detect the presence of autocorrelation. Values that are found to be below 1 and above 3 are said to be problematic and also are a cause for concern (Lani, 2017).

**Table4. 5. Autocorrelation analysis**

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
2	.840 <sup>a</sup>	.706	.694	.311	2.008

a. Predictors: (Constant), age, FAM2, gender, ROLE2, EDU2

b. Dependent Variable: INT2

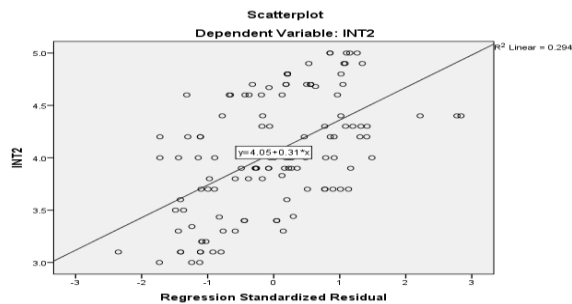
The Durbin-Watson test of the second survey study shows a value of 2.008. This value shows that values are between the range of 1 and 3 so it can be said that the assumption of autocorrelation for the second survey is met (Lani, 2017).

#### 4.4.2.5. Homoscedasticity

Visual examination of a plot of the standardized residuals by the regression standardized predicted value helps to check Homoscedasticity (Osborn & Waters, 2002). This assumption

requires even distribution of residual terms or homogeneity of error terms throughout the data if the error terms are distributed randomly with no certain pattern then the problem is not detrimental for analyses (Osborn & Waters, 2002).

**Figure 4: Homoscedasticity assumption**



The above plot figures show that, even though there are some out layers that are visible, the standardized residuals in this research are distributed evenly in the same direction but in a wider range and they stay roughly consistent indicating heteroscedasticity wouldn't be a serious problem for this data.

#### 4.5. Regression Analyses and Hypotheses Testing

Even though this study has only one independent and dependent variables, the involvement of control and moderating variables has made linear regression to be the choice of the study in order to test the research hypotheses. Linear regression analysis is applied for those studies that in which moderators are added as a variable to have an effect on the independent variable. As stated earlier control variables were considered and incorporated in the study. These Control variables were age and gender of students. They help in order to ensure proper model specification and give additional explanations for having an entrepreneurial intention among university students. Model 1 shows how the control variables affect or influence entrepreneurial intention. And as we see from the table their result shows that they are statistically insignificant at  $p = 0.05$ . And from the moderating variables, family background was found to have a negative effect and role model was found to have a positive effect but insignificant in case of this study.

**Table4. 6 Direct effect of entrepreneurial education on entrepreneurial intention and the moderating effect of family background and role models**

Variables	Model1				Model2				Model3				Model4				Model5			
	Unstandardized Coefficients		Standardized Coefficients		Unstandardized Coefficients		Standardized Coefficients		Unstandardized Coefficients		Standardized Coefficients		Unstandardized Coefficients		Standardized Coefficients		Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	sig	B	Std. Error	Beta	Sig	B	Std. Error	Beta	Sig	B	Std. Error	Beta	sig	B	Std. Error	Beta	sig
Gender	.131	.139	.087	.346																
Age	.067	.148	.042	.650																
Gender					.096	.085	.063	.260												
Age					-.085	.091	-.053	.352												
Education					.539	.038	.795	.000												
Gender									.074	.077	.049	.340								
Age									-.093	.083	-.057	.262								
Education (H1)									.504	.039	.742	.000								
Role model									.190	.042	.266	.000								
Family									-.137	.032	-.238	.000								
Gender													.056	.078	.037	.473				
Age													-.110	.083	-.068	.190				
Education													.132	.269	.194	.625				
Role model													.180	.043	.252	.039				
Family													-.404	.194	-.704	.000				
EDU x FAM (H2)													.078	.056	.827	.165				
Gender																	.069	.077	.046	.369
Age																	-.100	.082	-.062	.227
Education																	.172	.214	.253	.425
Role model																	-.131	.032	-.227	.000
Family																	-.165	.229	-.231	.473
EDU x ROLE (H3)																	.084	.053	.844	.117
R squared	.006				.554				.716				.726				.712			
ΔR squared	.008				.623				.075				.005				.006			
Sig	.710				.000				.000				0.39				.117			

**Hypothesis 1:-** *Providing entrepreneurial education has positive effect on students' entrepreneurial intention.*

These statistics was collected from the students after they took entrepreneurial education. As we see in the above table, the concept of Entrepreneurial education has been introduced in the second regression model to see the direct effect it has on entrepreneurial intention. From the result we can see that students reply shows that providing entrepreneurial education course has a positive & statistically significant effect on their entrepreneurial intention. (Standardized  $\beta = 0.795$ ). And compared to model 1, which contains only control variables, addition of Entrepreneurial Education in the model explains substantial extra variance in performance ( $\Delta R^2 = 0.623$ ,  $p < 0.01$ ). The result of the standardized beta is statistically significant as we see from the table (Standardized  $\beta = 0.795$ ,  $p < 0.01$ ). These statistics supported hypothesis 1 which imply that entrepreneurial education is positively related to students' entrepreneurial intention in that students with higher level of entrepreneurial education are prone to achieve higher entrepreneurial intention compared to those with lower entrepreneurial education. The result from the second survey is in line with the finding of Kamariah, Yaacob & Jamaliah (2004) which says students' exposure to entrepreneurial courses has a direct and significant relationship with entrepreneurial intention.

In the third model further to entrepreneurial education other direct effects of the contingency variables were also checked before examining their interaction effects on intention. Family background and role model were added as independent and moderating variable and the overall degree of determination has decreased significantly ( $\Delta R^2 = 0.075$ ,  $p < 0.001$ ). Age is also seen to have an insignificant negative effect in the second survey. This result is in line with other studies made at Harvard business school press "humble decision making" which said that as people grow wiser and deeper in knowledge they refrain from hasty generalizations and engage in a more humble decision making (Etzioni, 2001).

As we see from the result of the survey, the result showed a positive and significant change on the students' entrepreneurial intention after entrepreneurial education was provided. This result shows that entrepreneurial education is a very important tool to evoke students' entrepreneurial intention positively; this is also supported by Kamariah, Yaacob & Jamaliah (2004).

The first hypothesis (H1) is used to assess the extent to which entrepreneurial education positively influences the formation of the entrepreneurial intention among graduate students. The examination of the second statistical test shows that the providing entrepreneurial education has a positive and significant effect on the development of entrepreneurial intention. This supports the predictions of hypothesis (H1).

*Hypothesis 2: Family background positively moderates the relationship between entrepreneurial education & entrepreneurial intention.*

As we see from the table, on row (H2) [FAM x EDU] that shows the moderation effect of family background on influencing students' intention, its effect is seen to be statistically insignificant at 5%. The result indicates failure to reject the null hypothesis and conclude that the moderating effect of family background does not have enough (significant) impact on the students' entrepreneurial intention.

This result is consistent with prior empirical researches done by Aldrich & Cliff (2014) on the effect of families on students' entrepreneurial intention. As explained in the study, in most developing countries including Africa the most preferred career choice is employment than entrepreneurship mostly because it has a settled amount of salary and is also seen as an honor. Because of this at times parents force children into doing certain subjects or degrees in school, and dictate the career choices for them. In developing countries to be a child means you have to work in line with parents' expectations. It is also important to note that even though African societies tend to be conservative when it comes to these issues and the child is simply expected to take a certain desired academic route as the only way to success, Student will be able to teach their parents about use of entrepreneurship from what they learnt and the parents may be supportive when they become aware of the importance of entrepreneurship but that may still not be enough.

The second hypothesis (H2) is used to assess the extent to which family background positively influences the formation of the entrepreneurial intention among graduate students. The

examination of statistical tests shows that this variable has a positive but insignificant effect on the development of entrepreneurial intention. This supports the predictions of hypothesis (H2).

*Hypothesis3- Having a role model moderates the relationship between entrepreneurial education & entrepreneurial intention,*

As we see from the table, on row (H3) [ROLE.M x EDU] that shows the moderation effect of role models on influencing students' intention, its effect is seen to be statistically insignificant at 5%. The result indicates failure to reject the null hypothesis and conclude that the moderating effect of role models outside family members does not have enough (significant) impact on the students' entrepreneurial intention.

this result is in line with (Amouri, Sidrat, Boudabbous & Boujelbene, 2017) which states that role models especially in developing countries do have a positive effect on students' entrepreneurial intention but to increase the significance of effect prospective entrepreneurs should have access to support systems that are instituted to provide better business and managerial trainings, which ought to encourage university students' to register in undertaking business activities.

## **CHAPTER FIVE**

### **5.1 Summary of findings**

The study discovered that there is positive correlation between entrepreneurial education and university students' entrepreneurial intent. Based on the regression analysis conducted to test the direct effect of entrepreneurial education, it is possible to conclude that entrepreneurial education has a positive effect on entrepreneurial intention. The result implies as entrepreneurial education increase university students' entrepreneurial intention is enhanced. On the other hand the result of the moderation effect of family back ground and role model failed to reject the null hypothesis in moderating the relationship between entrepreneurial education and entrepreneurial intention. The overall analysis indicates that university students' entrepreneurial intent is being enhanced by entrepreneurial education and the moderating factors role models and family background have insignificant impact in boosting university students' entrepreneurial intention.

### **5.2. Conclusion**

This study attempted to examine the effect of entrepreneurial education on university students' entrepreneurial intent and the moderation effect of family background and role model. Intention was not measured by the students actual action after graduating from university instead the students response as to whether or not they were motivated to engage in entrepreneurial activity due to the education was taken as a measure. This study applied hierarchical regression model to investigate the existence of positive relationship between entrepreneurial education and university students' entrepreneurial intention and was implemented using SPSS software. The advantage of this approach is suitable for small sample size and regression having moderator and controlled variables.

The general objective of the research was to investigate the impact of entrepreneurial education on university students' entrepreneurial intention, moderation effect of entrepreneurial family background and the moderation effect of role model outside family members in the relationship between entrepreneurial education and entrepreneurial intention. Based on the responses collected from the survey this study has answered the research questions.

### **5.3. Recommendation**

The recommendations made are confined to the influence of entrepreneurial education on entrepreneurial intention of university students and moderating effect of role models and family background on entrepreneurial intention. Based on the findings of this research study and the conclusion made, the researcher makes the following recommendations:

Large numbers of students are graduating every year from different universities. For students to be competent in the job sector, they need not only an employment focused mindset but to put more emphasis on job creation. As providing basic entrepreneurial knowledge and skills is timely, the programs conducted in the universities on the entrepreneurship subject should be given as a compulsory subject to all university students in the country. Specific entrepreneurial focused courses should be included in the programs to enhance entrepreneurial knowledge and skills, such as business planning, creativity and innovation, entrepreneurial finance, marketing and field projects. The courses could engross innovative co-curricular programs, outside the classrooms; focus on students live entrepreneurial programs, to act as a comprehensive venture accelerator of student-run entrepreneurial focused organizations and forums, and entrepreneurial eco-systems as in educational institutions in the more developed countries Western countries.

Ministry of Education of Ethiopia (MOE) should consider developing and implementing a comprehensive curriculum on both entrepreneurship education and entrepreneurship training which should be integrated at all levels from nursery to university according to the students level, in order to help them develop a strong entrepreneurial culture starting from their early stages of education in the mind of the youths and university graduates in particular. Doing this helps widen the students' scope more about what entrepreneurship actually is and increases their entrepreneurial intent which eventually benefits the country more especially by decreasing the amount of brain drain and unemployment.

Entrepreneurship class curricula should consider its features to start up a business venture & include lessons on the fundamentals needed for developing those employment skills. The course content of entrepreneurship that is informal and include hands-on learning methods. The

teaching of core structures should include: experiential learning methods, critical thinking, visits to business areas & industries, inviting guest speakers who are successful entrepreneurs to act as a role model for the students. Even though these skills are not sufficient enough to make successful entrepreneurs they are able to prepare the university students for involvement in entrepreneurship careers in future.

Global circumstances are linked to where businesses could be set up in homes and virtual offices. Considering this, university students should be more equipped with information technology and have adequate knowledge of how businesses could be set up on web-sites and internet. Universities should encourage & motivate the students to look into all possibilities of business operations.

Most university students have the necessary knowledge and skills, but lack experience in the procedures of actually setting up businesses & running them. Universities could set up business and advisory centers in their campuses & have staffs that are experienced in the area help the students who have the intention to start their own business ventures. They could act as mentors and offer information on funding, business plans, process of start up, product development, business premises and also advices on legal procedures.

#### **5.4. Limitation and Future Research**

Considering the limitations of this study, there are promising possibilities for future research. The researcher has proposed what areas or aspects further studies should consider.

- For this research, even though adding the opinions of students that already graduated and joined the working force could give a deeper and additional interesting result, only final year students have been taken as the focus of the study. This is because by this time they have already left the campus and it would be hard to locate each of them. Future studies could include analysis of students' actual entrepreneurial engagement by taking addresses of graduating students before they leave the university.
- Only one campus was taken for this study. Even though engaging more campuses in the study would give out a better result, for the sake of time and money management it was narrowed to one campus only. Future studies could also be made on other universities by

modifying some of the dimensions found in this study for example by taking department differences as a moderating or control variable. Such studies could enhance knowledge on variables in the assessment of entrepreneurial intentions within the entrepreneurship education.

- Since other departments have already taken the course during the time the questionnaire was administered and their responses would not be timely, from the four departments at degree level only two departments (PADM and management) have been taken as a population for the study since they were taking the course during the time the questionnaire was administered. additionally the use of quasi-linear experiment could also be considered
- Even though the researcher wanted to study the effect of entrepreneurial training on the students entrepreneurial intention together with the education program, due to the time constraint it was only limited to educational program. Future research may be conducted by also taking entrepreneurial training as an independent variable since this study only focuses on class room educations only.
- There was a shortage of literatures concerning university students' entrepreneurship and especially about the development in Ethiopia's case. In this study, the instrument only measured perceptions. The study employed survey method using a set of questionnaires to predict entrepreneurial intentions by asking what they would do and make assumptions about their behavior based on how they have answered the questionnaire. This study emphasizes the results based on what the respondents say they would do. But future research should study what the respondents actually do after graduation.
- This study only employed the survey method that used questionnaire as its only instrument. Common method bias was also another problem in this study caused by systematic measurement error; Future studies could consider the use of other tools, such as interviews and focus groups, to collect a better data for measuring entrepreneurship education and entrepreneurial intentions. Also, researchers can try to make the study based on experiment rather than real life scenarios and find out more concrete results.

- The current research focuses on cross-sectional study and does not examine the entrepreneurial intentions on a time-serious basis. The time after the student's graduation is not taken into account. Further research could be conducted to examine the entrepreneurial intentions on a longitudinal study to evaluate the number of university students who have actually engaged themselves in entrepreneurship in the country. This assertion needs to be validated by further research that includes independent replications. The moderated model could be expanded and validated beyond the family background and role models.

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8. ወደ ፊት ስራ ላይ ከመሰማራት አኳያ የሚሟሩትን ትምህርት የመረጡበት ምክንያት ምንድን ነው?

በዚህ ትምህርት ስራ ለመቀጠር ቀላል ስለሆነ  የቤተሰብን ስራ ለማጠገን   
 ትምህርቱ ስራ ፈጠራ ውስጥ ለመሰማራት የሚያስፈልገኝን እውቀት ስለሚያጠገን

9. በስራ ፈጠራ ውስጥ የመሰማራት ፍላጎት አለኝ ።

አዎ

አይ

**ክፍልሁለት**

**መመሪያ ሁለት- ለባዎን ከዚህ በመቀጠል በቀረቡት ተከታታይ ሰንጠረዦች ውስጥ ባሉት ጥያቄዎች ምን ያህል እንደሚስማሙ ከ 1 እስከ 5 በተሰጡት መለኪያዎች መሠረት መልስዎን በሚመለከተው  ውስጥ ምልክት በማስቀመጥ ይስጡ።**

1 በፍፁም አልስማማም 2 አልስማማም 3 መካከለኛ 4 እስማማለሁ 5 በጣም

**የሚከተለው ሰነድ ለባዎን በየደረጃው የሰራ ፈጠራ ትምህርት ስልጠና ከመከታተሉ በፊት በስራ ፈጠራ**

**ፍላጎት(ዐላማ)ዎ ላይ ከትምህርቱ ምን ዓይነት ውጤት እንደሚጠብቁ ለመለካት የተዘጋጀ ነው።**

**(Entrepreneurship education)**

ተ.ቁ	የስራ-ፈጠራ-ትምህርት	1	2	3	4	5
1	በየደረጃው የሰራ ፈጠራ-ትምህርት መሰጠቱ በስራ-ፈጠራ-የበለጠ እውቀት እንዲኖረኝና ስለዘርፉ ያለኝን አመለካከት ወደ ትክክለኛው አቅጣጫ እንዲመራ ያግዛል ብዬ አስባለው።					
2	በትምህርት ቤት የሚሰጠኝ የስራ-ፈጠራ-ትምህርት የበለጠ ወደ ስራ-ፈጠራ ላይ ዝንባሌ እንዲኖረኝ ይረዳኛል ብዬ አስባለው።					
3	እስካሁን ስለ ስራ-ፈጠራ ባለኝ መረጃ መሰረት እኔ በዘርፉ በሰማራ ከስኬት ይልቅ ለኪሳራ ሳይሆን ሳይሆን ላይ ላይ የሚል ስጋት ስላለኝ ለዘርፉ ያለኝ ተነሳሽነት እምብዛም አይደለም።					
4	በዚህ ስራ-ፈጠራ-ትምህርት ላይ ለሰራ ፈጠራ ችሎታዬን፣ የአመራር እና አስተዳደር ጥበቤን እላት ተለትማኝ ባለኝ ልንደም ችልብ ብዬ አስባለው።					



