



Addis Ababa University

College of Business and Economics School of Commerce

Business leadership (Graduate Program)

**The Impact of Entrepreneurship Education on Entrepreneurial Intention of
Graduating Students in Addis Ababa University**

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STATEMENT OF DECLARATION

I, Temesgen Abebe (ID: GSE/6676/14) hereby declare that the thesis “The impact of entrepreneurship education on entrepreneurial intention of graduating students in Addis Ababa university “is my original work. **Dr. Mahir Jibril** the research advisor guided me as I conducted this study independently. Any other authors or sources consulted for this study have been properly acknowledged. Moreover, this research has not been submitted for the award of any degree or diploma program at this or any other institution.

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APPROVAL

The undersigned certify that they have read and hereby recommend to Addis Ababa University College of Business and Economics to accept the thesis submitted by **Mr.** Temesgen Abebe and entitled the impact of entrepreneurship education on entrepreneurial intention of graduating students in Addis Ababa University in partial fulfillment of requirements for the award of a master’s degree in Business Leadership.

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Abbreviation/Acronyms

ATB	Attitudes towards behavior
EI	Entrepreneurship intension
SN	Subjective Norms
PBC	Perceived behavioral control
UUE	Understanding usefulness of entrepreneurship education

Abstract

Ethiopia has high graduate unemployment rates, which has led to an emphasis on entrepreneurship development and the encouragement of an entrepreneurial ecosystem in an effort to address the problem. This study aims to see the impact of entrepreneurship education on entrepreneurial intention at Addis Ababa University by examining attitudes toward entrepreneurial behavior, the subjective norms, perceived behavioral control, and understanding the usefulness of entrepreneurship education. Students from five schools within Addis Ababa University, the school of commerce, the school of medicine, the school of electrical and computer engineering, the school of journalism and communication, and the school of social work to make up the study units of analysis. Correlation and regression analysis were employed as data analysis techniques to evaluate the study after a questionnaire was utilized to gather information from 308 target student who took the course entrepreneurship. The findings show that perceived behavioral control, subjective norms, attitude toward behavior and realizing that the impact of entrepreneurship education on entrepreneurial ambition is substantial. The finding suggested the institution could use its entrepreneurship education courses to help students become more positive about their desire to start their own business. The study conclusion serves as a tactical tool for college administration, helping them to craft institutional policies that effectively address the initial stages of entrepreneurship education and impart knowledge of the field to students. This will help them become more aware of behavior, subjective norms, and perceived behavioral control when it comes to pursuing entrepreneurial goals.

Keywords: Attitude, subjective norms, behavioral, education, intention

CHAPTER ONE

Introduction

1.1 Background of the Study

The literature on entrepreneurship has highlighted the role of entrepreneurship in economic development, creativity, business formation, job creation, and wealth creation (Otache et al., 2019). The idea of entrepreneurship has grown increasingly important in recent decades due to the ongoing rise in economic problems, especially unemployment (Garcia-Rodriguez et al., 2017). Entrepreneurship is a crucial topic for both individuals and countries, as it introduces creative and innovative business ideas that contribute to economic development. Universities should provide entrepreneurship education to prospective entrepreneurs to improve their innovative thinking skills and drive economic growth. The purpose of this study is to look into how entrepreneurship education affects the entrepreneurial intentions of undergraduate students. It measures and compares the effects of entrepreneurship education on both experimental and control groups, aiming to determine whether it influences students' desire to pursue entrepreneurship in an encouraging way.

Tang and Koveos (2004) define entrepreneurship in two different ways. The primary definition of this term is "venture entrepreneurship," and it refers to "any attempt at new business or new venture creation such as self-employment, a new business organization, or the expansion of an existing business by an individual, team of individuals, or established businesses." The second concept is "innovation entrepreneurship," which places emphasis on invention and technological advancement within an economic unit. These two definitions can be merged as follows: Shane and Venkataraman (2000) define entrepreneurship as the organized pursuit of opportunities to create value and growth through innovation and uniqueness, regardless of available resources. Entrepreneurs come from diverse backgrounds and professions (Hisrich, Peters, & Shepherd, 2005; Baron, 1998), including education, medicine, research, law, architecture, engineering, social work, distribution, and government.

There are some common themes in entrepreneurship that are often associated with decision-making, innovation, organization creation, value creation, profit and non-profit environments,

growth, uniqueness, process, and time and effort (Coulter, 2003; Hisrich et al., 2005). Entrepreneurs prioritize personal gain and optimize resource allocation for efficiency. Without entrepreneurs, resources are often allocated to low-return functions, resulting in an underutilized economy (Acs&Storey, 2004).

Ethiopia is experiencing an increase in interest in entrepreneurial disciplines among academics, government policymakers, and business leaders, in line with the global trend. Over time, Ethiopian colleges, universities, and vocational training institutions incorporated entrepreneurship into their course curricula to provide students with valuable experience from entrepreneurial activity. Nevertheless, the unemployment rate is still rising at an alarming rate.

1.2 Statement of the Problem

Programs that teach and develop entrepreneurs have an impact on students' intents and actions. (Fayolle & Gailly, 2004). Formal entrepreneurship education can provide students with the information and abilities needed to start their own businesses (Roxas, Cayoca-Panizales& Jesus, 2008; Clercq & Arenius, 2006). It makes sense that entrepreneurship education would already be well-established, with distinct theories and a well-defined framework. But as of yet, this hasn't happened, and further study in the field is necessary to assist produce useful outcomes (Tung, 2011).

College and university entrepreneurship programs are still relatively new so it has been suggested that further research is necessary, especially about the kinds, goals, and results of these courses (Kuratko & Morris, 2018). Fiet (2001a, 2001b) contends that current methods of educating future business owners need to be clarified more.

According to Oosterbeek, Praag, and Ijsselstein (2010), graduate students that attended their university and learned about entrepreneurship showed lower entrepreneurial intentions and were negatively impacted by it. According to McLarty's (2005) study in UK, 39 Students that were taught about entrepreneurship did not feel prepared to start their own businesses, indicating that the education program was insufficient. On other hand, by Kourilsky and Esfandiari (1997), Charney and Libecap (2000), Galloway and Brown (2002), Balaban and Ozdemir (2008), Tagraf and Halis (2008), Izedonmi and Okafor (2010), Huber, Sloof, and Praag (2012), Karlsson and Moberg (2013), Ulukoy, Demireli, and Kahya (2013), Donnellon, Ollila, and Middleton (2014), and Elert, Andersson, and Wennberg (2015) found that entrepreneurship education had a positive

impact. Similarly, Bozkurt, Aslan, and Goral (2011) discovered that students who received entrepreneurship instruction exhibited higher entrepreneurial inclinations than those who did not.

Investigating how entrepreneurship education affects the desire to start a business at Addis Abeba University is critical for variety of reasons. Firstly, supporting entrepreneurship is critical for Ethiopia's economic development and employment creation (Abebe, 2017). As the country strives to diversify its economy and lessen its reliance on established sectors, cultivating an entrepreneurial culture becomes more and more essential.

Second, while entrepreneurship education is progressively being integrated into academic curricula around the world, its usefulness in encouraging entrepreneurial ambitions in students is still debatable (Fayolle&Gailly, 2008). Understanding the specific dynamics inside Addis Ababa University will provide valuable insights into the efficacy of such educational offerings in Ethiopia. Furthermore, Addis Ababa University, as the region's leading academic institution, has an important effect on the next generation entrepreneurs and leaders. Therefore, evaluating the impact of teaching entrepreneurship within Addis Ababa university students not only informs pedagogical methods within the university but also contributes to the broader conversation on entrepreneurship education in Ethiopia.

By examining the connection between entrepreneurship education and entrepreneurial inclinations among students at Addis Ababa University, this study seeks to close this gap. Therefore, problem statement revolves around the need to understand the effectiveness of entrepreneurship education in stimulating entrepreneurial intentions among students at Addis Ababa University students, thereby contributing to Ethiopian economic growth and entrepreneurship.

1.3 Research Questions

- ✓ How does understanding the value of entrepreneurship education have on the intention to start a business?
- ✓ How does attitude towards entrepreneurial behavior impact entrepreneurial intention at Addis Ababa University?
- ✓ What role does the subjective norm play in shaping entrepreneurial intention among students at Addis Ababa University?
- ✓ How does perceived behavior control impact entrepreneurial intention among students at Addis Ababa University?

1.4 Objectives of the Study

1.4.1 General Objective

Main objective of this study is to ascertain how entrepreneurship education affects the inclination to pursue entrepreneurship in Addis Ababa University.

1.4.2 Specific Objectives

- ✓ To determine the impact on entrepreneurial intention of realizing the value of entrepreneurship education.
- ✓ To assess the influence of attitude towards entrepreneurial behavior on entrepreneurial intention at Addis Ababa University.
- ✓ To examine the role of subjective norms in influencing the desire to start a business among students.
- ✓ To identify how perceived behavioral control affects the intention to start a business.

1.5 Significance of the Study

This research will add to the existing evidence on the connection between learning about entrepreneurship and entrepreneurial intention, particularly in Addis Ababa University. By understanding how entrepreneurship education affects the intention to start a business, this study can help identify ways to promote entrepreneurship and innovation within the university community, which can ultimately contribute to overall economic development in Ethiopia. This study also helps students make informed decisions by equipping them with the skills, knowledge,

and mindsets to start and grow their own businesses. The findings of the study can inform policymakers and educators at Addis Ababa University the degree to which students' entrepreneurial intention is fostered by the existing entrepreneurship education program. This study can also be used as literature for future researchers in Ethiopia.

1.6 Scope and Limitation of the Study

The study was focus on students enrolled in Addis Ababa University. The research specifically investigates the effects of entrepreneurship education on graduating undergraduate students' intentions to pursue entrepreneurship. The research utilized quantitative research methodology, which uses statistical analysis and surveys to gather and analyze data. This study considered factors such as attitude towards behavior, subjective norms, and perceived behavioral control on the desire to start a business among undergraduate graduating class students. Because the survey only included Addis Ababa University students, it could not be entirely representative of all students in the nation.

1.7 Organization of the study

This research is organized into five chapters. The first chapter provides an introduction to the study. The second chapter discusses a literature review entrepreneurship education and entrepreneurial intention. The study's methodology is the main topic of the third chapter. There were results and a discussion in the fourth chapter. The study's recommendations and conclusion are presented in the fifth chapter.

1.8 Conceptual and Operational definitions

- **Entrepreneurship** is a person's willingness, readiness to engage in entrepreneurial activities such as creating their own enterprises or pursuing creative projects. Shane and Venkataraman (2000) define entrepreneurship as "the pursuit of opportunities to create value through the creation of new ventures," which is consistent with the operational definition utilized in this study.
- **Entrepreneurial intention** is defined as an individual's conscious and deliberate decision to engage in entrepreneurial activities in the future, as measured by self-reported intentions to establish a firm or pursue entrepreneurial projects after completing

education. Krueger Jr. and Carsrud (1993) describe entrepreneurial intentions as an individual's intent to establish a new firm, which is consistent with the operational definition used in this study.

- **Attitude towards behavior** refers to students' overall evaluation or favorability for engaging in entrepreneurial activities, which is measured using Likert-scale items that examine perceptions of the desirability, feasibility, and attractiveness of entrepreneurship. According to Ajzen (1991), attitude towards behavior is individual overall appraisal of the acceptability or undesirability of executing a behavior, which is consistent with the operational definition utilized in this study.
- **Subjective norm:** Subjective norm refers to students' perceptions of social pressure or influence from significant others on their adoption or rejection of entrepreneurial behavior, as measured by Likert-scale items assessing perceptions of support or discouragement from important others. Fishbein and Ajzen (1975) describe subjective norms as perceived social pressure to act in a certain way or not, which is consistent with the operational definition used in this study.
- **Perceived behavioral control:** Perceived behavioral control relates to students' judgments of the ease or difficulty of carrying out entrepreneurial activities, which are measured using Likert-scale items that reflect confidence in their abilities as well as perceptions of external barriers and facilitators. Ajzen (2002) defines perceived behavioral control as a person's perception of their capacity to carry out an action, including perceived ease or difficulty, self-efficacy, and external influences impacting behavior, which is consistent with the operational definition employed in this study.

CHAPTER TOW

Literature review

2.1 Theoretical Literature Reviews

2.1.1 Meaning of Entrepreneurship

There are numerous perspectives on the nature of entrepreneurship across disciplines. Kirby (2004) supports for understanding entrepreneurship via a variety of lenses, including sociology, economics, finance, history, anthropology, and psychology, each with its own set of concepts and terminology. As a result, while several studies on entrepreneurship have been undertaken, no widely accepted definition exists. Hindle and Rushworth (2000) describe entrepreneurship as the process of establishing and managing new, innovative, and distinct enterprises. According to Kobia and Sikalieh (2009), entrepreneurship encompasses sociology, psychology, anthropology, and economics. As a result, a simple classification based on behavioral, characteristic, and opportunity identification may not suffice.

Schumpeter (1934) describes an entrepreneur as an innovator who can create new products, new sources, new business models, new manufacturing and operation techniques, or new markets. Other scholars, such as Cunningham and Lischeron (1991), define entrepreneurship as a variety of actions, including financing, sourcing, and founding a business. According to Vesper and Gartner (1997), entrepreneurship is the act of become a business owner by starting a new venture or purchasing an already existing one. Kuratko (2005) describes entrepreneurship as more than only starting new businesses; it also means continuing to innovate. Although there are various definitions, including the entrepreneurial process, they all involve the finding of business prospects. Shane and Venkataraman (2000) describe entrepreneurship as identifying and pursuing business opportunities. Perhaps there is a loose definition of entrepreneurship, which includes introducing innovation, spotting possibilities, and beginning firms.

Kobia and Sikalieh (2009) found three entrepreneurial techniques in the literature. First, the trait method looks at the entrepreneur's personal traits like disposition, drive, concentration, locus of control, and propensity for taking risks. This approach is supported by several scholars, and there aren't many strong reasons against it. According to Shane (2007), entrepreneurship is

characterized by a shareholder's inclination towards taking risks. He describes a temperament trait that determines people's proclivity for dangerous behavior. Because risk is an essential component of entrepreneurship, a high risk-taking propensity is strongly linked to elevated levels of entrepreneurship (Frank et al., 2010; Bae et al., 2014; Chand & Ghorbani, 2011).

The current thesis applies notion of entrepreneurship, which is distinguished by the inclusion of entrepreneurship education components. As a result, an entrepreneur can be defined as someone who has been impacted by the elements of entrepreneurship education (role model, criticism, business plan exercises, and networking opportunities for entrepreneurs) to develop a drive to launch their own company. Thus, this thesis argues that in order to design an effective entrepreneurship course or program, it is imperative to understand the impact of particular educational components, as doing so will enhance students' comprehension of entrepreneurship and give them an entrepreneurial sense while they are learning. The importance of entrepreneurship education in developing entrepreneurial intentions serves as the foundation for this research.

2.1.2 Entrepreneurship Education

Since the 1950s, entrepreneurial education has grown significantly. Entrepreneurship has recently been recognized as an important subject in business management education (Fones & English, 2004), although there is still no widespread consensus on a clear and simple definition of entrepreneurship. Hood and Young (1993) described entrepreneurship education as the process of teaching people how to start a firm for profit and to contribute to economic progress. According to Bechard and Toulouse (1998), participants in entrepreneurship education programs obtain a fundamental grasp of new start-ups and are taught how to run them successfully. However, Gottlieb and Ross (1997) argue that entrepreneurial education is simply one that promotes invention.

Teaching students how to identify business opportunities, deploy suitable resources (including money, marketing, and human resources), and—most importantly—start a new company is another definition of entrepreneurship education (Kourilsky, 1995) Davidsson (2004) states that the goal of entrepreneurship education is to teach students how to conduct thorough study on a variety of possibilities and make wise judgments over which to pursue.

Public policymakers are interested in entrepreneurship education. According to the most recent European Commission report (EC/EACEA/Eurydice, 2016). The European Union has determined that one of the major problems facing the lifelong learning industry is entrepreneurship. Nonetheless, Europe continues to have fewer early stage entrepreneurs than North America.

This computation is based on average regional rates, which have fallen in nations like France and the United Kingdom (Singer, Herrington, & Menipaz, 2018). Jones and Iredale (2010) show that entrepreneurship education programs and related training assist students exhibit entrepreneurial behavior, as seen by the evolution of Entrepreneurship Education from 1,900 institutions worldwide since the 1950s.

According to Sanchez (2010), enterprise education is a vital technique for empowering businesses since education 1) provides people with sentiment autonomy and fearlessness. 2) promotes the recognition of alternative vocational possibilities, 3) broadens perspectives by helping people to identify opportunities, and 4) provides information that can be used to capitalize on new business opportunities. Enterprise education equips people with the knowledge they need to create and run their own businesses. The learning resources that entrepreneurs find will help them when they seek to participate in company enterprise education. (Sánchez, 2010).

According to Lacobucci and Micozzi (2012), EE is "the process of providing individuals with the ability to recognise commercial opportunities and the insight, self-esteem, knowledge, and skills to act on them" (p. 678). Essentially, EE aims to instill entrepreneurial spirit in students and, as a result, steer them away from obtaining paid jobs after graduation. It strives to create fully fledged entrepreneurs. It has been scientifically proven that students exposed to EE are more likely to pursue entrepreneurial careers than those who are not (Fayolle et al., 2006). Furthermore, empirical research indicates that EE has a significant and measurable impact on people's entrepreneurial attitudes, intentions, and behaviors (Rauch and Hulsink, 2015).

EE is important because it increases undergraduate students' employability or marketability in the labor market, in addition to giving them the entrepreneurial knowledge, skills, and competencies that will allow them to become self-employed graduates in the future (Henry, 2013; Lourenco et al., 2013; Rae and Woodier-Harris, 2013). To be more specific, EE assists

graduates in gaining the leadership, analytical, creative, innovative, and problem-solving abilities that employers value in workers and help them succeed in the workplace (Otake, 2019). In general, EE contributes to reducing the issue of graduate unemployment that many nations are currently facing (Jones and Colwill, 2013; Li and Liu, 2011).

2.1.2.1 Theory-Planned Behavior

The Theory of Planned Behavior (TPB) is a social and behavioral science theory that explains people planned activities, particularly those related to entrepreneurship (George and Ernest, 2017; Henley et al., 2017). The hypothesis claims that a behavior can be explained by a desire to participate in it. Recall that the TPB is an expansion of Fishbein and Ajzen's (1975) Theory of Reasoned Action, which posits that a person's attitude toward a particular behavior, its SN, and its PBC all influence that person's intention to carry out that behavior (George and Ernest, 2017; Fayolle et al., 2006).

The TPB relates intention to behavior (Henley et al., 2017). The hypothesis holds that people's deliberate behaviors are caused by ATB, SN, and PBC. Although the TPB does not predict actual behavior, it does predict intention, which is strongly related to behavior (George and Ernest, 2017). This suggests emotional intelligence precedes entrepreneurial behavior (Henley et al., 2017). According to Rohit (2016), the more favorable the ATB, SN, and PBC, the more likely the individual is to engage in a specific behavior. Thus, the TPB believes that the more positive students' ATB, SN, and PBC are towards their EIs, the more likely they are to engage in entrepreneurial behavior.

2.1.2.1.1 Attitude towards Behavior

Carr and Sequeira (2007) describe attitude "the disposition to respond favorably or unfavorably to an object, institution, or event." It is a strong predictor of purposeful behavior (George and Ernest, 2017). It has been claimed that when people have favorable feelings about a particular conduct, they are more likely to engage in it (George and Ernest, 2017). According to Ajzen's TPB a person's belief about a conduct determines their attitude toward that conduct; a belief is the subjective likelihood that engaging in a specific behavior will lead to a particular consequence. In the context of entrepreneurship, the amount of favorable or negative personal opinion that a

person has about engaging in an entrepreneurial activity is known as their attitude toward business (ATB) (Fayolle et al., 2006).

2.1.2.1.2 Subjective norms

Subjective norms are the perceived societal pressures to perform or not execute a specific activity. In the context of entrepreneurship, this might refer to how family, friends, and significant others impact an individual's decision to establish a firm (Ajzen, 1991). Several researches have demonstrated the importance of subjective standards in developing entrepreneurial inclinations. For example, Kolvereid (1996) discovered that subjective standards significantly predict entrepreneurial inclinations among business graduates.

The TPB defines SN as a person's belief that "reference people" will accept or disapprove of their decision to engage in a specific behavior. Thus, when it comes to entrepreneurship, SN simply refers to an individual's appraisal of whether His or her intention to start a business will either be supported or opposed by the individuals in their immediate surroundings. It is the belief that one is under social pressure or influence to engage in or refrain from engaging in a particular entrepreneurial activity. (Fayolle et al. 2006).

2.1.2.1.3 Perceived Behavioral Control.

It shares conceptual similarities with the ideas of control beliefs and self-efficacy. Self-efficacy is the conviction that one can carry out a task successfully. Contrarily, control beliefs relate to a person's evaluation of factors that could facilitate or obstruct the performance of a specific conduct (George and Ernest, 2017). Individuals' beliefs about their ability to control outcomes. As a result, PBC refers to a person's view of their capacity to perform a particular behavior. When applied to entrepreneurship, PBC simply indicates how easy or difficult it is to launch and sustain a company venture (Fayolle et al., 2006). It focused with people's confidence in their ability to start their own businesses (George and Ernest, 2017).

2.1.3 Entrepreneurship Education Objectives

Linan (2004) says that various entrepreneurship education courses are appropriate for a wide range of target audiences. They believe that basic entrepreneurial education packages are most suited for

students with little experience who are new to the business world. These programs can concentrate on developing entrepreneurial abilities and supporting students in choosing on business development as a career path (Linan, 2008). The primary goal of such training programs is to develop entrepreneurial knowledge among potential entrepreneurs and enable them to choose this career route for professional employment (Caiazza & Voipe, 2016; Katz, 2008).

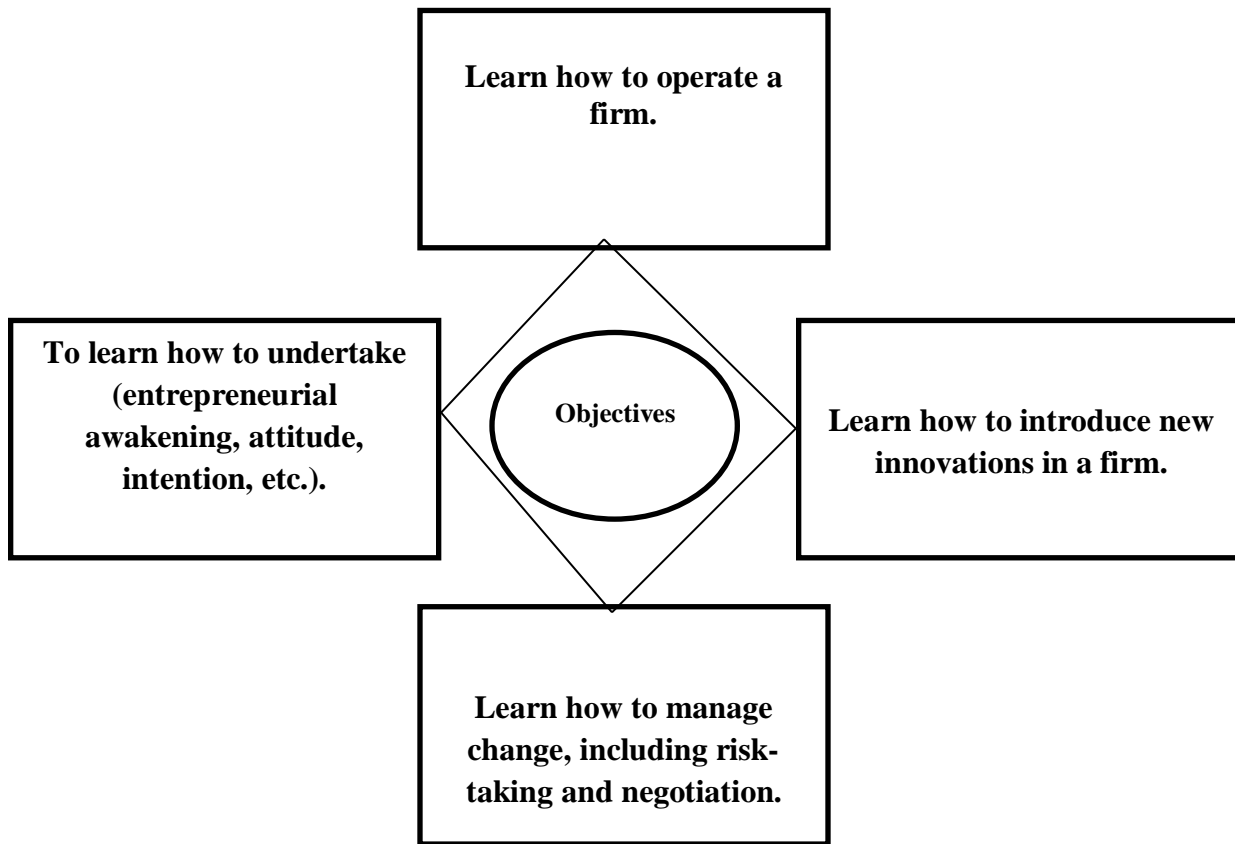
When programs designed specifically to improve ability are compared to other education courses accessible, behavioral control and the formulation of intentions toward attitude development in entrepreneurship improve (Ahmed et al., 2017). The findings of Ahmed et al.'s (2017) study, conducted in Pakistan, have potential implications for information provided by entrepreneurship studies. To begin, this is one of the rare studies that compare the outcomes of specific entrepreneurship education programs to those of conventional business education. Using this strategy, the study discovers significant and unexpected changes in expectations from their predecessors and gives recommendations for entrepreneurial education programs. Second, the study stresses the significance of planned behavior as a framework for analyzing how the effects of entrepreneurial intention precursors behave and vary among populations. The study suggests that entrepreneurial education can help economies grow.

Numerous goals have been identified by studies on the purposes of entrepreneurship education courses. Universities' main goals in offering entrepreneurship education programs are to raise awareness and motivate students to choose entrepreneurship as a career choice (Jones and Iredale, 2010). Linminpää and Kuopusjärvi (2005) assert that enterprise and entrepreneurial activities are seen as fundamental skills that individuals acquire in later life. In 2012, Elmuti and colleagues conducted research on a range of entrepreneurship education programs for different target groups.

They provide primary entrepreneurship education programs that are appropriate for students who have little prior experience with business fundamentals, raising awareness among them. These programs help people develop their business abilities and encourage them to pursue entrepreneurship as a full-time job (Linan 2008).

Bchini (2012) divides the evaluation of entrepreneurial education programs into three areas. a) Clear objectives, b) the intended audience, and c) the pedagogical approach. Bchini (2012) categorized the objectives of these projects into four main categories (Figure 2.1).

Figure 2.1 Evaluation of Entrepreneurship Education Program



To increase the understanding of entrepreneurship among students who want to start their own business, several university-level initiatives have been implemented. Programs for teaching entrepreneurship in elementary schools increase children's understanding and motivation to seek professions in business. According to Bae et al. (2014), entrepreneurial education enhances students' industry abilities and knowledge while providing insight into innovative business strategy and development. A student's life can benefit greatly from entrepreneurial education and abilities in many areas, including career and profession. These include goals, attitudes, and business growth techniques Linan 2008. When compared to graduates who do not pursue entrepreneurship, these nearly triple a student's odds of launching a business.

The current research contributes better understanding of the significance of entrepreneurship educational objectives and how they affect intentions. The current study's aims indicate that it is critical to understand how to educate entrepreneurial awakening, instincts, attitudes, and

ambitions. The current study only included courses lasting 12 to 16 weeks. All of the courses have approximately similar objectives.

2.1.4 Types of Entrepreneurship Education

Universities offer four types of entrepreneurship education and training: 1) entrepreneurship education, which develops entrepreneurial behaviors and competencies, including both hard and soft skills; 2) entrepreneurship education, which increases the number of people who are motivated to pursue entrepreneurship or who know enough about it to think that it is important for their future; and 3) education for entrepreneurship, which offers practical support (Henry et al., 2005).

According to Fayolle and Gailly (2008), entrepreneurship education serves a diverse range of audiences, goals, resources, and educational methods. They pose easy questions to help you grasp the teaching model for entrepreneurship education.

- Why (objectives and goals)?
- For whom (target audiences)
- For what outcomes (evaluations, assessments)?
- What (Contents, Theories)?
- How (methods and pedagogies)?

After answering these questions, they categorized entrepreneurial education process into three categories: 1) developing entrepreneurial skills; 2) becoming an entrepreneur (or an expert in the field of entrepreneurship); and 3) becoming an academic lecturer or researcher in entrepreneurship.

2.1.5 Teaching Models

The success of programs on entrepreneurial education is determined by how well they meet the participants' specific needs. Zahra et al. (2012) contend that a general approach to teaching entrepreneurship is ineffective, and teaching strategies are subjective. Content and context are continually regulating factors in education.

Entrepreneurship necessitates a variety of talents. Oviawe (2010) defined teachable and non-teachable aspects of company conception. According to Lee et al. (2007), if the correct solution is found for connecting students and managing teachable abilities, Programs for entrepreneurship education will succeed more. But first, before moving further, it is critical to analyze participants' intentions to establish their own businesses or initiatives after completing the courses. It is unclear whether all individuals are influenced in the same way, or if there are country variances. If there are discrepancies, they should be identified when establishing entrepreneurship education (Birtchnell, 2011).

Some analysts stress the tutor's importance in entrepreneurial education. Zahra et al. (2012) highlighted the tutor's expertise and teaching techniques in a variety of entrepreneurial education-related areas as being crucial to teaching effectiveness. Furthermore, Lonappan et al. (2011) divided coaching tactics into numerous known methodologies. Examples include case studies, formal lectures and seminars, guest speakers, action-based learning, web-based and electronic learning, individual written reports and presentations, group debates and projects.

Even though business schools offer a wide variety of business courses, Peterman and Kennedy (2003) assert that while individual programs can yield positive results, it is not reasonable to assume that all of them will have similar results because of variations in the subjects covered, the ways in which they are taught, and the learning styles of their students.

Nabi et al. (2017) proposed framework for an integrated teaching strategy in entrepreneurial education, together with underlying pedagogy (Figure 2.2). The analysis was conducted using 159 articles published between 2004 and 2016. According to the authors' findings, pedagogies have yet to be properly investigated, with most research focusing on subjective outcomes. Pittaway and Cope (2007) also examined the literature on entrepreneurial education between 1970 and 2004. concluding that further research is required to better understand the relationship between students' entrepreneurial performance and various teaching methodologies.

2.1.6 The aim of entrepreneurship

Scholars researching entrepreneurship are highly interested in the concept of EI. Bellò et al. (2018) conducted extensive research on students' entrepreneurial intentions (EIs) and the factors

that influence them. EIs have a crucial role in entrepreneurship, making study on them increasingly important (Bellò et al., 2018). EI has been demonstrated to predict entrepreneurial behavior in both conceptual and experimental contexts (Henley et al., 2017; Rauch and Hulsink, 2015). Furthermore, research on the practice of entrepreneurship has demonstrated that it is deliberate and planned.

Thus, emotional intelligence (EI) is defined as a cognitive process that results in the decision to start and operate a new business (Ahmed et al., 2017; Sesen, 2012). Similarly, Thompson (2009) defines entrepreneurial purpose as "awareness of one's own desire to launch a new company and intentionally intend to do so at a later date" (p. 676). It refers to people's aspirations to become business owners or founders in the future (Bae et al. 2014). It is a person's conviction that in the future, he or she will launch a new company.

A lot of factors influence students' motivation to become entrepreneurs. Current empirical research indicates that a variety of factors influence students' intentions to start their own businesses, incorporating originality, self-efficacy, mentors, confidence, self-awareness, prior entrepreneurial experience, entrepreneurial culture, personality type, support from family and relationships, gender, social setting, and entrepreneurial education.

in particular, Biemans et al. (2016) and Westhead and Solesvik (2016) explored how Entrepreneurship Education (EE) influenced students' intents to establish their own enterprises in France and Ukraine, respectively, and discovered a high positive association between EE and students' goals. Furthermore, Farrukh et al. (2017) revealed the presence of positive correlations between students' self-efficacy, personality attributes, and familial support on entrepreneurial objectives. Bellò et al. (2018) discovered that peers who encourage entrepreneurship, inventiveness, and self-efficacy had a positive and significant impact on students' entrepreneurial objectives.

Two assumptions are frequently used in entrepreneurship literature to describe people's emotional intelligence and behaviors. They are the Ajzen (1991) TPB and the Shapero and Sokol (1982) entrepreneurial event model. According to Ajzen, three independent elements influence people's intents and behaviors: ATB, SN, and PBC. According to study, the three factors have a positive impact on people's EI (Hattab, 2014; Fayolle et al., 2006; Maresch et al., 2016; Passaro

et al., 2018; Rauch and Hulsink, 2015). This illustrates that people's EIs and behaviors are influenced by their views regarding entrepreneurial behavior, perceived social pressure to act entrepreneurially, and entrepreneurial PBC.

Shapero and Sokol claimed individual's entrepreneurial activity is determined by their perceived attractiveness of entrepreneurship, perceived feasibility of entrepreneurship, and willingness to act. This implies that if someone has a strong desire to start their own business and believes it is desirable and doable, they are much more likely to do so. According to empirical research, people's EIs are considerably positively correlated with their perceived attractiveness of entrepreneurship, perceived feasibility of entrepreneurship, and willingness to act.

2.1.7 Usefulness of Entrepreneurship Education

Entrepreneurship education has gained popularity in recent years as an important component of educational curricula because of its capacity to promote innovation, economic progress, and employment. The theoretical foundation for entrepreneurship education is built on three key concepts: human capital theory, experiential learning theory, and entrepreneurial intention.

According to Human Capital Theory, investing in education and training improves an individual's skills and knowledge, hence increasing productivity and economic potential. In the context of entrepreneurship, education equips individuals with the skills needed to identify opportunities, manage resources, and build successful businesses. Entrepreneurship education focuses on building cognitive skills such as opportunity awareness and problem-solving, as well as non-cognitive talents such as resilience and self-efficacy, which are both required for entrepreneurial success (Nabi et al., 2017).

Experiential Learning Theory, created by Kolb (1984), emphasizes experience-based learning as an important component of education. This concept underpins the pedagogical approaches employed in entrepreneurial education, which commonly incorporate simulations, company proposal competitions, internships, and project-based learning. These practical learning opportunities enable students to apply theoretical knowledge in real-world scenarios, thereby enhancing their entrepreneurial abilities and confidence (Pittaway & Cope, 2007). Furthermore, experiential learning helps students understand the complexities and challenges of

entrepreneurship, preparing them for the practical realities of starting and running a business (Morris, Webb, Fu, & Singhal, 2013).

1.2 2.2 Empirical Literature

2.2.1 Attitudes towards Behavior

Kolb's Experiential Learning Theory (1984) highlights the importance of experience-based learning in education. This concept informs the pedagogical approaches used in entrepreneurial education, which frequently include simulations, business proposal competitions, internships, and project-based learning. These hands-on learning activities allow students to apply theoretical information in real-world situations, boosting their entrepreneurial skills and confidence (Pittaway & Cope, 2007). Furthermore, experiential learning assists students in understanding the intricacies and obstacles of entrepreneurship, preparing them for the practical realities of beginning and maintaining a firm (Morris, Webb, Fu, and Singhal, 2013).

2.2.2 Subjective Norms

Krueger et al. (2000) found that subjective criteria are a significant predictor of entrepreneurial intent, especially when there is strong social support for entrepreneurial activities. Autio et al. (2001) demonstrated that subjective standards have a significant impact on entrepreneurial intentions among university students from different countries, suggesting the global relevance of social restrictions in producing entrepreneurial objectives. Liñán and Chen (2009) validated a TPB-based measure of entrepreneurial intention, revealing that subjective norms have a considerable impact across cultures.

2.2.3 Perceived Behavioral Control

Krueger et al. (2000) found that subjective criteria are a significant predictor of entrepreneurial intent, especially when there is strong social support for entrepreneurial activities. Autio et al. (2001) demonstrated that subjective standards have a significant impact on entrepreneurial intentions among university students from different countries, suggesting the global relevance of social restrictions in producing entrepreneurial objectives. Liñán and Chen (2009) validated a

TPB-based measure of entrepreneurial intention, revealing that subjective norms have a considerable impact across cultures.

2.2.4 Understanding Usefulness of Entrepreneurship Education

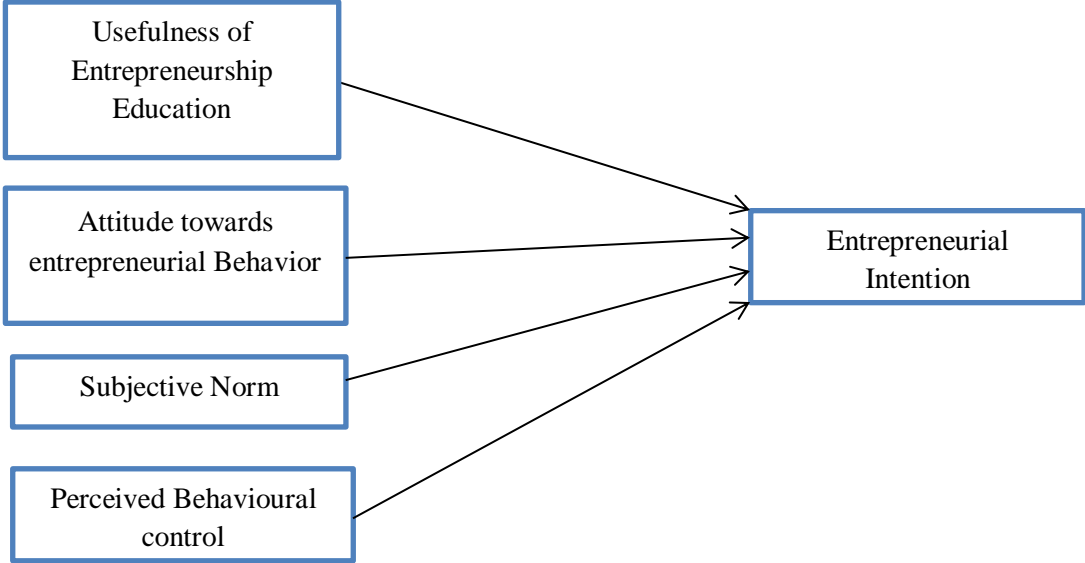
Entrepreneurship education (EE) is important in shaping entrepreneurial intentions because it influences attitudes, social norms, and perceived behavioral control. According to Nabi et al. (2017), entrepreneurship education boosts students' entrepreneurial intents by boosting their attitudes about entrepreneurship, increasing their perceived behavioral control, and creating a supportive social environment. Furthermore, studies conducted by Bae et al. (2014) and Martin et al. (2013) discovered that involvement in entrepreneurship education programs is favorably correlated with entrepreneurial goals.

According to Fayolle and Gailly (2015), students' entrepreneurial inclinations increase dramatically when they perceive EE to be practical and relevant. This sense of usefulness bridges the gap between entrepreneurship education and entrepreneurial intents, emphasizing the importance of education programs that are closely connected with real-world entrepreneurial issues and possibilities.

Karimi et al. (2016) discovered that entrepreneurship education significantly improved students' attitudes, perceived subjective norms, and perceived behavioral control, resulting in increased entrepreneurial ambitions. This integrated approach implies that improving entrepreneurial inclinations necessitates a diverse strategy that addresses these critical psychological and educational components.

1.3 2.3 Conceptual framework

This concept develops a positive relationship with the examined variable, hence providing direction for the research. The conceptual structure is constructed in light of available evidence. Figure 2.1 depicts the effect of the independent variable on the dependent variable.



Source: own researcher (2024)

Figure 2.2 Conceptual framework

CHAPTER THREE

Research methodology

3.1 Research Design

This study examines the connection between entrepreneurial intention and entrepreneurship education using an explanatory research approach. Given an explanatory research design tries to investigate the causal link between variables, it is appropriate, seeking to explain how and why certain factors influence entrepreneurial intention (Creswell & Creswell, 2017). The study was begun by conducting a quantitative survey to determine the current state of intention to start a business among undergraduate graduating students. The survey includes validating scales to assess entrepreneurial intention (Linan & Chen, 2009) and also collect demographic information and details about their entrepreneurship education experiences.

3.2 Research Approach

The process of developing, testing, and validating social science hypotheses is known as a research approach (Gill and Johnson, 2002; Saunders et al., 2009) Thus, the research methodology reflects a shared understanding of the connection between theory and investigation (The meaning, definition, analogy, model, or metaphor that best describes something is the main emphasis of qualitative techniques (Blumberg et al., 2014, p. 148). Qualitative research can be conducted using a variety of methodologies, including story research, grounded theory, ethnography, and case studies.

In order to find results that can be applied to a broad population and test hypotheses, quantitative research focuses on the quantifiable characteristics of issues and how common they are (Saunders et al., 2016). In a quantitative approach, the researcher determines what to test and what procedures, such as surveys and interviews, to use as part of the research strategy by examining the body of current theory. A quantitative method was taken in this investigation.

3.3 Population, Sample Size and Sampling Techniques

3.3.1 Target population of the Study

The study's target group consists of 1332 prospective graduates from Addis Ababa University across five schools in 2023/2024. These students are pursuing undergraduate degrees in various disciplines. By focusing on this specific group of students, the study aims to capture their current level of entrepreneurial intention and how their entrepreneurship education at Addis Ababa University has influenced their aspirations to become entrepreneur. This target population was provide valuable information regards to impact of entrepreneurship education on the desire to start their own business among soon-to-be graduates, shedding light on the effectiveness of the university's curriculum in fostering entrepreneurial mindsets and ambitions.

3.3.2 Sample size and Sampling Techniques

The Yamane (1967) simplified formula was used to determine the sample size in order to meet the research objective. This study has employed a multistage sampling technique, initially employing stratified sampling by the school to choose a representative sample; finally, the researcher select 308 samples from five schools by applying simple random sampling.

$$n = \frac{N}{1 + N(0.05^2)}$$
$$n = \frac{1332}{1 + 1332(0.05^2)} = 308$$

Where N is the size of the population, e is the degree of precision, and n is the sample size. For this investigation, e = 0.05 and a 95% confidence level are taken into consideration while calculating sample size.

Table 3.1 Sample size determination

No.	Schools	Population	Sample
1	School of commerce	387	89
2	School of Medicine	669	155
3	School of Electrical and Computer engineering	116	27

4	School of journalism and communication	80	18
5	School of social work	80	18
	Total	1332	308

Source: AAU, 2023/24

3.4 Source of Data

In this investigation, primary and secondary data were implemented. The primary information is collecting through survey questionnaire administered to the graduating students at Addis Ababa University. The secondary data source that was used in this study include academic journals, reports, articles and books related to entrepreneurship education, entrepreneurial intention, and factors influencing entrepreneurial career choices among university students.

3.5 Methods of Data Collection

Students from Addis Ababa University who are graduating, specifically those from the 2023–2024 graduation class, provided the data for this study. The target population was given a survey questionnaire, which was used to gather data. To collect data, the study was distributed the survey questionnaire to the graduating students in person, depending on their preferences and accessibility. The questionnaire includes items related to their entrepreneurial intentions and entrepreneurship education at the university. According to Santos and Eisenhardt (2009), survey questionnaires are a common method for collecting quantitative data for entrepreneurship research, allowing researchers to gather insights from a large sample of participants efficiently. By using a structured questionnaire, the study can systematically collect data on variables of interest and analyze the responses to draw meaningful conclusions about the link between graduating students' desire to start their own business and their education in entrepreneurship.

3.6 Methods of Data Analysis

The study's data analysis is conducted using both descriptive and econometric models. The socioeconomic and demographic status of the respondents, along with their mean, minimum, and maximum values, are computed and displayed through tables and graphs. The SPSS version 27 program has been applied to identifying the association between the intention to start a business and entrepreneurship education. The analysis of data for this study was carried out in both a descriptive and an econometric model. Tables and graphs were used to display the

socioeconomic and demographic status mean, minimum, and maximum values. The relation between entrepreneurship education and intent to be entrepreneurs was examined using the SPSS version 27.

3.6.1 Model specification

3.6.1.1 Descriptive methods of Data Analysis

To examine the demographic characteristics of respondents, this research used descriptive method and statistical techniques like mean, frequency, percentage, and standard deviation.

3.6.1. 2 inferential statistics of Data Analysis

Inferential statistics of analysis involve using statistical techniques to analyze quantitative data and test hypotheses. This study applied the methods to examine the relationship between dependent and independent variables, which include correlation and multiple linear regressions. Correlation analysis examines the relation between two or more variables and quantifies its direction and magnitude. Knowing how changes in one variable relate to changes in another is essential (Wooldridge, 2016).

Multiple linear regression analysis is a statistical method used to look at how two or more independent variables relate to a dependent variable. Quantifying the effect of independent variables on the dependent variable is useful and makes predictions based on the model (Gujarati & Porter, 2009). Therefore, regression analyses examine the relationship between entrepreneurship education and entrepreneurial intention. So, the regression model is

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k + u_i$$

$$EI = \alpha + \beta_1 ATB + \beta_2 SN + \beta_3 PBC + \beta_4 UUE + u_i$$

Where EI = Entrepreneurial intention

ATB = Attitude towards entrepreneurial behavior

SN = Subjective norm

PBC = Perceived behavioral control

UUE= Understanding usefulness of entrepreneurship education

3.7 Validity and reliability Analysis

Validity, in the words of Bryman (1988), is the assurance that the measurements we make are interest to us. There are other ways to test validity, such as face validity, which is the degree to which the questions seem to measure the study's objective. To verify the validity of the questionnaire, the study is conducted as the initial test on a subset of students, and modifications were made in response to the comments received. The respondents that participated in the pilot study were excluded from the study's main execution. Preparing the questionnaire after carefully reading the literature review also guaranteed the legitimacy of its content. In order to guarantee that respondents would read the question and respond to it consistently over multiple instances in the same context, words that were unclear or ambiguous were avoided when drafting the questionnaire. The information gathered can be cross-checked with the aid of data from several sources. The validity and reliability of the instrument's measures were evaluated through testing.

In the behavioral sciences, the most often used method for estimating the internal consistency or reliability of tests and surveys is the Cronbach's alpha coefficient. Nam and Kurata (2010) before the questionnaires were distributed; the items and questions were verified and double-checked for reliability. The alpha test was then used to examine the results. As per Cochran (1977), the recognized alpha value falls between 0.70 and 0.95. For every variable, the reliability test score for this data is more than .70. As a result, this study is legitimate.

Table 3.2 Reliability analysis

Variables	Cronbach's alpha	Number of Items
Entrepreneurial intention	.879	4
Attitude towards behavior	.718	5
Subjective norm	.785	5
Perceived behavioral control	.775	3
Understanding usefulness of entrepreneurship education	.790	5

Source: Survey result, 2024

3.8 Ethical Consideration

After the explanation of the study's objectives, the respondents were contacted to ensure they felt comfortable providing their answers on time. It is requested of each participant to actively take part in the data collection process by working together to complete the questionnaire and provide their responses. More significantly, their opinions were kept private and anonymous. Furthermore, as the research is being conducted for academic purposes, the questionnaires have no relationship to the respondents.

CHAPTER FOUR

Results and discussion /Data presentation, analysis & interpretation

This chapter provides data analysis, a discussion and presentation of the respondent's demographics, attitude towards entrepreneurial behavior, subjective norm, perceived behavioral control and understanding usefulness of entrepreneurship education. A questionnaire booklet consisting of 33 questions was distributed to 308 respondents. Out of the 308 questionnaires distributed to the selected respondents, 242 were filled properly and returned back. Therefore, this shows that the response rate (RR) was 78.57%, which is suitable to proceed with the study.

4.1 Demographic Characteristics of Respondents

Table 4.1 below presented a detailed overview of various demographic and academic attributes of students, revealing significant trends and characteristics. The age distribution indicates that a majority of students (93.0%) are between 21 and 25 years old, with very few students in the 15-20 (1.7%) and 26-30 (5.4%) age ranges. In terms of gender, female students make up a larger portion (58.3%) compared to male students (41.7%).

The majority of the students are in their 4th year of education (49.2%), and the 5th (28.1%), 6th (16.5%) and 7th (6.2%) years. When looking at the distribution across different schools, the School of Medicine has the largest representation (36.0%), followed by the School of Commerce (31.8%). The other schools, including Electrical and Computer Engineering, Journalism and Communication, and Social Work, have significantly smaller student populations.

Regarding the education level of household heads, a significant portion of students (57.9%) reported that their household head had an illustrative level of education. Other educational levels are less common, with 17.4% of students indicating their household head had a certificate or diploma, 9.5% with a degree, and 5.0% with a master's degree or higher. Data for 10.3% of the students are missing in this category.

A substantial majority of students (98.8%) have no intention of dropping out, indicating a strong commitment to completing their education. Only a small fraction (1.2%) has considered dropping out, reflecting a generally positive outlook towards their studies. When asked if they

would consider dropping out if their own business demanded extra time, 58.7% of students responded affirmatively. This suggests that over half of the students might reconsider their educational commitments if they were to start a business requiring significant time investment. Meanwhile, 41.3% stated they would not consider dropping out under such circumstances, highlighting that these students prioritize their education even when faced with entrepreneurial demands.

Regarding career plans immediately after graduation, 61.6% of students plan to get a job, indicating a primary focus on employment within established companies or organizations. Another 12.8% intend to work in a family business, reflecting a smaller but notable group interested in continuing family traditions or enterprises. Additionally, 25.6% aspire to start their own business, showing a significant entrepreneurial inclination among the student population. Moreover, graduating and holding a degree is a top priority for 69.4% of students, demonstrating that the majority view obtaining their degree as crucial to their personal and professional development. Conversely, 30.6% do not see it as their top priority, which could indicate other competing interests or alternative career paths that do not necessarily require a formal degree.

Table 4.1 Demographic Characteristics of respondents

Variables	Categories	Frequency	percentage
Age	15-20 Years	4	1.7
	21-25 Years	225	93.0
	26-30 Years	13	5.4
Sex	Male	101	41.7
	Female	141	58.3
Year of education	4 th Year	119	49.2
	5 th Year	68	28.1
	6 th Year	40	16.5
	7 th Year	15	6.2
Schools	School of Commerce	77	31.8
	School of Medicine	87	36.0
	School of Electrical and Computer	40	16.5

	Engineering		
	School of Journalism and Communication	19	7.9
	School of Social work	19	7.9
Household head education level	Illustrate	140	57.9
	Certificate/Diploma	42	17.4
	Degree	23	9.5
	Masters and Above	12	5.0
	Missing	25	10.3
Drop out intention	Yes	3	1.2
	No	239	98.8
If you started your own business and demand extra time, would you consider the options drooping out?	Yes	142	58.7
	No	100	41.3
Immediately after graduation what is your career plan?	To get job	149	61.6
	To work in family business	31	12.8
	To start my own business	62	25.6
Is Graduating and holding a degree your top priority?	Yes	168	69.4
	No	74	30.6

Source: survey result, 2024

Table 4.2 below analyzes respondents' household income and (CGPA). The students' CGPAs vary from 2.0 to 4.0, with an average (mean) of 3.09 and a standard deviation of 0.434. This suggests that, on average, pupils perform relatively well academically, with the majority of students' GPAs clustering around the mean of 3.09, but with some fluctuation as indicated by the standard deviation.

In terms of family income, there is a wide range, with the minimum income reported being 1,500 and the maximum reaching 1,000,000. The mean family income is 27,121.07, which, combined with a very high standard deviation of 77,896.030, suggests a significant disparity in the financial backgrounds of the respondents. This wide variation in income indicates that while

some students come from very affluent families, others are from considerably lower-income households, pointing to a diverse socioeconomic background among the student population.

Table 4.2 Family income and CGPA of respondents

Variables	Minimum	Maximum	Mean	Std. Deviation
CGPA	2	4	3.09	.434
Income	1500	1000000	27121.07	77896.030

Source: survey result, 2024

4.2 Descriptive analysis

The measurement scale intervals or ranges listed below were used to create an interpretation. Poonlar Btawee (1997), found the following mean scores : 1.00-1.50 very low, 1.51-2.50 low, 2.51-3.50 moderate or medium, 3.51-4.50 high, and 4.51-5.00 very high level of agreement.

4.2.1 Attitudes towards entrepreneurial Behavior

In terms of belief in entrepreneurship as a desirable career, the mean score of 4.05 for the belief in entrepreneurship as a desirable career falls within the 3.51-4.50 range, indicating a high level of agreement. This implies that the majority of respondents view starting their own business as a highly attractive career option. As regards the perception of entrepreneurship as fulfilling and satisfying career, the mean score of 4.10 falls within the 3.51-4.50 range, indicating a high level of agreement. This reveals that respondents generally believe that pursuing a career as an entrepreneur would lead to a fulfilling and satisfying life.

In the case of confidence in entrepreneurial success, the mean score of 4.23 falls within the high agreement range of 3.51-4.50, Indicates that respondents are confident in their ability to excel as entrepreneurs and believe they can make a significant impact in their community. Regards to eagerness for entrepreneurship studies, the mean score of 3.76 falls within the 3.51-4.50 range, indicating a high level of agreement, this suggests that respondents are generally enthusiastic

about pursuing their entrepreneurship studies, despite the standard deviation indicating a broader range of opinions compared to other items.

Similarly, the mean score of 4.06 for viewing entrepreneurship as innovation beyond profit is falls within the high agreement range of 3.51-4.50. This indicates that respondents see entrepreneurship not only as a means to generate income but also as a significant opportunity for continuous innovation and personal growth.

Table 4.3 Attitudes towards entrepreneurial Behavior

Items	N	Mean	Std. Deviation
I believe that starting my own business is a desirable career option.	242	4.05	0.707
I think that being an entrepreneur would lead to a fulfilling and satisfying career.	242	4.10	0.737
I am convinced that I will do excellent as an entrepreneur, to bring about an impact in my community.	242	4.23	0.673
I look forward to taking up my entrepreneurship studies.	242	3.76	1.006
To me being an entrepreneur is not only about trying to make money but also the opportunity to experience constant growing innovation.	242	4.06	0.994
Overall Mean		4.04	

Source: Survey result, 2024

4.2.2 Subjective Norms

Regarding Subjective norms, families and friends encourage and support the idea of becoming an entrepreneur, the mean score of 4.12 falls within the very high level of agreement range. This shows that respondents perceive strong encouragement and support from their social circle for pursuing entrepreneurship. The implication of this high score is that a supportive environment can positively influence individuals' entrepreneurial aspirations and endeavors. Accordingly; shine light on the entrepreneur, the mean score of 3.95 falls within the high level of agreement range. This indicates that respondents feel that their family and friends have an important influence in identifying their entrepreneurial potential. The implication is that positive reinforcement and recognition from close relationships can boost individuals' confidence in their entrepreneurial abilities.

In terms of society respects individuals who start their own businesses, with a mean score of 4.05 falling within the very high level of agreement range, it suggests that respondents perceive a favorable societal attitude towards entrepreneurship. The implication is that a supportive societal environment can foster a conducive atmosphere for entrepreneurial initiatives and success. According to parents and siblings discourage from experimenting with business ideas, the mean score of 3.72 falls within the high level of agreement range, it reveals that respondents feel relatively unrestricted in exploring entrepreneurial ventures within their familial context. The implication is that familial support and freedom to experiment can positively impact individuals' entrepreneurial pursuits.

Lastly, for under the fear of other people to provide entrepreneurship as my future career plan, with a mean score of 3.83 falling within the high level of agreement range, it suggests that respondents may experience some external pressure or apprehension regarding their entrepreneurial aspirations. The implication is that external perceptions and pressures can influence individuals' decisions and confidence in pursuing entrepreneurship.

Table 4.4 Subjective Norm

Items	N	Mean	Std. Deviation
My family and friends encourage and support the idea of me becoming an entrepreneur.	242	4.12	0.763
They are the ones that shine light on the entrepreneur in me.	242	3.95	0.806
The society around me values and respects individuals who start their own businesses.	242	4.05	0.639
My parents and siblings do not stop me from experimenting with business ideas.	242	3.72	0.827
I am under the fear of other people to provide the entrepreneurship as my future career plan.	242	3.83	0.787
Overall Mean		3.94	

Source: Survey result, 2024

4.2.3 Perceived behavioral Control

In terms of the talents and abilities required to establish and operate a successful firm, the mean score of 3.95 falls within the high degree of agreement range, indicates that respondents generally have confidence in their own capabilities to succeed as entrepreneurs. The implication is that self-belief in one's skills and abilities can positively influence individuals' entrepreneurial intentions and actions. In terms of develop confidence that empowered them self to believe their ability on overcoming challenges on journey, with a mean score of 4.08 falling within the very high level of agreement range, it indicates that respondents feel empowered and confident in their ability to overcome challenges they may face on their entrepreneurial journey. The implication is that self-confidence can serve as a motivational factor and enable individuals to persist in their entrepreneurial endeavors.

Regarding to external elements, including the state of the economy, may hinder their ability to become an entrepreneur, the mean score of 4.03 falls within the very high level of agreement range. This reveals that respondents perceive external factors, such as the economic environment, as potential obstacles to their entrepreneurial aspirations. The implication is that external circumstances can impact individuals' perceived control over their entrepreneurial outcomes.

Table 4.5 Perceived behavioral Control

Items	N	Mean	Std. Deviation
I believe that I have the necessary skills and abilities to start and manage a business successfully.	242	3.95	0.919
I develop Confidence that empowered me to believe in my ability on overcoming challenges on my journey	242	4.08	0.839
I feel that external factors, such as the economic environment, may hinder my ability to become an entrepreneur.	242	4.03	0.630
Overall mean	242	4.02	

Source: Survey result, 2024

4.2.4 Understanding and usefulness of entrepreneurship education

In the case of confidently understanding of the concepts taught in entrepreneurship education, the mean score of 4.25 falls within the very high level of agreement range. This shows that

respondents are quite confident in their understanding of the concepts taught in entrepreneurship education. The implication is that they feel well-equipped with knowledge and information related to entrepreneurship, which can enhance their entrepreneurial capabilities and decision-making. Regarding to anticipate that entrepreneurship education will positively impact on their future career aspirations, the mean score of 3.83 falls within the high level of agreement range. This shows that respondents believe that entrepreneurship education will have a positive influence on their future career goals. The implication is that they see value in acquiring entrepreneurial knowledge and skills for their professional development and success.

In terms of self-assured in their ability to apply the skills and knowledge acquired from entrepreneurship education in practical, real-world situations, with a mean score of 3.89 falling within the high level of agreement range, it indicates that respondents feel confident in their capacity to apply what they have learned in entrepreneurship education to real-world scenarios. The implication is that they perceive the practical relevance and applicability of the skills and knowledge gained through their educational experiences. Regarding the subjects covered in entrepreneurship education are pertinent to contemporary business trends and operational practices, the mean score of 3.87 falls within high level of agreement range. This reveals that respondents find the topics covered in entrepreneurship education relevant to current business trends and practices. The implication is that they see value in learning about contemporary business concepts and strategies to stay informed and competitive in the entrepreneurial landscape.

Regarding as inclined to endorse entrepreneurship education to my peers as a valuable and enriching learning opportunity, with a mean score of 4.02 falling within the very high level of agreement range, it indicates that respondents are likely to recommend entrepreneurship education to others as a valuable and enriching educational opportunity. The respondents perceive entrepreneurship education as beneficial and worthwhile, potentially encouraging others to pursue similar learning experiences.

Table 4.6 Understanding and usefulness of entrepreneurship education

Items	N	Mean	Std. Deviation
I am confident in my understanding of the concepts taught in	242	4.25	0.760

entrepreneurship education.			
I anticipate that entrepreneurship education will positively impact my future career aspirations.	242	3.83	0.995
I am self-assured in my ability to apply the skills and knowledge acquired from entrepreneurship education in practical, real-world situations.	242	3.89	1.013
The subjects covered in entrepreneurship education are pertinent to contemporary business trends and operational practices.	242	3.87	0.940
I am inclined to endorse entrepreneurship education to my peers as a valuable and enriching learning opportunity.	242	4.02	0.840
Overall mean		3.97	

Source: Survey result, 2024

4.2.5 Entrepreneurial Intension

With regard to the strong desire to start their own business in the future, the mean score of 3.90 is in the high agreement range. This indicates that the respondents are quite likely to want to become entrepreneurs in the future. The implication is that these individuals are motivated and committed to starting their own businesses, which can drive their entrepreneurial actions and efforts. Regarding to see entrepreneurial possibilities and look for opportunities that they can implement the mean score of 3.96 falls within the range of high level of agreement. This suggests that respondents actively seek out entrepreneurial opportunities and are open to exploring new possibilities. The implication is that these individuals possess an entrepreneurial mindset and are proactive in identifying and capitalizing on potential business ventures.

In terms of actively taking steps towards starting their own business, the mean score of 3.75 falls within the range of high level of agreement. This indicates that respondents are actively engaged in actions and behaviors related to starting their own businesses. The implication is that these individuals are not just expressing intentions or aspirations but are taking concrete steps towards realizing their entrepreneurial goals, regarding to lean more toward entrepreneurship, than the rest, with a mean score of 4.01 falling within the very high level of agreement range, it suggests that respondents have a strong inclination towards entrepreneurship compared to other options. That means individuals have a clear preference for pursuing entrepreneurial endeavors over alternative career paths, indicating a strong entrepreneurial orientation.

Table 4.7 Entrepreneurial Intension

Items	N	Mean	Std. Deviation
I have a strong intention to start my own business in the future.	242	3.90	0.966
I see entrepreneurial possibilities and look for opportunities that I can implement.	242	3.96	1.085
I am actively taking steps towards starting my own business.	242	3.75	0.993
I lean more toward entrepreneurship, than the rest.	242	4.01	1.016
Overall mean		3.91	

Source: Survey result, 2024

4.3 Inferential Analysis

4.3.1 Correlation Analysis

Table 4.8 displays the correlation assessment obtained across all constructs using a two-tailed significance test to calculate Pearson's correlation coefficients. The correlation coefficient was used to examine the link between two or more parameters. The coefficients of association vary from -1 to +1, showing an ideal negative and positive relationship, and the statistical result is established at a 5% (0.05) significance level (Sekaran&Bougie 2010). According to the findings in Table 4.8, at a p-value below the 0.05 limit, there is a significant correlation between all of the predictor variables and EI. The results of the Pearson correlation analysis showed that the predictive factors' power of correlation with the EI is accurate and suitable for this study. H1, H2, H3, and H4 were therefore supported.

Table 4.8 Correlation Analysis

		ATB	SN	PBC	UUE	EI
ATB	Pearson Correlation	1				
	Sig. (2-tailed)					
SN	Pearson Correlation	.256**	1			
	Sig. (2-tailed)	.000				
PBC	Pearson Correlation	.483**	.332**	1		
	Sig. (2-tailed)	.000	.000			

UUE	Pearson Correlation	.024	.003	.127*	1	
	Sig. (2-tailed)	.708	.965	.048		
EI	Pearson Correlation	.626**	.369**	.559**	.145*	1
	Sig. (2-tailed)	.000	.000	.000	.024	

Note: EI= Entrepreneurial intention; ATB= Attitude toward entrepreneurial behavior; SN= Subjective norm; PBC= Perceived behavioral control; understand and usefulness of entrepreneurship. **. Correlation is significant at the 0.01 level (2-tailed). * $p < 0.05$; ** $p < 0.01$

4.3.2 Regression Analysis and Assumptions Test

4.3.2.1 Test of multicollinearity

A problem known as multicollinearity arises when each independent variable and the dependent variable have a linear connection. The VIF test was run for this study's purposes in order to determine whether the data had a multicollinearity issue. The test results show that the model worked without any multicollinearity issues among the explanatory variables, with the greatest VIF of 1.415. The problem arises if there is any variable whose VIF result is greater than 10.

Table 4.9 Multicollinearity test

Variable	Collinearity Statistics	
	Tolerance	VIF
ATB	0.756	1.323
SN	0.877	1.141
PBC	0.707	1.415
UUE	0.981	1.020

Source: Survey result, 2024

4.3.2.2 Heteroscedasticity Test

The Breusch-Pagan test is used to determine heteroscedasticity in a linear regression model. The null hypothesis for the test is that the error term's variance is constant (homoscedasticity). The alternative hypothesis states that the error's variance does not remain constant. In this case, the p-value for the Breusch-pagan test is .634. Assuming the null hypothesis is valid, there is a 63.4% chance of witnessing a test statistic as extreme as the one reported. Because the p-value is greater

than the significance level of .05, I cannot reject the null hypothesis. As a result, the data have no worries about heteroscedasticity.

Table 4.10 Heteroscedasticity test

Breusch-Pagan Test for Heteroscedasticity^{a,b,c}		
Chi-Square	Df	Sig.
.227	1	.634
a. Dependent variable: EI		
b. Tests the null hypothesis that the variance of the errors does not depend on the values of the independent variables.		
c. Predicted values from design: Intercept + ATB + SN + PBC + UUE		

Source: Survey result, 2024

4.3.2.3 Normality test

One of the fundamental statistics procedures is the normal distribution. Zero mean and one standard deviation characterize a typical normal distribution (Garson, 2012) In order to perform multiple regression analysis, a sample's variables must have a natural distribution. Assume that the residuals are normally distributed around the zero mean and that the histogram has a bell shape. The residuals were regularly distributed around their zero mean, as seen in Figure 4.2, demonstrating that the outcomes adhered to the normal distribution assumption. The data's normalcy assumption was confirmed by the figures, which suggests that the inferences drawn about population parameters from survey statistics are probably accurate.

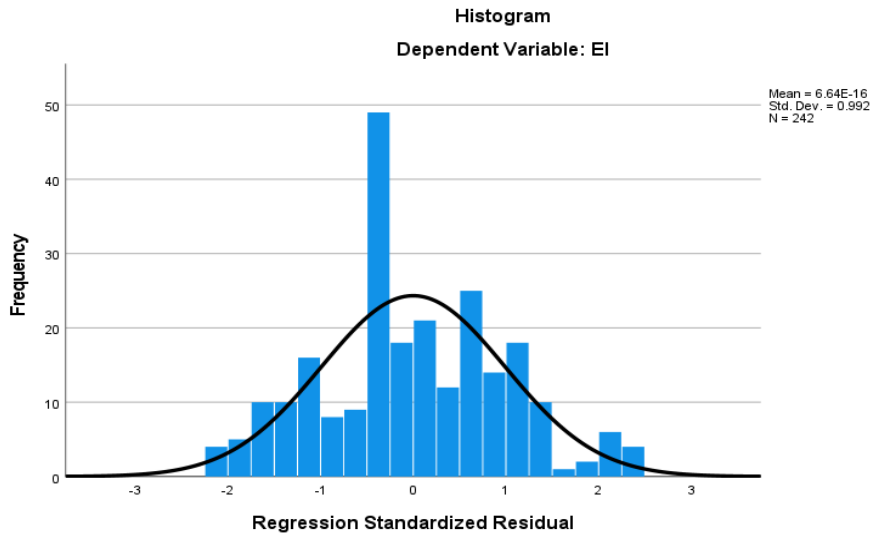


Figure 4.1 Normality Test, Histogram

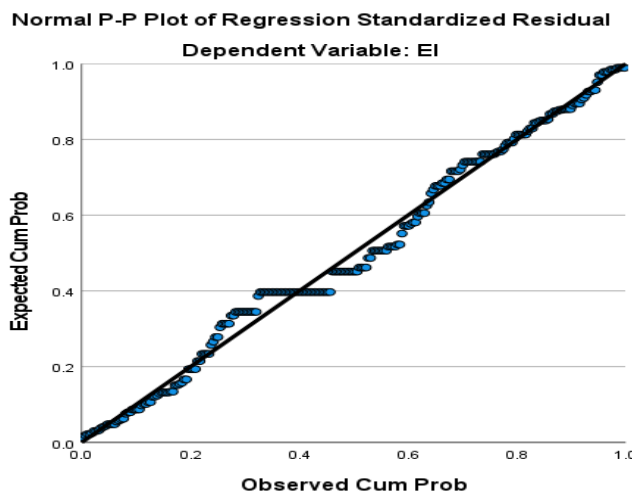


Figure 4.2 Normality test P-P plot

The normal probability plot is a graphical tool used to determine whether a dataset is normally distributed (Chambers et al. 1983). It allows us to study the probability plot and see how well the data points match the fitted distribution line. If the given theoretical distribution is a good fit, the points will be close to the straight line. The data is displayed against a theoretical normal distribution, and the dots form a nearly straight line. Deviations from this straight line indicate a

deviation from normality. Figure 4.2 demonstrates the use of normal likelihood plots to test the normality statement.

The graph above clearly demonstrates that the normal probability plot has a highly linear shape. There are extremely minor differences between the line fit and probability plot points. For this dataset, the normal distribution looks to be an appropriate model. The probability plot demonstrates a significant linear trend. As a result, the residuals' normal probability plot shows that the error terms are normally distributed.

4.3.2.4 Autocorrelation Test

A test for autocorrelation in the residuals from a statistical model or regression study is the Durbin Watson (DW) statistic (Akter, 2014). There is never a time when the Durbin-Watson statistic is not in the range of 0 to 4. When the number is 2.0, it means that no autocorrelation was found in the sample. Positive autocorrelation is indicated by numbers between 0 and less than 2, and negative autocorrelation is shown by values between 2 and 4. According to table 4.11, the autocorrelation test statistic displays a DW value of 2.218, indicating a comparatively low level of autocorrelation in the sample.

4.3.3 Effect Analysis

Multiple linear regressions were used to establish the correlation between the independent variables and entrepreneurial intention (dependent variable). The study's multiple regression measurements were constructed using the Statistical Package for Social Sciences (SPSS) version 27. This analysis aims to determine the degree to which independent variables impact entrepreneurial intention by calculating the adjusted R square value, beta coefficient, and P-value to determine the relationship's significance.

4.3.3.1 Model summary

The model summary results revealed a strong ($R = .814^a$) relationship between the independent variables (attitudes towards behavior, subjective norms, perceived behavioral control and understanding usefulness of entrepreneurship) and the dependent variable (entrepreneurial

intention). R-square measured the explanatory factors' goodness of fit in explaining fluctuations in the dependent variable. The adjusted R-squared ($R^2=0.665$) value represents the explanatory power of all independent variables in the study. Thus, attitudes toward behavior, subjective norms, perceived behavioral control, and understanding the usefulness of entrepreneurship all contribute to (explain) 65.5% of the variance in entrepreneurial intention, while 34.5% is determined by variables not included in the study.

Table 4.11 Model Summary

Model Summary ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.814 ^a	.663	.655	.438	2.218
a. Predictors: (Constant), UUE, SN, ATB, PBC					
b. Dependent Variable: EI					

Source: Survey result, 2024

4.3.3. 2 Analysis of Variance (ANOVA)

The study used ANOVA statistics to assess the regression model's goodness of fit. According to Mugenda & Mugenda (2003), ANOVA is a statistical method for data analysis that determines whether or not two or more groups or samples have significant differences at a predetermined level of probability. An explanatory variable is deemed a significant predictor of the dependent variable if the absolute t-values of the regression coefficient associated with that independent variable exceed the absolute critical t-value. The results of the study are shown in the table below.

Table 4.12 ANOVA test

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	47.187	4	11.797	61.476	.000 ^b
	Residual	45.479	237	.192		
	Total	92.665	241			
a. Dependent Variable: EI						
b. Predictors: (Constant), UUE, SN, ATB, PBC						

Source: Survey result, 2024

According to the findings, the regression model has a 1% significance level, indicating that it is suitable for predicting the variables. This is because the statistical significance was assessed using a significant value (p-value) of less than 5%.. The explanatory power of this model is 65.5%. The regression F- statistic has a value of 61.476. F-statistics tests the null hypothesis that all slope parameters (β) equal zero. In the present circumstance, the p-value of zero associated with the test statistic implies that the null hypothesis should be rejected even at the 1% level of significance.

4.3.3.4 Regression Coefficients

The standardized route ratio indicates whether the effect direction is positive or negative, and the t-value determines whether the effect is significant (Hair et al., 2010). As shown in the table below, attitudes toward behavior, subjective norms, perceived behavioral control, and comprehending the utility of entrepreneurship are statistically significant predictors of entrepreneurial intent at Addis Ababa University.

$$Y = \alpha + \beta_1ATB + \beta_2SN + \beta_3PBC + \beta_4UUE + \varepsilon_i$$

$$EI = 0.930 + 0.371ATB + 0.133SN + 0.232PBC + 0.061UUE + \varepsilon_i$$

Table 4.13 Regression coefficient

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.930	.216		4.299	.000
	ATB	.371	.043	.449	8.573	.000
	SN	.133	.040	.162	3.334	.001
	PBC	.232	.045	.276	5.099	.000
	UUE	.061	.028	.099	2.146	.033

a. Dependent Variable: EI

Note: EI= Entrepreneurial intention; ATB= Attitude toward behavior; SN= Subjective norm; PBC= Perceived behavioral control; UUE= understanding usefulness of entrepreneurship education.

Source: Survey result, 2024

4.4 Discussion of the regression results

The study's ultimate purpose is to look into the effect of entrepreneurship education on entrepreneurial intentions. The regression results indicate that entrepreneurship education has a considerable positive effect on entrepreneurial inclinations. Hypothesis testing was performed with β and P values. The unstandardized Beta Coefficients (β) indicate how each independent variable influences the dependent variable. Furthermore, the values of the unstandardized Beta Coefficients in the Beta column of table 4.12 above show which independent variable contributes the most to explaining the dependent variable (entrepreneurial intention) after controlling for the variance explained by all other independent variables in the model. The standardized coefficient (Beta = 0.449) shows that attitudes about behavior have a significant positive influence on entrepreneurial intention.

Using the coefficient data, the proposed hypotheses for this study were examined as follows:

H1: Attitude towards entrepreneurial behavior has a significant impact on entrepreneurial intention.

The regression results suggest that attitudes toward behavior have a positive and statistically significant effect on entrepreneurial intention ($\beta = 0.371$, $p < 0.000$). When an attitude toward entrepreneurial behavior increases by one unit, entrepreneurial intention rises by 37.1%. This provides solid evidence to support the notion that effective attitudes toward behavior contribute to entrepreneurial desire at Addis Ababa University. This finding is consistent with Guerrero et al.'s (2021) discovery that university students with positive attitudes toward entrepreneurship were more likely to have entrepreneurial intents. This result is also compatible with the Theory of Planned Behavior (TPB), which states that attitudes toward behavior have a major influence on intention (Ajzen, 1991).

H2: The subjective norm has a significant impact on entrepreneurial intention.

Subjective norms were found to have a favorable and statistically significant effect on entrepreneurial intention ($\beta = 0.133$, $p = 0.001$). If the subjective standard is raised by one unit,

entrepreneurial intention grows by 13.3%. This finding underscores the influential role of subjective norms in shaping entrepreneurial intentions. When individuals perceive a supportive social environment that encourages entrepreneurial endeavors, they are more inclined to develop intentions to pursue entrepreneurship. These findings, which are corroborated by Krueger et al.'s (2000) research, indicated that subjective norms are a substantial predictor of entrepreneurial intents, particularly when there is high social support for entrepreneurial activity. Autio et al. (2001), this study discovered that subjective norms strongly affect entrepreneurial intents among university students.

H3: Perceived behavioral control has a significant impact on entrepreneurial intention.

The regression results indicate that perceived behavioral control has a positive and statistically significant effect on entrepreneurial ambition ($\beta = 0.232$, $p = 0.000$). If perceived behavioral control increases by one unit, entrepreneurial ambition increases by 33.2%. This implies that those who believe they have greater control over their views toward entrepreneurship are more likely to engage in entrepreneurial activities. This study backs up Krueger, Reilly, and Carsrud's (2000) assertion that higher perceived behavioral control increases entrepreneurial ambition because people believe they have the skills and resources to start a business. Tsai et al. (2016) discovered that students with higher self-efficacy and control beliefs were more likely to be entrepreneurial.

H4: Understanding the usefulness of entrepreneurship education has a significant impact on entrepreneurial intention.

Understanding the importance of entrepreneurship education positively impacts entrepreneurial intention ($\beta = 0.061$, $p = 0.033$). If comprehending the value of entrepreneurship education improves by one unit, entrepreneurial intention increases by 6.1%. So, while the impact magnitude is smaller than perceived behavioral control, it still suggests a meaningful relationship. Individuals who consider that entrepreneurship education is more valuable are more likely to engage in entrepreneurial activities. This finding is consistent with Bae et al. (2014) and Martin et al. (2013), who discovered that involvement in entrepreneurship education programs is positively correlated with entrepreneurial goals. According to Fayolle and Gailly

(2015), students' entrepreneurial inclinations increase dramatically when they perceive EE to be practical and relevant. This sense of usefulness bridges the gap between entrepreneurship education and entrepreneurial intents, emphasizing the importance of education programs that are closely connected with real-world entrepreneurial issues and possibilities.

CHAPTER FIVE

Conclusion and recommendation

5.1 Conclusion

This study looked at how entrepreneurship education affected the entrepreneurial intentions of Addis Ababa University students. The study's findings provide useful insights into the elements that influence entrepreneurial goals, as well as the potential significance of entrepreneurship education in developing a more entrepreneurial attitude in students.

The demographic characteristics of the respondents revealed a predominantly young (21-25 years old), female (58.3%), and highly motivated student population with a strong desire to complete their education. However, the study also identified a significant disparity in family income, suggesting a diverse socioeconomic background among students. While a majority (61.6%) planned to pursue traditional employment, a substantial portion (25.6%) expressed a strong intention to start their own businesses, demonstrating a promising entrepreneurial inclination.

The study discovered that attitude toward entrepreneurial behavior; subjective norms, perceived behavioral control, and understanding the value of entrepreneurship education all have a strong positive and significant impact on entrepreneurial intention. Students who believe entrepreneurship education is meaningful and useful are more likely to pursue entrepreneurial aspirations.

5.2 Recommendation

Recommendations are made to improve entrepreneurship education and foster university students' entrepreneurial aspirations based on research findings.

- ✓ Firstly, there's a call to strengthen the entrepreneurship education curriculum by incorporating real-world case studies, practical workshops, and mentorship programs, thereby ensuring students acquire a profound comprehension of entrepreneurial intricacies and practical skills.

- ✓ Secondly, it's suggested to integrate entrepreneurship education across disciplines, recognizing the universal value of entrepreneurial thinking and skills across various fields of study.
- ✓ Additionally, the university is encouraged to cultivate a supportive entrepreneurial ecosystem by establishing student-led entrepreneurship clubs, organizing business plan competitions, and facilitating access to incubators and funding opportunities.
- ✓ Successful alumni entrepreneurs can serve as inspirations, while regular assessments of entrepreneurship education programs are advised to ensure their efficacy and alignment with evolving trends.
- ✓ Students are urged to actively seek out entrepreneurship-related activities and build strong networks with mentors, peers, and potential investors.
- ✓ Embracing challenges and failures as part of the entrepreneurial journey is emphasized, encouraging resilience and perseverance. Moreover, there's a recommendation for increased funding for entrepreneurship education initiatives, with a focus on creating conducive environment for startups through access to funding, mentorship, and legal support.

Future researchers

This study provides insightful information about how entrepreneurship education affects students' intentions to start their own business at Addis Ababa University. However, there are still many areas where further research is needed to deepen our understanding and refine strategies for fostering entrepreneurship. Future researchers can focus on Conduct research to determine the economic impact of entrepreneurship education programs on the establishment of new firms and the generation of jobs in Ethiopia. Investigate the influence of technology and digital innovation in developing entrepreneurial goals and stimulating the formation of tech-driven enterprises.

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Appendix

Addis Ababa University School of Commerce

Questionnaire

Dear respondents, this questionnaire, is designed for the purpose of doing a research entitled “**The impact of entrepreneurship education on entrepreneurial intention in Addis Ababa University**” for the partial fulfillment of the requirement for the award of Master of Art degree in Business Leadership. Thus, you are kindly requested to answer the questions honestly and you are assured that your responses will be treated confidential and used for only academic purpose.

Thank you in Advance!!!

If you have any question, please contact us via

(+251) 939450488 Email:temwaok@gmail.com

Part I: Demographic Characteristics

1. Age 15-20 21-25 26-30 31 and above
2. Sex Male Female
3. Year of study _____
4. Department _____
5. CGPA _____
6. Family monthly income _____
7. Households head education level _____
8. Do you have a dropout intention? Yes No
9. If your answer is Yes, What is the reason?
 - A. Individual’s expectations not being met,
 - B. Symptoms of loss and frustration,
 - C. Financial problems
 - D. others, specify _____

10. If you started your own business and demand extra time, would you consider the options drooping out?

A. Yes

B. No

11. Immediately after graduation what is your career plan?

A. To get a job

B. To work in family business

C. To start my own business

D. Others _____

12. Is Graduating and holding a degree your top priority?

A. Yes

B. No

Part II: - Issues related to entrepreneurship education and entrepreneurial intention.

Note: Please indicate your level of agreement with the following statements on a 5-point Likert scale, where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree."

1= strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = strongly agree

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I	Attitude towards behavior					
13	I believe that starting my own business is a desirable career option.					
14	I think that being an entrepreneur would lead to a fulfilling and satisfying career.					
15	I am convinced that I will do excellent as an entrepreneur, to bring about an impact in my community.					
16	I look forward to taking up my entrepreneurship studies.					
17	To me being an entrepreneur is not only about trying to make money but also the opportunity to experience constant growing innovation.					
II	Subjective Norm					

18	My family and friends encourage and support the idea of me becoming an entrepreneur.					
19	They are the ones that shine light on the entrepreneur in me.					
20	The society around me values and respects individuals who start their own businesses.					
21	My parents and siblings do not stop me from experimenting with business ideas.					
22	I am under the fear of other people to provide the entrepreneurship as my future career plan.					
III	Perceived behavioral control					
23	I believe that I have the necessary skills and abilities to start and manage a business successfully.					
24	I develop Confidence that empowered me to believe in my ability on overcoming challenges on my journey					
25	I feel that external factors, such as the economic environment, may hinder my ability to become an entrepreneur.					
IV	Understanding and usefulness of entrepreneurship education					
26	I am confident in my understanding of the concepts taught in entrepreneurship education.					
27	I anticipate that entrepreneurship education will positively impact my future career aspirations.					
28	I am self-assured in my ability to apply the skills and knowledge acquired from entrepreneurship education in practical, real-world situations.					
29	The subjects covered in entrepreneurship education are pertinent to contemporary business trends and operational practices.					
30	I am inclined to endorse entrepreneurship education to my peers as a valuable and enriching learning opportunity.					
IV	Entrepreneurial intention					
31	I have a strong intention to start my own business in the future.					
32	I see entrepreneurial possibilities and look for opportunities that I can implement.					
33	I am actively taking steps towards starting my own business.					
34	I lean more toward entrepreneurship, than the rest.					