

# DETERMINANTS OF ENTREPRENEURIAL INTENTION AMONG UNDERGRADUATE BUSINESS STUDENTS IN SELECTED UNIVERSITIES OF SOMALIA

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## ABSTRACT

The main purpose of this study was to investigate the determinants of entrepreneurship intention among undergraduate business student. The specific objectives were to determine the effect of family business background, self-efficacy and entrepreneurship education on entrepreneurship intention. The study utilized explanatory research design and the target population of this study covers 2500 final year undergraduate students from three Universities SIMAD, Jamhuriya and Capital. The sample size was 335 based on the decision guideline given by krejcie and Morgan (1970). Only 271 were used for the study. Hence, convenience sampling technique was applied to select the student as respondents. The results revealed that family business background was highly and positively correlated to entrepreneurial intention at ( $r=0.712$ ). Self-efficacy also indicated a positive and significant relationship with entrepreneurial intention ( $r = 0.393$ ). Finally, entrepreneurship education showed a positive and significant relationship with entrepreneurial intention ( $r = 0.303$ ) from the findings, it showed that all the three variables were positively correlated to entrepreneurial intention at 0.05 level of significance level. Furthermore, the research framework of this study will contribute the literature in the context of entrepreneurship development. It will also help individuals to become successful entrepreneurs and in turn, contributing to the growth of the country's economies and global competitiveness.

**KEYWORDS:** Entrepreneurial Intention, Family Business Background, Self-Efficacy and Entrepreneurship Education

## 1. INTRODUCTION

During the past few decades, Entrepreneurial intention has captured the attention of many scholars due to its influence on economic growth and social development (Sahban, Ramalu, & Syahputra, 2016). It is obviously that entrepreneurship can have a positive influence on creating jobs, innovation, economic growth, reduction of unemployment, financial independence, fair distribution of income, and other various social benefits (Sata, 2013). This perceived usefulness and outcomes, however, are hardly investigated empirically in the prospective of Somalia.

There is also an increasing attention on national and international in the field of entrepreneurship as it is closely relates to economic growth, innovation, employment creation and nourishing competitiveness. (Holmgren & From, 2005). Since, entrepreneurship is synonymous with self-employment, it is assumed to be the best

strategy for solving the problem of unemployment. Particularly, among the youth. (Koe, Sa'ari, Majid & Ismail, 2012).Therefore, entrepreneurship enables the reduction of unemployment.

Unemployment is crisis to many countries around the world as it leads to financial obstacles and declines the overall purchasing capacity of a nation (Sihombing, 2015). One strategic way to solve this problem is to promote the entrepreneurship spirit especially for unemployment graduates (Othman and Ishak, 2009). Therefore, most countries in this world encourage their citizens to be more enterprising (Tarus, Kemboi, Okemw, &Otiso, 2016) unfortunately; the numbers of unemployed graduates are increasing year after year. Many students do not realize it is difficult to find job. This is because markets nowadays cannot provide the huge number of graduates with immediate employment; hence, Entrepreneurship intention has become an alternative job for students when they graduate (Pihie, 2009; Galloway et al., 2006; Peterman and Kennedy, 2003).

Other than that, governmental instructions in developing countries like Malaysia and Ethiopia have strong strategies for supporting entrepreneurship activities. According to the report in Ninth Malaysia plan. (2006-2010). Government had planned various activities for promoting young entrepreneurs. These programs include entrepreneurship educational training, funding, physical infrastructure, opportunity identification and business advisory service. Besides that, there are some private institutions specially; bank Nagera that assist financial aid to graduates who are willing to became entrepreneurs. Similarly, Ethiopian government also had given more emphasis on entrepreneurship development through training programs and developing smalland medium sized enterprises to create employment opportunities (Federal Democratic Republic of Ethiopia [FDRE], 2015).Having these entrepreneurship efforts, it will bring social and economic development. However, In Somalia, there is lack of government support particularly, free entrepreneurship education in which youngsters can learn how to run business or even how to identify opportunities in global markets. Therefore, the absent of government support will be detrimental effect on fresh undergraduate students in Somalia.

In order to produce future entrepreneurs, private universities in Somalia such as SIMAD, Jamhuriya and capital have introduced entrepreneurship subject as mandatory course irrespective to one's core discipline. The goal of the courses is to nurture entrepreneurship sprit which in turn students to became self-employee (Sahban, Ramalu, & Syahputra, 2016). However, most students prefer to be employee in large firms or governmental institutions (Amrullah, 2012; Sutarto, 2012) .Despite the fact that, leading firms can only accommodate up to less than 10 percent of the thousands of graduating every year. As result, starting your own business is mandatory option. Literature shows that designed

curricula in most universities do not offer students with adequate entrepreneurial education or skills (Ogah, Oko&Oshi 2013); meaning that, education is only oriented towards formal employment in the public sector, through this kind of education, it difficult for students to be able to grow as someone who was keen to produce new ideas and concepts.

While entrepreneurship is engine that accelerates economic development it also becomes universal agenda.(Ariff, Bidin, Sharif, & Ahmad, 2010). In developed countries, many scholars have been trying to find the factors that determine entrepreneurship intentions through various literature models. For instance, Ozaralli and Rivenburgh, (2016) studied USA and Turkey students, Lee-Ross, (2017). Studied Australian students and Varamäki, Tornikoski, Joensuu, Ristimäki, Blesa, & Ripolles, (2015) studied Finland and Spain students, on the other side, in developing countries, for instance: Yohana, (2021) studied Indonesian students, Boubker, Arroud, & Ouajdouni, (2021) studied Morocco students, and Kilonzo, & Nyambegera, (2014) studied Kenyan students. The findings of these studies concluded that family business background (Sata, .2013). Self-efficacy (Pihie, Z.A.L. (2009) and entrepreneurship education (Ozaralli & Rivenburgh, 2016) has positively correlated to entrepreneurship intension. However, there are little empirical studies on the status of entrepreneurial intentions and particularly, on the combination set of such three factors that determine students' intentions for starting businesses in Somalia.

The remainder of this paper is structured as follows. The first section presents the introduction of the study; next section discusses s a review of relevant literature. Section 3 explains the theory of the study followed by research methodology lastly but not least, a discussion of result and their implications are presented in last section.

## **2. LITERATURE REVIEW**

### **2.1 ENTREPRENEURSHIP INTENTION**

The first step of entrepreneurship activity is the formation of "intention" according to Thompson (2009), defined that entrepreneurial intention is the readiness of the person to establish a new business. Gurbuz and Aykol (2008) also described entrepreneurial intention as one's desire or wishes to be involved in entrepreneurial activities, or in other words, to be self-employed. According to Van Gelderen *et al.* (2008) they mentioned that entrepreneurial intentions are fundamental to understanding the process of establishing a new venture.

Burton and Swanson (2012) also claimed that if a person does not intend to become an entrepreneur, then the possessing entrepreneurial attitudes loses significance. Therefore,

desirability can also be used as a central approach to understand anyone who is in entrepreneurship (Choo & Wong, 2006). According to the study of Krueger, Reilly and Carsrud (2000), pointed that the intention as the active conception that not just demonstrates the intention to conduct a business but also to the result of another intention such as going through market study and considering expert opinion. Furthermore, Uddin and Bose (2012) stated entrepreneurial intention as the tendency of starting a new business. This intention displays that there is potential of entrepreneurs for initiating and running a business in future.

The literature on entrepreneurship intention states that intention is more predicted to future behavior. Therefore having an interest in entrepreneurship is a critical determinant in the formation of an individual's tendency to initiate and a business.

There are several studies that have been undertaken on the entrepreneurial intention. These studies involved to investigate the relationship between factors such as family business background (Cahyani, Riani, Kurniadi, & Paningrum, 2018), self-efficacy (Naktiyok, Nur Karabey, & Caglar Gulluce, 2010), and innovativeness (Law, & Breznik, 2017) that could affect entrepreneurship intention.

## **2.2 FAMILY BUSINESS BACKGROUND AND ENTREPRENEURSHIP INTENTIONS**

Previous studies have been discussing the effect of family business background on entrepreneurial intention. According to Ayuni, (2018) Family business has been described as a business that is owned and controlled by a dominant member of the same family and potentially sustainable across generations. The families as a social system have a substantial influence on the decisions of individuals who belongs to such social unit. (Akinbode, Olokundun, Moses, & Adeniji, 2018). Parents provide their children entrepreneurial skills, value, and confidence to continue or having their own business. Thus, the business family has been called the breeding ground of future entrepreneurs.

Family participation in was found to have a positive effect on entrepreneurial growth intentions and expansion plans (Fahed-Shreih et al., 2009). An individual who belongs to Family with a business background often persuades and inspires their siblings to involve in entrepreneurial activity and they are anticipated to have higher desire to start a business in future (Crant, 1999).

Research conducted by Cahyani, Riani, Kurniadi, & Paningrum (2018) states that the background of parents' work has a significant effect on student entrepreneurship intentions. In Singapore and Australia, students are expected to have intention to start new business after graduation if their parents are in businesses (Phan et al., 2002; Breen, 1998). Similar studies were undertaken in USA Crant (1999) found that the children of

entrepreneurs have higher entrepreneurial intentions than those without an entrepreneurial parent. Therefore, an individual who is member of an entrepreneur-family has a higher chance to choose an entrepreneurship than one hailing from non-entrepreneurial background.

### **2.3 SELF-EFFICACY AND ENTREPRENEURSHIP INTENTIONS**

Self-efficacy has been defined as the degree to which an individual believes that he or she is capable of establishing a new business venture successfully (Campo,2011). The study by Chen et al (1998) also described that self-efficacy is the young graduates' self-judgment about their ability to initiate new venture and achieve the task and roles associated to entrepreneurship. More precisely, Self-efficacy is seen as the level of person's believes that he or she can successfully start a new business venture. In addition, self-efficacy plays a significant role in entrepreneurship activity by stimulating the individual's choice, determination, and perseverance (Bandura1997; Chaney et al., 2007). Also it enables entrepreneurs to overcome obstacles during the entrepreneurship process such as opportunity recognition, marshaling resources and improving performance of the new business.

According to Segal, Borgia & Schoenfeld, (2005) self-efficacy is one of the core components of entrepreneurial intention models. Also it is influenced by contextual factors such as past experiences and education (Hollenbeck & Hall, 2004). Entrepreneurs can develop their self-efficacy through training and learning about entrepreneurship (Fayolle et al., 2006). The training programs encourage potential entrepreneurs to gain knowledge, skills and experience that improve their self-confidence. It more likely that their self-efficacy will help to improve their capacity and confidence to launch new venture.

Several studies have been undertaken in the area of self-efficacy on entrepreneurship intention. These studies concluded that there is a positive relationship between self-efficacy and entrepreneurial intention (Douglas & Shepherd, 2002; Krueger et al., 2000). Moreover, higher self-efficacy is associated with entrepreneurial career and new venture creation (Frazier & Niehm, 2006). However, individuals with low self-efficacy are more likely to have difficulty in their ability to start or run their own business.

### **2.4 ENTREPRENEURSHIP EDUCATION AND ENTREPRENEURSHIP INTENTIONS**

Many scholars have been trying to study the influence of entrepreneurship education on entrepreneurship intention. According to Cahyani, Riani, Kurniadi, & Paningrum, (2018) entrepreneurship education is any activity that aims to inculcate the mindset about entrepreneurship, nurturing the intention, attitude and competence of a person in developing his potential by realizing creative and innovative behavior.

Scholars have also demonstrated that the involvement in entrepreneurial education programs develops university students' entrepreneurial attitudes (Ali, Topping & Tariq, 2010). More so, Gibson, Harris, Mick and Burkhalter (2011) claimed that entrepreneurial education can make to change students' perceptions by building awareness and providing them with widespread skill sets to establish a new business. There are extensive evidences that assist the positive relation between entrepreneurship education and new venture creation (Gorman et al., 1997; Martin Cruz, Rodriguez Escudero, barahona & Leitao, 2009).

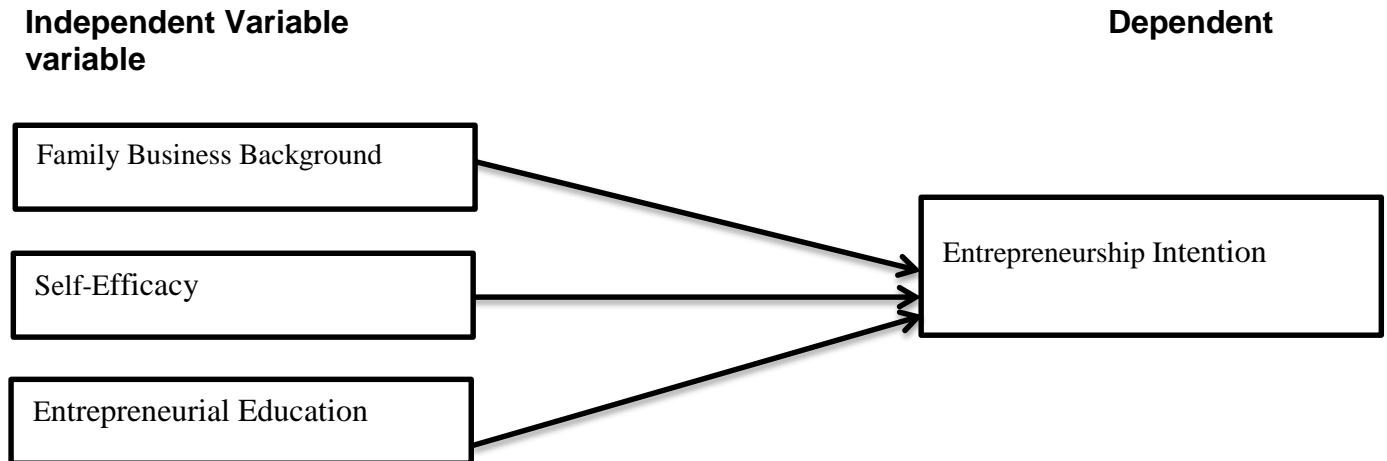
Similarly, Dahlstrand and Berggren (2010) mentioned that entrepreneurship education has being effecting the students' entrepreneurial intention and supporting new business start-up. Moreover, Packham et al. (2010) found that entrepreneurship education considerably affects individuals' entrepreneurial career decision. Therefore, the educational is significant foundation for the students to them toward entrepreneurial intention (Luthje and Franke, 2003).

## **2.5 THEORY OF PLANNED BEHAVIOR**

This study was guided by the theory of Planned Behavior (TPB) developed by (Ajzen, 1991). TPB is an appropriate model that can be closely associated with determining the entrepreneurship intention among individuals. TPB is about a theory that provides a deep understanding researchers by making assumptions correlated to entrepreneurship behavior or action. According to Azjen (1991) and Krueger (1993), intentions are believed to be the best predictor of individual's future planned behavior. Entrepreneurial intention has been described as an individual's desire or intention to be self-employed (Kolvereid, 1996).

Relating to previous studies, TPB has also been extensively used in explaining entrepreneurial intention in a number of studies (Autio, Kelley, Klofsten, Parker, & Hay, 2001; Gelderen, Brand, Praag, Bodewes, Poutsma, & Gils, 2008; Souitaris, Zerbini, & Al-Laham, 2006). The TPB consists of three dimensions to predict intention. Namely, attitude towards behavior, subjective norms and perceived behavioral control. For this study, it has been proven that TPB has successfully in explaining intention towards performing a particular behavior. According to the study of Krueger et al., (2000) have shown that there is a positive relationship between attitude, subjective norm, and perceived behavioral control, to entrepreneurship intention. Therefore, the conceptual framework provides the link between the independent variable and the dependent variable.





### 3. RESEARCH METHODOLOGY

The purpose of this study was to investigate the determinants of entrepreneurship intention. To meet the objective of the study, explanatory research design was utilized which establish causal relationship. The target population of this study covers 2500 final year undergraduate business students from universities SIMAD, Jamhuriya and Capital. The sample size was 335 based on the decision guideline given by krejcie and Morgan (1970). Hence, convenience sampling technique was applied to select the student as respondents. Reliability test was made to test the consistency of the research tools using Cronbcha coefficient alpha test as follows:

**Table 3.1**

| Variables                  | Cronbcha coefficient alpha |
|----------------------------|----------------------------|
| Family Business Background | $\alpha = .705$            |
| Self-Efficacy              | $\alpha = .804$            |
| Entrepreneurship Education | $\alpha = .711$            |

Source: (Survey study 2022)

### 3.1 RESULTS

The data received was analyzed, to answer the research objectives, the analysis were used both descriptive and inferential statistics. Descriptive statistics include mean and standard deviation. While inferential statistics include Pearson Correlation which was used to assess linear relationship between the variables. To test the hypothesis, a multiple regression analysis was conducted.

### 3.2 DESCRIPTIVE STATISTICS

**Table 4.1** presents the descriptive statistics of the main variables. As shown in the table 4.1 the statistics value of mean, standard deviation, minimum and maximum were calculated for the dependent and independent study. In general, the mean values for all variables were ranged from 3.6416 to 4.8994 while the standard deviations of variables were between 0.43848 to 0.79103 The mean score of family business background (FBB) is 4.6203 and standard deviation is 0.56115 this shows the mean is high followed by the mean score of self-efficacy (SE) is 4.4082 and the standard deviation is 0.43848. Moreover, the mean score of entrepreneurial education (EE) is 3.6416 and the standard deviation is 0.79103. Finally, the mean score of entrepreneurship intension (EI) obtained 4.8994 and the standard deviation is 0.55382.

**TABLE 4.1: DESCRIPTIVE STATISTICS FOR THE VARIABLES**

| Variable | Number | Minimum | Maximum | Mean   | Std. Deviation |
|----------|--------|---------|---------|--------|----------------|
| FBB      | 271    | 2.00    | 5.00    | 4.6203 | .56115         |
| SE       | 271    | 2.00    | 5.00    | 4.4082 | .43848         |
| EE       | 271    | 2.00    | 5.00    | 3.6416 | .79103         |
| EI       | 271    | 2.00    | 5.00    | 4.8994 | .55382         |

Source: (Survey study 2022)

### 3.3 CORRELATION

In order to examine the relationship between dependent and independent variable, in this study, Pearson correlation Coefficient was employed. According to Pallant (2007), the correlation analysis can help to compute the strength of relationship between variables. This is because the correlation analysis provides an indication related to the correlation between variables.



The finding in table 4.2 reveals that there is positive and significant relationship between family business background (FBB) and entrepreneurship intention ( $r= 0.712$ ,  $P < 0.01$ ). Since the value of this correlation coefficient is 0.712 is fall under coefficient range from 0.60 to 0.79. Therefore the relationship between Family business background and entrepreneurship intention is strong. As for self-efficacy (SE) the statistical results demonstrated that there is relationship between self-efficacy (SE) and entrepreneurship intention with correlation coefficient ( $r= 0.393$ ,  $P < 0.01$ ). This indicates the relationship is medium. According to Pallant (2013), the relationship is to be medium because the value of 0.393 is within the range of  $\pm 0.30$  to  $\pm 0.49$ . Lastly, there is positive and significant relationship between entrepreneurial education (EE)and entrepreneurship intention with ( $r= 0.303$ ,  $P < 0.01$ ). Since the value of this correlation coefficient is 0.303 is fall under coefficient range from 0.30 to 0.49. Therefore the relationship between entrepreneurial Education (EE) and entrepreneurship intention is medium. The summary of correlation results are presented in Table 4.2

**Table 4.2:Correlation between the study variables**

| <b>Variables</b>           | <b>FBB</b> | <b>SE</b> | <b>EE</b> | <b>EI</b> |
|----------------------------|------------|-----------|-----------|-----------|
| Family Business Background | <b>1</b>   |           |           |           |
| Self-Efficacy              | .514**     | <b>1</b>  |           |           |
| Entrepreneurial Education  | .312**     | .321**    | <b>1</b>  |           |
| Entrepreneurship Intention | .712**     | .393**    | .303**    | <b>1</b>  |

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

### 3.4 MULTIPLE REGRESSION ANALYSIS

Multiple regressions are utilized to measure constantly the effect of many independent variables on dependent variable. This process helps researchers to understand by how much a set of independent variables in explaining the variance in the dependent variable analysis (Cavana et al, 2001). Hence, in this study, the relationship between entrepreneurship intention and its determinants were analyzed with the use of standard regression analysis. This is because Sakaran and Roger (2013) indicated that standard regression enables the whole variables of the study to be inserted into model at one time and examined based on variance contribution.

The multiple regression analysis result using the standardized model are portrayed below table 4.3 indicating the R- square 52.1 Percent and adjusted R- square of 56.6 percent, this means that the variables such as Family business background, self-efficacy and

entrepreneurship education as predicting of entrepreneurship intention illustrated only 52.1percent of factors that determine entrepreneurship intention.

**Table 4.3: Summary of the standard multiple regression Model (N= 271)**

| Model Summary | R                 | R square | Adjusted square | R | Std. Error of the Estimate |
|---------------|-------------------|----------|-----------------|---|----------------------------|
|               | .708 <sup>a</sup> | .521     | .566            |   | .54278                     |

- a. Predicators : (Constant), Family Business Background, Self-Efficacy, Entrepreneurship Education  
 b. Dependent variable : Entrepreneurship Intention

Then again the coefficient analyses results show that family Business Background, Self-efficacy and entrepreneurship education have significantly influences on entrepreneurship intention. Based on table 4.4 the first variable family Business Background showed a significant positive relationship between entrepreneurship intention ( $\beta=0.242$ ,  $t=3.421$ ,  $p < 0.001$ ), supporting Hypothesis 1. Followed by Self efficacy was proven that there is significantly related to entrepreneurship intention as indicated. ( $\beta=0.221$ ,  $t=2.324$ ,  $p < 0.001$ ), hence Hypothesis 2 is supported. Lastly but not least, the result found that entrepreneurship education is positively significantly related to entrepreneurship intention. ( $\beta=0.1142$ ,  $t=2.123$ ,  $p < 0.001$ ), therefore, Hypothesis 3 is supported.

**Table 4.4Regression Coefficients**

| Model                      | Beta | T-value | Sig./P-value |
|----------------------------|------|---------|--------------|
| (Constant)                 |      | 6.731   | .000         |
| Family Business Background | .242 | 3.421   | .000         |
| Self-efficacy              | .221 | 2.324   | .000         |
| Entrepreneurship Education | .142 | 2.123   | .021         |

Dependent Variable: EI, \*\*<0.00, R Square = .52.1, F-value = 48.283\*\*

#### 4. CONCLUSION

The main aim of this study was to examine factors that determine entrepreneurship intention among undergraduate business student in some selected universities in Somalia. Based the findings of this study, family business background have positive relationship with student's intention to create new venture. It is observed that students' with their family involve in business have higher desires to pursue entrepreneurship activity. Other than that, self-efficacy is strongest predictor of student intention of becoming entrepreneurs, this regards, the high self-efficacy individual the higher entrepreneurship intention as well as the tendency to became entrepreneurs. Lastly, the research had proven that entrepreneurship education has positive relationship on student's behavior of choosing entrepreneurship. Entrepreneurship education is required to improve the knowledge, skills and capacity to create successful business. The result was also indicate that entrepreneurship education influences awareness and perception of students to engage entrepreneurship activity. Overall the findings of the study provide useful insight on factors that determine entrepreneurship intention such understanding will be an opportunity for governments to capitalize to encourage economic growth and social development to reduce unemployment.

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