YOUTH ENTREPRENEURIAL READINESS: ENTREPRENEURIAL SELF-EFFICACY AND THE MODERATING ROLE OF ENTREPRENEURIAL TRAINING

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A Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of Doctor

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Omega Graduate School, 2023

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Abstract

Dedication

Acknowledgements

Epigraph

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Chapter 1: Introduction

This chapter introduces the research problem, background of the problem, purpose statement, research question, hypothesis, scope and delimitation, significance, and operational definition of the study. The second chapter is devoted to the literature review, followed by chapters on research methodology, results, discussion, and conclusion.

The concept of an entrepreneur includes: having entrepreneurial skills, identifying opportunities, gathering the necessary resources, and taking a risk to create a successful endeavor (Lilia et al., 2022).  Kallas (2019) explained that entrepreneurial readiness has individual, social/environmental, and institutional components, and the personal aspect, which is determined by one's attitude, motivation, and competencies.

This study aims to investigate if differences exist between youth entrepreneurial readiness based on entrepreneurial self-efficacy related to entrepreneurship training conducted by the Entrepreneurship Development Institute (EDI) in Addis Ababa and those who have not.

EDI was established following the latest government restructuring, bringing together two entities: the UNDP-supported Entrepreneurship Development Center (EDC), established in February 2013, and the World Bank-financed Women Entrepreneurship Development Project, inaugurated in December 2012. EDI aims to assist the emergence of a competitive and innovative private-sector driven by a dynamic, vibrant, and growth-oriented small and medium enterprise (SME) sector. The new mandate includes playing a pivotal role in the entrepreneurial ecosystem, especially in self-employment, with a strategic shift from direct service providers to building the capacities of other public and private institutions. In addition, two EDI programs target women and youth who wish to start or develop their businesses. The programs include training, business development services, a forum for networking innovative services, and establishing the center of excellence in selected universities (EDI, 2022).

Zhartay, Khussainova, and Yessengeldin (2020) defined *youth entrepreneurship* as "A tool to ensure the growth of employment, the involvement of young people in economic activities, their socialization, and self-realization" (p. 1190). Macrotrends.net.com (2022) estimated the unemployment rate for Ethiopia in 2021 was 3.69%, and the youth unemployment rate was 5.72%. At the same time, the Central Statistics Authority (2021) labor force and migration survey provided information on the nation’s labor force, which indicates the economic performance through the employment and unemployment rate. The survey result reveals that the jobless rate in Ethiopia is 8.0 percent. Despite efforts to improve the economic conditions of Ethiopia, youth unemployment remains one of the significant challenges. The result also shows that the youth unemployment rate in the urban setting is estimated to be 23.1 percent.

Creating an enabling environment in which engaging the youth in entrepreneurial training and education is one of the ways to curb the challenges of youth unemployment and take entrepreneurship as a career option (Akubo, 2021). In this research, a non-experimental research design will be used to examine if there are significant relations between a group that had the training and a group that did not.

**Background of the Problem**

According to the United Nations, in 2015, countries adopted 17 goals to end poverty, protect the planet, and ensure prosperity for all as part of a new workable development agenda, with 169 sub-targets to be achieved by 2030 (Weiland et al., 2021). This global agenda promotes an integrated approach to achieve sustainable development that tackles the interwoven issues of multidimensional poverty, inequality and exclusion, and sustainability while enhancing knowledge, skills, and production technologies to reduce risks and sustain development gains. The National Planning Commission (2016) described that Ethiopia developed the Growth and Transformation Plan (GTP) aligned with the world agenda of sustainable development.

EDC, now transformed into EDI, was established to realize Ethiopia’s vision GTP in response to the growing role the private sector can play in achieving the plan. The Ethiopian government established the program in partnership with the United Nations Development Program (UNDP) Ethiopia and launched it in February 2013. The program was designed to foster a robust and competitive private sector by developing the micro and small enterprise sectors. Based on that, entrepreneurship training is provided by the United Nations Development Program for one week for those who want to start a business or strengthen an existing one (Ministry of Trade and Industry & United Nations Industrial Development Organization, 2019).

Describing the impact, as of May 2022, the EDC report shows 244,459 new jobs were created, 20,819 new businesses were established, 29,378 businesses were expanded, 20,757 businesses were formalized, and 70,391 existing businesses were supported. In addition, 112,163 training sessions were provided in ten regional states, which were instrumental in creating the needed impact (EDI, 2022).

**Problem Statement**

Entrepreneurial initiatives, including training, are believed to curb unemployment problems by grooming the youth for entrepreneurial endeavors (Olayinka & Sulyman, 2022). Boris and Parakhina (2022) stated that youth entrepreneurship is a neglected yet important sector of the economy, exacerbated by the unstable post-COVID pandemic economic conditions. Ahmed and Ahmed (2021) pointed out the challenges of the young generation in finding a decent job in African countries, including Ethiopia, due to their lack of skill and experience, and because of negative attitudes among potential employers toward youth in the workplace.

The alarming unemployment rate in Ethiopia is worth noting to strategize entrepreneurial interventions. According to the Ethiopian Statistics Service and International Organization for Migration (2021), the published statistical report of the employment-to-population ratio was 59.5 percent, with 69.0 percent males and 50.2 percent females. In contrast, the employment-to-population ratio of youth 15-29 was 57.4 percent nationally. The rate of youth employment to population ratio in rural areas was 64.9 percent and 50.6 percent in urban areas.

Adeniyi, Derera, and Gamede (2022) related entrepreneurial readiness to entrepreneurial skills, business opportunities, entrepreneurial self-efficacy, and opportunity identification. Since studies show that youth entrepreneurship contributes to economic development, it is essential to know how one acquires the entrepreneurial thinking, reasoning, making decisions, planning and goals setting, and uses the potential to create jobs, expand existing businesses, increase the possibility of business startups, and maximize opportunities to curb developing countries’ unemployment issues by using the youth potentials (GEM, 2022).

A study on the relationship between micro-enterprises targeting youth and socio-economic development showed that employing youth significantly reduces poverty in Ethiopia (Kidane et al., 2015). In addition, entrepreneurship was acknowledged as one of the stimulating factors for economic growth in developing countries (Muhammad & Ahmad, 2020). Ahmed and Ahmed (2020) cited the barriers that may prevent youth entrepreneurship in Ethiopia. These include, a) the lack of a conducive policy environment, b) limited access to finances, markets, and business assistance, and c) the lack of entrepreneurial education and training. Recognizing the positive role of youth in economic development is essential to prepare the youth for such engagement (Chernova et al., 2020).

Despite the growing interest in entrepreneurship as a means of economic development and poverty reduction, the influence of entrepreneurial self-efficacy and entrepreneurship training on entrepreneurial readiness among youth in Ethiopia is not known.

**Purpose Statement**

This study examines the difference between youth readiness to start or develop a business based on entrepreneurial self-efficacy of those who have taken EDI entrepreneurship training and those who have not, to determine if there is a significant difference in youth entrepreneurial readiness.

**Research Question**

What differences exist in youth entrepreneurial readiness based on entrepreneurial self-efficacy related to EDI entrepreneurship training?

**Hypothesis**

H0: No statistically significant difference exists in entrepreneurial readiness to start or develop a business based on entrepreneurial self-efficacy between those who received entrepreneurship training and those who did not.

Ha: A statistically significant difference exists in entrepreneurial readiness to start or develop a business based on entrepreneurial self-efficacy between those who received entrepreneurship training and those who did not.

**Scope and Delimitation of the Research**

The study is delimited to youth aged 18 to 35, whom EDI trained from January – March 2023, and who were willing to participate in the study. Another group, which has not taken the EDI training, will be selected, and the same tools will be administered to determine if there is a significant difference between the two groups.

**Significance of the Research**

If training moderates new venture creation/business development, training activities will be scaled up to meet the needs of the millions of the nation. This includes strategizing to engage the youth in entrepreneurial training, so that they are active in income generation and economic development. In addition, higher learning institutes can serve as incubation centers, where students get entrepreneurial education and incubate their innovative ideas into business. Those who graduate with academic credentials will have added skills to create jobs in their areas of expertise, thereby contributing to curbing unemployment. At the national level, the research has valuable practical implications for policymakers and providers of informal entrepreneurial education for they will be encouraged to introduce policies that provide a secure environment for individuals to start their ventures after investing in suitable candidates for training.

If training does not moderate new venture creation/business development, further assessment will have to be done on investment in training and current factors that impede effectiveness of training hinder translation into action.

**Operational Definitions**

This research adopts the following operational definitions for the study.

**Definition of Entrepreneurship**

Essential ingredients include the willingness to take calculated risks—in terms of time, equity, or career; the ability to formulate an effective venture team; the creative skill to marshal needed resources; and the fundamental skill of building a solid business plan; and finally, the vision to recognize opportunity where others see chaos, contradiction, and confusion (Kuratko & Hodgetts, 2004, p. 30).

**Definition of Self-Efficacy**

Self-efficacy is an individual's cognitive estimate of their "capabilities to mobilize the motivation, cognitive resources, and courses of action needed to exercise control over events in their lives" (Wood & Bandura, 1989).

**Definition of Entrepreneurial Self-Efficacy**

 Entrepreneurial self-efficacy (ESE) is one's ability to start and successfully manage a venture with required entrepreneurial skills in planning, marshaling, managing ambiguity and financial literacy (Moberg, 2012).

**Definition of Entrepreneurial Readiness**

This research has taken Darmasetiawan's definition (2019), and Coduras et al. (2016) definition that Entrepreneurial readiness, which is determined by a person's ability or willingness for entrepreneurial activity to take entrepreneurial action.

**Definition of Youth**

The UN defines *youth* as between 15 and 25, but the African Union defines *youth* as between 15 and 35 years old. Additionally, some previous entrepreneurship research extended the age range of youth to 35 (Storey, 1994; Mehari & Belay, 2017; Delmar & Davidson, 2000.) Therefore, in this study, the term "youth" will be used to refer to ages 18-35.

**Summary**

This chapter introduces the research problem that investigates the effects of entrepreneurial self-efficacy and EDI training on entrepreneurial readiness. The purpose of the research is to examine the difference between youth readiness to start or develop a business based on entrepreneurial self-efficacy of those who have taken EDI entrepreneurship training and those who have not. In addition, scope and delamination of the research were stated. The significance of the research and operational definition of the study were described at the end.

Chapter 2: Review of Literature

The literature review is divided into five sections: literature search strategy, identifying a gap in the literature, describing the theoretical/conceptual framework, a topical review of the literature, and providing a background for the instrument and variables. The chapter includes an in-depth review of current, peer reviewed journals published between 2019 and 2023. The background of entrepreneurial theories and the reason for the social learning theory selected as the theoretical conceptual framework underpinning the proposed research will be discussed in detail. In addition, six relevant topics that give context to the study will be discussed: Historical Background of Entrepreneurship, Entrepreneurial Ecosystems, Entrepreneurial Policy, Youth Entrepreneurship, Entrepreneurial Readiness, and the Ethiopian Entrepreneurial Context.

**Literature Search Strategy**

The literary search strategy began with exploring the definition or meaning of entrepreneurship in the work of economists like Smith (1776), “An inquiry into the Nature and Causes of the Wealth of Nations,” Ricardo (1817), “On the Principles of Political Economy and Taxation,” Schumpeter (1934), “The Theory of Economic Development,” Glancey & McQuaid (2000), “Entrepreneurship and Market Dynamics - Entrepreneurial Economics,” Simpeh (2011), “Entrepreneurship Theories and Empirical Research: A Summary Review of the Literature.” These publications laid the groundwork for understanding entrepreneurship from classical, non-classical, and Australian economics perspectives.

The literary search revealed that economic theories are insufficient to fully explain entrepreneurship. Psychological theories highlighted four distinct components of successful entrepreneurship.

Rotter (1996), “Generalised Expectancies for Internal Versus External Control of Reinforcement”, along with Şahin, Karadağ, and Tuncer (2019), “Big Five Personality Traits, Entrepreneurial Self-efficacy and Entrepreneurial Intention: A Configurational Approach,” postulated that individual inborn personality traits, such as locus of control, strongly influence entrepreneurial success.

McClelland (1961), “The Achieving Society,” and Johnson (1990), “Toward a Multidimensional Model of Entrepreneurship,” focused on the individual’s need for achievement as a stimulus for successful entrepreneurship.

The capacity for emotional intelligence was correlated with entrepreneurial efficacy by Wen, Chen, Pang, and Gu (2020), “The Relationship between Emotional Intelligence and Entrepreneurial Self-Efficacy of Chinese Vocational College Students,” and Fatoki (2019), “Emotional Intelligence and Success of Immigrant-Owned Small Businesses in South Africa.”

Bandura (1971), “Social Learning Theory,” and (1982), “Self-efficacy Mechanism in Human Agency,” emphasized self-efficacy as an essential entrepreneurial trait. This concept was also explored by Chen, Greene, & Crick (1998), “Does Entrepreneurial Self-Efficacy Distinguish Entrepreneurs from Managers?”  DeNoble, Jung, and Ehrlich (1999), Entrepreneurial Self-efficacy: The Development of a Measure and Its Relationship to Entrepreneurial Action,” McGee, Peterson, Mueller, & Sequeira (2009), “Entrepreneurial Self-efficacy: The Measure,” and Kare Moberg (2012), “An Entrepreneurial Self-Efficacy Scale with Neutral Wording.”

In addition, the literature search strategy was far ranging, reviewing and citing more than 150 journals. Specifically, relevant articles that added broader context to topics such as Entrepreneurship, Entrepreneurial Ecosystems, Entrepreneurial Policy, Youth Entrepreneurship, Entrepreneurial Readiness, Ethiopia’s Entrepreneurial Setting were reviewed.

**Identification of Gap in Literature**

Social scientists disagree on what makes an entrepreneur, but research delineates individual, environmental, and institutional factors (Kallas, 2019) that create readiness to start an enterprise. A great deal of attention is given to entrepreneurial intention (Saptono, Purwana, Wibowo, Wibowo, Mukhtar, Yanto, Hadi, & Kusumajanto, 2019; Aleksandrova, Gerry, & Verkhovskaya, 2019); impacts of entrepreneurship training (Efobi & Orkoh, 2018; Rahim, Mohamed, Tasir, & Shariff, 2022); the impact of entrepreneurial education programs (Hernández-Sánchez, Sánchez-García, & Mayens, 2019; Paray & Kumar, 2020); the role of entrepreneurial self-efficacy (Darmanto & Yuliari, 2019; Newman, Obschonka, Schwarz, Cohen, & Nielsen, 2019), psychological dispositions that predict entrepreneurial success and factors that determine entrepreneurial success (Salisu, Hashim, Mashi, & Mashi, 2020), and entrepreneurial behavior (Ho, Lu, & Bryant, 2021).

Reflecting on the past five years from 2014 to 2019, Chan and Mustafa (2021) did an overview of published articles on entrepreneurship and innovation in emerging economies. They pointed out that entrepreneurship requires different skills in emerging economies than in developed economies. Therefore, factors for entrepreneurial practices at the individual, societal, and organizational levels must be understood considering contexts. Numerous surveys have shown that entrepreneurial self-efficacy has a positive effect on entrepreneurial intentions and behaviors (Barbosa, Gerhardt and Kickul, 2007; McGee, Peterson, Mueller and Sequeira, 2009; Zhao, Seibert, & Hills, 2005).

The concept of an entrepreneur emerged from economic theories. This made it necessary to explore the background of entrepreneurship and its evolving multidisciplinary nature over the past three centuries. However, no study was found in economic theories of entrepreneurship that addressed the entrepreneurial readiness of youth. Reviewing contemporary literature led to exploring how psychological aspects of an individual's entrepreneurial self-efficacy can contribute to youth readiness to start or develop a business.

**Theoretical/Conceptual Framework**

Researchers have identified several theories to explain the topic of entrepreneurship. Ahmed and Ahmed (2021) demonstrated that the multidisciplinary nature of entrepreneurship theories is rooted in disciplines such as applied economics, psychology, sociology, anthropological, and management fields of studies. McMullen, Brownell, and Adams (2020) studied what makes an entrepreneurial investigation have a unified theory and identified five elements of entrepreneurial agency: ability, motivation, opportunity, institution, and process skills to transform social structures into action. The multifaceted aspect of entrepreneurship is examined in this study, and a theory that resonates with the purpose of the research and firmly explains the phenomenon of youth entrepreneurship and entrepreneurial training will be selected.

Entrepreneurship has evolved significantly in the last two and half centuries due to the complexity and multidimensional notion of entrepreneurship, influenced by economic, social, psychological, ethical, religious, and cultural factors. The present study focuses on youth entrepreneurial readiness from an entrepreneurial self-efficacy standpoint, using entrepreneurship training as a moderator.

Because many factors influence entrepreneurship, no single component can generate it independently. This study uses social learning theory as a theoretical foundation to describe the different variables in the socio-demographic antecedent and explore the entrepreneurial self-efficacy related to youth entrepreneurial readiness as moderated by entrepreneurship training.

The EDI entrepreneurial training provides the context of social learning, and the individual specific entrepreneurial self-efficacy will be assessed to determine the entrepreneurial readiness of the youth by comparing those who took the six-day training and those who did not.

Social Learning Theory

Berge and Lyons (2012) stated that social learning theory is associated with Albert Bandura, but was rooted two decades earlier in Rotter’s social and clinical assertion that learning takes place in a social arena by observation and later by imitation. Chavis (2011) concurs with the idea that social learning theory is an approach that addresses human problems in a social context.

Albert Bandura theorized that learning might occur by observing others' behaviors and the consequences of those behaviors, and that social learning reinforces behavior as people interact with their environment to determine their actions (Bandura, 1971). He expanded the social learning approach, adding the cognitive elements of learning, which occur through observation, imitation, and modeling, a sharp contrast with behavioral thinking of reinforcement and punishment (Bandura, 1977).

Social Learning/Cognitive Theory

Cognitive/personal Factors:

* Knowledge
* Expectation
* Attitude

Behavioral Factors:

* Skills
* Practice
* Self-efficacy

Environmental Factors:

* Community
* Policy
* Access

Figure 1: Social Learning/Cognitive Theory – Interaction of cognitive, behavioral, and environmental factors

Entrepreneurs learn by observing their surroundings, including their parents, friends, partners, and competitors, as they interact with their environment (Fernando & Nishantha, 2019). Scherer, Adams, and Wiebe (1989) studied the background of entrepreneurs and non-entrepreneurs and found that many non-entrepreneurs did not have self-employed or entrepreneurial parents.

This implies that social modeling highly influences entrepreneurs in their entrepreneurial actions. Similarly, Drucker (1985) alluded that entrepreneurship can be a learned behavior as entrepreneurs with different personalities are educated in a social context and succeed. The concept of self-efficacy is also part of Albert Bandura's social learning theory, which addresses the ability of individuals to make judgments on decisive matters, effectively perform and face challenges (Bandura, 1982). The concept further contributed to developing entrepreneurial self-efficacy to measure the person's entrepreneurial beliefs to start a business (Drnovšek et al., 2010).

Social learning theory shows how cognition, behavior, and environment are interrelated, having cause-effect relations (Wood & Bandura, 1989). Borhani, Amiran, Shahriari, and Ghadim (2020) stated that socio-demography was the first factor that affected the attitude of the youth to accept agricultural entrepreneurship, with the age 25-40 likely to start a new business.

Likewise, Fairlie and Holleran, 2012; Sakkthivel and Sriram, 2012 deduced that individuals' socio-demographic and psychological stances are significant determinants of entrepreneurship. Similarly, Gibb and Ritchie (1982) identified that an entrepreneurial social process of a start-up is influenced in so many ways by family, employment, training, and career patterns. Bouichou, Abdoulaye, Allali, Bouayad, and Fadlaoui (2021) showed that young people aged 20-25 positively correlated with entrepreneurial intentions to start a new business venture, but as age increased to 41-45, they were less likely to start a business.

A comparative study by Alamineh (2022) on identifying influencing factors of university and technical and vocational education and training graduate students' intentions toward entrepreneurship concluded that socio-demographic factors such as age, gender, family income, educational background, and entrepreneurial attitude had a significant effect on the TVET students' intention toward entrepreneurship.

According to Udayanan (2019), training plays a significant role in developing transferrable skills related to business in the entrepreneurial self-efficacy of graduate students. Entrepreneurial training provides the context of social learning, the individual psychological makeup, and the business ability to enhance the entrepreneurial readiness of the youth. This study uses social learning theory as a theoretical foundation to describe the social background and explore the entrepreneurial self-efficacy of youth for entrepreneurial readiness as moderated by entrepreneurship training.

Bandura, (1986) describes that self-efficacy beliefs are multifaceted, as social cognitive theory identifies several conditions, which include “generic skills for diagnosing task demands, constructing and evaluating alternative courses of action, setting proximal goals to guide one’s efforts, and creating self-incentives to sustain engagement in taxing activities and to manage stress and debilitating intrusive thoughts” (p.308). Self-efficacy measures a person’s belief in starting a business (Drnovšek, Wincent, & Cardon, 2010). Similarly, Adeniyi, Derera, and Gamede (2022) studied entrepreneurial self-efficacy for entrepreneurial readiness in developing countries, and the findings supported that ESE is helpful for the business creation process. Darmanto and Yuliari (2019) also concurred that entrepreneurial self-efficacy strongly predicts entrepreneurial readiness.

Using the social learning theory that encompasses the individual and social factors, entrepreneurship readiness is assumed to be described by incorporating the individual’s socio-demographic background and measuring psychological self-efficacy, and entrepreneurial self-efficacy, as moderated by entrepreneurial training (Hatos, Cioban, Bea, Dodescu, & Hatos 2022).

The conceptual framework is based on social learning theory that posits that learning occurs through observation and when the individual has self-efficacy, whereby he or she believes they can master a particular task (Bandura, 1989). In this case, entrepreneurial self-efficacy moderated by entrepreneurial training may play a greater role in entrepreneurial performance whereby the readiness to start or develop a business is linked between the independent and dependent variables. The framework below shows how the independent variables of entrepreneurial self-efficacy influence the dependent variable, youth entrepreneurial readiness, as moderated by EDI training.

**Youth Entrepreneurial Readiness**

**Entrepreneurial Self-Efficacy**

* **Searching**
* **Planning**
* **Marshalling**
* **Implementing**
* **Finance**

**Entrepreneurship Training**

Figure 2: Conceptual Model of Hypothesized Relationships

Entrepreneurial Self-Efficacy

Self-efficacy can be applied to various domains if the efficacy measure is tailored to the tasks assessed (Bandura, l982). Based on the conceptual framework of Albert Bandura, the social learning theory entrepreneurial tendency of college students’ ESE tool was first suggested by (Chen et al., 1998). Different constructs, such as risk-taking, innovation, management, financial control, and marketing, were assessed. This was complimented by McGee et al. (2009), supporting ESE as a multi-dimensional construct and suggesting the four tasks: searching, planning, marshaling, and implementing as valuable skills for entrepreneurial readiness resulting in business creation orientation.

According to Mobeg (2012), the entrepreneurial efficacy measure components start with the searching phase that includes brainstorming a new idea for a product or service, identifying the need for a new product or service, or a market, and designing a product or service that will satisfy customer needs and wants. The planning phase incorporates an assessment of demands, prices, capital needed, and designing a marketing strategy and translating this into a business plan.

The marshaling phase focuses on determining the different resources needed to execute the plan. The last implementation phase involves using resources to execute the action plan (Adenyi et al., 2022). Borhani, Amiran, Shahriari, and Ghadim (2020) emphasized that education, opportunities, and financial support significantly impact young adults' career choices for startup businesses. Previous studies by Wadhawa, Holly, Aggarwal, and Salkever (2009) depicted that a lack of business and managerial skills would be a barrier to effective startups implying that the need to have business management knowledge and skills positively contributes to entrepreneurial readiness. Based on the social learning theory and the literature reviewed to construct ESE, Moberg (2012) improved the ESE variables by categorizing them into five domains: searching, planning, marshaling, implementing, and finance.

Ndofirepi (2020) described it as essential to understand entrepreneurs' psychological make-up, and ways of thinking and doing in order to design effective training programs. The psychological traits associated with entrepreneurs are an internal locus of control, achievement needs, and risk-taking behaviors. This is also supported by previous studies by Bygrave and Hofer (1991), which expanded the list of main psychological aspects associated with entrepreneurship: "need for achievement, locus of control, risk-propensity, self-efficacy, tolerance for ambiguity, innovativeness, independence and autonomy, and optimism." Alamineh's (2022) study concluded that the field of study, entrepreneurship course, entrepreneurship test score, locus of control, entrepreneurship education, subjective norms, and entrepreneurial motivation statistically affected university students' intention toward entrepreneurship.

In this research, the entrepreneurial self-efficacy of the EDI-trained youth and the non-trained youth will be investigated to determine if there is a difference in their readiness to start or develop a business, and if training moderates readiness.

Entrepreneurship Training

Entrepreneurial training is intended to reinforce information, skills, and attitudes and has been utilized in different countries to influence entrepreneurial culture within a population (Wulandari et al., 2021). This study defined *entrepreneurship training* as "training to prepare someone to have entrepreneurial skills so that they can create a business appropriately by using existing opportunities and providing job opportunities both for themselves and others" p. 307. The current research uses training as a moderating factor to assess youth entrepreneurial readiness.

Most economies support entrepreneurship education and training to achieve goals such as encouraging citizens to have a positive attitude toward self-employment, identifying viable business opportunities, demonstrating managerial skills for running successful businesses, and encouraging new startups and other entrepreneurial ventures (Alam et al., 2019; Cieslik et al., 2022). Coelho et al. (2018) studied and evaluated the impact of the entrepreneurship training program in Recife, Brazil. Such research helps to understand entrepreneurship education's ability to boost individuals' ability to generate a new company. The findings support the claim that entrepreneurship education is becoming more significant in emerging nations, reshaping society by allowing individuals to advance in their careers and lives.

The UN program UNCTAD, (2018) that developed entrepreneurship coined Empretec from the Spanish for emprendedores (entrepreneurs) and tecnología (technology). Empretec is a mechanism that instills behavioral change in a select group of promising entrepreneurs. It is dedicated to helping promising entrepreneurs put their ideas into action and helping fledgling businesses to grow. The course was developed by Harvard University to encourage entrepreneurial behavior and motivate learners to contribute to countries' economic prosperity by focusing on developing entrepreneurial competencies of entrepreneurs in emerging economies (UNCTAD, 2018). More than 31 years of experience has been analyzed since the UN implemented this program in 41 countries (UNCTAD, 2022). The program evaluation showed that trainees' success was linked to their involvement in entrepreneurship education, and therefore, entrepreneurship training programs are to be designed to create access to training and assist trainees to develop their competencies.

The EDI (2022) uses the Empretec program to identify ten key areas of competencies related to entrepreneurial development. These include opportunity-seeking and initiative; persistence; fulfillment of commitments; demand for quality and efficiency; calculated risks; goal setting; information-seeking; systematic planning and monitoring; persuasion and networking; and independence and self-confidence. EDI trainees are provided with six practical days of training with a practical tool to help them assess their strengths and weaknesses. Trainees are required to do 30 behavioral traits of each they have practiced since they completed the training.

Abdullah and Latif (2014) evaluated Bangladesh's entrepreneurship development training program. They concluded that the country could take the initiative to develop an entrepreneurial environment to evolve the prevailing salient talent. Developing such training and development programs for both newcomers and existing entrepreneurs nourished the entrepreneurial system.  The study also showed the evaluation's validity by addressing the training program's effectiveness.

Vega, González-morales, and García (2016) studied the entrepreneurial aspirations of adolescents toward self-employment and found that interest increased in three distinct groups: foreigners, those who studied at state schools, and those who demonstrated lower academic achievements. Education had a long-term effect on students' attitudes, and training had a short-term practical effect on their preparation of business plan and designing projects.

According to Chethan (2020), entrepreneurship training positively affects trainees by enhancing their confidence levels. Before training, participants were afraid due to lack of practical knowledge; however, their satisfaction level was drastically enhanced to start their business enterprise after training. Similarly, Klinger and Schündeln (2007) investigated the effect of entrepreneurial training on enterprise outcomes, particularly whether training and business development programs in developing countries can help improve entrepreneurial skills and foster entrepreneurial activities such as creating and expanding businesses. The findings show that business training significantly increases the probability that the trainee starts or expands an existing business. In addition, they suggest that entrepreneurial activities such as starting and expanding businesses can be fostered by training.

Efobi and Orkoh (2018) mentioned that entrepreneurs who received formal evaluation training would retrain their colleagues, resulting in expanded human resources, increased innovation, and revenue for the company. Moreover, the author described how training within an entrepreneurial venture should be viewed as a 'two-sided coin' that empowers the trained employee and the transfer of knowledge by training other workers. Efobi and Orkoh also studied the impact of entrepreneurship training on the growth performance of firms and elaborated on training programs directed at entrepreneurs as an essential catalyst for business growth and development. They compared the difference in revenue, innovation, and employee growth of firms where the entrepreneurs were trained, and who set up in-house training for their workers, with those who were trained but did not create in-house training for their workers. The results imply that policies that encourage just the training of entrepreneurs may be limited in the scope of impact if steps are not taken to ensure that the trained entrepreneurs go further to retrain their workers in their businesses.

Entrepreneurial education and training equip students with abilities, skills, and knowledge, allowing them to spot opportunities, analyze the environment, and draft strategies to help the company succeed (Mack et al., 2021). Entrepreneurial education and training also increase confidence in individuals' ability to start and run a company. In class, students are given exercises to develop business plans, perform feasibility studies for business opportunities, or participate in running simulated or real businesses (Thamahane, 2017).

Similar studies by Emmanuel, Mohammed, and Patrick (2018) mentioned that entrepreneurial orientation caused by inadequate entrepreneurial education and training statistically significantly influences entrepreneurial behavior among youths in the province. Cieslik, Barford, and Vira (2022) conducted studies on why sustainable development 8.6 was not fulfilled as targeted and stated that it was not due to the defectiveness of entrepreneurship-based programs. Instead, broader job-market policies must be assessed to complement training, education, and skill deficits.

Bouichou et al. (2021) studied entrepreneurial intention among rural youth in Moroccan agricultural cooperatives. They found that training is one of the factors that have a positive impact on the entrepreneurial intentions of young men and women. Similarly, Ndofirepi (2020) studied the relationship between entrepreneurship education and entrepreneurial goal intention and found that exposing students to entrepreneurial education positively impacts psychological development. Entrepreneurship training has been used as one of the driving forces to improve entrepreneurial capabilities (Zahra, 2011) that enhance knowledge, skills, and attitude (Seun & Kalsom, 2015), and they showed entrepreneurship training moderated the relationship between entrepreneurial ability and readiness towards new venture creation.

**Topical Review of Literature**

Entrepreneurship

Entrepreneurship and entrepreneur are defined differently depending on the theoretical orientation, model of what an entrepreneur is, and school of thought. For example, Akulava, Marozau, Abrashkevich, and Guerrero (2020) defined *entrepreneurship* as "a process of starting and running a new business." p.20, whereas Omoniyi and Bongani (2022) define *entrepreneurship* as a necessary production component and a driving force behind any successful business. As a result, *entrepreneurship* is defined as the science of completing tasks with associated risks and rewards, with the entrepreneur serving as the organizer, innovator, and risk bearer in any commercial venture. The primary goal of entrepreneurship is to make money rather than lose money (p. 4.).

An entrepreneur precedes entrepreneurship. Joseph A. Schumpeter defines an entrepreneur based on one's innovation and creative capacity leading to disequilibrium (Schumpeter, 1934). Gartner focuses on a new business venture (Gartner, 1985); Peterson sees an entrepreneur as a person who recognizes the opportunity and taps into a new endeavor (Peterson, 1985); and for Garfield, it is identifying a market and developing a strategy to encounter the needs (Garfield, 1986). In contrast, Cantillon redefines an entrepreneur as someone "who works for a contract price and has uncertain future costs into a pervasive one who purchases inputs at market prices only to make sales in the future at uncertain market prices" (Thornton, 2019; p.277).

Therefore, even though no consensus has been reached among academicians and researchers in defining entrepreneurship and entrepreneur, the broader concept entails taking the initiative, arranging, and restructuring social and economic mechanisms to put resources (labor, materials, and other assets) together in ways that increase their worth and situations to practical use, accepting risk or failure; and bringing change, innovation, and a new order into the world (Cunningham & Lischeron, 1991; Steenekamp, 2013; 2013; Akulava et al., 2020).

For Schumpeter (1934), "Entrepreneurship" is a human activity and a creative act that involves creating something of worth from almost nothing. It is the pursuit of opportunity regardless of available resources or the lack thereof. It necessitates both a vision and a burning desire. It also necessitates a readiness to take calculated risks. Conversely, Fuster (2022) acknowledged entrepreneurship as a dynamic process of accumulating wealth by producing value through capital, risk-taking, technology, and human talent.

For over two centuries, entrepreneurship has been explained in different fields of study, such as economics, sociology, and psychology. In the early eighteenth century, the French term entrepreneur was first used to designate a "go-between" or "between-taker." Many consider that Cantillon was the first who used the word entrepreneur to mean someone who adopted a proactive risk-taking approach to pursuing possibilities, giving us the present meaning of an entrepreneur (Parker, 2009). However, entrepreneurial endeavors' twentieth and twenty-first-century popularity has incorporated broader descriptions beyond innovation and startup businesses.

Entrepreneurship is a multi-component and multi-category dynamic system. It should be considered holistically as a dynamic system of an individual's causally interrelated personality traits, motivation, cognition, needs, emotions, abilities, learning, skills, and behavior based on which an individual or a group of individuals interact with the context for identifying, generating, and realizing opportunities into new values (Oganisjana, 2010, p. 54).

As the United Nations Sustainable Development Goals (SDGs) suggest, entrepreneurship is a vital driver of society's health and prosperity and a powerful engine of economic progress. It promotes innovation required to seize new opportunities, increase productivity, create jobs, and address some of society's most serious concerns (Bosma et al., 2020; GEM, 2022). Entrepreneurship is a dynamic process of vision, change, and creation. It requires energy and passion to create and implement new ideas and creative solutions.

Entrepreneurial Ecosystem

Over the last decade, the concept of entrepreneurial ecosystems has exploded in popularity among researchers, policymakers, and practitioners, even though there has yet to be an agreed upon definition and theoretical ground (Fubah & Moos, 2021). For example, Spigel (2017) described entrepreneurial ecosystems as "a tool in the study of the geography of high-growth entrepreneurship, the union of localized cultural outlooks, social networks, investment capital, universities, and active economic policies that create environments supportive of innovation-based ventures" p.1. According to Spigel, as these attributes produce resources for entrepreneurs, the interactions and relations create the entrepreneurial ecosystem.

Gueguen, Delanoë-Gueguen, and Lechner (2021) described entrepreneurial ecosystems as providing a context for start-ups to access resources, networks of actors, and processes that link the entrepreneur with local resources. Entrepreneurial ecosystems reflect a growing interest in localized entrepreneurship settings and a focus on entrepreneurial actors' agency to build and modify their surroundings, which has contributed to developing a vibrant research landscape shaped by a legacy of various research traditions and new policies being implemented in several contexts around the world (Wurth, Stam, & Spigel, 2021).

Academic entrepreneurship and the entrepreneurial ecosystem in the project were investigated by (Hallam, Novick, Gilbert, Frankwick, Wenker, & Zanella, 2017). They concluded that fostering, supporting, developing, and commercializing new technologies necessitates creating and maintaining a transformational and progressive entrepreneurial ecosystem within the university environment. The findings highlight the significance of company culture in the commercialization of technology.

Similarly, Yusof, Siddiq, and Nor (2009) investigated academic entrepreneurship as part of the larger ecosystem using a "Triple-helix of government-university-industry relations" framework to create a conducive entrepreneurial context. A transformational and progressive ecosystem within the academic environment is needed to foster support for the broader commercial context. Bărbulescu, Tecău, Munteanu, and Constantin (2021) discussed the importance of focusing on information technology and having solid relationships with broader entrepreneurial ecosystems, particularly academia, the public and private sector, and citizens in the post-COVID era. Because of the importance of collaboration in today's business world, collaborative networks play an essential role.

In addition, Lose (2022) alludes to the fact that standardized incubation programs support the entrepreneurial ecosystem across economies, accelerating entrepreneurship in sub-Saharan Africa and encouraging governments to promote incubation and entrepreneurship at local, national, and regional levels. For Aldrich, time is a factor in the entrepreneurial ecosystem, defined as "Systems of entrepreneurship as institutional and organizational as well as other systemic factors that interact and influence the identification and commercialization of entrepreneurial opportunities. Systems of entrepreneurship are geographically bounded, Audretsch, Mason, Miles, & O'Connor (2021), p.4.

Chaarani and Raimi (2022) emphasized the positive role of NGOs in creating sustainable environmental and social solutions using business projects to meet societal needs in Lebanon, intersecting economic profit, environment, and society, addressing the entrepreneurial ecosystem. The GEM 2021 assesses entrepreneurial environments for enterprises using nine entrepreneurship points. This includes ease of access to finance, relevant government policies, affordable taxes, and bureaucracy; government programs support new entrepreneurs at local, regional, and national levels; adequacy of entrepreneurial education introduced at school and post-school; transferring research and development to commercial ventures; affordable professional services to support new experiences; ease of entry into the market dynamics, availability and accessibility of physical infrastructures; and normalizing entrepreneurship among communities. Bloh (2021) also affirmed how GEM closed the gap between entrepreneurial ecosystem definitions and what it entails after introducing the entrepreneurial ecosystem index to enable entrepreneurial activities.

Therefore, a broader friendly ecosystem needs to be assessed for successful entrepreneurship implementation in countries, and actions taken to boost socio-economic development. The current study describes youth engagement in entrepreneurship and training within the Ethiopian ecosystem.

Entrepreneurial Policy

Bloh (2021) studied regional surveying entrepreneurs, economic development agencies or administrators, financial institutions, higher education institutions, political leaders, business incubators, and the media who would be stakeholders in entrepreneurial activities and suggested that a policy approach using entrepreneurial ecosystem stakeholders brings beneficial results. He concluded that policy approaches using entrepreneurial ecosystem stakeholders should yield more precise and effective results for policies. Entrepreneurial policies are designed to increase the quality of new firms or, more commonly, the number of new enterprises, as small company development and entrepreneurship are at the heart of many countries’ economies. Any country that pays special attention to its entrepreneurs has a higher chance of improving its economy Bramwell, Hepburn, & Wolfe, (2019). As a result, many governments have established policies to support entrepreneurial activities in response to the demand for such policies.

In addition, several policies have been explicitly designed to encourage entrepreneurship. In developing countries, entrepreneurship policies have also been introduced to encourage entrepreneurial activity (Akinyemi, Folashade, Adejumo & Oluwabunm, 2018), and they discovered that policy parameters that promote entrepreneurial activity vary depending on the stage of entrepreneurship.

Entrepreneurship and innovation have been linked in the economic theory of market capitalist economies since Schumpeter (1912, 1942). Modern policy frameworks hardly distinguish between the two, consistently incorporating entrepreneurship and innovation into broader public policy frameworks. Potts (2015) studied how national innovation policies interact strategically to create emerging de facto global entrepreneurship and innovation policies. Entrepreneurship policy is intrinsically linked to innovation policy, although innovation policy takes precedence in most countries. Improved innovation policies enable more effective entrepreneurial settings. Entrepreneurship and innovation policy must begin with a better understanding of national innovation policy's strategic global interactions (Potts, 2015).

Youth Entrepreneurship

Youth means a lifetime when someone is young and usually refers to the period between adolescence and adulthood or maturity. It is transitioning from babyhood reliance to adulthood independence (Mwampote, 2019). However, there has yet to be an agreement on the age span for the youth. Youth refers to the individual's development stage between adolescence and adulthood; as a result, juvenile learning is seen as a subset of adult learning and is described as a formative stage of adult learning (Pigozne et al., 2019). In many industrialized countries, entrepreneurship education is constantly promoted to raise awareness and encourage business start-ups (Janissenova et al., 2021).

Youth entrepreneurship encourages youth to be innovative and resilient in pursuing new ideas and solutions. Moreover, entrepreneurship is critical to community peace and prosperity and plays a role in poverty alleviation, wealth distribution, and self-sufficiency (Emmanuel et al., 2018; GEM, 2022).

Starting a business is a driver for economic development since it reduces unemployment; however, many countries' adoption of entrepreneurial education is not generating dividends in job generation, especially among youth (Cieslik et al., 2022). According to their research findings, the stalled progress in meeting the 2020 UN youth employment agenda was not because entrepreneurial training and education do not work; instead, they are not enough to address the structural nature of the unemployment crisis and factors such as socioeconomic dynamics and lousy governance should be studied in depth.

Adult learning is divided into two stages: youth learning and adult learning. Youth learning is regarded as an early stage of adult learning and is considered a part of adult learning. In Latvia, adult education is regulated by national law and is provided on three levels: national, local, and institutional. (Pigozne, Luka, & Surikova, 2019). Additionally, they mentioned that adult learning means 'the entire range of formal, non-formal, and informal learning activities undertaken by adults after a break since leaving initial education and training resulting in new knowledge. This includes university-level or higher education under-taken after a break (other than deferred entry) since leaving initial education and training.' Pro-activity draws innovative change and moves society a step forward. Entrepreneurship, alongside other possible activities, such as volunteering, participating in social campaigns, and giving a hand to those in need, is a means to develop one's pro-activity (Pigozne et al., 2019).

Ahmed and Ahmed (2021) stated that Ethiopia aims at youth entrepreneurship as a possible tool for poverty alleviation and economic development through job creation. According to Adenle's (2017) research, entrepreneurship education is critical for African economic progress since it empowers young leaders for commercial and entrepreneurial activity. All study participants agreed that entrepreneurship education would be crucial in developing the next generation of young entrepreneurs to help the continent establish solid and competitive economies. Furthermore, developing new company strategies and leadership leaders is critical, given the need for more entrepreneurial capabilities.

In the study conducted by Pigozne, Luka, and Surikova (2019) on promoting youth entrepreneurship and employability through non-formal and informal learning, they found out that young adults preferred experience sharing, collaboration with employers, doing internship projects, facilitating entrepreneurship experiences, and training that will help them learn practically and improve their life skills. Similarly, learning from good practices of training youth on entrepreneurship shows that training programs should never be a standalone agenda of youth employment but rather must be one aspect of a more extensive entrepreneurial ecosystem focusing on real examples from practicing entrepreneurs, entrepreneurial effectiveness, and personal transformation (Haule, 2012).

Pigozne, Luka, and Surikova (2019) emphasized working with employers to plan educational activities such as field trips, internships, projects, and meetings with entrepreneurs to learn about their experiences. Furthermore, the respondents recognized the value of collaboration in gaining first-hand work experience, facilitating their participation in entrepreneurship while boosting their professional self-determination, competitiveness, career advancement, and overall quality of life. According to current research, internships in a company or institution, projects, other people's experiences, success stories, and training enterprises are the most effective non-formal and informal learning methods, forms, and initiatives to promote youth entrepreneurship and employability in Latvia.

As far as the age of entrepreneurs is concerned, comparable findings show people establish their firm between the ages of 25 and 45 and mainly between ages 25 and 34 (Storey, 1994; Mehari & Belay, 2017; Delmar & Davidson, 2000).

Entrepreneurial Readiness

Individual readiness for entrepreneurship is the combination of personal characteristics that identify people who are ready to start a business. Entrepreneurs are particularly capable of observing and analyzing their surroundings to channel their highly creative and productive potential, so they may use their capacity to dare and desire self-achievement, according to (Coduras et al., 2016).

Young persons’ entrepreneurial preparedness is defined by their ability to study various environmental options, apply their potential entrepreneurial ability based on available resources, and their motivation to achieve personal goals (Olugbola, 2017). In addition, entrepreneurship training is essential because it allows young people to develop their business talents (Coduras et al., 2016; Olugbola, 2017).

Raza, Muffatto, and Saeed (2018) investigated the relationship between entrepreneurial readiness and entrepreneurial behavior across nations to see if formal institutions have a role in this relationship. The findings suggest that entrepreneurial readiness is linked to entrepreneurial behavior (as measured by entrepreneurial entry and opportunity-based entrepreneurship). This link strengthens as political democracy, government regulations, financial capital availability, and market liquidity improve. For policymakers, the findings demonstrate that when individuals have a high level of entrepreneurial preparedness, political democracy, and government laws, financial capital availability and market liquidity connect favorably with entrepreneurial behavior. Therefore, policymakers should enact regulations that allow individuals to start their businesses in a safe atmosphere.

Mwampote (2019) studied factors in teenagers' entrepreneurial readiness and found that motivation, entrepreneurial skills, and perceived behavioral control were all statistically significant. On the other hand, the family background could have been more statistically unimportant concerning young entrepreneurial preparation. Furthermore, it was shown that young people confront various obstacles when they want to start a business. Lack of sufficient start-up funding, a lack of entrepreneurial education among the young, a lack of marketplaces to sell the products, and a lack of confidence among adolescents were identified as obstacles to youth readiness.

Wulandari, Hermawan, and Mukhlis (2021) state that entrepreneurial readiness can be cultivated in society informally and formally by training, coaching, seminars, and so on, providing a forum for entrepreneurs. Mack, White, and Senghor (2021) concluded that there is a positive correlation between exposing students to entrepreneurial training and later engagement in entrepreneurial activities.

Ethiopia’s Entrepreneurial Setting

Ethiopia's estimated population is 120.8 million (22.7% urban and 77.3% rural) (USAID, 2021), making it the second most populous country in sub-Saharan Africa after Nigeria. There are more than 80 ethnic groups with their own cultures and languages. Orthodox Christianity (43.8 percent) and Islam (33.3 percent) are the main religions.

Although Ethiopia is one of the fastest growing economies in the world, with a 6.1 percent increase in 2019/20, it is also among the poorest, with a per capita income of $890 per year (World Bank, 2021).  As a result, the government launched a ten-year development plan from 2020/2021 to 2030 based on a 'Home Grown Economic Agenda,' gravitating towards a private sector-driven economy. According to USAID (2017), Ethiopia's youthful population was estimated at 104 million, 41 percent was under the age of 15, and more than 28 percent is between the ages of 15 and 29. In addition, youth unemployment was estimated at nearly 27 percent.

According to the Global Entrepreneurship Monitor 2012 report, Ethiopia has few private enterprises compared to its population size. It has one of the lowest entrepreneurial activity rates in sub-Saharan African countries, with about 12% of the adult population (18-64) reporting establishing or running a business in the last 3.5 years. The average for countries in the sub-Saharan region is about 28% percent. Similarly, 8% of adults in Ethiopia run established businesses, while the regional average is 15% (Herrington & Kelly, 2012).

A study conducted by Presler-Marshall, Yadete, Jones, and Gebreyehu (2022) shows that Ethiopian youth have more significant challenges in accessing employment, which is unmatched by high population growth, suggesting a twin-track approach to invest in youth education and households to meet current needs. According to Sintayehu (2017), urban unemployment in Ethiopia is 29%, and the government has made several changes to address the youth generation issues. This includes formulating a national policy in 2005 to promote youth participation in all spheres of life, developing a multi-sectoral strategy plan from 2006-2015; implementing an adolescent development and participation strategy in 2013; incorporating youth participation in the socio-economic and political activities in the ten year Growth and Transformation Plan of the country; promoting the SME to large scale by mainstreaming youth issues within other development programs, increasing the number of youth centers, strengthening youth associations, encouraging youth entrepreneurship since 2014, and preparing youth development packages (Sintayehu, 2017.)  However, despite the efforts, youth unemployment remains high in the country.

According to the Central Statistics Agency (2022), key findings about Ethiopia's labor force and migration indicate that the unemployment rate is 8 percent at a national level and 7.7 percent for the youth aged 15-29. In a study conducted by Sintayehu (2017) on the challenges and opportunities faced by Ethiopian youth entrepreneurs, as well as roadblocks to the development of entrepreneurship in the country, he concluded that the significant challenges are: the absence of a culture of entrepreneurship, lack of technical and financial support to become an entrepreneur, burdensome administrative and regulatory framework, and poor access to infrastructures. In addition, society's incorrect perception of job creation, society's lack of readiness to live a life apart from the traditional way of living, and society's lack of willingness to live a life apart from the traditional way of life are additional challenges.

Mehari and Belay (2017) studied the challenges and prospects of entrepreneurship development and job creation for unemployed youth in the Addis Ababa and Dire Dawa city administrations.  They described how using *iqub*– a social network to which individuals or families contribute to meet the financial needs of a person or a family - is used as a substitute for microfinance credit to start-up businesses and has created a platform for start-ups without formal banks that avail credit only if there is matching collateral.

Sintayehu (2017) also stated Ethiopia created holistic youth development opportunities in collaboration with UNDP by launching a system, where the youth would be engaged in entrepreneurship and enterprise formation programs to address youth unemployment of age 15-24, which was 24%.  Investment in the youth development program was designed with development actors, such as UN agencies like UNICEF, UNDP, and Italian Cooperation.

Using government-led youth centers and developing the capacity of the youth by giving life skills training was one strategy. Another strategy to address employment needs was establishing EDI to increase employment by creating micro and small enterprises for youth and women.

According to the assessment report of the Entrepreneurship Ecosystem in Ethiopia (2018), the EDI has been providing different types of training to entrepreneurship trainers selected from various public universities. For instance, by May 2015, the center had provided entrepreneurship training workshops to 306 university lecturers selected from 29 public universities. Addis Ababa, Bahir Dar, Mekelle, Wollo, and Hawassa university lecturers attended the training organized by EDI, representing 10.13%, 10.13%, 7.52%, 7.19%, and 6.21%, of the total participants drawn from public universities. In a study conducted by Ahmed and Ahmed (2021), out of eight potential constraints for youth entrepreneurial engagement in small and medium enterprises, the lack of unfavorable government policy was the first constraint identified, and drew the government's focus on improving youth entrepreneurship.

**Background of Instrument and Variables**

Entrepreneurial Self-Efficacy Scale

Moberg (2012) built a 20 items ESE scale based on a previously established 29 items three scales Chen et al. (1998), DeNoble et al. (1999), and McGee et al. (2009) in which Moberg described the reliability and validity improved by using jargon free items. He stated that the scale was tested in a large-scale survey including 445 students from 12 programs in three universities in Denmark and one in Sweden.

Moberg (2012) used exploratory factor analysis to investigate the multidimensionality of the items and confirmatory analysis to investigate convergent, discriminatory, and nomological validity and results show high predictive validity in entrepreneurial behaviors and high reliability as the items are comprehensive for lay people without entrepreneurial experience. He used maximum likelihood as the estimator and stated that the 5-factor model met Bentler’s (1990) criteria for good fit indices with a Comparative Fit Index (CFI) greater than .90, a Root Mean Square Error of Approximation (RMSEA) below .06 and a Standardized Root Mean Square Residual (SRMR) below .08 (CFI=.92, RMSEA=.06 [.057-.071], SRMR=.06).

In addition, to test the construct validity of the ESE scale, Moberg (2012) stated that a known-groups validation was performed dividing the sample into two groups. The first group included students that have operated a business; are operating a business, or are trying to set up a business (N=175). A baseline group included the rest of the students (N=259). T-tests were used in order to establish whether there was significant difference in mean scores between the two groups. Results showed that the students with entrepreneurial experience showed higher mean-values in all 20 items.

Morgan (2012) noted that the scale can be used to evaluate programs that include control groups.  Correlation between constructs derived through confirmatory factor analysis showed all correlations were significant on a p < .001. Pearson product moment correlations between entrepreneurial behavior, attitude, and the five ESE constructs show that all greater than .09 and are statistically significant at p<.05.

As far as reliability of constructs were concerned, the items scored: creativity (Cronbach’s ἀ .85), planning (Cronbach’s ἀ .71), marshaling (Cronbach’s ἀ .67), managing ambiguity (Cronbach’s ἀ .77), and financial literacy (Cronbach’s ἀ .85).

**Summary**

The literature review chapter started with introduction of the chapter, strategy to search the relevant literature, identification of gaps in literature to fill in the study, followed by the selected theoretical background to hypothesize topical review of literature, and background of entrepreneurial self-efficacy instrument and variables. The chapter includes an in-depth review of current, peer reviewed journals in relation to the background of entrepreneurial theories and the reason for social learning theory selected as the theoretical underpinning for the conceptual framework of the research. The chapter concludes with the historical background of how the validity and reliability of entrepreneurial self-efficacy tool was established.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

Chapter three describes the methods and procedures used to conduct the study and answer the research question. This begins with the overview of the information that includes the research objective, the research design and rationale, the research procedure, which includes the targeted population and sampling, instruments used to collect data, data collection procedures, selection of training participants, statistical techniques used to evaluate data; ethical considerations, limitations, and a summary of the chapter.

**Overview of Information**

Entrepreneurship Development Institute, in collaboration with UNDP, has been providing entrepreneurial training to realize the vision of Ethiopia’s growth and transformation plan in response to the growing role of the private sector since 2013. The general objective of the research is to investigate the difference between youth readiness to start or develop a business based on entrepreneurial self-efficacy of those who have taken EDI entrepreneurship training and those who have not to determine if there is a significant difference in youth entrepreneurial readiness.

**Research Design and Rational**

Quantitative research will be used to describe the socio-demography of research participants and investigate the difference between youth readiness to start or develop a business based on entrepreneurial self-efficacy of those who have taken EDI entrepreneurship training and those who have not to determine if there is a significant difference in youth entrepreneurial readiness. The study will use a non-experimental research design, having a group that had the training and a group that did not. The design was selected because the study used prior events and past experiences, and the researcher would investigate what occurred in the selected group who already have behaviors of interest.

The research will answer:

What differences exist in youth entrepreneurial readiness based on entrepreneurial self-efficacy related to entrepreneurship training?

**Research Procedure**

Population and Sample Selection

In this quantitative research, the EDI trainees in Addis Ababa, Ethiopia, who will be selected are youth aged 18-35, who were trained in the first quarter of 2023. One hundred twenty-seven participants were trained from January - March 2023. Out of these, 75 were aaged18-35.

Convenience sampling will be used with 95% confidence and 63 sample sizes will be selected using the sample formula n = N \* [Z2 \* p \* (1-p)/e2] / [N – 1 + (Z2 \* p \* (1-p)/e2].  Given population size, N = 75, critical value at 95% confidence level, Z = 1.96, and margin of error, e = 5% or 0.05 (Krejcie & Morgan, 1970; Andrews et al., 2012).

Instrumentation

According to Social Learning Theory, a perceived belief system regulates human motivation and actions (Bandura, 1977). Self-efficacy refers to one's self-perceptions of their abilities and skills to achieve in a given domain, which affects thoughts, affects, and behavior (Bandura, 1997). An entrepreneurial self-efficacy instrument was developed based on social learning theory to assess a particular entrepreneurial task.

Entrepreneurial Self-Efficacy

Bandura framed self-efficacy-specific domains related to entrepreneurship. Over a decade, initially, 29 items were derived from the three ESE scales developed by Chen et al. (1998), DeNoble et al. (1999), and McGee et al. (2009) with Cronbach alpha for all was >0.72, and the total entrepreneurial self-efficacy (one dimension) = 0.89.

However, Moberg (2012) further revised the tool with five constructs, and 20 items with a 7-point Likert scale, ranging from Do not agree (=1) to Agree (=7), were selected.  Reliability rates were reported for creativity (Cronbach’s ἀ .85), planning (Cronbach’s ἀ .71), marshaling (Cronbach’s ἀ .67), managing ambiguity (Cronbach’s ἀ .77), and financial literacy (Cronbach’s ἀ .85).  In addition, convergent validity of all items had significant loading above .50 on their constructs, and discriminant validity correlated above .8. Moberg also reported that the new ESE scale demonstrated good discriminant and nomological validity.

The revised ESE scale with neutral wording will be used to assess the entrepreneurial self-efficacy of the trained EDI trainee. Approval was obtained from the author, Kåre Moberg, kaare@ffefonden.dk, by e-mail, Department of Strategic Management and Globalization Copenhagen Business School, and The Danish Foundation for Entrepreneurship – Young Enterprise.

Selection of Training Participants

Those interested in taking entrepreneurship training will fill out application forms for EDI. The Ethiopian government and development partners proactively organize those qualified for small and medium enterprises with the potential for EDI training. However, individuals who would like to take entrepreneurial training can also directly apply and pass through the screening process. Because EDI operates with the support of donors, funds are allocated to trainees who either have the potential to start or develop their small and micro businesses.

After the applications are collected, pre-screening will be conducted, and the application forms will be scored based on intention, readiness, business startup, or expansion potential. Those who scored 50 percent will be called for an interview by master trainers.  The interview has two components.  The first part focuses on assessing the motivation and clarity of their knowledge about business entrepreneurship and the resources it entails. The second component is a behavioral assessment focusing on the ten entrepreneurial competencies.  Interviewees must score 60 percent to be eligible to take the six-day training.

The interview takes from 45 minutes to an hour.  Those who pass the screening test will be enrolled to take the training. Since EDI conducts the screening of trainees, the recruitment criteria for this study will be youth (18-35) who took the EDI training in the first quarter of 2023 and are willing to participate in the research. The data will be collected using ESE questionnaires completed by the respondents at EDI.

Data Collection and Preparation

The Omega Graduate School Institutional Review Board will be contacted to obtain approval regarding the features and instrumentation of the study before data collection. After IRB’s approval, a permission letter and a letter of cooperation will be obtained from OGS about the study, and EDI will be asked to write a support letter to participants.

Participants in the study will be accessed from the EDI database, and a recruitment letter will be sent to them. The survey will provide the participants with a letter explaining the nature of the research, the security of their responses, and the anonymity of the respondents. This letter is found in Appendix B. Those who agree to participate will be sent an informed consent, and a signed copy will be kept. (See Appendix C.)

The researcher chose Survey Monkey due to the ease of distributing the survey and collecting data electronically because Survey Monkey generates and customizes charts and graphs based on the answered survey questions. It is also easy to administer and obtain responses. Survey Monkey will allow the researcher to ensure the anonymity of the participants by turning off the IP tracking devices.

At the end of the survey, the participants may withdraw from the study before submitting responses. Data will be exported to Statistical Analysis Software (SPSS) 26, a statistical analysis program upon survey submission. Participants will be assured in the cover letter and at the beginning of the survey of their anonymity, the anonymity of their choices, and the security of the data collected. The participants will be asked to complete the survey within two weeks. Reminder emails will be sent to encourage participation after the first week to those who have not responded.

The questionnaire will be given to a government-approving translation office to translate the instruments into one of the local languages, Amharic. This is to get accurate information from participants and avoid language barriers in understanding the questions. The translation office will authenticate the translated material. The translation office must have suitable qualifications approved by the Ethiopian government and have licenses to translate documents. Therefore, the licensed office is given permission from the government based on the requirements they fulfill to do translation work.

**Data Analysis**

The quantitative research design is selected because it is appropriate for the research question, “What differences exist in youth entrepreneurial readiness based on entrepreneurial self-efficacy related to entrepreneurship training?”

The hypothesis was based on the literature reviewed on social learning theory and will be tested for significant differences using the Mann-Whitney U test. The test is chosen because the data is ordinal, two separate groups, and non-experimental. Research participants will be the youth who have taken entrepreneurial training at EDI from January - March 2023, and results will be compared with those on the waiting list.

Socio-demographic Data

Kolvereid (2017) found socio-demographic backgrounds, such as the role of family background, sex, and prior self-employment on employment status choice, and found that they indirectly influence entrepreneurial business activities. Socio-demographic background in the current study incorporates gender, age, income level, educational level, work experience, and entrepreneurial training/education. A descriptive analysis of the two groups will be conducted to identify similarities or differences between those who have taken the EDI training and those who have not. In addition, this demographic data will complement the data collected by the researcher.

Hypothesis

H0: No statistically significant difference exists in entrepreneurial readiness to start or develop a business based on entrepreneurial self-efficacy between those who received entrepreneurship training and those who did not.

Ha: A statistically significant difference exists in entrepreneurial readiness to start or develop a business based on entrepreneurial self-efficacy between those who received entrepreneurship training and those who did not.

The hypothesis will also be analyzed using the samples to determine whether there will be a statistically significant difference in entrepreneurial self-efficacy scores between those who had taken the EDI training and those who had not. The result will be analyzed using the Mann-Whitney U test to determine if there is a significant difference between the groups. The Mann-Whitney U test compares the means of the two groups.

Moderating Variable

The entrepreneurship training will be used to moderate whether or not those who have taken the six-day EDI training have a significant difference in youth entrepreneurial readiness than those who have not. According to Cohen and Cohen (1983), moderation takes place when the independent variable and the moderating variable have mutual effects on a variance of the dependent variable than that explained by the direct effect.

All youth trained within the first quarter of 2023 and willing to participate in the study will be assessed on entrepreneurial efficacy, and a similar assessment will be given to those who have not taken the training to assess if entrepreneurial training will make a significant difference. The different factors will be examined to know the extent of the relationship, whether these factors have a differential or interactional effect on entrepreneurial readiness, and the moderating role of entrepreneurship training.

The study will use SPSS 26 computer data-analysis software to perform statistical analysis. The data analysis will include simple descriptive statistics, Mann-Whitney U tests, and factor and effect size analyses. Simple descriptive statistics, including frequencies and percentages, will analyze the respondents’ background and demographic data.

The present study will fill in the knowledge gap of how an individual’s entrepreneurial self-efficacy contributes to entrepreneurial readiness as moderated by EDI training. This suggests the need to engage the youth and build their entrepreneurial skills through training to start or develop businesses, thus contributing to employment creation and economic growth. The finding is also assumed to influence new business startups or those who build their business after participating in an entrepreneurship training program.

**Ethical Compliance**

Ethical standards in research create professional accountability, protecting researchers and research participants. "The goal of the ethical researcher is to develop a fair, clear, and explicit agreement with the subject so that the subject's decision to participate in an experiment is made voluntarily, knowingly, and intelligently. The most fundamental ethical principles implied in the treatment of subjects involve non-maleficence, autonomy, and fidelity" (Heppner et al., 1992, p. 90).

In this research, participants will be asked for their willingness to participate in the study and sign an informed consent form.  The sample that will be taken will not be vulnerable groups, and there will be no potential harm in participating in the study.  In addition, the researcher will indicate to research participants that there will not be preferred responses, that the responses will be anonymous, and that it will be voluntary participation with no conflicts of interest with the study-related groups and stakeholders.  Approval to conduct the research will be sought and received from the Omega Graduate School Internal Review Board before the study begins.

During the data collection process, due attention will be given to keeping the participants' identities private in order to protect the research participants' confidentiality. To safeguard the anonymity and confidentiality of the responses, the researcher will collect the questionnaires and signed consent letters separately. The respondents will retain a copy of the signed consent letters for their records.

The completed questionnaires will be secured against possible interference, damage, or deterioration. The informed consent form includes the purpose of the study, study procedures, risks, benefits, confidentiality, contact information, and voluntary participation in the study.

In addition, the researcher includes statements that assure them of participants' ability to withdraw from the study at any time and their rights to participate. Finally, the researcher documents the signed consent to participate in the research.

Survey Monkey allows all responses to be anonymous and users to withdraw from the survey at any time before submitting responses. Moreover, to ensure participant anonymity and candid responses, the researcher limited demographic questions at the beginning of the survey. The researcher would not know the true identity of anyone participating in the survey.

**Limitations**

The selection of participants for training is not random. Instead, an extensive selection process will be done by EDI. Those who have taken the entrepreneurship training for six days, and are age 18-35 will be selected from those trained from January – March 2023. Those who respond positively will be in the study. The data collection time will be limited to two weeks, which may only get part of the sample. This may let the researcher work only on those who responded. Regarding the research design, the primary limitation of using a non-experimental design to study the effects of training is that differences between the groups other than training may account for differences in the dependent variable of youth entrepreneurial readiness.

**Summary**

This study will use quantitative research to describe the socio-demography of research participants and investigate the difference between youth readiness to start or develop a business based on entrepreneurial self-efficacy of those who have taken EDI entrepreneurship training and those who have not, to determine if there is a significant difference in youth entrepreneurial readiness. The study will use a non-experimental research design, having a group that had the training and a group that did not. Sixty-three participants will be selected from those trained from January to March 2023, ages 18-35, and GSE and ESE tests will be self-administered using Survey Monkey. A similar number of participants who have not taken EDI training will take the same tests. The Mann-Whitney U test will be conducted to compare if there is a significant difference between the groups. Ethical compliance and the limitations of the study are described.

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Appendix A: Socio-demographic and Entrepreneurial Self-Efficacy Measurement Tool

**THE QUESTIONNAIRE**

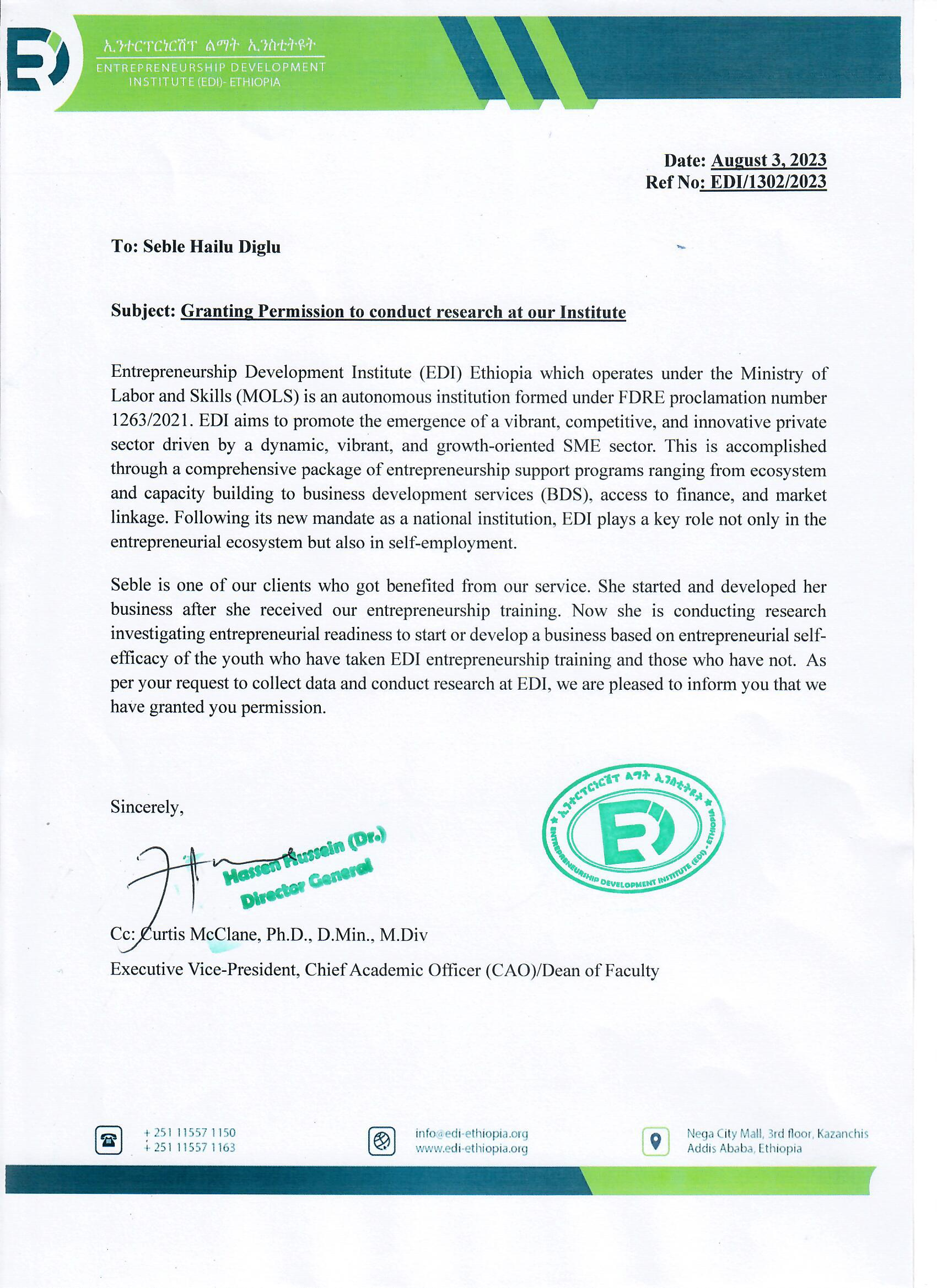
**Section 1: Socio-Demographic Items**

|  |
| --- |
| **S1. Gender**  S1.1. Man 🗖  S1.2. Woman 🗖 |
| **S2. Age group**  S2.1. 18-25 years 🗖  S2.2. 26-35 years 🗖 |
| **S3. Level of education**  S3.1. Primary 🗖  S3.2. Secondary 🗖  S3.3. Vocational 🗖  S3.4. College/University 🗖  S3.5. Postgraduate 🗖 |
| **S4. How long have you been active in any work experience?**  S4.1. 0 years 🗖  S4.2. Up to 2 years 🗖  S4.3. 3-5 years 🗖  S4.4. 6-10 years 🗖  S4.5. 11-15 years 🗖  S4.6. 16-20 years 🗖  S4.7. 21 and + years 🗖 |
| **S5. How do you rate your annual gross income level based on the average standard of living in Ethiopia?**  S5.1. Very low 🗖  S5.2. Low or medium 🗖  S5.3. High 🗖  S5.4. Very high 🗖 |
| **S6. Have you ever received any entrepreneurial education or training?**  S6.1. No never 🗖  S6.2. Yes, at high school 🗖  S6.3. Yes, in college/university 🗖  S6.4. Yes, at a training center 🗖 |
| **S7. If you have done training, has it helped you to start or develop your business?**  S7.1. Yes 🗖  S7.2. No 🗖  S7.3. Did not take training 🗖 |
| **S8. Is there any entrepreneur within your close family (parents, grandparents, siblings, relatives?**  S8.1. Yes 🗖  S8.2. No 🗖 |
| **S9. Are some of your friends’ entrepreneurs?**  S9.1. Yes 🗖  S9.2. No 🗖 |
| **S10. Do you believe entrepreneurial training will help the youth to start or develop their business?**  S10.1. Yes 🗖  S10.2. No 🗖 |

**Section 2: Entrepreneurial Self-Efficacy Scale (ESE)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Ser. No.** | | **Items** | Not very confident | Below average confident | Slightly below average confident | Average confident | Slightly above average confident | Above average confident | Very confident |
| **I have confidence in my ability to . . .** | | | | | | | | | |
| **Creativity** | | |  |  |  |  |  |  |  |
| **ESE1** | | Identify ways to combine resources in new ways |  |  |  |  |  |  |  |
| **ESE2** | | Brainstorm (come up with) new ideas |  |  |  |  |  |  |  |
| **ESE3** | | Think outside the box |  |  |  |  |  |  |  |
| **ESE4** | | Identify opportunities for new ways to conduct activities |  |  |  |  |  |  |  |
| **ESE5** | | Identify creative ways to get things done with limited resources |  |  |  |  |  |  |  |
| **Planning** | | |  |  |  |  |  |  |  |
| **ESE6** | | Manage time in projects |  |  |  |  |  |  |  |
| **ESE7** | | Set and achieve project goals |  |  |  |  |  |  |  |
| **ESE8** | | Design an effective project plan to achieve goals |  |  |  |  |  |  |  |
| **Marshaling** | | |  |  |  |  |  |  |  |
| **ESE9** | | Put together the right group/team in order to solve a specific problem |  |  |  |  |  |  |  |
| **ESE10** | | Form partnerships in order to achieve goals |  |  |  |  |  |  |  |
| **ESE11** | | Network (i.e. make contact with and exchange information with others) |  |  |  |  |  |  |  |
| **Managing Ambiguity** | | |  |  |  |  |  |  |  |
| **ESE12** | | Improvise when I do not know what the right action/decision might be in a problematic situation |  |  |  |  |  |  |  |
| **ESE13** | | Tolerate unexpected change |  |  |  |  |  |  |  |
| **ESE14** | | Persist in the face of setbacks |  |  |  |  |  |  |  |
| **ESE15** | | Manage uncertainty in projects and processes |  |  |  |  |  |  |  |
| **Ser. No.** | **Items** | | Not very confident | Below average confident | Slightly below average confident | Average confident | Slightly above average confident | Above average confident | Very confident |
| **I have confidence in my ability to . . .** | | | | | | | | | |
| **ESE16** | | Work productively under continuous stress, pressure and conflict |  |  |  |  |  |  |  |
| **Financial Literacy** | | |  |  |  |  |  |  |  |
| **ESE17** | | Read and interpret financial statements |  |  |  |  |  |  |  |
| **ESE18** | | Persist in the face of setbacks |  |  |  |  |  |  |  |
| **ESE19** | | Control costs for projects |  |  |  |  |  |  |  |
| **ESE20** | | Estimate a budget for a new project |  |  |  |  |  |  |  |

Appendix B: Site Permission Letter



Appendix C: Recruitment Letter

You are being invited to participate in a research project by Seble Hailu Diglu at Entrepreneurship Development Institute entitled: Youth Entrepreneurial Readiness: Entrepreneurial Self-Efficacy and the Moderating Role of Entrepreneurial Training. I am currently enrolled in the Doctoral Program at The Omega Graduate School, Dayton, Tennessee, and in the process of writing my dissertation.

The purpose of the research is to determine: if youth entrepreneurial readiness derives from entrepreneurial self-efficacy as moderated by entrepreneurial training conducted by EDI. The enclosed questionnaire has been designed to collect information in socio-demographic areas and entrepreneurial self-efficacy.

There is no particular benefit to you if you participate, but the researcher may get information that can help advocate for scaling up training interventions for youth and young adults to start or develop their business in the future. The major risk to you is inconvenience in having to take the time to fill out the survey for a maximum of 15 minutes. Your participation in this research project is completely voluntary. You may decline altogether or leave to submit your answers at the end.

There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept secured and reported only as a collective combined total. All responses are anonymous, no one will know your individual answers to this questionnaire. If you agree to participate in this project, please answer the questions on the questionnaire as best as you can. It should take maximum 15 minutes to complete. The survey will be administered through the link below on Survey Monkey. Upon submission of the survey you won’t need to do anything else.

If you have any questions about this project, feel free to contact Dr. Curtis McClane, cmcclane@ogs.edu, Dissertation Chair and Academic Dean. Information on the rights of human subjects in research is available through the Omega Graduate School Institutional Review Board 1 307 871-4569, irb@ogs.edu.

Appendix D: Consent Form

**TITLE OF STUDY**

Youth Entrepreneurial Readiness: Entrepreneurial Self-efficacy and the Moderating Role of Entrepreneurial Training

**RESEARCHERS**

Seble Hailu Diglu, Doctoral Candidate and Lead Researcher/Primary Investigator (PI), Omega Graduate School, +(251) 911 606055, [seble.hailu@gmail.com](mailto:seble.hailu@gmail.com); Dr. Curtis McClane, Chief Academic Officer, Academic Dean, and Committee Chair, Omega Graduate School and contact person for subjects +(1) 423-775-6599; Dr. Joshua Reichard (president@ogs.edu) faculty advisor, Dr. Sean Taladay (sean.taladay1@gmail.com), faculty advisor, and Dr. Worku Tuffa Birru (workutuffa@aau.edu.et), Content Advisor.

**RESEARCHERS’ STATEMENT**

We are asking you to be in a research study. This consent form gives you the information you will need to help you decide whether to be in the study. The purpose of the research, what we would ask you to do, the possible risks and benefits, and your rights as a volunteer are stated in the Form. This process is called “informed consent.” Before you decide to participate in this study, it is essential that you understand why the research is being done and what it will involve. Please read the following information carefully.

**RESEARCH PARTICIPANT RECRUITMENT**

The target population for this study is 127 individuals who took EDI training from January to March 2023 in Addis Ababa. Out of these, 75 were aged 18-35. Conducive sampling will ensure eligible participants meet the inclusion criteria to select between ages 18 and 35 until a sample size of 63 is attained. To participate, you must be between ages 18 and 35 when you took the training at Entrepreneurship Development Institute.

**PURPOSE OF STUDY**  
  
This study investigates the difference between entrepreneurial readiness to start or develop a business based on entrepreneurial self-efficacy of the youth who have taken EDI entrepreneurship training and those who have not to determine if there is a significant difference in entrepreneurial readiness among youth in Addis Ababa, Ethiopia. Participation in this study will help to demonstrate whether the training moderates entrepreneurial readiness for new venture creation or business development. Study results will be used to inform the Country better about the need to develop more awareness of the youth to engage in entrepreneurship as a potential career choice and help them be active in the economic development of Ethiopia. This will also help to scale up the training activities to meet the entrepreneurial needs of the Country. Your participation in the research is voluntary, anonymous, and confidential, and there is no right or wrong answer. If anything is unclear or you need more information, please contact the Researcher at the address above.

**STUDY PROCEDURES**  
The entrepreneurial readiness questionnaire consists of two sections: ten socio-demographic questions and 20 entrepreneurial self-efficacy questions. It will take 15 minutes to fill in. The research data will be collected within two weeks.

All responses are identified only by a number and associated with you only by a unique code associated with your record. The data is used for academic purposes, research, and potential funding for future projects to improve entrepreneurial training and startup businesses. The completed questionnaires will be secured for at least three years.

**RISKS**  
There will not be any harm to those who will respond to the questionnaire. The person who fills out the questionnaire will not write his/her name. The information filled in the questionnaire will be used for research purposes. The research does not involve any vulnerable groups.  
  
**BENEFITS**

There will be no direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may benefit from assessing Ethiopia’s efforts to meet the sustainable goal by 2030 by identifying how the youth and young adults are contributing to the economic development efforts of the Country.

**CONFIDENTIALITY**

Your responses to this survey will be anonymous. Please do not write any identifying information on your questionnaire. Every effort will be made by the researcher to preserve your confidentiality for participating in the research.

Data collected in this research will be provided to a personal repository for future use by other researchers. This data will not contain information that could directly identify you.

**CONTACT INFORMATION**   
  
If you have questions at any time about this study, or you experience adverse effects as a result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a research participant, or if problems arise, which you do not feel you can discuss with the Primary Investigator, please contact one of the Institutional Review Board members at + 1 307 871-4569. If you have questions about your rights as a research subject, you can call the Human Subjects Division at + 1 206 543-0098.

**VOLUNTARY PARTICIPATION**  
  
Your participation in this study is voluntary. It is up to you to decide whether to participate in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you can withdraw anytime without giving a reason. Withdrawing from this study will not affect your relationship with the Researcher, if any. If you withdraw from the study at any time of data collection, your data will age.

**SUBJECT’S STATEMENT**

I understand the purpose of the research and volunteered to take part in this research. If I have questions later about the research I can contact one of the researchers listed on the first page of this consent form. If I have been harmed by participating in this study, I can report to OGS internal review board. If I have questions about my rights as a research subject, I can call the Human Subjects Division at (+206) 543-0098.

I have received an electronic copy of this consent form.

The printed name of the Subject Signature of the Subject Date

The printed name of the Researcher (PI) Signature of the Researcher (PI) Date

Appendix E: Permission to Use Entrepreneurial-Self Efficacy Tool

Request Permission to Use Validated Instrument of ESE

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| |  | | --- | | Seble Hailu <seble.hailu@gmail.com> | | Tue, Jun 13, 7:48 AM | |  | https://mail.google.com/mail/u/0/images/cleardot.gif  https://mail.google.com/mail/u/0/images/cleardot.gif |
| to Kåre Moberg <Kaare@ffefonden.dk> | |
| |  | | --- | | https://mail.google.com/mail/u/0/images/cleardot.gif | | | | |

Dear Dr. Moberg,

I am Seble Hailu Diglu, a doctoral candidate at Omega/Oxford Graduate School, living in Ethiopia.

I wanted to use an updated version, validated, and reliable instrument on the "Entrepreneurial Self-Efficacy" Tool.    
  
I need to get permission from authors/publishers to use the tool, so this is to request you to allow me to use the tool for my dissertation, entitled, "YOUTH ENTREPRENEURIAL READINESS: THE ROLE OF SELF-EFFICACY, ENTREPRENEURIAL SELF-EFFICACY AND ENTREPRENEURIAL TRAINING."  
  
I appreciate your support!  
Seble

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  | | --- | | Kåre Moberg <Kaare@ffefonden.dk> | | Jun 13, 2023, 9:36 AM |  | https://mail.google.com/mail/u/0/images/cleardot.gif  https://mail.google.com/mail/u/0/images/cleardot.gif |
| |  | | --- | | to me  https://mail.google.com/mail/u/0/images/cleardot.gif | | | |

Dear Seble,

I am happy to hear that you are interested in my research. You are hereby granted permission to use the scale I have developed that you refer to in this email.

Wishing you good luck with your research!

//Kåre

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  | | --- | | Seble Hailu <seble.hailu@gmail.com> | | Jul 4, 2023, 9:13 AM |  | https://mail.google.com/mail/u/0/images/cleardot.gif  https://mail.google.com/mail/u/0/images/cleardot.gif |
| |  | | --- | | to Kåre Moberg  https://mail.google.com/mail/u/0/images/cleardot.gif | | | |

Dear Dr. Moberg,

Greetings from Ethiopia!  Hope you are doing well.

I need help.  I was asked by my dissertation committee to provide proof of using a validated instrument.  Where can I find the proof for ESE?

Best regards,

Seble

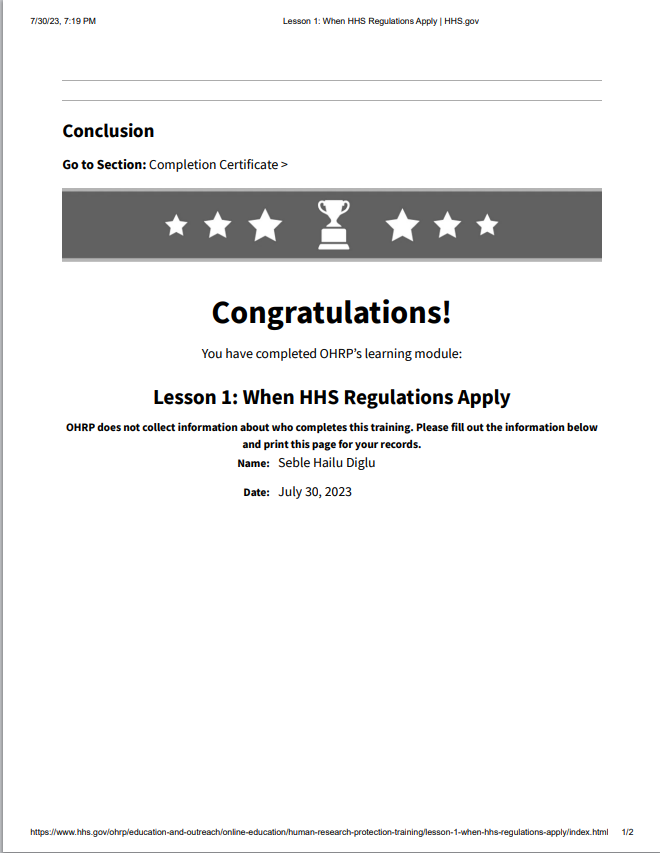
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| |  | | --- | | Kåre Moberg | | Jul 17, 2023, 12:39 PM |  | https://mail.google.com/mail/u/0/images/cleardot.gif  https://mail.google.com/mail/u/0/images/cleardot.gif |
| |  | | --- | | to me  https://mail.google.com/mail/u/0/images/cleardot.gif | | | |

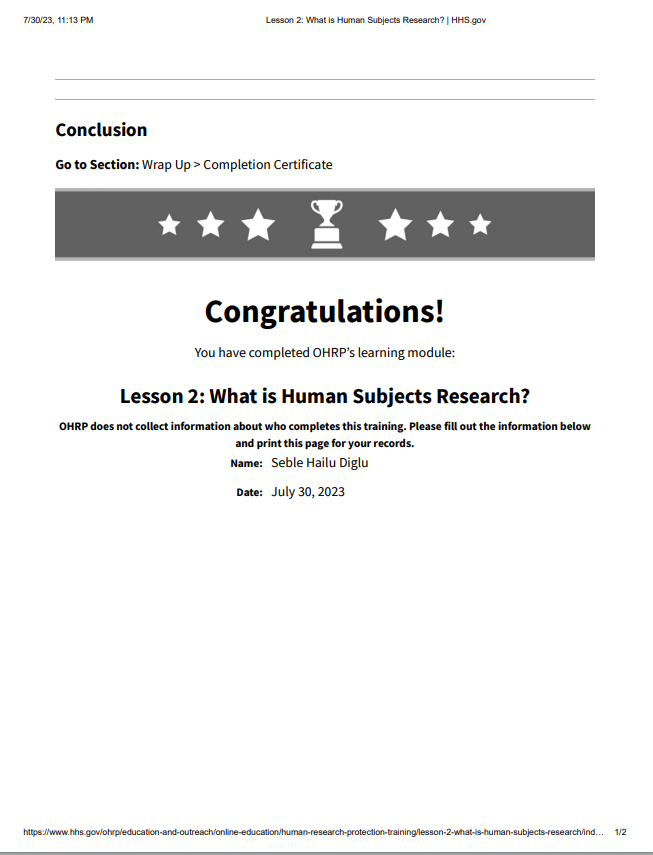
Dear Seble,

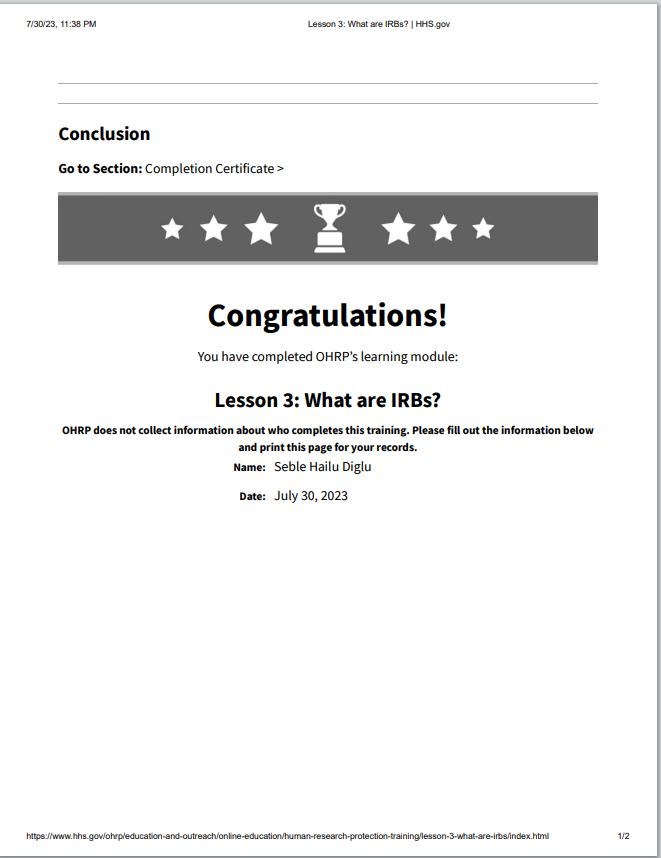
You find the paper here: <https://www.researchgate.net/publication/255856876_An_Entrepreneurial_Self-Efficacy_Scale_with_a_Neutral_Wording>

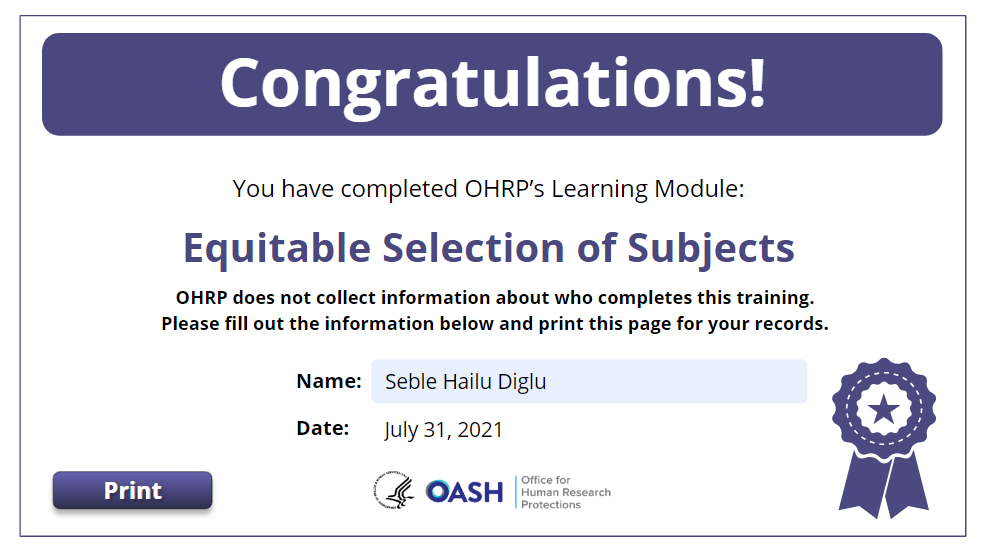
You could also refer to my [dissertation](https://www.researchgate.net/publication/340162116_Assessing_the_Impact_of_Entrepreneurship_Education_-_From_ABC_to_PhD) or the [ASTEE project](https://www.researchgate.net/publication/339617268_How_to_assess_and_evaluate_the_influence_of_entrepreneurship_education), where it is used, but in a slightly adjusted version.

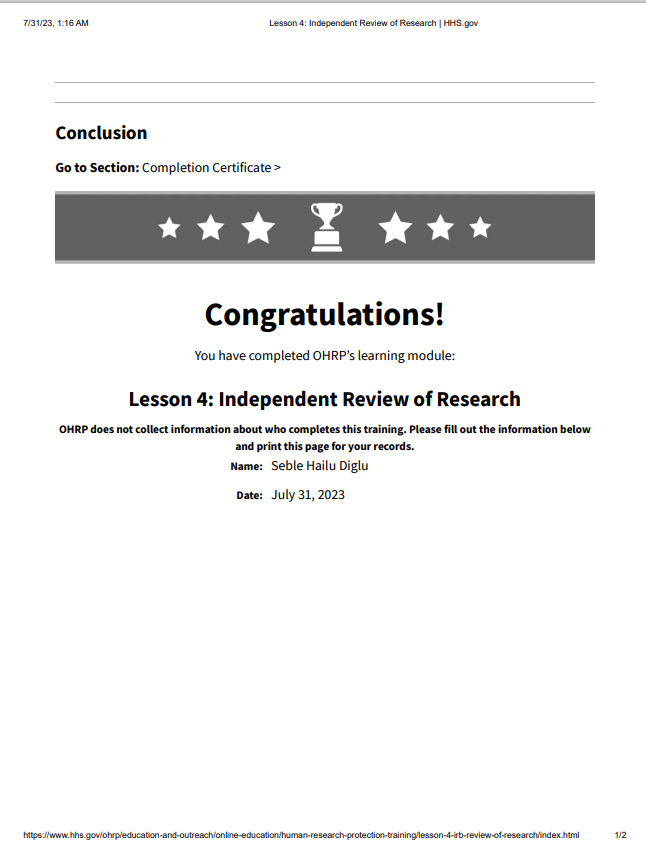
Appendix F: Human Research Protection Foundational Training Certificate



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Appendix G: Curriculum Vitae

**Seble Hailu Diglu**

|  |
| --- |
| **Contact Information**   * Cellular +(251) 911 60 60 55; Office +(251) 941 90 90 90 * E-mail: [seble.hailu@gmail.com](mailto:seble.hailu@gmail.com); * Skype: seblehailu, |
| **Education Background**   1. **Doctoral Studies in Sociology – Ph.D. (candidate),** Omega (Oxford) Graduate School, Dayton, Tennessee, USA, March 2017 – September 2023 2. **Master of Arts in Counseling and Human Relations,** Liberty University, Virginia, USA, 2001-2005 3. **Master of Arts in Educational Psychology,** Addis Ababa University – School of Graduate Studies, Addis Ababa, Ethiopia, 2001-2003 4. **Bachelor of Theology Degree,** Evangelical Theological College, Addis Ababa, Ethiopia, 1995-1999 5. **Bachelor of Arts in Management and Public Administration,** Addis Ababa University, Addis Ababa, Ethiopia, 1983-1987 |
| **Core Areas of Expertise**   * **Psychological counseling**: providing individual, couple, family and group counseling and psychotherapy * **Management consultancy:** providing consultancy services to several governmental and non-governmental organizations in various fields, including organizational and leadership development, strategic planning, project management, customer relations management, human resources management, and knowledge management. * **Education:** providing classroom teaching, advising students, training to professionals, as well as preparing materials including manuals, training aids, and guidelines, writing, and documentation. * **Research:** Conducting assessments, surveys, and evaluations including mapping, organizational analysis, situational analysis, knowledge, attitude and practice reviews and mid-term or final project evaluations. * **Training:** Combining psychology and management to provide pieces of training in a range of specialized fields including management-related topics, strategic planning, project planning and implementation, psychological counseling, gender policy formulation, community mobilization, positive psychotherapy, EMDR therapy, and peace psychology. |
| **Work Experience**   1. Endaee Communication, Consultancy, Counseling, and Training Services (ECCCTS) PLC – General Manager since June 2016 – present. 2. Director General, Ethiopian Reconciliation Commission, February 16, 2021 - March 11, 2022. 3. Wudassie Diagnostic Center (WDC) - Marketing Manager and Counselor, Sept. 2013 – May 2016. 4. United Nations Educational Scientific Cultural Organization (UNESCO) – National Program Officer for HIV and AIDS, February 2011 – August 2013. 5. Freelance Consultant - Management, Psychology, HIV/AIDS, Counseling, February 2010 – 2011. 6. Save the Children/USA, seconded to Management Sciences for Health - Training Manager, HIV/AIDS Care, and Support Program, November 2007 – February 2010. 7. United Nations International Labor Organization (ILO) - National Project Coordinator, HIV/AIDS Workplace Education Program, December 2004 – October 2007. 8. Bethzatha College of Health Sciences - Program Coordinator, August 2003 – December 2004. 9. Evangelical Theological College - Director of Administration, Finance and Information Services, September 2000 -August 2001Registrar and Instructor, August 1995 – 2000. 10. Ministry of Mines and Energy – Junior to Senior Management Expert, September 1988 - July 1995. |