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Research Paper

Determinates of Entrepreneurial Intention among Graduating Students of Bonga Polytechnic College, Kaffa Zone, Ethiopia

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Abstract

The globe is currently experiencing a problem with unemployment, and entrepreneurship is the primary remedy to help economies recover from this crisis. Most TVET graduates are stressed by searching for salaried jobs rather than creating their businesses, which is against the mission of TVET. This motivated the researcher to study the factors determining the entrepreneurial intention of TVET students. The primary goal of this study was to identify factors that predict students at Bonga Polytechnic College to pursue entrepreneurial endeavors. The study used a quantitative technique and an explanatory research design. Primary data was collected through a survey questionnaire designed in the form of a Likert scale. Samples of 297 students were asked to complete a survey. The sample size was established using the stratified sampling technique. After the data had been collected, it was analyzed using inferential statistics such as correlation and regression with the help of SPSS v.24. The researcher found that student entrepreneurial intention was significantly influenced by gender, age, family background, attitude, entrepreneurship education, government policy, access to finance, physical infrastructure, commercial and legal infrastructure, and cultural and social norms. According to the findings of this study, each factor significantly influences entrepreneurial intention. The findings of this study contribute to the increasing body of literature on the factors that determine the entrepreneurial intentions of TVET students by providing practical contributions.

Keywords *Entrepreneurship, Entrepreneurial Intension, Determinants, Bonga Polytechnic College*

INTRODUCTION

Entrepreneurship is a borrowed term that refers to the risk that some people incur as a result of starting a new business and derives from the French verb entreprendre, which means to "undertake something" (Sánchez, 2018). A person who engages in entrepreneurship is one who buys goods at known prices to resell them on the open market at unknowable values and thereby stabilize the economic system (Rusu et al., 2012). Simply put, entrepreneurship is the act of starting something new and unusual to make money for oneself and contribute to society (Neck & Greene, 2011). Entrepreneurship has developed to the point that it may now be both a career and a potential means of reducing poverty in developing nations. It is a way to address the issue of unemployment by creating new work opportunities, and it is also viewed as a catalyst for economic growth and job creation (Chowdhury, 2007).

Unemployment is currently one of the major social and economic issues that many countries deal with. Increasing the Entrepreneurship spirit, particularly among unemployed graduates, is a good solution to this issue (Rosli et al., 2012). Due to a lack of job experience, a low skill base, and inadequate education, South Africa has enormous issues with its high rates of youth unemployment, particularly among graduates (Rudhumbu et al., 2016).

Numerous studies have been conducted on the factors that influence entrepreneurial aspirations and the transition from aspiration to new venture creation. Evidence suggests that ambitious entrepreneurs have a variety of demographic traits, including age, gender, prior self-employment experience, familial and educational background, financial strength, discontent with

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job hours and salary, etc. It was also linked to psychographic traits, including locus of control, tolerance for ambiguity, attitudes toward risk and achievement, etc. (Quigley et al., 1992). The organization, unemployment, the environment, and business type are other spatial considerations. Besides, it is demonstrated by the fact that demographic Variables like age, gender, culture, ethnicity, family history, and religion are strongly associated with entrepreneurial intention and behaviors (Welmilla et al., 2011). Several studies have found that men and women have different entrepreneurial abilities, potentials, and other characteristics (Choo & Wong, 2006; Van Gelderen et al., 2008; Pihie, 2009; Thompson, 2009; Shinnar et al., 2012).

High youth unemployment is a problem in Ethiopia, especially in urban areas with a 16.9% unemployment rate; there were 1,509,227 unemployed people in the nation's urban areas (Ahmed, 2021). This indicates that out of 100 economically active individuals aged ten and older, around 17 people are unemployed (Getaneh, 2017). Several studies on entrepreneurial intention were conducted in developed countries rather than developing ones (Schlaegel & Koenig, 2014). The concern is the same with the study area, as no study was carried out before. Therefore, the main purpose of this study was to examine determinates of entrepreneurial intention among graduating students of Bonga Polytechnic College. The study specifically addresses the following objectives.

- To investigate how demographic factors determine the graduates of Bonga Polytechnic College students intending to start their own business.
- To ascertain the effect of attitude on graduating students at Bonga Polytechnic College's intention to pursue entrepreneurship.
- To investigate how environmental factors determine students at Bonga Polytechnic College's inclination to become entrepreneurs.

LITERATURE REVIEW

Entrepreneur and Entrepreneurship

An entrepreneur can be characterized by diverse fields of study and viewpoints. According to Nagarathanam and Buang (2016), entrepreneurs are individuals who possess the ability to identify and seize business opportunities that go unnoticed by others. They are also well prepared to take risks in the beginning and planning stages of their businesses. A study by Jones et al. (2011) also defines entrepreneurs as individuals who enter the business environment, regardless of the type of business, and continuously compete with others to strengthen their business. Aligned with that, Hytti et al. (2010) highlighted how an entrepreneur is an individual who embarks on the task of arranging, overseeing, and embracing business uncertainties. They are also people who venture into uncharted business territories, taking calculated risks to achieve financial gain and expand their enterprise. Entrepreneurship is frequently associated with innovation and high-growth businesses, but it is also important to note that entrepreneurship includes start-ups (Schaltegger & Burritt, 2000).

Entrepreneurial Intention

As per the findings of Choo & Wong (2006), the concept of entrepreneurial intention refers to the active pursuit of information that can assist in the development of a new business venture. Generally, entrepreneurial intentions denote an individual's conscious recognition and determination to establish a new enterprise and their plans to do so in the future, as outlined by Thompson (2009). Pihie (2009) suggests that intention, being a mindset or attitude, exerts influence over entrepreneurial behavior. Understanding the entrepreneurship process necessitates a focus on entrepreneurial intentions, as they serve as the fundamental basis for new organizational endeavors, according to Van Gelderen et al. (2008). The opposite of being self-employed is taking up employment as a waged or salaried employee.

Demographic Factors that Determine Entrepreneurship Intention

Gender

Several studies have found that men and women have different entrepreneurial abilities, potentials, and other characteristics (Choo & Wong, 2006; Van Gelderen et al., 2008; Pihie, 2009; Thompson, 2009; Shinnar et al., 2012). In developing countries, women exert significant efforts to engage in entrepreneurship as they seek to enhance their family's standard of living, which often remains inadequate when relying on low-paying jobs. This explains why women are motivated to work for themselves, as highlighted by Van & Verheul (2003). Conversely, multiple studies indicate that men perceive themselves as more capable and driven to initiate new business ventures compared to women, as found by Sánchez-Escobedo et al. (2011). However, according to Zeffane (2012), both men and women possess comparable overall entrepreneurial potential, with no statistically significant difference between the two genders. Notwithstanding this, recent studies on female entrepreneurship, such as those conducted by Madichie & Gallant (2012), reveal an increasing interest among women in entrepreneurial pursuits in the Middle East and other developing regions. According to the research conducted by Inga et al. (2013), their findings present several potential areas for future investigation. For example, based on their findings, the differences identified between men and women seem to be a consequence of differences in turning intentions into implementation.

Ho1: Gender has no effect on graduating students' entrepreneurial intentions.

Age

Researchers have expressed varying opinions on age as a demographic factor influencing entrepreneurial intentions. Age is an argumentative factor Tanveer et al. (2013). As one gets older, the chances of becoming an entrepreneur diminish, but age is positively related to a firm's success. According to Raposo et al. (2008), individuals under the age of 24 do not want to start their businesses as entrepreneurs. They contended that while entrepreneurs have more opportunities as they get older, their willingness to become entrepreneurs declines. Similarly, studies conducted by researchers such as Ahmad & Xavier (2012) show that early-stage entrepreneurs are mostly in the age groups of 25-34 in developing countries and 35-44 in developed countries.

Ho2: Age has no effect on graduating students' entrepreneurial intentions.

Family Background

The context in which intentions are formed is represented by the family business background. In the literature on entrepreneurial intentions, family business background is an important variable. Based on the research by Drennan et al. (2005), individuals who have a parent or a close family member involved in entrepreneurship are more inclined to choose an entrepreneurial career trajectory. Such individuals have the option of starting their own business, working for an organization, or succeeding in a family business.

Ho3: The family background has no significant effect on entrepreneurial intention among graduating students.

Personal Attitudes

Several global opinion and value surveys exist, and some of these track opinions, values, and attitudes that are relevant to entrepreneurship (Ács et al., 2014). Personal attitude is a measure of

commitment to a new business and willingness to invest in entrepreneurial endeavors' (Díaz-García & Jiménez-Moreno, 2010). Personal attitudes in the context of entrepreneurship are the degree to which individuals value entrepreneurial behavior positively or negatively (Miralles et al., 2012). According to Ferreira et al. (2012), the need for achievement, self-confidence, and personal attitude influence secondary students' entrepreneurial intentions.

Ho4: Attitude has no effect on graduating students' entrepreneurial intentions.

Environmental Factors that Determine the Entrepreneurial Intention

Entrepreneurship Education

Entrepreneurship education is the imparting of knowledge and skills "about" or "for " entrepreneurship in general as part of recognized education programs at the primary, secondary, or tertiary levels (Martínez et al., 2010). Entrepreneurship education aims to instill in participants the desire to engage in entrepreneurial behaviors, as well as the knowledge and desirability of the entrepreneurial activity (Gibson & Harris, 2008). According to the findings of Küttim et al. (2014), entrepreneurship education has a significant positive effect on students' entrepreneurial intentions. Similarly, entrepreneurship education's role is to provide students with the ability to advance their achievement orientation, desire for self-rule, personal control, and self-esteem (Basardien et al., 2016). According to Turker & Selcuk (2009), the likelihood that young people will choose an entrepreneurial profession may rise if a university offers sufficient knowledge and inspiration for entrepreneurship.

Ho5: Entrepreneurship education has no significant effect on entrepreneurial intention among graduating students.

Government policy

The government must play an important role in creating an enabling environment for the private sector to thrive. Wage, taxation, licensing, and other policies, according to Hägg & Kurczewska (2016), are important factors influencing the growth of private sector organizations. Policies aimed at boosting private sector growth should not be engineered unilaterally by the state but rather through broader stakeholder consultation for the policy to adequately respond to the needs and aspirations of all players (Ndung'u Ndegwa et al., 2008).

Ho6: Government policy has no noticeable impact on graduating students' entrepreneurial intentions.

Access to Finance

Finance is probably the most significant barrier to venture among potential entrepreneurs, but it is also the most useful measure of entrepreneurship development. Entrepreneurs may require capital for three reasons: to start a business, to diversify the risk associated with the new venture, and to develop, grow, and achieve their business objectives. Zwilling (2014) distinguished the most reliable methods of fundraising as: - self-funding the business, obtaining credit or a bank loan, joining a start-up incubator, negotiating with a strategic partner or customer, soliciting venture capital investors, and applying to a local angel investor.

Ho7: Access to finance has no effect on graduating students' entrepreneurial intentions.

Physical Infrastructure

Physical infrastructure (such as transportation, land or operational space, communication services (internet or telephone), waterways, and power supplies, among other things) is critical to entrepreneurship (Hansen & Sebora, 2003). While access to physical infrastructure may be insignificant in innovation-based economies, it is a major barrier to starting a new business in resource-based economies (Ghani et al., 2014). According to Woolley (2014), in one of the few existing studies linking infrastructure to entrepreneurship, infrastructure can stimulate entrepreneurial opportunities as well as nascent entrepreneurs' ability to act on those opportunities by establishing a new firm. In this manner, Audretsch et al. (2015) contend that while start-up activity is positively related to infrastructure in general, certain types of infrastructure, such as broadband, are more conducive to infrastructure than highways and railroads.

Ho8: Physical infrastructure has no effect on graduating students' entrepreneurial intentions.

Commercial and Legal Infrastructure

Business services that are critical to the creation of new businesses are included in the business and legal infrastructure. These infrastructures lay the groundwork for commercial activities such as the availability of contractors, suppliers, consultants, accountants, advertising, banking and finance, and legal services (Levie & Autio, 2008). Access to business services enables entrepreneurs to concentrate on key competencies that improve operational efficiency. Lacks of legal services can standoff entrepreneurial activity. Similarly, legal systems with less complex and transparent bankruptcy laws increase the level of entrepreneurial activity (Zhao et al., 2012). According to Sam Taylor (2018), cited in Sánchez (2018), the time required to begin depends on the type and complexity of the venture, as well as the type of person who is establishing it. Some scholars suggest that an increase in this time hinders entrepreneurial effort by linking the previous argument with the entrepreneurial goal (Djankov et al., 2002).

Ho9: Commercial and legal infrastructure has no appreciable impact on graduating students' entrepreneurial intentions.

Cultural and Social Norms

Culture has no universally agreed-upon definition. It is related to anything that people share, according to several definitions (Smith, 2002). According to Hofstede (2001), culture is connected to the collective mental programming that separates and distinguishes the members of one group or category of people from another. According to (Ajzen, 1991), social norms are the perceived social pressure from one's peers and close friends that affects one's intention to carry out or not carry out a particular activity. Another study discovered that societal standards have an impact on people's perceptions of entrepreneurship, such as portraying it as a typical career route or, conversely, as something you undertake when there are no other options (Kibler et al., 2014). Success stories also have a significant impact on these cultural attitudes (Motoyama et al., 2021).

Ho10: Cultural and social norms have no appreciable impact on graduating students' entrepreneurial intentions.

Conceptual Framework

It is crucial to understand the motivations behind why some people used to pursue entrepreneurship while others do not. Several researchers, including (Ajzen, 1991; Krueger & Carsrud, 1993), have suggested that having an entrepreneurial intention is essential for pursuing

entrepreneurship. Environmental and demographic factors are the primary variables that might improve or diminish the intention of potential entrepreneurs (Fogel, 2017). As a result, research created the following framework to serve as the direction for this study based on a survey of the literature on the topic of entrepreneurial intention and its determinants.

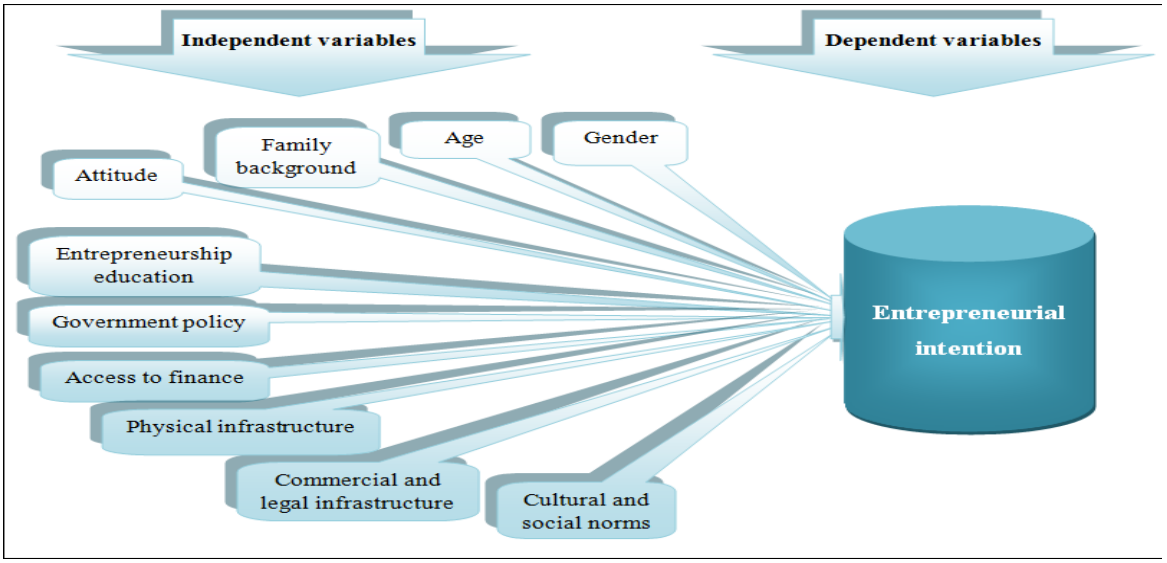

Figure 1. Conceptual framework of the study
Source: Designed based on literature review

RESEARCH METHOD

Research Approach and Design

The objective study was to give an in-depth analysis of issues linked to entrepreneurship and delve further into the factors that influence graduates' propensity to engage in the activity, and identify any causal links between the variables that pertain to the research problem. Hence, the study employed a quantitative research approach with an explanatory research design. This approach was selected because it enables the researcher to collect data in a numerical form.

Population and sampling techniques

The college has 1161 graduate students from level II to IV who are attending nine major departments and are considered the total population of the study. The researcher adopted a stratified sampling technique. From 1161 graduating students, 297 students were selected proportionally to each stratum by considering 25.6% random sampling by a formula developed by (Yamane, 1967).

$$n = \frac{N}{1 + N(e)^2} = \frac{1161}{1 + 1161(0.05)^2} = 297$$

Where n = sample size, N = population size (sampling frame), and e = level of precision considered 5%.

For selecting these samples of students, a proportional stratified sampling technique was

used, and departments were taken as strata. From each department, 25.6 percent (297/1161) of graduating students were selected randomly, and the response rate was 97.98%

Table 1. Summary of sample students taken

No.	Name of Departments	Total number of students	Number of sampled students
1	Automotive	137	35
2	Electricity	375	96
3	ICT	104	27
4	Building Construction	58	15
5	Sanitary	110	28
6	Surveying	143	36
7	Garment	80	20
8	Manufacturing	124	32
9	Furniture making	30	8
	Total	**1161**	**297**

Source: Bonga polytechnic college Registrar Office (2022)

Data type and collection method

To get firsthand information, primary data were collected via close-ended questionnaires from graduate students of Bonga Polytechnic College. The questionnaire also adopted the Likert scale-based inquiries. The ratings of each statement are typically provided for the responses using the Likert scale. (5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree, and 1= Strongly Disagree).

Data Analysis Method

The researcher used SPSS software to conduct tests. Pearson correlation coefficient and regression analysis were conducted to determine the relationship and effects of independent variables on dependent variables. The reliability and validity of the instrument were tested through the Cronbach alpha test.

Instruments Reliability and validity

A pilot test was conducted to assess reliability. According to Cooper and Schindler (2014), pilot testing is mainly conducted to help the researcher become aware of any weaknesses in the design. Hence, 30 copies of the questionnaire were directly distributed to respondents for pilot testing two weeks before the actual data collection time. A reliability test has a cutoff value of greater than 0.70 for the Cronbach Alpha coefficient (Almehrizi, 2013).

Table 2. Reliability Statistics' Findings

No	Variables	Cronbach's	No. of	Information

		Alpha	Items	
1	Entrepreneurial intentions	0.821	8	Reliable
2	Gender	0.759	7	Reliable
3	Age	0.779	8	Reliable
4	Family background	0.734	3	Reliable
5	Attitude	0.713	6	Reliable
6	Entrepreneurship education	0.829	10	Reliable
7	Government policy	0.797	4	Reliable
8	Access to Finance	0.798	4	Reliable
9	Physical infrastructure	0.753	6	Reliable
10	Commercial and legal infrastructure	0.856	5	Reliable
11	Social Norms	0.710	4	Reliable

Source: computed from primary data (2022)

FINDINGS AND DISCUSSION

Response Rate

In this study, the researcher distributed 297 questionnaires, where 291 were filed, returned, and qualified for analysis. This represents a response rate of 97.98%.

Correlation Analysis

Pearson correlation test was done to determine the relationship between independent variables and dependent variables. The interpretation of the coefficient is based on (Cohen, 1992). Accordingly, the correlation coefficient between (-0.3 to +0.3) weak, (-0.5 to -0.3) or (0.3 to 0.5) moderate, (-0.9 to -0.5) or (0.5 to 0.9) strong, and (-1.0 to -0.9) or (0.9 to 1.0) very strong. The results of the correlation test are indicated in Table 3.

Table 3. Correlation of Variables

Correlations											
		1	2	3	4	5	6	7	8	9	10	11
Entr. Int	Pearson Correlation	1										
Gender	Pearson Correlation	.567**	1									
Age	Pearson Correlation	.430**	.685**	1								
Fam. Bac	Pearson Correlation	.648**	.726**	.639**	1							
Attitude	Pearson Correlation	.703**	.623**	.598**	.765**	1						
Entr. edu	Pearson Correlation	.643**	.358**	.455**	.472**	.540**	1					
Gov. pol	Pearson Correlation	.578**	.699**	.599**	.637**	.589**	.484**	1				

Acc. fin	Pearson Correlation	.383**	.577**	.598**	.572**	.552**	.434**	.687**	1			
Phy. Infra	Pearson Correlation	.773**	.559**	.523**	.615**	.707**	.629**	.602**	.473**	1		
Comlinf	Pearson Correlation	.583**	.374**	.236**	.467**	.546**	.461**	.405**	.377**	.567**	1	
Soc. nor	Pearson Correlation	.630**	.663**	.647**	.664**	.687**	.412**	.582**	.506**	.629**	.400**	1

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

Source: computed from primary data (2022)

Table 3 shows that, at a significance level of P=0.01, there was a substantial positive, strong association between gender and entrepreneurial inclinations (r=0.567, p=0.000). The students believe that gender has a substantial impact on an enterprise's performance which is consistent with previous research conducted by (Gupta et al., 2009; Gird & Bagraim, 2008; Shah & Soomro, 2017). At a significance threshold of p=0.01, there was a substantial positive moderate association between age and entrepreneurial inclinations (r=0.430, p=0.000). The pupils believed that a venture's success was significantly influenced by an individual's age. Also, there was a significant positive link between family background and entrepreneurial intent (r=0.648, p=0.000). The results also resonate with those of (Welmilla et al., 2011). According to the study, students' entrepreneurial intentions are significantly impacted by family history at the p=0.018<0.5 significant level. Accordingly, the analysis shows that students from business families and non-business families had significantly different intentions, which is consistent with earlier research by (Georgescu & Herman, 2020).

On the other hand, to determine the strength and direction of the association between attitude and entrepreneurial intentions, a correlation analysis was conducted. The students believed that there was a significant positive link between attitude and entrepreneurial intention (r=0.703, p=0.000). The results demonstrate that a rise in personality attitude positively correlated with an increase in students' entrepreneurial intentions, which is a result that agrees with the views of (Phuong et al., 2021). Besides, the results showed a substantial and positive correlation between entrepreneurial education and intentions (r=0.643, p=0.000). This demonstrates how entrepreneurship education for students may be linked to a rise in entrepreneurial inclinations which is consistent with the study conducted by (Nair et al., 2019).

According to the findings, there was a high positive association between government policy and entrepreneurial inclinations (r=0.578, p=0.000) which is consistent with studies conducted by (Guyo, 2013). A significant and somewhat favorable connection between having access to capital and wanting to start a business was found (r=0.383, p=0.000), with a significance level of p=0.01 which is consistent with studies conducted by (Grilo & Thurik, 2005). Also, there was a high positive association between physical infrastructure (r=0.773, p=0.000), which is consistent with the study conducted by (Ejaz & O'Connel, 2011).

Regression analysis

Coefficients of Determination

By putting the independent and dependent variables through multiple linear regression, the nature of the link between them can be more speculatively probed. The mathematical formula

used in this study regression model is $Y=\beta 0+ \beta_1x_1+\beta_2x_2+\beta_3x_3+ \beta_4x_4+ \beta_5x_5+ \beta_6x_6+ \beta_7x_7+ \beta_8x_8+ \beta_9x_9+ \beta_{10}x_{10}+e$ Where Y, entrepreneurial intention, is the dependent variable and 0, or the intercept is the value. When all other independent variables are equal to zero, it is constant and will indicate entrepreneurial intent. Gender, age, family background, attitude, entrepreneurship education, government policy, access to finance, physical infrastructure, commercial and legal infrastructure, and social norms are the independent variables, and the x1 to x10 range represents them. The 1 to 10 range represents the slope coefficients, which measure the change in the dependent variable (Y) if the independent variables (x1 to x10) vary by one unit, and e is an error term. The regression equation is thus: E.I = 0.503 + 0.134Gen + (-0.229Ag) + 0.136Fam.Bac + 0.143Att + 0.247Ent.Edu + 0.125Gov.Pol+ (-0.205Acc.Fin) + 0.336Phy.Inf+ 0.089Com.Leginfr + 0.191Soc.Nor + e, according to the results of multiple linear regressions.

Table 4. Coefficients of determination

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.503	.153		3.290	0.001
	Gender	0.134	.055	.130	2.420	0.016
	Age	-0.229	.055	-.204	-4.132	0.000
	Family background	0.136	.057	.132	2.382	0.018
	Attitude	0.143	.056	.144	2.547	0.011
	Entrepreneurship education	0.247	.039	.262	6.292	0.000
	Government policy	0.125	.057	.113	2.217	0.027
	Access to finance	-0.205	.048	-.191	-4.243	0.000
	Physical infrastructure	0.336	.055	.316	6.151	0.000
	Commercial and legal infrastructure	0.089	.036	.099	2.475	0.014
	Social norms	0.191	.053	.174	3.583	0.000

a. Dependent Variable: Entrepreneurial intention

According to the results of the regression equation, the entrepreneurial intent of the students graduating from Bonga Polytechnic College would be 0.503 if all the predictor variables were scored as zero. According to the coefficient statistics and T statistics at 3.290, p=0.016 ($p<0.05$), gender has a substantial and favorable impact on entrepreneurial intention at a 0.05 confidence level. The null hypothesis (HO1), which claimed that gender had no noticeable influence on entrepreneurial intent, was thus rejected. Also, the beta value suggests that every unit increase in gender will increase entrepreneurial ambition by 13.4%. This indicates that the students' entrepreneurial potential varies depending on their gender.

With T statistics at -4.132, p =0.000 ($p >0.01$), age has a positive and significant impact on entrepreneurial intention, leading to reject the hypothesis (Ho2) that age has no significant impact on entrepreneurial intention. Although a beta coefficient of -0.229 indicates that for younger people, every unit rise in age will increase the entrepreneurial intention by roughly 22.9%, the opposite is true for older people. This may be the result of students' perceptions that young people

excelled in entrepreneurship more than older people by 0.229 units or that older people have lower entrepreneurial intentions than their younger counterparts.

With T statistics at 2.382, p = 0.018 (p <0.05), family background has a positive and significant impact on entrepreneurial intention at the 0.05 significant level. As a result, hypothesis (Ho3) was submitted for rejection. According to the beta coefficient of 0.136, there is a 13.6 percent increase in entrepreneurial intention for every unit increase in the business background. Keeping other variables equal, an individual with business experience enhances their likelihood of becoming an entrepreneur by 0.136 units (13.6%). Consequently, it can be said that students with business family backgrounds and those without can be expected to have very different entrepreneurial intentions.

A rejection of hypothesis (Ho4) implies that attitude has a positive and significant effect on entrepreneurial intention. It indicated the significance at 0.05 with T statistics at 2.547 p = 0.011 (p< 0.05). The beta value is 0.143, which means that there is a 14.3% rise in entrepreneurial intention for every unit increase in attitude, or roughly 0.143. This demonstrates how an individual's ability to change their mood has an impact on their entrepreneurial endeavors.

Entrepreneurship education has a positive and significant effect on the entrepreneurial intention at the 0.01 significant with T statistics which is (6.292), and the corresponding p-value is (0.000), thereby implying a rejection of hypothesis (Ho5) entrepreneurship education does not have a significant effect on entrepreneurial intention. Also, the beta coefficient is 0.247which indicate that for every unit or 100% increase in entrepreneurship education, there is an association of about 0.247 or 24.7% increase in entrepreneurial intention.

With T statistics at 2.217, p =0.027 (p < 0.05), government policy has a positive and significant impact on entrepreneurial intention at the 0.05 significant level. With this finding, the researcher refutes hypothesis (Ho6), which held that entrepreneurship has little to no impact on government policy. Also, the beta coefficient for these two constructs is 0.125, suggesting that there is a link between an increase in entrepreneurial intention of approximately 0.125, or 12.5%, for every unit rise in the adequacy of government policy.

With T statistics at -4.243, p =0.000 (p < 0.01), access to finance has a positive and significant impact on entrepreneurial intention at the 0.01 significant level. By doing so, it can disprove hypothesis (Ho7), which asserts that access to financing has little impact on graduates' intentions to start their businesses. Although every unit rise in this construct is accompanied by a beta coefficient of (-0.205), such an increase is inconsequential. Having access to financing does not appear to be a necessary prerequisite for the study's respondents to engage in future entrepreneurial activity.

With T statistics at 6.151, p = 0.000 (p < 0.01), physical infrastructure has a positive and significant impact on entrepreneurial intention at the 0.01 significant level. With this outcome, hypothesis (Ho8) is rejected, showing that graduating students' entrepreneurial intentions are not significantly influenced by physical infrastructure. According to the 0.336 beta coefficient for these two constructs, there is a 33.6 percent increase in entrepreneurial intention for every unit increase in physical infrastructure.

With T statistics at 2.475, p =0.014 (p< 0.05), commercial and legal infrastructure has a positive and significant impact on the entrepreneurial intention at the 0.05 significant level, rejecting the Ho9 prediction that commercial and legal infrastructure would not have a significant impact on entrepreneurial intention among graduating students. The beta value of 0.089 indicates that every unit increase in the commercial and legal infrastructure will increase the entrepreneurial intention by around 0.089 or 8.9 percent.

With T statistics at 3.583 p = 0.000 (p< 0.01), implying a rejection of hypothesis (Ho10), which predicted cultural and social norms have no significant effect on entrepreneurial intention

among graduating students, cultural and social norms have a positive and significant effect on the entrepreneurial intention at the 0.01 significant level. The beta value of 0.191 indicates that for every unit increase in cultural and social norms, the entrepreneurial intention will increase by approximately 0.191, or 19.1 percent.

Model Summary

The model summary result shows in Table 5; the coefficient test (R^2), the value of 0.745 or 74.5 percent, explains that the variation of entrepreneurial intention predicted by ten independent variables (Social norms, Physical infrastructure, Entrepreneurship education, Government policy, Family background, Age, Commercial and legal infrastructure, Attitude, Gender and Access to finance). While the rest of the results coefficient of determination (R^2) 25.5 percent of entrepreneurial intentions are influenced by other variables. As a result, it can be claimed that the model did a decent job of predicting students in this study's entrepreneurial intention.

Table 5. Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863[a]	0.745	0.736	0.586

a. Predictors: (Constant), Social norms, Commercial and legal infrastructure, Entrepreneurship education, Access to finance, Gender, Age, Physical infrastructure, Family background, Government policy, Attitude

b. Dependent Variable: Entrepreneurial intention

Analysis of Variance (ANOVA)

The statistical significance of the impact of independent variables on entrepreneurial intention was examined using the ANOVA test. The F statistics from the findings were as follows: F (10, 280) =81.652, p=0.000<0.01. So it can be concluded that the variables social norms, Physical infrastructure, entrepreneurship education, government policy, family background, age, commercial and legal infrastructure, attitude, gender, and access to finance together influence the entrepreneurship intention of students of Bonga polytechnic college.

Table 6. ANOVA[a]

	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	279.947	10	27.995	81.652	.000[b]
	Residual	95.998	280	.343		
	Total	375.945	290			

a. Dependent Variable: Entrepreneurial intention

b. Predictors: (Constant), Social norms, Commercial and legal infrastructure, Entrepreneurship education, Access to finance, Gender, Age, Physical infrastructure, Family background, Government policy, Attitude

CONCLUSIONS

This study made an understanding of the variables of demographic factors (gender, age, and family background), personal attitude, and Environmental factors (entrepreneurship education, government policy, access to finance, physical infrastructure, commercial and legal infrastructure, and social norms) that affect students' entrepreneurial intention. Therefore, the following conclusions are drawn based on the finding of the study.

Personal attitude and Entrepreneurial education have a significant relationship and effect on

the entrepreneurial intentions of the students. Regarding the suitability of government policy for new and growing businesses, it can be concluded based on the finding that there were no sufficient subsidies, complicated and unclear rules, regulations, and administrative procedures which encourage entrepreneurship activities.

Physical infrastructure has a significant relationship and effect on the entrepreneurial intentions of the students. It indicated that physical infrastructure did not provide good support for new & growing businesses, i.e., there is not enough access to infrastructure (standardized road, water, electricity, gas, sewer, phone, internet).

Commercial and legal infrastructures have significant relationships and effects on the entrepreneurial intentions of the students. Students perceived Kaffa zone have no enough subcontractors, suppliers & consultants; difficult to afford the cost of using subcontractors, suppliers & consultants; difficult to get good subcontractors, suppliers & consultants, professional legal and accounting services, unfavorable and inaccessible banking services (checking accounts, foreign exchange transactions, letters of credit and the like) for support new & growing business or firms.

LIMITATION & FURTHER RESEARCH

This study took into account ten independent variables. Therefore, more investigation is strongly advised to uncover additional factors that could affect students' entrepreneurial intent. The technique and data analysis need to be improved. A more thorough investigation of such entrepreneurial purpose would increase the findings' objectivity.

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