# The Role of Entrepreneurship Education in Fostering Youth Entrepreneurship in Zambia

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ABSTRACT

Entrepreneurship has emerged as a vital pathway for addressing youth unemployment and stimulating inclusive economic growth in Zambia. This study investigates the influence of entrepreneurship education on entrepreneurial intentions among university students, drawing on Ajzen's (1991) Theory of Planned Behaviour and Bandura's (1997) Self-Efficacy Theory. A quantitative research design was employed, with data collected via structured questionnaires from 390 students at the University of Zambia across various academic programs. Using factor, correlation, and regression analyses, the study examined relationships among entrepreneurial attitudes, self-efficacy, perceived behavioural control, subjective norms, and entrepreneurship education. Correlation results revealed that attitudes toward entrepreneurship ($r = 0.781$), entrepreneurial self-efficacy ($r = 0.688$), and perceived behavioral control ($r = 0.652$) were positively and significantly associated with entrepreneurial intentions. Subjective norms exhibited a moderate positive relationship ($r = 0.582$), while entrepreneurship education ($r = 0.482$) and duration of exposure ($r = 0.013$) showed weaker correlations. Regression analysis confirmed that attitudes toward entrepreneurship ($\beta = 0.580$, $p < 0.001$), perceived behavioral control ($\beta = 0.258$, $p < 0.001$), and entrepreneurial self-efficacy ($\beta = 0.149$, $p = 0.002$) were significant predictors. Conversely, subjective norms ($\beta = 0.019$, $p = 0.640$), entrepreneurship education ($\beta = -0.072$, $p = 0.051$), and entrepreneurship duration ($\beta = 0.010$, $p = 0.711$) were not statistically significant. This suggests that education alone does not automatically foster entrepreneurial intention unless it promotes confidence, experiential learning, and a supportive ecosystem. The study concludes that fostering a positive entrepreneurial mindset, strengthening self-belief, and ensuring practical, context-specific education are critical to nurturing Zambian entrepreneurs..

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## 1. Introduction

### 1.1. Background

Youth unemployment remains a pressing socio-economic challenge in Zambia, necessitating sustainable interventions that go beyond traditional formal employment. In response, entrepreneurship education (EE) has been prioritized as a strategic tool to equip young people with the skills, knowledge, and innovative mindset required to establish and manage their own ventures. Entrepreneurship is increasingly viewed not just as an economic activity, but as a mechanism for self-reliance and national competitiveness (Shane and Venkataraman, 2000; North, 2002).

Globally, entrepreneurship education has emerged as a critical strategic intervention to address youth unemployment, stimulate innovation, and foster economic resilience. In developing countries like Zambia, where youth unemployment exceeds 25 percent and formal job creation lags behind demographic growth, EE is positioned as a

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vital mechanism for empowering new generations of business creators and job providers (Mwange, Musonda and Daka, 2024). Empirical studies confirm that well-designed EE programs enhance entrepreneurial competencies such as opportunity recognition, risk management, and business planning, which are foundational for venture creation and sustainability (Sulekha and Shwati, 2026). For instance, graduates exposed to entrepreneurship education at Universities demonstrate a higher engagement in entrepreneurial activities compared to non-exposed peers (Israr and Saleem, 2018).

Despite this potential, significant implementation gaps exist in Zambia's EE eco-system. Studies reveal a misalignment between theoretical curricula and practical business realities, particularly in the informal sector where 85 percent of Zambian enterprises operate (Matoka and Mwange, 2024).

### 1.2. Statement of the problem

Despite Zambia's significant policy investments in entrepreneurship education (EE) through frameworks like the TEVET Act (2013) and the Revised Education Curriculum (2023), youth unemployment remains critically high at 25 percent (World Bank, 2020). This persistent challenge raises urgent questions about whether EE effectively translates into strong entrepreneurial intentions (EI) and business creation among Zambian youth.

A key concern is the misalignment between EE training and real-world application. Current programs emphasize theoretical knowledge but lack practical, experiential components needed to develop actionable skills. Studies reveal a paradox: while EE boosts youth confidence in entrepreneurial abilities (self-efficacy), it correlates with lower interest in starting businesses due to heightened awareness of systemic barriers like limited funding and regulatory complexities (Piperopoulos and Dimov, 2015) although some studies find slightly different outcomes (Nguyen, Nguyen, Pham and Nguyen, 2025).

Compounding this issue, critical evidence gaps hinder policy refinement: there is no consensus on whether EE demonstrably increases entrepreneurial intentions in Zambia (Mwiya, 2014; Mwaanga, 2022), nor clarity on how program duration influences intention strength (Ngoma and Sichimba, 2020). Additionally, little empirical work compares business interest levels between youth exposed to EE and those without training, making it impossible to isolate EE's true impact from self-selection effects (Fröhlich and Welpe, 2025; Kim, Kim, Lee and Joung, 2020).

### 1.3. Research objectives

The general objective of this study is to examine the effect of entrepreneurship education on the entrepreneurial intentions of youths in Zambia. Specifically, the study aims to:

i. Measure the impact of entrepreneurship education on the entrepreneurial intentions of youths in Zambia.
ii. Determine the relationship between the duration of entrepreneurship education and the strength of entrepreneurial intentions.
iii. Assess whether youths who receive entrepreneurship education are more likely to express interest in starting a business compared to those who do not..

### 1.4. Significance of the study

This study holds significant value for multiple stakeholders engaged in Zambia's economic development, particularly in the context of private sector growth and SME support.The findings will provide empirical evidence on how entrepreneurship education impacts entrepreneurial intentions. This can inform the design and implementation of targeted interventions and reforms to make EE more effective in fostering youth entrepreneurship.

Further, by identifying the gaps between current EE programs and practical business needs, this study can guide the development of more relevant and experiential curricula that better prepare students for the realities of entrepreneurship. Additionally, study sheds light on the importance of self-efficacy and practical skills, empowering young people to seek out opportunities that build their confidence and competence in starting businesses.

The study also adds to the limited but growing body of empirical literature on SME development in Zambia and Southern Africa. It provides a conceptual and analytical framework that can serve as a reference point for future studies, especially those focused on structural transformation and private sector policy evaluation..

## 2. Literature review

### 2.1. Theoretical review

The study is anchored in two complementary theoretical frameworks that explain human behavior and motivation.

#### *2.1.1. Theory of Planned Behavior*

The Theory of Planned Behavior (TPB) was proposed by Ajzen (1991). Based on the TPB, entrepreneurial behavior is best predicted by intention. This intention is determined by three antecedent factors:

1. Attitude toward the behavior: The degree to which a person has a favorable or unfavorable evaluation of becoming an entrepreneur.
2. Subjective Norms: The perceived social pressure from family, friends, and society to perform or not perform the behavior.
3. Perceived Behavioral Control (PBC): The perceived ease or difficulty of performing the behavior, often linked to the availability of resources and opportunities.

#### *2.1.2. Self efficacy Theory*

Entrepreneurial Self-Efficacy (ESE) Theory Based on Bandura's social cognitive theory (Bandura, 1997), ESE refers to an individual's belief in their capability to successfully perform the roles and tasks of an entrepreneur. ESE theory addresses a limitation of TPB by explicitly focusing on the development of confidence through mastery experiences, modeling, and social persuasion. In this study, ESE is viewed as a critical mediator that translates educational exposure into actionable intent..

### 2.2. Empirical Review

Entrepreneurship education has been recognized as a crucial factor in promoting youth entrepreneurship in Zambia. Recent studies have shown that entrepreneurship education can play a significant role in promoting business success, entrepreneurial mindsets, and employment creation (Mwansa and Sifuniso, 2022; Siwila and Mwansa, 2020; Kabwe and Chikweche, 2020).

Research by Otache (2019) found that entrepreneurship education significantly influences students' entrepreneurial intentions by developing positive attitudes towards entrepreneurship, making them more likely to pursue entrepreneurial careers after graduation. Similarly, Hernandez (2021) revealed that entrepreneurial mindsets mediate the relationship between entrepreneurship education and innovative startup intention, further underscoring the importance of education.

In the Zambian context, Mwansa and Sifuniso (2022) found a significant nexus between entrepreneurship education and business success. This suggests that EE programs play a crucial role in promoting business sustainability, a finding consistent with Chilala and Mwansa (2022) and Siwila and Mwansa (2020). Furthermore, EE has been shown to influence students' Individual Entrepreneurial Orientation (IEO) and nurture entrepreneurial behaviors (Siwila and Mwansa, 2020). This aligns with global findings that show a positive relationship between education and entrepreneurial mindsets (Pittaway and Cope, 2007; Martin, McNally and Kay, 2013; Krueger, Reilly and Carsrud, 2000).

Regarding employment creation, Kabwe and Chikweche (2020) found that entrepreneurship programs in Zambia's business schools equipped students with essential skills, including business management and opportunity identification. However, international best practices emphasize the importance of combining theoretical and practical training. Pittaway and Cope (2007) found that programs combining theory and practice are more effective, a view supported by Martin et al. (2013) and Krueger et al. (2000).

## 3. Methodology

### 3.1. Research Design

This study adopted a quantitative research design to provide a comprehensive understanding of how entrepreneurship education (EE) influences youth entrepreneurial intentions in Zambia. The design enabled an in-depth assessment of multiple dimensions of entrepreneurship education, access to financial support, and their effects on entrepreneurial intentions and outcomes. The study also sought to evaluate the likelihood of business start-ups among youth who have received entrepreneurship education compared to those who have not.

### 3.2. Population and Sample

The target population consisted of youth who had undergone entrepreneurship education programmes in Zambia, together with educators and programme coordinators involved in delivering such training. The study focused on individuals drawn from universities, technical and vocational education institutions, and entrepreneurship hubs

across the country. Lusaka Province was prioritised due to its high concentration of educational institutions and entrepreneurial activity. A stratified random sampling technique was employed for the quantitative component of the study. Stratification was considered appropriate for several reasons.

The first is educational diversity. Zambia's entrepreneurship education landscape includes universities, vocational institutions, and informal training hubs. Stratification ensured representation across these varied contexts. The second reason was the need to reduce sampling bias. Stratification helped minimize the likelihood of over-representing specific types of institutions or demographic groups. The third reason was the need for improved precision. Stratification increased the accuracy of estimates related to entrepreneurial intentions and outcomes across strata. Finally, stratification ensured efficient resource utilization. The technique facilitated targeted data collection while maintaining representativeness.

The sample size was determined using the Raosoft sample size calculator, applying the recommended estimated population of 20,000 for unknown population sizes, a 95% confidence level, and a 5% margin of error. The calculation yielded a minimum recommended sample of 385 respondents. This sample size was considered adequate for capturing both statistical trends and nuanced experiences relevant to the study objectives.

### 3.3. Data Collection and Instruments

Quantitative data were collected using a structured questionnaire designed to measure the entrepreneurial intentions and business outcomes; and the likelihood of business start-ups among individuals who received entrepreneurship education. The questionnaire employed Likert-scale items and was administered both in person and electronically.

### 3.4. Data Analysis Procedure

Quantitative data were analysed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, correlation analysis, and multiple regression techniques were employed to examine the relationship between access to financial support and business start-up activity; and the influence of educational structure on entrepreneurial intentions and outcomes.

### 3.5. Conceptual Framework

Figure 1 presents the conceptual framework for this study, grounded in Ajzen's Theory of Planned Behavior (TPB) and self efficacy theory. The framework postulates that Entrepreneurship Education (the independent variable) in conjunction with other variables and controls serves as a primary antecedent that influences youths' Entrepreneurial Intentions. The diagram suggests that as students acquire entrepreneurial education, their confidence and desire to start businesses increase, directly fostering Youth Entrepreneurship (the dependent variable) in the form of new venture creation.

## 4. Data Presentation and Results

This section presents the results of the study, building on the methodology outlined in the previous chapter. It begins by summarizing the sample profile, followed by the presentation of the validity and reliability test results. Finally, the hypothesis test results are presented, drawing from the outcomes of the correlation and regression analyses. This sequential structure provides the necessary empirical foundation for the subsequent discussion chapter.

### 4.1. Sample Profile

The study successfully surveyed a total of **390 university students**. The demographic analysis reveals that the sample was predominantly young, with the majority aged between **22 and 25 years** (58.2%), followed by those aged 18 to 21 (33.3%), and only 8.5% aged 26 and above. The gender distribution was slightly skewed towards **male** respondents (56.9%) compared to female respondents (43.1%).

Academically, the respondents were highly represented in the **School of Humanities** (53.1%), with other schools contributing smaller but notable proportions, including Natural Sciences (12.8%), Medicine (8.7%), and Engineering (7.7%). In terms of academic progression, students in their **fourth year** constituted the largest group (36.7%), followed by second year (23.3%) and third year (19.7%). Significantly, **62.8%** of the participants reported having received entrepreneurship education, indicating a strong institutional emphasis on entrepreneurial development across various academic disciplines. The comprehensive profile of the sample is detailed in Table 1.

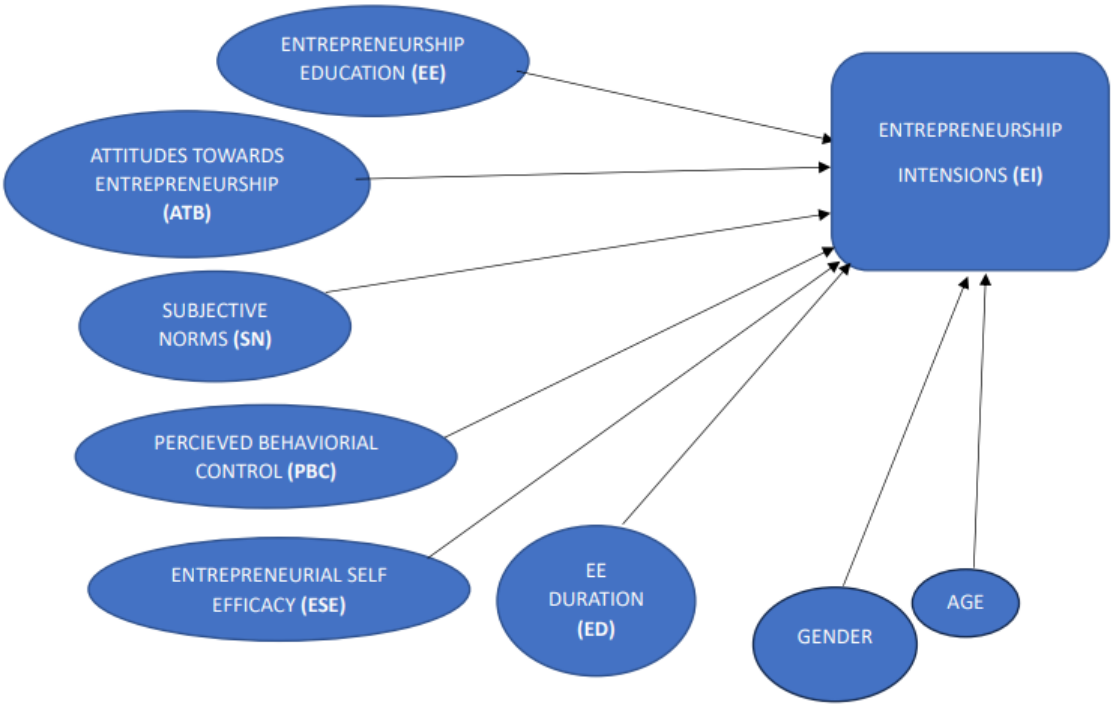


**Figure 1:** Conceptual model.

### 4.2. Validity and Reliability

Factor analysis was performed to examine the underlying structure of the variables related to entrepreneurial attitudes, intentions, self-efficacy, perceived behavioral control, education, and subjective norms. The analysis yielded **six distinct components**, with most individual items exhibiting strong factor loadings ($\geq 0.6$) on their assigned factor. This strong loading pattern supports the **construct validity** and theoretical alignment of the measurement instruments. For instance, Factor 1 captured a broad spectrum of items relating to attitudes toward entrepreneurship and entrepreneurial intentions, while other factors distinctly represented self-efficacy, educational exposure, and social influence. The results confirm the multidimensional nature of the variables being measured, providing a reliable foundation for subsequent analysis. Furthermore, the reliability of the scales was assessed using **Cronbach's Alpha**, with most constructs showing acceptable to excellent internal consistency (e.g., Attitudes: 0.933, Self-Efficacy: 0.904, PBC: 0.847), confirming the overall **reliability** of the data. The detailed factor loadings and reliability coefficients are presented in Table 2.

## 5. Results

### 5.1. Correlation Analysis

The correlation analysis was conducted to establish the linear relationships between the key variables: Entrepreneurial Intensions (EI), Attitudes towards Entrepreneurship (ATE), Entrepreneurial Self-Efficacy (ESE), Entrepreneurship Education (EE), Perceived Behavioral Control (PBC), Subjective Norms (SN), and Entrepreneurship Duration (ED). The results, detailed in Table 3, indicate several positive and significant correlations. Specifically, **Attitudes towards Entrepreneurship** is positively and significantly correlated with **Entrepreneurial Intensions** ($r = 0.781, p < 0.01$), suggesting that a highly favorable attitude towards entrepreneurship is strongly associated with the intention to pursue ventures (Lineiro, et al., 2024).

Furthermore, **Entrepreneurial Self-Efficacy** demonstrates a positive and significant correlation with EI ($r = 0.688, p < 0.01$), implying that confidence in one's capabilities is a substantial driver of entrepreneurial intent. Similarly, **Perceived Behavioral Control** is positively and significantly correlated with EI ($r = 0.652, p < 0.01$), aligning with the Theory of Planned Behavior by showing that a sense of control over entrepreneurial outcomes

**Table 1**
Sample Profile

| Category | Group | Frequency | Percent | Cumulative Percent |
|---|---|---|---|---|
| **Age Group** | 18 to 21 Years | 130 | 33.3 | 33.3 |
| | 22 to 25 Years | 227 | 58.2 | 91.5 |
| | 26 to 29 Years | 30 | 7.7 | 99.2 |
| | 30 to 33 Years | 3 | 0.8 | 100.0 |
| | **Total** | **390** | **100.0** | |
| **Gender** | Female | 168 | 43.1 | 43.1 |
| | Male | 222 | 56.9 | 100.0 |
| | **Total** | **390** | **100.0** | |
| **School** | Humanities | 207 | 53.1 | 53.1 |
| | Medicine | 34 | 8.7 | 61.8 |
| | Law | 12 | 3.1 | 64.9 |
| | Education | 25 | 6.4 | 71.3 |
| | Natural sciences | 50 | 12.8 | 84.1 |
| | GSB | 17 | 4.4 | 88.5 |
| | Engineering | 30 | 7.7 | 96.2 |
| | Public Health | 5 | 1.3 | 97.4 |
| | Mines | 1 | 0.3 | 97.7 |
| | Nursing | 3 | 0.8 | 98.5 |
| | Agriculture | 6 | 1.5 | 100.0 |
| | **Total** | **390** | **100.0** | |
| **Year of Study** | 1 | 63 | 16.2 | 16.2 |
| | 2 | 91 | 23.3 | 39.5 |
| | 3 | 77 | 19.7 | 59.2 |
| | 4 | 143 | 36.7 | 95.9 |
| | 5 | 11 | 2.8 | 98.7 |
| | 7 | 5 | 1.3 | 100.0 |
| | **Total** | **390** | **100.0** | |
| **Received EE** | YES | 245 | 62.8 | 62.8 |
| | NO | 145 | 37.2 | 100.0 |
| | **Total** | **390** | **100.0** | |

increases the likelihood of intending to pursue them. **Subjective Norms** also shows a positive and significant correlation with EI ($r = 0.582, p < 0.01$), highlighting the moderate but important role of social support and encouragement. Finally, **Entrepreneurship Education** is positively correlated with EI ($r = 0.482, p < 0.01$). Notably, **Entrepreneurship Duration** exhibits no meaningful correlation with Entrepreneurial Intensions ($r = 0.013$), indicating that mere exposure time is not a determinant of intent.

## 5.2. Regression Analysis

The regression analysis was performed to determine the predictive power of the six independent variables (Attitudes, Self-Efficacy, Perceived Behavioral Control, Subjective Norms, Entrepreneurship Education, and Entrepreneurship Duration) on the dependent variable, **Entrepreneurial Intensions**.

The results, presented in Table 4, show that **Attitudes towards Entrepreneurship** is the strongest and most significant predictor of entrepreneurial intentions ($\beta = 0.580, p < 0.001$). This suggests that a positive attitude towards entrepreneurship is the most crucial factor driving the intent to start a business, aligning strongly with Ajzen's (1991) Theory of Planned Behavior.

**Perceived Behavioral Control (PBC)** also emerged as a significant positive predictor ($\beta = 0.258, p < 0.001$), indicating that the youth's belief in their ability to manage entrepreneurial challenges is a strong determinant of their intentions. Following this, **Entrepreneurial Self-Efficacy** has a positive and statistically significant effect

**Table 2**
Validity and Reliability (Factor Loadings and Cronbach's Alpha)

| Item Category | Factor 1 (Attitude/Intention) | Factor 2 (Self Efficacy/PBC) | Factor 3 (EE) | Factor 4 (SN) | Factor 5 (SN/Intention) | Factor 6 (Duration) |
|---|---|---|---|---|---|---|
| ATE3 | 0.751 | 0.072 | 0.229 | 0.199 | 0.236 | -0.004 |
| EI4 | 0.744 | 0.330 | 0.137 | 0.181 | 0.043 | 0.095 |
| ATE4 | 0.725 | 0.095 | 0.360 | 0.271 | -0.057 | 0.089 |
| ATE5 | 0.721 | 0.136 | 0.263 | 0.100 | 0.294 | 0.012 |
| EI3 | 0.720 | 0.349 | 0.125 | 0.124 | 0.068 | 0.155 |
| EI5 | 0.700 | 0.265 | 0.153 | 0.182 | 0.046 | 0.054 |
| ATE2 | 0.700 | 0.090 | 0.255 | 0.173 | 0.301 | -0.084 |
| ATE1 | 0.658 | 0.154 | 0.288 | 0.177 | 0.200 | -0.111 |
| EI6 | 0.615 | 0.247 | 0.099 | 0.136 | 0.016 | -0.044 |
| ATE6 | 0.587 | 0.191 | 0.135 | 0.014 | 0.417 | -0.088 |
| ESE1 | 0.564 | 0.502 | 0.257 | 0.133 | 0.039 | -0.045 |
| EI1 | 0.538 | 0.284 | 0.115 | -0.079 | 0.478 | 0.000 |
| ESE3 | 0.298 | 0.754 | 0.207 | 0.188 | 0.033 | -0.090 |
| PBC5 | 0.093 | 0.753 | 0.071 | 0.015 | 0.315 | -0.064 |
| ESE2 | 0.341 | 0.714 | 0.196 | 0.173 | 0.030 | -0.091 |
| PBC3 | 0.121 | 0.714 | 0.009 | 0.083 | 0.408 | 0.013 |
| ESE4 | 0.336 | 0.714 | 0.150 | 0.195 | 0.073 | 0.004 |
| PBC2 | 0.087 | 0.623 | 0.220 | 0.093 | 0.402 | 0.068 |
| PBC4 | 0.402 | 0.526 | 0.265 | 0.188 | 0.092 | 0.082 |
| ESE5 | 0.428 | 0.508 | 0.176 | 0.369 | -0.060 | 0.016 |
| EE2 | 0.231 | 0.111 | 0.799 | 0.105 | 0.081 | 0.081 |
| EE3 | 0.234 | 0.200 | 0.748 | 0.110 | 0.082 | 0.038 |
| EE5 | 0.399 | 0.127 | 0.706 | 0.271 | -0.081 | 0.059 |
| EE1 | 0.232 | 0.158 | 0.693 | 0.129 | 0.091 | 0.085 |
| EE4 | 0.090 | 0.187 | 0.616 | 0.064 | 0.285 | -0.165 |
| SN2 | 0.243 | 0.176 | 0.150 | 0.791 | 0.018 | -0.032 |
| SN1 | 0.246 | 0.169 | 0.182 | 0.731 | 0.103 | -0.029 |
| SN3 | 0.218 | 0.212 | 0.156 | 0.558 | 0.481 | 0.037 |
| EI2 | 0.524 | 0.300 | -0.033 | 0.026 | 0.581 | 0.016 |
| SN5 | 0.081 | 0.250 | 0.217 | 0.441 | 0.513 | 0.029 |
| ED | 0.031 | -0.070 | 0.081 | -0.029 | 0.013 | 0.949 |
| **Cronbach's Alpha** | **0.933** | **0.904** | **0.847** | **0.766** | **0.545** | **0.025** |

($\beta = 0.149, p = 0.002$), though its effect size is smaller than that of attitude and PBC. This highlights the importance of confidence, but suggests it may not be sufficient without favorable attitudes and a sense of control.

Conversely, **Subjective Norms** was found to be statistically non-significant ($\beta = 0.019, p = 0.640$), implying that social pressure or expectation does not strongly influence the entrepreneurial intentions of this sample. Surprisingly, **Entrepreneurship Education (EE)** showed a weak **negative** effect that was marginally insignificant ($\beta = \lambda 0.072, p = 0.051$). This unexpected finding suggests that EE may, in some cases, unintentionally dampen intentions by exposing participants to systemic barriers without adequately preparing them to mitigate these challenges (Mwange & Mwiya, 2024). Finally, **Entrepreneurship Duration** was also statistically non-significant ($\beta = 0.010, p = 0.711$), reinforcing the correlation finding that the length of exposure does not translate into stronger intentions; instead, the quality and content of the experience matter more (Ngoma & Sichimba, 2020). Overall, the model supports key tenets of the Theory of Planned Behavior while introducing contextual nuances regarding the unexpected effect of formal EE.

**Table 3**
Correlation Analysis

| Variable | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| 1. Entrepreneurial Intensions | 1 | | | | | | |
| 2. Attitudes Towards Entrepreneurship | .781** | 1 | | | | | |
| 3. Entrepreneurial Self Efficacy | .688** | .649** | 1 | | | | |
| 4. Entrepreneurship Education | .482** | .600** | .517** | 1 | | | |
| 5. Perceived Behaviourial Control | .652** | .528** | .731** | .456** | 1 | | |
| 6. Subjective Norms | .582** | .593** | .634** | .513** | .629** | 1 | |
| 7. Entrepreneurship Duration | 0.013 | 0.036 | −0.034 | 0.068 | −0.033 | −0.008 | 1 |

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

**Table 4**
Regression Analysis Coefficients

| Model<br>Predictor | Unstandardized Coeff.<br>B | Std. Error | Standardized Coeff. ($\beta$) | t | Sig. |
|---|---|---|---|---|---|
| (Constant) | 0.598 | 0.139 | | 4.311 | 0.000 |
| Attitudes Towards Entrepreneurship | 0.571 | 0.041 | 0.580 | 14.039 | 0.000 |
| Entrepreneurial Self Efficacy | 0.133 | 0.042 | 0.149 | 3.162 | 0.002 |
| Perceived Behaviourial Control | 0.232 | 0.039 | 0.258 | 5.970 | 0.000 |
| Subjective Norms | 0.018 | 0.038 | 0.019 | 0.468 | 0.640 |
| Entrepreneurship Education | -0.071 | 0.036 | -0.072 | -1.960 | 0.051 |
| Entrepreneurship Duration | 0.003 | 0.008 | 0.010 | 0.371 | 0.711 |

[a] Dependent Variable: Entrepreneurial_intensions

## 6. Hypothesis Testing and Conclusions

### 6.1. Results of Hypothesis Testing

The results from the correlation and regression analyses allow for a formal test of the study's hypotheses. Based on the correlation results, five out of six hypotheses regarding the **relationship** between variables were supported, with only the relationship between Entrepreneurship Duration and Intensions not being supported. However, when considering the **effects** as determined by the regression analysis, only three hypotheses were supported: that Attitudes, Perceived Behavioral Control, and Entrepreneurial Self-Efficacy significantly affect Entrepreneurial Intensions. The hypotheses concerning the effect of Entrepreneurship Education, Subjective Norms, and Entrepreneurship Duration on intentions were **not supported** by the regression model.

### 6.2. Limitations of the Study

This study acknowledges several limitations that may affect the generalizability and interpretation of its findings. Firstly, the reliance on **self-reported data** through surveys introduces the potential for response bias, where participants might overstate or understate their intentions due to social desirability. Secondly, the focus on youth enrolled in **formal education institutions** potentially excludes valuable insights from informal sector participants, who represent a significant portion of Zambia's entrepreneurial landscape. Thirdly, the **cross-sectional design** limits the ability to establish definitive causality between entrepreneurship education and entrepreneurial intentions, as it cannot capture temporal changes or long-term effects. Furthermore, the study could not fully control for variations in curriculum quality, teaching methods, and institutional support across different EE programs, which may influence outcomes. Finally, due to resource constraints, the **sample size and geographic coverage** were limited, potentially affecting the representativeness of the results across Zambia's diverse youth population.

**Table 5**
Summary of Hypothesis Testing

| Hypothesis | Relationship | Supported? |
|---|---|---|
| H1 | Entrepreneurship Education has a relationship with EI? | YES |
| H2 | Attitudes towards entrepreneurship has a relationship with EI? | YES |
| H3 | Subjective Norms has a relationship with EI? | YES |
| H4 | Perceived Behavioural Control has a relationship with EI? | YES |
| H5 | Entrepreneurship Education Duration has a relationship with EI? | NO |
| H6 | Entrepreneur Self efficacy has a relationship with EI? | YES |
| **Hypothesis** | **Effects (Regression)** | **Supported?** |
| H1 | Entrepreneurship Education affects Entrepreneurial Intensions? | NO |
| H2 | Attitudes towards entrepreneurship affects with EI? | YES |
| H3 | Subjective Norms affects Entrepreneurial Intentions? | NO |
| H4 | Perceived Behavioural Control affects Entrepreneurship Intensions? | YES |
| H5 | Entrepreneurship Education Duration affects Entrepreneurship Intensions? | NO |
| H6 | Entrepreneur Self efficacy affects Entrepreneurship Intension? | YES |

# 7. Conclusion and Recommendation

## 7.1. Conclusion

The study's findings, consistent with Ajzen (1991) Theory of Planned Behaviour, demonstrate that the formation of entrepreneurial intentions among Zambian youth is critically influenced by key psychological and contextual factors. The correlation analysis revealed that **attitudes toward entrepreneurship**, **perceived behavioural control**, and **entrepreneurial self-efficacy** are all significantly and positively associated with entrepreneurial intentions, underscoring the importance of favorable perceptions, agency, and confidence. This highlights that individuals who see entrepreneurship as desirable, feel capable of managing challenges, and believe in their competence are the most inclined to pursue ventures. The positive correlation with entrepreneurship education, though moderate, suggests that education is a factor, but the negligible relationship with entrepreneurship duration indicates that mere length of exposure does not inspire drive.

Crucially, the regression analysis reinforced these points, identifying attitude, perceived behavioral control, and self-efficacy as the strongest and most significant predictors. However, the non-significant effect of subjective norms and the weak, marginally insignificant negative effect of **entrepreneurship education itself** present important contextual paradoxes for Zambia. This suggests that while EE increases awareness and confidence, it may inadvertently reveal the significant systemic barriers (e.g., funding access, regulatory complexity) that discourage actual entrepreneurial action. Ultimately, the results emphasize the multidimensional nature of intention and the need for **holistic interventions** that prioritize quality, experiential content, and barrier-mitigation strategies over just duration or theory, in order to cultivate sustainable entrepreneurial mindsets.

## 7.2. Recommendation for Further Study

* **Inclusion of Informal Sector Youth:** Given the significance of informal entrepreneurship in Zambia, future research should incorporate youth outside formal education systems to provide a more holistic view of entrepreneurial drivers and barriers across diverse socio-economic backgrounds. * **Comparative Analysis of EE Program Quality:** Further studies should evaluate the differential impact of EE programs by comparing curriculum content, pedagogical approaches, and institutional support across various public, private, and community-based institutions. This would inform national standards and best practices for EE delivery. * **Experimental and Mixed-Methods Approaches:** Incorporating experimental designs (e.g., randomized controlled trials) and mixed-methods frameworks would strengthen causal claims and enrich quantitative findings with qualitative depth, especially for psychological constructs like self-efficacy and perceived behavioral control. * **Geographically Diverse Sampling:** Expanding geographic coverage to include rural, peri-urban, and underserved regions would improve representativeness and reveal contextual nuances in entrepreneurial intention formation, informing targeted policy interventions. * **Integration of Cultural and Social Norms:** Future research should explore how cultural values, family expectations, and community norms shape entrepreneurial aspirations, potentially involving ethnographic studies or the use of culturally adapted behavioral

models. * **Digital and Experiential Learning Impact:** Studies should assess the effectiveness of digital platforms and experiential learning (e.g., simulations, internships, hackathons) in fostering entrepreneurial mindsets, particularly relevant for youth in tech-enabled environments.

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## Appendix: Research Questionnaire

This appendix provides the structured questionnaire used to assess entrepreneurship education experiences, attitudes, and entrepreneurial intentions among youth in Zambia. The instrument was organised into four main sections.

| Code | Question Item |
|---|---|
| **Section A: Screening & Group Identification** | |
| QA1 | Indicate your gender (Male / Female). |
| QA2 | How old are you? |
| QA3 | What year of study are you in? |
| QA4 | Which school best describes where your programme of study belongs? |
| QA5 | Have you ever received any formal training or education specifically focused on entrepreneurship? (Yes / No) |
| QA6 | Where did you receive this entrepreneurship education? (Secondary School, TVET College, University, NGO, Government, Church, Other – specify). |
| QA7 | Approximately how long ago did you complete this entrepreneurship training (in weeks)? |
| QA8 | Duration of the entrepreneurship programme (Less than an hour, Hours, Days, Weeks, Months, One semester, One year, More than a year). |
| **Section B: Entrepreneurship Education Experience (Duong & Vu, 2024)** | |
| *Likert Scale: 1 = SD, 2 = D, 3 = N, 4 = A, 5 = SA* | |
| QB1 | (EE1) Entrepreneurship programmes include practical exercises (business idea development, simulations). |
| QB2 | (EE2) Entrepreneurship programmes help learners understand market research. |
| QB3 | (EE3) Entrepreneurship programmes improve financial management knowledge. |
| QB4 | (EE4) Programme instructors/mentors are knowledgeable and supportive. |
| QB5 | (EE5) Entrepreneurship programmes are valuable for developing entrepreneurial skills. |
| **Section C: Core Constructs (TPB & ESE)** | |
| Attitudes Toward Entrepreneurship (Dinc & Budic, 2016) | |
| QC1 | (ATE1) Being an entrepreneur would bring me great satisfaction. |
| QC2 | (ATE2) Being an entrepreneur would be fulfilling for me. |
| QC3 | (ATE3) Starting a business is an attractive career choice for me. |
| QC4 | (ATE4) If given the opportunity, I would love to start my own business. |
| QC5 | (ATE5) An entrepreneurial career is desirable for me. |
| QC6 | (ATE6) Among career options, I would prefer to be an entrepreneur. |
| Entrepreneurial Self-Efficacy (Duong & Vu, 2024) | |
| QD1 | (ESE1) I am confident in identifying new business opportunities. |
| QD2 | (ESE2) I have the skills and knowledge needed to start a business. |
| QD3 | (ESE3) I can identify new market opportunities. |
| QD4 | (ESE4) I can develop a viable business plan. |
| QD5 | (ESE5) I demonstrate strong leadership and problem-solving abilities. |
| Subjective Norms (Dinc & Budic, 2016) | |
| QE1 | (SN1) My close family would likely support my decision to start a business. |
| QE2 | (SN2) My friends would likely support my decision to start a business. |
| QE3 | (SN3) Important people in my life want me to be an entrepreneur. |
| QE4 | (SN4) People who influence me believe I can be an entrepreneur. |

| Code | Question Item |
|---|---|
| QE5 | (SN5) In my community, starting a business is respected. |
| Perceived Behavioural Control (Dinc & Budic, 2016) | |
| QF1 | (PBC1) Starting a business is mostly within my control. |
| QF2 | (PBC2) Starting and running a firm would be easy for me. |
| QF3 | (PBC3) I know how to develop an entrepreneurial project. |
| QF4 | (PBC4) If I tried to start a business, I would likely succeed. |
| QF5 | (PBC5) I know the practical steps required to start a firm. |
| **Section D: Entrepreneurial Intentions (Duong & Vu, 2024)** | |
| *Likert Scale for EI1–EI5: 1 = SD, 5 = SA; EI6 uses Intention Scale: 1 = Very Unlikely, 5 = Very Likely* | |
| QG1 | (EI1) I am ready to do anything to become an entrepreneur. |
| QG2 | (EI2) My professional goal is to become an entrepreneur. |
| QG3 | (EI3) I have seriously thought about starting a business. |
| QG4 | (EI4) I will make every effort to start and run my own business. |
| QG5 | (EI5) I am determined to create a firm in the future. |
| QG6 | (EI6) How likely are you to start a business within the next five years? |