

## **Analyze the Contribution of Higher Educational Institutions in Enhancing the Social Dimension of Human Advancement: Mediating Role of Entrepreneurship Education in Ethiopia, Horn of Africa**

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### **A B S T R A C T**

Present research focused to examine the higher educational institutions contributions in enhancing the social dimension of human advancement with the mediating role of entrepreneurship education in Ethiopia. Comparative cross-sectional survey study research design was employed for this study along with both quantitative and qualitative components. Structured questionnaire was used to collect responses from learners and non learners from the Bule Hora University, Ethiopia. A multi stage sampling technique was purposively employed to select three Kebele from west Guji Zone because of its learner potential. CFA SEM is adapted to quantify advancement at individual level as well as aggregate social advancement. Results show that because of entrepreneurship education imparted by university is helpful in enhancing the social dimension of human advancement. It manifested that entrepreneurship education is fully mediating the independent and dependent variables. Thus it is recommended that higher educational institutions will be considered in the present study as reference for enhancing the social dimension of human advancement.

**Keywords:** Social Dimension, Human Advancement, Employment Generation, Living Standard and Entrepreneurship Development.

### **1.1. Introduction**

As a crucial social institution higher educational institutions help the community by creating competencies that is the main resource for framing the structure of social base (Pee et al., 2020). Mdleleni (2021) in his research work found that higher educational institutions contribute to sustainability of society and human enhancement by inclusion of the marginalized communities that are deprived from the benefits of education. By this type of inclusion, Higher Educational Institutions improve the community participation at educational platform that results in engagement in productive work and enhancement of life (Chankseliani et al., 2021).

Based on the existing literature reviews on contribution of higher educational institutions in social development present research hypothesized that higher education's contributions to social advancement with support of entrepreneurship education imparted by the Universities.

## 1.2. Statement of Problem

A functionalist recognizes that Higher Educational Institutions contributes in Social Dimension of Human Advancement (Sodirjonov, 2020; Mikheev et al., 2021). Institutions providing Higher education helps the social inclusion by providing both education and professional skills for sustainability (Schofer et al. 2021, Duque et al., 2020). Oppositely, dysfunction and interaction school of thought researchers like Alam et al., (2021) argued that, higher education institutions especially in developing economies are unsuccessful in their role of social development. They are just platforms of imparting traditional education and degree distribution. Ratten et al., (2021) also conforms the same result in the COVID-19 pandemic time. So, authors observed the evidence gap in the reviewed literature.

There are a lot of studies like Cui et al., (2021); Hameed et al., (2021); Boubke et al., (2021) that

investigated the influence of start-up development entrepreneurial education on entrepreneurial intention of the university students with the meddle role of different type of variables like training programme and culture etc. but no study will analyze the contribution of higher educational institutions in enhancing the social dimension of human advancement: mediating role of entrepreneurship education. Therefore, knowledge gap is manifested in literature reviewed.

So to check contradiction in evidence, to fill gap in knowledge and to help policy makers this study is to analyze the contributes in Social Dimension of Human Advancement with mediating role of entrepreneurship education imparted by the Bule Hora University, Ethiopia.

## 1.3. Literature review

Study by Sharma et al., (2021) established that entrepreneurship education imparted by different universities elevates the skill and efficiency in the form of innovation based business expansions. In related study Liao et al. (2019) concluded that with help of entrepreneurship education universities are successful in employment generation to an extent. Iwuoha et al., (2021) shows that universities as one of the social institution shows a little concern for income generation, wellbeing and education impartation. Patfield et al., (2021) shown in their research that higher education impartation to society leads to enhancement in living standards, health as well as employment generation.

Zaring et al., (2021); Cunningham et al., (2021); Jones et al., (2021) studies manifested that Higher education institutions promotes the entrepreneurial culture and entrepreneurship.

So on base of above literature three variables are identified as the indicator of social advancement that are contribution of higher education institutions to social dimension of human advancements like employment generation, living standard and entrepreneurship development.

### 1.3.1. Study Main Objective

Central aim of research is to investigate the contribution of higher education institutions to social dimension of human advancement with mediating role of entrepreneurship education.

## 1.4. Method of Research

### 1.4.1. Narrative of the Region of Research

The research area was selected as the Bule Hora University, Ethiopia. Bule Hora University was established in 2012 G.C. It is situated in West Guji Zone, Oromia Regional State, which is the south part of Ethiopia. From capital city Addis Ababa it has a distance 467 km. it is the youngest comprehensive universities in Ethiopia. The foundation stone of the Bule University (BHU) was laid on 28 November 2008 (Wikipedia, 2021).

### 1.4.2. Research Design

The comparative cross-sectional survey study research design was employed for this study along with both quantitative and qualitative components.

### 1.4.3. Data Type and Source

Study used both qualitative and quantitative data type that was collected by using primary and secondary data sources. The primary source of data was the direct observation of the study area and survey method. Secondary data source was collected from, published researches, written documents books and other related sources of information.

### 1.4.4. Sample Size Determination

Because stratified random sampling technique provides the equal chances for selection for each member of the population, so that stratified random sampling technique was used by the researchers. Respondents were categorized into two strata: learner from Bule Hora University and non learner from Bule hora University. As a single education provider in west Guji region, Bule Hora University is the growth pole and centre of service with more than seven extension centers.

Formula suggested by Yamane (1967) is used to find out the size of sample:

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

In this formula: n = the number of required sample); N = the population size of selected kebeles which is 3034 households e = confidence level (5%).

**Table 1: Summary of sample size by Kebeles**

Name of kebeles	Total household	Sampled Respondent		Total Sample by Kebeles
		Learner from Bule hora University	Non Learners from Bule Hora University	

	1150	71	71	142
<b>Kebele 1</b>	915	71	71	142
<b>Kebele 2</b>	969	34	35	69
<b>Kebele 3</b>	3034	176	177	353

Source: Researchers own computation, 2021

#### 1.4.5. Sampling Technique

A multi stage sampling technique was purposively employed to select one District from Guji Zone because of its learner potential. The first stage involved consultation with selecting learner from three kebeles around the Bule Hora Town, Ethiopia. In the second stage, the household number and lists of the respondents who live in the study Kebele were obtained from kebeles administration and advancement agent's office. In the final stage, households were listed by each stratum (learner users and non-users) then the simple random sampling technique was employed to select sample households from each stratum using a random number from both learner and non-learners from Bule hora University.

#### 1.4.6. Data Analysis

In this study, both descriptive analysis and econometric models will be employed based on objectives of the study. After data collection and editing and coding will complete, it will entered into computer using STATA version14 software. SEM (Structure Equation Model) is employed to see the mediating role of entrepreneurship education on Social development.

#### 1.4.7. Reliability measures

**Table 2: Construct with Explained Variance**

<b>Construct</b>	<b>Cronbach's Alpha</b>	<b>Composite Reliability</b>	<b>Average Variance Extracted</b>
<b>Employment Generation</b>	0.867	0.82	0.79
<b>Living Standard</b>	0.813	0.87	0.82
<b>Entrepreneurship Education</b>	0.921	0.72	0.82
<b>Social Advancement</b>	0.793	0.91	0.79

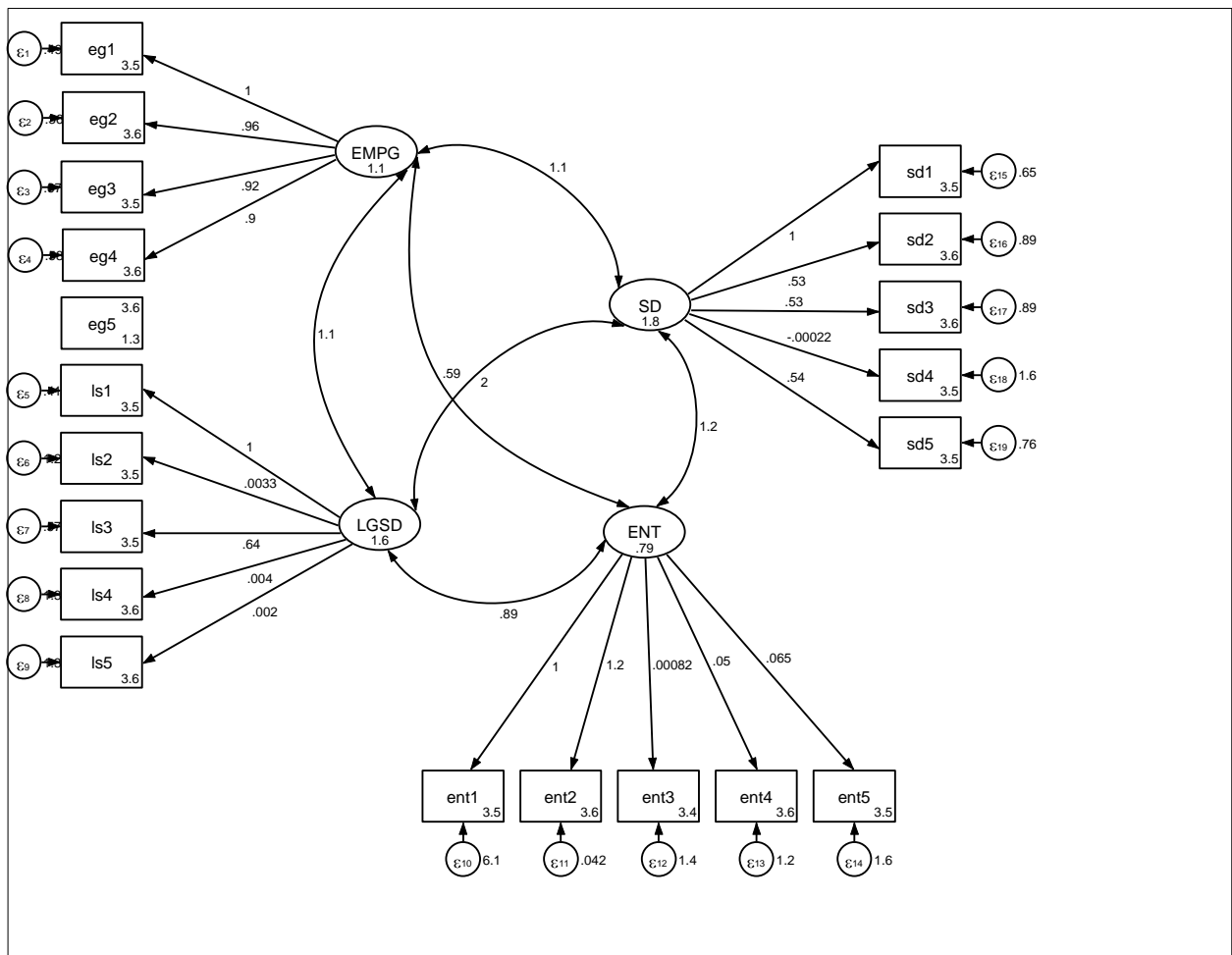
Source: STATA 14 Outcomes (2021)

The Cronbach's Alpha values for Employment Generation, Living Standard, Entrepreneurship education and Social Advancement was more than 0.8. This shows the inner reliability of the instrument. To show the validity researchers used the convergent validity which is explained with help of explained variance, Average Variance Extracted (AVE). AVE more than 0.50 is indicator of convergent validity. As all values of all variables are more than 0.50, convergent validity is achieved. The other measure for convergent validity is measure of internal consistency in scale items that is reliability of construct. All the variables values for Composite Reliability (CR) are greater than 0.70, that is the indicator of convergent validity achievement.

**1.4.7.1. Confirmatory Factor Analysis (CFA)**

CFA is a tool for factor analysis. It helps to ensure the superiority of a construct. It has its assumptions of uni-dimensionality, validity, and reliability that must be fulfilled before running of CFA (Jann, B., 2021). Construct for uni-dimensionality, validity, and reliability is shown under table number 2. Fit model of the structural equation is framed with help of STATA 14 by using Confirmatory Factor Analysis having maximum likelihood ratio.

**Diagram 1: Confirmatory Factor Analysis (CFA)**



**Source: STATA 14 Outcomes, 2021**

(IDV: Employment Generation, Living Standard, Entrepreneurship, DV: social development, MEDIATING VARIABLE: entrepreneurship education)

**1.4.7.2. Goodness of fit**

The ration between  $\chi^2$  and df was found to be 2.134. That is lower than 5.0. This shows the model fitness as also supported by the Luchman, J. N. (2021) Wahl et al. (2021) and Bower (2021). The outcome intended for Incremental fit indexes was Comparative Fit Index of 0.9315 which is more than 0.90 as when compares the existing model with the iteration model of baseline. Similarly Tucker-Lewis Index (TFI) judge against the present model with

the model of baseline was value of 0.932. The goodness of fit model was for this research is shown as:

**Table 3: Model Fit Indexes**

Test Type	Indicator	Acceptance Criteria	Explanation
1. Absolute fit	RMSEA = 0.032	RMSEA < 0.08	Shows Model Fitness
2. Incremental fit (Comparative Fit Index)	CFI=0.9315	CFI > 0.90	Shows Model Fitness
3. Tucker-Lewis Index	TLI > 0.932	TLI > 0.90	Shows Model Fitness
4. Parsimonious fit	$\chi^2/df= 2.134$	< 5.0	Shows Model Fitness

**Source: STATA 14 Outcome (2021)**

In table number 3, the comparative fit index (CFI) with 0.927 value is more than acceptance value of 0.90. Tucker–Lewis index and is also known as the nonnormed fit index is also have 0.922 value that is also higher than acceptance level of 0.90. It depicted a incremental fix indices. The root mean square error of approximation (RMSEA) was 0.032, which is closer to zero as well as less than 0.08. Thus if we seen as a whole on the base of these values as a output of STATA 14, model is look fix.

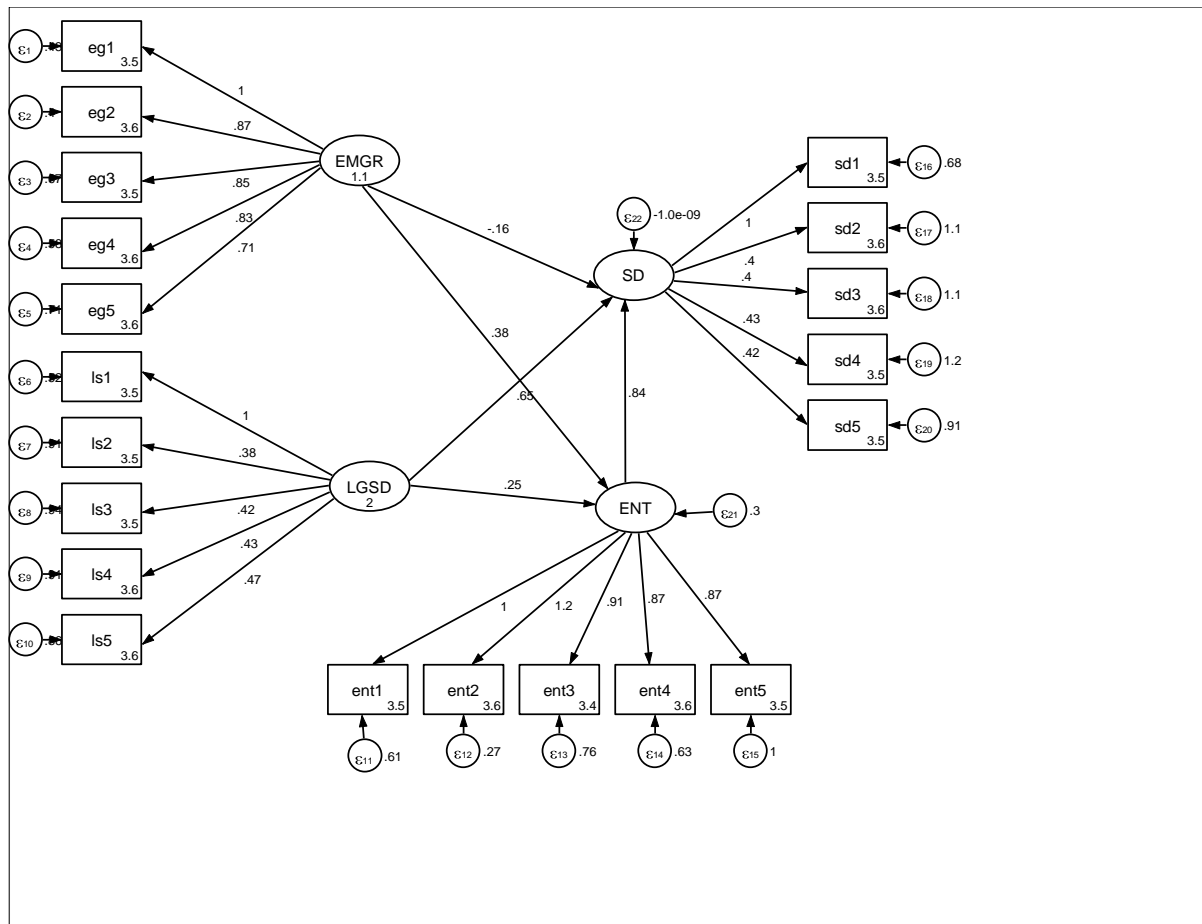
### 1.5. HYPOTHESIS TESTING:

For the present research seven hypotheses are tested on the base of p-value. The p-value as researcher found on the base of STATA 14 outcome as depicted below:

**Table 4: SEM Equation Outcome**

	Coef.	Std. Err.	z	P> z	[95% Conf. Interval]	
-----+-----						
cov(EMPG,LGSD)	1.050025	.1982485	5.30	0.000	.6614651	1.438585
cov(EMPG,ENT)	.5934741	.0798298	7.43	0.000	.4370106	.7499375
cov(EMPG,SD)	1.146974	.1914756	5.99	0.000	.7716886	1.522259
cov(LGSD,SD)	1.985641	.0061378	323.51	0.000	1.973611	1.997671
cov(ENT,SD)	1.150706	.0265467	43.35	0.000	1.098676	1.202737

Below figure shows the implication of both indirect and direct path with help of SEM diagram. The mediating role of entrepreneurship education was tested with help of path diagram.



Source: STATA 14 Outcomes, 2021

The visual interpretation of SEM path diagram shown that direct path shows less significantly relationship but the indirect paths shown more significant relation. Thus it manifested that entrepreneurship education is fully mediating the independent and dependent variables.

**Table 5: Hypothesis Testing**

Assumption	Std- $\beta$	P-Value	Outcome
<b>H1:</b> Considerable association among employment Generation and Entrepreneurship education.	0.38	0.00	Accepted
<b>H2:</b> Considerable association among living standard and Entrepreneurship education.	0.25	0.00	Accepted
<b>H3:</b> Considerable association among employment Generation and social advancement.	0.16	0.00	Accepted
<b>H4:</b> Considerable association among living standard and social advancement.	0.65	0.00	Accepted
<b>H5:</b> Considerable association among entrepreneurship education and social advancement.	0.84	0.00	Accepted
<b>H6:</b> Entrepreneurship education mediates the association among employment Generation and social	Indirect path is more momentous than direct path.	Maximum evidence for mediation is found.	

advancement.		
<b>H7:</b> Entrepreneurship education mediates association among living standard and social advancement.	Indirect path is more momentous than direct path.	Maximum evidence for mediation is found.

**Note:**  $p < 0.10^*$  and  $p < 0.001^{***}$

### 1.5.1. Discussion

On base of above table it is manifested that a strong and positive relationship found between the employment generation and education of entrepreneurship imparted by the university. Thus alternative Hypothesis 1 ( $H_1$ ) is accepted. STATA output of SEM indicates that Entrepreneurship education imparted by the Bule Hora university is responsible for employment Generation in the study area as  $p < 0.001$  level. Similarly, considerable association found between living standard and Entrepreneurship education. Thus, assumption  $H_2$  is supported. There is a considerable connection found among employment Generation and social advancement with  $p$  value is 0.000. Also, there is a considerable affiliation found among living standard and social advancement. Similarly all hypotheses were shown a considerable association in a positive direction. Table 5 also demonstrated that entrepreneurship education mediates the association among employment Generation and social advancement for the reason that indirect path is more momentous than direct path. Entrepreneurship education also mediates the relationship between living standard and social advancement because direct path is not significant but indirect paths are also significant. Thus Entrepreneurship education fully mediated the variables.

### 1.6. Conclusions

In conclusion, the study investigated the contribution of higher education institutions into the social dimension of human advancement with help of mediating function of education related with free enterprise development. The study reveals that education related with free enterprise development imparted by the Bule Hora University completely mediating between employment generation and social dimension of human advancement. Also entrepreneurship education imparted by the Bule Hora University completely mediating between enhancement of living standard and social dimension of human advancement. Therefore it is concluded that both dimensions are directly influences the social dimension of human advancement, when university mediating then with help of imparting entrepreneurship education. Therefore social dimension of human advancement like employment generation and living standard are the major components that are issue that are addressed properly if higher education institutions put more focus on facilitation of education based on entrepreneurship that further helps inclusion of students in venture start up and providing assimilative culture for incubation and nurturing of entrepreneurship spirit. Present research is limited to public higher education institutions of Ethiopia because in Ethiopia public universities are the major source of imparting both traditional and vocational or entrepreneurship education. Present study conducted in comprehensive university that is act as growth pole for social development by providing the spillover effect.



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