The influence of family social capital toward the entrepreneurial intention among prospective graduates in Tanzanian universities

Ruth Elias

Department of Business Administration and Management,
The University of Dodoma, Dodoma, United Republic of Tanzania

Abstract

Purpose – The study examines the influence of family social capital on prospective university graduates’ entrepreneurial intentions in Tanzania. The study also looks at the way entrepreneurial education amplifies the primary link between the study variables.

Design/methodology/approach – Cross-sectional data were gathered at a specific period from potential graduates in Tanzanian universities using structured questionnaires under the quantitative approach. The links between family social capital, entrepreneurship education and entrepreneurial intention were examined using the PROCESS macro.

Findings – Family social capital significantly influences the entrepreneurial intention of prospective Tanzanian university graduates. The entrepreneurial intentions of prospective graduates from Tanzanian universities are positively and significantly impacted by entrepreneurship education. The relationship between family social capital and the entrepreneurial intention of prospective graduates from Tanzanian universities is positively and significantly moderated by entrepreneurship education, and as a result, the positive impact of family social capital is amplified with increased entrepreneurship education.

Research limitations/implications – This study examines the impact of family social capital on the entrepreneurial intention of the prospective graduates from Tanzanian Universities. Other studies may look at the impact of family social capital on entrepreneurial intention when controlled with social capital acquired after university life. This is to check if the entrepreneurial intention has changed in any way.

Practical implications – Universities should stress the importance of offering entrepreneurship education as a way to complement and amplify the influence of family support on encouraging people to intend to pursue entrepreneurial opportunities. This is because the presence of entrepreneurship education increases the positive impact of family social capital on entrepreneurial intention. Furthermore, families should have the culture of having good relationship that brings strong family social capital which are necessary for the intention to pursue entrepreneurship opportunities.

Originality/value – The study advances the literature on analysing the entrepreneurial intention of prospective graduates in Tanzanian universities by giving empirical evidence from Tanzania. The report also identifies entrepreneurship education as a crucial programme to enhance the impact of family social capital and entrepreneurial intention on aspiring graduates in Tanzanian universities. Furthermore, the study shows the importance of family social capital on the prospective graduate’s intention to pursue entrepreneurship opportunities.

Keywords Family social capital, Entrepreneurship education, Entrepreneurial intentions, Self-employment, Graduates, Entrepreneurship

Paper type Research paper

1. Introduction

Research on entrepreneurial intention is of important aspect in entrepreneurship and play a key role as the best predictor of rare and difficult behaviour an individual may possess (Bird, 1988). Entrepreneurial intentions are mostly regarded as significant determinants of actual involvement in the start-up of new businesses. Krueger et al. (2000) and Fernández et al. (2021)
showed that since entrepreneurial behaviour does not occur over night, it is important to understand the intention to self-employment for as the way to new start-up of the business. Understanding entrepreneurial intention among individuals becomes viable alternative for country economy, longest work life expectancy as well as job creation in later years (Parker et al., 2020). Investigation on entrepreneurial intention is important as the increases in numbers of graduates from higher learning institutions each year are higher than the available employment in the labour market (Amani, 2017).

There is a consensus among researchers that, prospective university graduates have advantage of entrepreneurial intention since they have been equipped with critical and innovative skills that are necessary to employ themselves (Katundu and Gabagambi, 2016; Mgunagle and Zizka, 2020; Mgaiwa, 2021). Universities equip students with necessary skills to sharpen their mind, and to be curious but also they have time to make and correct mistake, they are energetic and are most widely used groups to contribute to the overall economy of communities (Mgunagle and Zizka, 2020). Furthermore, practices evidence that entrepreneurial courses offered by universities have been considered vital for the entrepreneurial intention for the prospect graduates (Chan, 2016; Nguyen, 2018; Saadat et al., 2022). However, a large number of graduates fail to intend to start their own business in spite of the fact that they are the mostly used group provided with entrepreneurship education. Researchers argue that fear of risk and economic capital ranked as the highest barrier on intention to entrepreneurial intention (Katundu and Gabagambi, 2016). In the history of development entrepreneurial ship, ability to perceive and take risk has been a key factor for entrepreneurial intention. This has made most of the researcher to focus on finding the influence of university education and entrepreneurial intention. However, individual behaviour, self-determination and confidence can be accumulated from childhood experiences (Brehm and Rahn, 1997). People gain knowledge from many institutions that foster the behaviours and morals that grow social capital for personal development. Our social selves are consolidated during our adolescent years, according to Robinson (2006). Social capital has been described in previous literature as an all-encompassing notion that shapes a person’s behaviour, attitudes, and tendencies (Brehm and Rahn, 1997). Child interest in other people, companionship, and peer interactions generally take on more significance during this time (Choudhury et al., 2006). Families are best placed to strengthen trust in other people and learn from other’s action (Tuominen and Haanpää, 2022). Furthermore, families are often regarded as a wellspring of social capital generation or destruction. Therefore, perhaps three to four years’ time spent in universities are important but not enough to equip prospective graduates to develop the risk-taking attitude and critical behaviour for entrepreneurial intention. The accumulated social capital gained for the past 18–19 years from the families, before joining university education might be necessary for entrepreneurial intention.

Furthermore, Porda et al. (2022) found that, elements of social capital can make the entrepreneurial education being viable. This indicates that developing key entrepreneurial attitudes and behaviours need family social capital, which can be developed through entrepreneurship education. The elements of norms that have been developed through a disciplined mindset, behaviour, and attitudes may have an impact on a person’s capacity for risk-taking, time management skills, and leadership abilities. As the social capital important in entrepreneurship education, likewise entrepreneurial education is important to amplify the social capital toward intention to self-employment. But up until recently, there is limited reliable evidence that entrepreneurial education had any moderating effect on the association between accumulated social capital and intention to work for oneself among the prospective graduates. Therefore, the purpose of this study was to investigate how entrepreneurial intention and family social capital among prospective graduates are affected by entrepreneurship education.
2. Literature review and study hypotheses
The concept of social capital theory was initially introduced by sociologists to elucidate how interpersonal relationships within various spheres, including communities, friendships, professional connections, and family ties, contribute to the creation of social capital and individual wealth (Tuominen and Haanpää, 2022). This theory highlights that the development and accumulation of human capital can be effectively facilitated through social relationships (Bourdieu, 1986). The acquisition of social capital helps explain the disparities in accessing institutional and other resources, as well as the uneven opportunities for cultivating and preserving human and cultural capital (Jacobs et al., 2016). This study aims to investigate how the families and educational relationships, along with the processes and structures therein, impact a prospective graduate’s preference to start their own business after completing their studies. This is because individuals who possess social capital are more likely to have access to vital resources such as networks, knowledge, information, skills, funding, and mentorship, all of which are essential for overall well-being and development. Therefore, by having access to these resources, an individual may be motivated to pursue self-employment, as they are more likely to be perceived as legitimate and credible within the business community, thereby attracting potential customers, partners, and investors. Moreover, they may possess the courage and optimism to achieve success in business based on their social relationships developed through their family and educational experiences.

2.1 Family social capital and entrepreneurial intention among prospective graduates
Literature demonstrated that a high investment in connection between the parent and children can have powerful and long-lasting effects (Browne and Battle, 2023; Chirico and Salvato, 2016; Dufur et al., 2013). They are more likely to have a positive self-image and believe in their abilities. It provides a sense of exposure, confidence, courage, guidance and learn how to act in future (Dufur et al., 2008, 2013), have significant impact on a person’s decision (Lindfors et al., 2018; Belay, 2023) and be resilient in adverse situation and take courage to try new things (Dufur et al., 2008, 2013). Process family social capital improves the mental, physical, emotional and social health of the child from early stages of life (McPherson et al., 2014). On the structural social capital, literature shows that, firstborn siblings often take on leadership roles within the family and may have more exposure to responsibility and decision-making, which can foster independence, self-reliance, and an entrepreneurial mindset. Raised in the family structure where parents and siblings were self-employed act like the role models and mentors, it gives courage to work harder in the future. Again, growing up in rural areas, where entrepreneurship may be more prevalent due to limited job opportunities can have a positive influence on the entrepreneurial intention. It is well known that family social capital influences profession choice and entrepreneurship significantly since it shapes societal norms and behavioural models, provides (moral) support, and provides access to necessary resources (Wakkee et al., 2018). Additionally, Israel and Beaulieu (2004), found that both process and structural attributes of family social capital are the determinants factors of school student educational achievement. Conversely, Wit and Winden (1989) the absence of one or both parents negatively influence intention to self-employment. On the other side, (Edelman et al., 2016), showed that the extent of business start-up activities was, in fact, consistently adversely correlated with family financial support. Recent evidence suggests that, Tanzania has diverse family processes and structures, including extended families and traditional family systems and connections (Mwita, 2019). As a result, little quantitative research has been done to determine how various family processes and structures affect children’s entrepreneurial purpose. It is essential to shed light on the significance of kinship networks, intergenerational ties, and the impact of family dynamics on entrepreneurial intention. Consequently, it was proposed that.
H1. There is a significant and positive relationship between family social capital and entrepreneurial intention among prospective graduates.

2.2 Entrepreneurial education on entrepreneurial intention among prospective graduates
All over the world studies show that, entrepreneurship education influence the decision making ability of the graduates to entrepreneurial intention (Amani et al., 2024; States and States, 2013). Entrepreneurship education is a term used to describe educational practises or programmes that encourage pupils to develop their entrepreneurial attitudes and skills (Saoula et al., 2023). It is considered crucial for the development of entrepreneurial behaviour of students (Amani et al., 2024). According to Do and Thu (2023) entrepreneurial intention is a measurable outcome of Entrepreneurship Education. This is because; Entrepreneurship education encompasses teaching strategies that equip graduates with the abilities to strive in their occupations (Amani et al., 2024). This includes developing critical thinking, teamwork, and decision-making skills, which are essential for decision making. In addition, a researcher shows that, the Entrepreneurship education provides creativity, problem-solving ability, and effective communication skills (Raharjo et al., 2023), plays a vital role in encouraging individuals to entrepreneurial intention. However, Tanzania has its unique social, economic, and cultural context, which may influence the effectiveness and outcomes of entrepreneurship education programs. Conducting a study within this specific context allows for a deeper understanding of the relevance and applicability of entrepreneurship education in Tanzania. Furthermore, conducting a study in Tanzania can contribute to the broader literature on entrepreneurship education by providing a comparative perspective. Therefore, it has been hypothesised that.

H2. There is a significant and positive relationship between entrepreneurial education and entrepreneurial intention among prospective graduates.

2.3 Moderating role of entrepreneurial education
Family is the area that can offer networks, resources like information, the ability to express oneself, love, connections and status; the provision of entrepreneurial education on top may strengthen the ability of the student to intend succeeds in life (Dufur et al., 2013; Lindfors et al., 2018). Entrepreneurial education is becoming more and more accepted as a legitimate programme that can equip people with the information and abilities needed to launch and build a business, including marketing, financial management, and business planning (Mwita, 2019; Nguyen, 2018). The combination of family social capital and entrepreneurship education can improve individuals' resources, knowledge, inspiration, and confidence they need to start their own business (Porda et al., 2022). By working together, these factors can advance the entrepreneurial intention among prospective graduates, especially when entrepreneurship education are used to amplify the effect of family social capital (Baum and Locke, 2004; Mbunda and Kapinga, 2021; Patzelt and Shepherd, 2011; Porda et al., 2022). By exploring the mediation effect of entrepreneurship education, researchers can gain a deeper and more holistic understanding of the factors that shape the intention to entrepreneurship among graduates in Tanzania. This study aims to analyse how family social capital and entrepreneurship education interact and influence each other, shedding light on their collective impact on entrepreneurial aspirations. Therefore, it has been hypothesised that,

H3. Entrepreneurship education positively and significantly moderates the relationship between family social capital and entrepreneurial intention among prospective graduates.
3. Methodology

3.1 Research design and sample
The research utilised a cross-sectional survey design to gather necessary information of the research at a single point in time. The sampling method employed was simple random sampling, which involved selecting 211 third-year students from undergraduate studies programs across two public universities in Tanzania. The sample size for this investigation was determined using an a-priori sample size calculator (Soper, 2020). The suggested minimum sample size was 123 since there were three latent variables, 16 observable variables, an expected effect size of 0.3, a desired statistical power of 0.8, and a p-value of 0.05. Considering that the calculator suggests the lowest sample size, a bigger sample size is thought to be appropriate. Furthermore, Yamane’s (1967) formula \( n = \frac{N}{1 + N(e^2)} \) was employed to calculate the required sample size for this study, considering finite population statistics. This formula enables the determination of a sample size from the population while ensuring the desired level of accuracy at a 95% confidence level in the statistical test and with a margin of error \( e = 0.05 \). Thus, with the provided statistics and a target population of 448 the determined sample size for this study was 211 expected graduates.

3.2 Data collection and measurements
To collect data on student information, a structured questionnaire was used as it is an effective means of gathering a wide range of information from a large number of respondents. The self-administering method was chosen due to its high response rate compared to methods such as mail, distribution, or telephone interviews. The current study used self-reported measures as other previous studies to measure all its main variables. Therefore, as presented in Table 2, the variable “family social capital” was measured by using six (6) items from Nahapiet and Ghoshal (1998) as cited by Sanchez-Famoso et al. (2023). The moderating variable “entrepreneurship education” was measured by using four (4) items as adopted from Walter and Block (2016) as used by Do and Thu (2023) and the outcome variable “entrepreneurial intention” was measured by suing six (6) items as adopted from Liñán and Chen (2009) as used by Do and Thu (2023). All items were measured in a five-point Likert scale ranging from 5 – Strongly agree to 1 – Strongly disagree.

3.3 Data analysis
To analyse the collected data, inferential analysis as a part of quantitative data analysis was conducted. Specifically, confirmatory factor analysis (CFA) was carried out in order to analyse the nature of the data and the validity and reliability of the measurement items. CFA has been widely used as part of assessing if measures are valid and reliable in quantitative data analysis. Furthermore, to examine the relationships as described in Figure 1, PROCESS macro was employed. To test the relationship between family social capital and entrepreneurial intentions, entrepreneurship education and entrepreneurial intentions, and the moderating effect of entrepreneurship education on the relationship between family social capital and entrepreneurial intentions among prospective graduates, Hayes’ PROCESS macro for simple moderation analysis was used.

3.4 Common method bias (CMB)
The study’s approach could have introduced bias, and in order to evaluate CMB, Harman’s single factor technique was utilised. This method demonstrates that the majority of the variance 42.33% is explained by just one factor. Since, the value is less than 50%, CMB was not a concern in the obtained data and hence bias did not pose a major problem in this study.
4. Results

4.1 CFA for reliability and validity

CFA is used to examine the validity and reliability of the measurement model in use, as well as the fit indices of the model. The results show that, $\chi^2 = 151.074$, DF = 101, $\chi^2$/DF = 1.496, $p = 0.001$, CFI = 0.970, NFI = 0.915, IFI = 0.970, TLI = 0.964, SRMR = 0.047, RMSEA = 0.049, and PCLOSE = 0.542 are the model fit indices. According to the body of extant literature, all indices are within the permissible range. Furthermore, the observed items’ factor loadings, as shown in Figure 2, are greater than 0.6 and successfully explain the corresponding latent variable. Cronbach’s alpha coefficient values were used to measure the internal consistency reliability, with the findings shown in Table 1 demonstrating that all values greater than 0.7 indicate that reliability was attained. The same was observed on the values of composite reliability (CR) which are above 0.7 as presented in Table 2. On the other hand, the values of AVE which are above 0.5 signify the achievement of convergent validity and the Fornell–Larcker criterion for discriminant validity was observed as presented in Table 3.

4.2 Structural model and hypotheses testing

The moderation analysis was performed using Hayes’ PROCESS macro. The results shown in Table 4 demonstrate a substantial positive relationship between FSC and ENI, supporting H1 ($\beta = 0.2124$, $p = 0.0005$). Additionally, there is positive significance in the association between ENE and ENI ($\beta = 0.3479$, $p < 0.001$), and the confidence intervals have a non-zero value. These results support H2’s claims. Thus, the findings imply that family social capital positively affects prospective graduates’ ambition to start their own business. Additionally, acquiring entrepreneurship education has a beneficial impact on entrepreneurial intention. As a result, the data imply that family social capital positively influences the entrepreneurial intention of the prospective graduate, but entrepreneurship education has a beneficial impact in defining their entrepreneurial intention. At last, the interaction term (FSC*ENE) successfully and significantly moderates the influence of FSC on ENI ($\beta = 0.1121$, $p = 0.0192$), with confidence intervals suggesting a non-zero value, supporting the hypothesised H3 hypothesis. Thus, the study’s results show the validity of the hypothesised connection, with $R^2$ change = 1.88% underlining that the interaction effect significantly aids in explaining changes in ENI. These results indicate that the relationship between family social capital and prospective graduates’ entrepreneurial inclination is well moderated by entrepreneurship education. In this way, entrepreneurship education strengthens the positive relationship between family social capital and future graduates’ intention to start their own business. The development of family social capital not only boosts entrepreneurial preferences among prospective graduates but is also further amplified by entrepreneurship education, thereby strengthening its positive impact on their intention to start their own businesses.

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family Social Capital</td>
<td>Entrepreneurial Intention</td>
</tr>
<tr>
<td></td>
<td>Entrepreneurship Education</td>
</tr>
<tr>
<td></td>
<td>Modifying variable</td>
</tr>
</tbody>
</table>

**Figure 1.**
The conceptual model

**Source(s):** Figure by the author
5. Discussions and conclusions
The findings are consistent with hypothesis H1, which states that among prospective graduates, family social capital is significantly and favourably correlated with entrepreneurial intention. The results of this investigation show that prospective graduates with family social capital respond positively on entrepreneurial intention. As a result, it would appear that prospective graduates who spent time together on social activities.

Figure 2. CFA

Source(s): Figure by the author
occasions, have strong social ties, and are able to rely on one another without worry with family members are more likely to have entrepreneurial intentions. The evidence from this study suggests that the said relationship build the strong courage to the graduate on believing on themselves and have good mental health to take good decision. Findings further support the idea of Dufur et al. (2008, 2013) who found that family social capital is critical in influencing individual to take courage to try new things and pursue their dreams. Furthermore, they are more likely to have a positive self-image and believe in their abilities (Browne and Battle, 2023; Dufur et al., 2013). Family social capital influences societal norms and behavioural templates (moral) support, and access to resources, which all have a

<table>
<thead>
<tr>
<th>Variables</th>
<th>Cronbach’s alpha coefficients</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family social capital</td>
<td>0.871</td>
<td>Accepted as above 0.7</td>
</tr>
<tr>
<td>Entrepreneurship education</td>
<td>0.853</td>
<td>Accepted as above 0.7</td>
</tr>
<tr>
<td>Entrepreneurial intention</td>
<td>0.864</td>
<td>Accepted as above 0.7</td>
</tr>
</tbody>
</table>

**Table 1.**
Internal consistency reliability of measures

**Source(s):** Table by the author

<table>
<thead>
<tr>
<th>Variable/items</th>
<th>Loadings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family social capital (α = 0.871, CR = 0.873, AVE = 0.541)</strong></td>
<td></td>
</tr>
<tr>
<td>FSC1: Family members spend time together on social occasions</td>
<td>0.840</td>
</tr>
<tr>
<td>FSC2: Family members maintain close social relationships</td>
<td>0.605</td>
</tr>
<tr>
<td>FSC3: Family members can rely on each other without any fear that some of them will take advantage even if the opportunity arises</td>
<td>0.621</td>
</tr>
<tr>
<td>FSC4: Family members always keep the promises they make to each other</td>
<td>0.606</td>
</tr>
<tr>
<td>FSC5: Family members share the same ambitions and vision</td>
<td>0.873</td>
</tr>
<tr>
<td>FSC6: Family members are enthusiastic about pursuing the collective goals and missions of the whole organisation</td>
<td>0.811</td>
</tr>
<tr>
<td><strong>Entrepreneurship education (α = 0.853, CR = 0.855, AVE = 0.595)</strong></td>
<td></td>
</tr>
<tr>
<td>ENE1: My school education helped me develop my sense of initiative – a sort of entrepreneurial attitude</td>
<td>0.716</td>
</tr>
<tr>
<td>ENE2: My school education helped me to better understand the role of entrepreneurs in society</td>
<td>0.777</td>
</tr>
<tr>
<td>ENE3: My school education made me interested in becoming an entrepreneur</td>
<td>0.822</td>
</tr>
<tr>
<td>ENE4: My school education gave me skills and know-how that enabled me to run a business</td>
<td>0.768</td>
</tr>
<tr>
<td><strong>Entrepreneurial intention (α = 0.864, CR = 0.866, AVE = 0.522)</strong></td>
<td></td>
</tr>
<tr>
<td>ENI1: I’m determined to create a firm in the future</td>
<td>0.611</td>
</tr>
<tr>
<td>ENI2: I have very seriously thought about starting a firm</td>
<td>0.841</td>
</tr>
<tr>
<td>ENI3: I’ve got the firm intention to start a firm someday</td>
<td>0.776</td>
</tr>
<tr>
<td>ENI4: I’m ready to make anything to be an entrepreneur</td>
<td>0.730</td>
</tr>
<tr>
<td>ENI5: My professional goal is becoming an entrepreneur</td>
<td>0.617</td>
</tr>
<tr>
<td>ENI6: I will make every effort to start and run my own firm</td>
<td>0.731</td>
</tr>
</tbody>
</table>

**Table 2.**
Measurements, reliability and validity

**Source(s):** Table by the author

<table>
<thead>
<tr>
<th>Variables</th>
<th>FSC</th>
<th>ENI</th>
<th>ENE</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSC</td>
<td>0.735</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENI</td>
<td>0.647</td>
<td>0.722</td>
<td></td>
</tr>
<tr>
<td>ENE</td>
<td>0.566</td>
<td>0.528</td>
<td>0.772</td>
</tr>
</tbody>
</table>

**Table 3.**
Discriminant validity

**Source(s):** Table by the author
significant impact on profession choice and entrepreneurship (Wakkee et al., 2018). The findings are in line with Honig (1998), and Byun et al. (2012). The evidence from this study suggests that, it is important for children to actively develop and maintain their family social networks and connections over time, because doing so would enable them to build social capital that will support their aspirations to become entrepreneurs.

The result on the relationship between entrepreneurial educations with intention for self-employment among prospective graduates shows the relationship is positive and significant. The results are supported by research and empirical evidence that entrepreneurial education develop entrepreneurial skills, knowledge, and attitudes among individuals that are necessary for entrepreneurial intention. According to studies, the reason why entrepreneurial education has a substantial and favourable link with the entrepreneurial intention is because it gives people the skills they need to launch and run their own enterprises (Adeel et al., 2023; Saoula et al., 2023); entrepreneurial education often involves interactions with successful entrepreneurs who serve as role models and mentors; entrepreneurial education can help shape individuals' perception of risk and foster a positive attitude toward entrepreneurship and entrepreneurial education encourages the development of an entrepreneurial mindset, characterised by qualities such as creativity, opportunity recognition, proactiveness, and resilience.

Furthermore, the association between family social capital and entrepreneurial intention among prospective graduates is significantly and favourably moderated by entrepreneurial education. These findings are consistent with those of other researchers who also discovered a positive relationship between family social capital, entrepreneurship education, and entrepreneurial intention, including Dufur et al. (2013), Lindfors et al. (2018), Baum and Locke (2004), Mbunda and Kapinga (2021), Patzelt and Shepherd (2011), Porda et al. (2022). This means that a person’s relationships with family members and the structure of their family can have a big impact on their attitudes, beliefs, and choices regarding beginning their own business. Additionally, by offering students a thorough and accessible entrepreneurship education, students can gain the knowledge they need to make educated judgements about entrepreneurship. Graduates are increasingly inclined to cultivate an entrepreneurial attitude and foster a robust entrepreneurial mindset. Furthermore, they tend to develop essential skills and attributes that facilitate the recognition and pursuit of opportunities while also equipping them with the ability to take calculated risks. The results of this research support the idea that, connecting students with diverse perspectives and experiences through

<table>
<thead>
<tr>
<th></th>
<th>Coeff</th>
<th>se</th>
<th>t</th>
<th>p</th>
<th>LLCI</th>
<th>ULCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant</td>
<td>4.0178</td>
<td>0.0395</td>
<td>101.8162</td>
<td>0.0000</td>
<td>3.9400</td>
<td>4.0956</td>
</tr>
<tr>
<td>FSC</td>
<td>0.2124</td>
<td>0.0697</td>
<td>3.5545</td>
<td>0.0005</td>
<td>0.0946</td>
<td>0.3302</td>
</tr>
<tr>
<td>ENE</td>
<td>0.3479</td>
<td>0.0534</td>
<td>6.5167</td>
<td>0.0000</td>
<td>0.2426</td>
<td>0.4531</td>
</tr>
<tr>
<td>FSC*ENE</td>
<td>0.1121</td>
<td>0.0475</td>
<td>2.3603</td>
<td>0.0192</td>
<td>0.0185</td>
<td>0.2057</td>
</tr>
<tr>
<td>R-Square</td>
<td>0.3022</td>
<td>0.0000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R-Square Change</td>
<td>0.0188</td>
<td>0.0192</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conditional effects of FSC at values of ENE

<table>
<thead>
<tr>
<th>ENE</th>
<th>Effect</th>
<th>se</th>
<th>t</th>
<th>p</th>
<th>LLCI</th>
<th>ULCI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low (−0.7852)</td>
<td>0.1244</td>
<td>0.0573</td>
<td>2.1711</td>
<td>0.0311</td>
<td>0.0114</td>
<td>0.2373</td>
</tr>
<tr>
<td>Mean (0.0000)</td>
<td>0.2124</td>
<td>0.0597</td>
<td>3.5545</td>
<td>0.0005</td>
<td>0.0946</td>
<td>0.3302</td>
</tr>
<tr>
<td>High (+0.7852)</td>
<td>0.3004</td>
<td>0.0815</td>
<td>3.6868</td>
<td>0.0003</td>
<td>0.1397</td>
<td>0.4610</td>
</tr>
</tbody>
</table>

Source(s): Table by the author
entrepreneurship education, can help them overcome challenges, gain insights, and build a sense of community that go beyond individual family processes and structures.

An implication of this is that, universities to continue design and implements new and creative entrepreneurship education programs to students that focus on developing entrepreneurial skills, mindset, and knowledge for intention to self-employment. Based on the main findings, it is concluded that, family social capital as defined in social capital theory, has a positive effect on intention to self-employment among prospective graduates. That means, the gained confidence from the family processes and structure, help the prospective graduates on intending to be self-employed. Additionally, entrepreneurship education has positive influence on the intention to self-employment. Since entrepreneurship education is an important knowledge that aims at cultivating the qualities of entrepreneurship, it improves the positive effect on intending to be self-employed among prospective graduates. Furthermore, entrepreneurship education found to moderate the relationship between family social capital and entrepreneurial intention and highlights the importance of entrepreneurial knowledge for aspiring graduates. In this regard, with presence of family social capital, prospective graduates are more likely to improve their entrepreneurial intention as the gained entrepreneurship education.

6. Theoretical implications
The study adds to previous research on the entrepreneurial intention of prospective graduates by providing empirically-based evidence from an emerging economy by analysing the entrepreneurial intention of prospective graduates on Tanzanian Universities (Mbunda and Kapenga, 2021; Patzelt and Shepherd, 2011; Porda et al., 2022). The study also identifies the moderating impact of entrepreneurship education on the relationship between family social capital and entrepreneurial intention and highlights the importance of entrepreneurial knowledge for aspiring graduates. The study also advances the theory of social capital by shedding light on how it might be applied to the situation of aspiring graduates. As a result, the study’s findings help us understand how to theoretically account for family social capital, entrepreneurial education, and entrepreneurial intentions using the social capital theory.

7. Practical implications
The study shows that family social capital influences entrepreneurial intention favourably; on the same vain entrepreneurship education strengthen the effect that is required for intention to start a firm. The study has the following key implications in this regard. First, universities can enhance their entrepreneurship education programmes by hosting contests, inviting successful entrepreneurs to teach, assisting students in starting their own businesses, and visiting entrepreneurial firms. Secondly, parents and guardians should encourage a close relationship with their children through discussions and participation in daily economic activities. Additionally, services that assist entrepreneurship, they could provide networking opportunities or guidance on utilising family social capital for economic success. Furthermore, parents should avoid overprotecting some of their children especially last born, as it is good to let all children experience challenges and consequence, as it helps build sense of being responsible, independent, resilience and accountability. Additionally, parents should provide some positive reinforcement to the action of a child equally, when a child completes tasks or demonstrates responsible behaviour.

8. Limitations and areas for future studies
The study includes some limitations, which might open up possibilities for additional study. The study’s initial focus was on social capital metrics based on family processes, but because graduates must pass through multiple schools before enrolling in universities, only the influence of family social capital is seen in the data. Therefore, future studies may consider
other form of social capital such as school social capital to establish its effect on intention to self-employment. Furthermore, the study can be conducted to the same graduates who have finished their studies in three years to trace the effect of family social capital when mediated by entrepreneurship education to entrepreneurial intention when controlled with other social capital gained over the years.

References


**Corresponding author**
Ruth Elias can be contacted at: eliasruth75@gmail.com

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