Evaluating the Impact of Entrepreneurial Success Through Educational, A Family Support: Case Study of Somali Graduates

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Abstract: Purpose: This paper demonstrates the analyses of the role of educational and family support for the development of personal skills and risk willingness, which are important for pursuing entrepreneurial ventures. Entrepreneurship is seen as a critical component of economic development and growth, particularly in developing countries. Design/Methodology: The data was collected from three universities ((SIMAD University, Somali National University and Mogadishu University) in Banadir region purposively selected based on their research publication, formation of entrepreneurial sites, entrepreneurial fields, and entrepreneurial faculties. The study randomly selected 306 students across eight faculties from total population of 350 using Slovin's Formula, the study utilized multiple linear regressions as technique of data analysis. The study used structural models through PLS software. Findings: The results revealed that that educational and family support significantly and positively impacted entrepreneurial intentions. The role of mediating variables (personal skills and risk willingness) also improves entrepreneurial intentions among graduate students. Moreover, the model shows that the changes of independent variables explain 34% of the changes of dependent variable, while the remaining 62% of changes might explained by unidentified factors which are not incorporated in the model. Recommendations: Thus, it is recommended that the private financial institutions and public institutions work together to establish micro finance center for the position of inspiring entrepreneurship joint ventures or ventures in the country.

Keywords: Entrepreneurial, Educational support, Family support, Personal skills, Risk willingness

1. Introduction

Entrepreneurship is seen as a critical component of economic development and growth. Previous studies have looked at its role in the growth of firms and their ability to compete in the entrepreneurship market (Kanama, 2020). For a long time, progressive and changing states have been trying to help start-ups through solid administrative support. It is essential to recognize a critical strategy that will affect the launch of new and relevant businesses that will create, grow, and maintain products and services that meet people's needs and help the economy grow (Ezema et al., 2020). Despite its potential benefits, starting a business can be challenging, particularly for individuals without the necessary support and resources. In the case of Somali graduate students, who face a range of unique challenges, the role of institutional and family support, as well as personal skills and risk willingness, can be particularly important in their pursuit of entrepreneurial ventures. According to a study by Mohamed and Omar (2021), institutional support in the form of entrepreneurship training, mentorship, and access to capital is a critical factor in the success of Somali graduate students in starting and running their own businesses. Additionally, family support, particularly financial assistance, and emotional support, plays a crucial role in enabling these students to pursue their entrepreneurial aspirations.

Moreover, the study highlights the importance of personal skills such as creativity, communication, and problem-solving abilities in entrepreneurial success. Somali graduate students who possess these skills are more likely to identify and pursue business opportunities and navigate the challenges that come with starting a new venture. Finally, willingness to take a risk is identified as a critical trait among successful entrepreneurs, particularly in a context like Somalia, where there is significant uncertainty and risk involved in starting a business(Binti Shamsudin et al., 2017 ;Gieure et al., 2019).

Apart from personal skills and risk willingness, the most driven factor of entrepreneurship is unemployment (Lingappa et al., 2020). One of the biggest social and economic issues that many countries are now dealing with is unemployment. This circumstance calls for the promotion of the idea of entrepreneurship, which places an emphasis on increasing the number of individuals who are self-employed (Shahzad et al., 2021). Recently,

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without a doubt, entrepreneurs have made major societal contributions. One of the main contributions of entrepreneurs has been recognized as the creation of jobs (Koe et al., 2012). Consequently, the government should support people starting their own businesses, but there are some perceived obstacles that can affect someone's decision to do so (Upadhaya & Chadha, 2019). Starting a new business is risky, and despite entrepreneurs' best efforts, many ventures fail. Most new businesses also struggle to survive and succeed in a volatile, complex, dynamic, and global environment, especially if they lack the necessary resources and capabilities (Jeng & Hung, 2019). Moreover, graduates must ultimately change their focus from looking for work to starting their own businesses since governments could not always be able to provide enough jobs for all tertiary-level graduates (Yusoff et al., 2016).

With the breakdown of the Somalia government in 1991, the nation of Somalia has experienced a persistent, serious emergency. Several public jobs were lost, the rate of poverty has grown, and the unemployment rate has increased as a consequence of the civil war that resulted and the many natural disasters that followed (Ali & Abdel Hafiez Ali, 2013). Somalia stands out as a "case study" in comparison to the established ecosystems of Eastern African nations like Kenya or Tanzania because of its precarious political status. Daka and Siad (2022), important institutions from the public and commercial sectors are crucial players in the entrepreneurial ecosystem. Nonetheless, the Somali government's present capability requires immediate attention, particularly given the lack of micro, small, and medium-sized companies (MSMEs). In Somalia, innovation is not always understood well, and a survey found that the lack of regulatory and policy tools made it difficult for 55% of entrepreneurs to operate their businesses (Daka & Siad, 2022). Moreover, Entrepreneurs in low-income nations like Somalia often struggle with a lack of capital, weak infrastructure, difficulties registering and paying taxes on their firms, and safety concerns (Abdullahi, Khelghat-Doost, & Hassan, 2021). however, this was not preventing the creativity of entrepreneurial activities and many young graduates starts and operates in the market by doing their own businesses, this changes of their living of standards and have improved the quality of life for their family, there are also a number of new and ongoing firms (Abdullahi et al., 2021).

Entrepreneurial purpose refers to the ability and desire to take on the design, development, and administration of a productive business with all associated risks while pursuing profit as the reward (Neneh, 2014). Many studies of entrepreneurial motivation tend to emphasize either the function of exogenous elements, such as goals or financial rewards, as motivators of entrepreneurial behavior or the influence of endogenous elements, such as self-regulatory or affective constructs (such as identity coherence and a drive for entrepreneurship) (Murnieks et al., 2020) the family environment affects entrepreneurial interest (Sugianingrat et al., 2020). Family has been considered and evaluated as a setting for people's business goals. According to this viewpoint on family embeddedness, the family is an important institution that individuals depend on when making startup choices (Shen et al., 2017). In order to inspire students to become entrepreneurs, schools have recently begun to link academic degrees with job needs (Yusoff et al., 2016).

One of the most important and person-based aspects of entrepreneurship, risk-taking, is one of the systems that best explains how an individual takes risks. Those who actively engage in risk-taking activity make choices that may not turn out as planned (Bergner et al., 2021). The choice to work for oneself is influenced by a number of factors, including risk tolerance, income level, and demand for independence (Sheriff et al., 2018).This research finds that a high degree of self-confidence is positively connected to a greater desire to become self-employed, suggesting that personal abilities, qualities, and behavior may also affect and decide if one may become a successful entrepreneur (Mustapha & Selvaraju, 2015). As a result, the present study's goal is to find out how personal skills and risk tolerance might help university students have more entrepreneurial intentions by examining the role that family and educational support play in this process.

2. Literature Review

According to the Global Entrepreneurship Monitor (GEM) report, entrepreneurship is considered a key driver of economic growth and job creation (Bosma et al., 2019). However, the level of entrepreneurial activity in Somalia remains low, with only 3% of the adult population involved in starting or running a new business in 2019 (GEM, 2020). One of the ways to promote entrepreneurship in Somalia is to focus on the younger generation. Moreover, academics and politicians have lately paid a great deal of attention to entrepreneurial purpose because of the efficacy that it may provide in commercial operations(Che Nawi et al., 2022). However, not much is known about the factors that influence the entrepreneurial intentions of Somali students.

An individual's aim to develop innovation in a commercial endeavor is expressed in (Hong et al., 2020), followed by (Ohanu & Ogbuanya, 2018). According to (Li et al., 2020), encouraging entrepreneurial activity is now crucial

in emerging nations because of their rising contribution to the creation of job possibilities and the acceleration of economic development. Economic considerations, the hunt for possibilities in a cutthroat market, a lack of or unhappiness with career options, and even the urge for self-actualization have all been linked to the motives for establishing a company (Ferreira et al., 2017). described entrepreneurship as an activity of identifying opportunities, creating resources, creating innovations, and meeting the needs of those opportunities. In vice-verse argues that entrepreneurship encourages income inequality in developing (Azamat & Nilufar, 2023).

The most reliable, durable, and commonly used predictor of entrepreneurial activity and firm success, according to recent research, is entrepreneurial intention (EI) (Yu et al., 2021). in opposition. EI is the simplest and best predictor of business activity since it is the initial action in a prospective chain of entrepreneurial actions (Liu & Zhao, 2021).the motivations behind people's aspirations to launch their own businesses are the focus of an increasing amount of entrepreneurship study. For example, (Marques et al., 2019), Entrepreneurs may be driven inside to succeed and achieve a goal while being driven outwardly to amass riches and prestige. Although the majority of study on entrepreneurship makes the assumption that an entrepreneur is driven by benefits from outside sources, such as money, power, or prestige (Carsrud & Brännback, 2011).

Within the field of entrepreneurship research, the examination of entrepreneurial intentions has grown significantly. As intentions have been demonstrated to predict later entrepreneurial action, it aims to understand the motivations behind individuals starting their own firms. (Baluku et al., 2020). Hence, these intentions play a crucial role in determining entrepreneurial activity and operate as a moderator of the effects of demographic, personal, psychological, social, cultural, and environmental factors on entrepreneurial behavior and action (Fragoso et al., 2020).

Incubators for startups, STEM (science, technology, engineering, and mathematics) labs, and innovation centers are all brand-new in Somalia. The Somali STEM Society, a coordinating organization for STEM initiatives throughout all of Somalia, was founded in 2017. It brings together academics, businesspeople, entrepreneurs, and other professionals with an interest in STEM education. This group of businesses promotes the sharing and learning of expertise in the STEM fields. Yet, operating such centers is severely hampered by the absence of an innovation strategy (Daka & Siad, 2022).

> *Hypothesis one(H1): there is a positive and significant effect of educational and family support on entrepreneurial intentions*

In reality, family finances are said to be "the greatest single source of start-up financing in the world" and are often regarded as being patient and rapidly mobilized. (Sieger & Minola, 2017). Family support, according to (Xu et al., 2020), is another important element that enhances one's desire to pursue entrepreneurship. Family support is a constant source of inspiration for new ventures and strength for business goals. Graduate students often live with their parents, making them a member of their family. Young entrepreneurs who lack both social and financial capital must turn to their families for practical and emotional assistance in order to launch a new firm.

As compared to sources from other financial institutions or investors, family members' supporting resources provide more flexible financing options for business owners who need to foster and maintain new companies. (Xu et al., 2020), Also, greater family support enables business owners to modify their daily objectives considering monetary concerns. For instance, family members may help gather resources via their extensive networks of prospective customers, suppliers, or other stakeholders in addition to offering financial assistance, since entrepreneurs require financial resources to create new goods or services (Arregle et al., 2015). Money is a more crucial component of running any company, particularly when starting a new one. In fact, (Edelman et al., 2016), found that Chinese entrepreneurs sought initial funding from their family rather than from outside sources only if they anticipated lower transaction costs and low levels of family inference in the business. The study covered 202 new ventures launched by young entrepreneurs in Hong Kong and 130 Chinese entrepreneurs. (Arregle et al., 2015), contend that increased family financial assistance for starting a new business result in both stronger financial and non-financial commitments. Potential founders are aware of these commitments and prepare for poor performance. The research, which examined a sample of 23,304 respondents from 19 nations, validated this and discovered that the negative association was reliant on both familial cohesiveness and personal entrepreneurial self-efficacy.

Denanyoh et al. (2015), obtaining a good education may encourage a person's desire to pursue entrepreneurship universities may be considered potential breeding grounds for future businesses. Most institutions(SIMAD University, Somali National University and Mogadishu University) in today have made significant financial

investments to develop a successful entrepreneurship program for their students (Mustapha & Selvaraju, 2015). Entrepreneurship programs typically offer opportunities for students to learn from real-world practical experiences and inspire the students to change their mindsets. They also raise awareness by giving students general information about entrepreneurship that encourages them to consider it as a career.

Moreover, in addition to providing educational assistance, institutions may help university students who are interested in starting their own businesses by promoting the development of resources that are useful for entrepreneurship programs. By extracurricular activities including conscientious participation in seminars, workshops, skills-based training sessions, and interactive meetings with successful businesses, it should foster an entrepreneurial culture (Shahzad et al., 2021). Likewise, concur that there is a beneficial relationship between company setup and education. Students that get entrepreneurial education gain the information, skills, and extra abilities needed to apply to the context of starting a new firm or enterprise (Koe et al., 2012).

In several European nations, including Romania, encouraging entrepreneurship via higher education and training has lately been added to the national strategic agenda. Several studies highlight the beneficial effects of entrepreneurship education on students' short- and long-term entrepreneurial intentions (Vodă & Florea, 2019). Using the convenience sampling method, (Hassan et al., 2021), examined the direct and indirect roles of individual entrepreneurial orientation and entrepreneurship education in determining students' entrepreneurial intention. The results show that entrepreneurship education facilitates both individual entrepreneurial orientation and entrepreneurial motivations and has a positive association with entrepreneurial intention.

It is the obligation of the institutions to educate students on how to build new businesses. Enhancing entrepreneurial intent is crucial in connection to public opinion and attitudes toward new businesses. (Fayolle & Linan, 2013), In the entrepreneurship literature, structured institutional advantages such as cash awards, subsidies, one-on-one counseling, and technical and legal support are often cited as the primary drivers of women's entrepreneurial endeavors from an institutional viewpoint (Kazumi & Kawai, 2017). Low levels of student entrepreneurial intention are caused by a lack of entrepreneurial education (Mengesha, 2020). Training and development programs for entrepreneurs may help people get the knowledge and confidence they need to explore ideas for profitable businesses and market potential for their goods and services (Adekiya & Ibrahim, 2016).

Additionally, research (Adeel et al., 2023), came to the conclusion that entrepreneurship education affects the development of certain personal attributes. It was shown that students who took entrepreneurship classes were better able to identify possibilities based on their prior expertise and to connect their incentives with launching a new firm. These findings show how important entrepreneurship education is for encouraging youthful entrepreneurship, which is essential to support social and economic growth in the modern world. (Sriyakul & Jermsittiparsert, 2019), The need to establish graduate entrepreneurship education is even greater for many developing nations since it serves as a foundation for both national competitiveness and economic growth in addition to serving as a way of promoting venture formation and entrepreneurial development. The role of Campus student entrepreneurs in Student entrepreneurial engagement is that they act as industry mentor and supervise students, where they give business training and mentoring the students group under their business (Mohamed, 2023).

Universities in several nations get additional public and foreign funds to start programs. As a result, their presence indicates a public interest in entrepreneurship, as opposed to entrepreneurship education, which was previously addressed, which indicates an interest in entrepreneurship on the part of universities. Programs could persuade some students to become entrepreneurs or at the very least make them aware of self-employment as a possible career path (Walter et al., 2013) In the instance of Somalia, Simad University, one of the top institutions for entrepreneurship, was founded three years ago. Simad Innovation Lab (I Lab) provided support and training for several entrepreneurial and digital courses for students both locally and worldwide. Most students who benefited from the educational and financial support of the (I Lab) became entrepreneurs, really generated more income, and were completely independent thanks to these new amenities, which have helped to create an overall innovation environment that is unmatched in the country and has been embraced by our community.

Hypothesis two (H2): Personal skills and risk willingness mediate the relationship between educational and family support on entrepreneurial intentions.

Entrepreneurship is correlated with risk-taking behavior. For instance, (Mawardi & Sujarwoto, 2021), discovered that those who wish to pursue an entrepreneurial career are more risk-averse than those who seek to get a safe

job with an established business. Income loss, financial difficulty, and bankruptcy are all examples of financial risk. Risk that involves someone who has a chance of failing in life is known as non-financial risk (Hoogendoorn et al., 2019). A study by (Ozaralli & Rivenburgh, 2016), showed a significant relationship between taking risks and being entrepreneurial. (Khedhaouria et al., 2015), discovered that risk-taking propensity had a significant impact on entrepreneurial attitude, revealing a significant relationship between attitudes and launching a new business. Finally, (Binti Shamsudin et al., 2017), claimed that taking calculated risks is a crucial component of entrepreneurship. This is due to the uncertainty around whether desired items can be created, customer demands can be satisfied, or profits can be made prior to the introduction of a new good or service. Excellent theorizations for risk-taking propensity include an individual inclination toward taking advantage in each circumstance requiring decision-making.

On the other hand, there is no question that business owners that are driven to carry out expert work, prepared to take a risk, and employ cutting-edge methods may better compete in the market (Shahzad et al., 2021). In addition to these benefits, entrepreneurial talents effectively contribute to the growth of huge social networks and intense market competitiveness. Observed particular social abilities, such as the capacity to judge others, adjust to shifting or varied social settings, initially and persistently produce positive impressions on others, and effectively convince others, are according to (Gieure et al., 2019). The fact that this type of education and training helps students develop an entrepreneurial spirit as well as many other entrepreneurial skills, including creativity, risk-taking propensity, problem-solving, and business networking, is why many universities around the world have included it in their curricula. Giving pupils entrepreneurship training should thus broaden their knowledge and abilities (Gieure et al., 2019).

3. Methodology

The research data was collected from top ranking universities ((SIMAD University, Somali National University and Mogadishu University) in Banadir region in terms of research publication, formation of entrepreneurial sites, entrepreneurial fields, and entrepreneurial faculties. The study used quantitative through survey questionnaire. The survey was designed to gather data from graduate students from the different faculties and departments in selected private universities. A purposive sampling method was used to collect data from eight faculties: Management Science, Accounting and Finance, Information Technology, Social Science, Economics, Engineering and Telecommunication, Medicine and health Science. The rational of this selection was to capture graduate students in the field entrepreneurial activities at universities. The study was selected randomly 306 students across eight faculties from total population of 350 using Slovin's Formula, the study utilized multiple linear regressions as technique of data analysis to determine incorporated model fitness of the variables.

3.1 Data Measures

The process of a person intentionally choosing to undertake and launch a new venture or initiative as a profession is known as entrepreneurial intentions. Five (5) items were taken from (Hue, D. T., Thao, T. P., Toan, P. C., Luong, H. D., Hao, P. T., Huyen, D. T., & Hoa, N. T. (2022) to measure the construct. The term "educational support" refers to the lessons and instruction provided by educational institutions to students who are starting new businesses and who need moral and technical assistance. It was designed by six items taken from (Hue, et al., 2022).

Family support is a concept in society that denotes how the family's financial and moral assistance might assist a new venture (Xu, Kellermanns, Jin, & Xi, 2020). It was calculated by four items taken from (Hue, et al., 2022). While starting a firm, having the necessary personal abilities is essential for organizing, constructing, and carrying out projects (Mustapha & Selvaraju, 2015). These were measured six items adopted from (Hue, et al., 2022). Graduates' entrepreneurs must be risk-tolerant or ready to accept chances in order to realize their full prospective. ((Hue, et al., 2022). It was measured six items adopted ((Jegede & Nieuwenhuizen, 2020)

3.2 Results

The study focused on two independent and two mediating variables such as educational support, family support, personal skills and risk willingness, the latter two were used as mediating variables. The questionnaire was distributed to the participants via online channels. The data was collected from graduate students from the different faculties and departments selected private universities in Banadir region. 306 questionnaires were distributed to the respondents. Two hundred and twenty-nine (229) were completed and returned and used for the data analysis, while the remaining of 77 was consisted of incomplete and unusable for data analysis. Respondents were given the assurance that their private details will be kept as privacy and solely utilized for the

purpose of the research during the data-gathering gathering process. Table 1 illustrates profile of the respondents.

Table 1 shows the demographics analysis of the respondents in the study. Male respondents accounted for 76 percent of the total, while female respondents accounted for 24 percent. Respondents are 20-30 25 years about 71.6 percent and 24.5 percent were 30-40 years; the age group above 40years is represented by 4 percent. On the other hand, 61.1 percent of respondents have a bachelor's degree, while 27.9 percent have a master's degree and 7 percent were diploma. Furthermore, 4% of the respondents had PHD. According to working experience, 62.4 percent of respondents were between 1-5 years' experience, 24.9 percent have 5- 10 years' experience, and 12.7 have more than 10 years' experience.

Table 1: Respondent Profile

Questions	Frequency	present	cumulative (%)
Gender			
Male	174	76	76
Female	55	24	100
Age			
20-30	164	71.6	71.6
30-40	56	24.5	96.1
Above 40	9	4	100
Qualification			
Diploma	16	7	7
Bachelor	140	61.1	68.1
Master	64	27.9	96
PDH	9	4	100
Working experience			
1-5 years	143	62.4	62.4
5 - 10 years	57	24.9	87.3
Over 10 years	29	12.7	100

Source: Author 2023

3.3 Reliability Analysis

Table 2 presented the results of the factor loadings (27 items) as ranged from 0.829 to 0. 0.595. The result of internal consistency reliability Alpha Cronbach values was ranged from 0.804 to 0.716. The composite reliability (CR) was also computed to test the reliability of the study constructs and ranged from 0.805 to 0.724. Moreover, average variance extracted (AVE) was also computed to ratify the validity and reliability of the research constructs, the cutoff of value of AVE must be over 0.50. Hence, all variables provided combinations of information are reliable and consistent, as shown in Table 2.

Table 2: Model Measurement (Factor Loadings, Cronbach's alpha, Composite Reliability and AVE)

Constructs	**Factor Loadings**	**Cronbach's alpha**	**Composite Reliability**	**AVE**
Entrepreneurial Intentions		0.748	0.758	0.501
ENI1	0.751			
ENI2	0.682			
ENI3	0.743			
ENI4	0.754			
ENI5	0.595			

Constructs	Factor Loadings	Cronbach's alpha	Composite Reliability	AVE
Educational Support		0.801	0.805	0.501
ES1	0.744			
ES2	0.682			
ES3	0.700			
ES4	0.757			
ES5	0.667			
ES6	0.801			
Family Support		0.716	0.724	0.638
FS1	0.829			
FS2	0.685			
FS3	0.732			
FS4	0.732			
Personal Support		0.804	0.801	0.505
PS1	0.644			
PS2	0.698			
PS3	0.643			
PS4	0.815			
PS5	0.682			
PS6	0.774			
Risk Willingness		0.763	0.785	0.514
RW1	0.751			
RW2	0.682			
RW3	0.743			
RW4	0.754			
RW5	0.595			
RW6	0.694			

3.4 Validity Analysis

The study utilized Heterotrait-monotrait ratio (HTMT) and Fornell-Larcker criterion. The results of both methods were confirmed the rule thumb, the values of Fornell-Larcker criterion follows; the value of entrepreneurial intention (0.708), (0.857), educational support (0.708), family support (0.798), personal support (0.711) and risk willingness (0.717) as presented table 3.

Table 3: Discriminant validity (Fornell-Larcker criterion)

Constructs	1	1	3	4	4
Entrepreneurial Intentions	0.708				
Educational Support	0.328	0.708			
Family Support	0.519	0.327	0.798		
Personal Support	0.495	0.316	0.382	0.711	
Risk Willingness	0.519	0.267	0.419	0.535	0.717

Sources: Computed by Authors (2025)

For (HTMT), (Henseler, Hubona, & Ray, 2015) to achieve discriminant validity of all constructs, all values should occur between the values of −1 and 1. Table 4 showed the results of (HTMT) for all study constructs and obtained values lies between the range of -1 and 1.

Table 4: Heterotrait-monotrait ratio (HTMT)

Constructs	Heterotrait-monotrait ratio (HTMT)
Educational Support <->Entrepreneurial	0.42
Family Support <-> Entrepreneurial	0.708
Family Support <-> Entrepreneurial	0.432
Personal Support <-> Entrepreneurial	0.628
Personal Support <-> Educational Support	0.391
Personal Support <-> Family Support	0.493
Risk Willingness <-> Entrepreneurial	0.676
Risk Willingness <-> Educational Support	0.337
Risk Willingness <-> Family Support	0.54
Risk Willingness <-> Personal Support	0.677

Sources: Computed by Authors (2025)

4. Structural Model (Model Estimation)

The model estimation of R-Square result values explains how the change of independent variable explains the changes of dependent variable. Figure 1 showed (R-Squared) value of 0.338% approximately 34% which shows that the changes of independent variables explain 34% of the changes of dependent variable. The remaining 62% of changes might be explained by unidentified factors which are not incorporated in the model. Structural Model of model Estimation is used to determine the correlations between observable and latent variables. The study tested the quality of model measurement by calculating reliability and validity and reliability, then the study conducted structural model test and result was demonstrated in figure.

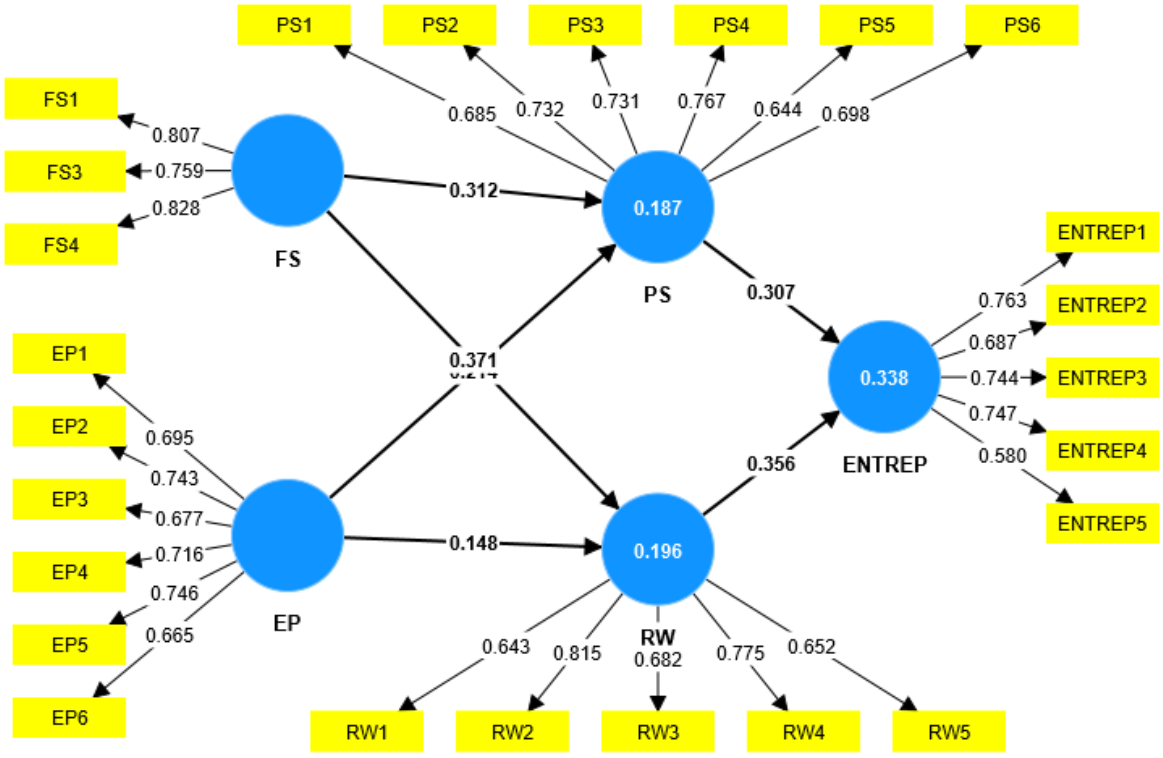

Figure 1: Valid model estimation

5. Analysis of the Structural Model

Hypothesis one(H1):

The proposed study hypothesis one that family support and educational support affect entrepreneurial intentions. To assess the relevance of the hypotheses, the path model's PLS bootstrap methods were applied. Table 5 illustrates the values of (β-Values), (T statistics) and (P values) obtained from the path of direct effect. According to table 5, it was discovered that support from family and education had a positive influence on risk-taking propensity and personal skills as shown by β-Values = (0.313, 0. 0.372), T. values = (4.150, 5.452), P. Value= (0.000, 0.000) respectively. Educational support also had a positive impact on personal skills and risk willingness as evidenced by β-Values = (0.213, 0. 0.145), T. values = (3.012, 2.066), P. Value= (0.003, 0.039) respectively. Personal skills had a positive impact on entrepreneurial intentions as presented by (0.214), T. value = (2.42), P. Value= (0.015). Risk willingness had a positive effect on entrepreneurship intentions as showed through (0.254), T. value = (3.52), P. Value= (0.000).

Table 5: Direct Effect

Hypothesize Paths	β-Values	T. values	P. Value	Decision
Educational Support -> Personal Skills	0.213	3.012	0.003	Supported
Educational Support -> Risk Willingness	0.145	2.066	0.039	Supported
Family Support -> Personal Skills	0.313	4.15	0.000	Supported
Family Support -> Risk Willingness	0.372	5.452	0.000	Supported
Personal Skills -> Entrepreneurial Intentions	0.214	2.42	0.015	Supported
Risk Willingness -> Entrepreneurial Intentions	0.254	3.52	0.000	Supported

Sources: Computed by Authors (2025)

Table 6: Indirect Effect

Hypothesize Paths	β-Values	T statistics	P values	Decision
Family Support -> Risk Willingness -> Entrepreneurial	0.094	2.869	0.004	Supported
Educational Support -> Personal Skills -> Entrepreneurial	0.046	1.693	0.090	Supported
Educational Support -> Risk Willingness -> Entrepreneurial	0.037	1.588	0.112	Rejected
Family Support -> Personal Skills -> Entrepreneurial	0.067	2.127	0.033	Supported

Sources: Computed by Authors (2025)

6. Mediation Evaluation (Indirect Effect)

Hypothesis two(H2):

The second research hypothesis, the study proposed was an indirect association between family supports and educational support and entrepreneurial intentions as mediated by personal skills and risk willingness. PLS bootstrapping methods were used to confirm the indirect effect. Table 6 demonstrated that risk willingness mediated by correlation among family and educational support and entrepreneurial intentions with observed the results being (β-Values = 0.094, 0.037), (T. values = 2.869, 1.588), (P. Value= 0.004, 0.112) respectively. Personal skills also mediated the relationship between family and educational support and entrepreneurial intentions with obtained values (β-Values =0.046, 0.067), (T. values = 1.693, 2.127), (P. Value= 0.090, 0.033) respectively. Regarding to these findings, all variables entirely mediated and positively and significantly and impacted the correlations except one variable (Educational Support -> Risk Willingness -> Entrepreneurial) which generated insignificant value as its P values= 0.112. All other hypotheses were confirmed and accepted.

7. Findings

The study focused on two independent and mediating variables. The findings were argued in two main parts; first, the results indicated that family and educational support had significant impact on entrepreneurship intentions though personal skills and risk willingness. Such variables have a significant influence on prospective entrepreneurs' decision to launch a new company endeavor, previous research also supports (Marques et al., 2019; Carsrud & Brännback, 2011; and Sheriff et al., 2018). However, the most prior studies focused the

importance of entrepreneurship and the affect nation's economic growth and development ((Kim, Petalcorin, Park, Jinjarak, Quising & Tian, 2022) while others studies (Hassan, Anwar, Saleem, Islam & Hussain ,2021, Hong, Sha'ari, Zulkiffli, Aziz, & Ismail, (2020), looked the entrepreneurial challenging factors as holistically the current study attempts to draw deeply entrepreneurial success factors.

Second, the results also indicated that all mediating factors (personal skills and risk willingness) mediate the correlation among family and educational support and entrepreneurial intentions. Prior research stated that personal skills are a key indicator of success and viability of entrepreneurial activities (Bergner et al., 2021). Moreover, (Sheriff et al., 2018), argued that risk willingness of individuals and greater level of self-assurance are highly associated with a help enhance of individuals' decision-making process, it strengthens the individuals' desire and knowledge to pursue entrepreneurship, which improves overall innovative abilities and enables individuals to take risks and make risky choices.

In this study, risk willingness is a mediator factor and significantly impacts the relationship between educational skills, family support and entrepreneurial intentions. Furthermore, prior study (Xu, Kellermanns and Jin (2020) have demonstrated that family involvement influences the entrepreneurship ambition positively and minimizes the likelihood of business startup failures. In this study, the result indicated that family support has positive influence on entrepreneurship intentions. Personal skills are mediated the relationship between family and educational support and entrepreneurship intentions, also risk willingness is mediated relationship between family and educational support and entrepreneurship intentions.

For current study, educational support has positive significant effect on entrepreneurship intentions as educational support has governed graduates' connections with entrepreneurial business startups which is already included in college and university curriculums in order to benefit the concepts into the entrepreneurial techniques. Moreover, educational support includes spreading networks and consciousness, which boosts entrepreneurship intentions (Galvão, Marques and Ferreira,2020).

8. Conclusion

The paper examines the relationship between variables on the success of entrepreneurial intentions. It gives aspiring entrepreneurs an objective and boosts Somalis' entrepreneurial field by launching fresh initiatives in business, which in turn helps the country's economy thrive. It has two significant results: First, the results indicated that family and educational support had positivity and significantly influence on entrepreneurship intentions though personal skills and risk willingness. Second, the results also indicated that all mediating factors (personal skills and risk willingness) mediate the relationship between family and educational support and entrepreneurial intentions. The study illustrates the importance of using the suggested model to comprehend Somali graduates' intentions to startup new businesses. It gives young graduates directions and boosts Somali's entrepreneurial industry by launching new enterprises that eventually help the country's economy flourish.

9. Policy Implications

This study provides the guidance of Somali young entrepreneurs who thinking and practicing their entrepreneurship joint ventures, the study may help them to develop their entrepreneurial roles in business sector. First, the study inspires graduate students to start businesses by giving entrepreneurial awareness. It demonstrates the significance of conceptual frameworks of entrepreneurial intentions those under current study (educational support, family support, personal skills, risk willingness) that positively affect the graduate entrepreneurs to establish their own business. Second, the study, provides platforms and insights to the colleges and universities to add their faculties and courses entrepreneurial departments and inspiring courses and to encourage their students to start their own business instead of searching for jobs from employers, also it will increase the country's economy.

Third, it will reduce the unemployment rate and young graduate immigration which assist the country's political stability as well as security. Fourth, during college and university study, the study highlights the importance of students' knowledge and skills to learn how to overcome entrepreneurial obstacles. Finally, the current study advised to the private financial institutions and public work together institutions to establish micro finance center for the position of inspiring entrepreneurship joint ventures or ventures in the country. Micro-finance institutions, other financial institutions should develop an entrepreneurship framework program that motivates the graduates to incentive staring new business. Also, the government should provide entrepreneurial platforms that encourage new business startups.

Ethical statement: The research was executed in compliance with pertinent institutional and international ethical norms, and no ethical issues were detected during the investigation.

Artificial Intelligence Declaration: All content was exclusively created by the authors without any AI aid, guaranteeing the authenticity and uniqueness of the work.

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