FACTORS INFLUENCING ENTREPRENEURIAL MOTIVATION ON UNIVERSITY STUDENT’S INTENTIONS OF BECOMING ENTREPRENEURS: A CASE OF UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA (USIU-A)

BY

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UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

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A Research Project Submitted to the Chandaria School of Business in Partial Fulfilment of the Requirement for the Degree of Masters in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

SPRING 2017
STUDENT’S DECLARATION

I, the undersigned, declare this my original work and has not been submitted to any other college, institution or university other than United States University in Nairobi for academic credit.

Signed __________________________  Date: __________________________

Agnes Nkirote Gitonga (ID: 645402)

This project report has been presented for examination with my approval as the appointed supervisor.

Signed __________________________  Date: __________________________

Prof. Scott Bellows

Signed: __________________________  Date: __________________________

Dean Chandaria School of Business
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ABSTRACT
The purpose of the Study is to explore the theory of planned theory to student’s entrepreneurial intentions. The research questions for the study were; what impact does subjective norms have on student’s intentions to become entrepreneurs? What impact does perceived behavioral control have on student’s intentions to become entrepreneurs? What impact does attitude towards enterprise have on student’s intentions to become entrepreneurs?

The research methodology used by the researcher in conducting the study was descriptive design. The dependent variable in the study was student’s intentions to become entrepreneurs and the independent variables were; subjective norms, perceived behavioral control and attitude towards enterprise. The research was conducted among students in different faculties in United States International University-Africa with a sample size of two hundred and fifty (250). The data was analyzed using Statistical Program for Social Sciences (SPSS). Descriptive statistics and regression were used in the study to interpret the data.

The study examined how perceived subjective norms influence student’s intentions to become entrepreneur. The study found that the student’s intentions to become entrepreneurs are influenced by student’s closest friends, and other people who are too close to the student. The study also found that most people start their own business, because they have good ideas and want to realize them.

The study revealed how perceived behavioral control influence student’s intentions to become entrepreneur. The study found that it is entirely upon the students to become an entrepreneur. As an entrepreneur the student think that they would have sufficient control over their business. Due to the behavioral control, students feel determined to create business venture in future.

The study examined how perceived cognitive ability influence student’s intentions to become entrepreneur. The study reveals that being an entrepreneur implies more advantages than disadvantages to students. The study found that a career as an entrepreneur is attractive to most students hence they feel that being an entrepreneur
would give them great satisfaction. The study also shows that among various options, most students would rather be entrepreneurs.

The study concludes that relationship between the intention variable and the subjective norm variable is positive and statistically significant. The relationship between the intention variable and the perceived variable is positive and statistically significant. Lastly, the relationship between the intention variable and the attitude variable is positive and statistically significant. The study recommends the use of subjective norms, perceived behavioural control and cognitive ability to influence students’ intentions to become entrepreneurs.
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LIST OF ABBREVIATIONS

ESS       Explained Sum of Squares
GEM       Global Entrepreneurship Monitor
SPSS      Statistical Program for Social Sciences
RSS       Residual Sum of Squares
TSS       Total Sum of Squares
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Problem

Entrepreneurial inspirations allude to the longing or inclination to sort out, control and ace associations, people or thoughts as fast and autonomously as could be expected under the circumstances (Johnson, 1990). People with high entrepreneurial inspiration are to probably move toward becoming business people (Shane et al., 2003). A meta investigation of 41 articles (Collins et al., 2004) found that entrepreneurial inspirations are essentially and emphatically identified with the decision of entrepreneurial profession ways.

Diverse models are utilized to investigate entrepreneurial inspirations and how they can be utilized to anticipate expectations. Psychological models propose that "Inspiration is conceptualized as the result of hope, instrumentality, and valency" (Segal et al., 2005, p. 44). Handle models consider the impact of larger amounts of expected prizes from the entrepreneurial action in contrast with wages as representatives as a fundamental intention of choosing entrepreneurial vocation ways (Praag and Cramer, 2001). Monetary based models advocate the part of hazard in framing entrepreneurial inspirations. Individuals with larger amounts of hazard resilience are more propelled to act naturally utilized (Douglas and Shepherd, 1999). Entrepreneurial inspirations are multifaceted and comprise of general inspirations (requirement for accomplishment, locus of control, vision, crave for autonomy, energy, and drive) and undertaking particular inspirations (e.g. objective setting and self adequacy) (Shane et al., 2003). Carsrud and Brännback (2011) propose that entrepreneurial inspiration is nation particular. Hessels et al. (2008), alluding to confirm from 36 nations, recommend that entrepreneurial drive, which is a piece of entrepreneurial inspiration, is distinctive in various nations.
Convictions shape dispositions towards business, subjective standards and saw conduct control (Ajzen, 1991). Convictions identified with saw high entrepreneurial inspiration on a nation wide level may advance people's disposition towards business enterprise. Convictions identified with the part of formal and casual institutional Senvironments (Veciana et al., 2005) and psychological and regulating measurements (Busenitz et al., 2000), may impact people's states of mind towards business enterprise. On the off chance that a man trusts that the result of his/her business action in a given situation will be attractive, they are probably going to have an inspirational state of mind towards enterprise (Lent et al., 2000). On the off chance that a man sees working together in a nation as being troublesome, ugly, unsafe, or bringing low advantages, his/her state of mind towards business enterprise may be negative. Bits of knowledge from the Global Entrepreneurship Monitor (GEM) which is the world's preeminent investigation of enterprise recommend that ideal view of a business situation are emphatically identified with the level of the entrepreneurial movement (Bullvåg et al., 2010). The outcomes assembled by GEM suggest that confidence of a man's capability to do business change essentially between various nations. For instance, just 22.7 for each penny of Russian members viewed themselves as skillful to begin and deal with claim wander. This pointer comes to by and large of 55.9 for every penny in created economies (Verkhovskaya and Dorokhina, 2010).

On subjective standards, Entrepreneurs are implanted in their social condition (Stephan and Uhlaner, 2010). People are probably going to take after the subjective standards acknowledged in their reference bunches by rehashing conduct, either intentionally or unwittingly (Cialdini and Trost, 1998; Fischer, 2006; Shteynberg et al., 2009). On the off chance that a man sees that his/her relatives, companions, or neighbors make progress in working together, incline toward independent work, and amass riches by working together in a particular nation, the individual will have a higher motivator to take after entrepreneurial conduct. Taken together, this examination recommends that most people are inserted with regards to their own social, social, and monetary condition and that the individuals who see the earth as giving inspiration have more elevated amounts of saw conduct control. This is
likewise steady with other research proposing that PBC is decidedly connected with a strong situation (Stephan and Uhlaner, 2010).

On behavioral control, building up a sufficient clarification of particular conduct, for example, the choice to wind up noticeably a business visionary, requires ideas which are nearer to saw expectations. In this way, the behavioral goals are dictated by the demeanors. Henceforth, different hypotheses on dispositions have been introduced to clarify the goals and activities (or conduct) of people (Shaver, 2003). Ajzen (2002, p. 5) characterized state of mind towards particular types of conduct as "[… ] how much a man has a good or negative assessment or examination of the conduct being referred to". Besides, Ajzen (1991, p. 181) states that, "Goals are accepted to catch the motivational variables that impact a conduct; they indicate how hard individuals will attempt, of the amount of an exertion they are wanting to apply, with a specific end goal to play out the conduct". Ajzen's (1991) TPB recommends that an individual's subjective standards, states of mind towards the conduct, and saw behavioral control shape expectations and consequent human activities (i.e. the activity of turning into a business visionary) (Zampetakis et al., 2009). Insinuate the longing or slant to organize, control and expert affiliations, people or considerations as quick and uninhibitedly as could sensibly be normal (Johnson, 1990). Individuals with high entrepreneurial motivation are to most likely move toward getting to be business visionaries (Shane et al., 2003). A meta examination of 41 articles (Collins et al., 2004) found that entrepreneurial motivations are inside and out and positively related to the choice of entrepreneurial calling ways.

Unmistakable models are used to research entrepreneurial motivations and how they can be used to predict desires. Mental models suggest that "Motivation is conceptualized as the consequence of foresight, instrumentality, and valency" (Segal et al., 2005, p. 44). Get ready models consider the effect of bigger measures of expected prizes from the entrepreneurial development interestingly with wages as agents as an essential point of view of picking entrepreneurial calling ways (Praag and Cramer, 2001). Financial based models advocate the piece of danger in molding entrepreneurial motivations. People with bigger measures of risk strength are more motivated to act actually used (Douglas and Shepherd, 1999).
Entrepreneurial motivations are multifaceted and contain general motivations (prerequisite for achievement, locus of control, vision, favor for flexibility, eagerness, and drive) and errand specific motivations (e.g. target setting and self ampleness) (Shane et al., 2003). Carsrud and Brännback (2011) suggest that entrepreneurial motivation is country specific. Hessels et al. (2008), implying affirm from 36 countries, prescribe that entrepreneurial drive, which is a bit of entrepreneurial motivation, is different in different countries.

Feelings shape perspectives towards business undertaking, subjective principles and saw direct control (Ajzen, 1991). Feelings related to saw high entrepreneurial motivation on an across the nation level may propel individuals' manner towards business venture. Feelings related to the piece of formal and easygoing institutionalSenvironments (Veciana et al., 2005) and mental and controlling estimations (Busenitz et al., 2000), may effect individuals' attitudes towards big business. In case a man trusts that the aftereffect of his/her undertaking activity in a given area will be appealing, they are most likely going to have a rousing perspective towards business (Lent et al., 2000). If a man sees cooperating in a country as being troublesome, terrible, unsafe, or bringing low focal points, his/her perspective towards business undertaking might be negative. Encounters from the Global Entrepreneurship Monitor (GEM) which is the world's main examination of big business suggest that great impression of a business space are earnestly related to the level of the entrepreneurial activity (Bullvåg et al., 2010). The results collected by GEM propose that self respect of a man's aptitude to finish business move basically between different countries. For example, only 22.7 for every penny of Russian individuals saw themselves as able to start and manage have meander. This marker comes to all around of 55.9 for every penny in made economies (Verkhovskaya and Dorokhina, 2010).

On subjective benchmarks, Entrepreneurs are embedded in their social condition (Stephan and Uhlalaner, 2010). Individuals are likely going to take after the subjective benchmarks recognized in their reference clusters by reiterating conduct, either intentionally or unwittingly (Cialdini and Trost, 1998; Fischer, 2006; Shteynberg et al., 2009). In case a man sees that his/her relatives, friends, or neighbors gain ground in cooperating, slant toward free work, and gather wealth by cooperating in a specific country, the individual will have a
higher rousing power to take after entrepreneurial lead. Taken together, this examination prescribes that the vast majority are embedded as to their own particular social, social, and money related condition and that the people who see the earth as giving motivation have bigger measures of saw lead control. This is moreover solid with other research suggesting that PBC is insistently associated with an enduring circumstance (Stephan and Uhlaner, 2010).

On behavioral control, developing an agreeable illumination of specific direct, for instance, the decision to twist up detectably a business visionary, requires thoughts which are closer to saw points. A allude to the craving or inclination to arrange, control and ace associations, individuals or thoughts as fast and freely as could reasonably be expected (Johnson, 1990). People with high entrepreneurial inspiration are to probably move toward becoming business visionaries (Shane et al., 2003). A meta investigation of 41 articles (Collins et al., 2004) found that entrepreneurial inspirations are altogether and decidedly identified with the decision of entrepreneurial profession ways.

Distinctive models are utilized to investigate entrepreneurial inspirations and how they can be utilized to foresee expectations. Psychological models recommend that "Inspiration is conceptualized as the result of anticipation, instrumentality, and valency" (Segal et al., 2005, p. 44). Prepare models consider the impact of larger amounts of expected prizes from the entrepreneurial movement in contrast with wages as representatives as a primary thought process of choosing entrepreneurial profession ways (Praag and Cramer, 2001). Monetary based models advocate the part of hazard in shaping entrepreneurial inspirations. Individuals with larger amounts of hazard resilience are more inspired to act naturally utilized (Douglas and Shepherd, 1999). Entrepreneurial inspirations are multifaceted and comprise of general inspirations (requirement for accomplishment, locus of control, vision, fancy for freedom, enthusiasm, and drive) and errand particular inspirations (e.g. objective setting and self adequacy) (Shane et al., 2003). Carsrud and Brännback (2011) propose that entrepreneurial inspiration is nation particular. Hessels et al. (2008), alluding to confirm from 36 nations, recommend that entrepreneurial drive, which is a piece of entrepreneurial inspiration, is diverse in various nations.
Convictions shape states of mind towards business enterprise, subjective standards and saw conduct control (Ajzen, 1991). Convictions identified with saw high entrepreneurial inspiration on a nation wide level may advance people's disposition towards business enterprise. Convictions identified with the part of formal and casual institutional Senvironments (Veciana et al., 2005) and psychological and regulating measurements (Busenitz et al., 2000), may impact people's mentalities towards enterprise. On the off chance that a man trusts that the result of his/her enterprise action in a given domain will be attractive, they are probably going to have an inspirational state of mind towards business (Lent et al., 2000). On the off chance that a man sees working together in a nation as being troublesome, ugly, hazardous, or bringing low advantages, his/her state of mind towards business enterprise may be negative. Experiences from the Global Entrepreneurship Monitor (GEM) which is the world's chief investigation of enterprise propose that good impression of a business domain are emphatically identified with the level of the entrepreneurial action (Bullvåg et al., 2010). The outcomes accumulated by GEM suggest that self regard of a man's skill to complete business shift essentially between various nations. For instance, just 22.7 for each penny of Russian members viewed themselves as capable to begin and deal with possess wander. This marker comes to by and large of 55.9 for each penny in created economies (Verkhovskaya and Dorokhina, 2010).

On subjective standards, Entrepreneurs are implanted in their social condition (Stephan and Uhlaner, 2010). People are probably going to take after the subjective standards acknowledged in their reference bunches by rehashing conduct, either deliberately or unwittingly (Cialdini and Trost, 1998; Fischer, 2006; Shteynberg et al., 2009). On the off chance that a man sees that his/her relatives, companions, or neighbors make progress in working together, incline toward independent work, and collect riches by working together in a particular nation, the individual will have a higher motivating force to take after entrepreneurial conduct. Taken together, this examination recommends that most people are implanted with regards to their own social, social, and financial condition and that the individuals who see the earth as giving inspiration have larger amounts of saw conduct control. This is likewise reliable with other research proposing that PBC is emphatically connected with a steady situation (Stephan and Uhlaner, 2010).
On behavioral control, building up a satisfactory clarification of particular conduct, for example, the choice to wind up noticeably a business visionary, requires ideas which are nearer to saw aims. Accordingly, the behavioral goals are dictated by the states of mind. Henceforth, different speculations on dispositions have been introduced to clarify the aims and activities (or conduct) of people (Shaver, 2003). Ajzen (2002, p. 5) characterized demeanor towards particular types of conduct as "[...] how much a man has a positive or troublesome assessment or examination of the conduct being referred to". Moreover, Ajzen (1991, p. 181) states that, "Aims are expected to catch the motivational components that impact a conduct; they indicate how hard individuals will attempt, of the amount of an exertion they are wanting to apply, keeping in mind the end goal to play out the conduct". Ajzen's (1991) TPB proposes that an individual's subjective standards, states of mind towards the conduct, and saw behavioral control shape aims and resulting human activities (i.e. the activity of turning into a business person) (Zampetakis et al., 2009).

On the cognitive abilities of entrepreneurs, the dual process theory postulates that people process information in two parallel interacting systems, intuitive and rational, which operate by different principles (Epstein et al., 1996). The first or intuitive system relies on experience and intuition. Sloman (2002) also postulates that the source of knowledge in the intuitive system is personal experience. Rather than apply logical rules or symbolic codes, such as words or numbers, individuals consider vivid representations of objects or events. The second or rational system, in contrast, relies on logic and rationality. In particular, individuals analyze issues with effort, logic, and deliberation rather than rely on intuition. Under the different thinking system, people ask themselves a question and get two different answers at the same time (Epstein et al., 1996).

Thus, this study will try to fill the above gap by providing a new perspective to study the attitude dimension – also known as risk taking propensity (Sexton and Misiak, 1984) and behavior dimension – also known as entrepreneur intentions, casting off the frame restriction of causality between risk taking propensity and entrepreneur intentions. Therefore, all behavior is seen as the simultaneous product of operation of both intuitive and rational systems (Kahneman, 2003). The entrepreneurial behavior is viewed as the creation of a new
organization to pursue an opportunity (Bygrave and Starr, 1991), which is also the product of both intuitive and rational systems of entrepreneurs. Entrepreneurs need to identify, recognize, and then exploit in order to seize the valuable opportunity to measure the successful entrepreneurial motivations among university students at the United States International University – Africa.

1.2 Problem of the Statement

Notwithstanding the fact that entrepreneurship has a significant role in the economic development of a country (Stel et al., 2005), opportunities for entrepreneurial development have not been paid due consideration in Kenya. In the past few years, the intentions to become an entrepreneur have raised greater interest than the desire to be an employee. Considering the economic factors, entrepreneurship is considered to be a fundamental resource for financial boost, increases in job creation, economic competitiveness and social interest advancements (Linan et al., 2005). This is one of the reasons that most recent educationists, practitioners and policymakers have improved their efforts in encouraging an entrepreneurial approach within society. A meticulous center of attention of such efforts lies in the area of university student’s entrepreneurship (Nabi and Holden, 2008) and entrepreneurial intentions (Krueger et al., 2000).

More recently, the focus has remained to intensify and escalate plans to support and promote the idea of entrepreneurship as an attractive and cost-effective substitute to salary-based employment among students around the globe. First, the importance of education or the know-how of entrepreneurial practices among the students for the booming performance of a new startup is well-acknowledged by administrators, policymakers and researchers (Kennedy and Drennan, 2001). Second, the restructuring processes in organizations, which are following escalating competition on the worldwide market and earlier compensations related to wage employment, are established in mostly large firms; for instance, job safety or loyalty rewards now present reduced attraction, thereby increasing self-employment desirability (Kolvereid, 1996; Luthje and Franke, 2003). In such situations, the entrepreneurial activities need to be given special attention, especially in Kenya because entrepreneurship is one of the
most important areas of concern to uphold the economic development of any country (Stel et al., 2005).

According to Molaei et al. (2014), entrepreneurial motivations is one of the biggest predictors of entrepreneurial behavior; therefore, special consideration should be given to explore the causes behind students’ entrepreneurial intentions. From the perspective of a potential entrepreneur, like university students’ entrepreneurship begins with the motivations (Hayton and Cholakova, 2012), but whether the motivations is transformed into reality or not depends on many factors. To make it a reality, the students face various tangible and intangible challenges. Tangible challenges include the availability of finance and space, whereas intangible challenges include the entrepreneurial skills and competence, entrepreneurial resources, entrepreneurial education, support from parents, family members, colleagues and so forth (Stel et al, 2005). The research on tangible challenges in entrepreneurship is well explored, but how intangible challenges develop entrepreneurial motivations of students in Kenya is rare.

Thus, on one side, where entrepreneurial activities are being given special considerations globally, in the meantime, startups are lagging behind in Kenya (Global Entrepreneurship Monitor, 2012). The main problem is that a greater percentage of fresh graduates passing from universities have a preference in searching for a wage employment for themselves rather than exploring the opportunities for an entrepreneurial career. The report also puts forth the fact that since Kenya’s Independence in June 1963, consecutive governments concentrated on the growth and progress of large-scale industrial units both in the corporate and public sector. Nevertheless, the strategy to promote entrepreneurship and small business enterprises was completely ignored. Therefore, this susceptibility needs due concentration, especially where university student youth susceptibility is at higher level.

Therefore, despite the concerns outlined, little has been done to establish the effect of subjective norms, behavioral control, and cognitive ability factors on entrepreneurial motivation among university student in Kenya.
1.3 Purpose of the Study
Purpose of the study is to establish the influence of entrepreneurial motivations and Cognitive Profiles on University Student’s Intentions to become Entrepreneurs.

1.4 Research Questions
1.4.1 What impact does perceived subjective norms have on student’s intentions to become entrepreneurs?

1.4.2 What impact does perceived behavioral control have on student’s intentions to become entrepreneurs?

1.4.3 What impact does perceived cognitive ability have on student’s intentions to become entrepreneurs?

1.5 Importance of the Study
1.5.1 Institutions of Higher Learning
The findings of this study will help institutions of higher learning to offer the entrepreneurial programs and deliver entrepreneurial education in a way to motivate students to pursue their own businesses after school.

1.5.2 Leadership and Management
This study will benefit the authority and administration of the colleges and different organizations of higher learning in that it will give a chance to audit the entrepreneurial educational modules, consequently permit them to get ready for what's to come.

1.5.3 Management of USIU
The findings of this study will help the will help the administration of the United States International University – Africa administration to arrange and facilitate entrepreneurial training programs to outfit the entrepreneurial understudies with entrepreneurial aptitudes to make their own particular endeavors.

1.5.4 Researchers and Academicians
Specialists and researchers will profit by the review since they will use the revelations for future reference and learning material when inquisitive about on related subjects. For academicians, the examination disclosures will make a pledge towards understanding the crucial graduates' entrepreneurial objectives.

1.6 Scope of the Study

The geographical scope of this study is at the United States International University - Africa (USIU-A) – Kasarani zone, off Thika Road. The number of inhabitants in the review is 150 college understudies of business enterprise. The review will be led in 3 months' chance that is between the times of September and December 2016.

1.7 Limitations and Solutions

Limitations of the study are that the study is limited only to the undergraduate of United States International University and the objective populace is limited just to enterprise understudies.

Arrangement of the above restrictions of this review is this is vital so as to keep the review inside controllable level.

1.8 Definitions of Terms

1.8.1 Behavioural Control

Perceived behavioral control refers to people's perceptions of their ability to perform a given behavior (Shaver, 2003).

1.8.2 Cognitive Ability

Cognitive ability refers to the capacity to perform higher mental processes of reasoning, remembering, understanding, and problem solving (Sloman, 2002).

1.8.3 Subjective Norms
Subjective norms refer to the perceived social pressure to perform or not to perform the behavior in question (Stephan and Uhlaner, 2010).

1.8.4 GEM (Global Entrepreneurship Monitor)

The Global Entrepreneurship Monitor is the world's foremost study of entrepreneurship. These important bodies leverage GEM's rich data, tried-and-tested methodology and network of local experts to promote evidence-based policies towards entrepreneurship around the world.

1.9 Chapter Summary

This part takes a gander at the foundation of the review and layouts the announcement of the issue. The foundation looks to give bits of knowledge on entrepreneurial inspirations among graduate understudies with a specific concentrate on United States International University-Africa. The problem statement seeks to show the gaps which other researchers have not focus concerning entrepreneurial motivation among graduate students. The purpose of the study is on how entrepreneurial motivations influence university students in becoming entrepreneurs. Research questions which influence entrepreneurial motivation are: how perceived behavioral control, subjective norms, and cognitive ability influence entrepreneurial motivation among university students in Kenya.

Significance of the study is how this study will be beneficial to researchers and academicians, leadership and management of USIU, and institutions of higher learning. The geographical scope is at United States International University-Africa – Kasarani area, off Thika Road. Limitations of the study are: only students of USIU and population is restricted only to entrepreneurship students. But the solution is to keep the study within controllable level.

Section two is on the writing audit and it gives learning into what diverse experts have done in the field of entrepreneurial motivation among school understudies. Segment three will assess the investigation logic that will be associated in this audit; Chapter four will focuses on separating of the examination revelations and showing the results and disclosures; and
Chapter five will give a talk of the disclosures of the survey, the conclusions got from the revelations, the recommendations for improvement, and proposition for further research.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
This chapter reviews and presents the literature on factors that influence entrepreneurial motivation among university student’s intention to become entrepreneurs. The study is based on the three research questions: how do the subjective norms factors, behavioral control factors, and cognitive ability factors influence the entrepreneurial motivation of university student’s intentions to become entrepreneurs?

2.2 Perceived Subjective Norms on Student’s Intentions to become Entrepreneurs
Subjective norms refers to the perceived social pressure to perform or not to perform the behavior in question (Stephan and Uhlaner, 2010). Subjective norms represent “normative belief about entrepreneurship as a career choice is likely motivation to comply with these normative beliefs” (Leroy et al., 2009). Additionally, these pressures can become a starting point or a barrier to the development of entrepreneurial career, and this depends on the social environment. Beliefs shape states of mind towards business and subjective standards (Ajzen, 1991). Convictions identified with saw high entrepreneurial inspiration on a nationwide level may advance people's state of mind towards business enterprise. Convictions identified with the part of formal and casual institutional situations (Veciana et al., 2005) and subjective and regulating measurements (Busenitz et al., 2000), may impact people's states of mind towards business. In the event that a man trusts that the result of his/her enterprise action in a given domain will be attractive, they are probably going to have an inspirational state of mind towards business enterprise (Lent et al., 2000). On the off chance that a man sees working together in a nation as being troublesome, ugly, unsafe, or bringing low advantages, his/her demeanor towards business may be negative.

Bits of knowledge from the Global Entrepreneurship Monitor (GEM) propose that good impression of a business situation are decidedly identified with the level of the entrepreneurial action (Bullvåg et al., 2010). The outcomes accumulated by GEM infer that self-estimates of a man’s fitness to do business shift altogether between various nations. For instance, just 22.7 for each penny of Russian members viewed themselves as capable to
begin and deal with claim wander. This marker comes to all things considered of 55.9 for each penny in created economies (Verkhovskaya and Dorokhina, 2010).

Many reviews have examined the precursors of entrepreneurial expectations. For instance, Shapero entrepreneurial occasion (SEE) model is the one utilized. The model relies on upon three components: saw allure, penchant to act, and saw practicality (Nabi et al., 2010). Seen allure is characterized as the individual engaging quality of beginning a business; saw possibility is comprehended as the certainty a man has in their capacity to begin a business; and, propensity to act refers to one's disposition to act decisively when faced with an opportunity (Nabi et al., 2010). But for this study three components which are investigated on how they influence entrepreneurial motivation among university students’ intention to become entrepreneurs are entrepreneurial deep beliefs, entrepreneurial cultural norms, and entrepreneurial value driven.

2.2.1 Entrepreneurial Deep Beliefs

Embedded within entrepreneurial behaviour are beliefs that position the individual towards entrepreneurial expression. The motivation to behave entrepreneurially is based on personally held beliefs (Krueger, 2007), which give expression to human needs (Rokeach, 1973). For example, it is the individual’s need for autonomy, among other things, that motivates her/him to act in a self-determined way to actively seek out or create entrepreneurial opportunities that will satisfy their personal need for autonomy (Gatewood et al., 1995; Kolvereid, 1996; Shane et al., 2003). The term “value,” in its association with human beliefs, is defined by Rokeach (1973) To say that a person “has a value” is to say that he has an enduring belief that a specific mode of conduct or end-state of existence is personally and socially preferable to alternative modes of conduct or end-states of existence. “Deep beliefs” as posited by Krueger (2007), cannot be explicitly identified or directly observed in an individual’s entrepreneurial behavior, but do reveal themselves indirectly through three key constructs. These three constructs, namely, self-determination, self-identity and self-efficacy are fundamental to the expression of entrepreneurial behavioral.
People are naturally inclined to imitate, explore, take on and internalize ambient social roles, knowledge, skills and practices to the point that they become inherent descriptors of themselves. The complexity of society along with its elaborate structure and cultural norms means that individuals cannot possibly assimilate all of the identities they are surrounded by. Individuals instead pursue those identities they are interested in, interact with in social situations to conform and seek out rewards. Thus, it is those identities the individual finds inherently interesting and attractive that determine the direction of their behavior. If a specific identity matches their value-set, is potentially appealing and intrinsically rewarding, then the individual is bound to set goals around achieving it. Furthermore, they will seek out others displaying behavior congruent with that identity and study its competencies.

The individual cannot claim to be entrepreneurial solely on the basis of an identity. The emphasis on claiming a particular self-identity is inherently tied to their ability to “keep a particular narrative going” (Giddens, 1991), in other words, the individual’s ability to convince those around them, through their behavior, that they are indeed entrepreneurial. In the absence of the self-determination to be entrepreneurial, self-identity has little substance and the individual lacks a crucial element to sustain that part of the narrative. Similarly, self-determination and self-identity are insufficient on their own to sustain the entrepreneurial identity unless it is supported with the requisite knowledge, skills and experiences associated with entrepreneurial behavior. Such narrative would lack credibility and sustainability, unless the individual can be seen to be practicing the competencies associated with entrepreneurial behavior. Thus, the self-determination to identify oneself as entrepreneurial is only credible if one can also demonstrate the skills, knowledge and experience associated with being entrepreneurial. This relationship can be depicted in the following way.

Entrepreneurial behavior is founded on a specific set of values (beliefs) and needs which provide the individual with the intrinsic motivation and self-determination to engage in entrepreneurial behavior. These values also drive the individual towards the acquisition of the requisite knowledge, skills and experience (self-efficacy and confidence) to effectively engage in the entrepreneurship process. Altogether, self-determination, self-efficacy and the entrepreneurial value-set combine to enable the individual to express identifiable
entrepreneurial behavior. The bi-directional arrows in the model below highlight the impact a change in one component of the model will have on other elements. For example, a lack of skill or knowledge will lead to less confidence to engage in entrepreneurial behavior. Similarly, a change to the fundamental value-set, beliefs or needs of the individual will lead to disengagement with the entrepreneurial process and a withdrawal from entrepreneurial behavior expression.

2.2.2 Entrepreneurial Cultural Norms

Morrison et al. (1998a) suggest that the process of entrepreneurship is founded on the interaction between the individual, their intuition, society and culture. Entrepreneurship is more holistic than a simple economic process and it represents the outward expression of a combination of explicit and implicit behaviors based on pragmatism and idealism. The essence of this process is to bring about the exploitation of creative ideas and innovations whilst remaining inherently cognisant of the risks involved, and to initiate change within a social and economic context.

The key to initiating the process of entrepreneurship lies within the individual members of society, and the degree to which an entrepreneurial spirit is collectively recognized as being desirable. Accordingly, it is believed the source of an entrepreneurial spirit lies within the individual (Kirzner, 1979) and that it will be exposed under circumstances of uncertainty and competition. Gilder (1971) suggests the entrepreneurial spirit referred to here is based on a “firm hierarchy of values” (p. 258), an underlying belief structure that intrinsically motivates the individual to engage in the entrepreneurship process.

From a behavioural perspective, entrepreneurship is practised by individuals who passionately believe they have identified a unique solution to an unmet need or unresolved problem, and are willing to expend great effort in order to satisfy these demands. If, as Morrison et al. (1998a) suggest, the process is based on individual, social and cultural interaction, it follows logically that there needs to be a closer examination of the cultural and social dimensions that lead to entrepreneurial behaviour.
Tayeb (1988) and Van der Horst (1996) emphasise that not all individual members of a society follow rigidly, and without question all the dimensions of their cultures in every aspect of their lives. There will consequently be those individuals who will be motivated to deviate from the cultural norm by virtue of the values they subscribe to. Hofstede (1994) has suggested that an individual’s behaviour need only be partially predetermined by their cultural upbringing. Individuals have a basic ability to deviate from cultural norms and react in ways that are creative, innovative, destructive or unexpected, that is, in ways that would be considered contrary to social norms and mores.

The entrepreneurial world is intuitively shaped and interpreted (Weber, 1976) through each individual’s attitudes, attributes, behaviours and values, at the interpersonal level (Parker et al., 1972). Thus, culture is made up of people interacting, and at the same time determining future interaction (Trompenaars, 1993). Interaction leads to the exchange of knowledge and the acknowledgement of status, which in turn leads to the reinforcement of self-identity. Individuals also belong to a number of different cultural levels, layers and contexts at the same time, and will inevitably behave in different ways, corresponding to the identities prevalent within society and with which they may simultaneously associate.

It therefore appears that the relationship between certain cultural and societal factors and the initiation of entrepreneurial activity is significant. From a macro perspective, people belonging to a particular society tend to exhibit collective cultural similarities; however, from a micro perspective an individual’s interpretation of that cultural orientation may differ substantially. The social framework within which an individual finds themselves provides a particular paradigm that allows the individual to function. This paradigm results in shared sets of qualities, attitudes, behaviours and values. Continuous social interaction enables the interpretation, shaping and internalisation of values associated with overall economic activity and in particular, entrepreneurial behaviour.

It is also acknowledged that individual members of society have the freedom to negotiate a self-identity and to deviate from cultural norms (Hofstede, 1990; Trompenaars, 1993). This deviation from cultural norms can exhibit itself through entrepreneurial behaviour and through the process of entrepreneurship. The degree to which society supports such
behaviour will be dependent on their interpretation of beliefs that underpin that behaviour and whether these are congruent with the greater society’s norms and values. Thus, a society which does not readily acknowledge or value entrepreneurial activity is unlikely to support it. The opposite is also true; a society that values and actively supports entrepreneurial activity is more likely gain substantially by encouraging it.

### 2.2.3 Entrepreneurial Value-Driven

Entrepreneurship has been referred to as a “values-driven” process (Morris and Schindhutte, 2005). Indeed, entrepreneurial behaviour is frequently believed to be predicated on such Western beliefs as, “individualism”, “competitiveness”, “material gain” and a “strong work ethic” (Schumpeter, 1950; Cauthorn, 1989; Hebert and Link, 1988). “Individualism” has strong links to the notion that entrepreneurial behaviour is essentially an independent/autonomous activity usually engaged in by a single individual. That notion is amply supported by research which suggests that entrepreneurial opportunity identification is largely an individual activity relying on the cognitive capacity of the individual and their self-efficacy (Shane, 2003; Shane and Venkataraman, 2000; Alvarez et al., 2005; Morris and Schindhutte, 2005; Alvarez and Barney, 2007).

Values are conceptualised as mental schema existing at a higher level of abstraction than attitudes (Rokeach, 1973; Williams, 1979; Schwartz, 1992, 1994; Howard, 1995; Schuman, 1995). Values are psychological objects (Rokeach, 1973). They are the “[...] cognitive representations and transformations of needs”. Although they cannot be seen or touched, they are every bit as real as any physical object. All individuals have values that determine their decisions and guide their behaviour. Those who value their individuality take responsibility, are self-reliant and act with self-respect. Those who value achievement strive to succeed in their chosen endeavour. Those who value autonomy, act and judge situations independently from others.

By and by held qualities are a disguised arrangement of subjective elucidations of outside occasions and circumstances in which the individual may connect with (Schwartz and Bilsky, 1987; Schwartz, 1990). A few people, for instance, endeavor to work freely of others, to
decide their own way of advancement and development without impedance from others. With regards to business, people who decide to freely convey what needs be through their own endeavor are said to be "entrepreneurial". Being entrepreneurial means the individual has an internalised set of values (needs, beliefs) that allow them to express themselves in a unique way. Some individuals thus choose to engage in entrepreneurship as a channel through which they can gain acknowledgement of their place in the social structure and as a means of sustaining their identity.

Values play a motivational role in entrepreneurial behaviour by providing the individual with the energy and willingness to expend effort in pursuit of the enactment of those values. Values themselves come from the individual’s social environment, through society’s wider culture, interaction with social institutions and through relationships the individual develops with others. Values are then integrated into the self as a set of internalised meanings that contribute to the formation of the individual’s self-identity (Kasser, 2002). The way the individual perceives themselves, generates the energy for them to behave entrepreneurially.

Values are rarely consciously applied to an action as an immediate response (Schwartz, 1996) but are linked to behaviour through four sequential processes (Schwartz, 2004b). First, values need to be activated; they need to be brought into conscious awareness by the individual usually through a situation or series of circumstances that are perceived as problematic (Verplanken and Holland, 2002). Second, because values influence how the individual thinks, they lead to the privileging of certain cognitive preferences over others (Feather, 1992) which influence the decision-making process. These cognitive preferences are the product of the individual’s prior learning and experience in similar circumstances (Shane, 2003). This in turn leads to a third process whereby values influence conscious attention, perception and interpretation within situations.

Fourth, because values have been brought into conscious awareness, they influence the planning of physical action, that is, they motivate behaviour taking into account normative external pressures (Schwartz and Bardi, 2001). A single value cannot be the sole motivational force behind an action (Jones, 2002). Thus, a value such as autonomy cannot be claimed to be the sole motivational force behind an individual’s desire to start a new business.
or seize on an entrepreneurial opportunity. Indeed, autonomy may not even be the primary value motivating the individual’s response; other values may take precedence in motivating action. These guiding principles influence an individual’s attitude, emotions and behaviour and typically endure over long periods of time and across different situations (Rokeach, 1973). In other words, an individual’s values are expected to remain consistent over time and express behaviour germane to those values in a variety of different situations.

Thus, because subjective norms represent “normative belief about entrepreneurship as a career choice is likely motivation to comply with these normative beliefs, university students must have entrepreneurial deep belief to become entrepreneurs, must know entrepreneurial cultural norms to succeed, and must be entrepreneurial value driven to achieve their purpose. Therefore, university students with all these attributes need to have psychological approach that is developing personal characteristics, educational approach that is acquiring entrepreneurial skills, and behavioral approach that is developing entrepreneurial abilities. Hence, entrepreneurial psychological, educational, and behavioral approach influences the perceived behavioral control on entrepreneurial motivations among university students’ intentions to become entrepreneurs.

2.3 Perceived Behavioral Control on Student’ Intentions to become Entrepreneurs

Perceived behavioral control identifies with people's control convictions identifying with the activity being checked. This element identifies with the apparent relative straightforwardness (or trouble) of playing out the checked activity (i.e. the people's capacity to address attitudinal and asset hindrances to business arrangement). The apparent behavioral control figure is comparative a few regards to the apparent self viability calculate. The TPB should be connected to investigate human aims and conduct in a few settings. Both Kolvereid (1996) and Tkachev and Kolvereid (1999) found that positive subjective standards, demeanors towards particular types of conduct, and saw behavioral control altogether improved the probability of understudies revealing the arrangement of entrepreneurial aims. Seen behavioral control, be that as it may, was found in both reviews to clarify a greater amount of the varieties in aim than mentalities towards the conduct and subjective standards. Krueger et al. (2000) noticed that states of mind towards conduct and saw possibility both altogether
improved the probability of respondents announcing the arrangement of entrepreneurial goals.

2.3.1 Psychological Approach

Early research on the factors that influence the decision to create a business focused on trait or personality characteristics of individuals (McClelland, 1961; Brockhaus, 1980; Krueger, 2000). Mitton (1989) describes entrepreneurs as those who have certain psychological characteristics such as a commitment to their work, a need for total control and a liking for uncertainty and challenge. According to Koh (1996) this should be expected, given the understanding of psychological traits that are unique to entrepreneurs. Krauss and Frese (2005) found that psychological traits are predictors of the entrepreneurial orientation.

Also, it can be seen that theoretical and empirical research has associated psychological characteristics with entrepreneurship (Kennedy et al., 2003; Brice, 2004; Bhandari, 2006; Li, 2006; Hmieleski and Corbett, 2006; Florin et al., 2007). For instance, Bygrave (1989) presented a model that includes need for achievement, internal locus of control, tolerance for ambiguity and risk taking propensity as determinants of entrepreneurial intention. Moreover, Robinson et al. (1991), in their research, find that achievement, innovativeness, locus of control and self confidence could be predicting entrepreneurial attitudes.

A review of recent literature measuring the impact of general education on entrepreneurship and entrepreneurial activity suggests some possible generalizations. Evidence suggesting a positive link between education and entrepreneurship is robust. In fact, some researchers have come to support the idea that the psychological attributes, related to entrepreneurship can be culturally acquired (Gibb and Ritchie, 1982; Vesper, 1990; Radu and Redien Collot, 2008; Wincent and Örtqvist, 2009). To this extent, it seems pertinent to conduct an analysis concerning the contribution of education to foment entrepreneurship. Entrepreneurship education based on a theory of solid learning can contribute to increase the knowledge management and to promote the psychological attributes associated with entrepreneurs.
2.3.2 Educational Approach

Ferreira et al. (2007) and Raposo et al. (2008a, b) found that the most important effect on the propensity to start up a firm among students was education. One of the educational theories referred by Béchard and Grégoire (2005), in their analytical framework, focused on education research concerns, is the personalist theory. Its theoretical supports are the humanistic psychology, the personalism, the open education and the nondeterministic free school. Usually this kind of researches shows a concern for the development of the individual, for acknowledging individual needs and differences. So entrepreneurship education should emphasize development of the skills needed to evaluate venture opportunities.

Robinson et al. (1991) express that interior control prompts a positive entrepreneurial demeanor and most understudies who get entrepreneurial arrangement may build up a larger amount of control and self productivity. The penchant to go for broke is identified with the likelihood of an action having under 100 for each penny achievement (Kuip and Verheul, 2003). Regardless of the possibility that hazard taking penchant is regularly specified as a determinant of entrepreneurial aim (Bygrave, 1989), a few exact reviews recommend that private company's business people don't have inspirational states of mind towards hazard and they don't see themselves as daring individuals (Davidsson, 1989; Baron, 1998), nor do they appear to vary from different gatherings, in more target tests on hazard taking (Brockhaus, 1980). Ho and Koh (1992) allude that fearlessness is an entrepreneurial trademark and that it is identified with other mental qualities, for example, locus of control, affinity to go out on a limb and resilience of uncertainty.

Robinson et al. (1991) have discovered business people to have a higher level of self-confidence in respect to non-business visionaries. Davidsson and Wiklund (1999) express that requirement for accomplishment is not an imperative cause to business person conduct. Advancing a state of mind toward high accomplishment in understudies that goes past the outer inspiration for high evaluations is a standout amongst the most troublesome difficulties in business instruction (Florin et al., 2007). Mitton (1989) states that business
visionaries don't just work in an indeterminate domain, yet they likewise excitedly embrace the obscure and oversee instability. So resilience of uncertainty might be viewed as an entrepreneurial trademark and the individuals who are more entrepreneurial are relied upon to show more resistance of vagueness than others. As indicated by Robinson et al. (1991) the imaginativeness is identified with seeing and following up on business exercises in new and novel ways. This thought is one of the repeating subjects in characterizing enterprise. For instance for Schumpeter (1934), inventiveness is the most key part of business enterprise and a basic entrepreneurial characteristic.

2.3.3 Behavioral Approach

According to Heinonen (2007), while the concept of entrepreneurial behavior has become well known, there is a growing need to develop entrepreneurial abilities in order to deal with current challenges and the uncertain future. In the current economic situation, jobs are rarely “for life”, and traditional secure career paths have disappeared. Entrepreneurial intention is the most often expressed studied antecedent of venture creation. This kind of approach draws on a well established body of literature linking intention to subsequent actions (Ajzen, 1987, 1991) and has been proposed several times as the best predictor of entrepreneurial behavior (Shapero, 1982; Honig, 2004).

Kolvereid (1996) argues that the greater a person's perceived behavioral control, the stronger is that person's intention to become self employed. In turn, this perceived control corresponds to perceived feasibility, one of the key factors of self efficacy. According to Fayolle (2005) and Kickul et al. (2008) self efficacy has been found to significantly influence entrepreneurial behavior and supporting entrepreneurship students' self efficacy is therefore seen as a key tool in entrepreneurship education to enhance students' entrepreneurial intentions (Zhao et al., 2005; Raposo et al., 2008a, b). Entrepreneurial intention has been described as a conscious state of mind that directs attention and therefore experience and action toward a specific object or pathway to achieve it (Bird, 1989; Hamidi et al., 2008).

Hamidi et al. (2008) showed strong influence of innovativeness on entrepreneurial intention. The creativity was viewed as a concept is more proactively oriented than factors such as
perceived behavioral control, perceived social norms and risk taking propensity. However they suggest more additional research on the creative dispositions among entrepreneurship students in order to confirm that influence. They also found that students engaged in academic entrepreneurship programs have higher intentions to start own businesses in the future. About this, they argued that it would be of value to examine entrepreneurial role models in each educational context, since those results indicate significant differences between in entrepreneurial intention between different educational fields.

Florin et al. (2007) stated that the students need to perceive that the application of the skill is feasible and that an entrepreneurial approach is desirable and a focus on developing a positive attitude toward entrepreneurial behavior appears to be central to entrepreneurship education. The identification and study of students' entrepreneurial characteristics assumes special relevance for the development of adequate educational programs related with entrepreneurship and business creation. Therefore, investigating what factors determine the entrepreneurial intention is a crucial issue in the entrepreneurship research. For instance Raposo et al. (2006, 2008a, b) found that individuals who evidence more propensity for the startups creation seem to possess self-confidence and leadership capacity. Lee et al. (2006) conclude that the school and the education system play a pivotal role in predicting and developing entrepreneurial capabilities.

Thus, because perceived behavioral control relates to individuals’ control beliefs relating to the action being monitored. This factor relates to the perceived relative ease (or difficulty) of performing the monitored action (i.e. the individuals’ ability to address attitudinal and resource barriers to business formation). Therefore, university students must develop entrepreneurial personal characteristics (psychological approach), acquire entrepreneurial skills (educational approach), and develop entrepreneurial ability (behavioral approach) to achieve cognitive ability. Hence, entrepreneurial desirability, feasibility, and self-efficacy influence the cognitive ability on entrepreneurial motivations among university students’ intentions to become entrepreneurs.
2.4 Perceived Cognitive Ability on Student’s Intentions to become Entrepreneurs

Perceived behavioral control identifies with people's control convictions identifying with the activity being checked. This component identifies with the apparent relative straightforwardness (or trouble) of playing out the checked activity (i.e. the people's capacity to address attitudinal and asset obstructions to business arrangement). The apparent behavioral control figure is comparable a few regards to the apparent self adequacy calculate. The TPB should be connected to investigate human aims and conduct in a few settings. Both Kolvereid (1996) and Tkachev and Kolvereid (1999) found that good subjective standards, mentalities towards particular types of conduct, and saw behavioral control essentially improved the probability of understudies revealing the arrangement of entrepreneurial aims. Seen behavioral control, be that as it may, was found in both reviews to clarify a greater amount of the varieties in aim than states of mind towards the conduct and subjective standards. Krueger et al. (2000) noticed that states of mind towards conduct and saw achievability both fundamentally improved the probability of respondents revealing the arrangement of entrepreneurial aims.

2.4.1 Entrepreneurial Desirability

Entrepreneurial Entrepreneurial allure is characterized as the level of engaging quality that a man feels toward business creation and toward being a proprietor in an entrepreneurial organization (Lucas and Cooper, 2012; Almqvist and Bjornberg, 2010), or how much a business is making a coveted conduct (Emin, 2004). Seen attractive quality is an emotional attitudinal judgment (Mitchell et al., 2002) and a motivational component (Fitzsimmons and Douglas, 2005) that is worried with the individual's convictions about how likely is to have benefits through the production of another wander (Vazquez et al., 2009). In reality, Lucas and Cooper (2012) underscore that entrepreneurial attractive quality is the individual's impression of the net advantage to be picked up from fruitful execution of a conduct. The allure idea (Krueger et al., 2000; Krueger, 1993; Shapero and Sokol, 1982) is additionally called "valence" in the anticipation structure (Vroom, 1964), demeanor (Ajzen, 1991) and disposition toward the demonstration (Liñán and Chen, 2009).
As indicated by the Entrepreneurial Intention Model, the expectancy–value display, entrepreneurial attractive quality is considered as the apparent estimation of enterprise (Lucas and Cooper, 2012). Essentially, Aliouat and Ben Cheikh (2009) call attention to that attractive quality is molded by the individual framework values, made out of social and social examples. This framework qualities can, hence, be built up and kept up through the securing of new data and aptitudes got from the entrepreneurial preparing programs. However, the Theory of Planned Behavior (Ajzen, 1991) recommends that preparation programs help people to create good states of mind toward enterprise including entrepreneurial allure (Fayolle, 2005). Furthermore, Byabashaija et al. (2010) highlight that entrepreneurial preparing ought to improve singular creative ability, adaptability, imagination, eagerness to think adroitly and to consider change to be an open door.

Shapero and Sokol (1982) recommend that people with an abnormal state of allure may feel eager about the making of another business. The creators add that allure is associated with individual values and vocation decisions. Independently employed people are continually looking for monetary open doors, challenges, independence, expert and self-acknowledgment (Almqvist and Bjornberg, 2010). These discoveries infer that people who encounter a high entrepreneurial attractive quality have a tendency to build up a high entrepreneurial goal. In this sense, Segal et al. (2005) contend that there is a positive connection between the attractive quality of independent work and the aim to be a business visionary. In this viewpoint, the Intrinsic Motivation Theories, for example, the Self-assurance Theory (Deci and Ryan, 1985), the Flow Theory (Csikszentmihalyi and Csikszentmihalyi, 1988), the Expectancy Theory of Motivation (Vroom, 1964) and the Expectancy–Value Model (Eccles and Wigfield, 2002) propose that when people are characteristically propelled as far as the prompt subjective experience that happens when individuals are occupied with an action, they have a tendency to participate in an assignment and create aim to fulfill it. As needs be, it is expected that an abnormal state of attractive quality emphatically impacts entrepreneurial aim.
2.4.2 Entrepreneurial Feasibility

Entrepreneurial Robinson et al. (1991) express that interior control prompts a positive entrepreneurial state of mind and most understudies who get entrepreneurial arrangement may build up a larger amount of control and self-effectiveness. The affinity to go out on a limb is identified with the likelihood of a movement having under 100 for every penny achievement (Kuip and Verheul, 2003). Regardless of the possibility that hazard taking affinity is frequently specified as a determinant of entrepreneurial aim (Bygrave, 1989), a few exact reviews recommend that independent company's business visionaries don't have uplifting states of mind towards hazard and they don't view themselves as daring people (Davidsson, 1989; Baron, 1998), nor do they appear to contrast from different gatherings, in more target tests on hazard taking (Brockhaus, 1980). Ho and Koh (1992) allude that self-assurance is an entrepreneurial trademark and that it is identified with other mental attributes, for example, locus of control, affinity to go out on a limb and resilience of vagueness.

Robinson et al. (1991) have discovered business people to have a higher level of self-confidence with respect to non business people. Davidsson and Wiklund (1999) express that requirement for accomplishment is not a critical cause to business visionary conduct. Advancing a state of mind toward high accomplishment in understudies that goes past the outer inspiration for high evaluations is a standout amongst the most troublesome difficulties in business training (Florin et al., 2007). Mitton (1989) states that business visionaries don't just work in an unverifiable domain, however they additionally enthusiastically embrace the obscure and oversee vulnerability. So resilience of equivocalness might be viewed as an entrepreneurial trademark and the individuals who are more entrepreneurial are relied upon to show more resistance of uncertainty than others. As per Robinson et al. (1991) the ingenuity is identified with seeing and following up on business exercises in new and special ways. This thought is one of the repeating subjects in characterizing business. For instance for Schumpeter (1934), ingenuity is the most crucial part of business enterprise and a basic entrepreneurial trademark.

2.4.3 Entrepreneurial Self-Efficacy
Self-adequacy is a build got from the Theory of Social Cognition (Bandura, 1989). As indicated by Segal et al. (2005), self-adequacy mirrors the individual's trust in his own capacities to perform activities to accomplish an arrangement of objectives. In a similar viewpoint, Wigfield and Eccles (2000) highlight that self-viability is an arrangement of capacity convictions and the individual's impression of his/her abilities at a given undertaking. Brice and Spencer (2007) bring up that entrepreneurial self-adequacy is how much people trust that they have gained adequate learning, capacity and aptitudes to effectively set out on and embrace another wander. Fitzsimmons and Douglas (2005) underline that self-adequacy is the quality of an individual's conviction that they can finish a particular undertaking or arrangement of related errands. Bandura (1997, in Hmieleski and Baron, 2008, p. 1) was simply the pioneer of the definition viability and accentuated that people high in self-adequacy tend to set testing objectives; hold on toward the accomplishment of their objectives, even under troublesome and unpleasant conditions and recoup rapidly from disappointment, even despite unfavorable conditions.

Essence and Mitchell (1992) recommend that self-viability is an imperative motivational build that can fundamentally impact the people's objectives and endeavors. Without a doubt, with a high self-viability level, people have a tendency to be more spurred (Simon and Tardif, 2006) and build up a high goal toward the coveted conduct (Ajzen, 2001). Smith and Woodworth (2012) underline in this regard people with high entrepreneurial self-adequacy will probably draw in, hold on and perform well their entrepreneurial errands. However, self-viability is a dynamic build that can be upgraded with learning and steady collection of information and experience (McStay, 2008). In this point of view, the entrepreneurial preparing projects are sufficiently successful to give the fundamental tool kit to dispatch a business (Boissin and Emin, 2006). One of the most recent inquires about that highlighted the significance of entrepreneurial training in self-viability improvement among the young is the Malebana and Swanepoel's (2014) work. The creators recommend that apparent self-viability manages the judgments identifying with what people can do with the aptitudes they have and those abilities are predominantly gotten from preparing programs. People who take after an entrepreneurial instructional course have a tendency to see a higher self-viability toward endeavors creation (Malebana and Swanepoel, 2014).
From another point of view, Lee et al. (2011) bring up that the connection between entrepreneurial self-viability and allure has not been adequately considered. Hence, it is intriguing to address this crevice. In fact, it is hypothesized that a high entrepreneurial self-adequacy is probably going to decidedly impact the individual's allure toward new pursuit creation. In this sense, Shapero and Sokol (1982) highlight that apparent self-viability and entrepreneurial attractive quality decidedly communicate. To be sure, people who are sure of their aptitudes and capacities to dispatch their own particular organizations have a tendency to be exceptionally energetic to make another wander (Lee et al., 2011). Seeing a high self-viability, the individual turns out to be exceptionally energetic (Simon and Tardif, 2006) to receive a given conduct (Ajzen, 2001). Consequently, the cognitive–motivational Expectancy-Value Theory (Vroom, 1964) presumes that people demonstrate a high inspiration towards the assignment achievement on the premise of their hopes to effectively accomplish this objective (Broeck et al., 2010) and their errand particular convictions, for example, saw abilities and undertaking effortlessness (Eccles and Wigfield, 2002).

In this same point of view, it is assumed that people seeing a high entrepreneurial self-viability trust that they can accomplish their objectives and make their coveted wander. In like manner, entrepreneurial self-viability is firmly connected to saw attainability (McStay, 2008; Ajzen, 1991; Shapero, 1982). Segal et al. (2005) propose that entrepreneurial self-viability is a reasonable intermediary for saw achievability. To be sure, people with an abnormal state of self-viability have a tendency to profoundly see business opportunity which, thusly, expands the wander plausibility discernment (Krueger et al., 2000). That is, as per the Theory of Planned Behavior (Ajzen, 1991), it is speculated that apparent behavioral control mirrors the apparent entrepreneurial achievability and is in this manner identified with view of self-adequacy. In addition, people with high self-viability level feel ready to perform entrepreneurial undertakings they embrace well (Hmieleski and Baron, 2008), and along these lines they trust that the errands are plausible. In a hope system, capacity convictions that are centered around an individual's available capacity are decidedly
identified with hopes for achievement, which are centered around the future (Wigfield and Eccles, 2000).

In accordance with the previously mentioned supposition, it is speculated that when seen entrepreneurial self-adequacy is high, the people tend to demonstrate a high attractive quality toward the wander creation and the other way around (Solesvik et al., 2012; Fitzsimmons and Douglas, 2011; McStay, 2008; Shapero and Sokol, 1982). Without a doubt, as indicated by the hope hypothesis (Vroom, 1964) and the Expectancy - Value display (Eccles and Wigfield, 2002), a positive relationship can be seen between seen attractive quality, adjusts to valence and saw attainability, which adjusts to anticipation, in the development of the entrepreneurial aims (Fitzsimmons and Douglas, 2011). The anticipation hypothesis underlines, in this point of view, that people may act as indicated by their desires such that the demonstration they will perform will be trailed by a given result or esteem (Fitzsimmons and Douglas, 2011), which will make it either alluring or undesirable. That is, the hope of the wander productivity and reasonability may rouse people to dispatch their business. As needs be, confirmation from McStay's (2008) work recommends that when the people see the new pursuit creation as attainable, they may induce that as an attractive demonstration (McStay, 2008) which may make them mean to dispatch their own business.

However, writing expect that when people see a high entrepreneurial self-viability, they efficiently build up a high expectation to begin their own particular business (Moreau, 2006). Conversely, the individuals who are unverifiable about their capacities to make their own particular organizations are insufficient and demonstrate a low entrepreneurial goal. Roxas et al. (2008) highlight, in this viewpoint, that independent work requires an abnormal state of self-assurance and an exceedingly difficult outlook. On the premise of Shapero and Sokol's (1982) Model of the Entrepreneurial Event, Krueger et al. (2000) bring up that people build up their entrepreneurial aims to the degree to which they feel by and by fit for beginning a business and have an individual inclination to make and follow up on their own choices. In this way, it is accepted that a high entrepreneurial self-viability altogether and decidedly impacts the students’ entrepreneurial aim. The Entrepreneurial Intention Model, which has a place with an Expectancy - Value point of view, recommends that activities are anticipated.
by the individual's convictions about their capacities or hopes to play out a particular undertaking, including the assignment of wander creation (Lucas and Cooper, 2012). Moreover, Achievement Goal Theory (Nicholls, 1989) contends that people take part in a few accomplishment exercises that relate to authority objectives concentrating on learning and aptitudes improvement (Plante et al., 2013). People tend, hence, to demonstrate a high goal toward the particular undertaking on the premise of their capacities and inspiration to accomplish a specific objective, similar to the wander creation.

In this manner, understanding what prompts entrepreneurial expectations stays among the most vital inquiries being asked in administration investigate with past specialists concentrate different sorts of indicators. Krueger and Carsrud (2013) recommend that entrepreneurial aim is the "absolute best indicator" of consequent entrepreneurial inspiration. As it were, comprehension goes before and predicts future conduct. The expressions of Ajzen (2011) give some knowledge: that goals are accepted to catch the motivational elements that impact a conduct; they indicate how hard individuals will attempt, of the amount of an exertion they are wanting to apply keeping in mind the end goal to play out the conduct. When in doubt, the more grounded the aim to take part in a conduct, the more probable ought to be its execution.

2.4.4 Entrepreneurial Intention

Enterprise can be characterized as the change of advancement (regardless of what the source) into another item, administration, or business with a specific end goal to exploit a market opportunity (McGuire, 2003). Enterprise infers perceiving and seizing openings, either improving or creating another person's development, and changing over circumstances into attractive thoughts by including time, exertion, cash, abilities, and by accepting the hazard related with the open door (Fiet, 2002; Jones and Butler, 1992; Kuratko and Hodgetts, 1998). Business enterprise has been related with making financial development and flourishing, presenting new items, procedures, arrangements, and administrations to purchasers and makers, making the greater part of the new occupations in both created and transitional economies (Garcia, 2005; Schramm, 2004; Shane and Venkataraman, 2000), and we accept
in this manner giving intending to people who look for self-sufficiency, challenge, and a chance to be inventive.

Understanding what prompts entrepreneurial conduct stays among the most essential inquiries being asked in administration explore with past analysts concentrate different sorts of indicators. Krueger and Carsrud (1993) recommend that EI is the "absolute best indicator" of resulting entrepreneurial conduct. As it were, cognizance goes before and predicts future conduct. The expressions of Ajzen (1991, p. 181) give some understanding:

*Intentions are assumed to capture the motivational factors that influence a behavior; they are indications of how hard people are willing to try, of how much of an effort they are planning to exert in order to perform the behavior. As a general rule, the stronger the intention to engage in a behavior, the more likely should be its performance.*

Moreover, Additionally, while the "splendid business thought" might be the start touching off the real choice to begin another wander, there is confirmation that most business visionaries choose to begin a business before choosing the sort of business (Brockhaus, 1987). Reynolds and Miller (1992) contend that people with goals to begin a business can be distinguished and considered as they advance through the entrepreneurial procedure considerably more promptly than individuals without an underlying expectation.

Katz and Gartner (1988) characterize EI as the scan for data that can be utilized to help achieve the objective of wander creation. Inquire about by Reynolds and Miller (1992) has indicated that the individual responsibility of the eventual business visionary to set up a business significantly affects forming the EI. Krueger and Carsrud (1993) definition is in accordance with this review and characterizes EI to mean the dedication to begin another business. It must be noted, in any case, that past research has neglected to go to an accord in characterizing and measuring individual EI (Thompson, 2009). Thinks about have either received an expansive definition as observed above (Krueger and Carsrud, 1993) or have characterized EI to incorporate those business people (alluded to as beginning business people) who have made some move toward making another business in the current past (see
Bosma and Harding, 2007, p. 6). As talked about before, aims which goes before genuine conduct, go about as a solitary best indicator of conduct (Fishbein and Ajzen, 1975), and there is confirmation to affirm that most business visionaries choose to begin a business before disclosure of important business opportunity and choosing the sort of business (Brockhaus, 1987). Consequently, in the present review concerning business understudies, we were keen on contemplating goal preceding the real conduct and have operationalized EI as one's purpose to participate in enterprise.

EI is most likely not a solitary build. While it is absolutely conceivable to take advantage of what may be called "general EI," a few varieties ought to likewise be considered. General EI is one's aim to begin one's own particular business or wind up plainly independently employed, driven by both a longing for self-governance and a desire of monetary pick up. A moment sort of enterprise has been called "high development," which relates to one's aim to obtain or begin a business and quickly develop it, maybe into a worldwide business, an industry pioneer, or an open organization through a first sale of stock (Zhao et al., 2005; Hmieleski and Corbett, 2006). We conceptualize a third kind of EI, which we call way of life EI, or the plan to begin a business with the end goal of acquiring independence and a specific nature of way of life. We obtained the phrasing from John Isaacson (2007), an individual from a blessed messenger speculator gathering, who called attention to that financial specialists tend to modest far from business visionaries who look for self-sufficiency and a specific way of life – doing what they really wish to do – without the requirement for an exceptional yield on venture and without an arrangement for quick development. Our idea of the way of life business person might be like what Bird (1998) called an "expert business person," individuals who start new pursuits keeping in mind the end goal to utilize their aptitudes self-sufficiently. McGuire (2009) discovered confirmation of the three hearty components and dependable scales for the measures of each kind of EI.

Some confirmation proposes that the inspiration for enterprise may change in various social gatherings. For instance, while non minority individuals from the US economy may consider business enterprise to be methods for altogether enhancing one's financial status, minority gatherings may have different intentions. Woodward (1997) discovered proof, in spite of the
fact that it is relevant just to the USA, that the essential reasons referred to by African Americans for beginning their own particular organizations were "being awkward with the nine to five schedule," "individual bliss," and "flexibility from provocation." Such inspirations and qualities may likewise drive individuals toward one kind of business enterprise as opposed to another. Contrasts in sorts of enterprise might be especially pertinent given that our attention is on "inclining variables, for example, identity.

2.5 Chapter Summary
This chapter reviews literature on the, subjective norms, behavioural control, and cognitive ability that influence the entrepreneurial motivation among university students. The subjective norm factors include entrepreneurial deep beliefs, entrepreneurial cultural norms, and entrepreneurial value driven. The behavioural control psychological approach, educational approach, and behavioural approach. The cognitive ability factors include perceived desirability, perceived feasibility, and perceived self-efficacy. The next chapter describes the research methodology that will be used for the study.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction
This chapter provides the research design and method adopted to realize the objectives of the survey and address knowledge gaps. The study sought to establish the influence of entrepreneurial motivations and cognitive profiles on university student’s intentions to become entrepreneurs. The first sub-section describes the research design followed by the target population as well as the sampling design adopted to identify the sample elements from the target population. The chapter also describes data collection methods, research procedures and data analysis as applied and described in a sequential manner. Chapter summary is provided at the end of the chapter.

3.2 Research Design

Research design, as per Cooper and Schindler (2014), is the association and structure of study considered to acquire answers to research questions. It expresses both the structure of the exploration issue, and the program of examination used to acquire experimental substantiation. As indicated by Babbie and Mouton (2010), investigate configuration is an organized system or plan of how one means to get to the base of the exploration issue and extend learning and comprehension. Perusers can create certainty, through an unmistakable and all around created inquire about arrangement, in the strategies utilized as the specialist expands legitimacy and limits mistake.

The connected research outline in this review is elucidating. As indicated by Cooper and Schindler (2014), clear reviews characterize the qualities related with the subject populace. The design, in this case, aims to answer who, what, where, when or how much about a condition under study. This model helped offer a clear description of the influence of entrepreneurial motivations and cognitive profiles on university student’s intentions to become entrepreneurs. The model further aided an understanding of the impact perceived subjective norms have on student’s intentions to become entrepreneurs, impact perceived
behavioral control have on student’s intentions to become entrepreneurs, and impact perceived cognitive ability have on student’s intentions to become entrepreneurs.

The model also tested the relationship among variables of the study. The independent variables in the study are perceived subjective norms, perceived behavioral control and perceived cognitive ability while the dependent variable is student’s intentions to become entrepreneurs. The model was good in the collecting comprehensive information on the variables. This enabled the study to provide recommendations that are accurate and relevant.

3.3 Population and Sampling Design

3.3.1 Population

As per Cooper and Schindler (2014), a populace is the aggregate gathering of components whereupon inductions are made. The bigger arrangement of perception is the populace while the littler arrangement of this noteworthy populace is known as the specimen. The population targeted for the study were six thousand three hundred and twenty five (6,325) students of United States International University (USIU).

<table>
<thead>
<tr>
<th>Schools</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chandaria School of Business</td>
<td>3,248</td>
</tr>
<tr>
<td>School of Humanities and Social Sciences</td>
<td>1,883</td>
</tr>
<tr>
<td>School of Pharmacy and Health Sciences</td>
<td>44</td>
</tr>
<tr>
<td>School of Science and Technology</td>
<td>1,150</td>
</tr>
<tr>
<td>Total</td>
<td>6,325</td>
</tr>
</tbody>
</table>

Source (USIU, 2016)

3.3.2 Sampling Design

3.3.2.1 Sampling Frame

According to Cooper and Schindler (2014), a sampling frame is a list of all elements from which the sample is drawn. In this research the sampling frame comprised of all USIU students from all four schools as provided in table 3.1 above. The list of students was obtained from USIU registrar’s office and the researcher ensured that the list is current complete and relevant for the attainment of the study objectives.
3.3.2.2 Sampling Technique

This is the mode of selecting a sample. The population size chosen was the USIU students from all four schools as identified in table 3.1 above. Not the entire population was contacted, but rather, a sample was selected to represent the entire population. As per Saunders, Lewis, and Thornhill (2012), the usage of a sample makes it feasible for higher overall precision in a study. According to Bryman and Bell (2011) a sample is any subset of the components of the population attained for the reason of the investigation, and the selection process is well-known as sampling.

A stratified random sampling method permitted for representation of a variety of subgroups in the population (Mugenda and Mugenda, 2003). Additionally, it enhanced the sample’s statistical efficiency and provided data analysis for different subgroups. Using this sampling research method and procedures was more efficient than random sampling (Uma and Bougie, 2010). This type of sampling guaranteed adequate representation of the population from the four strata representing the whole population.

3.3.2.3 Sample Size

A sample size is the smaller arrangement of the bigger populace (Cooper and Schindler, 2014) that is chosen circumspectly as an agent of the populace that ensures that the subdivisions utilized as a part of the review are accommodated precisely (Cooper and Schindler, 2008). A decent example size ought to give data that is point by point and far reaching.

Yamane's equation of 2001 was utilized to decide the example measure from populace inside every stratum (school). In the testing of USIU understudies, a standard mistake of 95% was considered in this examining estimation. On a populace of 6,325 USIU understudies, an example of 376 respondents was achieved. It gives a 95 percent level of certainty and a most extreme changeability (p) =.05. n = \( \frac{N}{1+N(e)^2} \)

Where \( n \) is the sample size, \( N \) is the population size and \( e \) is the level of precision

\[
n = \frac{6325}{1+6325(0.05)^2} = 376 \text{ respondents}
\]
Table 3.1: Population Distribution

<table>
<thead>
<tr>
<th>Schools</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chandaria School of Business</td>
<td>192</td>
</tr>
<tr>
<td>School of Humanities and Social Sciences</td>
<td>113</td>
</tr>
<tr>
<td>School of Pharmacy and Health Sciences</td>
<td>4</td>
</tr>
<tr>
<td>School of Science and Technology</td>
<td>68</td>
</tr>
<tr>
<td>Total</td>
<td>376</td>
</tr>
</tbody>
</table>

3.4 Data Collection Method

Data Information Collection is the way toward social occasion and measuring data on factors of enthusiasm, in a built up precise design that empowers one to answer expressed research questions, test speculations, and assess results. This review utilized essential information. Essential information was gathered utilizing surveys as the primary information accumulation instrument. The survey involved close finished and pen finished inquiries to catch suppositions of the respondents in regards to the execution factors in the review (Cooper and Schindler, 2014). The nearby finished inquiries were exhibited in a 5-point Likert scale (Strongly Disagree, Disagree, Uncertain, Agree, and Strongly Agree) to build up the impact of entrepreneurial inspirations and intellectual profiles on college understudy's expectations to end up business visionaries.

The scientist conveyed the surveys to the chose look into members with the assistance of two research colleagues. The scientist arranged the two research partners on what is required before sending them to the field. By so doing, they were in a place of conquering any test that may emerge amid the information accumulation handle.

3.5 Research Procedures

According to Cooper and Schindler (2014), research procedures entail a clear and concise explanation of all the steps undertaken in the study for the purpose of explicability. In designing and testing the questionnaire, the research supervisor reviewed and advised on appropriate edits before giving the approval to commence the survey. As this was going on,
the researcher followed up with the research office for an official introduction letter to authorize data collection.

A pilot test on 12 respondents, three from each of the categories was carried out to determine the reliability of the questions before the actual administration. Once this was validated, the final questionnaire was presented to respondents by research assistants.

3.6 Data Analysis Method

Data analysis is a research method that provides an objective, systematic and qualitative description of observations of research. The quantitative technique for data analysis was used to enhance the quality of this study, (Cooper and Schneider, 2008). As per Denscombe (2006), graphic measurements involves a procedure of changing over a mass of crude information into diagrams, tables, with recurrence dispersion and rates, which is basic to comprehending the information.

Descriptive statistics were key among the quantiative tools employed, which included measures of central tendencies, such as means, standard deviation, median, mode, cross-tabulations, percentages, and frequencies. These tools of analysis were used for example to determine divergent views and to describe the degree of relationships between variables hence quantitative in nature and inferred. The information got was coded into numeric and utilizing Statistical Package for Social Sciences (SPSS) programming; discoveries broke down as a coefficient of varieties and cross-organizations. Tables, charts, and figures exhibited a depiction of the consequences of the learn initially.

3.7 Chapter Summary

This chapter detailed the proposed research method, giving a description of the research design, population and sampling design, data collection method, and research procedures. The population and sample size are also discussed. The chapter also indicated how the data is analyzed using SPSS and is presented on the form of tables and figures.
The following chapter presents the results and findings of the study based on the research questions. The subsequent chapter five will present the discussion, recommendation and conclusion of the study.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter portrays the results and findings of the study on the influence of entrepreneurial motivations on university student’s intentions of becoming entrepreneurs. The first section is about the response rate. The second section is about the background information, which reveals the demographic profiles of the respondents. The third section deals with the subjective norms and student’s intentions of becoming entrepreneurs. The fourth section is about behavioral control and student’s intentions of becoming entrepreneurs. The fifth section is on the cognitive ability and student’s intentions of becoming entrepreneurs and the final section is the chapter summary.

4.1.1 Response Rate

![Response Rate Pie Chart]

Figure 4.1: Response Rate

The total number of individuals or respondents participated in a study is known as a response rate. It is presented in the form of percentage. This study had a sample size of 376 USIU students.
The response rate of the study is depicted in Figure 4.1. From the study, it is apparent that 66% of the students/respondents participated in the study while 34% did not participate in the study. Therefore, the study means that the response rate was good for the findings to reflect the entire population.

4.2 Background Information

4.2.1 Age of Respondents

![Figure 4.2: Age of Respondents](image)

To reveal the age representation of the study, Figure 4.2 is used. It is well demonstrated that 74 percent of the students at USIU are between 18 to 25 years of age, 20 percent of the students are between 26 to 30 years of age and 6 percent are between 31 to 35 years of age. This therefore means that majority of the student population at USIU are between the age bracket of 18 to 25 years.

4.2.2 Schools at USIU

Table 4.3 represents the percentage of students in different schools at USIU. The schools at United States International University is divided into school of business, school of humanities and social sciences, school of pharmacy and health sciences and school of science and technology.
From the figure, it is revealed that, 42 percent of the respondents belong to school of business, 24 percent belong to school of humanities and social sciences, 20 percent belong to school of science and technology and 14 percent belong to school of pharmacy and health sciences. This implies that USIU is more of business course oriented than other courses.

4.3 Subjective Norms and Student’s Intentions to become Entrepreneurs

The first objective of the study was to establish the impact of perceived subjective norms have on student’s intentions to become entrepreneurs.

4.3.1 Descriptive of Subjective Norms

Statistical software called SPSS was used to test for descriptive statistics. The descriptive outcomes for variable of subjective norms were presented in terms of the mean and standard deviation. The total number of students/respondents analyzed in each measure was 250 and this was established by the number of valid complete questionnaires in each case.
Table 4.1: Subjective Norms and Student’s Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>Statement</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>My closest Family friend thinks that I should pursue a career as an entrepreneur</td>
<td>250</td>
<td>4.60</td>
<td>1.964</td>
</tr>
<tr>
<td>My closest friend thinks I should pursue a career as an entrepreneur</td>
<td>250</td>
<td>4.96</td>
<td>2.082</td>
</tr>
<tr>
<td>Most people consider investing in their own small or medium sized enterprise as desirable career choice</td>
<td>250</td>
<td>3.98</td>
<td>1.864</td>
</tr>
<tr>
<td>Most people start their own business, because they want to be free and independent.</td>
<td>250</td>
<td>4.00</td>
<td>1.770</td>
</tr>
<tr>
<td>Most people start their own business, because they have good ideas and want to realize them.</td>
<td>250</td>
<td>4.32</td>
<td>1.968</td>
</tr>
</tbody>
</table>

The mean for subjective norms ranged from 3.98 to 4.96. The findings of the study reveal that perceived subjective norms influence student’s intentions to become entrepreneur. Even though the study shows that respondents agreed that most of the variables of subjective norms influence student’s intentions to become entrepreneur, they strongly disagreed on the third variable that most people consider investing in their own small or medium sized enterprise as desirable career choice hence the lowest mean of 3.98.

The standard deviation for perceived subjective norms and student’s intentions to become entrepreneur lowest figure was 1.770 while the highest was 2.082. The highest was that “My closest friend thinks I should pursue a career as an entrepreneur” while the lowest was that “Most people start their own business, because they want to be free and independent”. It means that student’s intentions to become entrepreneur are influenced by perceived subjective norms.

4.3.2 Subjective Norms and Student’s Intentions to become Entrepreneurs

To determine relationship between perceived subjective norms and student’s intentions to become entrepreneur, regression was done between variables of perceived subjective norms as predictor variables against the student’s intentions to become entrepreneur.
Table 4.2: Model Summary of Subjective Norms and Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted Square</th>
<th>R</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.858a</td>
<td>.736</td>
<td>.733</td>
<td></td>
<td>.69000</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Most people start their own business, because they have good ideas and want to realize them, My closest friend thinks I should pursue a career as an entrepreneur, Most people consider investing in their own small or medium sized enterprise and its management a desirable career choice.

The R² of the model was 0.736. This means that 73.6 percent of the variations in the student’s intentions to become entrepreneur are influenced by good business ideas they have, closest friends and investments in small and medium size enterprises. The 27.4 percent difference is due to factors not predicted in this model symbolized by the error term. Given this strong model, the study tested whether there is a strong empirical ground to conclude that perceived subjective norms significantly influence student’s intentions to become entrepreneur.

Table 4.3: ANNOVA of Subjective Norms and Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>ANOVAa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: student’s intentions to become entrepreneurs

b. Predictors: (Constant), Most people start their own business, because they have good ideas and want to realize them, My closest friend thinks I should pursue a career as an entrepreneur, Most people consider investing in their own small or medium sized enterprise and its management a desirable career choice.

There is a p-value of 0.000 from ANNOVA in Table 4.3. The study concludes that there is a significant relationship between perceived subjective norms and student’s intentions to become entrepreneur. This implies that perceived subjective norms has a significant influence in enhancing student’s intentions to become entrepreneur.
The standardized coefficient in Table 4.4 is 0.734, 0.129 and 0.320 and p value is 0.000, 0.001 and 0.000 respectively. The study used linear regression model to test the relationship between perceived subjective norms and student’s intentions to become entrepreneur. The linear equation model is stated as; $Y = a0 + a1X1 + \epsilon$: Where $Y$= Student’s Intentions to become Entrepreneur, $a$ = Constant value, $X1$ = What closest friends think, $X2$ = What most people consider, $X1$ = Why most people start their own business and $\epsilon$ = error term.

The following were the results of the model in Table 4.4,

**Table 4.4: Coefficients Variation of Subjective Norms and Intentions to become Entrepreneur**

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.510</td>
<td>.153</td>
<td></td>
<td>9.881</td>
</tr>
<tr>
<td></td>
<td>My closest friend thinks I should pursue a career as an entrepreneur</td>
<td>.470</td>
<td>.021</td>
<td>.734</td>
<td>22.355</td>
</tr>
<tr>
<td></td>
<td>Most people consider investing in their own small or medium sized enterprise and its management a desirable career choice.</td>
<td>.093</td>
<td>.028</td>
<td>.129</td>
<td>3.280</td>
</tr>
<tr>
<td></td>
<td>Most people start their own business, because they have good ideas and want to realize them.</td>
<td>.217</td>
<td>.027</td>
<td>.320</td>
<td>8.097</td>
</tr>
</tbody>
</table>

a. Dependent Variable: student’s intentions to become entrepreneurs

The study thus represents Student’s Intentions to become Entrepreneur as,

Student’s Intentions to become Entrepreneur = 1.510 + 0.734 closest friends think + 0.129 most people consider + 0.320 people start their own business + $\epsilon$

It means that a unit change in perceived subjective norms causes a change of 1.183 in student’s intentions to become entrepreneur.
4.4 Behavioral Control and Student's Intentions to become Entrepreneurs

The second objective of the study was to establish the impact of perceived behavioral control have on student’s intentions to become entrepreneur.

4.4.1 Descriptive of Behavioral Control

Mean and standard deviation (S.D) were received by the review as factual instruments that were utilized to rank the centrality of the factors. The aggregate number of respondents investigated in each measure was 250.

| Table 4.5: Behavioral Control and Student’s Intentions to become Entrepreneurs |
|-----------------------|-----|--------|
|                       | N   | Mean   | Std. Deviation |
| If I want to, I could easily become an entrepreneur | 250 | 5.48   | 2.056          |
| As an entrepreneur I would have sufficient control over my business | 250 | 5.72   | 1.804          |
| It is entirely up to me whether or not I become an entrepreneur | 250 | 6.04   | 1.769          |
| I am ready to do anything to be an entrepreneur | 250 | 5.76   | 1.959          |
| I am determined to create a business venture in the future | 250 | 5.64   | 1.930          |

The means for perceived behavioral control and student’s intentions to become entrepreneur ranged from 5.48 to 6.04. This means that on average, perceived behavioral control influences student’s intentions to become entrepreneur. This is shown with the moderate opinions of the students/respondents about behavioral control and student’s intentions to become entrepreneurs.

The study also shows that the standard deviation for perceived behavioral control and student’s intentions to become entrepreneur ranged from 1.769 to 2.056. This means that there was small deviation among the opinions of the respondents about the influence of perceive behavioral control on student’s intentions to become entrepreneur.

4.4.2 Regression Analysis of Behavioral Control and Student’s Intentions to become Entrepreneurs

The study sought to statistically test whether perceived behavioral control significantly affects student’s intentions to become entrepreneur. This was tested using the variables of
perceived behavioral control as a predictor variable against the student’s intentions to become entrepreneur.

Table 4.6: Model Summary of Behavioral Control and Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.937a</td>
<td>.878</td>
<td>.876</td>
<td>.46923</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), I am determined to create a business venture in the future, It is entirely up to me whether or not I become an entrepreneur, As an entrepreneur I would have sufficient control over my business

The R2 from this test is 0.878 meaning that 87.8 percent of the variation in student’s intentions to become entrepreneur results from perceived behavioral control. The remaining 12.2 percent is due to other factors not tested in this model.

Table 4.7: ANNOVA of Behavioral Control and Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>ANOVAa</th>
<th></th>
<th></th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Sum of Squares</td>
<td>Df</td>
<td>Mean Square</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Regression</td>
<td>3</td>
<td>129.698</td>
<td>589.059</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>246</td>
<td>.220</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>249</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: student’s intentions to become entrepreneurs
b. Predictors: (Constant), I am determined to create a business venture in the future, It is entirely up to me whether or not I become an entrepreneur, As an entrepreneur I would have sufficient control over my business

The ANOVA in Table 4.7 above has a p-value of 0.000. The study concludes that there is a significant relationship between perceived behavioral control and student’s intentions to become entrepreneur.

The study used linear regression model to test the relationship between perceived behavioral control and student’s intentions to become entrepreneurs. Table 4.8 depicts the results of the model.
Table 4.8: Coefficients Variation of Behavioral Control and Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>Model</th>
<th>Coefficients(^a)</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>.878</td>
<td>.110</td>
<td>7.963</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>As an entrepreneur I would have sufficient control over my business</td>
<td>.240</td>
<td>.030</td>
<td>.325</td>
<td>7.875</td>
</tr>
<tr>
<td></td>
<td>It is entirely up to me whether or not I become an entrepreneur</td>
<td>.232</td>
<td>.027</td>
<td>.308</td>
<td>8.676</td>
</tr>
<tr>
<td></td>
<td>I am determined to create a business venture in the future</td>
<td>.265</td>
<td>.031</td>
<td>.383</td>
<td>8.673</td>
</tr>
</tbody>
</table>

The study thus represents Student’s Intentions to become Entrepreneur as,

Student’s Intentions to become Entrepreneur = 0.878 + 0.325 sufficient control + 0.308 choice + 0.383 determination + €

It means that a unit change in perceived behavioral control causes a change of 1.016 in student’s intentions to become entrepreneur.

4.5 Cognitive Ability and Student’s Intentions to become Entrepreneurs

The objective of the study was to establish the impact of perceived cognitive ability on student’s intentions to become entrepreneur.

4.5.1 Descriptive of Cognitive Ability

Tests for spellbinding insights were performed utilizing a factual programming call SPSS. The unmistakable results for factors of saw intellectual capacity were displayed as far as the mean and standard deviation. The aggregate number of respondents broke down in each measure was 250.
Table 4.9: Cognitive Ability and Student’s Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>Description</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being an Entrepreneur implies more advantages than disadvantages to me</td>
<td>250</td>
<td>4.78</td>
<td>2.027</td>
</tr>
<tr>
<td>A career as an entrepreneur is attractive to me</td>
<td>250</td>
<td>5.56</td>
<td>1.667</td>
</tr>
<tr>
<td>If I had opportunity and resources, I would love to start a business</td>
<td>250</td>
<td>5.60</td>
<td>1.747</td>
</tr>
<tr>
<td>Being an entrepreneur would give me great satisfaction.</td>
<td>250</td>
<td>5.20</td>
<td>1.539</td>
</tr>
<tr>
<td>Among various options, I would rather be an entrepreneur</td>
<td>245</td>
<td>5.65</td>
<td>1.724</td>
</tr>
</tbody>
</table>

The mean for perceived cognitive ability ranged from 4.78 to 5.65. The findings of the study mean that student’s intentions to become entrepreneur are influenced by perceived cognitive ability. The study shows that respondents strongly agreed that perceived cognitive ability influences student’s intentions to become entrepreneur.

The perceived cognitive ability and student’s intentions to become entrepreneur had standard deviation range from 1.539 to 2.027. It means that there is a small variation in respondents’ opinions on influence of perceived cognitive ability on student’s intentions to become entrepreneur.

4.5.2 Regression Analysis of Cognitive Ability and Student’s Intentions to become Entrepreneurs

Table 4.10 shows that the coefficient of determination for the relationship between perceived cognitive ability and student’s intentions to become entrepreneur was 0.870 and this means that 87 percent of student’s intentions to become entrepreneur were explained by perceived cognitive ability. The remaining 13 percent was explained by other factors not considered in the model.
Table 4.10: Model Summary of Cognitive Ability and Student’s Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.933(^a)</td>
<td>.870</td>
<td>.868</td>
<td>.45784</td>
</tr>
</tbody>
</table>

\(^a\) Predictors: (Constant), Among various options, I would rather be an entrepreneur, Being an Entrepreneur implies more advantages than disadvantages to me, A career as an entrepreneur is attractive to me, Being an entrepreneur would give me great satisfaction.

Table 4.11 shows the overall model significance with a p-value of 0.000. The study hence concluded that perceived cognitive ability has a significant influence on student’s intentions to become entrepreneur.

Table 4.11: Annova of Cognitive Ability and Student’s Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>ANOVA(^a)</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Regression</td>
<td>337.704</td>
<td>4</td>
<td>84.426</td>
<td>402.765</td>
<td>.000(^b)</td>
</tr>
<tr>
<td>Residual</td>
<td>50.308</td>
<td>240</td>
<td>.210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>388.012</td>
<td>244</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\(^a\) Dependent Variable: student’s intentions to become entrepreneurs

\(^b\) Predictors: (Constant), Among various options, I would rather be an entrepreneur, Being an Entrepreneur implies more advantages than disadvantages to me, A career as an entrepreneur is attractive to me, Being an entrepreneur would give me great satisfaction.

Table 4.12 shows the beta coefficients of perceived cognitive ability. The beta coefficient of perceived cognitive ability was positive meaning that a unit change in the application of perceived cognitive ability causes a positive change in the student’s intentions to become entrepreneur.
Table 4.12: Coefficient of Variation of Cognitive Ability and Student’s Intentions to become Entrepreneurs

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>1.021</td>
<td>.120</td>
<td>8.494</td>
</tr>
<tr>
<td></td>
<td>Being an Entrepreneur implies more advantages than disadvantages to me</td>
<td>.287</td>
<td>.021</td>
<td>.449</td>
</tr>
<tr>
<td></td>
<td>A career as an entrepreneur is attractive to me</td>
<td>.290</td>
<td>.027</td>
<td>.356</td>
</tr>
<tr>
<td></td>
<td>Being an entrepreneur would give me great satisfaction.</td>
<td>.084</td>
<td>.032</td>
<td>.102</td>
</tr>
<tr>
<td></td>
<td>Among various options, I would rather be an entrepreneur</td>
<td>.127</td>
<td>.033</td>
<td>.173</td>
</tr>
<tr>
<td></td>
<td>a. Dependent Variable: student’s intentions to become entrepreneurs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The relationship in the table was represented by the following equation:

Student’s Intentions to become Entrepreneur = 1.021 + 0.449 entrepreneur advantage + 0.356 entrepreneur attractiveness + 0.102 Entrepreneur satisfaction + 0.173 entrepreneur option + €

The regression equation shown above indicates that a unit change in the perceived cognitive ability influences student’s intentions to become entrepreneur by 1.08.

4.6 Chapter Summary
The outcomes and discoveries of the review have been given in this part. These outcomes and discoveries depended on the information given out by the respondents who were understudies at United States International University. The part gave investigation on the reaction rate, foundation data, saw subjective standards, saw behavioral control and saw intellectual capacity in impacting understudy's goals to end up business visionary. The following part gives the rundown, talk, conclusions and suggestions of the review.
CHAPTER FIVE

5.0 DISCUSSION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

The chapter presents the summary of the findings, discussion of the findings as per the research questions and conclusion and recommendation for further studies on the research area.

5.2 Summary of the Findings

The purpose of the Study is to explore the theory of planned theory to student’s entrepreneurial intentions. The research questions for the study were; what impact does subjective norms have on student’s intentions to become entrepreneurs? What impact does perceived behavioral control have on student’s intentions to become entrepreneurs? What impact does attitude towards enterprise have on student’s intentions to become entrepreneurs?

The research methodology used by the researcher in conducting the study was descriptive design. The dependent variable in the study was student’s intentions to become entrepreneurs and the independent variables were; subjective norms, perceived behavioral control and attitude towards enterprise. The research was conducted among students in different faculties in United States International University-Africa with a sample size of two hundred and fifty (250). The data was analyzed using Statistical Program for Social Sciences (SPSS). Descriptive statistics and regression were used in the study to interpret the data.

The study examined how perceived subjective norms influence student’s intentions to become entrepreneur. The study found that the student’s intentions to become entrepreneurs are influenced by student’s closest friends, and other people who are too close to the student. The study also found that most people start their own business, because they have good ideas and want to realize them.

The study revealed how perceived behavioral control influence student’s intentions to become entrepreneur. The study found that it is entirely upon the students to become an
entrepreneur. As an entrepreneur the student think that they would have sufficient control over their business. Due to the behavioral control, students feel determined to create business venture in future.

The study examined how perceived cognitive ability influence student’s intentions to become entrepreneur. The study reveals that being an entrepreneur implies more advantages than disadvantages to students. The study found that a career as an entrepreneur is attractive to most students hence they feel that being an entrepreneur would give them great satisfaction. The study also shows that among various options, most students would rather be entrepreneurs.

The study concludes that relationship between the intention variable and the subjective norm variable is positive and statistically significant. The relationship between the intention variable and the perceived variable is positive and statistically significant. Lastly, the relationship between the intention variable and the attitude variable is positive and statistically significant. The study recommends the use of subjective norms, perceived behavioural control and cognitive ability to influence students’ intentions to become entrepreneurs.

5.3 Discussion

5.3.1 What impact does subjective norms have on student’s intentions to become entrepreneurs?

The study was able to establish that a positive relationship between subjective norms on student’s to become entrepreneurs. The relationship between the intention variable and the subjective norm variable is positive and statistically significant. Using alpha (α) = 0.01, the standard coefficient for subjective norm 0.734, 0.129 and 0.320 are statistically significant at p-value = 0.001, which is less than 0.01. Using the 0.01 level of significance, this means that the regression analysis test is statistically significant.

In the community setting, social norms refer to the perceptions of what important people in our lives would think about our launching a venture thus aspiring entrepreneurs may be
concerned on the approval of community members of their decision to be self-employed (Krueger et al., 1994). Perceived social pressure to achieve or not to achieve the action being monitored is referred to Subjective Norms. The judgement of important people in their lives are believed to shape the formation of entrepreneurial intentions (Koivereid, 1996).

However, the results in the study show that subjective norms have a lot to do with student entrepreneurial intention. The result reveals that even though people are independent and self-reliant who aspire to be entrepreneurs and are passionate about venture development, they rely on subjective norms to make some decisions relating to how to start enterprises. The recent shift of mind set into entrepreneurship as opposed to employment opportunities in Africa makes students be more receptive to risk taking without consideration of judgement.

In addition entrepreneurial studies and practice in institutions of higher education help to drive the students into venture development which makes them be more confident. There are various support systems for aspiring student entrepreneurs like the business incubators which provide resources both physical and financial and have mentors who guide the students through the entrepreneurial journey.

Prior research by Krueger et al., (2000) stated that students with higher subjective norms were not significantly more likely to report the formation of entrepreneurial intentions. Thus, subjective norms maybe one of the factors that help foster entrepreneurial intention but not necessarily the driving force. Further, Tan (2001), identified a negative relationship between entrepreneurial intentions and the embarrassment associated with failure of a less feasible opportunity. This concurs with the results in the study which portray resilience in venture development. This shows that the population in the study are strong willed and determined to create and develop ventures without fear of embarrassment due to failure.

However, Pruett et al., (2009) in their study of explaining entrepreneurial intentions of university students concluded that the expectations of family support is significantly related to entrepreneurial intentions of the respondents. Previous research by Solesvik (2012) also show a positive relationship between subjective norms and student’s intentions to become entrepreneurs.
5.3.2 What impact does perceived behavioral control have on student’s intentions to become entrepreneurs?

The relationship between the intention variable and the attitude variable is positive and statistically significant. From the results it can be observed that the p-value for the variable is less than 0.01. The standard coefficient for perceived behavioral control is 0.325, 0.308 and 0.383 and it is statistically significant at p-value = 0.000, which is less than 0.01.

Perceived behavioural control refers to individual’s control beliefs relating to the action being monitored which has similarity in several respects to the perceived self-efficacy factor (Solesvik, 2012). Self-efficacy in earlier studies has been found as the strongest predictor of entrepreneurial intentions (Baughn et al., 2006; Peterman and Kennedy, 2003; Segal et al., 2002). Contemplations by Kolvereid (1996) and Tkachev et al., (1999) propose that apparent behavioral control clarify a bigger number of varieties in expectations than states of mind towards conduct and subjective standards.

However, perceived behavioural control in the study shows significant relationship to entrepreneurial intentions. This is because the students are first time entrepreneurs and have passion to do business. Even though they lack vital resources like physical, financial and human capacities to drive their ventures, they have a lot of interests in becoming entrepreneurs. Uncertainty in the business environment makes nascent entrepreneurs shy away to developing entrepreneurial intentions.

Moreover, perceived behavioural control in the regression analysis has a positive relationship on the other variables in the study. The relationship between the perceived behavioural control and the subjective norm variables is positive and statistically significant p= 0.000.

The relationship between the perceived behavioural control variable and the cognitive ability variable is positive and statistically significant p = 0.000. The relationship between the intention variable and the perceived variable is positive and statistically significant.

5.3.3 What impact does Cognitive Ability have on Student’s Intentions to become Entrepreneurs?
In this study, the relationship between the intention variable and the cognitive ability variable is positive and statistically significant. From the results it can be observed that all the p-value for the variable is less than 0.01. Using the 0.01 level of significance, this means that the regression test is statistically significant. The standard coefficient for cognitive ability is significant at p-value = 0.000, which is less than 0.01.

Ozaralli et al., (2016) defines attitude towards behaviour as the degree to which individuals holds an overall positive or negative personal valuation about being an entrepreneur. According to Ajzen (2005) people develop attitudes based on the beliefs they hold about the consequences of performing the behaviour.

The outcomes in the review demonstrate that state of mind towards big business have a positive relationship to entrepreneurial goals which agrees with past research. As per Krueger et al., (2000), states of mind towards conduct and saw reasonableness both essentially improved the probability of respondents detailing the arrangement of entrepreneurial expectations.

Several researchers like Fayolle et al., (2005); Hannan et al., (2004); Hannon (2005) have previously in their studies aided to explain the emergence of entrepreneurial intention among target groups as well as suggest the stimulation of entrepreneurial education that can influence student’s attitudes and intentions towards entrepreneurship.

Emphasis on the need for entrepreneurial attitude and intentions as factors determining entrepreneurial behavior have been recently researched (Ajzen 1991, Fayolle & Gailly, 2005). These factors can be considerably influenced by entrepreneurship education (Fayolle et al. 2005, Hannan et al. 2004, Hannon 2005, Lüthje & Franke 2003, 2004).

Luthje et al., (2003) explains the direct relationship entrepreneurial intent and attitude towards entrepreneurship and environment of contextual barriers and support factors. Further in their model, Luthje et al., (2003) they included two personality traits; risk propensity and internal locus of control and recommended the importance of Universities in the future.
Venesaar et al., (2006), in their study, they assessed the attitudes of students toward entrepreneurship through analysis on their motivations to start a business. The results concurred with the study on the positive relationship between attitude and intentions to start a business. Moreover, in their study, Venesaar et al., (2006) were able to determine a positive correlation between motivation and student’s intention to start a business and the higher the motivation the sooner the respondents were willing to venture into business in the near future. Consequently, the study was able to establish a positive relationship between motivation and students intention to start a business.

In the study of cross cultural effects on entrepreneurial intentions with a comparison between students from the United States and Turkey, the students had weak results in regards to entrepreneurial intentions while their cognitive ability in entrepreneurship was high (Ozaralli et al., 2016). In view on cultural differences, the respondents in this study are students in an African University and they have a high results in both entrepreneurial intentions and attitude towards entrepreneurship. This could be as a result of high unemployment rate in the developing country and the recent shift of mindsets from over reliance in employment opportunities to entrepreneurship which has been largely advocated by the government, private sector and Institutions of higher learning. Developed countries are able to provide more attractive private and public sector career options for graduates leading to less entrepreneurial intentions (Wennekers et al., 2005).

5.4 Conclusions

5.4.1 Impact of subjective norms on student’s intentions to become entrepreneurs

The findings of the study concur with previous research by Solesvik (2012) which shows a positive relationship between subjective norms and student’s intentions to become entrepreneurs.

Particularly, the age group of the respondents may indirectly affect their decisions to value the opinion of their family, friends or mentors. Further research on the relationship between the variables may help student’s with entrepreneurial intentions thus foster the economy of developing countries.
Understanding the role of subjective norms in entrepreneurs and aspiring entrepreneurs will help foster start-up creation especially in those individuals who are risk averse and they hold the opinion of those close to them high. They should understand that failure is part of the entrepreneurial process which helps in the learning process. Many start-ups fail in the first few years but consistent entrepreneurs are able to translate the failure to a learning opportunity.

5.4.2 Impact of perceived behavioral control on student’s intentions to become entrepreneurs

Previous studies have concluded on the positive relationship between perceived behavioural control and student’s intentions to become entrepreneurs (Engle et al., 2010; Krueger et al., 2000; Solesvik, 2012). Perceived behavioural control is largely linked to self-efficacy which has is usually considered as the key predictor of entrepreneurial intentions (McGee et al., 2009).

Entrepreneurial self-efficacy help in venture development especially during the initial stages where the venture in marred by uncertainty and risks. Entrepreneurs need to be resilient at this stage in order for them to engage, persist and perform. Thus entrepreneurs should strive to have high self-efficacy since the business environment tends to be ambiguous not only in start-up businesses but also in already established enterprises. Training and education usually helps in increasing entrepreneurial self-efficacy thus this should be incorporated in the curriculum and entrepreneurs should strive for continuous training opportunities.

5.4.3 Impact of cognitive ability on student’s intentions to become entrepreneurs

In the study of Theory of Planned Behavior, (Ajzen, 1991) suggests that cognitive ability alongside subjective norms and perceived behavioral control shape intentions of becoming an entrepreneur. In the study of students’ cognitive ability and intentions towards entrepreneurship at Tallin University of Technology by Venesaar et al., (2006) were able to establish a positive correlation between cognitive ability and intentions to start a business. Motivation in the study to start a business was influenced by various factors.
Consequently, in this study, motivation as a mediating factor was positively correlated with entrepreneurial intentions.

5.5 Recommendations

5.5.1 Recommendation for improvement

5.5.1.1 What impact does subjective norms have on student’s intentions to become entrepreneurs?

Entrepreneurs should strike a balance between passion to entrepreneurship and the opinion of those close to them. This would help them focus on the bigger picture instead of worrying what their failure or success will portray to others.

Further studies on the relationship between subjective norms and student’s intentions to entrepreneurship should consider Masters and PhD students who are more advanced in age. Also in consideration should be their marital status and their family size. Varied responses may be achieved from the respondents since the opinion of their family, friends or mentors may directly or indirectly affect their decisions to become entrepreneurs.

5.5.1.2 What impact does perceived behavioral control have on student’s intentions to become entrepreneurs?

Perceived behavioral control is significantly linked to entrepreneurial self-efficacy which is considered as the key predictor of entrepreneurial intentions. Thus, to aid foster entrepreneurship in students and other entrepreneurs, further studies should be conducted on the relationship between perceived behavioral control and student’s intentions to become entrepreneurs.

In addition, continuous learning and training of entrepreneurs and aspiring entrepreneurs should also be conducted to allow for higher entrepreneurial self-efficacy and resilience in individuals. Moreover, nurturing of students with entrepreneurial intentions should be advocated especially in Institutions of higher learning and vocational training centers.
5.5.1.3 What impact does attitude towards enterprise have on student’s intentions to become entrepreneurs?

The findings of the study have important implications for the developing economies like Kenya and the study can further extended in Africa to help student’s entrepreneurial intentions. Therefore the results of study suggest a need for increasing the role of universities in developing students’ entrepreneurial behavior, providing them with knowledge on entrepreneurship, generation of a business idea, searching for and evaluation of business opportunities, as well as practical knowledge about the process of starting a business. The subjects offered and methods of teaching at the university should develop the students’ personality traits and skills, to develop their attitudes and intentions toward entrepreneurial behavior.

5.5.2 Recommendation for Further Research

Past reviews on entrepreneurial expectations discovered that it is higher in nations with low levels of GDP per capita. Along these lines it is imperative for advanced education establishments to know educational programs which ought to be utilized created in teaching future business people hence more reviews ought to be finished. All things considered, the antagonistic outside condition and absence of assets, entrepreneurial learning and abilities may keep the change of expectations into resulting conduct. Therefore it is important for higher education institutions to know curriculum which should be used developed in educating future entrepreneurs thus more studies should be done.

The researcher’s samples size was restrictive to students in one private university based in Nairobi which is not a representative of the mindset of population in regards to the student’s intentions to become entrepreneurs. Therefore, future research can improve this limitation by considering a larger sample size and students from public universities should also be included. In addition, other control variable including the age, the courses and gender should be measured to aid in more conclusive results.
REFERENCES


Urve Venesaar, Ene Kolbre & Toomas Piliste (2006) *Students’ Attitudes and Intentions toward Entrepreneurship at Tallinn University of Technology.*


APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Dear Sir/Madam,

RE: REQUEST TO PARTICIPATE IN A RESEARCH STUDY

I am a Graduate student at school of Business at United States International University-Africa. I am carrying out a research project which is a partial requirement for the degree of Masters in Business Administration (MBA). Purpose of the study is to establish the influence of entrepreneurial motivations and Cognitive Profiles on University Student’s Intentions to become Entrepreneurs.

To complete my study I will need to collect relevant information from you. I am therefore requesting for permission to collect and use your information which will be collected using the attached interview guide.

Kindly note that any information you give will be treated with confidentiality and at no instance will it be used for any other purpose other than for academic purposes only. Your assistance is highly appreciated.

I look forward to your prompt response.

Regards
Agnes Nkirote Gitonga
APPENDIX II: QUESTIONNAIRE

This questionnaire is meant to collect data on entrepreneurial motivations, intentions and students motivation to becoming entrepreneurs.

This questionnaire is meant to collect data on the relationship of subjective norms, perceived behavioral control and perceived entrepreneurial motivation to student’s motivation to become entrepreneurs.

Part A: General Information

1. Age bracket of respondents 18-25 ( ) 25-30 ( ) 30-35 ( ) 35-40 ( ) 40-50 ( ) 50-60 ( ) Over 60 ( )

2. Gender Male ( ) Female ( )

3. What is your Degree …
   ( ) School of Business ( ) School of Social Science ( ) School of humanities

Answer the following questions using a scale of 1-7 in regards to these three variables subjective norms, perceived behavioral control and perceived entrepreneurial motivation as below
(1)StronglyDisagree(2)Disagree(3)Somewhatdisagree(4)Neutral(5)Somewhatagree(6)Agree(7)Strongly Agree)
Kindly tick the answer that best represent yours views

(1)Strongly Disagree(2)Disagree(3)Somewhat disagree(4)Neutral(5)Somewhat agree(6)Agree(7)Strongly Agree

PART A

<table>
<thead>
<tr>
<th>Subjective Norm</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>My closest Family friend things that I should pursue a career as an entrepreneur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My closest friend thinks I should pursue a career as an entrepreneur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most people consider investing in their own small or medium sized enterprise and its management a desirable career choice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most people start their own business, because they want to be free and independent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most people start their own business, because they have good ideas and want to realize them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(1)Strongly Disagree(2)Disagree(3)Somewhat disagree(4)Neutral(5)Somewhat agree(6)Agree(7)Strongly Agree

PART B

<table>
<thead>
<tr>
<th>Perceived Behavioral Control</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I want to, I could easily become an entrepreneur</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>As an entrepreneur I would have sufficient control over my business.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is entirely up to me whether or not I become an entrepreneur.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am ready to do anything to be an entrepreneur</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am determined to create a business venture in the future</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PART C

<table>
<thead>
<tr>
<th>Cognitive Ability</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being an Entrepreneur implies more advantages than disadvantages to me.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A career as an entrepreneur is attractive to me</td>
<td></td>
<td></td>
<td></td>
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<td>If I had opportunity and resources, I would love to start a business.</td>
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<td>Being an entrepreneur would give me great satisfaction.</td>
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<td>Among various options, I would rather be an entrepreneur.</td>
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PART D

<table>
<thead>
<tr>
<th>Entrepreneurial Motivation</th>
<th>1</th>
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<tbody>
<tr>
<td>Most people consider investing in their own small or medium sized enterprise and its management a desirable career choice.</td>
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<td>Most people start their own business, because they want to be free and independent.</td>
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<td>Most people start their own business, because they have good ideas and want to realize them.</td>
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<td>Most people start their own business to be better financially.</td>
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<td>Most people start their own business, because they want to be successful.</td>
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The End,
Thank you for your participation