THE ROLE OF ENTREPRENEURSHIP EDUCATION IN DEVELOPING STUDENTS ENTREPRENEURIAL INTENTIONS AMONG KENYAN UNIVERSITY STUDENTS

BY

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UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

SPRING 2018
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A Research Project Report Submitted to the Chandaria School of Business in Partial Fulfilment of the Degree of Masters in Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY - AFRICA

SPRING 2018
STUDENT’S DECLARATION

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

Signed: ______________________  Date: _____________________

Gitaka Jackline Gathoni

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

Signed: ______________________  Date: _____________________

Dr. Joseph Ngugi Kamau

Signed: ______________________  Date: _____________________

Dean, Chandaria School of Business
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ABSTRACT

The purpose of this study was to establish the impact of entrepreneurship education on the entrepreneurial intention of students in Kenyan universities. This was guided by the following research questions; How does attitude towards entrepreneurship education affect students’ intentions to become entrepreneurs? How does subjective norm towards entrepreneurship education affect students’ intentions to become entrepreneurs? And lastly how does perceived behaviour control towards entrepreneurship education affect students’ intentions to become entrepreneurs?

A descriptive research design was used to gather data from students at the university through the questionnaires handed out. The data analyzed was used to understand the influence of the study on the target population. The selected target population of this study consisted of United States International University-Africa students in Nairobi. A sample size of 229 respondents participated in the study recording a 62% response rate. The data analyzed showed a positive significant relationship between attitude toward the behavior, subjective norm, perceived behavior control and entrepreneurial education on entrepreneurial intention among university students.

On objective one, the entrepreneurial education had a strong positive effect of attitude toward the behavior on entrepreneurial intentions ($\beta= 0.306$, $t= 2.828$, $p < .05$). Entrepreneurial education had a strong positive effect of perceived behavioral control on entrepreneurial intentions ($\beta= 0.246$, $t= 2.317$, $p < .05$) in addition entrepreneurial education had a positive impact of subjective norm on entrepreneurial intention, it is significant at the 0.05 level ($\beta= 0.336$, $t= 3.134$, $p < .05$). On objective two, the regression weight for subjective norm towards entrepreneurship was positive and significant ($\beta= 0.482$, $t= 3.920$, $p < .05$). The regression estimate for subjective norm towards entrepreneurship was 0.482, this indicates that a unit increase in subjective norm towards entrepreneurship would result in 48.2% increase in students’ intentions to become entrepreneurs. On perceived behavior control, the regression weight for perceived behaviour control towards entrepreneurship was positive and significant ($\beta= 0.159$, $t= 2.017$, $p < .05$). The regression estimate for perceived behaviour control towards entrepreneurship was 0.159, this indicates that a unit increase in perceived behaviour
control towards entrepreneurship would result in 15.9% increase in students’ intentions to become entrepreneurs.

The study concluded: attitude toward the behavior influences the entrepreneurial intentions of the students, subjective norms are a significant predictor of student intention to become an entrepreneur and lastly, perceived behavioral control influences the student entrepreneurial intentions.

The study recommends that there is need for the universities, governments and stakeholders to ensure that graduates and university students admire starting their own businesses. Universities are also encouraged to provide the necessary academic support and infrastructure to promote the spirit of entrepreneurship among the university students as well as help model and shape students ideas towards entrepreneurship. On subjective norms, parents, friends and relatives should engage their children in universities on the importance of entrepreneurship. From perceived behavioural control, the university and other interested institution should investigate and invest more on what increase the perceived behavioral control to an optimum level.
ACKNOWLEDGEMENT

I would like to sincerely acknowledge my supervisor Dr, Kamau Ngugi.
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LIST OF ABBREVIATIONS AND ACRONYMS

CFA - Confirmatory Factor Analysis
EFA - Exploratory Factory Analysis
EE  Entrepreneurial Education
KMO - Kaiser Myer Olin
PCA - Principal Components Analysis
SEM - Structural Equation Model
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

Entrepreneurship education (EE) has evolved over time and become the source of change for the society on eradicating poverty. On the closing decades of the 20th century, entrepreneurship has been recognized as among economists as a significant driver of improvements in societal welfare (Coduras, Levie, Kelley, Saemundsson, & Schott, 2010). As a result, entrepreneurship and EE have become the focus of researchers for educators, public and private bodies around the world (Mason, 2014). EE is an important factor that helps to build and bring entrepreneur (Utami, 2017). Increasingly, government has played key role of conducive environment that motivates individuals, businesses, and stakeholders to develop new opportunities that can create economic growth in the society (Blenker, Dreisler & Kjeldsen, 2008). The EE has created movement that has become the main source of innovations in nearly all industries, leading to the birth of new enterprises and the growth, renewal of established organizations and growth in economic development (Coduras et al., 2010).

From different definitions, EE has been defined as the building of knowledge and skills either “about” or “for the purpose of” entrepreneurship generally, as part of recognized education programs at different levels of education; primary, secondary or tertiary institutions (Coduras et al., 2010). Entrepreneurship has also been defined on the basis of individual as a desire or determination of individuals to start up a new business to exploit the opportunities and risks of the business, through learning entrepreneurship (Utami, 2017). However there is difference on the definition of EE and ET. ET has been defined as a short session of EE with an objective to effect the trainers to start business. Coduras et al. looked at ET as the building of knowledge and skills in preparation for starting a business. Thus, the purpose of entrepreneurship training is very specific; to start a business or improve on business unlike the purpose of EE which can be much broader based on the environment and background at which its offered (Coduras et al., 2010).

Research has proved the traditional methods of education such as readings, review of literature, exams, among others, do not activate entrepreneurship (Carlos, García, Ward, & Hernández, 2017). This has left the greatest gap on EE where the knowledge acquired is to be able to turn ideas into action. However, the activity in initiating entrepreneurship
from idea to action is determined by several factors including the intentions of the individuals themselves. The entrepreneurial intention also needs motivation and confidence to self (Utami, 2017). In many countries, the implementation of entrepreneurial topics in the academic curriculum has been a process with continuous growing (Carlos et al., 2017). However, entrepreneurship is inherently multidisciplinary in nature which benefits both business and non-business students. Such factors as individual intention, quality of teaching and motivation can also be attributed as a source of helping students excel at academic subjects like English and mathematics; Studies have shown significant improvement on standardized tests among students involved in entrepreneurship programs (Andresen, 1994).

Studies conducted indicate that entrepreneurship can be taught and that education can foster entrepreneurship (Mitra & Matlay, 2004; Kuratko, 2005; Harris and Gibson, 2008; Falkang and Alberti, 2000; Kirby, 2002). EE may take the form of an academic program, entrepreneurship training, and individual or peer coaching (Katz, 2007). In turn, institutes of Higher Education have incorporated entrepreneurship courses in their curriculums to develop and nurture entrepreneurship among students. According to Kuratko, (2003), currently EE is a hot topic, and there has been a substantial increase in the number of courses offered in the past 20 years -over 2,000 courses, 1,500 schools, and 100 funded centres in the United States alone (Kuratko, 2003). A similar trend has emerged in Europe and China. For example, Two-thirds of EU governments have moved to include EE explicitly in the curriculum and actively encourage partnership with multiple stakeholders.

Though EE can be taught and is one of the driving factors to foster entrepreneurship intentions (Utami, 2017), teachers play an important role. EE teachers are the learning facilitators and multipliers of ideas and help students to achieve results in entrepreneurship-related learning like knowledge, capacities and attitudes (Carlos et al., 2017). The EE has been offered by higher educational institutions as a formal approved subjects in the curriculum of business and other courses. Such short courses included but not limited to seminars, conferences, and training for the students (Cheng & Chan, 2004) as cited by (Rengiah, 2016). However, there is debate on what level of EE works best on the intention of making one an entrepreneur. This may depend on several factors including the educational context; learning in primary level, secondary level, colleges or
universities level or informal school trainings. Researchers have agreed that experiential learning is more effective for building entrepreneurial skills than traditional methods like lectures (European Commission, 2008; Walter & Dohse, 2009). Therefore to achieve effective EE, the environment must be creative that allows innovation in training and practice of teachers and students. The environment should also have evaluation methods and guaranteed quality methods for EE to access how one learns (Carlos et al., 2017). Perhaps the essence of EE by practice is clearer as explained by Hazel A. King, executive director of the Illinois Institute for Entrepreneurship Education (IIIEE), Chicago, P 36.

“Entrepreneurialism is a survival strategy in many urban communities, and in many rural areas as well. In the inner city you have many young business people on the street. They’re selling drugs. They know their market, their suppliers and their distribution system. They can do weight and price calculations in their heads. We need to show students positive ways to be productive and self-sufficient.” (Andresen, 1994), P 36.

Studies conducted on EE has one trajectory, rapid development of the EE in different countries. In some countries, EE is a new concept while in others, it has evolved with new teaching methodologies. In the innovation-driven countries, including Singapore, Sweden and the United Kingdom, Several studies carried out shows that EE is effective on applied format where the entrepreneurs learn best with an experiential learning approach (Coduras et al., 2010). In countries like China, EE has been positively implemented though new on formal higher education sector. This shows EE as an emerging concept despite its significant role on transitioning entrepreneurial activity from necessity- to opportunity-based. According to GEM rating of EE longitudinal survey in 43 countries, EE had a lower rating on experts’ knowledge since 2000 to 2008. Further, in most countries, the growth on EE was consistent on the same duration (2000 to 2008) exceptions on Spain and the United States, where expert ratings was more negative (Coduras et al., 2010).

In universities such as Stanford or the Institute of MIT in Cambridge, EE has been integrated into the disciplines. Stanford university with its Mayfield Fellows encouraged its students to start business, by 2001, 10 of the business started by their fellow had been acquired by big companies such as Google (Eesley & Miller, 2012). Similar trend was noticed in the University of Twente were fellows had created more than 200 companies
(Hopkin, 2001), and lastly the MIT fellows had created more than 4,000 companies with earnings of $232 billion, generating more than 1.1 million jobs (Carlos et al., 2017). Germany, Finland, Republic of Korea, Ireland, Spain and the United States, experts believe that both public and private agencies should provide adequate EE and training outside the formal education system (Coduras et al., 2010). This clearly states the importance of practical EE that must be taken for success. Education in general focuses on supporting the development of knowledge and the intellect, whereas EE involved human beings as a whole (Rengiah, 2016).

The Nordic governments including Norway were first-movers and have been at it for more than a decade. Today they have the highest penetration rates in Europe and have invested in valuable research that others can benefit from. The private sector in virtually every European country is engaging more than ever with every age level in the school system, sharing know-how, people, and resources and providing real-world opportunities for young people. We talk more and more frequently of “entrepreneurial universities and schools”. The Entrepreneurial Skills Pass (ESP) for 15-19 year olds has been launched with a strong line-up of institutions and companies behind it. The number of schools involved in EE is steadily going up, the number of teachers trained is increasing and, most important, the number of young people exiting the system with some EE behind them is growing year-on-year. In fact, EE is an example of one of the largest and most successful public-private partnerships in existence today.

Entrepreneurs are individuals who intend to pursue a business opportunity within the next three years. The intentional entrepreneurs in Sub-Saharan Africa are high at an average of 53%, which is line with their positive perceptions about opportunities and capabilities. The only exceptions are South Africa (12%) and Ethiopia (24%). This means that the societal attitudes towards entrepreneurship are favorable in most SSA countries, which is very positive for both entrepreneurship and SMME development (Herrington & Kelley, 2012).

Locally, Kenyan Government (2005) recognizes the strategic importance of improving the overall education level of Kenyans with the goal of poverty reduction and economic growth. One of the problems facing the Kenyan economy is unemployment due to low economic growth, corruption, nepotism and the negative attitude towards entrepreneurship. With the increase in the number of universities, colleges, technical
schools offering all manner of courses, every year, almost 500,000 young Kenyans graduate and enter the job market in search of employment. Most of them have been taught that once one goes through the system and graduate, then they should enter the job market, seek for a job and gain employment. With this firmly set in their minds, they seek out “white collar jobs,” called so for one expects not to sweat and the collar will be clean and white unfortunately, these jobs are not available for each of them.

According to Nelson and Mburugu (1991), one approach to enhancing entrepreneurial activity and enterprise growth in Kenya is to create an enterprise culture among the youth (Nelson & Mburugu, 1991). Focusing on youth while they are still in school, tends to provide a long-term solution to the problem of job creation in Kenya. There has been an increased interest in entrepreneurship within the Kenyan education system and the society in general with an increase in courses, incubators and other activities developed to promote the topic of Entrepreneurship. This has been the case in both public and private universities, technical training institutes, institutes of technology, national polytechnics and youth polytechnics.

An entrepreneurship education may cultivate a student’s attitudes and intentions, as well as the founding of a new firm (Liñán, 2008). Entrepreneurial intentions are usually defined as one’s desire to own one’s own business (Crant, 1996) or to start a business (Krueger, Reilly, & Carsrud). Various researchers and educators across the world have recently attempted to answer the critical question why some individuals select to enter the challenging process of establishing a new venture but others do not.

The increasing interest in determining the factors that build one’s entrepreneurial intention is due to the critical role that entrepreneurs and entrepreneurial activities play in nurturing the economic and social growth of developed and developing countries (Matlay, 2006). Some researchers attributed the intention to become an entrepreneur to personal characteristics (e.g., locus of control, need for achievement and tolerance for ambiguity) and cognitive abilities (Hansemak, 1998). While others associated the challenging decision to environmental factors such as education and training significantly inspire and prepare students for establishing a new venture. More recent studies adopted an integrated approach that examines both personal and environmental factors that influence student’s decision to establish their own ventures and how interactions among these factors affect the decision (Douglas & Fitzsimmons, 2015).
EE could also enhance entrepreneurial self-efficacy because it is associated with four of its determinants, which are (1) enactive mastery, (2) vicarious experience, (3) verbal persuasion, and (4) emotional arousal (Bandura, 1982, 1986). As students enroll in EE, they are exposed to examples of successful business planning or proactive interaction with successful practitioners (Honig, 2004). These elements facilitate coping strategies, which help maintain motivation and interest, leading to greater expectations of success (Stumpf, Brief, & Hartman, 1987) and increased entrepreneurial self-efficacy.

Intentions have been proved to be the best predictors of individual behaviours, particularly when the behaviour is rare, hard to observe or involves unpredictable or uncertain time lags (Melorose, Perroy & Careas, 2015). This study attempts to narrow the gap in the literature by examining the role of EE in developing entrepreneurial intentions among Kenyan university students using the theory of planned behaviour.

1.2 Statement of the Problem
Recent European Commission Report (2008) suggested that the goal of EE should be to promote creativity, innovation and self-employment. EE and training therefore entails more than the development of particular business skills (Coduras et al., 2010). Researchers have agreed that experiential learning is more effective for building entrepreneurial skills than traditional methods like lectures (European Commission, 2008; Walter & Dohse, 2009). Therefore to achieve effective EE, the environment must be creative that allows innovation in training and practice of teachers and students. Excellence in practical university EE has been reported at Stanford or the Institute of MIT in Cambridge where the MIT fellows had created more than 4,000 companies with earnings of $232 billion, generating more than 1.1 million jobs (Carlos et al., 2017). Realizing the significance of entrepreneurship in the development of the knowledge-based economy in Kenya, efforts have been taken to nurture entrepreneurship in all ways. The higher educational institutions in the country has been offering formal EE and included it as one of the subjects in the curriculum of business and other courses, organizing seminars, conferences, short courses and training for students. Though it is clear that Universities play a major role in regional innovation and economic growth through EE, a central question that arose was what factors determine the entrepreneurial intent among students?
The relationship between entrepreneurial intention and entrepreneurial education has been extensively researched in the West, (Schwarz, 2009) however; it remains an under-studied area in Kenya. Applying the Western studies in the Kenyan context would raise a question of their applicability and appropriateness and as findings on determinants that predict entrepreneurial intention varies across countries and cultures. Some studies are indeed needed at the local setting to increase the relevancy and accuracy of the results. Finally, while entrepreneurial intention has become a popular research topic, only a partial number of studies has focused on the role of EE on entrepreneurial intention of students in Institutes of higher learning in Kenya (Koh & Wong, 2005). This study attempted to fill the aforementioned gaps by addressing the research question: personal attitude and entrepreneurial intention, subjective norm and entrepreneurial intention, perceive behavioral control and entrepreneurial intention, and EE and entrepreneurial intention. This research enables us to understand the role EE in developing entrepreneurial intentions among Kenyan university students.

Entrepreneurship and EE have become the focus of researchers for educators, public and private bodies around the world (Mason, 2014). Studies conducted indicate that entrepreneurship can be taught and that education can foster entrepreneurship (Mitra & Matlay, 2004; Kuratko, 2005; Harris and Gibson, 2008; Henry et al. 2005; Falkang and Alberti, 2000; Kirby, 2002). EE may take the form of an academic program, entrepreneurship training, and individual or peer coaching (Katz, 2007). In turn, institutes of Higher Education have incorporated entrepreneurship courses in their curriculums to develop and nurture entrepreneurship among students. The EE has been offered by higher educational institutions as a formal approved subjects in the curriculum of business and other courses. Such short courses included but not limited to seminars, conferences, and training for the students (Cheng & Chan 2004) as cited by (Rengiah, 2016). However, the GEM expert surveys in 43 countries found out, in most countries EE and training, both in school and outside of school, is inadequate (Bosma et al., 2008) (Coduras et al., 2010). This shows there is a bigger gap on the EE intention which was also covered in this study.

1.3 Purpose of the Study

The purpose of the study was to establish the impact of entrepreneurship education on the entrepreneurial intention of students in Kenyan universities.
1.4 Research Questions

This study had the following research questions;

1.4.1 How does attitude towards entrepreneurship education affect students’ intentions to become entrepreneurs?

1.4.2 How does subjective norm towards entrepreneurship education affect students’ intentions to become entrepreneurs?

1.4.3 How does perceived behaviour control towards entrepreneurship education affect students’ intentions to become entrepreneurs?

1.5 Significance of the Study

The research project would benefit the Kenyan government, public, academicians, and researchers with basic understanding of the role of EE on the entrepreneurial intention of students in Kenyan universities.

1.5.1 Kenyan Government

This study makes substantial contributions on various fronts. For Kenya Vision 2030 to achieve its intended targets both in growth and decrease in inequality, it must create sufficient jobs in the informal sector, generate a more rapid increase in incomes of those in low-paying sectors of the economy, and create many new entrepreneurs. If the Kenya Government is, therefore, to realize its Vision 2030 and enjoy the benefits of increased entrepreneurial activity, it must seek to comprehend the key variables that may limit or harness the growth of entrepreneurship.

1.5.2 Academicians and Researchers

This study is also significant for policy implementation on the future development of entrepreneurial program for students. Having a good understanding on the role of entrepreneurial education in developing entrepreneurial intentions among Kenyan students, all the plans that are provided by institutions including the government will be fully utilized. This research will inspire entrepreneurial intention by providing insights to the state of EE for policy makers in Kenya, thereby, increasing new business venturing
rate. When investigating in depth into the entrepreneurial intention Practical information will be provided as policy makers can make better informed decisions in creating the entrepreneurial course structure which aids in increasing the students’ participation in business in future (Ooi, 2008).

1.5.3 Public

Lastly, the research helps the public to understand their roles in enhancing undergraduates about their intentions and providing social support. Family background can affect an individual’s intention to be an entrepreneur (Kolvereid, 1996a). Parents who are running a business could provide prior business knowledge and experience for undergraduates to enhance their self-confidence for being self-employed. In short, when there are more entrepreneurs in the country, people who are jobless may be hired by these entrepreneurs, thus reducing the rate of unemployment.

1.6 Scope of the Study

The study was conducted in June 2018. The target populations were business undergraduate students at United States International University-Africa who had undertaken the entrepreneurship courses. The limitations of this study was on the theory of planned behaviour applied thereby limiting the study to only three major variables.

1.7 Definition of Terms

1.7.1 Entrepreneurship

According to Robert, Hisrich, Michael, Peters, Dean, & Shepherd, 2010, Entrepreneurship is the process of creating something new with value by devoting the necessary time and effort, assuming the accompanying financial, psychic and social risk, and receiving the resulting rewards of monetary and personal satisfaction and independence (Ozaralli & Rivenburgh, 2016).

1.7.2 Entrepreneurship education

According to Ekpoh & Edet, 2011, refers to the scope of curricular lectures of courses that provides students with entrepreneurial competencies, skills and knowledge in pursuing entrepreneurial career.
1.7.3 Entrepreneurial Intention

Entrepreneurial intention is a state of mind that directs and guides the actions of the entrepreneurs towards the development and implementation of a business concept (Gupta and Bhawe 2007).

1.7.4 Personal Attitude

According to Ajzen and Fishbein (2000), an attitude refers to individual’s general feeling of favorableness or favourableness toward various stimulus objects.

1.7.5 Perceived Behavioral Control

Perceived behavioral control refers to people’s perceived ease or difficulty to perform a given behaviour. It assumes to reflect the past experiences of people and anticipate the obstacles (Ajzen, 1991).

1.8 Chapter Summary

This chapter introduces the subject of study. It covers the problem statement, the reason the study was done (purpose), the research questions, and the scope of the study. To gain a deeper understanding about entrepreneurship education and entrepreneurial intentions, a review of literature was explained in Chapter 2.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter focused on the research questions that were put forward in chapter one. The main objective of this research study that brought forth the research questions was to determine the role of entrepreneurship education on entrepreneurial intentions of university students of United States International University-Africa. The literature review was based on Ajzen’s theory of planned behavior.

2.2 Personal Attitude and Entrepreneurial Intention

An attitude refers to individual’s general feeling of favourableness or favourableness toward various stimulus objects (Ajzen & Fishbein, 2000). If they have beliefs about an object, they automatically acquire attitude toward the particular object. Each belief links the object to some features; individuals” attitude toward the object acts as a function of their evaluations toward the features. Whenever individuals learn that the object is linked to a given attribute, their evaluations about the attribute becomes associated with the object. Attitudes are based on the total set of the person’s salient beliefs and the evaluations associated with those beliefs. According to Sagiri and Appolloni (2009), behaviour of a person is solely depends upon individual’s beliefs and attitudes, and those beliefs and attitudes play a very important role in determining individual’s action.

Attitudes can be defined as, a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object (Fishbein & Ajzen 1975). This can be general or specific to an aspect; General attitudes relating to the broad psychological disposition of an individual and domain attitudes referring to the person’s more specific attitude towards a specific aspect such as entrepreneurship (Rengiah, 2016). Personal attitude is a reflection of beliefs and opinions held by an individual about the behavior (Carlos et al., 2017).

Entrepreneurship education according to Ekpoh & Edet, 2011, refers to the scope of curricular lectures or courses that provides students with entrepreneurial competencies, skills and knowledge in pursuing entrepreneurial career. According to Shane and Venkataraman (2000), entrepreneurial behaviour—could be defined as the discovery,
evaluation and exploitation of an opportunity. This behaviour would be best predicted by the entrepreneurial intention. Intention can be referred to as a conscious state of mind that directs attention towards a specific goal (Shiri, Mirakzadeh, & Zarafshani, 2017). Intentionality is grounded in cognitive psychology that attempts to explain or predict human behaviour. Thompson (2009), defines entrepreneurial intention as the self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future as cited by (Shiri et al., 2017).

TPB focuses on attitudes as the best predictors of intention. The three factors TPB uses to predict entrepreneurial intention are the attitude toward the act, social norms and perceived behavioral control. Ajzen further explained that as a general rule, the more favorable the three antecedents, the higher should be the individual’s intention for performing the particular behaviour. This model classifies personal attitude towards the behavioral outcomes, perceived social norms which reveal desirability of performing the behaviour and Perceived Behavioral Control (PBC) reflects the personal competence of controlling the behaviour (Ajzen, 1991).

Psychologically, there are belief that entrepreneurs have unique values and attitudes toward work and life, and these needed drives for the individual to behave in certain ways (Rengiah, 2016). However, the entrepreneurship education is a reality in constant progress. It contributes to the construction of a culture on entrepreneurship which affects the personal attitude. Society is benefited by fostering these entrepreneurial attitudes and capacities, even beyond the application of them in new entrepreneurial initiatives (Carlos et al., 2017). Personal attitude on EE can be influenced by educators and practitioners. Such practitioners influences the specific attitudes of an individual positively or negatively within the specified domain, thus improving the predictability of the behavioural intent. The personal attitudes dimensions can be on: attitudes towards money, change and competitiveness. Such can also be attributed to environmental barriers, support factors and the university environment. The influence of the practisitoners were found to be stronger than personal attitude on entrepreneurial intentions in some studies (Rengiah, 2016). Another very important factor is the fact that entrepreneurial competencies and attitudes can only be acquired or built through practical learning experiences of real life (Carlos et al., 2017).
Attitude toward the behaviour according to Ajzen, (1991) is the extent to which a person has a positive or negative valuation towards the behaviour; while Li (2007) defined it as the individual’s attractiveness towards being self-employed in the present study. It has also been defined as the extent to which people perceived that there are good opportunities for them to start-up a business, or the degree on their attachment towards high status of entrepreneurs. Individuals who get to know their referents have started a business be more likely to see it as legitimate (Xavier et al., 2009).

Dohse and Walter (2009); Paço et al (2011) found that the attitude toward the behaviour has direct and positive effect on entrepreneurial intentions. Therefore, education and training should focus on changing personal attitudes than providing technical knowledge about business because the effects could be more significant to the process of business creation and to overcome the perceived barriers to entrepreneurship (Paco et al., 2011; Dohse & Walter (2009). A research by Scholten et al. (2004), the illustrated a very strong influence of attitude on intention whereby attitude is in fact a deterministic variable for intention; with every variation in attitude is directly leading to a variation in same extent for entrepreneurial intention.

Desirability to be entrepreneur is the measure of individuals” attitude toward entrepreneurship, Dell (2008). He suggested that attitude can be developed and strengthened through information cues from previous experience and role model. Internal information cues (individuals” perception on their capability and task-specific knowledge) and external (availability of resources) can enhance entrepreneurial self-efficacy and in turns, strengthen their attitude toward entrepreneurship.

Studies have revealed that there is a relation of entrepreneurship education between attitude toward entrepreneurship and entrepreneurial intention. According to Tam (2009) and Dell (2008), entrepreneurship education and change in entrepreneurial attitude has significant relationship, participation in entrepreneurship education has increased students attitude towards entrepreneurship positively as entrepreneurship education has enriched them with real-world skills and knowledge, thus make them feel legitimate in pursuing entrepreneurial path.

After testing the attitude-intentions of students, Krueger et al. (2000) found a significant influence of the attitude toward the behaviour on intention. On conducting the similar
research in Open University Malaysia, Leong (2008), showed that the more students value the entrepreneurial career path, the stronger their intentions to be entrepreneur. Training and skill development programs are vital in fostering personal capabilities and interests among students to have positive attitudes towards entrepreneurship.

A research on undergraduate students by Frazier and Niehm (2006) revealed that positive attitude toward self-employed and the confidence of the ability to create a new venture successfully appear to predict stronger levels of entrepreneurial intention. Elfving, Brännback and Carsrud (2009) stressed that if an individual holds positive attitude toward self-employed, considers entrepreneurship to be aligned with his overall goals in life and sees an opportunity to perform an entrepreneurial action, then most likely, he will form an entrepreneurial intention. Research work by Tam (2009); Byabashaija and Katono (2011), noted that the students who is exposed to entrepreneurship education, their entrepreneurial attitude and entrepreneurial intention will change accordingly as entrepreneurship education can help to build confidence and promote self-efficacy of students.

In USA, the study was conducted to explore and evaluate entrepreneurial intentions and their antecedents among 123 students at San Jose State University by building on Fishbein and Ajzen’s (1975) model. The study found out students who have had prior exposure to entrepreneurship education had more positive attitudes toward entrepreneurship. The second hypothesis found out students with self-employed fathers had less positive attitudes toward entrepreneurship than those with prior experience in entrepreneurship. For attitudes based on the community, the study found Caucasians to have the most positive attitudes to entrepreneurship (mean = .48), followed by Asians (mean = .30) and Hispanics/Latinos (mean= -.09) (Basu & Virick, 2008).

Study titled ‘Factors Affecting the Intention to Become an Entrepreneur: A Study from Bangladeshi Business Graduates Perspective’ was conducted in 3 public universities and 17 private universities with total of 387 questionnaires. Using SEM, the path analysis on the relationship between attitude and entrepreneurial intention was statistically significant (0.435). This finding was supported by other researchers who had demonstrated that human attitude had a strong and direct influence on behavioural intention. This study concluded that higher entrepreneurial attitude of students ultimately influence them to participate in entrepreneurial activities (Kabir, Haque, & Sarwar, 2017).
In Iran, a study on role of entrepreneurship education on Students’ Entrepreneurial Intentions’ was conducted in 2012. This study sample was 320 students following entrepreneurship courses at six Iranian universities. The result used pre and post data to correlate the personal attitude. The findings indicated the post-test values of attitudes toward entrepreneurship and intention had increased compared to the pre-test. However, the variance was not very significant. The study concluded attitude on EE had no effect on attitudes toward entrepreneurship and intention (Karimi, Biemans, Lans, Mulder, & Chizari, 2012). Another study that explored the theory of planned theory to student’s entrepreneurial intentions was conducted at USIU-Africa with a sample size of two hundred and fifty (250). The study found out the relationship between the intention variable and the attitude variable was positive and statistically significant (Gitonga, 2017).

Similar study was conducted on factors influencing entrepreneurial intention among Muslim undergraduate students in United States International University-Africa. Using Ajzen’s Theory of Planned Behavior with a sample population of 120 Muslim students and SEM as the projector analysis, the study revealed. Personal Attitude was found to have a positive and statistically significant relationship with Entrepreneurial Intention. The path coefficient result showed; \( \beta=0.475, \) T-value =6.212 \( p<0.05 \) which was significant. The positive relationship means if, Personal Attitude increases by 1, Entrepreneurial Intention of the respondents will increase by 0.475 (Usman, 2016).

### 2.3 Subjective Norm and Entrepreneurial Intention

Subjective norm similarly referred to social norm refers to the perceived social pressure to perform or not to perform a desired behaviour (Ajzen, 1991). Pressure from family, friends and society affect one’s behaviour to be an entrepreneur. Subjective norms deal with the perceived support or lack of support provided by important others (close persons such as spouses, friends, parents or family members) to engaging in the specific behavior of interest (Cavazos-Arroyo, Puente-Díaz, & Agarwal, 2017). It also refer to the degree to which the behaviour will comply with other people, such as family members, friends and relatives (Rengiah, 2016).

Subjective norms also refer to beliefs coming from the social environment that significant social groups such as family members expect from an individual as to performing or not.
certain behaviors (Ajzen, 1991; Montaño & Kasprzyk, 2008). If individuals perceive that significant others approve certain behavior, they possibly intend to perform it while disapproval tends to have negative association (Armitage & Conner, 2001). Subjective norm has been queried by many researchers, stating the relevancy in predicting entrepreneurial intention.

Education plays critical role in subjective norm. Purposeful education enhances students’ entrepreneurial efficacy through providing them attitudes, knowledge and skills to cope with the complexities embedded in entrepreneurial tasks such as opportunity seeking, resource assembling, and leading the business to success, (Wilson, Kickul & Marlino, 2007). Education enhances entrepreneurial efficacy of students through providing experience of mastery, role models, social persuasion and support by involving them in hands-on learning activities, business plan development, and running simulated or real small business (Fiet, 2000). Furthermore, education plays a crucial role in developing students’ entrepreneurial efficacy through involving them in various entrepreneurial activities and increasing their desirability to step into venture creation by highlighting the merits, values and advantages of entrepreneurship (Segal, Borgia & Schoenfeld, 2005); as well as encouraging and supporting them to start-up their own business. Hence entrepreneurship is riddled with uncertainties as entrepreneurs try new things and set challenging goals for themselves. According to Wang & Wong, 2004; Zhou, Tao, Zhong & Wang, 2012, inadequate business knowledge will lead to risk-averse behaviour and reduce entrepreneurial propensity.

Some researchers, found that subjective norm is insignificant in predicting entrepreneurial intention (Reitan, 1997; Krueger et al., 2000; Autio et al., 2001; Liñán, 2004; Liñán & Chen, 2009), while some found that subjective norm is significant (Kolvereid, 1996a; Kolvereid & Tkachev, 1999; Kolveried & Isaksen, 2006; Yordanova & Tarrazon, 2010) and others completely neglect this variable in measuring entrepreneurial intention (Peterman & Kennedy, 2003; Veciana, Aponte & Urbano, 2005).

Researchers such as Reitan (1997); Krueger et al. (2000); Autio et al. (2001); Linan and Chen (2009) found no significant relationship between subjective norm and entrepreneurial intention. According to Liñán (2004), there was a significant relationship between subjective norm with attitude toward the behaviour while Krueger et al., (2000) found that subjective norm have a significant relationship between attitude toward the
behaviour and perceived behavioral control. This revealed that subjective norm does not operate independently and may be used to moderate or even mediate the relationship of other variables on intentions as suggested by Reitan (1997).

On the flip side, Kolvereid (1996a) noted that subjective norm has a direct significant relationship with self-employed intention by testing on first-year undergraduate Norwegian business students. He (Kolvereid) replicated his study in 1999 with Tkachev by testing on a sample of Russian university students from different courses and found subjective norm to be positively correlated with self-employed intentions (Kolvereid & Tkachev, 1999). Subjective norm was found to be significantly associated with self-employed intention when subjective norm was tested on Norwegian business founders’ intention (Kolveried & Isaksen, 2006). According to Yordanova and Tarrazon (2010), the more supportive subjective norm on entrepreneurial behaviour, the stronger the individual’s entrepreneurial intention.

Subjective norms derive from normative beliefs concerning the expectations of significant others (Azjen 2012). Individuals feel pressured to perform a certain behaviour when they have faith in the importance of social referent persons or groups approve or disapprove of performing the given behaviour and are motivated to comply with the expectations of such referents (Ajzen 2012). Important referents may include an individual’s parents, spouse, close friends, co-workers, and even experts in the behaviour of interest.

The relation between subjective norm and entrepreneurial intention has been challenged. Many researchers have stated its importance in predicting entrepreneurial intention. Some researcher found that subjective norm is insignificant in predicting entrepreneurial intention (Liñán & Chen, 2009), some have found that subjective norms are a significant yet weak predictor of intentions (Cavazos-Arroyo et al., 2017), while some found that subjective norm is significant and strong (Yordanova & Tarrazon, 2010) and some who completely neglect this variable in measuring entrepreneurial intention (Peterman & Kennedy, 2003; Veciana, Aponte & Urbano, 2005) as cited by (Usman, 2016). However on the theory of the planned behavior, subjective norms and intentions is an important component despite the inconclusive results on the relation with the entrepreneurial intention (Cavazos-Arroyo et al., 2017).
According to Ajzen (2005), whether society members themselves engage or not in a particular behaviour influences perceptions concerning whether that behaviour is approved or disapproved. Research indicates that persons are more likely to build the intention to start a business when they have relationships with others who are entrepreneurs themselves (Laspita, Breugst, Heblich, & Patzelt, 2012). Muofhe and Toit (2014) stated having a good relationship with entrepreneurs encourages an individual to have entrepreneurial intention. Sun and Lo (2012) noted a significant relationship between having entrepreneurial role models and advanced levels of subjective norms.

In his research, Baines (2009) indicated that social norms have the greatest impact when the environment is turbulent or conditions are uncertain as it is often perceived with entrepreneurial activity. He noted that social norms, which were operationalized as family experience and support in addition to knowledge of others who had started businesses, significantly help to explain entrepreneurial intent. Baines (2009) supported Ajzen’s overall statement that in addition to direct societal learning, behaviours are also regulated by people’s anticipations, intentions, and self-evaluations”, which are largely formed by social observation. The variance can be explained based on the environment. One of the research found out closed environment had higher influence; subjective norms of entrepreneurship in the social and close environments create a system of valuation and support for students’ entrepreneurial intentions. This highly influences their attitude toward entrepreneurship and consequently enhances their intentions to become entrepreneurs (Bagheri, Akmaliah, & Pihie, 2011) as cited by (Usman, 2016).

Research findings examined how subjective norms, and entrepreneurship self-efficacy influence the intentions of starting a social entrepreneurship venture among Mexico residents with a low socio-economic status. The output indicated support for most of the hypothesis, but failed to find support from the impact of sustainable values on social innovation orientation and on entrepreneurial attitude. However the regression output showed the effects of subjective norms, social entrepreneurial attitude, and entrepreneurial self-efficacy on social entrepreneurial intention were significant, $\gamma = .51$, $p < .001$; $\beta = .18$, $p < .001$; $\gamma = .27$, $p < .001$, supporting hypothesis (Cavazos-Arroyo et al., 2017).

Study titled ‘Assessing Entrepreneurial Intentions Amongst Students : A Comparative Study’. On the subjective norms, the factors included perceived family expectations and
beliefs to perform the behavior. The research found out there was no significant difference between the subjective norms of those who had prior exposure to entrepreneurship education. It also showed that those with prior experience in entrepreneurship have more positive attitudes toward entrepreneurship and higher perceived behavioral control. On the subjective norm, the results indicated no differences in subjective norms and perceived behavioral control among students from different ethnicities; students who are more confident in their ability based on practical experience are less influenced by perceived social norms about entrepreneurship (Basu & Virick, 2008).

Another study sampled 387 business graduate students randomly from both private and public universities located in Dhaka and Rajshahi. Partial Least Squares Structural Equation Modeling (PLS-SEM) was employed to test the structural relationship among variables that influence respondent’s entrepreneurial intention. This study sort to find out the factors Affecting the Intention to Become an Entrepreneur. The subjective norm’s influence on entrepreneurial intention was found to be weak; the path coefficient between subjective norm and entrepreneurial intention was 0.082 where the path value is much smaller. The results agreed with researchers who also found no significant relationship between subjective norm and entrepreneurial intention. This is because; subjective norm refers to the social influence from various sources (e.g. family and friends) that guide human action. In Bangladesh, the social influence is still very weak once it comes to entrepreneurship career where the future is unknown. The study concluded Subjective norms do not significantly influence on entrepreneur intention (Kabir et al., 2017).

Another research titled ‘The Role of Theory of Planned Behavior on Entrepreneurial Intention of Greek Business Students’ collected data only from fourth year students. Subjective norm and perceived of Theory behavioral control explained 47.2% (Adjusted R2) of the variance of entrepreneurial of Planned intention. Specifically, the subjective norm effect on entrepreneurial intention showed entrepreneurial (β=0.22, p<0.05). the study concluded subjective norm contributed to the explanation of the variance of entrepreneurial intention only in the case of fourth year students, and only if the entrepreneurial curriculum and content was not included in the model. Therefore, effect of subjective norm was partially accepted (Tsordia & Papadimitriou, 2015).
On the factors influencing entrepreneurial intention among Muslim undergraduate students, research found out the Subjective Norm, pressure from family members indicated to be very influential in the making of student entrepreneurial intention to engage in an entrepreneurial activity. The role of friends was less significant as compared to family. Subjective norm was found to have a positive and statistically significant relationship with Entrepreneurial Intention. The path coefficient was positive and significant at the 0.05 level (β=0.164, T-value =2.102 p<0.05). The positive relationship means if Subjective norm increases by 1, Entrepreneurial Intention of the respondents will increase by 0.164 (Usman, 2016).

Another study titled ‘Factors Influencing Entrepreneurial Motivation on University Student's Intentions of Becoming Entrepreneurs: A Case of United States International University – Africa (USIU-A)’ is covered. Once of the objective was to establish the impact of perceived subjective norms have on student’s intentions to become entrepreneurs. 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. 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. 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 (Gitonga, 2017).

2.4 Perceived Behavioural Control and Entrepreneurial Intentions

Perceived behavioral control refers to people’s perceived ease or difficulty to perform a given behaviour. According to Ajzen, 1991, it assumes to reflect the past experiences of people and anticipate the obstacles. Furthermore Ajzen, 1991 noted that perceived behavioral control and intention accurately reflect the person’s actual control in situation and is most compatible with the theory of perceived self-efficacy (Bandura, 1977). Perceived behavioural control (PBC) is the perception of an individual of the ease or difficulty of carrying out the task of starting and running a company (Dinc & Budic, 2016). It can also be referred to as the perception of easiness or difficulty in fulfilment of creating a new venture (Rengiah, 2016). In a study by Gitonga (2017), Perceived behavioural control was referred to as individual’s control beliefs relating to the action
being monitored which has similarity in several respects to the perceived self-efficacy factor (Solesvik, 2012). Further, Self-efficacy in earlier studies has been found as the strongest predictor of entrepreneurial intentions as contemplates by Kolvereid (1996) and Tkachev et al., (1999) as cited on (Gitonga, 2017).

Perceived self-efficacy concerns with the judgments of how well a person can execute a specific action to deal with certain situations, Bandura (1982). Liñán, Rodríguez-cohard and Rueda Cantuche (2005) revealed that intention is a function of perceived self-efficacy, which also means the control over behaviour. In light of this, Chen, Greene & Crick, 1998; Zaidatol Akmaliah Lope Pihie, 2009 acknowledged that self-efficacy and perceived behavioral control are used interchangeably since the concept of perceived behavioral control is closely related to self-efficacy.

Several studies have examined the antecedents of entrepreneurial intentions (McStay, 2008). Among them are entrepreneurial intention models, Shapero’s Model of Entrepreneurial Event and Theory of Planned Behaviour (TPB) (Ajzen, 1991), which are widely recognized and utilized. Shapero and Sokol’s (1982) Entrepreneurial Event (SEE) model supports the formation of entrepreneurial intention (McStay, 2008). SEE suggests that entrepreneurial intention depends on perceived feasibility and perceived desirability of the prospect of starting a business along with the propensity to act. Ajzen’s (1991) Theory of Planned Behaviour (TPB) is a widely recognized, well tested and a validated model (Brannback, Kickul, Elfving & Carsrud, 2007).

Scholars evidenced that entrepreneurial intention is a valid predictor for entrepreneurial behaviour as entrepreneurial actions always fall into the category of intentional behaviour. Studies on entrepreneurial intention provides valuable insights for the researcher to understand entrepreneurial process and predict entrepreneurial activities in better way through identifying antecedents of entrepreneurial intention (Liñán, 2004; Kolvereid & Isaksen, 2006; Krueger, 2007; Dell, 2008; Mohammad Ismail et al., 2009). A research by Kolvereid and Isaksen (2006) on 297 business founders by using longitudinal data revealed that intentions to be self-employed did actually determine later entry into self-employment as cited by (McStay, 2008).

According to Ajzen, 2001; Kolvereid, 1996; Krueger et al., 2000, Theory of planned behaviour can apply to all voluntary behaviour, and it can provide an explanation in
different fields, as well as the choice of becoming an entrepreneur. Several empirical studies applied and confirmed the impact of attitude, social norms, and perceived behavioral control in predicting the entrepreneurial intentions of becoming an entrepreneur (Karimi, Biemans, Thomas, Mohammad & Martin, 2014; Koçoğlu & Hassan, 2013; Iakovleva, Kolvereid, & Stephan 2011). TPB was founded on the theoretical developments in psychology and is applied in a number of other fields, which makes the theory more robust (Krueger, 2000), and this study will utilize the theory of planned behaviour for this reason.

Students who need entrepreneurial exposure have a higher score on perceived behavioral control. This shows that the greater the students expose to entrepreneurial issues, the greater will be their perceived behavioral control, Zaidatol Akmaliah Lope Pihie (2009) they (Zaidatol Akmaliah Lope Pihie, 2009), also noted that those who perceive entrepreneurship need to be taught in University will have a higher score on perceived behavioral control. Wood and Bandura (1989) stated that university teaching should focus on providing experience to develop students’ self-efficacy because entrepreneurship education could enhance the knowledge and experience of students, the students’ self-efficacy will become higher and eventually will increase their entrepreneurial intention. This is in line with the research findings of Basu and Virick (2008) where they note that prior exposure to entrepreneurship education has a positive effect on perceived behavioral control. Additionally, students who have prior experience in entrepreneurship will have more confidence in their ability and this leads to higher entrepreneurial intention, (Basu and Virick 2008).

Individuals with early characteristics and entrepreneurial personality have higher entrepreneurial control beliefs and these beliefs will lead to greater entrepreneurial intention. Those who have entrepreneurial personality patterns such as locus of control appear to be more confident that they could be successful, (Obschonka, Silbereisen and Schmitt-Rodermund 2010). Obschonka et al. (2010) revealed that control beliefs are closely related to the concept of self-efficacy (Bandura, 1997) and locus of control (Rotter, 1990).

A comparative study on formal education and informal education showed students who did not participate in entrepreneurship education had negative attitude towards entrepreneurship, thus, lower their interest towards entrepreneurship. This leads to a
distinct level of entrepreneurial intention between entrepreneurship students and non-entrepreneurship students (Hamidi, Wennberg & Berglund, 2008; Miller, Bell, Palmer & Gonzalez, 2009). Vazquez, Naghiu, Guitierrez, Lanero and Garcia, (2009); Ahmed et al., (2010) also noted that senior class students have higher entrepreneurial inclination than juniors class students because of their practical knowledge and exposure to business world. Furthermore, Izquierdo and Buelens (2008); Drost Ellen (2010) clarified that entrepreneurial self-efficacy mediates the relationship between entrepreneurship education and entrepreneurial intention because entrepreneurship course may enhance student self-confidence level about their ability to become entrepreneurs, highly believe themselves are capable of managing their own firms properly and succeed, thereby increase they entrepreneurial intention (McStay, 2008).

Souitaris, Zerbinati and Al-Laham (2007) on their study concerning student entrepreneurial intention showed that students in general are most likely to have high self-confidence, which represents the perceived behavioral control. The desire to do something is important but it is not the only requirement to transform the motivations into intention. This process also needs the belief of individual that they can do this behaviour. The Perceived Behavioral Control or Perceived Self-Efficacy is the personal belief about the possibility to conduct the planned behaviour, the faculty of thoughts, physical mental, passion, finance, and resources to personally control and execute the action.

Perceived behavioral control has positive influence towards students’ entrepreneurial intentions. Kolvereid (1996b); Kristiansen and Indarti (2004); Basu and Virick (2008); Ruhle, Mühlbauer, Grünhagen and Rothenstein (2010); Paco et al. (2011). Kolvereid (1996b); Basu and Virick (2008); Ruhle et al. (2010) indicated that perceived behavioral control has a significant relationship with the intention. Self-assessment of perceived behavioral control has a great impact on students’ intentions as there is a supportive range of perceived feasibility that can enhance the entrepreneurial intentions, (Ruhle et al. 2010). Also, Basu and Virick (2008) indicated that prior experience of starting a business is significantly related to great level of self-efficacy and positive attitude towards entrepreneurship. Individuals with experience of being successful will have greater self-efficacy and more confidence with their ability to repeat that behaviour, as compared to those who do not have prior experience. This is in support of Ajzen’s theory where perceived behavioral control relies on past experience with the behaviour.
Different researches have been done on the perceived behavioural control in relation to entrepreneurial intention. Study titled ‘The Impact of Personal Attitude, Subjective Norm, and Perceived Behavioural Control on Entrepreneurial Intentions of Women’ looked at the Perceived behavioural control (PBC). A total of 216 questionnaires were collected from women in two big cities in Bosnia: Tuzla and Sarajevo. The output on factor analysis, reliability, correlations, descriptive statistics, and regression showed that PBC significantly and positively influenced entrepreneurial intentions. This means that self-efficacy or a belief of personal ability to succeed and perform a task or control the process of creating a company plays an important role in increasing entrepreneurial intentions. The research concluded PBC has a positive and significant influence of personal attitude and perceived behavioural control on entrepreneurial intention (Dinc & Budic, 2016).

In Malaysian university, another study was conducted on ‘Effectiveness of entrepreneurship education in developing entrepreneurial intentions among Malaysian university students’. The Perceived behavioural control was based on the individual’s controllability and self-efficacy during the process of new venture development. Using SEM, education was seen to enhance the ability to acquire and use codified information about specific aspects of working and non working life. Hence, the study further explored data on educational attainment revealed the cognitive abilities possessed by the individual. The led to Perceived behavioural control to be omitted from the model as it was included in the entrepreneurial intentions section (Rengiah, 2016).

Study titled ‘Factors Influencing Entrepreneurial Motivation on University Student's Intentions of Becoming Entrepreneurs: A Case of United States International University – Africa (USIU-A) found out the perceived behavioural control had a positive relationship on the other variables in the study. The relationship between the PBC and the subjective norm variables was positive and statistically significant p= 0.000; standard coefficient for perceived behavioral control was 0.325, 0.308 and 0.383 on all the independent variables. In this study, PBC focused on self-efficacy; PBC 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). The study propose that apparent behavioral control clarify a bigger number of varieties in expectations than states of mind towards conduct and subjective standards (Gitonga, 2017).
Another study on the role of Entrepreneurship Education in Developing Students’ Entrepreneurial Intentions relates to this study. The study sort to testing the relationships between entrepreneurial intentions and its antecedents as PBC. The results of that linear regression revealed that at both pre-test and post-test time, students’ entrepreneurial intention was significantly influenced by perceived behavioural control. The study also found that perceived behavioural control had the greatest influence on entrepreneurial intentions. This confirms the validity of the TPB (at t1: $R^2 = 0.51$, $p<0.01$; at t2: $R^2=0.48$, $p<0.01$) in this study. The study concluded PBC as strong factor that influences entrepreneurial intention.

2.7 Chapter summary

Chapter 2 has provided a clear presentation of the research work conducted and significant research findings from past studies have been discussed. Additionally, for this research, a theoretical foundation has been constructed; where relevant variables have been identified and defined. The research methodology is discussed in detail in Chapter 3.
CHAPTER THREE

3.0. RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the steps on data collection in the field. It entails the research design that formed the blue print of the research, data collection method applied on the field, the research instruments used, data processing and data analysis of the collected data.

3.2 Research Design

This research focused on examining the role entrepreneurship education has on entrepreneurial intention of students. Exploratory design fitted this study. Data was gathered systematically to gain more insight about entrepreneurial intention. The researcher adopted the Quantitative research method to quantify results from the sample population. Questionnaires was used to obtain responses from respondents and data collected is presented in graphs, tables and statistical form.

3.3 Population and Sampling Design

3.3.1 Population

A population is the total collection element about which we wish to make inferences Blumberg, Cooper and Schindler (2014). The target population in this study were the Final Year undergraduates from Faculty of Business that undertaken or had undertaken entrepreneurship courses. They were selected because they had a good foundation regarding business -related knowledge and they were currently in the critical stage to decide their future career path (Ahmed et al., 2010)

3.3.1.1 Sampling Frame

As defined by Saunders et al., 2012, the sampling frame is the listing of all population elements from which the sample was to be drawn. The sampling frame for any probability sample is a complete list of all the cases in the population from which the population will be drawn. Sampling frame was not applicable in this study because the researcher applied non-probability sampling technique in selecting samples. The researcher randomly selected the students in campus by asking them whether they were final year students
from faculty of business. The questionnaires was strictly distributed only to final year students from faculty of business currently who had undertaken entrepreneurship courses. United States International University-Africa was the institution selected for the research because majority of the business courses offered in the campus integrated entrepreneurship courses thus enabling the researcher to get a suitable target population easily.

3.3.2.2 Sampling Technique

Convenience sampling was used to obtain 229 complete questionnaires economically and quickly. Respondents were randomly selected.

3.3.2.3 Sample Size

Dessel, 2013, defines the sample size as the statistical determination of the appropriate sample size which can be generalized to represent the entire target population. The sample size depends on a variety reflection such as the size of the population as well as the similarity of the population. The population for USIU chandaria school of business was 2153 (USIU registrar’s office, spring 2017) but the fourth year students who were the target population amounted to 538 (25% of the total). An estimate of 25% of the total population of undergraduate students at Chandaria School of business were fourth year students.

Yamane (1967) was used to obtain sample sizes for population estimate. 95% confidence level and a margin of error = .05 are assumed

\[ n = \frac{N}{1 + Ne^2} \]

Where

n= corrected sample size, N = population size, and e = Margin of error (MoE), e = 0.5

\[ n = \frac{538}{1 + 538 (.05^2)} = 229 \]
3.4 Data Collection Methods

Self-administered survey questionnaire was distributed as the research instrument. Questionnaires are an important data collection tool to ensure consistency and relevancy of information gathered as responses are standardized, comparable and objective (Sekaran & Bougie, 2010). 100 sets of questionnaires was distributed to the respondents and each questionnaire was collected back within 15 to 20 minutes. It took 5 days to administer and collect back all questionnaires.

According to Zikmund et al., 2010, the questionnaire is designed and presented by researchers in simple and unbiased wordings whereby respondents can easily understand the questions and provide answer based on their own perception. The questionnaires had two sections namely A and B; Section A consists of respondents demographic profile; Section B consists of the dependent variable (entrepreneurial intention) and four independent variables (subjective norm, attitude toward the behaviour, perceived behavioral control and entrepreneurship education)

3.5 Research Procedures

After developing the questionnaires, five respondents were selected to participate in pre-testing of the questionnaires to test the viability of the tool and to minimize the likelihood of respondent misinterpreting the questions. Thereafter, revising and restructuring was done to make the questionnaires more effective. The drop and pick method was used to administer the questionnaires. The period schedule for dropping and collecting the questionnaires was weekly. To ensure a high rate of return, respondents were required to take few minutes to answer and return the questionnaire without having to leave them.

3.6 Data Analysis Methods

Data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of discovering useful information, suggesting conclusions, and supporting decision-making. Data analysis included both qualitative and quantitative techniques. Data analysis is an application of reasoning to understand, clear and interpret the data or information that have been collected through the questionnaires (Zikmund et al., 2010). The methods used were:

3.6.1 Descriptive Analysis
Zikmund et al., 2010 define Descriptive analysis as the transformation of raw data into a form that make them easier to understand and interpret. It was used to calculate average, percentage distribution and frequency distribution of the demographic information provided by respondents in part A and the independent variable outcome.

### 3.6.2 Scale Measurement (Reliability Test)

SPSS version 21 was adopted to conduct reliability test. According to Sekaran & Bougie 2010, Reliability is determined through the interpretation of Cronbach’s alpha, which is a reliability coefficient that indicates how well the items in a set are positively correlated to one another. Cronbach alpha test with value above .7 was accepted in this study.

### 3.6.3 Inferential Analysis

#### 3.6.3.1 Pearson Correlation Analysis

Pearson correlation analysis indicates the strength, direction and significance of bivariate relationships among all the variables that were measured at interval or ratio level, (Sekaran and Bougie 2010). The larger the correlation coefficient, the stronger the level of association and it can be either positive or negative depending on the direction of the relationship between variables. In this research, it will be used to measure the co-variation and association between entrepreneurial intention and four elements (attitude toward the behaviour, perceived behavioral control, subjective norm and entrepreneurship education) on hypotheses 1, 2, 3 and 4. The test was done at 5% or 1% significance level.

#### 3.6.3.2 Multiple Linear Regression Analysis

Multiple linear regression analysis is an analysis of association which the effects of two or more independent variables on a single, interval-scaled dependent variable (Sekaran and Bougie 2010) In this research, independent variables (attitude toward the behaviour, perceived behavioral control, subjective norm and entrepreneurship education) were entered into the same regression equation to predict whether there was any significant relationship with entrepreneurial intention.

Multiple linear regression equation shows the relationship as follow: $Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \ldots$
For this study, the below equations showed the relationship between independent variables that influencing entrepreneurial intention among students: Entrepreneurial intention = a + b1 (attitude toward the behaviour) + b2 (subjective norm) + b3 (perceived behavioral control) + b4 (entrepreneurship education).

**3.7 Chapter Summary**

Chapter three described the step by step methodology that informed and guided data collection on this study. Detailed analytical illustration of the data was discussed in Chapter 4.
CHAPTER FOUR

4.0 DATA ANALYSIS AND INTERPRETATION

4.1 Introduction
The chapter presents perceptions of the respondents on the role of entrepreneurship education in developing student’s entrepreneurial intentions among Kenyan University education. The findings from the research study were analyzed using the SPSS tool and presented as follow.

4.2 Response Rate
Table 4.1 indicates that out of 200 questionnaires administered, only 123 were returned. This gave a response rate of 62% which was sufficient enough to proceed with data analysis. The response rate helps to produce accurate useful results that represent the target population.

<table>
<thead>
<tr>
<th>Questionnaires</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responded</td>
<td>143</td>
<td>62</td>
</tr>
<tr>
<td>Did not respond</td>
<td>86</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>229</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3 Demographic Characteristics
This section discusses the results of the general information about the respondents including the gender, age bracket, course pursuing, family ownership of business and type of family business.

4.3.1 Gender
The respondents were asked to indicate their gender. Finding the gender status will provide valuable insight to this research. Figure 4.1 indicates the gender of the respondents, 45% of the respondents were male and 55% were female. The above finding reveals that majority of the respondents were female.
4.3.2 Age

The respondents were asked to indicate their age bracket and the findings indicated in Figure 4.2. The findings indicate that majority of the respondents 54% were between the ages of 21-23 years, 15% were in the age bracket of 24-26 years, 7% were in the age bracket of 27-29 years, 11% were above 30 years, and 14% were below 20 years.

4.3.3 Course Pursuing

The respondents were asked to indicate the course they were undertaking at the Institution. Table 4.2 shows the findings from the respondents. Majority of the respondents 23% were pursuing IBA-finance, 12% were pursuing entrepreneurship, 21% were pursuing marketing, 7% were pursuing Accounting, 14% were pursuing
management, 2% were pursuing human resource and 22% were pursuing international relations.

### Table 4.2 Course pursuing

<table>
<thead>
<tr>
<th>Course Pursuing</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBA-Finance</td>
<td>28</td>
<td>23</td>
</tr>
<tr>
<td>IBA-Entrepreneurship</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>IBA-Marketing</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>IBA-Accounting</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>IBA-Management</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>IBA-Human Resource</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>International Relations</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>121</td>
<td>100</td>
</tr>
</tbody>
</table>

4.3.4 Business Ownership by Family

The respondents were asked to indicate whether their family owned a business and the findings presented in figure 4.3. The findings reveal that 63% of the respondent indicated that their family owned a business while 37% did not.

![Figure 4.3 business ownership by family](image)

4.3.5 Type of Family Business

The respondents who indicated their family had a business were asked to indicate the type of family business they owned. Table 4.3 indicate the findings from the respondents. 14% indicated that they owned a clothes/footwear/accessory type of business. 1% indicated that they owned a hair salon/beauty care type of business, 5% indicated that they owned a convenience store/minimarket type of business, 23% indicated that they parents owned a
motorcar repair and service type of business, 15% indicated that their family owned a 
food and beverage type of business, 3% indicated that their family owned electronic 
appliances/furniture type of business and 39% who constituted the majority indicated that 
their family owned other different types of businesses.

<table>
<thead>
<tr>
<th>Type of Business</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clothes/Footwear/Accessory</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Hair salon/Beauty care</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Convenience stores/Mini market</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Motorcar Repair and service</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Food and Beverage</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Electronic Appliances</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Others</td>
<td>30</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>78</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4 Descriptive Analysis of study Variables

4.4.1 Attitude toward the Behavior

The study sought to find out the attitude toward the behaviour on entrepreneurship 
orientation among university students. The respondents’ opinions are as indicated in table 
4.4. 72% agreed that they would rather be self-employed than have a secure job, 82% 
agreed that a career in self-employment is attractive for them, 93% agreed that if they had 
the opportunity and resources they would like to start their own business, 85% agreed that 
being an entrepreneur would result to great satisfaction for them and 76% agreed that if 
were to start their own firm, they will certainly be successful.
Table 4.4 Attitude toward the behavior

<table>
<thead>
<tr>
<th>Attitude toward the behavior</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would rather be self-employed than have a secure job</td>
<td>2</td>
<td>7</td>
<td>19</td>
<td>22</td>
<td>50</td>
</tr>
<tr>
<td>A career in self-employment is attractive for me</td>
<td>2</td>
<td>4</td>
<td>11</td>
<td>29</td>
<td>53</td>
</tr>
<tr>
<td>If I had the opportunity and resources I would like to start my own business</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>23</td>
<td>70</td>
</tr>
<tr>
<td>Being an entrepreneur would result to great satisfaction for me</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>31</td>
<td>54</td>
</tr>
<tr>
<td>I believe that if were to start my firm, I will certainly be successful</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>24</td>
<td>52</td>
</tr>
</tbody>
</table>

4.4.2 Subjective Norm

Table 4.5 indicate the respondent’s opinion subjective norm on entrepreneurial intentions among university students. The findings revealed that 59% agreed that their parents are positively oriented towards their future career as an entrepreneur, 53% agreed that their friends see entrepreneurship as the best choice for them, 64% agreed that they believe that people who are important to them think that they should be self-employed, 72% agreed that in their university, students are actively encouraged to pursue their own ideas and 71% agreed that there is a well-functioning support infrastructure in their university to support entrepreneurial activities.
<table>
<thead>
<tr>
<th>Subjective Norm</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents are positively oriented towards my future career as an entrepreneur</td>
<td>6</td>
<td>6</td>
<td>30</td>
<td>24</td>
<td>35</td>
</tr>
<tr>
<td>My friends see entrepreneurship as the best choice for me</td>
<td>6</td>
<td>6</td>
<td>36</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>I believe that people who are important to me think that I should be self employed</td>
<td>4</td>
<td>6</td>
<td>27</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>In my university, students are actively encouraged to pursue their own ideas</td>
<td>6</td>
<td>2</td>
<td>21</td>
<td>28</td>
<td>44</td>
</tr>
<tr>
<td>There is a well-functioning support infrastructure in my university to support entrepreneurial activities.</td>
<td>5</td>
<td>7</td>
<td>17</td>
<td>35</td>
<td>36</td>
</tr>
</tbody>
</table>

### 4.4.3 Perceived Behavior Control

The study sought to find out the perceived behavior control on entrepreneurial intention among the respondents. The findings are as indicated in table 4.6. From the findings, 27% agreed that starting a new business would be easy for them, 38% agreed that keeping a business running well is easy for them, 40% agreed that they know how to develop an entrepreneurial project, 67% agreed that if they tried to start a business they would have a high chance of succeeding, 73% agreed that if they want they could become entrepreneurs after their studies and 74% agreed that to start their own business would probably be best way for them to take advantage of their Education.
Table 4.6 perceived behavior control

<table>
<thead>
<tr>
<th>Perceived Behavior Control</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To start a new business would be easy for me</td>
<td>9</td>
<td>25</td>
<td>38</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>To keep a business running well is easy for me</td>
<td>7</td>
<td>21</td>
<td>35</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>I know how to develop an entrepreneurial project</td>
<td>10</td>
<td>15</td>
<td>35</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>If I tried to start a business I would have a high chance of succeeding</td>
<td>3</td>
<td>7</td>
<td>22</td>
<td>38</td>
<td>29</td>
</tr>
<tr>
<td>If I want I could become an entrepreneur after my studies</td>
<td>3</td>
<td>3</td>
<td>20</td>
<td>39</td>
<td>34</td>
</tr>
<tr>
<td>To start my own business would probably be best way for me to take advantage of my Education</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>27</td>
<td>47</td>
</tr>
</tbody>
</table>

4.4.4 Entrepreneurial Education

The study sought to find out the respondents opinion on entrepreneurial education and the findings indicated in table 4.7. The findings revealed that 81% of the respondents agreed that Entrepreneurship subject is very important, 87% agreed that entrepreneurship should be taught in institutions of higher learning, 67% agreed that entrepreneurship course should be made mandatory in order to stimulate entrepreneurial spirit in universities, 84% agreed that more entrepreneurial programs in universities would help students to start businesses and 73% agreed that their university program prepares people well for careers in entrepreneurship.
<table>
<thead>
<tr>
<th>Entrepreneurial Education</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entrepreneurship subject is very important</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>27</td>
<td>54</td>
</tr>
<tr>
<td>Entrepreneurship should be taught in institutions of higher learning</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>29</td>
<td>58</td>
</tr>
<tr>
<td>Entrepreneurship course should be made mandatory in order to stimulate entrepreneurial</td>
<td>6</td>
<td>10</td>
<td>18</td>
<td>31</td>
<td>36</td>
</tr>
<tr>
<td>spirit in university</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More entrepreneurial programs in university would help students to start businesses</td>
<td>3</td>
<td>5</td>
<td>8</td>
<td>38</td>
<td>46</td>
</tr>
<tr>
<td>My university program prepares people well for careers in entrepreneurship</td>
<td>5</td>
<td>6</td>
<td>16</td>
<td>38</td>
<td>35</td>
</tr>
</tbody>
</table>

### 4.4.5 Entrepreneurial Intention

Table 4.8 indicates the findings of the respondents’ opinion on entrepreneurial intention. 79% agreed that they prefer to be entrepreneurs rather than to be employed in a company, 66% agreed that their professional goal is to become entrepreneurs, 85% agreed that they are determined to start a business in the future, 92% agreed that they will make every effort to manage their own business and 84% agreed that they have serious thoughts in starting their own business.
### Table 4.8 Entrepreneurial Intention

<table>
<thead>
<tr>
<th>Entrepreneurial Intention</th>
<th>Strongly Disagree (%)</th>
<th>Disagree (%)</th>
<th>Neutral (%)</th>
<th>Agree (%)</th>
<th>Strongly Agree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I prefer to be an entrepreneur rather than to be employed in a company</td>
<td>3</td>
<td>5</td>
<td>14</td>
<td>29</td>
<td>50</td>
</tr>
<tr>
<td>My professional goal is to become an entrepreneur</td>
<td>3</td>
<td>6</td>
<td>25</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td>I am determined to start a business in the future</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>24</td>
<td>61</td>
</tr>
<tr>
<td>will make every effort to manage my own business</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>28</td>
<td>64</td>
</tr>
<tr>
<td>I have serious thoughts in starting my own business</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>24</td>
<td>60</td>
</tr>
</tbody>
</table>

### 4.5 Inferential statistics

The inferential statistics were done in two phases, the first stage was the assessment of the measurement model that involved factor analysis which comprised of exploratory and confirmatory factor analysis. The second phase encompassed the estimation of the structural model.

#### 4.5.1 Exploratory Factor Analysis

Exploratory factor analysis was conducted for all the indicators of the five variables using the Kaiser criterion for determining the number of factors to maintain with promax rotation. The rule was that all factors with an eigenvalue greater than one would be retained for interpretation. Five factors out of 19 had an Eigen value greater than one, they accounted for 69.94% of the variance. KMO value attained 0.822 that was above the threshold 0.7 and Bartlett's Test of Sphericity was conducted to determine if the model fit the data perfectly $\chi^2 = 1205.25$, df=171, $p = .000$. All the factor loading were above 0.5 as indicated in table 4.9.
Table 4. 9 Exploratory Factor Analysis

<table>
<thead>
<tr>
<th>Indicators</th>
<th>EI</th>
<th>EE</th>
<th>PBC</th>
<th>ATT</th>
<th>SN</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI1</td>
<td>.800</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI3</td>
<td>.687</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI4</td>
<td>.900</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EI5</td>
<td>.894</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE1</td>
<td></td>
<td>.785</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE2</td>
<td></td>
<td>.850</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE3</td>
<td></td>
<td>.991</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EE4</td>
<td></td>
<td>.696</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PB1</td>
<td></td>
<td>.772</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PB2</td>
<td></td>
<td>.920</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PB3</td>
<td></td>
<td>.737</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PB4</td>
<td></td>
<td>.664</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SN1</td>
<td></td>
<td></td>
<td></td>
<td>.723</td>
<td></td>
</tr>
<tr>
<td>SN2</td>
<td></td>
<td></td>
<td></td>
<td>.895</td>
<td></td>
</tr>
<tr>
<td>SN3</td>
<td></td>
<td></td>
<td></td>
<td>.567</td>
<td></td>
</tr>
<tr>
<td>ATT1</td>
<td></td>
<td></td>
<td></td>
<td>.843</td>
<td></td>
</tr>
<tr>
<td>ATT2</td>
<td></td>
<td></td>
<td></td>
<td>.895</td>
<td></td>
</tr>
<tr>
<td>ATT3</td>
<td></td>
<td></td>
<td></td>
<td>.648</td>
<td></td>
</tr>
<tr>
<td>ATT4</td>
<td></td>
<td></td>
<td></td>
<td>.530</td>
<td></td>
</tr>
<tr>
<td>Eigen value</td>
<td>6.235</td>
<td>2.615</td>
<td>1.938</td>
<td>1.396</td>
<td>1.066</td>
</tr>
<tr>
<td>% variance</td>
<td>32.817</td>
<td>46.58</td>
<td>56.779</td>
<td>64.127</td>
<td>69.939</td>
</tr>
</tbody>
</table>

KMO=0.822
Rotation = promax
Bartlett's test for sphericity = 1205.25, df=171, p<0.05

4.5.2 Confirmatory Measurement Model

The confirmatory factor analysis (CFA) was used to verify the data structure obtained in the exploratory factor analysis. The techniques was used to determine the goodness of fit for the model and to measure the validity scores for the constructs. The outputs were generated from SPSS AMOS version 23. Figure 4.4 indicates the model fits attained the
threshold scores, CFI=.959; GFI=.923; RMSEA=0.045. These suggested a reasonably good-fitting model.

$\chi^2=253.198; \text{df}=142; \frac{\chi^2}{\text{df}}=1.783; \text{CFI}=.959; \text{GFI}=.923; \text{RMSEA}=0.045$

Figure 4.4 Measurement model for the hypothesized model

4.5.2.1 Validity and Reliability Analysis
The indicators measuring the constructs were tested for internal consistency by estimating the Cronbach’s alpha reliability coefficient. The items measuring attitude, subjective norm, Perceived behaviour control, entrepreneurship education and entrepreneurship intentions achieved Cronbach’s alpha values 0.752, 0.703, 0.810, 0.844 and 0.876 respectively indicating that were reliable as the values were greater than the threshold value of 0.7 as indicated in table 4.10. Convergent validity was assessed using average variance extracted (AVE). AVE of all constructs were above the 0.5 threshold indicating that the latent constructs account for at least fifty percent of the variance in the items. This indicates that the measurement scales exhibited adequate convergent validity. Discriminant validity was achieved as the values of maximum shared variance (MSV) were less than the values of AVE.

<table>
<thead>
<tr>
<th>Study Variables</th>
<th>Number of items</th>
<th>Compositeme reliability</th>
<th>Cronbach’s Alpha &gt; 0.7</th>
<th>AVE (Average variance extracted)</th>
<th>MSV (Maximum Shared variance)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>4</td>
<td>0.714</td>
<td>0.752</td>
<td>0.678</td>
<td>0.421</td>
</tr>
<tr>
<td>Subjective norm</td>
<td>3</td>
<td>0.704</td>
<td>0.703</td>
<td>0.871</td>
<td>0.541</td>
</tr>
<tr>
<td>Perceived behaviour</td>
<td>4</td>
<td>0.813</td>
<td>0.810</td>
<td>0.799</td>
<td>0.412</td>
</tr>
<tr>
<td>Entrepreneurship education</td>
<td>4</td>
<td>0.819</td>
<td>0.844</td>
<td>0.857</td>
<td>0.615</td>
</tr>
<tr>
<td>Entrepreneurship intentions</td>
<td>4</td>
<td>0.879</td>
<td>0.876</td>
<td></td>
<td>0.756</td>
</tr>
</tbody>
</table>

**4.5.2.2 Normality Test**

Skewness and kurtosis statistics were computed to assess the normality of the study variables. The results of the normality test of the study variables indicated skewness and kurtosis in the range of -1 and +1 as shown in table 4.11. This implies that the assumption of normality was satisfied.
### Table 4.11 Normality Test for the Study Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Skewness</th>
<th>Kurtosis</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude</td>
<td>123</td>
<td>-0.378</td>
<td>0.770</td>
<td>Normally distributed</td>
</tr>
<tr>
<td>Subjective Norm</td>
<td>123</td>
<td>-0.797</td>
<td>0.051</td>
<td>Normally distributed</td>
</tr>
<tr>
<td>Perceived behavior</td>
<td>123</td>
<td>-0.476</td>
<td>0.452</td>
<td>Normally distributed</td>
</tr>
<tr>
<td>Entrepreneurial education</td>
<td>123</td>
<td>-0.611</td>
<td>0.923</td>
<td>Normally distributed</td>
</tr>
<tr>
<td>Entrepreneurial Intention</td>
<td>123</td>
<td>-0.247</td>
<td>0.265</td>
<td>Normally distributed</td>
</tr>
</tbody>
</table>

### 4.5.3 Structural Estimation Model.

The structural model was estimated to find the estimates of the relationships between study variables. The output was generated by SPSS AMOS version 23. Figure 4.5 indicates the model fits attained the threshold scores, CFI=.949; GFI=.919; RMSEA=0.051. These suggested a reasonably good-fitting model. The quality of the structural model was explained by the value of r square on the endogenous latent variable. The predictive power of the model was 43%.

\[ \chi^2=317.599; \ df=146; \ \chi^2/df=2.175; \ CFI=.949; \ GFI=.919; \ RMSEA=0.051 \]

Figure 4.5 Structural Model for the Hypothesized Relationships.
Entrepreneurial education had a strong positive effect of attitude toward the behavior on entrepreneurial intentions ($\beta= 0.306$, $t= 2.828$, $p < .05$). Entrepreneurial education had a strong positive effect of perceived behavioral control on entrepreneurial intentions ($\beta= 0.246$, $t= 2.317$, $p < .05$) in addition entrepreneurial education had a positive impact of subjective norm on entrepreneurial intention, it is significant at the 0.05 level ($\beta= 0.336$, $t= 3.134$, $p < .05$).

Table 4.12 indicates that the regression weight for attitude towards entrepreneurship was positive and significant ($\beta= 0.337$, $t= 3.190$, $p < .05$). The regression estimate for attitude towards entrepreneurship was 0.307, this indicates that a unit increase in attitude towards entrepreneurship would result in 33.7% increase in students’ intentions to become entrepreneurs.

The regression weight for subjective norm towards entrepreneurship was positive and significant ($\beta= 0.482$, $t= 3.920$, $p < .05$). The regression estimate for subjective norm towards entrepreneurship was 0.482, this indicates that a unit increase in subjective norm towards entrepreneurship would result in 48.2% increase in students’ intentions to become entrepreneurs.

The regression weight for perceived behaviour control towards entrepreneurship was positive and significant ($\beta= 0.159$, $t= 2.017$, $p < .05$). The regression estimate for perceived behaviour control towards entrepreneurship was 0.159, this indicates that a unit increase in perceived behaviour control towards entrepreneurship would result in 15.9% increase in students’ intentions to become entrepreneurs.

**Table 4.12 Regression Weights.**

<table>
<thead>
<tr>
<th>Regression path</th>
<th>Estimate</th>
<th>Beta</th>
<th>S.E.</th>
<th>C.R.</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATT &lt;--- EE</td>
<td>0.219</td>
<td>0.306</td>
<td>0.077</td>
<td>2.828</td>
<td>0.005</td>
</tr>
<tr>
<td>PBC &lt;--- EE</td>
<td>0.217</td>
<td>0.246</td>
<td>0.091</td>
<td>2.371</td>
<td>0.018</td>
</tr>
<tr>
<td>SN &lt;--- EE</td>
<td>0.322</td>
<td>0.336</td>
<td>0.103</td>
<td>3.134</td>
<td>0.002</td>
</tr>
<tr>
<td>EI &lt;--- ATT</td>
<td>0.310</td>
<td>0.337</td>
<td>0.097</td>
<td>3.190</td>
<td>0.001</td>
</tr>
<tr>
<td>EI &lt;--- PBC</td>
<td>0.119</td>
<td>0.159</td>
<td>0.059</td>
<td>2.017</td>
<td>0.046</td>
</tr>
<tr>
<td>EI &lt;--- SN</td>
<td>0.332</td>
<td>0.482</td>
<td>0.085</td>
<td>3.920</td>
<td>0.000</td>
</tr>
</tbody>
</table>
CHAPTER FIVE

5.0. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction
This chapter presents the summaries of the findings, conclusions, recommendations and suggestions for further research. The focus of this research was to determine the role of entrepreneurship education in developing student’s entrepreneurial intentions among Kenyan University students.

5.2 Summary of the study
The purpose of this study was to establish the impact of entrepreneurship education on the entrepreneurial intention of students in Kenyan universities. This was guided by the following research questions; How does attitude towards entrepreneurship education affect students’ intentions to become entrepreneurs? How does subjective norm towards entrepreneurship education affect students’ intentions to become entrepreneurs? How does perceived behaviour control towards entrepreneurship education affect students’ intentions to become entrepreneurs? And lastly, how does entrepreneurship education affect intentions of students towards entrepreneurship? The study is significant to Kenyan government on policy, the public who are interested on entrepreneurship and academicians as reference for further research.

A descriptive research design was used to gather data from students at the university through the questionnaires handed out. The data analyzed was used to understand the influence of the study on the target population. The selected target population of this study consisted of United States International University-Africa students in Nairobi. A sample size of 229 respondents participated in the study recording a 62% response rate. The data analyzed consisted of both open-ended and closed ended questions and the results were presented in means, percentages, and frequencies in the form of graphs and tables. The study findings established a positive significant relationship between attitude toward the behavior, subjective norm, perceived behavior control and entrepreneurial education on entrepreneurial intention among university students.

On objective one, the study sought to find out the attitude toward the behaviour on entrepreneurship orientation among university students. The respondents’ opinions were
72% agreed that they would rather be self-employed than have a secure job, 82% agreed that a career in self-employment is attractive for them, 93% agreed that if they had the opportunity and resources they would like to start their own business, 85% agreed that being an entrepreneur would result to great satisfaction for them and 76% agreed that if were to start their own firm, they will certainly be successful. Entrepreneurial education had a strong positive effect of attitude toward the behavior on entrepreneurial intentions ($\beta = 0.306, t= 2.828, p < .05$). Entrepreneurial education had a strong positive effect of perceived behavioral control on entrepreneurial intentions ($\beta= 0.246, t= 2.317, p < .05$) in addition entrepreneurial education had a positive impact of subjective norm on entrepreneurial intention, it is significant at the 0.05 level ($\beta= 0.336, t= 3.134, p < .05$).

On subjective norm, respondent’s findings revealed that 59% agreed that their parents are positively oriented towards their future career as an entrepreneur, 53% agreed that their friends see entrepreneurship as the best choice for them, 64% agreed that they believe that people who are important to them think that they should be self-employed, 72% agreed that in their university, students are actively encouraged to pursue their own ideas and 71% agreed that there is a well-functioning support infrastructure in their university to support entrepreneurial activities. The regression weight for subjective norm towards entrepreneurship was positive and significant ($\beta= 0.482, t= 3.920, p < .05$). The regression estimate for subjective norm towards entrepreneurship was 0.482, this indicates that a unit increase in subjective norm towards entrepreneurship would result in 48.2% increase in students’ intentions to become entrepreneurs.

On perceived behavior control, 27% agreed that starting a new business would be easy for them, 38% agreed that keeping a business running well is easy for them, 40% agreed that they know how to develop an entrepreneurial project, 67% agreed that if they tried to start a business they would have a high chance of succeeding, 73% agreed that If they want they could become entrepreneurs after their studies and 74% agreed that to start their own business would probably be best way for them to take advantage of their Education. The regression weight for perceived behavior control towards entrepreneurship was positive and significant ($\beta= 0.159, t= 2.017, p < .05$). The regression estimate for perceived behavior control towards entrepreneurship was 0.159, this indicates that a unit increase in perceived behaviour control towards entrepreneurship would result in 15.9% increase in students’ intentions to become entrepreneurs.
On the entrepreneurial education, the findings revealed that 81% of the respondents agreed that Entrepreneurship subject is very important, 87% agreed that entrepreneurship should be taught in institutions of higher learning, 67% agreed that entrepreneurship course should be made mandatory in order to stimulate entrepreneurial spirit in universities, 84% agreed that more entrepreneurial programs in universities would help students to start businesses and 73% agreed that their university program prepares people well for careers in entrepreneurship.

Lastly, the dependent variable on entrepreneurial intention; 79% agreed that they prefer to be entrepreneurs rather than to be employed in a company, 66% agreed that their professional goal is to become entrepreneurs, 85% agreed that they are determined to start a business in the future, 92% agreed that they will make every effort to manage their own business and 84% agreed that they have serious thoughts in starting their own business.

5.3 Discussion
5.3.1 Effect of Attitude towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs

The findings from the study indicated that majority of the respondents had a positive attitude towards the behavior of entrepreneurial intention. Majority of the respondents 72% preferred to be self-employed than have a secure job, 82% agreed that self-employment was attractive for them, 93% indicated that if opportunity and resources were available they would venture in self-employment. This reveals that availability or lack of resources to venture into self-employment affects student’s attitude on entrepreneurial intention positively or negatively. 85% were of the opinion that being an entrepreneur would result to great satisfaction and 76% believe that they would certainly be successful if were to start their own firm. The study found out that Entrepreneurial education had a strong positive effect of personal attitudes on behavioral intentions ($\beta = 0.306, t= 2.828, p < .05$).

The study findings are in agreement with Tam (2009) and Dell (2008), who deduced that entrepreneurship education and change in entrepreneurial attitude has significant relationship, participation in entrepreneurship education has increased students attitude
towards entrepreneurship positively as entrepreneurship education has enriched them with real-world skills and knowledge, thus make them feel legitimate in pursuing entrepreneurial path. Subsequently, increase their entrepreneurial intention (McStay, 2008). On the flip side, students who did not participate in entrepreneurship education, their attitude towards entrepreneurship is negative, thus, lower their interest towards entrepreneurship. This leads to a distinct level of entrepreneurial intention between entrepreneurship students and non-entrepreneurship students (Hamidi, Wennberg & Berglund, 2008; Miller, Bell, Palmer & Gonzalez, 2009).

Psychologically, there are belief that entrepreneurs have unique values and attitudes toward work and life, and these needed drives for the individual to behave in certain ways (Rengiah, 2016). However, the entrepreneurship education is a reality in constant progress and Personal attitude on EE can be influenced by educators and practitioners. Such practitioners influences the specific attitudes of an individual positively or negatively within the specified domain, thus improving the predictability of the behavioural intent. Research have shown the influence of the practisitoners were found to be stronger than personal attitude on entrepreneurial intentions in some studies (Rengiah, 2016). Another very important factor is the fact that entrepreneurial competencies and attitudes can only be acquired or built through practical learning experiences of real life (Carlos et al., 2017). This explain the external factors that affects attitude on entrepreneurial intention on entrepreneurial education.

Dohse and Walter (2009); Paço et al (2011) found that the attitude toward the behaviour has direct and positive effect on entrepreneurial intentions. Therefore, education and training should focus on changing personal attitudes than providing technical knowledge about business because the effects could be more significant to the process of business creation and to overcome the perceived barriers to entrepreneurship (Paco et al., 2011; Dohse & Walter (2009). Further the desirability to be entrepreneur is the measure of individuals’ attitude toward entrepreneurship, Dell (2008). He suggested that attitude can be developed and strengthened through information cues from previous experience and role model. Similar research in Open University Malaysia, Leong (2008), showed that the more students value the entrepreneurial career path, the stronger their intentions to be entrepreneur. Training and skill development programs are vital in fostering personal
capabilities and interests among students to have positive attitudes towards entrepreneurship which was in line with this research findings.

Other researchers with positive relation were; Research on undergraduate students by Frazier and Niehm (2006) revealed that positive attitude toward self-employed and the confidence of the ability to create a new venture successfully appear to predict stronger levels of entrepreneurial intention. Research work by Tam (2009); Byabashaija and Katono (2011), noted that the students who were exposed to entrepreneurship education, their entrepreneurial attitude and entrepreneurial intention changes accordingly to entrepreneurship education. The tests at USIU students the study found out the relationship between the intention variable and the attitude variable was positive and statistically significant (Gitonga, 2017). Similar study was conducted on factors influencing entrepreneurial intention among Muslim undergraduate students in United States International University-Africa with positive coefficient ($\beta=0.475$, $T$-value $=6.212$, $p<0.05$). The positive relationship means if, Personal Attitude increases by 1, Entrepreneurial Intention of the respondents will increase by 0.475 (Usman, 2016). These findings were positive to this research finding.

5.3.2 Effect of Subjective Norm towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs

From the findings, 59% stated that their parents are positively oriented towards their future career as entrepreneurs. 53% were of the opinion that their friends see entrepreneurship as the best choice for them, 64% believe that people who are important to them think that they should be employed, 72% stated that students are actively encouraged to pursue their own ideas and 71% stated that the university has a well-functioning support infrastructure to support entrepreneurial activities. In addition entrepreneurial education had a positive impact of subjective norm on entrepreneurial intention, it is significant at the 0.05 level ($\beta= 0.336$, $t= 3.134$, $p < .05$).

Subjective norm is significant in prediction entrepreneurial intention, this finding has very similar outcome all over the globe. The role of the family, friends, and the society, in general, cannot be undermined. The higher the level of supports from parents, family, friends, and colleagues surrounding them, the better the entrepreneurial their intention is.
It is found in the literature that, the role of friends and roles models is prominent in influencing the decisions to become an entrepreneur (Zapkau et al., 2015).

The subjective norm is key in predicting entrepreneurial intention among university students. However, previous studies that tested this theory (Liñán, Urbano, & Guerrero, 2011; Liñán & Chen, 2009) indicated that subjective norms do not really predict entrepreneurial intention but nevertheless have an indirect influence by means of personal attraction and perceived behavioral control. Krithika & Venkatachalam, 2015 findings from their studies support that family, friends and people who are considered close plays a significant role in career choice. From their findings they indicated that family and friends are considered as the key influencing individuals on influencing whether or not a person decides to start a new business venture.

Subjective norm has been queried by many researchers, stating the relevancy in predicting entrepreneurial intention which also informs the positive findings on this research that subjective norm affects entrepreneurial intention. Kolvereid (1996a) noted that subjective norm has a direct significant relationship with self-employed intention by testing on first-year undergraduate Norwegian business students. He (Kolvereid) replicated his study in 1999 with Tkachev by testing on a sample of Russian university students from different courses and found subjective norm to be positively correlated with self-employed intentions (Kolvereid & Tkachev, 1999).

Another study on business graduate students from both private and public universities located in Dhaka and Rajshahi. In this research, the subjective norm’s influence on entrepreneurial intention was found to be weak; the path coefficient between subjective norm and entrepreneurial intention was 0.082 where the path value was much smaller (Kabir et al., 2017). Another research on the factors influencing entrepreneurial intention among muslim undergraduate students found out the Subjective Norm; pressure from family members indicated to be very influential in the making of student entrepreneurial intention to engage in an entrepreneurial activity. Subjective norm was found to have a positive and statistically significant relationship with Entrepreneurial Intention with positive path coefficient output ($\beta=0.164$, T-value =2.102 $p<0.05$) (Usman, 2016). These findings were positive compared to the findings of this study hence support and explains the findings that subjective norms affects the entrepreneurial intention.
5.3.3 Effect of Perceived Behaviour Control towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs

Entrepreneurial education had a strong positive effect of perceived behavioral control on entrepreneurial intentions ($\beta = 0.246$, $t = 2.317$, $p < .05$) among university students. Hence, if the students perceived or believe that it is easier to become an entrepreneur, it will highly motivate them to become one. However the students’ confidence level in their ability to start and run a business need to be improved. 27% were of the opinion that it would be easy for them to start a new business and 38% stated that keeping a business running well was easier for them.

Further, 67% expressed their confidence of succeeding if they have to start their own business while 73% indicated that they would become entrepreneurs after their studies if they wanted. This indicates that those students had some willingness to put some things under their control influenced their entrepreneurial intentions. The results were supported by Luthans et al. (2006) who found that individuals with an internal locus of control were likely to positively face challenges and difficulties, and they resolve those hindrances by seeking constructive solutions. The same results were obtained by Hsiao et al. (2015) who held that perceived behavioral control had a positive, substantial influence on entrepreneurship among managers of all levels.

Perceived behavioral control has less significant in predicting entrepreneurial intention in areas where uncertainty avoidance is high, persons who feel less capable of handling the uncertainty of start-ups, even after possessing the necessary skills have a lower entrepreneurial intention. Thus, perceived behavioral control would be a weak predictor of entrepreneurial intention in those areas than in areas of lower uncertainty avoidance (Liñán & Chen, 2009). However, it is contended that persons with a high-risk propensity are probably able to anticipate experiencing less debilitating anxiety about an entrepreneurial career, perceive a healthier sense of control over results, judge the likelihood of receiving positive rewards more highly, and thus possess higher perceived.

Students who need entrepreneurial exposure have a higher score on perceived behavioral control. This shows that the greater the students expose to entrepreneurial issues, the greater will be their perceived behavioral control, Zaidatol Akmaliah Lope Pihie (2009).
This is in line with the research findings of Basu and Virick (2008) where they note that prior exposure to entrepreneurship education has a positive effect on perceived behavioral control. Additionally, students who have prior experience in entrepreneurship will have more confidence in their ability and this leads to higher entrepreneurial intention, (Basu and Virick 2008).

Other research that supports this research findings includes, Souitaris, Zerbinati and Al-Laham (2007) on their study concerning student entrepreneurial intention showed that students in general are most likely to have high self-confidence, which represents the perceived behavioral control. This explains the need, desire and process that needs the belief of individual that they can do this actualize entrepreneurship. Thus the Perceived Behavioral Control or Perceived Self-Efficacy is the personal belief about the possibility to conduct the planned behaviour, the faculty of thoughts, physical mental, passion, finance, and resources to personally control and execute the action. Such positively informs the entrepreneurial intention.

Study titled ‘The Impact of Personal Attitude, Subjective Norm, and Perceived Behavioural Control on Entrepreneurial Intentions of Women’ looked at the Perceived behavioural control (PBC) and found out PBC significantly and positively influenced entrepreneurial intentions (Dinc & Budic, 2016). In USIU, study titled ‘Factors Influencing Entrepreneurial Motivation on University Student's Intentions of Becoming Entrepreneurs: A Case of United States International University – Africa (USIU-A) found out the perceived behavioural control had a positive relationship on the other variables in the study (Gitonga, 2017). Positive outcome on this research means that self-efficacy or a belief of personal ability to succeed and perform a task plays an important role in increasing entrepreneurial intentions. The research concluded PBC has a positive and significant influence of personal attitude and perceived behavioural control on entrepreneurial intention.

5.4 Conclusion
5.4.1 Effect of Attitude towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs
The study concludes attitude toward the behavior influences the entrepreneurial intentions of the students. Mainly because student strongly believes that being self-employed is the only option available. Students have a high desire of being self-employed, and the ability to succeed if they ventured into self-employment. The study also concludes that students are generally satisfied with being an entrepreneur. Given the opportunity and the available resources, the students are willing to start their own businesses and believe that a career in entrepreneurship is more attractive than being employed.

5.4.2 Effect of Subjective Norm towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs

The study concludes that subjective norms are a significant predictor of student intention to become an entrepreneur. Opinion from family members and close friends affects the student’s intention to entrepreneurship. Similarly infrastructure and support from university plays an important role in determining student’s intention to become entrepreneurs. Students who are encouraged to pursue their own ideas in the university have a high entrepreneurial intention.

5.4.3 Effect of Perceived Behaviour Control towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs

The study notes that perceived behavioral control influences the student entrepreneurial intentions. This was evident by the level of enthusiasm to succeed if they start their own business, the desire to become entrepreneurs after their studies and start their own business to exercise control over and the positive perception of being an entrepreneur as the best way to take advantage of their education.

5.5 Recommendations

5.5.1. Recommendations for Improvement

5.5.1.1 Effect of Attitude towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs

The study recommends that there is need for the universities, governments and stakeholders to ensure that graduates and university students admire starting their own
businesses. Universities are also encouraged to provide the necessary academic support and infrastructure to promote the spirit of entrepreneurship among the university students as well as help model and shape students ideas towards entrepreneurship.

5.5.1.2 Effect of Subjective Norm towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs

Support from family members, friend’s colleagues, and mates were highly rated as they played an important role in determining the entrepreneurial intention among university students. Parents should engage their children in universities on the importance of entrepreneurship. Close friends and relatives who are in entrepreneurship are encouraged to support and help students who want to engage in entrepreneurship as well as exposing them to business which they are in.

5.5.1.3 Effect of Perceived Behaviour Control towards Entrepreneurship Education on Students’ Intentions to Become Entrepreneurs

From the findings, it is evident that students in United States International University-Africa are confident and ready to start up a business. They believe they have the practical skill to ensure that a venture succeeds if they start their own business. They also believe that starting their own business is the best way for them to take advantage of their education. It is therefore important for the university and other interested institution to ensure that the confidence level is maintained, and also investigate more on what increase the perceived behavioral control to an optimum level.

5.5.2. Recommendations for Further Research

This study investigated the role of entrepreneurship education in developing student’s entrepreneurial intention among Kenyan university. The study was carried out only on one university, this means that the results of this study are skewed to the perceptions, believe and culture of the university. It is suggested that such a study be done in other universities to increase the statistical relevance of the study and more reliable results. Secondly further studies can be carried out on other factors that affects entrepreneurial intention other than the factors that have been carried out in this study.
REFERENCES


QUESTIONNAIRE

SECTION A: DEMOGRAPHICS

1. Gender
   - Male ☐
   - Female ☐

2. Age
   - Below 20 years ☐
   - 21-23 years ☐
   - 24 – 26 years ☐
   - 27 - 29 years ☐
   - 30 years & above ☐

3. Course currently pursuing
   - International Business Administration - Finance ☐
   - International Business Administration - Entrepreneurship ☐
   - International Business Administration - Marketing ☐
   - International Business Administration - Accounting ☐
   - International Business Administration - Management ☐
   - International Business Administration – Human Resource ☐

4. Does your family own a business? Yes ☐ No ☐ (Please proceed to Section B)

5. If yes, what type of family business? (Please select ONE only)
   - Clothes/Footwear/Accessory ☐
   - Food and Beverage ☐
   - Hair Salon/Beauty Care/Spa/Massage ☐
   - Electronic ☐
   - Appliances/Furniture ☐
   - Convenience Store/Grocery Store/Mini market ☐
   - Laundry ☐
   - Motor/Car Repair and Service ☐
   - Others ☐
   - Book Store/Stationery/Photography/Printing and Photocopy ☐

SECTION B: ATTITUDE TOWARD THE BEHAVIOR

Based on your opinion, please indicate the most appropriate response with the scale given below where (1) SD = Strongly Disagree (2) D = Disagree (3) N = Neutral (4) A = Agree (5) SA = Strongly Agree.

<table>
<thead>
<tr>
<th>ATT1</th>
<th>I would rather be self-employed than have a secure job</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATT2</td>
<td>A career in self-employment is attractive for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ATT3</td>
<td>If I had the opportunity and resources I would like to start my own business.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ATT4</td>
<td>Being an entrepreneur would result to great satisfaction for me</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>ATT5</td>
<td>I believe that if were to start my firm, I will certainly be successful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
**SECTION C: SUBJECTIVE NORM**

Based on your opinion, please indicate the most appropriate response with the scale given below where (1) SD = Strongly Disagree (2) D = Disagree (3) N = Neutral (4) A = Agree (5) SA = Strongly Agree.

| SN1 | My parents are positively oriented towards my future career as an entrepreneur. | 1 2 3 4 5 |
| SN2 | My friends see entrepreneurship as the best choice for me. | 1 2 3 4 5 |
| SN3 | I believe that people who are important to me think that I should be self-employed. | 1 2 3 4 5 |
| SN4 | In my university, students are actively encouraged to pursue their own ideas. | 1 2 3 4 5 |
| SN5 | There is a well-functioning support infrastructure in my university to support entrepreneurial activities. | 1 2 3 4 5 |

**SECTION D: PERCEIVED BEHAVIOR CONTROL**

Based on your opinion, please indicate the most appropriate response with the scale given below where (1) SD = Strongly Disagree (2) D = Disagree (3) N = Neutral (4) A = Agree (5) SA = Strongly Agree.

| PB1 | To start a new business would be easy for me. | 1 2 3 4 5 |
| PB2 | To keep a business running well is easy for me. | 1 2 3 4 5 |
| PB3 | I know how to develop an entrepreneurial project. | 1 2 3 4 5 |
| PB4 | If I tried to start a business, I would have a high chance of succeeding | 1 2 3 4 5 |
| PB5 | If I want, I could become an entrepreneur after my studies. | 1 2 3 4 5 |
| PB6 | To start my own business would probably be best way for me to take advantage of my education. | 1 2 3 4 5 |
SECTION E: ENTREPRENEURIAL EDUCATION
Based on your opinion, please indicate the most appropriate response with the scale given below where (1) SD = Strongly Disagree (2) D = Disagree (3) N = Neutral (4) A = Agree (5) SA = Strongly Agree.

<table>
<thead>
<tr>
<th>EE1</th>
<th>Entrepreneurship subject is very important.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>EE2</td>
<td>Entrepreneurship should be taught in institutions of higher learning.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>EE3</td>
<td>Entrepreneurship course should be made mandatory in order to stimulate entrepreneurial spirit in university.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>EE4</td>
<td>More entrepreneurial programs in university would help students to start businesses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>EE5</td>
<td>My university program prepares people well for careers in entrepreneurship.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

SECTION F: ENTREPRENEURIAL INTENTION
Based on your opinion, please indicate the most appropriate response with the scale given below where (1) SD = Strongly Disagree (2) D = Disagree (3) N = Neutral (4) A = Agree (5) SA = Strongly Agree.

<table>
<thead>
<tr>
<th>EI1</th>
<th>I prefer to be an entrepreneur rather than to be employed in a company.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>EI2</td>
<td>My professional goal is to become an entrepreneur.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>EI3</td>
<td>I am determined to start a business in the future.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>EI4</td>
<td>I will make every effort to manage my own business.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>EI5</td>
<td>I have very serious thoughts in starting my own business.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Thank you for your response.