

**ENTREPRENEURIAL INTENTIONS AMONG UNIVERSITY STUDENTS IN EAST AFRICAN
COMMUNITY: CASES OF RWANDA AND KENYA**

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Abstract

Purpose – The purpose of this paper is to assess the entrepreneurial intentions among university students in East African Community countries of Rwanda and Kenya.

Design/methodology/approach – The sample used in this paper consists of 275 students from Kigali Independent University (ULK) and University of Nairobi. The data are collected by means of a structured questionnaire. We use the Theory of Planned Behavior by Ajzen (1991) and its four variables: perceived behavior control, personal attitudes, subjective norms, and intention. We add a four variable related to caring about other peoples' opinion as suggested by Lin' a' n, F. and Chen, Y.-W. (2009)

Findings – Results show that our model is globally significant ($F_{72, 588}, p = 0.000$) and the variables that we used explain 51.8% of entrepreneurial intention. Among the variables that we considered in our study, we found that subjective norms, personal attitudes and perceived behavioral control influence positively students' entrepreneurial intention in East Africa. In contrast, care about others' opinion does not influence students' entrepreneurship intention in East Africa.

Research limitations– This study has several limitations. First, it is important to stress that the sample was not probabilistic and that the students who participated in the investigation cannot be considered as representative of the total population of university students. It would be useful to compare other countries with contextual factors of entrepreneurial intentions as Rwanda and Kenya, such as the other East African community countries, some African countries, or even countries on other continents such as Asia or South America.

Practical implications – Government public policies promoting entrepreneurship will find in our study key parameters on which to base their strategies

Keywords- Entrepreneurial intentions, attitudes, subjective norms, perceived behavioral control

Paper type- Research paper

Introduction

Entrepreneurial intentions are a relatively young research area that has attracted many entrepreneurship scholars. Defined as an interdisciplinary field, research into entrepreneurial intentions bridges the gap between behavior prediction models originated in the field of psychology and temporarily entrepreneurship research (Jeger et al 2014, p.361).

The publication of Shapiro's seminal works some 30 years ago (Shapiro, 1984; Shapiro & Sokol, 1982) marks the point at which the literature on entrepreneurial intentions begins its current period of rapid growth. Soon after that, some independent contributions emerge in the field of entrepreneurship, as more authors begin to recognize the potential value of the intention approach (Bird, 1988). A shift in the focus of entrepreneurship research toward a process view (Gartner, 1985, 1989; Shaver & Scott, 1991) undoubtedly contributes to this development (Fayolle, A., & Liñán, F. 2014, p 663).

The evolution of the literature on entrepreneurial intention is a prime example of the successful integration of theories from a neighboring field into the study of entrepreneurship. In this particular case, the theories shifting to the entrepreneurship field belong to the area of social psychology, namely cognitive psychology. The speed of this integration process is remarkable, as publication of the first contributions from the field of psychology almost coincides with the early developments of the concept of entrepreneurial intention in the field of entrepreneurship. This phenomenon is true of, for instance, the concept of self-efficacy (Bandura, 1982, 1997), and the theory of planned behavior (Ajzen, 1991) and its antecedents (Ajzen & Fishbein, 1980 in Fayolle, A., & Liñán, F. 2014, p 663)

Recently, some interesting cross-national studies of entrepreneurial intentions have emerged:

Liñán and Chen (2009) studied intentions among Spanish and Taiwanese students; Moriano et al. (2011) conducted a study of six countries; and Engle et al. (2010) investigated entrepreneurial intentions across 12 countries (Iakovleva et al. 2011, p. 354) and Mungai N, E (2013) who studied socio-cultural factors and entrepreneurial intentions of undergraduate students in public

universities in Kenya. While these studies find differences in entrepreneurial intentions across countries, none of the study was conducted on entrepreneurial intentions among university students neither nor comparing it with Kenya.

Following the call for more comparative research the present study explores entrepreneurial intentions among university students in two East African countries (Rwanda and Kenya).

In order to contribute to the existing body of knowledge, the researcher decided to conduct this research in The East African Community (EAC) which is a regional organisation comprised of Kenya, Tanzania, Uganda, Burundi and Rwanda. The EAC aims primarily at widening and deepening the economic cooperation between the Partner States (TMEA 2014, p 3).

Despite its harmonization in all economic aspects, including entrepreneurship, the researcher takes Kenya and Rwanda as the case studies. In, Kenya, although wage employment has increased, the Kenya National Bureau of statistics (KNBS) estimates that only two out of five wage jobs are modern jobs in the formal private sector (2.1 million in 2011). These jobs are spread across sectors, with 800,000 in services, 350,000 in industry, 290,000 in agriculture, and 680,000 in the public sector. Youth defined in Kenya as between the ages of 15 and 34, constitute two-thirds of the workforce (United Nations Development Program 2013); and while some 800,88 young kenyan reach working age each year only 50,000 new modern wage jobs each year are created (World Bank 2012a in Robb, A; Valerio, A; and Parton, B 2014, p. 19). Oversupply of graduate manpower, unemployment growth in the country, and lack of positive feedback to the efforts made in the past to find a solution for an unemployment problem of graduates of Kenyan youth have created an important ground for paying more attention to entrepreneurship (Mungai N, E 2013, p. 1).

The immense significance of developing entrepreneurship is even greater if we consider the scenario of developing country like Rwanda because currently the majority of Rwandans work in agriculture, which is also the sector with the lowest wages and lowest labour productivity. Moving large numbers of citizens from agriculture to the off-farm sector is crucial for reducing poverty, achieving economic transformation, and attaining the Vision 2020 goals. Poverty rates for those

working in agriculture are 60%, compared to just 23% for those working off-farm. The numbers of people involved in this transition are too large for targeted government employment programmes to cover everyone. The route out of agriculture for the majority will be gaining access to private sector jobs generated by a growing economy, accessed through basic education. Existing informal sector SMEs represent a large source of jobs. If the business environment for these firms can be improved, they can become more profitable, increase in size, and enter the formal sector and in doing so create more jobs and contribute more to government revenues. At present there are over 1 million informal sector household enterprises in Rwanda and less than 300,000 jobs in the formal private sector. Existing large enterprises account for less than 5% of off-farm employment (Republic of Rwanda, EDPRS 2, 2013-2018).

Applying the Theory of Planned Behaviour (TPB) (Ajzen, 1991), which suggests that attitudes, subjective norms (SNs), and perceived behavioural control (PBC) determine intentions, the study focuses on the following research questions:

This manuscript is structured as follows. We first review the literature and derive hypotheses, next the methodology section describes the sample and measures used as well as presents reliability analyses and descriptive statistics. In the third part we test our hypotheses using multiple regressions. The presentation of findings is followed by a discussion section in which implications for theory and practice are highlighted.

This study is valuable to various parties such as the researcher, other scientific researchers, Private and public institutions. This research will help the researcher to improve his knowledge in this area of entrepreneurship in general and with the university graduates' entrepreneurship intentions in particular. The findings and the recommendations of the study will be also useful to the managers of public and private higher learning institutions in Rwanda to know how to shape entrepreneurial intentions and mindset of their students and graduates and contribute to the achievement of Rwanda vision 2020 and EDPRS 2, and Millennium Development Goals (MDGs) with regards to entrepreneurship and job creation for Rwanda and with the overall objectives of development of

Kenya. This research will be useful for future researchers who will conduct their research in this area.

Review of the Literature

While various theoretical frameworks exist concerning the entrepreneurial intention, the theory of planned behavior (TPB) is arguably the most applied, widely supported, and robust (Elfving et al., 2009). The basic premise of TPB is that behavior requires a certain amount of planning and can be predicted by the intention to adopt the behavior (Ajzen, 1991). Applying TPB to entrepreneurship, scholars believe that entrepreneurial intent is a function of feasibility (attitudes about entrepreneurship), self-efficacy (perceived behavioral control) and social norms (Krueger et al., 2000).

Attitude represents an evaluative or affective feeling toward the object in question (Fishbein and Ajzen, 1975), whereas subjective norm, perhaps more appropriately social norm, takes into account normative influences of one's social circle, that is, whether important others think a behavior should or should not be performed. Finally, consistent with the notion of self-efficacy (Bandura, 1997), entrepreneurial intention is believed to be positively influenced by perceived behavioral control, that is, the perception of one's competence to pursue an entrepreneurial path.

For a detailed discussion on self-efficacy, Mauer et al. (2009) provide the latest thinking on this concept with respect to the entrepreneurial mindset. While the predictability and robustness of the three antecedent framework of entrepreneurial intention is widely acknowledged, the impact of subjective norms has not been consistently shown (Elfving et al., 2009). This could be because of the fact that social norms are measured rather generally and not specifically towards entrepreneurship and perhaps because of intermediate variables such as beliefs and attitudes towards entrepreneurship have been ignored and may be a better reflection of larger social norms (Lin et al. 2013, p. 156).

It is widely believed and also outcomes of number of research papers that there are different situational, psychological, environmental and also personal issues and factors that influence people to become entrepreneur (Bateman and Crant, 1993). According to the basic scientific outcome in

the field of psychology and organization behavior modern students and pupils somehow seek more self- control and decision making authority than the old compatriots used to do (Krueger, 1993). However, the case is not of the similar in every situation. It varies from country to country region to region or society to society.

Going deep into this field of academic research is always worth undertaking as entrepreneurship development is always considered as one of the major field of economic and industrial development of every country. Hence, it is essential to get an insight into the relationship of this concept and find out ways to develop and enhance more entrepreneurial culture into the set up (Scott and Twomey, 1988). Prior to evaluate the important implication of the study it is important to get an overview and theoretical understanding of surrounding and relevant issues and concepts. In this study the same thing has been done from this point onwards (Uddin et al. 2012, p. 129).

Empirical research results reveal significant differences in terms of attitudes and intention levels of students who take part in entrepreneurship education programs and those who do not. Nonetheless, whether and how a generalization of those results to a range of settings may occur remains a pending question (Zhao, Siebert, & Hills, 2005). Furthermore, according to Fayolle et al., (2013), little knowledge exists regarding the potential causal link between some educational variables (participant selection and past entrepreneurial exposure, course contents, pedagogical methods, teachers' professional profiles, available resources, etc.) and the impact of entrepreneurship education programs on the antecedents of intention and/or behavior (attitudes, values, skills, etc.). (Martin, McNally, & Kay, 2013).

Entrepreneurship has been studied extensively in recent decades. As previous work has shown, entrepreneurship plays an important role in creating employment, productivity gains, and economic growth (Padilla-meléndez, A., Fernández-gámez, M.,A., & Molina-gómez, J. 2014, p. 862). Within this context, universities are also expected to play a role with respect to promoting entrepreneurship intentions among their students.

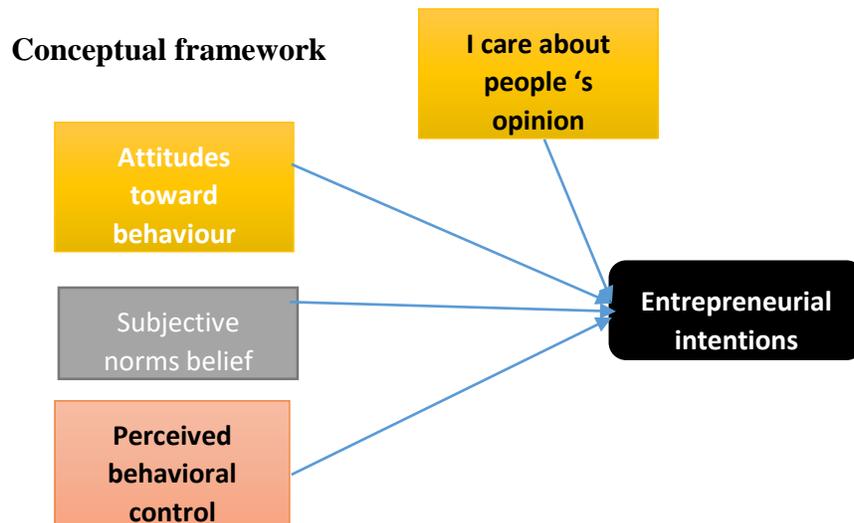
RQ1. How do attitudes influence students' entrepreneurship intention in East Africa?

RQ2. How do subjective norms beliefs influence students' entrepreneurship intention in East Africa?

RQ3. How do perceived behavior control influence students' entrepreneurship intention in East Africa?

RQ4. Are Kenyan and Rwandan students different in their entrepreneurship intentions?

RQ5. Do Male and female students in East Africa have different levels of entrepreneurship intention?



Hypotheses development

To respond to the research questions above, we developed the following hypotheses

Dependent variable: Entrepreneurial intentions

Intentionality and forethought are acknowledged to be core features of human beings (Bandura, 2001). Intention constitutes a representation of the direction of future action. It affects individuals' choices as well as directs and maintains behavior. Research to date in areas as diverse as healthrelated behavior, voting behavior, spare-time activity, or job seeking demonstrates that intention is a strong predictor of behavior (Moriano et al. 2012, p. 164).

Entrepreneurial intention can be defined as “a self-acknowledged conviction by a person who intends to set up a new business venture and consciously plan to do so at some point in the future (Padilla-meléndez et al. 2014, p. 864). Entrepreneurial intentions are usually defined as one’s desire to own one’s own business or to start a business (Tae Jun Bae et al. 2014, p 218) Understanding what factors influence and shape students’ intentions about starting a business is vital for developing the programmes and policies needed to promote entrepreneurial behaviour (Barkovic and Kruzic 2010). Entrepreneurial intention of university students in various cultural contexts indicated that the encouragement from university environment affects the entrepreneurial confidence of university students. Educational support through professional education in universities is an efficient way of obtaining necessary knowledge about entrepreneurship (Ghazali et al. 2013, p. 86).

Several models aim to explain entrepreneurial intentions such as the Entrepreneurial Event Model of Shapero (1982), the Model of Implementing Entrepreneurial Ideas (Bird, 1988) or Maximization of the Expected Utility (Douglas & Shepherd, 2002). Although these models represent a step forward in entrepreneurial behavior research, they have not been as influential as the TPB (Krueger et al., 2000). Unlike other models, the TPB offers a coherent and generally applicable theoretical framework, which enables us to understand and predict entrepreneurial intention by taking into account not only personal but also social factors (Krueger et al., 2000). As such, personal history and characteristics and skills can predispose individuals toward entrepreneurial intentions as well as the social context (social support and culture). However, according to the TPB, only the three TPB components attitude toward behavior, subjective norms, and perceived behavioral control predict behavioral intentions directly. All other factors are theorized to influence intentions through these three components.

Attitudes as determinant of entrepreneurial intention

Attitude is defined as the degree to which a person evaluates something positively or negatively (Ajzen, 2001), being this attitude is relatively stable but able to change depending on specific circumstances. Attitude can be understood as a general or specific predisposition that can be directed to different levels of performance. Therefore, measuring orientation to the individual’s

entrepreneurial attitude, varies according to demographic factors that surround the individual and specific characteristics of individual personality (Arias-Aranda, D., & Bustinza-Sánchez, O. 2009, p. 1106).

Packham et al. (2010) states that entrepreneurship education could have a positive impact on attitudes towards entrepreneurship, though differences between gender and institutions continued to be significant post completion of the course. Further analysis of the impact of entrepreneurship education found that while the education experience on attitudes towards entrepreneurship, as a career was higher for male students, female students rated the perceived impact of the course on their entrepreneurial knowledge more highly than their male counterparts.

The participation in programmes that motivate business creation tends to significantly increase a person's perception of the viability of actually starting up a new venture. Furthermore, individuals who consider their business education to have been positive experience tend to score higher in terms of such perceived viability than those who report a negative educational experience (Arminda do Paço et al. 2015, p. 60).

When new issues arise requiring an evaluative response, people can draw on relevant information (beliefs) stored in memories. Because each of these beliefs carries evaluative implications, attitudes are automatically formed (Fayolle et al. 2006, p.707)

University students can be trained on conflict management through participating in business simulations focusing on conflict management issues. Participants can evaluate whether their practice helped them to get to deals in a more efficient way while increasing their negotiation capabilities. These skills are crucial to foster entrepreneurial attitude of the participants, which represents the main focus of analysis for this study (Arias-Aranda, D., & Bustinza-Sánchez, O. 2009, p. 1103).

Tegtmeier, S. (2012) states that attitudes tend to change across time and situations through an interactive process with the environment, and once a person's attitude has been measured, a prediction can be made about the person's future actions. A more thorough understanding of students' entrepreneurial attitudes can also be used to develop more relevant education programs, particularly in regards to entrepreneurship education. On the one hand, the influencing constructs of attitude, social norms, and perceived behavioural control can be measured directly via semantic

differential scales that use bipolar adjective pairs at opposite ends of a dimension (e.g., good-bad). In this context, direct measurement means that participants answer whether their attitude toward a behaviour is generally positive or negative.

On the other hand, attitude, social norms, and perceived behavioural control can be indirectly explained through beliefs based on information and experience (belief index). For example, attitude towards a certain behaviour is assumingly defined by Empirical Implications for Promoting Students' Entrepreneurial Intentions beliefs concerning behaviour. Indirect measurement means that people specify singular beliefs rather than a composite evaluation, and a positive or negative attitude results from the combination of these beliefs. In the sense of an expectancy value model, belief is defined as the subjective probability that behaviour is related to a certain consequence (Tegtmeier, S. 2012, p. 154). Thus, we hypothesize that:

H1. Attitudes influence students' entrepreneurship intention in East Africa

Subjective norms belief as determinant of entrepreneurial intention in east Africa

Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006) states that perceived social pressures to perform or not the behaviour i.e. the subject's perception of other people's opinions of the proposed behaviour. These perceptions are influenced by normative beliefs and are of less relevance for individuals with a strong internal locus of control than for those with a strong action orientation.

The construct "attitude towards the behavior" is measured with three items felt to be appropriate for entrepreneurial intent: achievement motivation, autonomy, and personal wealth. The social norms construct has been worded to specifically address the entrepreneurial activity, and the perceived self-control (self-efficacy) instrument is also specific to entrepreneurship (Engle et al. 2010, p. 43).

It was found that favourable subjective norms, attitudes towards specific forms of behaviour, and perceived behavioural control significantly increased the likelihood of students reporting the formation of entrepreneurial intentions. Perceived behavioural control, however, was found in both studies to explain more of the variations in intention than attitudes towards the behaviour and subjective norms (Solesvik, M. Z. 2013, p. 256). Based on this literature we hypothesize that:

H2 Subjective norms influence students' entrepreneurship intention in East Africa

Perceived behavioral control as determinant of entrepreneurial intention

Solesvik, M. Z. (2013) defined attitude towards the behaviour as “the degree to which a person has a favorable or unfavorable evaluation or appraisal of the behavior in question”. It is also assumed that individuals reporting a higher attitude towards the behaviour will be more likely to intend and subsequently undertake the action being monitored (i.e. the action to become an entrepreneur). Subjective norm relates to the perceived social pressure to perform the action being monitored. Opinions of important others (i.e. family members, close friends and other influential people such as teachers, successful entrepreneurs, enterprise advisors, etc.) are believed to shape the formation of entrepreneurial intentions. Perceived behavioural control relates to the individuals control beliefs relating to the action being monitored. This factor relates to the perceived relative ease (or difficulty) of performing the monitored action.

It was found that high attitude toward the behaviour, subjective norm, and perceived behavioural control significantly increased the likelihood of students reporting the formation of entrepreneurial intentions. Perceived behavioural control was found in both studies to explain more of the variance in the intention than attitude toward the behaviour or subjective norm (Solesvik, M. Z. 2013, p. 448).

Engle et al. (2010) detected that attitude toward the behaviour, subjective norm, and perceived behavioural control significantly increased the likelihood of students reporting the formation of entrepreneurial intentions.

H3 Perceived behavioral control influence students' entrepreneurship intention in East Africa

Cultural dimension as factors of entrepreneurial intention

Kenya and Rwanda are different on some cultural variables also on GDP, easiness of doing business index, and various support for entrepreneurship

Cultural differences in entrepreneurship are known to exist and manifest themselves, for example, in consistent national differences in entrepreneurial activity (Bosma et al., 2008). With regard to

TPB, Ajzen (1991) expects that all three components of TPB, attitudes, social norm, and PBC, predict intentions and in turn behaviors equally well across different samples and cultures.

The context and institution was developed by different researchers. Moriano et al. (2012) argues that culture influences intentions primarily through the influence on the “social” component in the TPB model, that is, subjective norms. Culture is defined as “the collective programming of the mind that distinguishes the members of one group or category of people from another” (Hofstede, 2001, p. 9). National culture can influence the lens through which entrepreneurs perceive opportunities for business start-up, and could function as either an aid or represent significant barriers (Iakovleva et al. 2014, p. 121).

H4 Kenyan and Rwandan students are different in their entrepreneurship intentions

Gender dimension as factors of entrepreneurial intention

Cultural values can also act to shape societal gender roles and stereotypes in terms of the occupations considered appropriate for men or women. Gender role stereotypes lead to gender typing of jobs as predominantly feminine or masculine (Heilman, 2001). He stresses that individuals aspire to hold jobs that are socially accepted for their sex, while avoiding those considered appropriate for the opposite sex. Gender stereotypes are not only descriptive—denoting differences in how men and women actually are—but prescriptive as well—denoting norms regarding behaviors that are suitable for each, namely, how men and women “should” behave (Shinnar et al. 2012, p 468).

St-Jean (2014) reveals strong cultural values such as collectivism, femininity and the absence of entrepreneurial vision which characterised the managerial behaviours of entrepreneurs. Giacomini et al. (2011) explain that an individual’s entrepreneurial intentions can be shaped by his or her perceptions of barriers to business start-up, cultural values, and the environment in which he or she is located. Lüthje and Franke (2003) see entrepreneurial intentions as related to cultural values and shaped by perceived barriers to creation as well as the infrastructure in place to support entrepreneurs.

The number of human capital and demographic variables significantly influencing motivational factors is notably different (Liñán, F., & Chen, Y. 2009, p. 607). Haus et al. (2013) emphasized the importance of contexts for entrepreneurship to understand when, how and why people become entrepreneurs. In particular, social contexts (i.e. traditions and norms) are important as they help to explain gender specific behavior in entrepreneurship by determining gender roles.

Although the number of women in self-employment is increasing throughout the world, they are still outnumbered by male entrepreneurs (Dabic 2012, p. 319). In general, women-owned businesses are of smaller size than male-owned businesses, women possess less business experience than men, their businesses are usually undercapitalized, and their business growth is slower (Johansen, V. 2013, p. 218).

Studies from the Western, industrialized countries suggest that male and female entrepreneurs tend to share more similarities than differences. It was found that both males and females had a high value for self-respect, freedom, and accomplishments. The opposite results have been found in other studies, where female participation rates were consistently lower than men – women were found to be less likely as men to start businesses and much less likely to start high-growth, highprofit firms (Majumdar, S., & Varadarajan, D. 2013, p. 280).

H5. Male and female students in East Africa have different levels of entrepreneurship intention

Caring about others

Social influence describes the environmental/contextual forces on individuals' behavior. SCCT suggests that individuals are influenced by various environmental factors when they make educational and career choices. Social influence includes the influence of family members, instructors, advisors, friends, and community. In education, primary social influences include a variety of social support, role models, instrumental assistance, and financial resources. Prior research findings indicated the more the positive social influence, the stronger the behavioral intention (Chen, L. 2013, p. 236).

Barriers to entrepreneurship can include difficulties in obtaining institutional support for aspiring entrepreneurs, receiving family support, securing financing from lenders, building a relationship

with suppliers, and/or a solid customer base. Lüthje and Franke (2003) indicate that the perceived availability of support such as access to “qualified consultants and service support for new companies” (p. 147) has a positive impact on entrepreneurial intentions. We would expect that the perceived absence of such support could therefore act as a barrier.

Women, more so than men, may perceive such assistance to be lacking. Heilman, Martell, and Simon (1988) explain why this occurs. They propose that resource providers entrepreneurs depend on (i.e., consultants, lenders, suppliers, customers) frequently make decisions under uncertainty without access to complete information (Shinnar et al. 2012, p. 469).

Kolvereid, Shane, and Westhead (1993) conclude that, not surprisingly, women report the environment for starting a business to be hostile and difficult, which may result in women perceiving the environment to be less supportive of female entrepreneurs and anticipating significant barriers in finding support.

H6. Caring about others’ opinion influence students’ entrepreneurship intention in East Africa

Method

According to Lussier, R. N (2011), the research design specifies the participants, variable measures, data collection, and data analysis methods to answer the research question.

This section describes the sample used to test our hypotheses. Data collection, a presentation of the measures used for the various concepts, reliability and validity and the analysis conducted will follow.

Participants

The sample used in this study was drawn from an extensive investigation on university students. The main objective of this investigation was to understand the factors that determine the entrepreneurial intentions of students in East African community context especially in Rwanda and Kenya. In total, students from 2 universities were contacted to answer a questionnaire: one Rwandan University (Kigali independent University ULK) and One Kenyan University (University of Nairobi).

A total of 275 students agreed to take part in this first phase of investigation. This is a nonprobabilistic sample.

Most respondents were Kenyans (69,1%), then Rwandan (23,6%) and few of the respondents in these universities were foreigners (others 7,3).

Measurement instruments

The instrument that we was drawn from previous authors who used the TPB to study entrepreneurship intention;

Items regarding intention were drawn from the work of Jones, P, Jones, A; Pachham, G; Miller, C, (2008), Engle, R.L; Dimitriadi, N.; Gavidia, J.V; Schlaegel,C; Delanoe, S.; Alvarado, I.; Xiaohong He; Buame,S.; Wolff, B; (2010), Mueller, Susan, (2008).

Items related to perceived behavior control were inspired by the work of Mueller, Susan; (2008), Souitaris, Vangelis, Zerbinati, Stefania, Al- Laham, Andreas; (2007); Muller, Susan; (2008), Muofhe, Nnditsheni J.du Toit, Willem F; (2011), Engle, R.L; Dimitriadi, N.; Gavidia, J.V; Schlaegel,C; Delanoe, S.; Alvarado, I.; Xiaohong He; Buame,S.; Wolff, B; (2010).

Items regarding attitude toward behaviour were drawn from the work of Miller, Susan (2008), Muofhe, Ndditsheni J du Toit, Willem F; (2011), Fayolle, Alain; Gailly, Benoit; (2009).

Subjective norms questions were drawn from the work of Zainuddin, M.N; Rejab; (2010), Muofhe, Nnditsheni J.du Toit, Willem F; (2011), Fayolle, Alain; Gailly, Benoit; (2009).

Caring about other peoples' opinion were drawn from Lin~a'n, F. and Chen, Y.-W. (2009)

The questions vary in required responses (See Appendix A). One question require a yes/ no response; one question requires to give the exact number; eleven questions use a seven-point Likert scale (1 is "Strongly Disagree" and 7 is "Strongly Agree")

The question 5 with 7 sub- questions verify the first hypothesis which is attitudes influence students' entrepreneurship intention in East Africa. The question 6 with 4 sub- questions verify the second hypothesis which is Subjective norms influence students' entrepreneurship intention in East Africa. The question 8 with 4 sub- questions verify the third hypothesis which is Perceived behavioral control influence students' entrepreneurship intention in East Africa. The question 2 with 6 sub- questions verify the fourth and fifth hypotheses which are Kenyan and Rwandan students are different in their entrepreneurship intentions and Male and female students in East Africa have different levels of entrepreneurship intention. The question 7 with 3 sub- questions verify the sixth hypothesis which is caring about others' opinion influence students' entrepreneurship intention in East Africa.

Procedures

Data collection refers to the gathering of information that serves to prove some facts. Before administering the research instrument to the sampled participants, the researcher got a permit from KIGALI INDEPENDENT UNIVERSITY ULK and University of Nairobi to administer a questionnaire. Once permission granted by the official concerned, the researcher collected data.

In a preliminary step, we verified if all the items included in the questionnaire have a good representation of the phenomena under study using the Bartlett test of sphericity and KMO and obtained the scores in table 1 which are beyond commonly accepted levels. A communality analysis was conducted to assess contribution of each and every item in the questionnaire. Only items above the cutting point of 0.5 were retained.

To test our hypotheses and assess the impact of all the 4 independent variables on the intention to create new venture, we performed a multiple regression analysis.

Table 1 : Respondents per Country

	Frequency	Percent	Valid Percent	Cumulative Percent
1 : Kenya	190	69,1	69,1	69,1
2 : Rwanda	65	23,6	23,6	92,7
3 : Others	20	7,3	7,3	100,0
Valid Total	275	100,0	100,0	

Table 2 bis : sample demographics

	N	Minimum	Maximum	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
How many entrepreneurship courses have you taken so far?	275	2	5	2,48	,049	,812	1,742	,147	2,333	,293
Number of completed semesters:	275	0	42	6,57	,229	3,798	4,061	,147	36,284	,293
Gender: (1-Male, 2-Female)	275	1	2	1,49	,030	,501	,022	,147	-2,014	,293
Age:	275	19	49	25,79	,301	4,994	1,506	,147	2,792	,293
Country code:	275	1	3	1,38	,037	,619	1,389	,147	,801	,293
Valid N (listwise)	275									

Variance, reliability and validity

In a preliminary step, we verified if all the items included in the questionnaire have a good representation of the phenomena under study using the Bartlett test of sphericity and KMO and obtained the scores in table 1 which are beyond commonly accepted levels. A communality

analysis was conducted to assess contribution of each and every item in the questionnaire. Only items above the cutting point of 0.5 were retained.

Table 3 :KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,919
	Approx. Chi-Square	4656,869
Bartlett's Test of Sphericity	Df	210
	Sig.	,000

Table 4 : Total Variance Explained by 5 Factors

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	9,873	47,012	47,012	9,873	47,012	47,012	5,233	24,918	24,918
2	2,590	12,331	59,343	2,590	12,331	59,343	2,990	14,238	39,156
3	1,405	6,691	66,034	1,405	6,691	66,034	2,887	13,750	52,906
4	1,106	5,267	71,301	1,106	5,267	71,301	2,615	12,451	65,357
5	1,008	4,798	76,099	1,008	4,798	76,099	2,256	10,742	76,099
6	,755	3,596	79,695						
7	,613	2,917	82,612						
8	,517	2,464	85,076						
9	,423	2,015	87,091						
10	,369	1,757	88,849						
11	,339	1,614	90,463						
12	,312	1,485	91,948						
13	,273	1,301	93,248						
14	,267	1,273	94,521						
15	,245	1,165	95,687						
16	,212	1,009	96,696						
17	,199	,948	97,644						
18	,171	,813	98,457						

19	,125	,594	99,051					
20	,101	,482	99,533					
21	,098	,467	100,000					

Extraction Method: Principal Component Analysis.

We further checked for reliability and validity using a principal components analysis with varimax rotation. The results in table 4 show the items retained for each of our 5 variables and their contributions to its variance.. All our five variables in the model show high level of reliability as their coefficient is well above the 0.6 cutting point generally accepted in social science.

Table no 5: Rotated Component Matrix^a of all variables in the study

	Component				
	1	2	3	4	5
Being an entrepreneur implies more advantages than disadvantages for me	,811				
It is interesting for me to become an entrepreneur	,795				
It is attractive for me to become an entrepreneur	,787				
It is desirable for me to become an entrepreneur	,780				
Being an entrepreneur would give me great satisfaction	,776				
Among various options, I would rather be an entrepreneur	,745				
If I had the opportunity and resources, I'd like to start a firm	,725				
People who are important to me in my extended think that I should pursue a career as an entrepreneur		,778			
My closest family members think that I should pursue a career as an entrepreneur		,776			
My closest friends think that I should pursue a career as an entrepreneur		,741			
My professors think that I should pursue a career as an entrepreneur		,665			
I will make every effort to start and run my own firm			,800		
My professional goal is to become an entrepreneur			,770		
I am ready to do anything to be an entrepreneur			,704		
I intend to start a firm within five years of graduation			,692		
I care about what your closest friends think as I decide whether or not to pursue a career as an entrepreneur				,908	
I care about what people important to me think if I decide whether or not to pursue a career as an entrepreneur				,890	
I care about what your closest family members think as I decide whether or not to pursue a career as an entrepreneur				,884	

1 know how to develop an entrepreneurial project					
If tried to start a firm, 1 would have a high probability of succeeding					,794
					,772
As an entrepreneur, I would have sufficient control over my business					,665

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.^a a.

Rotation converged in 5 iterations.

Regression Analysis and results

Before conducting regression analysis, a verification of correlations between variables is provided in table 5

Table 6: Regression table

Correlations table									
		Intention	How many entrepreneurship courses have you taken so far?	Icareabout	Country code:	Gender : (1-Male, 2-Female)	Personalattitude	Subjectivenorm	PerceivedBehvCtrl
Pearson Correlation	Intention	1,000							
	How many entrepreneurship courses have you taken so far?	,090	1,000						
	Icareabout	,129	-,035	1,000					
	Country code:	-,126	,096	,033	1,000				
	Gender: (1-Male, 2-Female)	-,134	-,115	,000	-,140	1,000			
	Personalattitude	,695	,065	,229	-,145	-,094	1,000		
	Subjectivenorm	,473	,067	,361	-,067	-,059	,563	1,000	
	PerceivedBehvCtrl	,596	,084	,194	-,196	-,061	,682	,526	1,000
	<i>Intention</i>	.	,069	,016	,019	,013	,000	,000	,000

<i>How many entrepreneurship courses have you taken so far?</i>	,069	.	,279	,056	,029	,140	,135	,082
<i>Icareabout</i>	,016	,279	.	,293	,500	,000	,000	,001
N	275	275		275	275	275	275	275

To test our hypotheses and assess the impact of all the 4 independent variables on the intention to create new venture, we performed a multiple regression analysis. Results in table 5 and 6 show that:

Table 7 : General Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,720 ^a	,518	,511	1,18532	,518	72,588	4	270	,000

a. Predictors: (Constant), PerceivedBehvCtrl, Icareabout, Subjectivenorm, Personalattitude

Table 8 : Coefficients of the general Model

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.	Correlations		
	B	Std. Error				Zeroorder	Partial	Part
	,480	,351		1,367	,173			

(Constant)	,630	,075	,513	8,382	,000	,695	,454	,354
Personalattitude	,098	,055	,098	1,790	,075	,473	,108	,076
Subjectivenorm	-,051	,036	-,064	-	,161	,129	-	-,059
Icareabout				1,407			,085	
PerceivedBehvCtrl	,236	,068	,207	3,488	,001	,596	,208	,147

a. Dependent Variable: Intention

Our model has a high adjusted R square, explaining 51% of the variance in entrepreneurship intention by our four independent variables as evidenced by the Sig. levels in the above table. By order of importance personal attitude (*sig. .000*), perceived behavior control (*sig.0.001*), subjective norms (*sig. 0.075*), and I care about others' opinion (*sig. 0.0129*) exert a positive and significant impact of entrepreneurial intention.

If we ran the model for girls only, as per tables 6 and 7, we observe that the adjusted R square increases from 51% to 61%. Girls care less influenced than boys by what people would say about them becoming entrepreneurs. However, they also show less control on their behavior than boys.

Table 9: Model Summary for Girls

Model	R Gender: (1- Male, 2Female) = 2 (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,790 ^a	,624	,612	1,13413	,624	54,289	4	131	,000

a. Predictors: (Constant), PerceivedBehvCtrl, Icareabout, Personalattitude, Subjectivenorm

Table 10 : Coefficients for Girls Model

Model	Unstandardized Coefficients	Standardize d Coefficient s	t	Sig.	Correlations

	B	Std. Error	Beta			Zeroorder	Partia l	Part
1 (Constant)	-,599	,487		-1,229	,221			
Personalattitud e	,676	,094	,523	7,219	,000	,748	,533	,387
Subjectivenor m	,237	,080	,218	2,949	,004	,616	,250	,158
Icareabout	-,030	,049	-,034	-,614	,540	,124	-,054	-,033
PerceivedBehv Ctrl	,209	,092	,167	2,287	,024	,613	,196	,123

a. Dependent Variable: Intention

b. Selecting only cases for which Gender: (1-Male, 2-Female) = 2

We also compared Rwandans to Kenyans and found that the Kenyans are sensitive to personal attitude only (*sig. = 0.000*) while Rwandans react positively and significantly to both personal attitude (*sig. = 0.032*) and perceived behavior (*sig. = 0.001*) control variables in their intention to become entrepreneurs

Table 11 : Model Summary for kenyan Students

a. Predictors: (Constant), PerceivedBehvCtrl, Icareabout, Subjectivenorm, Personalattitude

Table 12: Coefficients for Kenyan Students

Pa a. Dependent Variable: Intention

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. Change
					R Square Change	F Change	df1	df2	
1	.705 ^a	.497	.486	1,17064	.497	45,723	4	185	

b. Selecting only cases for which Country code: = 1

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations	
		B	Std. Error				Beta	Zero-order
	(Constant)	,015	,490		,031	,976		
	Personalattitude	,815	,095	,613	8,624	,000	,698	,535
	Subjectivenorm	,091	,066	,085	1,385	,168	,362	,101
	Icareabout	-,040	,046	-,048	-,862	,390	,087	-,063
1	PerceivedBehvCtrl	,110	,090	,086	1,219	,225	,505	,089

Results

Table 13. Summary of hypotheses test results

Hypothesis	Results (Contribution)	Observations
Global significance of the model and his power prediction		The regression is significant ($F_{72, 588}, p = 0.000$). The R values are also high ($R = 0.518$, Adjusted R Square = 0.511)
H1. Attitudes influence students' entrepreneurship intention in East Africa	,513	H1 is not rejected; see Table 8. The contribution is significant ($t = 8.382, p = 0.000$).
H2. Subjective norms influence students' entrepreneurship intention in East Africa	,098	H2 is not rejected; see Table 8. The contribution is significant ($t = 1.790, p = 0.075$).
H3 Perceived behavioral control influence students' entrepreneurship intention in East Africa	,207	H3 is not rejected; see Table 8. The contribution is significant ($t = 3.488, p = 0.001$).
H4 Kenyan and Rwandan students are different in their entrepreneurship intentions		Compared to the general model only the attitudes ($t = 8.624, p = 0.000$) have influence on entrepreneurial intentions of Kenyans as shown in table 12.
H5. Male and female students in East Africa have different levels of entrepreneurship intention		Compared to the general model the same variables which are significant they are as well significant for ladies as shown in table 9.
H6. Caring about others' opinion influence students' entrepreneurship intention in East Africa	-,064	H6 is rejected; see Table 8. The contribution is significant ($t = -1.407, p = 0.161$).

Or simply,

The regression is significant ($F = 72, 588, p = 0.000$). The R values are also high ($R = 0.518$, Adjusted R Square = 0.511)

H1 (Attitudes influence students' entrepreneurship intention in East Africa) is not rejected; see Table 8. The contribution is significant ($t = 8,382, p = 0.000$).

H2 (Subjective norms influence students' entrepreneurship intention in East Africa) is not rejected; see Table 8. The contribution is significant ($t = 1,790, p = 0.075$).

H3 (Perceived behavioral control influence students' entrepreneurship intention in East Africa) is not rejected; see Table 8. The contribution is significant ($t = 3,488, p = 0.001$).

H4 (Kenyan and Rwandan students are different in their entrepreneurship intentions) Compared to the general model only the attitudes ($t = 8,624, p = 0.000$) have influence on entrepreneurial intentions of Kenyans as shown in table 12.

H5 (Male and female students in East Africa have different levels of entrepreneurship intention) Compared to the general model the same variables which are significant they are as well significant for ladies as shown in table 9.

H6 (Caring about others' opinion influence students' entrepreneurship intention in East Africa) is rejected; see Table 8. The contribution is significant ($t = -1,407, p = 0.161$).

Discussion

This section presents the findings, compares the results to the literature, includes limitations, and discusses implications and the need for further research.

Findings

The central thrust of our research is to analyse entrepreneurial intentions among university students in East African Community using the cases of Rwanda and Kenya. As suggested by Fayolle, A., & Liñán, F. (2014), overall, our research contributes to an ongoing and important discussion in entrepreneurial intentions. Especially, we contribute to the literature by comparing literature entrepreneurial intentions among Rwanda and Kenya for the first time. In the following section, we discuss our findings and implications thereof in the light of prior literature.

As stated earlier, the sample used in this study was drawn from an extensive investigation on university students. The main objective of this investigation was to understand the factors that determine the entrepreneurial intentions of students in East African community context especially in Rwanda and Kenya. In total, students from 2 universities were contacted to answer a questionnaire: one Rwandan University (Kigali independent University) and One Kenyan University (University of Nairobi).

A total of 275 students agreed to take part in this first phase of investigation. This is a nonprobabilistic sample. Most respondents were Kenyans (69,1%), then Rwandan (23,6%) and few of the respondents in these universities were foreigners (others 7,3).

Our model is globally significance ($F_{72, 588, p=0.000}$) and the variables that we used explain 51.8% of entrepreneurial intentions. Among the variables that we considered in our study, we found that Attitudes and Perceived behavioral control influence students' entrepreneurship intention in East Africa on 5% while subjective norms also influence students' entrepreneurship intention in East Africa on 10%.

In contrast, the variable *I care about others' opinion* does not influence students' entrepreneurship intention in East Africa.

There is difference between countries or sex in entrepreneurial intentions. The results of table 9 & 11 explain them in details.

The findings show that for Kenyans, only personal attitude is the determinant of entrepreneurial intentions (Table 9). Contrary the data show that there is no fundamental difference between men and women with regard to entrepreneurial intentions.

Results compared to the literature

Based on findings presented in this article, strong support for entrepreneurial model could be claimed since our model is globally significant ($F_{72, 588}, p = 0.000$) and the variables that we used explain 51.8% of entrepreneurial intentions. A meta-analytic review of 185 studies using the theory of planned behavior finds that, on average, behavioral intentions explain 27% of the variance in behavior (Armitage & Conner, 2001). This point is crucial, as intention toward a given behavior ought to predict such behavior within the framework of intention-based models.

Compared to research conducted in East Africa .

With regard to other researchers, Iakovleva et al. (2011) state that the respondents from developing countries also score higher on the theory's antecedents of entrepreneurial intentions – attitudes, subjective norms, and perceived behavioural control – than respondents from developed countries. The findings support the Theory of Planned Behaviour in both developing and developed countries.

Table 14: Comparison of our results with the literature on entrepreneurial intentions in East Africa

No	Author	Country	Independent Variable	Relation	Coefficiency	Independent Variable
1	Byabashaija, W & Katono, I (2011)	Uganda	Attitude (PF, PD, PSE)	+	0.00	Societal Subjective norms
			SSN	-	0.068	
2	Mwasalwiba S,	Tanzania	Attitudes	+	0.174, $p < 0.05$	Entrepreneu

	E		Perceived behavioral control	+		0.195, p<0.001		rial intention
3	Dugassa, T. G. (2012)	Ethiopia	PA	+		0.013, p<0.05		intention towards
			SN	+		0.012, p<0.05		
			SE	+		0.020, p<0.05		entrepreneu rship
			EI	+		0.208, p<0.05		
			NA	+		0.010, p<0.05		
			LC	+		0.050, p<0.05		
			IR	+		0.000, p<0.05		
4	Iakovleva, T., Kolvereid, L., & Stephan, U. (2011)	Developing & Developed Countries	Attitudes	Ddc	Dgc	Ddc	Dgc	Entrepreneu rial intention
				-	-	0.91	0.88	
			Subjective norms	Ddc	Dgc	Ddc	Dgc	
				-	-	0.91	0.87	
			Perceived behavioral control	Ddc	Dgc	Ddc	Dgc	
				-	-	0.71	0.66	

N.B: Ddc= Developed Countries, DgC= Developing countries, PA= personal attraction; SN – subjective norm; SE – self-efficacy; EI – entrepreneurial intention; NA – need for achievement; LC – locus of control; IR – instrumental readiness;

The theory of planned behavior, intentions are the most powerful predictors of behaviour and are directly influenced by three categories of antecedents- personal attitudes, social norms and perceived behavior control. This theory accounted 27% and 30% of variance of the variance in entrepreneurial intention (Jeger et al 2014, p.361)

Some previous studies show that the effect of subjective norms on entrepreneurial intentions is no-significant in Ethiopian sample, where as it has positive effect for German (Mueller et al. 2014, p.

274). Our findings are consistent with those obtained by Zapkau and colleagues (2014) who report significant effect of subjective norm on entrepreneurial intention in German.

Previous research conducted in Kenya, shows that in regression analyses, holding of both subjective norms, and behavioral control factors constant resulted in the association between attitude and intention becoming significant. The multiple correlation coefficients remained basically unchanged with or without the conclusion of the composite measure of attitude. The context of university students in Kenya, subjective norms and behavioural control factors are proximal correlates of intentions while attitude are not (Kilonzo M,P & Nyambegera M, S 2014, p. 242). The last one is contrary to our results.

In his research Lin, X., Carsrud, A., Jagoda, K., & Shen, W. (2013) the results of structural equation modeling show entrepreneurial intentions are positively influenced by perceived behavioral control and macro-environment support. However, the effects of attitudes towards entrepreneurship and subjective norms were not significantly related to intentions. Interestingly, beliefs about entrepreneurship had a negative relationship with attitudes toward entrepreneurship. Theoretical and practical implications of these findings are discussed in the context of developing countries like Sri Lanka.

Girls care less influenced than boys by what people would say about them becoming entrepreneurs. However, they also show less control on their behavior than boys. Although the number of women in self-employment is increasing throughout the world, they are still outnumbered by male entrepreneurs (Dabic et al. 2012, p. 319). It is though that long-term solutions to reduce gender differences in entrepreneurship can begin in the education system (Johansen, V. 2013, p. 219). The influence of Gender on entrepreneurial intentions is often alluded to in the literature. Zhao et al, (2005) have found that males have a higher preference for entrepreneurial behaviour than females. The significant differences between male and female students in relation to their entrepreneurial intentions were unexpected particularly given that the study was conducted in African context where gender-related discriminations are said to dominate (Roomi & Parot, 2008). It was expected that the discriminations coupled with poor socialization that looks down on entrepreneurship (Mungai N, E. 2013, p. 110). According to Minniti and Nardone (2007), "Attitudes toward entrepreneurship reflect, to a large extent, subjective perceptions rather than objective conditions",

and if women thought they had the skills and abilities needed to achieve success, they would be more willing to start their own business.

The previous studies observed that African women are often faced with cultural barriers and hurdles in their quest to become entrepreneurs. Davidson (1995) and Veciana (2005) state that males have a higher preference for entrepreneurial behaviour than females. There are gender differences with regard to entrepreneurs in developing countries that differ from developed countries. Due to gender stereotypes the business opportunities for women in developing countries may be limited. However, some research has indicated that women show more entrepreneurial activity in developing countries (Vanessa Ratten 2014, P. 272).

The variable I care about others' opinion does not influence students' entrepreneurship intention in East Africa. Other studies show that in entrepreneurship literature, prior research has identified social influence as a key determinant to entrepreneurial intention (Krueger, 1993; Kolvereid, 1996). This study examines the effect of social influence on IT entrepreneurial intention among college students. As such, this study assumes that (Chen, L. 2013, p. 236). Self-efficacy was found to be a crucial cognitive variable in opportunity recognition (Ozgen & Baron, 2007). Perceived self-efficacy is highly correlated with the intention to start up a new venture and explore new opportunities (Ozgen E, 2013). Individuals high in self-efficacy are relatively confident they can develop the opportunities that they recognized.

Limitations

This study has several limitations. First, it is important to stress that the sample was not probabilistic and that the students who participated in the investigation cannot be considered as representative of the total population of university students. It would be useful to compare other countries with contextual factors of entrepreneurial intentions as Rwanda and Kenya, such as the other East African community countries, some African countries, or even countries on other continents such as Asia or South America.

Implications and the need for further research

This suggests several avenues for future research. First, it would be useful to compare other countries with contextual factors of entrepreneurial intentions as Rwanda and Kenya, such as the other East African community countries, some African countries, or even countries on other continents such as Asia or South America. Furthermore, given the possibility that entrepreneurial intention in East Africa would be necessity-driven, it would be important to conduct further research from a longitudinal perspective in order to study the elements that are likely to lead to business creation by East African students (or from other cultures) and to compare the types of businesses that are created in the different countries. Lastly, we believe that future research should include considerations related to contextual factors in any analysis of entrepreneurial intentions. As a result, these theories could be used to study youth living in industrialised countries as well as the developing world.

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APPENDICES

APPENDIX A: QUESTIONNAIRE

APPENDIX B: SYSEMATIC REVIEW OF ARTICLES ON ENTREPRENEURIAL INTENTIONS

APPENDIX C: PREVIOUS WORK

APPENDIX: EXCELL COMPARISON OF THE RESULTS ON ENTREPRENEURSHIP INTENTION