EXPLORATION OF ENTREPRENEURIAL INTENTIONS AMONG UNIVERSITY STUDENTS IN KENYA

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ABSTRACT
Entrepreneurial intention has received much attention from both scholars and policy makers in the recent past due to the realization that the entrepreneurial intention may lead to entrepreneurial activities which offers great potential for employment creation among the university students and economic growth of a country. Although there has been much interest in entrepreneurship, attributes that might impact on the propensity to venture into entrepreneurship among university students in Kenya is rarely examined. The present study explored the triggers and hindrances to entrepreneurial intentions among university students, specifically Chuka University students. The sample included the final year students of Chuka University from across various programmes. Using a correlation research design, the study empirically examined the impact of personal attributes, entrepreneurial experience, entrepreneurial education and government support system on entrepreneurship intention. The theory of planned behaviour (TPB) model guided the present research. Primary data was obtained through a questionnaire survey method administered to a sample of 120 final year students of Chuka University. Statistical techniques employed included confirmatory factor analysis, correlation analysis, and partial least square (PLS) regression analysis. The results were presented in tables and structural equation modeling. The findings revealed that attitude and self-efficacy played a significant role in entrepreneurial intentions among the students. The entrepreneurial experience had a significant impact on entrepreneurial intention. The study recommends that the students should be encouraged to form or join student clubs where they meet and discuss possible joint business ventures. Secondly, the students should seek information on means of accessing capital for their business ideas. Besides, the government's social and economic structures should be efficient to ensure that youth have access to cheap and readily available capital.
Keywords: Entrepreneurship, Self-employment, Entrepreneurial activity, Economic growth.

INTRODUCTION

In the last decade, Entrepreneurship has received much attention from both policy makers and scholars due to the recognition that it offers great potential for employment creation among the youth. In Kenya like many other developing countries in Africa, unemployment among the University graduates is one of the major challenges facing most governments. It is estimated that some 800,000 young Kenyans enter the labour market every year with this trend likely to double between 2010 and 2035.According to the World Bank Report (2014) the high unemployment is related to the overall investment climate in the country and the economy's slow capacity to create new jobs. In Kenya, although many young people are unemployed and have sufficient education to venture into entrepreneurship, very few have the entrepreneurial intention. In OECD nations, less than 10% of young population was involved in starting new ventures in early 2000 (Nolan, 2003). The low numbers of the University graduates opting for self-employment and entrepreneurship despite high levels of unemployment in the country is a great concern which begs the question as to what triggers or hinders entrepreneurial intention.

In recognition of the importance role played by entrepreneurship and the Small and Medium Enterprises sector (SMEs), in creating employment for the youth, many African countries have come up with entrepreneurship support interventions targeting Students. This is because much of the employment growth potential in developing countries like Kenya exists through the creation of small enterprises which can grow into big enterprises capable of absorbing many unemployed youths. In the hope of promoting entrepreneurship development among the youth, many countries have introduced, encouraged, supported and substantially invested in entrepreneurship education at Universities (Brush *et al.,* 2003; Katz, 2003). This has also gone down to high schools (Peterson and Kennedy, 2003) and to primary schools (Huber *et al.,* 2014). It is due to this that many Universities offer entrepreneurship education aimed at producing graduates who are equipped with business skills and attitudes necessary for self-employment and entrepreneurship. However, despite the potential of entrepreneurship training, evidence on how the training programs shape student's skills and facilitates entrepreneurial intention among the University students is not clear. Most studies suggest that entrepreneurship education fosters entrepreneurial intention and

consequently entrepreneurial activity (Peterson and Kennedy, 2003; Walter *et al*., 2013). Studies on the relationship of entrepreneurship education and intention have yielded mixed and inconsistent conclusion (Bae *et al*., 2014; Williamson *et al.,* 2013). Also scanty research has been done on contextual factors while research on determinants of entrepreneurial intention has mainly concentrated in developed countries (Bruton *et al.,* 2010).

The efforts to stimulate entrepreneurship intention have increased scholarly interest in the outcomes of such efforts (Dickson *et al.,* 2008). The mixed findings of the outcomes could suggest that environmental conditions could influence the outcomes of entrepreneurship education (Walter and Dohse, 2012). It has been suggested that entrepreneurship is person-context interaction (Herron and Sapienza, 1992). The decision to become an entrepreneur, involves an elaborate mental process influenced by a number of interrelated factors within a person and with others outside. People select entrepreneurship as an alternative carrier because of various "push" and "pull" factors (Matlay and Storey, 2003). Understanding the level of entrepreneurial intentions provides insights to policymakers and institutions for estimating future entrepreneurship activities or entrepreneurial potentials that can be applied to achieve desired economic activities through employment creation and small business start-up. It is in view of this that this study explored factors influencing entrepreneurial intentions among University graduates. The findings of the study will inform the policy makers develop appropriate programs and strategies to stimulate entrepreneurship activity among the graduates who can become job creators rather than job seekers.

The specific objectives of the study were to establish the effect of demographic factors, personality attributes, entrepreneurship attitude, Government support systems and entrepreneurship education on entrepreneurial intentions among University Students.

Entrepreneurial Intention Concept

Entrepreneurial intention is a state of mind that people have desire to start a new business. Wu *et al.,* (2008) stated that entrepreneurial intention is the driving force of entrepreneurial activity. It can be defined as a conscious awareness and conviction by an individual that they intend to set up a new business venture and plan to do so in the future (Bird, 1988; Thompson, 2009). A number of studies have investigated the antecedents of entrepreneurial intentions, with Shapero's Model of the Entrepreneurial Event (SEE) and Ajzen's Theory of Planned Behaviour (TPB) featuring prominently as frameworks to guide these studies (Krueger and Carsrud, 2000).

Entrepreneurship Education

In the hope of sparking more entrepreneurship, many countries have substantially invested in entrepreneurship education (EE) at Universities (Brush *et al.,* 2003; Katz, 2003). With increasing level of unemployment among Kenya University Students many Universities offer entrepreneurship education aimed at producing graduates who can consider self-employment and entrepreneurship as a viable career option. Chuka University is one of the many other Universities in Kenya that offer entrepreneurship education across various academic programs. The main role of entrepreneurship education is to increase students' awareness towards entrepreneurship, to allow students to develop entrepreneurial skills, to teach students to put theory into practice, and highlight the entrepreneurial path as a career option (Bae *et al.,* 2014; Fayolle and Gailly, 2013). Besides entrepreneurship education, other studies found that perceived feasibility, desirability, and prior entrepreneurial exposure are positively related to entrepreneurial intention (Fitzsimmons and Douglas, 2011; Guerrero *et al.,* 2008).

According to Hattab (2014), students who pursue business-related courses acquire exposure in entrepreneurship, which increases their capability to develop and execute new business concepts and venture into self-employment. It implies that entrepreneurial education is vital in strengthening positive attitudes in learners as they embark on an entrepreneurial profession. Gitaka (2018) predisposes that entrepreneurship education plays a significant role in enabling learners to develop a positive attitude towards entrepreneurial intentions. Entrepreneurial education is essential in increasing the subjective norms of students, which are a positive indicator of their entrepreneurial intentions. Thus, the role of entrepreneurial education is to help improve the perceived behavioral control of the learners to the optimum and make them appreciate the need to start their business entities.

Entrepreneurship Attitude

It is known that attitudes of people are precursors to their behaviors (Ajzen and Fishbein, 1980). Past work in development of attitude has indicated that exogenous factors like social milieu have an impact on attitude and intentions of individuals (Ajzen, 1991; Kanungo, 1990; Kiggundu *et al.,* 1983; Krueger, 1993). Negative attitude of people towards government policies have resulted in failure of attempts to promote entrepreneurship (Gnyawali and Fogel, 1994). This

linkage between attitude and subsequent behaviors has been established in entrepreneurial behaviors as well (Krueger and Carsurd, 1993; Lee *et al.,* 2004). It is argued that if the family and society at large views entrepreneurship as valuable and positive, youth will be encouraged to opt for entrepreneurship as a career. Attitudes influence behaviour and intentions and this depend on the situation and the person. Douglas and Shepherd (2002) found that the intention to be an entrepreneur is stronger for those with more positive attitudes to risk and independence. Intentional behavior helps explain why many entrepreneurs decide to start a business long before they scan for opportunities (Krueger *et al.,* 2000).

Personality Attributes

There have been consistent positive relationships between entrepreneurship intentions and personality traits (Yosuf *et al.,* 2007). Gartner (1988) says that the entrepreneurs are individuals with distinctive and specific personality traits. Personality traits have direct impact on many entrepreneurial activities including the intention to launch a new business, success in business, and enhance entrepreneurial set up (Shaver and Scott, 1991). One of the attributes of entrepreneurs is the need for achievement and according to Need for Achievement Theory by McClelland (1961), individuals with a high need for achievement have a strong desire to be successful hence the desire to start businesses that will make them successful. Previous studies show a positive relation between need for achievement and entrepreneurial intention (Colakoglu and Gzukara, 2016). Another major personality attribute of entrepreneurs is the internal locus of control. This is a belief that the outcome of an activity is dependent on the individual's personal initiative and hard work. According to Shane *et al.,* (2003), locus of control is considered to be important in individuals' motivation and intentions to start new ventures. Self-efficacy is another personality attribute associated with entrepreneurs and at the center of the Theory of Planned Behaviour. It is a great driver of goal oriented behaviour (Baum and Locke, 2004). It is the degree to which individuals believe they have the ability to successfully start a business (Malebana, 2017).

Government Support Systems

The intention to start a business can be triggered from two main dimensions, perceived desirability that can be attributed to personality traits and perceived feasibility which can be attributed to external environmental factors such as the government support systems. Such factors include access to capital, ease of doing business, access to markets and information. According to Krueger *et al.,* (2000) and Solesvik *et al.,* (2014) perceived feasibility is the degree to which one feels personally capable of starting a business. One may desire to start a business but without startup capital this may not be feasible. According to Jemel (2017), lack of start-up capital is considered as the most serious challenge for youth to think about launching a business. Other support systems that can increase the desire to start business are access to information to markets, technology, how to run a business and government regulations. Kristiansen and Indarti (2004) observed that access to information is an important element for the intention to launch new ventures.

This study adopted the theory of planned behaviour in the theoretical perspective. The Theory of Planned Behaviour (Ajzen, 1988) assumes that the best prediction of behaviour is given by asking people if they are intending to behave in a certain way. Intention will not express itself in behaviour if it is physically impossible to perform the behaviour or if unexpected barriers stand in the way. Assuming intention can explain behaviour, Azjen (1988) argues that there are three determinants which explain behaviour intention; the attitude which is the degree to which a person has a favourable or unfavourable evaluation of the behaviour of interest, subjective norm is the belief about whether most people approve or disapprove of the behaviour of interest and perceived behavioural control can be viewed as self-efficacy towards the behavior which is the person's perception of the ease or difficulty of the performance behaviour.

Attitudes, subjective norms and perceived behavioural control the intention, this in turn predicts the behaviour. Background variables, as demographical factors, are supposed to influence the behaviour through the three determinants and the intention. Attitudes, subjective norms and the perceived behavioural control, explain the behavioural intention before the behaviour takes place. The individual intent to come up with a business plan is presumed to rely on three elements: The perceived attractiveness of starting a business (attitude); the level of incentive in the social environs (subjective norms); personal ability to execute the process to start a business (perceived control over the intention).

The limitation of the theory is that it does not account for other variables that factor into behaviour intentions and motivation such as fear, threat, mood, past experience and environmental that may influence a person's intention to perform behaviour. However, despite these limitations the theory is relevant to the study as the study seeks to establish the intentions to entrepreneurial behaviour and activity.

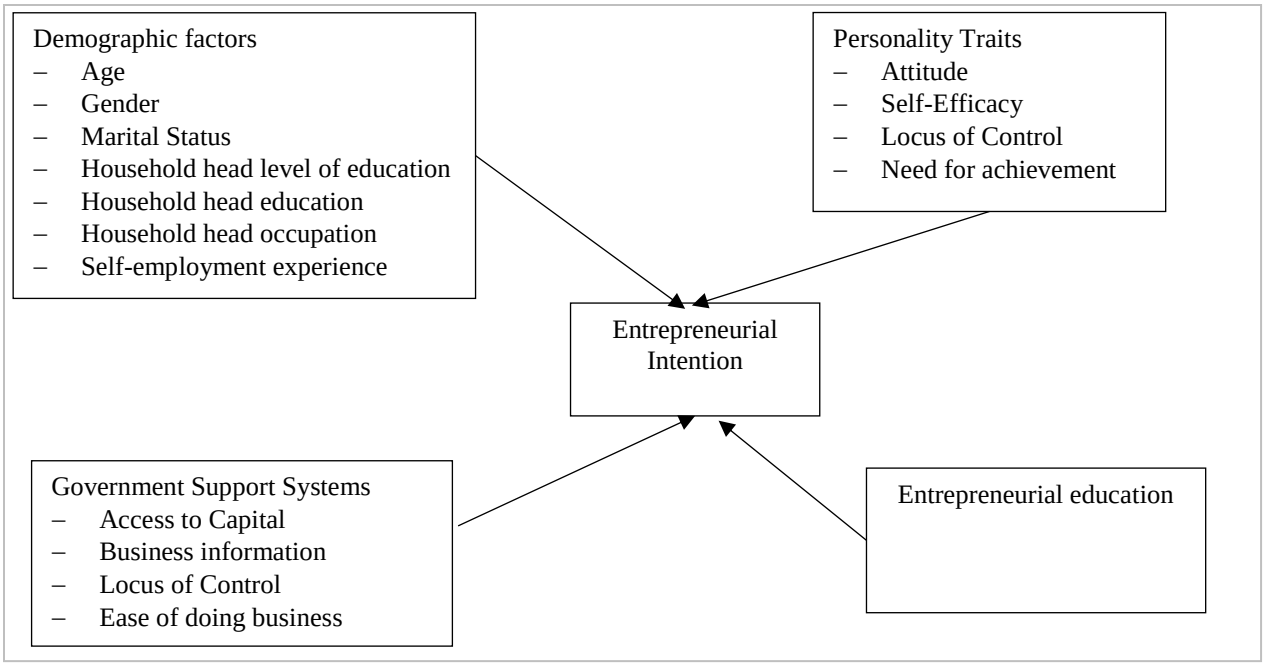

Figure 1: Conceptual framework

MATERIALS AND METHODS

The aim of the study was to investigate factors that impact on the entrepreneurial intentions among final year students of Chuka University from across various faculties. To achieve this aim, the study targeted a population of fourth-year students in Chuka University, Kenya, in 2019/2020 academic year. The sampling strategy employed in this study is proportional stratified sampling targeting a total of 120 students. The strata were the Faculties of Chuka University namely: Business Studies (FBUST), Humanities and Social Science (FHSS), Education Research and development (FERED), Science, Engineering and Technology (FSET), and School of Nursing and Health Studies (SNPH). The respondents were purposely selected to ensure that there was no overrepresentation of students within one faculty. A pilot study was carried out with a convenience sample of 15 fourth-year students to test research instruments. The pilot study helped in refining the research instruments by removing ambiguous statements. A total of 150 questionnaires were administered to randomly selected students. Four well-trained students aided in the administration of the survey. During the data collection, a screening question inquiring the student's faculty was posed to randomly selected students.

The demographic factors under consideration in this study are individual factors including gender, age, previous business experience and family background of the respondent's including income level of the parents, level of education of the household head. The research constructs were measured on a multi-item scale adapted from previous studies. Attitude, need for achievement, and locus of control were the three constructs of student's personality. All the indicators were measured on a 5-point Likert scale, with all were ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), and were averaged to get their respective constructs.

Data Analysis

The data were then analyzed using SPSS 22 and Smart PLS 3. Both descriptive and correlation research design was employed to examine the influence of each factor on entrepreneurial intentions among the Students. The statistical techniques utilized included descriptive analysis, confirmatory factor analysis, and partial least square regression analysis. The hypotheses test was done at $\alpha = 5\%$ level.

RESULTS AND DISCUSSIONS

Table 1 presents the distribution of the students by faculty. Most students were in the Faculty of Business Studies, while a few were from the Faculty on Nursing and Health Sciences. The summary of the descriptive statistics of the demographic information of the participants are provided. The distributed sample questionnaires were 120 (target sample) utilized in the analysis. The proportion of males (n=72, 60%) was higher than that of females (n=48, 40%).

Table 1: Distribution of the students by Faculty

Faculty	Frequency	Percentage
FBUST	32	26.7
FHSS	23	19.2
FERED	19	15.8
FSET	12	10
SNPH	9	7.5
FAES	25	20.8
Total	120	100

The age distribution of the participants ranged from 21 to 30years. More than half of the respondents (n=92, 52.87%) were 22-25 years old.57.5% reported having taken an entrepreneurship course, while 42.5% did not. Most students believe that the occupation of their household head influences their entrepreneurial intention (n = 77, 64.2%).

Socio-Demographic Factors and EI

The chi-square test was employed to examine the impact of demographic characteristics on entrepreneurial intentions. Since average scores of EI was on a continuous scale, a binary variable with two levels was created, with the mean (4.03) as the cut point. Those with a mean score above 4.03 were categorized to have higher EI. The results indicated that entrepreneurial intention did not significantly depend on gender, age, marital status, faculty, household head level of education, household head occupation, and entrepreneurial education. The levels of entrepreneurial intention among male and female students are equal. The finding is consistent with past studies of Smith *et al*. (2016); and Nabil and Zhang (2020). However, experience and entrepreneurial intention were significantly dependent. The finding is consistent with the study conducted by Nabil and Zhang (2020) and Peng *et al*. (2012) and that the prior entrepreneurial experience has an impact on entrepreneurial intention and competence.

Table 2: Chi-test for assessing the impact demographic variables on entrepreneurial intentions

Variable	Chi-square statistic	df	p-value
Gender	0.456	1	0.499
Age	0. 141	2	0.932
Marital Status	0.184	2	0.912
Faculty	8.34	5	0.139
Experience	4.008	1	0.045
Household head level of education	4.957	4	0.292
Household head occupation	3.367	3	0.338
Entrepreneurial education	0.031	1	0.860

The contingency table showed that 66% of the students with a self-employment experience had higher EI scores than those without (47.8%) (Table 4).

Table 3: Crosstab between Employment experience and Entrepreneurial Intention

			Low	**High**	**Total**
Self-employment experience	Yes	Count	18	35	53
		Percentage	34.0%	66.0%	100.0%
	No	Count	35	32	67
		Percentage	52.2%	47.8%	100.0%
Total		Count	53	67	120
		Percentage	44.2%	55.8%	100.0%

Note: All percentages are row percentages (within self-employment experience)

Confirmatory Factor Analysis (CFA): Reliability and Validity Test

SMART PLS was used to carry out CFA. Reliability measures the extent to which observed variables is coherent in what is purported to measure (Hair *et al*, 2006). The internal reliability was assessed using Cronbach's Alpha (CA). The CFA was done using Cronbach's Alpha (CA). Field (2013) suggested that a reliability score or alpha that is 0.70 or above is acceptable. The CFAs results indicated that all items adopted for AT, NA, LC, EE, were all reliable expect for EI and GSS. Table 4 presents the results of the reliability analysis after removal of bad indicators. The Cronbach's alphas for all the constructs are above the threshold of 0.7, an indication of internal consistency of the respective indicators.

Table 4: Construct reliability and validity analysis

Construct	No of items	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
AT	5	0.922	0.999	0.937	0.748
EI	2	0.782	0.785	0.902	0.821
EE	6	0.906	0.926	0.927	0.681
GSS	3	0.698	0.758	0.827	0.616
LC	5	0.907	0.973	0.930	0.731
NA	3	0.863	2.725	0.886	0.725
SE	3	0.862	0.871	0.916	0.784

Note: The retained items show internal reliability (CA>0.7). Construct reliability (CR>0.7) and convergent validity (AVE>0.5)

Figure 2 shows the factor loadings of retained items together with CA values of the endogenous variable. The net fit index (NFI) of the model was 0.726 an indication that the model is moderately fit for the data.

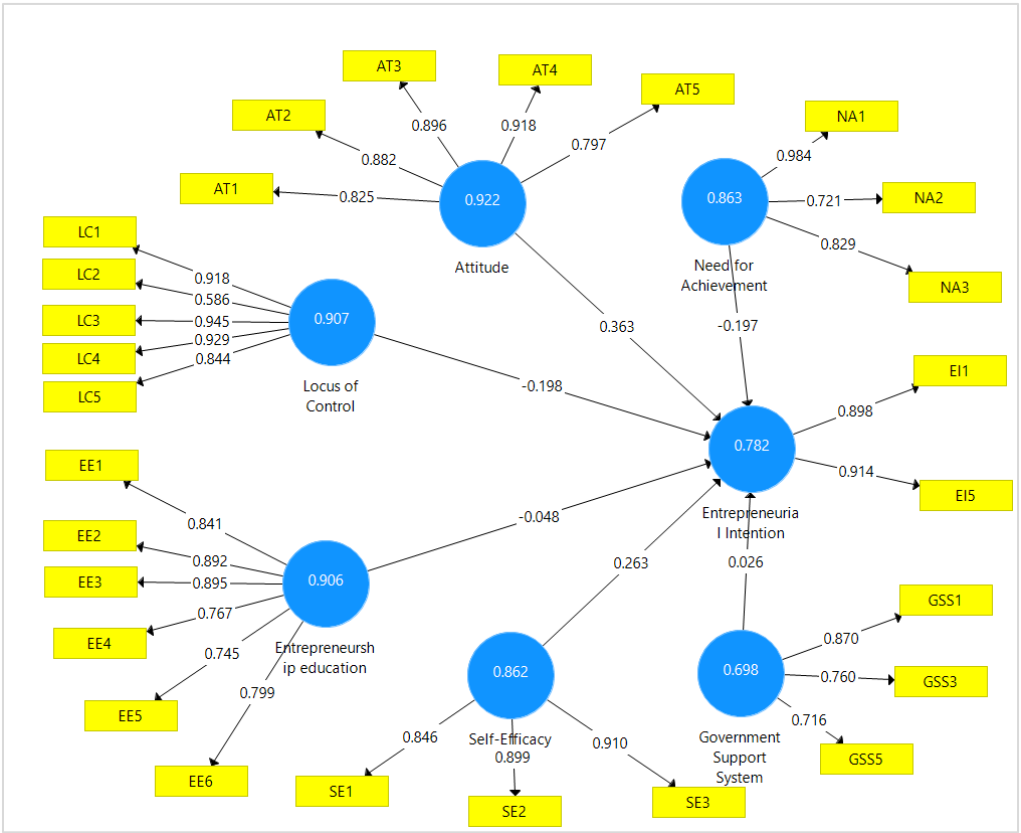

Figure 2: Structural model with factor loadings and CA values for endogenous variables

The outer model shows the factor loadings for each indicator items whose factor loadings exceeded 0.70 were retained. All the CA values for endogenous variables exceeded 0.7 indicate internal reliability. The inner models show the path coefficient connecting each construct and the measure variable (EI).

Correlation Coefficients between Variables

Table 4 depicts the correlation matrix between all the variables alongside the descriptive statistics of each construct. Overall, the mean scores across all the variables are moderate to moderately high (all means exceeds 2.5). The entrepreneurship intention had the highest average score (Mean = 4.03, SD=1.08) whereas GSS variable had the lowest average score (Mean = 2.94, SD = 0.92). The bivariate Pearson correlation results indicated a significant positive correlation between AT and EI (r= 0.199, p< 0.05) and between SE and EI (r = 0.223, p < 0.05). Thus, a positive attitude leads to higher entrepreneurship intention. In as much as NA, LC, EE, and GSS positively correlated entrepreneurship intention, the correlation is not statistically significant at 5% level (p > 0.05).

Table 5: Correlation matrix

	EI	AT		LC	SE	EE	GSS
EI	1						
AT	.199*	1					
NA	0.033	.775**	1				
LC	0.096	.834**	.833**	1			
SE	.223*	.831**	.750**	.777**	1		
EE	0.134	.791**	.786**	.755**	.753**	1	
GSS	0.040	0.165	0.239**	0.189*	0.161	0.201*	1
Mean	4.03	3.5	3.41	3.44	3.27	3.38	2.94
SD	1.08	1.27	1.22	1.36	1.27	1.15	0.92

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Structural Equation Modeling (SEM)

The current study adopted partial least squares (PLS) which was adopted to estimate the measurement and structural model. The technique is suitable since it accommodates formative latent variables. Moreover, it allows for the determination of the relationship between the repressors' and the outcome variables. The path coefficients were obtained by bootstrapping- a nonparametric procedure that allows testing the statistical significance of various PLS-SEM results such as path coefficients, Cronbach's alpha, and R^2 values. The results indicated a positive relationship between students' attitudes towards behavior and entrepreneurial intentions ($\beta = 0.363$; $t = 2.779$, $p < 0.019$) (Figure 1, Table 6). The findings support the expectation of the study. These findings are consistent with past studies that found a significant positive relationship between students' attitudes and entrepreneurial intention (Autio *et al.* (2001); Mohammed *et al.* (2017). Also, the self-efficacy had a positive influence on students' entrepreneurial intentions ($\beta = 0.263$, $t = 2.725$; $p < 0.05$). The results are consistent with those of Yıldırım *et al.* (2016), and Nabil and Zhang (2020) who found that students showed a considerable self-efficacy and significantly influences entrepreneurial intention. However, the results are contrary to those that revealed that the subjective norms do not influence the student's entrepreneurial intentions (Mohammed *et al.* 2017).

Moreover, the path coefficients of locus of control and NA on EI were not statistically significant(all p-values >0.05) with negative path coefficients ($\beta_i < 0$). The research finding is consistent with that of Mohammed (2017) who found an non-significant locus of control behavioural intentions to entrepreneurship among Algerian students. In a Turkish study, Yıldırım *et al.* (2016) discovered that students have a more negative perception regarding the locus of control. Nevertheless, it differs with several studies that supported a significant positive impact of perceived behavioural control (PBC) on Student's entrepreneurial intentions (McGee *et al.*, (2009); Taouab, (2014); Pejic *et al.*, (2018)). Mohammed *et al.* (2017), perceived control on the student intentions is contextual and relies on the study population. They further argued that it works better in industrial economies.

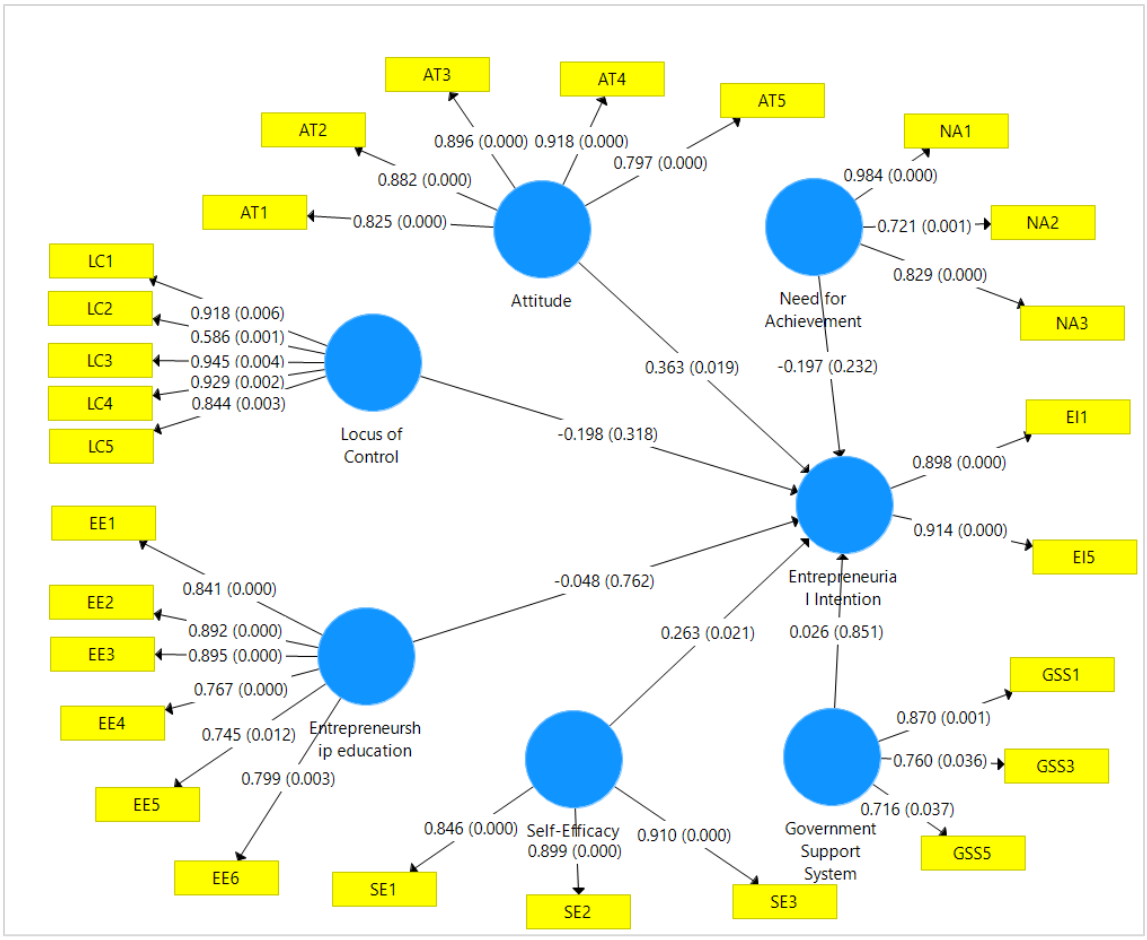

Figure 3: PLS and results of SEM analysis

Note: Outer model shows factor weights (p-values). The retained indicators have loadings exceeding 0.7. Convergent validity is attained since all the items are statistically significant. Inner model shows the path coefficient connecting each predictor variable and EI with their respective p-values in parenthesis. The regression coefficients of attitude and self-efficacy only are statistically significant at 1% level.

The results indicated that EE and GSS do not significantly influence the student's EI. Even though entrepreneurial training is offered to most courses, more so in the Faculty of Business, the findings do not support the expectation of significant positive impact on students' entrepreneurial behaviour. Contrary to the expectation of this study, the results indicated that EE does not significantly influence student's intention EI. Similar to the current findings, Karimi *et al.* (2012) found no significant effect on entrepreneurship education programs on entrepreneurial intention. As indicated earlier, the attitude scores among the students ranked the highest among other constructs. Thus, entrepreneurship courses offered to them may have a lesser impact on their attitude towards starting up new firms. According to Khuong (2016), while universities are offering entrepreneurial programmes, the curriculum lacks practicability and applicability that limit the students' skills to come up with new business ideas. Yıldırım *et al*. (2016) revealed that the educational programme has a significant influence on EI among Turkish students.

Most of the hindrances raised by Students are the common challenges faced by new firms including; access to capital and insufficient funds to run their business. Other issues raised were financial risk and uncertainties, stiff competition, unfavorable government policies such as taxation and fear of huge losses. Thus, while Students might have business ideas, government support systems may limit them to transform their ideas into reality. The result is consistent with those of Nabiland Zhang (2020).

Table 6: Path coefficients analysis for each predictor variable and Entrepreneurial intentions

	Path coefficient	Standard Deviation (STDEV)	t-Statistics	P-value
AT −> EI	0.363	0.131	2.779	0.019
EE −> EI	-0.048	0.155	0.311	0.762
GSS −> EI	0.026	0.134	0.193	0.851
LC −> EI	-0.198	0.188	1.052	0.318
NA −> EI	-0.197	0.155	1.272	0.232
SE −> EI	0.263	0.096	2.725	0.021

CONCLUSION, RECOMMENDATIONS AND POLICY IMPLICATIONS

The current study explored entrepreneurship intentions among Chuka University Students and the associated motivating factors. The TPB was selected as a framework to comprehend entrepreneurial intentions. Among the demographic variables, the entrepreneurial experience had a statistically significant impact on entrepreneurship intention among the students. There was no significant difference between gender and EI which is in line with the work of Smith *et al*., (2016) but contrast to the prior work of Zhang *et al*., (2014) that indicated Men had stronger EI than Women. Perhaps this can be attributed to Societies where it is the responsibility of men to provide for their families. Moreover, the findings denote the vital role of a woman in contributing to the building of the economy. The equality in entrepreneurial intentions in both male and female implies that women have realized their capability and can take up any business opportunity at hand. In line with Kenya's development goals, the current study proposes that gender equality should be upfront to boost women's innovative entrepreneurial ideas. Moreover, the socioeconomic policies should ensure that women are empowered and encouraged in pursuance of their business ideas.

The most crucial and practical deduction from TBP model in this study is the role of attitude and self-efficacy. Path coefficients from PLS analysis revealed that self-efficacy and attitude are significant predictors of Students' entrepreneurial intention. The findings affirmed the TPB proposition that Students' positive attitude enhance their intent to come up with new businesses. The results agree with Yıldırım *et al.*, (2016) assertion that entrepreneurship is the behaviour resulting from an attitude that reflects an individual's motivation and capacity to identify an opportunity and to pursue it into a reality. Since attitude is an individual perception, Students are encouraged to develop a positive attitude towards entrepreneurship. Encouraging them to venture into entrepreneurship solves the problem of unemployment among young graduates. As a result, the ripple effect can be reflected in sustainable economic growth owing to increased innovative activities. Nevertheless, the results did not support all the attributes in the TBP model. Locus of control and need for achievement had no significant impact on students' entrepreneurial intention.

Ideally, entrepreneurship education programs positively shape students' and nurture entrepreneurial skills and capabilities. Thus, there is a need for educational reforms that ensures that students receive adequate training and given practical experience for students to excel in entrepreneurship. Additionally, the study found that the government supporting systems (access to capital, access to business information) has no significant impact on entrepreneurial intentions. The finding implies that most youths in Kenya struggle to access funds for their businesses. Either they do not meet the requirements such as collaterals as a requisite to access capital. Moreover, the Students showed an intention of starting up new businesses, but unfriendly government support systems such as access to capital and taxes curtail their motives. Thus, efficient infrastructural support should be enacted at the national and county level to ensure that youth have access to cheap loans and readily available funds. The findings of the study indicate that although the entrepreneurial intention is personal, it is influenced by a set of factors internal to the individual and external. To stimulate entrepreneurial intention, factors that hinder or trigger these intentions need to be addressed.

The study findings carry important implications for educational programs and political reforms. Based on the study findings, the researcher suggests the following recommendations for the educational system and policymakers in entrepreneurial training and support of new business starters.

(i) Students should be encouraged to form or join student business clubs, organizations, contests where they can hold symposiums to discuss possible joint business ventures and new business opportunities.
(ii) Linking students to successful entrepreneur mentors and role models and holding youth

entrepreneurship awareness programs. Successful role models are a source of learning and can greatly influence attitudes and values necessary for boosting entrepreneurial intentions among university students.

(iii) Policy makers both at the government and university levels to consider and support entrepreneurship courses and activities that help stimulate positive attitudes towards entrepreneurship and self-employment among the youth. This can be done by establishing business incubators, Science Parks, which provide students with forum to enhance their skills.

(iv) The government's social and economic structures should be efficient to ensure that young graduates have access to information and access to capital in pursuit of their entrepreneurial activities.

LIMITATIONS AND RECOMMENDATIONS

The current study has several limitations that leave gaps for future research studies. First, the context of these results limits the generalizability to all university students and the public. The current study confined to Chuka University, Kenya. Future research can consider another institution or use panel designs cutting across other institutions in Kenya. Secondly, the analysis did not employ mediation analysis. Thus, future research can use mediation analysis to elucidate on the direct or indirect path of the predictors of entrepreneurial intention. Additionally, future research can consider other aspects such as beliefs, risk-taking, motivations, as possible attributes that might influence entrepreneurial intent among students in Kenya.

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