

An investigation of students' readiness towards entrepreneurial intentions at Kigali Independent University (ULK)

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Abstract

There is general agreement that entrepreneurship contributes to economic development and wealth creation. Attitudes towards the entrepreneur, entrepreneurial activity, and its social function are determinant factors for university students to decide an entrepreneurial career. As such, training or participation into entrepreneurial activities will highly influence the desire for students to become entrepreneurs.

This empirical study aimed at determining the readiness of students at ULK towards entrepreneurship, using a sample of 367 students.

Results revealed a positive attitude towards entrepreneurship, and a willingness to venture into a new business. It also revealed that gender and family background have no influence on students' attitude towards entrepreneurship, while perceived desirability, propensity to act and social desirability positively have an impact on entrepreneurial intentions of students.

Keywords: university student, attitude, entrepreneurship, and intention.

Introduction

Kirby (2011) observes that entrepreneurship has become so important that one of the major challenges facing all economies is their capacity to develop an environment that will support entrepreneurial culture, develop the necessary skills, attitudes and behaviors to prepare young people and others to pursue opportunities. Economic development and wealth creation are both supported by entrepreneurship (Louw, Bosch, & Venter, 2003). Even though it is argue that small business development is essential for economic growth and job creation (Louw et al., 2003), the reality is that historically, in most African countries, most graduates are prepared to enter the labor market as employees, but not as entrepreneurs. Most graduates had no intention of starting new ventures or of becoming self-employed. The traditional trend was, and may be, is still to be employed either by the government or in the worst scenario by a private organization. Working for oneself was regarded as a failure. The demand for an entrepreneurial driven economy has the benefit of creating employment for people that both the government and big organizations will not be able to employ (Kirby, 2011).

It is in this perspective that educational institutions could play a major role in preparing graduates to espouse entrepreneurial mindsets. Nabi and Holden (2008) contend that Higher Education (HE) is producing an ever increasing number of graduates and government policy in many countries is seeking to promote self/small business employment as a viable career option, not least because of the fierce competition for "large firm" jobs in the graduate labor market. Even though the World Bank has consistently ranked Rwanda as one of the world's leading pro-business reformers in recent years, the country is still among the world's most impoverished nations, with per capita GDP (PPP) standing at about \$1 (BREC, 2011). The economy is largely supported by the agricultural sector, which accounts for roughly 41% of GDP and employs 90% of the population, with coffee and tea as the country's primary exports (BREC, 2011). Given that the major aspiration of Vision 2020 is to transform Rwanda's economy into a middle-income country (per capita income of about 900 USD per year, from 290 USD today), and considering that this cannot be achieve through government actions and donors funds alone, it is imperative that productive entrepreneurship be fostered to perform its traditional role of creating wealth, employment and vital innovations through opportunities for profit (Rwanda, 2000). One of the six pillars of Vision 2020 formulated as

follows: “development of an efficient private sector spearheaded by competitiveness and entrepreneurship” is a call to engage educational institutions to support entrepreneurial culture.

The development of human capital is critical for national development (Norasmah, Norashidah, & Hariyaty, 2012), especially for countries with limited land, limited or no access to the sea like Rwanda. The government’s move towards driving the nation into a knowledge-based economy is a clear support to entrepreneurial initiatives. Further, the introduction of curriculum programs in entrepreneurship both in secondary schools and institutions of higher learning is an additional direction provided by the government. The introduction of entrepreneurship programs in institutions had the primary goal of generating high-quality human capital, with entrepreneurial thinking, attributes, and values, and the secondary goal of producing more graduate entrepreneurs to act as catalysts for economic transformation.

Iacobucci and Micozzi (2012) argue that recent studies show that entrepreneurship education plays a significant role in promoting the spirit of entrepreneurship among students. Packham, Jones, Pickernell, and Brychan (2010) note that students who have attended entrepreneurship courses are more likely to start their own business than those who haven’t. Menzies and Paradi (2003) in a more oriented study pointed out that entrepreneurship education, especially in scientific and technological universities, is crucial to enhance entrepreneurs’ innovation skills in a dynamic environment. Despite the importance of entrepreneurship education, Nabi and Holden (2008) posit that the link between education, training, the intention of students to set up a new firm and making entrepreneurship as their career is a complex and under-investigated process.

In view of the above, this paper intended to gauge the students’ entrepreneurial readiness and how entrepreneurship programs at university have influenced their intentions. The following questions therefore guided the investigation:

1. What are the entrepreneurial intentions of university students?
2. Does training in entrepreneurship and formal education have any impact on students’ propensity to become entrepreneurs?
3. What is the influence of demographic variables especially gender and family background in determining entrepreneurial intention?
4. What is the influence of perceived desirability and propensity to act in determining entrepreneurial intention?
5. To what extent do social influences contribute in shaping entrepreneurial intentions among students?

The paper is organized as follows. Section 2 reviews the literature on entrepreneurship, entrepreneurial readiness and intention. Section 3 gives information about methods and data. Section 4 reports the results and discussions of the empirical survey about entrepreneurship readiness among students at ULK. Section 6 draws the main conclusions.

Entrepreneurial intentions

In general terms, Sanchez-Escobedo, Diaz-Casero, Hernandez-Mongollon, and Postigo-Jimenez (2011) argue that research in entrepreneurship can be grouped into three main approaches: the economic approach, the psychological approach, and the sociological approach. In the economic

focus, relative aspects are applied to economic rationality with the supposition that entrepreneurship happens solely for economic reasons. The psychological approach states that individual features or psychological characteristics are the factors that determine the existence of entrepreneurship. The sociological or institutional perspective claims that it is the socio-cultural environment that determines whether or not an individual should start up a business.

Humans have the ability to think and choose, as a result, they do not engage in an entrepreneurial venture by accident, they rather plan. According to Krueger (2007) experts are made and not born, and to a great extent, entrepreneurs are made not born. Consequently, if we want to understand entrepreneurship, it is vital to understand how one becomes an expert entrepreneur (Krueger, 2007). In his view, evidence indicates that the content of an expert's knowledge base need not differ from that of a novice, but experts typically organize or structure the content differently. Beliefs play an important role in understanding what goes on in someone's mindset. They play a pivotal role in what we perceive as relevant in new knowledge, how we process stimuli and information, and finally, how we store and structure the knowledge resulting from these steps (Krueger, 2007). The author observes that most of us are "unmindful" or careless about our beliefs and the impact they have on our feelings, thoughts and even perceptions. If we fail to analyze our deep beliefs, we will not be able to understand entrepreneurship because behind entrepreneurial action are entrepreneurial intentions; behind entrepreneurial intentions are known entrepreneurial attitudes; behind entrepreneurial attitudes are deep cognitive structures; behind deep cognitive structures are deep beliefs (Krueger, 2007).

Since intentions can help to predict future behaviors understanding entrepreneurship will necessitate that one understands intentions (Krueger, Reilly, & Carsrud, 2000). Ajzen (1991) contends that when behavior is rare or difficult to observe, intentions offer critical insights into underlying processes such as opportunity recognition. Thus, intentions models offer an opportunity to increase our ability to explain and predict entrepreneurial activity (Krueger et al., 2000).

What predict entrepreneurial intention?

Obschonka, Silbereisen, and Schmitt-Rodermund (2010) note that research suggests that personality is an important predictor of entrepreneurial intentions. In the same vein, Holland (1997) argues that the choice of a vocation is an expression of personality. Drawing from extensive literature on entrepreneurship research, Koh (1996) identified five main psychological characteristics associated with entrepreneurship namely: need for achievement, locus of control, propensity to take risk, tolerance of ambiguity, self-confidence and innovativeness.

Need for achievement

It is believed that individuals with a high need for achievement have a strong desire to be successful and are consequently more likely to behave entrepreneurially (Koh, 1996).

Locus of control

Locus of control represents an individual's perceptions about the rewards and punishments in his/her life (Pervin, 1980). While individuals with an internal locus of control believe that they are able to control life's events, individuals with an external locus of control believe that life's events are the result of external factors, such as chance, luck or fate.

Propensity to take risk

A person's risk-taking propensity can be defined as his/her orientation towards taking chances in

uncertain decision-making contexts. Mill (1984) suggested that risk bearing is the key factor in distinguishing entrepreneurs from managers, and others have suggested that the entrepreneurial function primarily involves risk measurement and risk taking. It is believed that entrepreneurs prefer to take moderate risks in situations where they have some degree of control or skill in realizing a profit. Much of the entrepreneurship literature includes risk taking as a major entrepreneurial characteristic.

Tolerance of ambiguity

When there is insufficient information to structure a situation, an ambiguous situation is said to exist. The manner in which a person perceives an ambiguous situation and organizes the available information to approach it reflects his/her tolerance of ambiguity. A person who has a high tolerance of ambiguity is one who finds ambiguous situations challenging and who strives to overcome unstable and unpredictable situations in order to perform well. Entrepreneurs do not only operate in an uncertain environment; according to Mitton (1989), entrepreneurs eagerly undertake the unknown and willingly seek out and manage uncertainty. Thus, it is believed that tolerance of ambiguity is an entrepreneurial characteristic and those who are entrepreneurially inclined are expected to display more tolerance of ambiguity than others (Schere, 1982; Sexton & Bowman, 1985).

Self-confidence and innovativeness

Given the general notion of an entrepreneur as one who prefers to go into his/her own business, it can be expected that an entrepreneur must believe that he/she is able to achieve the goals that are set. In other words, an entrepreneur is expected to have a perceived sense of self-esteem and competence in conjunction with his/her business affairs (Robinson, Stimpson, Huefner, & Hunt, 1991).

Ho and Koh (1992) suggested that self-confidence is a necessary entrepreneurial characteristic and that it is related to other psychological characteristics, such as internal locus of control, propensity to take risk and tolerance of ambiguity. Innovativeness relates to perceiving and acting on business activities in new and unique ways (Robinson et al., 1991). As suggested by Schumpeter (1934) and Mitton (1989), innovativeness is the focal point of entrepreneurship and an essential entrepreneurial characteristic. Evidence reported in the entrepreneurship literature shows that entrepreneurs are significantly more innovative than non-entrepreneurs (Ho & Koh, 1992; Robinson et al., 1991).

The above list is not exhaustive with regard to entrepreneurial intention characteristics. But at least those factors have been tested and proved to have a larger predictive power to entrepreneurial intentions. The literature also shows that other factors as age, gender, educational background, previous work experience religion and minority in ethnicity would arouse entrepreneurial intentions (Wilbard, 2009). The same author further contends that political infrastructure and economic environment, information availability and social networks might have positive impacts on entrepreneurial intentions. It was enough to show the quality which we should bear in mind when we talk of people who stand to be entrepreneurs.

This study was informed by the model developed by Wilbard (2009), who combined two theories, the theory of planned behavior (TPB) and the entrepreneurial event model (EEM). According to the author, intentions in both models are explained by willingness and capability. The two models are summarized in Table 1.

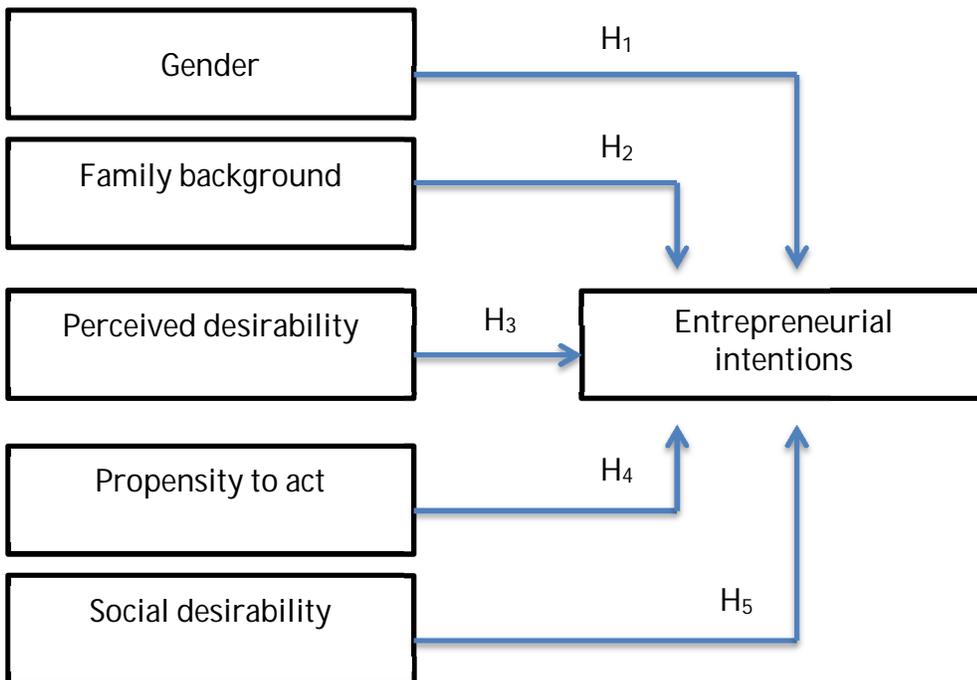
Table 1 Theory of planned behavior (TPB) and Entrepreneurial Event Model (EEM)

TPB	EEM
<ul style="list-style-type: none"> • Attitude toward behavior <ul style="list-style-type: none"> ○ The degree to which a person has favorable or unfavorable assessment of starting a business • Subjective norm <ul style="list-style-type: none"> ○ The perceived social pressure to either engage or not engage in entrepreneurship • Perceived behavior control <ul style="list-style-type: none"> ○ The perceived ease or difficulty of performing entrepreneurship 	<ul style="list-style-type: none"> • Perceived desirability <ul style="list-style-type: none"> ○ Personal attractiveness of starting a business • Perceived feasibility <ul style="list-style-type: none"> ○ The degree to which an individual feels capable of engaging in entrepreneurship • Propensity to act <ul style="list-style-type: none"> ○ The personal disposition of an individual to act on his decision

Source: Adapted from (Wilbard, 2009).

The proposed theoretical model in Figure 1 captures five constructs to predict students' entrepreneurial intentions. These are their gender status, their family background, how easy to behave entrepreneurially (perceived desirability), individual initiatives of students (propensity to act) and the social influence that surround students. As shown in the model in Figure 1, the general proposition is that each construct will positively influence entrepreneurial intentions.

Figure 1 Theoretical model of entrepreneurial intentions



Source: Adapted from literature

Personal background such as gender has been studied and found to influence entrepreneurial intentions. Thus, the first dimension of the model is gender. It has been documented that males have more entrepreneurial intentions and as such tend to be more likely and have more interest to start businesses leaving their female counterpart less likely to be founder of new businesses (Phan, Wong, & Wang, 2002). This leads to the first hypothesis of the study:

H₁ There is a positive relationship between gender and entrepreneurial intentions

It has been found that socialization impacts an individual's attitude towards entrepreneurship (Brockhaus & Horwitz, 1986). An individual socialization takes place at home, at the place of education and in other spheres of interaction. Socialization includes messages about what is good and positive, what lends status as well as what is valued by others. Family background and parental role modeling is one of the most prominent factor that affects early socialization and as a result formation of attitude towards entrepreneurship if the family is in that line. Early communication received and imbued by an individual from the family would impact career choices by inducing individuals to choose a career in which the family views them positively. We can therefore propose that family's occupational background is likely to impact the preferences of individuals towards entrepreneurs and entrepreneurship. Generally, individuals who had families with businesses tend to show higher attitude toward entrepreneurship than those that don't have. The second hypothesis is related to this assumption:

H₂ There is a positive relationship between family background and entrepreneurial intentions

The third variable in the model refers to perceived desirability. There are several models that were developed in an attempt to understand individual intentions towards act including starting a business. Although several scholars have discussed and tested intention models, Ajzen (1991) and Krueger (1993) are considered outstanding in terms of models used to study entrepreneurial intentions. In these models the major concern was the determination of what trigger a certain behavior as an ultimate outcome of intention/attitude. These models led into two famous theories, Ajzen's Theory of Planned Behaviour (Ajzen, 1991) and Shapero and Sokol's Entrepreneurial Event Model (Krueger, 1993).

Ajzen convincingly argued that actions are preceded by conscious decision to behave in a particular way. The theory postulates of intentions as being the results of attitude developed through life experience, personal characteristics and personal perception a person gather in the course of living. We can think of experience a student gathers in the course of studying. Ajzen defines attitude as the predisposition of a person to respond in a generally favorable or unfavorable circumstances with respect to the object of attitude. Attitude in this case is held responsible for determination of intention which must have an object to achieve (in this case entrepreneurship).

H₃ There is a positive relationship between perceived desirability and entrepreneurial intentions

The next variable is propensity to act or the individual ability to take initiatives. It is the extent to which a person feels able or not able to enact the behavior in question. The extent to which a person has control over the behavior and the confidence that one feels about being able to perform or not perform the behavior will determine this ability. Behavioral control is assumed to reflect past experience as well as anticipated difficulties or facilitating conditions. Behavioral control as explained in the model can indicate if an individual feels he or she can easily engage in entrepreneurial venture. The spirit of 'I will do it' (Krueger et al., 2000). It is the degree to which a student can feel individually able to start a business. Even if the motivation of students to behave

entrepreneurial can be high, there is still a possibility that the intention to start business can be hampered due to a low perceived ability to act on one's decision.

Opportunities therefore whether positive or negative have roles to play before a person execute a particular behavior, in this case entrepreneurship. The study will aim at testing the hypothesis on this argument formulated as:

H₄ There is a positive relationship between propensity to act and entrepreneurial intentions

Finally, it is assumed in the model that social desirability influences entrepreneurial intentions. Subjective or social influence refers to the perceived social pressure on a person to perform or not to perform the target behavior in this case starting a business. It is determined by two important factors, individual belief about how other people who may be close would like him/her to behave and positive or negative judgment of ones self about the belief outcome. For example if a society that surrounds students emphasizes on getting good education for the purpose of getting good jobs, entrepreneurship would then be regarded as less desirable as a career option. On the opposite, students from entrepreneurship friendly environments will have their intentions strengthened and reinforced (Kuehn, 2008). The social influence leads to the last hypothesis:

H₅ There is a positive relationship between social desirability and entrepreneurial intentions

Methodology

The participants in the study were 367 students from Kigali Independent University ULK). The study used a purposeful sampling technique because it was more convenient and could facilitate data collection given that most students were either writing their end of semester exams, or had already gone for holidays. The questionnaire used in the present research was adopted from Wilbard (2009). Moreover, five hypotheses related to the mentioned aspects have been tested. The adapted questionnaire was administered to the students in most cases after exam session. The information obtained was analyzed using the statistical software package SPSS version 20.0. Statistical techniques of univariable analyses (frequencies and percentages) and bivariabile (cross tabulation and mean test) were used. Cross tabulation and Pearson Chi-square were used to analyze the data obtained from the questionnaires. Gender, family background, perceived desirability, propensity to act and social desirability were crossed with the entrepreneurial intentions to test the five hypotheses.

Findings and Discussion

A total of 367 undergraduate students completed the survey instrument. The distribution of these students by gender, level of study and faculty is presented below.

Students' faculty

Table 2 shows the distribution of respondents according to their faculty. From the students who participated to the survey 74.1 per cent (272) were students from the faculty of Economics and Business Studies (EBS), 9 per cent (32) from the faculty of Computer Science, 9 per cent from Social Sciences and finally 8 per cent from the faculty of Law.

Table 2 Respondents by Faculty

Faculty	EBS	IT	SS	LAW
Frequency	272	32	35	28
Percentage	74	9	9	8

Respondents' level of study

Table 3 shows the level of study of respondents. The study revealed that the majority of participants were students in their third year of studies (47 per cent, 174), followed respectively by first year students (25 per cent, 91), fourth year students (23 per cent, 83) and finally second year students (5 per cent, 19).

Table 3 Respondents by level of study

Level	Year 1	Year 2	Year 3	Year 4
Frequency	91	19	174	83
Percentage	25	5	47	23

Students' gender

Table 4 shows the distribution of students according to their gender. The study revealed that male were 48 per cent (176) and 52 per cent (191) were female.

Table 4 Respondents by gender

Gender	Male	Female
Frequency	176	191
Percentage	48	52

Students' participation to entrepreneurship training or course

Table 5 shows the answer to the question: Have you ever attended an entrepreneurship training/course? A large number of students have attended either a training or a course on entrepreneurship (66 per cent, 243), while a relatively large number did not (34 per cent, 124).

Table 5 Respondents by training/course

Training/Course	Yes	No
Frequency	243	124
Percentage	66	34

Students' intention to become entrepreneur

Table 6 shows the answer to the question: What would you choose after completing your studies? Most of the students who participated in the study are of the view that they are convinced to become entrepreneurs (61 per cent, 225) while 39 per cent (142) do not intend to become entrepreneurs.

Table 6 Respondents by intention to become entrepreneurs

Becoming entrepreneur	Yes	No
Frequency	225	142
Percentage	61	39

Student parents' involvement in entrepreneurship

Table 7 shows the answer to the question: Is at least one of your parents self-employed? Most respondents reported that none of their parents is involved in entrepreneurial activities (52 per cent, 192), and 48 per cent (175) agreed that their parents are involved in entrepreneurship.

Table 7 Respondents by parent's involvement in entrepreneurship

Parents entrepreneur	Yes	No
Frequency	175	192
Percentage	48	52

Student's intention to become own manager

Table 8 shows the answer to the question: What would you choose after completing your studies? Most participants reported that upon completing their studies, they intend to be their own manager (80 per cent, 292) while a small number intends to seek for employment (20 per cent, 75).

Table 8 Respondents intentions upon completing studies

Upon completing their studies and becoming entrepreneurs	Yes	No
Frequency	292	175
Percentage	80	20

Student current involvement in entrepreneurial activities

Table 9 shows the answer to the question: Are you currently involved in any self-employment activity? The majority (57 per cent, 210) is not participating in any entrepreneurial venture while 43 per cent (157) do.

Table 9 Respondents and self-employment now

Any self-employment now	Yes	No
Frequency	157	210
Percentage	43	57

*Hypotheses testing**H₁ There is a positive relationship between gender and entrepreneurial intentions*

Table 10 shows the statistical test for hypothesis number 1. Hypothesis number 1 is not confirmed. There seems not to exist a positive relationship between the student's gender and entrepreneurship intentions: even though the female percentage that answered affirmatively to this question is slightly higher than the male, statistically there is no relationship between gender and entrepreneurial intentions. The p value (.482) is greater than the α value (.05), therefore the null hypothesis is accepted, and while our H₁ is rejected.

Table 10 Cross tabulation between gender and entrepreneurial intentions

Test	Male	Female
SD and D	15	14
NA	14	19
A and SA	147	158
χ^2 value = 3.470	p value = .482	

Note: SD = strongly disagree, D = disagree, NA = neither agree nor disagree, A = agree, and SA = strongly agree

H₂ There is a positive relationship between family background and entrepreneurial intentions

Table 11 shows the statistical test for hypothesis number 2. Hypothesis number 2 is not confirmed. There is no relationship between the student's family background and entrepreneurship intentions. In general the number of respondents whose family members are not entrepreneurs is slightly greater than those whose family members are entrepreneurs. However, statistically there is no relationship between family background and entrepreneurial intentions. The p value (.918) is greater than the α value (.05), therefore the null hypothesis is accepted, while our H₂ is rejected.

Table 11 Cross tabulation between family background and entrepreneurial intentions

Test	No	Yes
SD and D	14	15
NA	18	15
A and SA	160	145
χ^2 value = .943	p value = .918	

Note: SD = strongly disagree, D = disagree, NA = neither agree nor disagree, A = agree, and SA = strongly agree

H₃ There is a positive relationship between perceived desirability and entrepreneurial intentions

Table 12 shows the statistical test for hypothesis number 3. Hypothesis number 3 is confirmed. There is a positive relationship between the student's perceived desirability and entrepreneurship intentions. Statistically there is a relationship between perceived desirability and entrepreneurial intentions. The p value (.000) is smaller than the α value (.05); therefore the null hypothesis is rejected, while our H₃ is accepted.

Table 12 Cross tabulation between perceived desirability and entrepreneurial intentions

Test	Frequencies
SD and D	29
NA	33
A and SA	305
χ^2 value = 224.942	p value = .000

Note: SD = strongly disagree, D = disagree, NA = neither agree nor disagree, A = agree, and SA = strongly agree

H₄ There is a positive relationship between propensity to act and entrepreneurial intentions

Table 13 shows the statistical test for hypothesis number 4. Hypothesis number 4 is confirmed. There is a positive relationship between the student's propensity to act and entrepreneurship intentions. Statistically there is a relationship between propensity to act and entrepreneurial intentions. The p value (.000) is smaller than the α value (.05); therefore the null hypothesis is rejected, while our H₄ is accepted.

Table 13 Cross tabulation between propensity to act and entrepreneurial intentions

Test	Frequencies
SD and D	29
NA	33
A and SA	305
χ^2 value = 212.917	p value = .000

Note: SD = strongly disagree, D = disagree, NA = neither agree nor disagree, A = agree, and SA = strongly agree

H₅ There is a positive relationship between social desirability and entrepreneurial intentions

Table 14 shows the statistical test for hypothesis number 5. Hypothesis number 5 is confirmed. There is a positive relationship between the student's social desirability and entrepreneurship intentions. Statistically there is a relationship between social desirability and entrepreneurial intentions. The p value (.000) is smaller than the α value (.05); therefore the null hypothesis is rejected, while our H₅ is accepted.

Table 14 Cross tabulation between social desirability and entrepreneurial intentions

Test	Frequencies
SD and D	29
NA	33
A and SA	305
χ^2 value = 136.141	p value = .000

Note: SD = strongly disagree, D = disagree, NA = neither agree nor disagree, A = agree, and SA = strongly agree

Conclusion

The main conclusions of the research are the following:

1. The survey revealed that ULK students who participated in the study have a positive attitude towards entrepreneurship. The majority of these students (61%) answered that they intend to become entrepreneurs. Further, the study revealed that 80 per cent (292) of participants are also planning to become their own managers, while only 20 per cent will plan to seek for employment. They all agreed that a training or course in entrepreneurship has influenced their perception towards entrepreneurship.

2. The question regarding gender and family background influence on entrepreneurial intentions showed that there is no statistically significant relationship between gender, family background and entrepreneurial intentions.

3. The questions regarding the perceived desirability, the propensity to act, and the social desirability showed that there is a positive relationship between each of these three variable and entrepreneurial intentions.

Regarding students' current involvement in entrepreneurial activities, results indicated that less students have been involved in entrepreneurial activities during their studies. A large number hasn't been involved in any entrepreneurial activities during their studies.

Implications of the study

The model of entrepreneurial intentions presented in this study has practical implications at several levels. Two implications are briefly presented here. First it addresses the role that educational institutions play in fostering entrepreneurial education to students. It is established that attending entrepreneurial training or course has favored students' intentions to become entrepreneurs. However, teaching entrepreneurship skills cannot suffice, students should be taught how to implement such ideas while studying. Lecturers involved in entrepreneurship modules as well as their colleagues teaching other subjects should therefore involve them in entrepreneurial activities while they are still students. It is only by nurturing such skills that they will carry on the trend even after completing their studies. Second, students' attitude is an important element in determining entrepreneurial intentions. A positive mindset toward entrepreneurship will favor new ventures while a negative attitude will discourage their intentions.

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