

Determinants of Somali Student's Entrepreneurial Intentions: The Case Study of University Students in Mogadishu ¹

Liban Daud ALIN ², Esra DİL ³

Somalili Öğrencilerin Girişimcilik Niyetlerinin Belirleyicileri: Mogadişu'daki Üniversite Öğrencilerinin Örnek Olay İncelemesi

Determinants of Somali student's Entrepreneurial intentions: the case study of university students in Mogadishu

Öz

Bu araştırma, özellikle yerel üniversitelerden mezun olacak durumdaki Somalili genç öğrencilerin girişimcilik niyetlerini etkileyen faktörleri ortaya koymayı hedeflemektedir. Araştırmanın teorik çerçevesini, Planlı Davranış Teorisi oluşturmaktadır. Somali ülkesine ilişkin girişimcilik alanındaki literatür boşluğunu dolduracak şekilde, girişimcilik niyeti kavramına açıklık getirerek, bu çalışmanın alan yazına katkı sunması beklenmektedir.

Bu çalışmada nicel araştırma yöntemi, araştırma yaklaşımı olarak benimsenmiştir. Veriler, Mogadişu şehrinde yer alan 11 üniversitenin öğrencilerine anket dağıtılarak elde edilmiştir. Cevaplanan anket formlarından analize uygun olan 380 formun üzerinden analiz yapılmıştır.

Hipotez testleri sonucunda, kişisel tutumun ve algılanan kontrol davranışının girişimcilik niyetinde önemli bir role sahip olduğu görülmüştür. Bunun yanı sıra öznel normların, girişimcilik niyeti üzerinde anlamlı bir etkisinin olmadığı görülmüştür.

Abstract

This study investigates the factors that influence Somali young people's entrepreneurial intentions, particularly local university graduates. This article aspires to make a substantial contribution to Somalia's entrepreneurship. To support the research, the researcher employed the Theory of Planned Behavior and the concept of entrepreneurial intention. This research was conducted at eleven universities in Mogadishu, Somalia's capital. University students who are now exposed to changes in the entrepreneurial environment served as the study's unit of analysis. Because of the ease of access to the sample units, this study took a quantitative approach and used a non-probability convenience sampling method. A total of 380 sample replies were obtained from various universities after the questionnaire was distributed. The hypothesis was put to the test, and the results show that personal attitude and perceived control behavior play a significant role in entrepreneurial intent. Besides, the subjective norm does not affect entrepreneurial intention.

Anahtar Kelimeler: Girişimcilik, Girişimcilik Niyeti, Ajzen Teorik Modeli, Somali.

Keywords: Entrepreneurship, Entrepreneurship intention, Ajzen model of theory, Somalia.

Makale Türü: Araştırma

Paper Type: Research

¹ Bu çalışma Sakarya Üniversitesi İşletme Enstitüsü İşletme Anabilim Dalı'nda Esra DİL danışmanlığında Liban Daud Alin tarafından "Determinants of Somali students' entrepreneurial intentions: The case of university students in Mogadishu" başlığı ile tamamlanarak 07.06.2021 tarihinde savunulan Yüksek Lisans tezinden türetilmiştir.

² Yüksek Lisans Programı Mezunlu, Sakarya Üniversitesi, İşletme Enstitüsü, İşletme Enstitüsü, Yönetim ve Organizasyon YL Programı, liban.alin@ogr.sakarya.edu.tr, ORCID ID: <https://orcid.org/0000-0001-7913-1860>

³ Dr. Öğretim Üyesi, Sakarya Üniversitesi, İşletme Fakültesi, Uluslararası Ticaret ve Finansman Bölümü, esradil@sakarya.edu.tr, ORCID ID: <https://orcid.org/0000-0002-8593-5387>

1. Introduction

Nations worldwide are grappling with unemployment, and young people are finding it difficult to get suitable jobs due to a lack of expertise. The majority of academics, governments, and the media have expressed a strong interest in entrepreneurship, social, economic growth, job creation, and technical innovation. According to Van Aardt et al. (2008), entrepreneurship is an opportunity to establish, build, and develop a firm or organization, form an entrepreneurial team, and locate other resources to generate a long-term market. Increasing the number of entrepreneurs available reduces unemployment and boosts economic growth. The supply of entrepreneurs is determined by their entrepreneurial ambitions and activity (Kruger & Brazeal, 1994). The goal of students to become entrepreneurs has become a fascinating topic. Various research was conducted to determine the critical motives for entrepreneurship and analyze how self-employment is affected. Universities are now focusing their efforts on promoting entrepreneurship and fostering the entrepreneurial skills and attitudes required in the future. As a result, this study examines what influences Somali students' entrepreneurial intentions, particularly local university graduates.

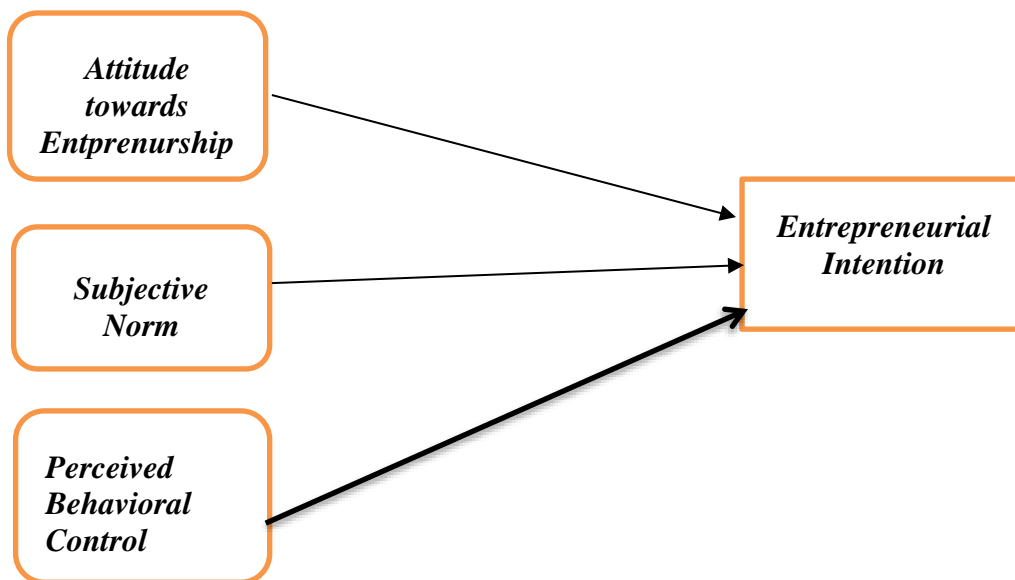
Since 1991, when Somalia's government fell apart, the country has been unstable. The civil war wreaked havoc on both government and non-governmental institutions. Human misery and humanitarian issues resulted from the prolonged civil conflict, making essential social services inaccessible. Public jobs have vanished, and the poverty rate has risen dramatically (Robinson, 2011). The number of Somali Diaspora members returning from Europe, North America, and other African nations to assist in rebuilding the country has increased as the country's political, economic, and security conditions improve. During the civil war, remittances from the diaspora were an essential source of capital for company expansion. Somali entrepreneurs helped develop the private sector, which resulted in a significant increase in family income. Older people, either local or foreign investors, run the majority of the core businesses. Many young individuals who have graduated from local universities, on the other hand, are starting new firms in the market. Previous research in Somalia has ignored chiefly this area of study, which is vital to families, universities, the governmental sector, and the private sector.

Furthermore, multiple studies have looked into Somali entrepreneurship from various angles. Most of Somalia's entrepreneurship study has concentrated on firms launched by foreign returnees and traditional businesses operated by the elderly. However, no single study has examined the determinants, or root causes, of Somalia's expanding number of young entrepreneurs. As a result, this research examines the factors that influence the entrepreneurial inclinations of young Somalian people, particularly local university graduates.

This study explores the factors influencing students' entrepreneurial inclinations at Mogadishu universities using Ajzen's (1991) model (TPB). This is the assumption that planned behavior predicts individual behavior. Understand that in the context of planned conduct, there is an objective universe in which an individual's attitude toward behavior, perceived behavioral control, and subjective norms influence action. According to the notion, behavior results from an individual's strategy for taking entrepreneurial action, making informed decisions, and making the optimal options. The three components of this strategy are subjective norms, perceived behavioral control, and attitude toward the behavior. As a result, the researcher must establish whether these factors impact Mogadishu university students' entrepreneurial inclinations. The primary purpose of this research is to add value to entrepreneurship research by evaluating students' desire to start a new business. In addition, the goal of this study is to identify the essential factors that influence students' decisions to become entrepreneurs.

2. Critical literature review and conceptual framework

Individual intentions, according to Ajzen (1987), are crucial in defining entrepreneurial aspirations. Many studies were undertaken around the world, employing diverse models to identify the primary driving elements of entrepreneurial inclinations (Malebana, 2014; Ozaralli & Rivenburgh, 2016). However, the Ajzen theory of planned behavior and the Shapero model of the entrepreneurial event are two different theories for this research (Krueger et al., 2000). A substantial amount of study has been done in the field of entrepreneurship, with most scholars employing the Ajzen theory to examine students' goals while deciding to become an entrepreneur (Ahmed et al., 2010; Liñán, 2008; Melabana, 2014). According to Krueger et al. (2000), the TPB's application to examine entrepreneurial intentions and activities proved correct in entrepreneurship's projected intent and behavior. According to Eagle et al. (2010), the TPB model examined entrepreneurship in 12 different nations, with encouraging results. As a result, the use of TPB to assess corporate intent is recognized as a legal right. However, the three major characteristics that considerably impact entrepreneurial ambitions are personal attitude, subjective norms, and perceived behavioral control. Each of the previously listed predictors is discussed in detail in the following sections.



Ajzen framework: Drawed by the researchers

2.1. Personal Attitude

The first variable in Ajzen's thesis is the personal attitude, which claims that each individual has a unique value for being an entrepreneur, which can be positive or negative (Ajzen, 1991). Mohammed et al. (2017) discovered that students' intentions toward entrepreneurship were influenced by their perspective regarding entrepreneurial intent. Individual attitudes impact intentions if role models affect them, according to Dohse and Walter (2012), who took a slightly different approach. A person's entrepreneurial intention is influenced by his or her positive entrepreneurship conviction. Previous research has found a strong, positive link between one's mindset and entrepreneurial intentions (Franke & Lüthje, 2004; Krueger et al., 2000). Malebana (2014) underlines the importance of personal factors in predicting the entrepreneurial inclinations of university students. His study focused on South African students, and he discovered that this characteristic had the most significant explanatory power and can have a substantial impact on student decisions.

2.2. Subjective Norm

The second variable in Ajzen's theory is the subjective norm. It shows whether a person is under societal pressure to establish a business, such as from family or friends. The majority of students considered entrepreneurship to be the best career option. This is primarily because their family and friends would support their decision to start a new business (Malebana, 2014). Subjective norms have no significant effect on the purpose of the student entrepreneur, according to Cera and Furxhiu (2017). Furthermore, according to Liñán and Chen (2009) and Ajzen (2001), the Subjective Norm (SN) represents the amount of approval for a specific activity by associated characters or individuals. Subjective norms are a party of convictions, according to the TPB. The subjective norm may impact a person's purpose if he accepts his recommendations to action. The persons mentioned in this section are a group of close relatives, cousins, spouses, close friends, teachers, and anyone else regarded as important in the person's life.

2.3. Perceived Behavioral Control

Perceived behavioral control, according to Ajzen (1988), characterizes behavior management by restoring the perceived simplicity or difficulty of the behavior. Its purpose is to convey the experience and foresee potential problems. These elements are intended to provide a sense of knowledge and awareness of barriers, and they indicate perceptions that it is difficult or impossible to complete an action. According to Cruz et al. (2015), behavior control is determined by self-viability, or whether people agree that certain behaviors are easy or challenging to perform. As a result, entrepreneurship's perceived control can be defined as an individual's evaluation of an entrepreneur's capacity and resources and the likelihood of success. Even though company resources and organizational capabilities are objective and essential for the success of the business process, there is no absolute number of resources or entrepreneurial skills that can have a meaningful influence.

According to the research, to abstract, the literature review, personal attitude, subjective norms, and perceived behavioral control all have a role in shaping a student's intention to start a new business. As a result, the Ajzen theory has been demonstrated to be the most accurate predictor of entrepreneurial inclinations among university students.

3. Methodology

This study used a quantitative method and followed a descriptive strategy. This study intends to test three main hypotheses. (Null hypothesis (H0): There is no positive effect on attitude toward entrepreneurship on Mogadishu universities students' entrepreneurial intentions. Alternative hypothesis (H1): There is a positive effect on attitude toward entrepreneurship on Mogadishu universities students' entrepreneurial intentions. Null hypothesis(H0): There is no positive effect of subjective norms on Mogadishu universities students' entrepreneurial intention. Alternative hypothesis(H2): There is a positive effect of subjective norms on Mogadishu universities students' entrepreneurial intention. Null hypothesis (H0): There is no positive effect on Perceived behavioral control on Mogadishu universities students' entrepreneurial intentions. Alternative hypothesis (H3): There is a positive effect on Perceived behavioral control on Mogadishu universities students' entrepreneurial intentions.)

A convenient sampling of Mogadishu's eleven institutions in Somalia Mogadishu was used to distribute adapted questionnaires from Liñán and Chen (2009). A total of 380 valid data points were examined utilizing demographic, descriptive, and correlated factors and multiple regressions. The survey included students majoring in various undergraduate university studies disciplines such as economics, business, and accounting. Obtaining a representative sample, we use non-probability convenience. After gathering data, frequency analysis in the SPSS 26 software program was used to

determine participants' proportions. The inferential statistic was also employed to investigate the relationship between variables. Finally, to determine the effects of PA, SN, and PBC on entrepreneurial intent. The following section interprets the findings.

4. Findings

4.1. Descriptive Statistics Outcome

Table 1. Age

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	242	63.7	63.7	63.7
	26-35	125	32.9	32.9	96.6
	36-45	12	3.2	3.2	99.7
	46- over years 1		.3	.3	100.0
	Total	380	100.0	100.0	

As table 1 displayed most of the respondents were (63.7 %) aged between 18 to 25 years old. Respondents follow this figure from age 26 to 35 years old (32.9 %), age of 36 to 45 years old (3.2%), and over 46 years old (.3%).

Table 2. Gender

Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	123	32.4	32.4	32.4
	Male	257	67.6	67.6	100.0
	Total	380	100.0	100.0	

As table 2 presented, most of the respondents (67.6 %) were male, and (32.4%) were female.

Table 3. Occupation Level

Occupation Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Employed Student	127	33.4	33.4	33.4
	Part-Time Working Student	88	23.2	23.2	56.6

Unemployed Student	165	43.4	43.4	100.0
Total	380	100.0	100.0	

As table 3 exhibited, most of the respondents (43.4 %) were unemployed students, (33.4%) were employed students, and (23.2%) were part-time working students.

Table 4. The Year of the Study at the University

Which year are you in university?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Year One	47	12.4	12.4	12.4
	Year Four	166	43.7	43.7	56.1
	Year Three	74	19.5	19.5	75.5
	Year Two	93	24.5	24.5	100.0
	Total	380	100.0	100.0	

As table 4 displayed, most of the respondents (43.7 %) were year four, (24.5%) were year two, (19.5%), were year three, and (12.4%) were year one.

Table 5. Reliability Analysis

Variables	N	Cronbach Alpha	Remarks
Personal Attitude	380	.77	Accaptable
Subjective Norm	380	.73	Accaptable
Perceived Behavioral Control	380	.80	Good
Entrepreneurial Intention	380	.86	Good

As presented in Table 5, the Cronbach's Alpha values reported at .77 for personal attitude, .73 for subjective norms, .80 for perceived behavioral control, and .86 for Entrepreneurial intention. Therefore, the reliability analysis used in this research is indicated as acceptable (Ramage et al., 2003).

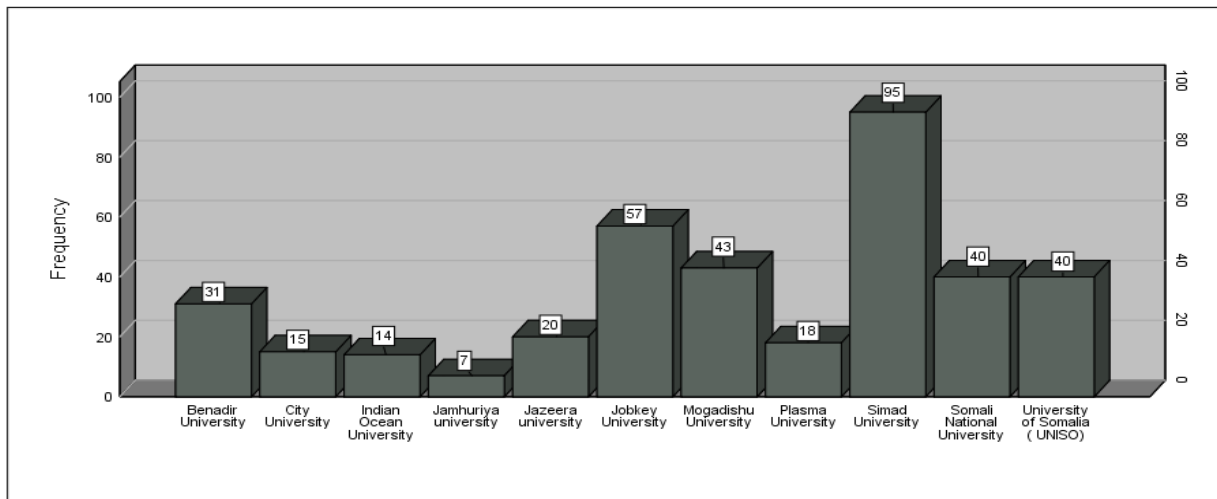
Table 6. Level of Education

Level of Education		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor Degree	325	85.5	85.5	85.5
	Master Degree	55	14.5	14.5	100.0
	Total	380	100.0	100.0	

Table 6 presented the level of education of the students. The participants' total number was 380 students of eleven different universities, and 325 (85.5%) were bachelor's degree while 55 (14.5%)

Table 7. Universities

In which university do you study



Footnote

As table 7 exhibited, the total number of participants was 380 students from eleven different universities. Most of the respondent's University student 95 (25.0%) were Simad University students, 57 (15%) were Jobkey University students, 43 (11.3%) were Mogadishu University students, 40 (10.5%) were Somali National University students, 40 (10.5%) were University of Somalia (UNISO), 31 (8.2%) were Benadir University students, 20 (5.3%) were Jazeera university students, 18 (4.7%) were Plasma University students, 15 (3.9%) were City University students, (3.7%) were Indian Ocean University students, 7 (1.8%) were Jamhuriya university students.

Table 8. Descriptive Statistics on Variables (Total Number 380)

Variables	Mean	Standard Deviation
1. Personal Attitude		
Being an entrepreneur implies more advantages	3.72	1.329
A career as an entrepreneur would be attractive to me	3.84	1.217
If I had the opportunity and resources, I would like to start a firm	3.84	1.211
Being an entrepreneur would entail great satisfactions for me	3.74	1.239
Among various options, I would rather be an entrepreneur	3.64	1.245
2. Subjective Norm		
If I decided to create a company my close family would approve of that decision	3.64	1.339
If I decided to create a company my friends would approve of that decision	3.53	1.294
If I decided to create a company my colleagues would approve of that decision	3.45	1.324
If you decide to create a firm, would people in your close environment approve of that decision	3.43	1.335
3. Perceived Behavioral Control (PBC)		
To start a business and keep it working would be easy for me	3.54	1.316
I am prepared to start a viable firm	3.55	1.224
I can control the creation process of a new firm	3.64	1.260
I know the necessary practical detail to start a firm	3.51	1.230
I know how to develop an entrepreneurial project	3.71	1.221
If I tried to start a firm, I would have a high probability of succeeding	3.64	1.207
4. Entrepreneurial Intention (EI)		
I am ready to do anything to be an entrepreneur	3.83	1.237
My professional goal is to become an entrepreneur	3.87	1.176
I will make every effort to start and run my own firm	3.93	1.197

I am determined to create a firm in the future	3.82	1.182
I have very seriously thought of starting a firm	3.80	1.175
I have the firm intention to start a firm someday	3.69	1.195

As presented in Table 8, a fundamental descriptive analysis was conducted to determine the average score and score dispersion for attitude constructs, subjective norms, perceived behavioral control, and entrepreneurial intent. Results were shown in Table 9, indicating that the mean score of attitudes is average, which recommending that the respondents have a favorable attitude towards entrepreneurship. At the same time, mean scores of subjective norms and perceived behavioral control were average. Most respondents exhibited that family members and important people played a significant role in encouraging them to engage in entrepreneurial endeavors. The respondents also revealed that engaging in entrepreneurship is a way to practice the university's theoretical knowledge. They are confident that if they have their own business, they'll succeed.

Table 9: Multiple Regression of Attitude, Subjective Norms, Perceived Behavioral Control against entrepreneurial Intention

Model Summary

Model	R	R Square	Change Statistics							
			Adjusted R Square	RStd. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. Change	F
1	.707 ^a	.500	.496	3.87425	.500	125.255	3	376	.000	

a. Predictors: (Constant), PBC, SN, PA

b. Dependent Variable: EI

To achieve the objective of this study, multiple regression analyzes were performed to test the above hypotheses. The results of the analysis showed that the R square (R2) was 0.496. This means that the three independent variables of attitude towards entrepreneurship, subjective norm, and perceived behavioral control, have explained nearly 50% of the variance within entrepreneurial Intention. R2=.500 This means that 50% of the linear regression explains data variance. Therefore, this supported the validity of the model proposed in predicting the student's Intention towards entrepreneurship.

Table 10: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5640.157	3	1880.052	125.255	.000 ^b
	Residual	5643.683	376	15.010		
	Total	11283.839	379			

a. Dependent Variable: EI

b. Predictors: (Constant), PBC, SN, PA

ANOVA analysis reports that the model is important because the sig level is 0.000 and $F=125.255$). that means the model is a good fit for the data.

Table 11: Coefficiency

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.630	.990		4.679	.000
	PA	.527	.055	.433	9.598	.000
	SN	.053	.060	.039	.894	.372
	PBC	.355	.049	.342	7.308	.000

a. Dependent Variable: EI

On the other hand, the constant is an immutable coefficient that is not interpreted in extraordinary circumstances. As a result, inclusion in this model is not acceptable. It doesn't have the same impact on our model ($\text{sig}=0.000$). Personal attitude is essential for measuring the entrepreneur's aim as a factor since its importance results revealed less than 0.05 ($\text{sig}=0.000$). This suggests that their attitude influences the student's objective as an entrepreneur. As a factor, subjective norms are unimportant for estimating an entrepreneur's intention since their importance results were more than 0.05 ($\text{sig}=.372$). This implies that subjective norms have little bearing on a student's desire to start a business. According to the study's findings, the value of perceived behavior control in determining the entrepreneur's intention is less than 0.05 ($\text{sig}=.000$). Students' entrepreneurial intention had a favorable effect on the variable personal attitude ($p<0.05$). As a result, the researchers support H1. Similarly, the second conclusion was that perceived behavioral controls were strongly influenced by entrepreneurial ambition on the other independent variable, indicating that the researcher supported H3. Finally, because the significance level is more significant than 0.05, the third variable is independent of subjective standards and unaffected by entrepreneurial ambition among students. The researchers supported H0.

4.2. Interpretation of the Results and Discussions

This study aims to indicate: Determinants of Somali students' entrepreneurial intentions by applying the theory of planned behavior (TPB). This research found that attitudes towards entrepreneurship and perceived behavioral control substantially affect Somali students' entrepreneurial intentions. Consequently, the researcher supports previous researchers who have found that personal attitude and perceived behavioral control substantially influence entrepreneurial intention (Mahmoud,2014; Robledo, et al., 2015; Dinc & Budic, 2016; Bachiri, 2016). While the results show that subjective norms do not significantly impact the entrepreneurial intentions of Somali students. The researcher also supports former researchers who have found that subjective norms have no significant impact on entrepreneurial intention (Mahmoud,2014; Robledo, et al., 2015; Bachiri, 2016; Cera & Furxhiu, 2017; Kabir et al., 2017; Karimi, 2019). This shows that students planning to be entrepreneurs were mostly influenced by their perception of the degree of ease and difficulties in

entrepreneurial activities, with 50% of the TPB model's explanatory power on entrepreneurial intention.

The research also reveals that personal attitude developed as a crucial factor influencing students' entrepreneurial intention due to the personal attitude variable's highest Beta value. Perceived behavioral control emerged as the second most vital influence, followed by subjective norms. This study confirmed that this model is sufficient to explain the factors influencing Somali students' entrepreneurial intentions. This study shows that attitude towards entrepreneurship and perceived behavioral controls are essential factors influencing Somali students' entrepreneurial intentions to become entrepreneurs. Therefore, policymakers should consider these two factors to encourage more Somali students to engage in entrepreneurship.

5. Conclusion

To sum up, the researcher explained the Ajzen model of Planned Behavior theory. The TPB model clarifies human behavior's diversified nature and the relevant determinants as a significant subjective procedure model for assessing entrepreneurial intent. Engle et al. (2010) stated that entrepreneurship in 12 different countries was analyzed using the TPB model and yielded positive results. The use of TPB to examine business intent is therefore recognized as a right. Besides, TPB is an effective and robust business purpose research and demonstration model. Finally, the researcher examined and summarized 16 countries that used the TPB model and those 16 countries, 6 of them found that subjective norms do not affect entrepreneurial intention. As a result, we found that subjective norms have no significant impact on Somali student's entrepreneurial intentions.

Thus, this study recommends parents and family members encourage their children's entrepreneurial spirit and partnerships to create jobs in society. Moreover, instructors, parents, relatives, and successful entrepreneurs should encourage potential graduates to mentor them to develop their entrepreneurial talents. But firstly, universities should offer students more courses for entrepreneurship, enabling them to equip themselves with the knowledge and skills to be more optimistic in business activities to control situational factors. The perception of behavioral control over entrepreneurship influences students' intentions to become entrepreneurs.

Finally, the government should establish suitable structures and procedures through its ministries and agencies to assist new businesses, particularly business graduate students, when opportunities and resources are plentiful. For example, knowing that government financing is available can encourage students to engage in entrepreneurial activity. In addition, students will be inspired by current businesspeople who will share their success stories and encourage them to pursue careers in business.

Statement of Research and Publication Ethics

This study (Sakarya University Rectorate Ethics Committee Approval, 30.10.2020, 61923333/050.99) has been prepared in accordance with the rules of scientific research and publication ethics.

Authors' Contributions to the Article

The first author (50%) and the second author (50%) contributed equally to this article.

Declaration of Conflicting Interests

The authors declared no potential conflicts of interest.

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