

**T.C.
SAKARYA UNIVERSITY
GRADUATE SCHOOL OF BUSINESS**

**DETERMINANTS OF SOMALI STUDENTS'
ENTREPRENEURIAL INTENTION: THE CASE OF
UNIVERSITY STUDENTS IN MOGADISHU**

**MASTER'S THESIS
Liban Daud ALIN**

**Department : Business Administration
Field of Science: Management and Organization**

Thesis Advisor: Assist. Prof. Esra Dil

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Supervisor: Assist. Prof. Esra Dil

Sakarya University

Jury members: Assist. Prof. Mehlika Saraç

Bursa Uludağ University

Assist. Prof. Semih Okutan

Sakarya University



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Öğrencinin

Adı Soyadı	:	Liban Daud Alin
Öğrenci Numarası	:	Y176004033
Enstitü Anabilim Dalı	:	İşletme
Enstitü Bilim Dalı	:	Yönetim ve Organizasyon
Programı	:	<input checked="" type="checkbox"/> YÜKSEK LİSANS <input type="checkbox"/> DOKTORA
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LIST OF ABBREVIATIONS

ANOVA	: Analysis of variance
EEM:	: Entrepreneurial Event Model
EI:	: Entrepreneurial Intention
ESSP	: Education Sector Strategic Plan
GDP:	: Gross Domestic Product
GEM:	: Global Entrepreneurship Monitor
HIPC	: Heavily Indebted Poor Countries
I O M:	: International Organization for Migration
IMF:	: International Monetary Fund
IT:	: Information Technology
PA	: Personal Attitude
PCB	: Perceived Behavior Control
SCT	: Social Cognitive Theory
SDG-4	: Sustainable Development Goal
SMEs	: Small and medium-Sized Enterprises
SMPS	: Staff Monitor Projects
SN	: Subjective Norm
TEE	: Theory of Entrepreneurial Event
TPB	: Theory of Planned Behavior
TRA	: Theory of Reason Action
VC4	: Virtual Container

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The Title of Thesis: Determinants of Somali Students' Entrepreneurial Intentions: The Case of University Students in Mogadishu	
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Department: Business Administration Subfield: Management and Organization	
<p>This research aimed to investigate the factors that affect Somali youngsters' entrepreneurial intentions, specifically local university graduates. The objective of this thesis is to make a significant contribution to the field of entrepreneurship in Somalia.</p> <p>This study consists of five chapters. The first chapter discussed the concept of entrepreneurship, and the second chapter discussed theories of entrepreneurship, and the third, the researcher discussed Somalia's historical background, including education, economy, and entrepreneurship. The fourth chapter was concerned with the literature review, the theory of planned behavior, and prior studies of entrepreneurship intention. In the fifth chapter, the researcher has discussed data analysis and interpretation. The researcher used the Theory of Planned Behavior and the concept of entrepreneurial intention to support the research. This study was conducted at eleven universities in the capital city of Mogadishu, Somalia. The unit of analysis was university students who are currently exposed to changes in the entrepreneurial environment.</p> <p>This study used a quantitative approach, and the sampling method used was non-probability convenience due to the ease of access to the sample units it presents. The questionnaire was distributed, and 380 sample responses were received from several universities. The hypothesis was tested, and the result reveals that personal attitude and perceived control behavior have a significant role in entrepreneurial intention. Besides, the subjective norm does not affect entrepreneurial intention.</p>	
Keywords: Entrepreneurship, Entrepreneurship Intention, Ajzen Model of Theory, Somalia.	

Tezin Başlığı: Somalili Öğrencilerin Girişimcilik Niyetinin Belirleyicileri: Mogadişu'daki Üniversite Öğrencileri Örneği	
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<p>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.</p> <p>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.</p> <p>Çalışmanın tasarımı beş ana bölümden oluşmaktadır. Birinci bölüm girişimcilik kavramını irdelemektedir. İkinci bölüm ise girişimcilik teorileri bakımından alan yazını taramaktadır. Üçüncü bölümde, Somali'nin eğitim, ekonomi ve girişimcilik gibi alanlardaki tarihsel arka planını serimleyen bağlam bilgisine yer verilmiştir. Dördüncü bölüm, davranış teorileri ve girişimcilik niyetine ilişkin eleştirel literatür taramasına yer vermektedir. Son bölümde ise, araştırmacı sahadan topladığı verileri analiz ederek bulguları yorumlamıştır. Analiz öncesinde yöntemsel yaklaşıma dair bilgi sunulmuştur.</p> <p>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.</p>	
Anahtar Kelimeler: Girişimcilik, Girişimcilik Niyeti, Ajzen Teorik Modeli,Somalia.	

INTRODUCTION

Globally, nations face a problem of joblessness just as youngsters have difficulty getting good work because of a lack of experience. Most scholars, governments, and the media showed great interest in entrepreneurship, creating economic, social development, providing jobs, and encouraging technological innovation. An individual's business intention is to run a new company and bring some design to an existing company. Several research studies focus on university students to measure entrepreneurial intent. They are the most appropriate candidates for action.

Education and entrepreneurship are needed for economic expansion and development to bring societies a bright future. Entrepreneurship becomes a widely studied subject. A great opportunity of interest is attached day by day while both individuals and countries require it to move progressively. Entrepreneurs offering creative and innovative business ideas in economic advancement and starting businesses that constitute financial cells are incredibly valuable to countries in their technology and innovation systems. These entrepreneurs are necessary for building blocks of economies of nations.

Entrepreneurship is a dynamic method of concept, innovation, and production. It needs an application of power and desire to create and implement new ideas and inventive solutions. Significantly, universities provide entrepreneurship education for prospective entrepreneurs to effectively improve their innovative and creative thinking skills since they are the driving force of economic development. Thus, entrepreneurship is an open concept that innovatively fills an individual's location. This approach has changed the process of business is managed at each level and in every country.

Entrepreneurship history is new in Somalia, which began around 1994, later the civil war, when remittance companies and telecommunications companies personally owned by Somali entrepreneurs appeared to work unlimited in Somalia. In this period, the country has become one of Africa's most critical private-enterprise countries, such as telecommunications, financial services, exports, and imports. The private sector's cheap and high-quality telecommunication services are among Somalia's success stories in growth in the private sector. Furthermore, rising remittance companies provide poor and low-income Somali families affordable high-speed, robust coverage and secure money transfers. This study examines the determinants of students' entrepreneurial intentions from Mogadishu universities by building on Ajzen's (1991) Model.

The reason behind this theory is the theory that planned behavior predicts individual behavior. Understanding in the view of planned behavior, there is an objective world in which action is influenced by an individual's attitude to behavior, perceived behavioral control, and subjective norms. The theory suggested that behavior results from an individual's plan to engage in entrepreneurial action, make informed choices between alternatives, and make the right decisions. This theory contains three elements: subjective norms, perceived behavioral control, and attitude toward the behavior. Therefore, the researcher needs to know if these factors influence Mogadishu university students' entrepreneurial intentions.

According to Reynolds (2015), Global Entrepreneurship Monitor represented entrepreneurship as a "worldwide phenomenon" that is on the increase. The 1990s realized the main start-up movement in change economies. Private area movement is comparatively new (Peng, 2001). In the late 1990s, increased U.S. entrepreneurship, topping the new millennium (Bygrave et al, 2003). The entrepreneur makes a new business idea; entrepreneurship provides social wealth by creating new flea markets, institutional structure, innovation, new ventures, and net increment in real productivity. The occupations formed through their activities, in turn, lead to the evenhanded distribution of income, which terminates in higher values of living for the population the benefits of entrepreneurship -new jobs. Higher earnings and increased wealth are mainly substantial benefits of entrepreneurship. There is growing recognition that private sector improvement has an essential role in poverty reduction. The private division, including small firms, establishes and sustains the necessary jobs for poor people to work and get the income needed to obtain goods and services. However, they do not provide a considerable influence on economic development. They prevent poverty from increasingly moving worse under certain conditions or represent a basis intended for future community progress (Sandy, 2004).

In the Somali community, women are traditionally perceived as the family's resolution, the essential caring for the family and youngsters, though the man guards for the family and acts as its decision-maker and agent (Ali, 2012). However, the circumstance changed after the crumbled focal government in mid-1990, Somali women increasingly diverse in several spots, like entrepreneurship. ***Here is my research problem***, Somali entrepreneurs improved the private sector, and families' income involved dramatically increased. The main businesses are mainly run by old aged people- either local investors or from abroad.

However, these days many youngsters who graduated from local universities engaging new startups have been seen in the markets. This research area, which is essential to family, universities, public and private sectors, has been largely ignored in previous studies conducted in Somalia. Furthermore, many studies have been undertaken to look into Somali Entrepreneurship from various angles. Most studies conducted on entrepreneurship in Somalia have been made on enterprises created by returnees from abroad and old-fashioned businesses run by older people. However, no single research is devoted to examining the determinant factors of Somali student's entrepreneurial intention. Therefore, this investigation intends to investigate factors that affect Somali youngsters' entrepreneurial intentions, specifically local university graduates.

Purpose of The Research

Students' intention for entrepreneurship has become an exciting subject. Different studies were investigated to find the primary motivations for entrepreneurship and to explore how self-employment is affected. Today, universities concentrate on enhancing entrepreneurship and developing the entrepreneurial skills and behaviors needed in the future. Hence, this research examines which factors affect Somali students' entrepreneurial intentions, particularly local university graduates.

Research Questions

- a. Does personal attitude affect the entrepreneurial intentions of students?
- b. Do subjective norms affect a student's decisions to become an entrepreneur?
- c. Does the perception effect student's opportunities for carrying out a new business?

Methodology Of the Research

A quantitative approach was applied to examine interrelationships between dependent and independent variables using descriptive statistics, correlation, and multiple regression analysis. The questionnaire was adapted from (Linan and Chen, 2009), for primary data was collected online. The first unit of the survey was measured demographic variables, while the second part of the survey marked entrepreneurial intention amidst students and their determinants. Finally, the results were analyzed using statistical analysis software called the Statistical Package for Social Sciences (SPSS 25).

Important of the research

In Sub-Saharan Africa, entrepreneurship education examinations are typically limited. A few researchers investigate this topic, such as Gerba (2012) and Pedrini et al. (2017). However, they found positive outcomes due to the entrepreneurship program's enormous incompatibilities between universities across regions and countries. However, there are no single exploration-related determinants of student's entrepreneurial intention in Somalia, so my examination goes to fill in that gap. Furthermore, the researcher also pointed out the main contribution of this study. 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 and Budic, 2016; Bachiri; 2016). This research's results show that students planning to be entrepreneurs mainly were 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.

Organization of The Thesis

This study was organized into five main parts, including the introduction part and the purpose of the research. The first section provides the historical background of entrepreneurship, key terms definitions, the concept of entrepreneurship, entrepreneurship education, entrepreneurship intention. The second section is theories of entrepreneurship. Theories of entrepreneurship are, including the theory of entrepreneurial competency, Social Cognitive Theory, and Theory of Entrepreneurial Events. The third section was assigned to Somalia: the education system, economy, and entrepreneurship. The fourth section examined the literature review concerning the definitions and the concepts associated with the determinants of student's entrepreneurial intentions. The researcher has also discussed an Ajzen Theory of planned behavior, which was applied in the study. The researcher has explained objective of the study, hypothesis, research questions and the research methodology, the data analysis techniques, and procedures in the fifth part. Moreover, the researcher has presented the study results and analysis of data that have been done. The researcher has also explained the interpretation of the data collection results, discussions, conclusions, and recommendations.

CHAPTER 1: CONCEPTUAL FRAMEWORK OF THE STUDY

Introduction

Entrepreneurship is the art of starting a business, practically a startup business suggesting an innovative product, goods, or service. This entrepreneurship area is too broad, and it has received significant scientific research attention in the literature. The entrepreneurship theory was founded for the first time in the 1700s and has grown since then (Hoselitz, 1955). For economists, the entrepreneur is an individual who can accept the risk of new employment if the chance for profit is relevant or the efficiency of the entrepreneur as an innovator can suggesting innovation in the market. The development of entrepreneurship provides people with inspiration and business knowledge to create a profitable organization. It is all about forming a corporation from scratch by generating innovative concepts and translating them into a profitable business. Therefore, this section will address the preliminary part of the research. It includes a historical background of entrepreneurship, critical definitions of entrepreneurship, entrepreneurship education, and entrepreneurship intention.

1.1. Historical Perspective of Entrepreneurship

According to (Hisrich et al, 2019). the word entrepreneur is French, and literature translated into a taker. The phrase of entrepreneur used during the historical period to describe a person managing large business projects through the resources supplied person who signed a contractual agreement with the government to contribute stipulated goods or provide a service was recognized as an entrepreneur in the 17 centuries. Richard Cantillon enhanced the first leading theory of entrepreneurs in the 18th century, and he claimed that an entrepreneur is an adventure. If we examine the traders, farmers, and experts, they all work at risk. For instance, the traders purchase goods at a known value and sell them at an unknown price. Moreover, this shows us that they are working at risk. The entrepreneur was viewed with an economic perspective during the late 19th and early 20th eras. The entrepreneur arranges and works business for personal profit. A significant name in the history of entrepreneurship is Joseph Alois Schumpeter (1883-1950), who proposed a profound theory or model of entrepreneurship at the beginning of the 20th century, which is regarded as a breakthrough theory of entrepreneurship (Boyle, 2017).

During the 20th and early 21st century, the nation of the entrepreneur as an inventor was established. The theory and model of Schumpeter's entrepreneurship are of great interest

even after more than a century of its formulation, as the forerunner of the subsequent model of entrepreneurship with its focus on entrepreneurship as varied business activity planning, financing organization, development, etc. Entrepreneurship has emerged as a subject of increasing interest among management scholars and social scientists since the 1980s. The subject, particularly in business schools, has grown in legitimacy (Cooper, 2005).

1.2. Concept of Entrepreneurship

According to (Stevenson and Jarillo, 1986). the concept of entrepreneurship at the inception of the 21st century, entrepreneurship's value has become an aspect of improving economic growth. Researchers can dynamically discover how entrepreneurship contributes to progress. The definitions used essentially for the investigation studies associated with entrepreneurship are keeping an opportunity irrespective of accessible assets.

The process of building, thinking, and continuing to focus on the overall approach and explicit authority dependent meaning of opportunities to be perceived (Timmons, 1999). Later, Hisrich and Peters (1998) then described entrepreneurship as a sense of the critical, not psychological, businessman's view.

Melody (2011) describes the entrepreneur's willingness to do a new business within organizational development by showing their brutal character. Moreover, Park and Ahn (2016) have told the young CEOs that entrepreneurship is essential in developing their business exhibitions, and they want to make an effort to build their business skills. Nevertheless, the significance of entrepreneurship has changed depending on the circumstances faced by individual businesses, nations, or ages. The definition used mainly for recent examinations is Miller's (1983) definition concept, which states that entrepreneurship is conduct. Joining or redistributing assets through creativity enters the venturesome soul and creates a risk-taking brain a new value. The nature of entrepreneurship is an optimistic vitality that challenges or improves traditional expectations by responding intensely with a creative and inventive brain to changing environments. Business development for young people will help tackle youth unemployment, low and falling rates of financial growth, and economic growth.

Foundation entrepreneurship has been seen as a way of life and helps the meditation method overcome menaces and raise challenges and opportunities (Gerba, 2012).

The positions entrepreneurs play in recent decades cannot be overemphasized. These role models involve but are not limited to creating new ideas, the subsequent change to helping enterprises, the innovative processes or methods and the generation of mass employment, etc. (Türker and Selçuk, 2009).

The global financial crisis has generated problems for less efficient businesses (Sivarajah and Achchuthan, 2013). Companies are shown differently, but the tremendous unemployment rate with graduating students of higher institutions is impressive. Because of the critical role entrepreneurship now occupies in economic growth, scholars have begun studying what factors stimulate people's interest in shifting an entrepreneur. Mainly different factors were examined to activate entrepreneurial intent (Bolton and Lane, 2012). Although Türker and Selçuk (2009) pointed to a correlation between entrepreneurial intention and the factors of self-confidence, risk-taking, self-control, and achievement criteria that surviving literature has established. Self-reliance, as a determinant of intention, was widely examined in various subjects.

Intention indicates how hard individuals are willing to attempt how much energy they provide to achieve the behavior (Ajzen, 1991). Generally, the stronger intention is, the more probable that an individual will perform a behavior (Wu, 2010). He also stated that studying intention is practical because it is difficult to measure actual behavior in research. Entrepreneurial intent is closely related to entrepreneurship. Entrepreneurial intention is intimately associated with entrepreneurship behavior. Ajzen (1991) has referenced that intention is a primary predictor of behavior. Krueger et al. (2000) have also clarified that entrepreneurial behavior is intentional and planned. However, entrepreneurship is a demonstration of a business or organization is built and scaled to generate revenue. The definition of entrepreneurship does not demonstrate that entrepreneurship is something people do to understand their work and dreams and direct them in their individual decisions. Building a life on your terms is bound, not bosses. No programs are limiting.

Moreover, nobody grabbed you back. Entrepreneurship can take the initial action to create a more reliable place for everyone in it. Although the entrepreneur's value is much more than just doing a business or a work creator, entrepreneurs are among the world's most special transformers, from Elon Musk to Bill Gates and Steve Jobs, manufacture computers in all homes.

Entrepreneurs perceive the world creatively, and the entrepreneur's description constantly debates the massive impact entrepreneurs should have on the planet. Entrepreneurs understand opportunities and solutions where the everyday person only understands difficulties and problems—understanding what an entrepreneur can help more people realize the importance they offer to the world. According to (Scharmm, 2009), entrepreneurship is increasingly turning into an inseparable piece of the worldwide DNA and ought to get a sensible or progressively obvious decision. Schramm (2006), entrepreneurship suggested that one or more individuals challenge new organizations' financial risks and use new technology or creative technologies to generate value for others. Besides, entrepreneurship aims to find and achieve prospects, produce new goods, services, and reach potential value.

According to Hisrich (2006), several researchers attracted university students' entrepreneurship for nearly two decades. People should master three "education" passports should be learned the first is scholarly, cultural, and science passports; the second is technical identification, that is, professional experience and technology; and the third is evidence of an individual's knowledge and skills in developing and create a passport for entrepreneurship training. In any event, if an individual has no third identifier, his academic and professional experience will not work successfully (Zhang et al., 2011). Furthermore, Gong and Xie (2009), declared university students should find a new way to face intense rivalry in the labor market, and enterprise employment is economical and challenging. Expanding university students' entrepreneurial skills and souls must become fundamental intentions of higher education. Nevertheless, the external environment is crucial if college students want business success, but their psychological characteristics are essential.

1.3. Definition of The Terms

According to Bednarzik (2000), enterprise is a crucial source of jobs, innovation, product and service quality, economic elasticity, competition, and economic growth. Entrepreneurship is also a process where numerous individuals join society's economic and community standards, integrate people, and facilitate cultural formation and social progress.

Stevenson and Jarillo (1990) defined entrepreneurship as "a method whereby people in their personal or inside businesses pursue improvement irrespective of the resources they

currently dominate." Hisrich et al. (2005) defined entrepreneurship as allocating time and work, taking on additional economical, mystical, and social dangers and obtaining rewards.

According to Yoon (2004), entrepreneurship intention is the initial stage of building one's business. Before deciding to start your business, you should have a positive attitude and experience towards a start-up.

Van Aardt et al. (2008) describe entrepreneurship as an opportunity to start, build and develop a business or organization, create an entrepreneurial team, and find other resources to use the long-term market for development. Bygrave and Hoper (1991) identify entrepreneurship as the function, action, and activities linked with the perception of possibilities and organizations' production.

Krueger et al. (2000) defined entrepreneurial intention as an effort to start a business so that one would not move on without it. Understanding that starting a company can be satisfied by establishing and planning the activities is essential to comprehend start-ups' general marvels. It is a critical component in determining new enterprises' early qualities (Bird, 1988; Katz and Garter, 1988).

According to Gird and Bagraim (2008), entrepreneurial intention studies are incredibly crucial in the effort of improving new business innovations. The foremost essential to spur entrepreneurship is the entrepreneurial intention, which stands as a process in which individuals make decisions to exploit innovative prospects to create a new business (Shane and Venkatraman, 2000). Souitaris et al. (2007) defined entrepreneurship education as an essential component of the future entrepreneur's attitude and intention.

According to Rwigema and Venter (2004), the proposed entrepreneurship is the method of imagining, planning, driving, and, through creativity, training a business opportunity in an uncertain and demanding environment, a likely high growth venture. Though a fundamental entrepreneurship description, it is a little restricting.

The more progressive entrepreneurship definition is also regarding change worldwide by solving huge problems like starting social change, establishing a unique product, or introducing a new life-changing resolution. However, there is no specific definition of entrepreneurship since it is interpreted differently by various authors.

One of the significant expectations is that these scholars and authors belong to multiple fields such as sociology, psychology, management, practitioners, and administration.

1.4. Entrepreneurial Intention

The concept most widely used to understand the phenomena associated with a business is entrepreneurship. Looking at the definition of undertaking in the Morris (1998) study, it could be seen that entrepreneurship is often highlighted when an organization is to be established. Shapero (1981) asserted that entrepreneurs with entrepreneurial intentions are significant to their capacity to restore economic downturns and self-transforming characteristics for the nation, region, and business. Therefore, our society needs to add to the steady economic development by encouraging a positive attitude in students' minds to foster and promote new businesses.

According to Krueger et al. (2000), entrepreneurial intent from a procedural point of view; entrepreneurial intentions are vital in the company growth process. It probably predicts that the company's demonstration would appear. Enterprise activities can be seen as deliberate, planned, and professional selection in a wide range. Furthermore, Krueger et al. (2000) noted, in general, career intentions are linked to other than educated feelings and perceptions. Thus, career choices are cognitive processes used by individuals to deal with awareness, attitudes, and convictions (Lima et al., 2012). The intention to do business can be defined as the motivation for a person to do business. Experiments investigated the factors influencing individuals or once based on demographic variables and the sense of personal and individual life (Krueger et al., 2000). Further studies have shown that emotional and situational features are not enough to foresee business functions, so it is necessary to understand entrepreneurial intentions influenced by entrepreneurial education.

1.5. Elements of Entrepreneurship

There are different views on the business components amongst the researchers. Schumpeter (1939) described business as an engine of transformation with attributes like proactivity, innovation, and risk-taking trends. Lassen et al. (2006) defined entrepreneurship as independence, adventure, design, and forward-looking. Based on the latest detailed and systemic examinations into the world of entrepreneurship, Miller (1983) arguments that the overriding factor such as proactivity, innovation, and risk-taking was entrepreneurship. These three characteristics are also considered as core elements in this examination.

1.5.1. Innovativeness

According to Van de Ven (1992), the most critical component of entrepreneurship, administration, and cultural management can be seen as an innovation to recognize the need for new thinking and actions. Lumpkin and Dess (1996) have maintained that the progression of innovative products and services, unique expertise, technical leadership, research, and development are essential. However, Lee (1999) noted innovation emphasizes technological innovation or carries out product design, industry analysis, and market innovation ads focused on innovation methods and trial management strategies. Furthermore, Kang (2011) indicated that creativity is one element of business strategies that can be crucial for fostering investment to achieve a competitive advantage inconsistent growth in new technology and product development. Therefore, innovativeness should be regarded with all these concepts and reasons as a critical part of entrepreneurship. Businesses will respond to the rapidly evolving climate at the time of the fourth industrial revolution.

1.5.2. Proactiveness

Proactivity is a forward-looking mindset allowing an entrepreneur to estimate the future when strategically decided. The entrepreneur conducts dynamically after forecasting future changes and demands of the market. Lumpkin and Dess (1996) retain the proactivity signal a company's business chance or critical stage.

Therefore, companies proactively improve new products and find new markets in an overly uncertain world or aggressive efforts to gain a leading position in a newly-created market (Kim, 2015). Covin and Slevin (1991) contended pro-active entrepreneurs more vigorously than others. This suggests that they slightly criticize their competitors and strive to reliably present new goods or services to their organizations for enhancement and management. Proactivity can, therefore, be defined as a tendency to contribute aggressively to one stage before its competitors (Kim,1994).

1.5.3. Risk-Taking

Risk-taking is the ability to capture and engage in aggressive opportunities in an unpredictable world that recognizes the risks involved. Jung (2015) described this term as risking dynamic conduct in an uncertain situation. While entrepreneurs at low risk are working to prevent risks or cautious choices, those with high-risk choices are making

quicker decisions (Bin and Park, 2002). In the meantime, Sexton and Bowman-Upton (1986) maintain that risk management implies their readiness to confront or understand vulnerabilities. Therefore, risk management is essential only if a contractor is cautious in taking advantage of a lucky break and does not take risks.

1.6. Entrepreneurship Education

According to Lorz (2011), entrepreneurship education has seen a noteworthy development in recent decades in most industrialized nations. The number of subjects related to entrepreneurship systems has been brought up in the US tenfold from 1979 to 2001. Also, an incredible increment in dedications in entrepreneurship programs is still increasing. This development can be measured as a characteristic of general governmental belief in the positive crash-economic and political infrastructure. Public policy creators have also recognized the significance of entrepreneurship as a supporter of economic improvement and consequently support instruments like entrepreneurship education in entrepreneurial ventures (Lorz, 2011).

Researchers claim that entrepreneurship is an intelligent and engineered behavior that explains growing economic productivity, innovative ideas, and job development. Studies show that entrepreneurship can teach and recognize some of its perspectives as critical tools for applying entrepreneurial convictions, purposes, and skills.

Due to the growing importance of entrepreneurial education's influence on students' entrepreneurial intentions, universities and colleges have offered such an education. The impact of their programs, however, remained mainly different (Karimi et al., 2016). Though entrepreneurship and entrepreneurship education are the foundation of any country's economy, the idea is the entrepreneur's position as the cornerstone within the economic system. Entrepreneurial education concentrates on developing comprehension of the entrepreneur's behaviors, skills, and characteristics in a broadly different perspective. According to Lorz (2011) Quality Assurance Agency (2012), entrepreneurship education plays an essential role in increasing a country's number of new entrepreneurs, especially in low- and moderate-income nations.

Education in entrepreneurship has a broad definition of economic, social, and cultural factors. Therefore, entrepreneurship is a dynamic, rapid development and social process. In these procedures, an individual or group identifies innovation opportunities and transforms thought into social, cultural, and economic practices and activities.

In these procedures, individuals or groups identify innovation opportunities and convert their ideas into social, cultural, and economic practices and actions. However, several researchers have identified a crucial impact on entrepreneurship education entrepreneurial intention. For example, Hattab's (2014) studies in Egypt, including college students, indicate that entrepreneurship education significantly affected entrepreneurial intention. Frank and Luther (2004), the intention of students to become entrepreneurs can be developed by entrepreneurial education. The lack of administrative skills is the primary motivation for the deception and achievement of entrepreneurs, and training is a useful instrument for improving managerial skills. It is also evident that business preparations and entrepreneurship have confirmed the impact of entrepreneurship as a choice of profession (Dyer, 1994). Entrepreneurship programs are seen as vital to improving progress and entrepreneurship. These systems' effect on business expectations remains generally ignored (von Graevenitz et al., 2010).

Conclusion

In conclusion, in this section, the researchers have discussed entrepreneurship's historical perspective, the concept of entrepreneurship, definitions of the terms that include entrepreneurship, entrepreneurship intention, and entrepreneurship education. Also, the researcher discussed elements of entrepreneurship that include innovativeness, proactiveness, risk-taking. Entrepreneurship is the art of starting a business, practically a startup business suggesting an innovative product, goods, or service. Before deciding to start your business, you should have a positive attitude and experience towards a startup.

Van Aardt et al. (2008) describe entrepreneurship as an opportunity to start, build and develop a business or organization, create an entrepreneurial team, and find other resources to use the long-term market for development. However, in my view of the definition of the Entrepreneurship is, Entrepreneurship is a dynamic method of concept, innovation, and production. It needs an application of power and desire to create and implement new ideas and inventive solutions Furthermore, the more progressive entrepreneurship definition is also regarding change worldwide by solving huge problems like starting social change, establishing a unique product, or introducing a new life-changing resolution. However, there is no specific definition of entrepreneurship since it is interpreted differently by various authors. One of the significant expectations is that these scholars and authors belong to multiple fields such as sociology, psychology, management, practitioners, and administration.

CHAPTER 2: THEORIES OF ENTREPRENEURIAL INTENTION

Introduction

Rising the supply of entrepreneurs decreases unemployment and stimulates economic growth. Entrepreneurs' supply depends on their entrepreneurial intentions and activity (Kruger & Brazeal, 1994). Existing behavioral theories describe that entrepreneurial activity is an attitude-inspired process mediated by intention and improved behavioral control. These theories are social cognitive theory, entrepreneurial competence, and entrepreneurial event theory. Therefore, in this chapter, the researcher will discuss entrepreneurial intention theories that include social cognitive theory, entrepreneurial competencies, and entrepreneurial events theory.

2.1. The Theory of Entrepreneurial Competency

According to Boyatzis (1982), entrepreneurial competencies are described as essential characteristics of an individual, resulting in establishing a new enterprise. In a rival business environment, corporate activity changes regularly with rapid technological developments. An entrepreneur is committed to interacting with these environmental forces and is highly skilled in various aspects such as the intellectual, behavioral, and managerial aspects. Therefore, entrepreneurs can develop, organize businesses and all their risks (Mitchelmore and Rowley, 2010: 99).

Entrepreneurs are also regularly examined to spread competence that allows their companies to provide their unique products or services. The theory of managerial skills presents a source of entrepreneurial skills (Mitchelmore and Rowley, 2010: 99). Boyatzis (1982) shows the connection between management and entrepreneurial skills. Different scholars began to examine organizational skills in the 1960s and 1970s, keeping them in the 1980s (McClelland, 1961, 1973; Boyatzis, 1982), While it emerged later, in the 1980s and 1990s, to explore entrepreneurial skills (Chandler & Hanks, 1994). The researchers investigate the examination that relates to managerial and entrepreneurial skills. However, most researchers who study entrepreneurial skills develop their performance in the competence procedure.

Chandler and Jansen (1992) examined the skills essential to successful entrepreneurship. They suggested that the essence of entrepreneurial skills define the ability to contrast business opportunities., the academics connected individual skills to three fundamental

roles that they believed to be essential for a successful contractor: managerial, business, and technical positions.

Bird (1995) said skills are entrepreneurial and can be learned. Bird also argued that a person's aspects are secure and defined as inaccessible because we cannot recognize them. Determinants that influence business skills improvement should be considered are education, experience, and entrepreneurship (Bird, 1995: 21). However, the necessary skills of managers and entrepreneurs are not consistent.

Busenitz and Barney (1997:15-23) contrasted excessive dependency on managers and entrepreneurs' decision-making processes. The scholars have said they think differently. Kiggundu (2002) alleged that fundamental entrepreneurial skills maintained the following properties: relationships, principles, beliefs, expertise, skills, personality, knowledge (social, technical, managerial), attitude, and behavior. The highlights of practical and sustainable entrepreneurship are also important. Some study shows that entrepreneurship skills are essential for a business, while a company's growth requires management skills. Others indicate that entrepreneurship in both fields includes skills. The skills of the entrepreneur are described as a contractor's overall strength in doing a job (Man et al., 2002). The researchers recognized that the entrepreneurial context is personal, while the management connection is corporate (Mitch- Elmore and Rowley, 2010: 97).

According to Kyndt and Baert (2015:13-22), entrepreneurial capabilities anticipate future entrepreneurship. A review study has shown that entrepreneurs and their competencies are needed to succeed in small and medium-sized enterprises. Entrepreneurial skills need to be recognized since businesses, companies, and higher education institutions can only impact their growth in this way (Kyndt and Baert, 2015: 13). The older generation grew from the recognition of experience, mainly work experience in the company, to acquire business expertise and, consequently, worked to join the business world. It was not typical for entrepreneurial skills to be studied in an organization without practical work. The young age of today grows in the age of education.

Since business skills are learning, preparing, and entrepreneurship training is an excellent way to gain skills, it should be the base for entrepreneurship. Fresh and modern entrepreneurs are usually younger than older generations. (Schøtt et al., 2015: 10). Besides, entrepreneurial skills can be understood as a person's ideas. By contrast, an entrepreneur is an innovative person who wants to take risks to maximize profit.

Many scholars have attempted to build these entrepreneurial skills into crucial areas of expertise while describing entrepreneurship in possession of characteristics, skills, and knowledge.

Competence is defined as the experience, abilities, attitudes, and skills needed for a job (Baum, et al.; 2001). Competencies are changeable, learnable, and achievable through knowledge, study, and teaching (Volery et al., 2015). As a joint component of attitudes, skills, and experience, the concept of competence focuses on meeting the complex needs of an adequate environment (Mulder et al., 2007). Moreover, competence intimates the adequacy of knowledge and ability to conduct anyone in a wide range of situations. Entrepreneurial capacity involves identifying a new opportunity and enhancing the assets and capital required to maintain it (Arthurs and Busenitz, 2006).

Bird (1995) recognizes that entrepreneurial skills are essential to successful entrepreneurship studies (Mitchelmore & Rowley, 2010); competence involves special knowledge, motive, trait, image, and social roles. They bring various qualifications like skills, expertise, financial, organizational, and legal expertise (Kuratko, 2005). The resource-based view centered on corporate capital as critical components of business success, contributing to its birth, survival, and development (Peteraf & Barney, 2003). Therefore, an entrepreneur's skills are an essential factor in achieving excellence in performance, ensuring a company's sustainable business growth and success while focusing on companies that have changed to be the best in their respective business areas.

According to Lee et al. (2016), five magnitudes of entrepreneurial competencies are opportunity competencies, administrative competencies, relationships competencies, personal competencies, and commitment competencies. Moreover, entrepreneurial abilities attribute various abilities and characteristics that make an entrepreneur useful in a rival environment, becoming increasingly chaotic and unpredictable. Researchers have devoted considerable time and effort to classifying features, standards, feeling conditions, and cognitive styles associated with business success.

The unique and strange skills that are crucial to the development of entrepreneurial connections remain difficult (Morris et al., 2013). Researchers have tried to translate these entrepreneurial traits into critical competence areas besides identifying abilities in solving characteristics. For example, Huck and McEwen (1991) find administration, planning, budgeting, and marketing to be Jamaican entrepreneurs' three most valuable skill regions.

Minet and Morris (2000) prove the essence of entrepreneurial skills is adaptation. Chandler and Jansen (1992) claim that two competencies are needed to play an entrepreneurial role effectively. One is the capacity to identify and forecast the opportunity; the other is the drive to recognize company success, requiring the willingness and ability to make substantial efforts for long and arduous hours. Baum et al. (2001) differentiate specific skills and general skills. Particular skills include industrial skills and technological skills, whereas general skills include organizational abilities and chance recognition. Sony and Iman (2005) separate entrepreneurial skills into four components: administration competencies, business competencies, professional skills, and opportunities skills.

According to Man et al. (2002), entrepreneurial competence is defined as higher levels of individuality, expertise, and capacities, which may be the entrepreneur's overall ability to succeed. In their operations, six essential areas of competence are recognized. (1) opportunity, (2) organizing, (3) strategic, (4) relationship, (5) commitment, and (6) conceptual competence.

2.1.1. Opportunity Competencies

One of the various common skills towards the entrepreneur is the ability to do so. For example, McClelland (1987) states that one of the skills of profitable entrepreneurs is "perceiving and leveraging opportunities. Chandler and Jansen (1992) suggest one of the essential business characteristics expected is to understand and exploit opportunities. Such competencies include entrepreneurial activities to identify opportunities, actively search for new opportunities, and improve prospects.

2.1.2. Organizing Competencies

According to McClelland (1987), "efficiency advice," "critical job quality concern," and "monitoring" are the skills needed to ensure that an organization performs well in the management of various business areas. Therefore, these skills are recognized as leading, controlling, monitoring, organizing, and developing external and internal resources to function efficiently.

2.1.3. Strategic Competencies

As the company owner, the entrepreneur must construct the whole organization. Such skills require that the entrepreneur has a great idea or picture for his business, has

particular objects to reach or express, and develops strategies for achieving these dreams and goals. Hence, these competencies relate to the environment, assess and implement its strategies, and require broader and longer-lasting experience and abilities.

2.1.4. Relationship Competencies

According to Man et al. (2002), competencies relate to individual and community interactions, such as creating a relationship and trust atmosphere, using contacts and alliances, functional skills, communication, and interpersonal skills (McClelland, 1987; Lau et al., 2000). An entrepreneur must retain talents, ideas, compelling and interpersonal abilities.

According to Bird (1995) this relationship-building trend was explained as a corporate bond, which grows or dissolves as the company blends relationship-building and relationship restructuring (Ramsden and Bennett, 2005). Evidence shows that small businesses are heavily dependent on their chains because they are assisted by practitioners and authorities such as attorneys, accountants, lawyers, and consultants—besides states, organizations for research and training, even manufacturers and customers (Ritter and Gemunden, 2004). Therefore, the capacity to develop and sustain a constructive working relationship with customers is a relation competence.

2.1.5. Commitment Competencies

Influential entrepreneurs are typically identified with restless moods as hardworking people. Besides proactively addressing their obligations and responsibilities, they have considerable competence to perform, discover, and dedicate themselves carefully. It reflects the entrepreneurial role of the drive to understand Chandler and Jansen's (1992) success. Another view of this field is the initiative or proactive approach that describes how the action has been requested or forced by events (McClelland, 1987). Hence, commitment competencies are also often those that motivate the entrepreneur to make a change.

2.1.6. Conceptual Competencies

Conceptual competencies represent a skill that is usually considered essential for business performance, not merely identifiable conduct. Conceptual competencies contain the ability to improve cognitive and critical thought, learning, decision making or problem-solving, temporal stress support, creativity, and risk management (McClelland, 1987;

Bird, 1995). They have a critical connection to entrepreneurship and can be seen less immediately. They require a basic level of conceptual activities and are seen in the contractor's actions when analyzing, learning, decision-making, problem-solving, etc. They can also improve the efficiency of a present or future task. Like strategic skills, conceptual skills required a more abstract level of skill. In contrast to strategic skills, conceptual skills involve short-term perspectives; instant events or automatic responses are needed (Man et al., 2002).

2.2. Social Cognitive Theory

Social cognitive theory (SCT) is generally a psychologically derived theory that describes how individuals create different human processes, including collecting and acquiring social methods of information and expertise. Its emphasis is on forms of learning and the interaction of many variables. Developed by Bandura from the mid-1970s, Social cognitive theory (SCT) has been widely used in research across different modes (Bandura 1977; 1986; 1988; 1989; 1998; 2000; 2001; 2004; 2009). Social cognitive theory is generally a psychologically derived theory that describes how individuals create different human processes, including collecting and acquiring social methods of information and expertise. Its emphasis is on forms of learning and the interaction of many variables.

Bandura (1986) states that adapted social learning theory as SCT covers learning determinants ignored in its predecessor: cognitive elements that are important to the learning process. A distinctive feature of Social cognitive theory (SCT) is the collaboration between social and cognitive learning factors as determinants of the behavior (Pálsdóttir, 2013). It is known as 'mutual determinism' (Bandura, 1971). A "triadic mutual cause" causal model introduces three sets of questions that share interaction and influence. Cognitive and other personal considerations, such as beliefs, objectives, and convictions; (ii) environmental factors and (iii) behavioral factors.

For example, individual aspects determine how individuals' models are recognized and how their effects are strengthened. In essence, the actions of people in the learning situation are decided. Social cognitive theory (SCT) provides a structure for understanding the mechanisms for career selection and meaningful academic selection within Bandura's (1986) social cognitive theory of the formation of career and education interests, career and career pathways, and performance and persistence.

Social cognitive theory (SCT) integrates environmental impact on vocational and academic interests, preferences and performance development, and follow-up.

The determinants of entrepreneurship form the complex web of different analytical concepts. Entrepreneurs and professional psychologists have sought distinct constructions unique to future novices, both individually and externally. Furthermore, passion is essential for business formulation and growth. The literature almost reveals the most exciting questions about entrepreneurial passion: how in these individuals, who are still not formally or actively entrepreneurs, business intentions can and do affect. The scientists use social cognitive theory developed by Bandura (1986, 2012) to address this gap and classify influences in the individual and business climate. Post-learning SCT occurs in a social context through complex and reciprocal interaction of the individual, the environment, and the actions. Based on this, our attention is on the move from the hobby to new business intentions. Promoted by environmental intensity, and personal factors include physical characteristics such as sex, age, race, career, physical attractiveness, human expectations, ideas, emotions, and cognitive skills that define external attractions. Cognitive competencies and emotional states are essential in identifying and deciding on environmental clues.

According to Ko and Butler (2007), creativity is considered a critical personal element, often described as relevant for entrepreneurship or performance, associated with identifying new businesses' changes. Thus, creativity will lead a person to become an entrepreneur in active idea generation and problem-solving processes. In other words, innovation can influence the intentions of individuals to participate in enterprises. Self-effectiveness implies confidence in one's skill to perform duties and creates a unique SCT component (Bandura, 1997). However, the growth and improvement of the individual's behavior continuously change growth and development—partner with individual efforts to satisfy needs and reach a more outstanding quality of life and efficiency.

To contact the expected behavior, it needs a learning method within self-experience, learn from others, and learn from the surrounding environment. Moreover, the conduct of individual entrepreneurship can be improved within the learning process. The learning method of entrepreneurship introduces Bandura's social cognitive learning theory. This theory is essential literature, especially concerning the role of the family in developing individuals' entrepreneurship interests. Particularly those associated with role models' behavior demonstrated that a crucial factor in building part and self-experience.

2.3. Theory of Entrepreneurial Events (TEE)

Shapero and Sokol (1982) developed the theory of entrepreneurial events (TEE). The communication of businesses' cultural and social aspects was described by determining individuals' attention (Krueger et al., 2000). For this reason, the model regards enterprise as an alternative or a potential substitute for an external change (Miralles et al., 2012). In this model, Shapero and Sokol's entrepreneurial intentions depend on three critical variables: perceived desirability, perceived feasibility, and propensity to act. Perceived feasibility is represented as standard people think that they can start a business successfully. The perceived desirability can be defined as the desirability of the business start-up concept. Besides, the propensity to act is conceived as a unique feature.

Shapero and Sokol's (1982) tendency to act is more like the locus of control. All three variables are used to forecast one's entrepreneurial intentions. Theory of entrepreneurial events assumes that the individual has a way of dealing with essential things, such as family, employment, social status, ability to fund, cultural values, and education. The method of behavior formation can be adjusted by positive, neutral, or negative cause events. The involvement of a festive activator event allows a person to understand his or her business intention. Therefore, becoming an entrepreneur should begin with a clear intention because the entrepreneurial activity is carried out intentionally regularly.

Krueger et al. (2000) conducted a survey comparing Shapero's entrepreneurial event theory and the Ajzen Planned Behavior Theory. Their investigation concluded that both models could expect entrepreneurial intent. A more robust corporate intention relationship followed the theory of enterprise events. Their research also found that the two models of research were interrelated when used for entrepreneurship research.

The Shapero model is used as a reference in various samples and testing sites for other researchers. Some researchers test the model and findings in different contexts, such as Weerakoon and Gunatissa (2014), exploring undergraduate entrepreneurship in Sri Lanka. Alhaj et al. (2011) analyzed the intention of community college participants in Malaysia. Ngugi et al. (2012) explore Kenya's university students' entrepreneurial sense.

Other scholars research contexts and sets in several different fields (Segal et al., 2005, Elfving et al, Brännback, and Carsrud, 2009). Shapero (1982) has set a standard for how entrepreneurial intentions are influenced. He claims that desirability, viability, and propensity to act are the most significant considerations impacting a person's decision to

start a company. However, the Entrepreneurial Intentions (EI) Model was conducted to show entrepreneurial intention in a rare environment. In 2012, John Karanja Ngugi and his colleagues used Shapero's model to characterize Kenyan university students' entrepreneurial intentions. They had a clear connection between entrepreneurship courses, which perceived desirability and perceived viability, and self-employment. Entrepreneurial Event Theory suggests that two conditions should be satisfied before beginning a new company.

First, before a new business begins, someone needs to grasp the idea of starting a business as credible., i.e., he or she considers this thought attractive and achievable. Besides, a business began by displacing events that can make the most neutral, negative, or positive experiences. Neutral events can lead to a university degree. Adverse events could include the lack of a job or divorce. Approving events may consist of receiving a stakeholder's inheritance or investment capital (Krueger et al., 2000; Shapero and Sokol, 1982). Therefore, hence, observed displacement can induce behavior change. If the person sees the idea of starting a business as legitimate, they will act on that feeling. This is called the Entrepreneurial Event when perceived viability, desirability, and propensity influence an individual's intention to start a business intentionally (Shapero and Sokol, 1982). The fundamental processes of the theory of entrepreneurial events (TEE) are more complex than they seem, explains Shapero (1984). Only perceived viability and perceived desirability would mean entrepreneurial intention., while variation explained by all three predictors can account for other problems.

The dynamic essence of the propensity to behave is another fascinating aspect of this model. This indicator not only has a direct effect on EI but has moderating effects in addition to other TEE variables. Situational variables, social influences, human attributes, and cultural context often influence perceived feasibility and perceived desirability (Shapero and Sokol, 1982). Therefore, the theory's adequacy will change depending on the context and environment in which it is used. Every theory predictor has been discussed below.

2.3.1. Perceived Desirability

The perceived desirability was an essential factor in assessing entrepreneurial intentions. The attitudes also shape the thinking and beliefs of a person starting a business (Krueger, 1993). These attitudes and beliefs may be influenced by different factors, such as business

education, to encourage a positive attitude towards a business start (Gorman et al., 1997). Another study shows that the role model or influential entrepreneurs can also develop companies' attractiveness by supporting others to share their knowledge and positive experiences (Wilson et al., 2004). If people have positive attitudes and positive feelings about entrepreneurship, they would see entrepreneurship as a choice. Higher perceived desirability levels are correlated with a higher EI level (Shapero and Sokol, 1982).

2.3.2, Perceived Feasibility

Perceived feasibility is also recognized as another primary determinant of EI. The main factor in this understanding is determining whether the person has the skill and talent to start a company. (Krueger, 1993: Shapero and Sokol, 1982).

Godsey and Seborá (2010) display that the perceived feasibility of an individual is positively affected by their business's self-efficacy. Entrepreneurial self-efficacy is defined by assessing an individual's ability and how to utilize available resources to start a business (Godsey and Seborá, 2010). Individuals regularly avoid activities or actions, which they see as incompetent. If external influences form this function, it may yield positive results. Training, for example, will help people to improve their skills for starting a company.

If a person knows the business and understands business, this will increase entrepreneurial productivity and boost their views. People with critical skills typically believe that starting a company is a viable event (Godsey and Seborá, 2010). Thus, people who consider business startups as possible will show strong entrepreneurial intention.

2.3.3. The Propensity to Act

The propensity to act was recognized as an essential characteristic of entrepreneurs before assessing the feasibility and desirability of EET (Shapero, 1975). Shapero (1975) compares this variable with the internal authority locus and suggests using an internal control locus as a substitute without sufficient intervention.

According to Rotter (1966), the inner locus of control demonstrates the individual's awareness of their ability to perceive issues with their personal lives rather than their people with an internal locus of influence. People have an external locus of a regulator and assign events within your lives to external determinants (Begley and Boyd, 1987).

The type of inspection determines whether the person can independently execute an action plan (Gurel et al., 2010). Therefore, a person who is not inclined to work cannot be a contractor as they cannot start a new business (Shapero, 1982). This tendency's conceptualization has changed to a particular area of study, leading to variable measurement errors. The model described above, Shapero and Sokol (1982), also identifies the tendency to act as the most challenging indicator that the tendency to take action has a significant impact on EI and a moderating variable between other predictors and EIs. This accentuates the importance of the propensity to act of this model. For example, if a person's propensity to work is low, entrepreneurship will rarely be favorable (Krueger, 1993).

Conclusion

The theories of entrepreneurship were a pivotal period in which many studies were conducted worldwide using various models to determine the key factors influencing entrepreneurial intentions. These theories include social cognitive theory, entrepreneurial competencies, and the Theory of entrepreneurial event, and the theory of planned behavior. (Peng & Keng, 2012; Malebana, 2014; Ozaralli & Rivenburgh, 2016). Ajzen's theory of planned behavior and the Shapero model of the entrepreneurial event are two models that stand out in these studies (Krueger, Reailly, and Carsrud, 2000). Scholars have used Ajzen's Theory to test students' intentions when deciding to be an entrepreneur, which has resulted in a substantial amount of entrepreneurship research (Ahmed et al., 2010; Linan, 2008; Melabana, 2014). According to the Theory of planned behavior, a person's intentions to start a new business are deliberate and planned. However, this research is based on the Theory of Planned Behavior and was discussed in the literature review section.

CHAPTER 3: CONTEXTUAL FRAMEWORK OF THE STUDY

Introduction

Entrepreneurship is generally characterized as an individual's competence or a gathering of people to assemble or make an opportunity and appropriate it to society's advantage, which will direct achievement to the innovators and their business. With its core on opportunities, entrepreneurship is usually viewed as one of the establishments of deprivation decrease in Sub-Saharan Africa. It is factor entrepreneurship represents a fundamental job in building up the part of a country's economy. Therefore, in this section, the researcher will discuss the research problem statement, entrepreneurship in Africa, and Somalia's historical background, including education, economy, and entrepreneurship.

3.1. Entrepreneurship in Africa

In the African continent, entrepreneurship began in Nigeria when the production exceeded the consumption levels, which caused the barter trade method or double coincidence of wants. This is the thing that caused producers to understand that if they have an overabundance, the individuals will not have to wait for double coincident of desires. Presently the trading of products and services was done openly in the Nigerian market.

According to Omoruyi et al. (2017), in the 1960s, most of the countries in sub-Saharan Africa left off colonization and became affected by a central, state-led financial structure since they gained independence. In the meantime, most established economies have received an alternative economic development model and improved total deprivation and job creation. Africa is seeing what is insinuated as youth swell or accumulates overpowered by youngsters. However, Africa needs an accelerated critical reform to get much of its people out of poverty. Though, this requires a more comprehensive investment in determinants affecting growth-enhancing structural reform. African countries need to diversify and develop their sources of economic development while creating opportunities for more inclusiveness. The vision will drive most African countries to achieve middle-income situations by 2060 cannot be delinked from the need to build technological-driven and competitive industries in Africa (Ruddick, 2003).

Globalization, financial reconstruction, and labor market changes have radically improved youth jobs worldwide. In Sub-Saharan Africa, contracting in public areas and minimal opportunities for regularly paying jobs have started in the informal sector with the rising number of young people (Calvés and Schoumaker, 2004; Chigunta et al., 2005). However, entrepreneurship in financial development by providing jobs has ended as a necessity for numerous countries to escape foreign assistance provision. They are talking about foreign aid, regardless of the trillions of money help designated to African countries. Africa, despite everything, experiences a consistent upward development in the poverty line over two decades. It calls for various worldwide organizations and governments of different countries to set out procedures to mitigate the scourge of poverty and advance Africa's economy.

According to De Tienne and Chandler (2004), entrepreneurship education is the variation of knowledge in the development and management of enterprise for students interested in creating entrepreneurship. Besides, in Sub-Saharan Africa, entrepreneurship education examinations are typically limited. A few researchers are investigating this topic, such as Gerba (2012) and Pedrini et al. (2017). However, they found positive outcomes due to the entrepreneurship program's enormous incompatibilities between universities across regions and countries. However, there are no single exploration-related determinants of student's entrepreneurial intention in Somalia, so my examination goes to fill in that gap. Economic and technological substations such as Egypt and Nigeria, and sub-Saharan Africa will be among the country's leading countries. However, Somalia has the most to obtain the consent of this industrial transformation. Unemployment amongst youngsters in the Somalia region is among the highest (67% of 14-29 years old), and development and job creation in traditional sectors are not keeping pace with this demographic's growth. Nonattendance of economic opportunities has prompted various social issues, such as crime and immigration. For programs run by Virtual Container (VC4) Africa and International Organization for Migration (IOM) Somalia is an incredible connecting place: they provide the resources, skills, and care needed to create employment opportunities and an enabling environment so that individuals and start-ups can increase the fourth industrial age (<https://vc4a.com>; 2016). Somalia, however, has postponed Africa's respite for creative business development. Nevertheless, there is currently a beam of hope in the recovery and reclamation of social works of art that can offer Somalia's

social artists good faith in polishing their artistic skills and marketing the essence of Somalia's artist industry.

According to Addison (1998), reconstructing Africa's war harmed economies is an urgent task. Particularly in a gathering of nations – Mozambique, Guinea-Bissau, Eritrea, Ethiopia, Angola, which must also complete their economic and political progress from state socialism. Somalia, which bestows its essential history, must ultimately be reconstructed. The difficulties are consequently three-fold: to defeat underdevelopment, begin the transformation of state socialism, and rebuild economies and societies.

3.2. Historical Background of Somalia

Somalia is a country in north-eastern Africa, The Horn of Africa, and the capital of Mogadishu. Its neighbors include northwest Djibouti, southwestern Kenya, and western Ethiopia. The Gulf of Aden isolates it from the Arab landmass in the North, and the Indian Ocean borders its regions in the East and the South. The nation's population was estimated at 14.74 million, and 60% of them are pastoral nomads (World bank, 2017).

A shared language, a common culture, and an Islamic faith unify the Somalis. Still, they are deeply divided into different clans. The country has always been a source of contention for hostility between clans. It is responsible for a civil war lasting seven years (1991-1998), which has made the country and its educational framework completely incapable. As of 2001, the Somalis concerned, and international organizations are still making efforts to restore their central government. However, after decades of state failure, the Somalia government engages with several problems associated with fragility and weak systems but at the exceptionally early state-building steps. Although some minor gains in education can be noted over the past numerous years, the country faces various difficulties with reinforcing the capacities of education institutions and frameworks to help progress to accomplishing Sustainable development goals (SDG-4) education targets, especially those identified with improving admittance toward education and learning outcomes. There remain significant political and social dangers with numerous networks influenced by struggle, uprooting, trauma, and multiple deprivation levels. ([https://www.unicef.org](https://www.unicef.org;); 2018).

This education sector strategy plan (ESSP) fills in as an essential mechanism to help state-building objectives and capitalize upon education's capability as a peace dividend that will expand incipient state institutions' authenticity through improved social assistance

deliveries. Somali's public assessments kept from obtaining proficiency add to social procedures like empowerment and economic improvement (Hambarg, 1997). Moreover, the degree of high-level education in Somalia is viewed to increment. Subsequently, it is believed that education allows a real job to develop different social improvement areas, including Economic, welfare, education, and various steady progress.

3.3. Background of Education in Somalia

Public social services in Somalia were severely disrupted by the civil war explosion in 1988 and the subsequent destruction of the central state in 1991. Somalia's education framework has been devastated. Extended years of shakiness and discontinuous clash obliged the capacity of nearby populaces and the universal network to restore the nation's educational facilities and resources (heritageinstitute.org, 2013). However, the destruction of the area goes far beyond physical infrastructure deterioration. It is evaluated that over 80% of educated people left the country since the dispute began (Lindley, 2008). The devastation of the Somali Government and subsequent civil war broke down most Somali life. Though, in the educational area, where a whole generation has missed one of the most valuable childhood opportunities, they were incredibly destructive. However, education can give structure and security to the Somali societies that have been harmed by combat. It is the starting stage for a talented workforce to compete in the global economy. Excellent education can help reduce gender inequality, child abuse, and the likelihood of future brutality in broader society (Retamal, 1994).

In early 1992, Somali educationalists pulled together to get the nation's education segment to offer educational service. In 1996, educational umbrellas privately held schools, colleges, and higher education were built to cover the service that the department of education was given to the people before 1991. However, this exertion could not provide quality free education throughout the country. Contrasted with a few public higher education institutions in the prewar period, after the civil war, Somalia brags many academic institutions at the tertiary level, chiefly as premier universities. Even though these networks started, educational foundations are making huge commitments to the higher education segment, especially without an effective national government. One can contend that despite everything stays in question as far as assessment and quality confirmation, key components essential for institutional approval and acknowledgment of qualifications by other educational foundations giving a similar level of certificates.

A 2013 report from the Somali research organization regarding the higher education segment in Somalia noticed that fast development in tertiary education was in progress from 2003 (University of World News, 2020). However, there are more than 100 higher education establishments in the country. Most Somali students are enrolled in information technology and business management courses, which show their interest in learning about creativity. In higher education in Somalia, there is no examination arranged schools or universities in Somalia. All universities in Somalia are private universities, except for national universities, and belong to the government. Quality is inadequate as far as education, training, and technology in these colleges. There is an inadequacy of qualified scholars in Somalia. Notwithstanding that, interconnection or specialists exist to screen and direct instructors' quality just as guidelines in these developing colleges in Somalia. Most of those colleges are not recognized as international standards for higher education in most countries.

3.4. Somalia Economy

After two decades of struggle, state breakdown, warlords, and powerless transitional governments, the Government of Somalia was set up in 2012, with a "road map " towards adjustment, recovery, and reconstruction. With steady increments in savings and investment, this would recommend that Somalia accomplish high development rates rapidly (www.brookings.edu.; 2019).

Years of conflict and delicacy left Somalia with a range of difficulties, including population growth beyond economic development, severe poverty and vulnerability, repetitive outer exchange, and atmosphere stun. Weak economic space and institutions, dynamic revolt, and a deficient political settlement have also influenced its financial strength. However, since the collapse of the central government in 1991, Somalia's capital, Mogadishu, has improved the first gas stations, grocery stores, and carrier flights airports to Turkey. Mogadishu's core market offers a variety of products, from food to electronic devices. Hotels are working and supported by private-security militias.

Still, formalized economic development cannot extend beyond Mogadishu, and a few regional capitals and security concerns in the city overwhelmed the business. In most major cities, telecommunications companies provide cellular networks, offering the lowest international call charges on the continent (www.brodynt.com.;2017).

In Somalia, agriculture is one of Somalia's most considerable livestock, typically about 40% of GDP and over 50% of export income. Nomads and are constructing a significant population of semi- pastoralists who rely on cattle for their resources. The economic growth in agri-business construction and telecommunications in 2017 is estimated to increase by 2,4%. Somalia's small manufacturing sector has mostly been plundered by handling agricultural products, and machinery has been traded as scrap metal (www.theodora.com.; 2020).

As World Bank Senior Economist John Randa (2018) said, Somalia's active mobile money market also provides concrete advice on including mobile money control to support a reliable method of comprehensive financial inclusion. Somalia's economy has developed unobtrusively as of late, and it stays defenseless against intermittent stuns. Between 2013 and 2017, real yearly GDP development found a median value of 2.5 percent. Regardless, growth has not been adequate to convert into poverty reduction. To achieve higher development, Somalia requires a speeding up of structural reforms. However, Somalia needs to keep on building financial supports to permit more prominent open interest in essential services. Ongoing endeavors to expand the tax, improve consistency, and reduce inefficient consumptions are beginning to pay off. The economy improved an expected 2.8% to 2.9% in 2018. The recovery is mainly due to agricultural recovery and considerable demand from customers. Inflation peaked at 5,1% in 2018 and fell as food prizes to 4,4% in 2019. Given the limits on new public loans under the Staff Monitored Projects (SMPs) since 2016, the government spending plan remained in balance and the need to monitor inflation under control (<https://www.afdb.org>.; 2020). Although Somalia's business community is flexible, global, and business technology provides high-speed mobile money access and new opportunities for the Horn of Africa to benefit the nation in economic cooperation and integration.

The government is also dedicated to institutional improvements and re-engagement with the country, including opportunities to reconstruct human resources and graph a pathway toward economic versatility and development (www.worldbank.org.; 2021). However, Somalia's people are innovative ordinarily and have established business firms both outside and within the country.

Somalia also has many opportunities, while the economy improves from traditional rural pastoralism to city, commerce, and services. Somalia's economy has stayed strong, notwithstanding repetitive stuns, including drought and sporadic fear assaults.

Driven by expanded reliance on economics, actualized reforms, and political stability, the economy is foreseen to develop at 3.2% in 2020, up of 2.9% in 2019. In conclusion, the IMF, the World Bank, and international development organizations realized the critical step taken by Somalia to receive debt relief to promote Deeply Indebted Poor Nations' improved lead. (www.worldbank.org.; 2021).

Somalia is one of 37 countries recognized as a Heavily Indebted Poor Countries (HIPC) decision-making point to achieve this achievement. Debt relief will help Somalia continue to improve its people as Somalia progresses toward stability and improvement for its people. After thirty years from outside the international financial system, rapid normalization of its links with the international community will reopen the crucial additional financial resources to stimulate an economy that improves social situations and supports millions of Somalis exposed to poverty, sustained work. Therefore, Debt relief opens a path towards rebuilding the country (www.imf.org.;2020).

3.5. Entrepreneurship in Somalia

Growth in entrepreneurship helps mitigate poverty by creating jobs for starting new businesses or developing existing units. It increases social wealth by capital, building new markets, new businesses, new technology, modern institutional forms, new works, net improvements in actual productivity, and ultimately increases net income, which tremendously contributes to improving living standards (White, 2005). It is being argued for the three decades that entrepreneurship significantly plays in poverty reduction efforts in developing countries - as the Asian development stories portray.

Conclusion

In this chapter, the researcher discussed entrepreneurship in Africa, and Somalia's historical background, including education, economy, and entrepreneurship. Somalia has held a chaotic situation since 1991, while the government of Somalia was collapsed. The civil war culminated in widespread devastation in both government and non-governmental organizations.

The prolonged civil war eliminated the accessibility of essential social services, which resulted in human suffering and humanitarian crises. Public jobs wholly vanished, and the rate of poverty has exponentially augmented (Robinson, 2011). However, as the country's political, economic, and stability improves, the number of returnees of Somali

Diaspora from Europe, North America, and other African countries has increased to give to its reconstruction. The diaspora's remittances became the primary essential sources of business creation funds in the civil war period. Somalia's capital Mogadishu is developing as the most current business in east Africa. New start-ups jumped up in 2012 as investors' trust in the country develops. Some businesspeople argue that Somalia's 20 years of unrest are concluding, opening unlimited opportunities even though the Somali diaspora community has also started returning home to reconstruct the country (www.howwemadeitinafrica.com.; 2012).

In the Somali community, women are traditionally perceived as the family's resolution, the essential caring for the family and youngsters, though the man guards for the family and acts as its decision-maker and agent (Ali, 2012). However, the circumstance changed after the crumbled focal government in mid-1990, Somali women increasingly diverse in several spots, like entrepreneurship. Somali entrepreneurs improved the private sector, and families' income involved dramatically increased. The main businesses are mainly run by old aged people- either local investors or from abroad. However, these days many youngsters who graduated from local universities engaging new startups have been seen in the markets. This research area, which is essential to family, universities, public and private sectors, has been largely ignored in previous studies conducted in Somalia. Furthermore, many studies have been undertaken to look into Somali Entrepreneurship from various angles.

Most studies conducted on entrepreneurship in Somalia have been made on enterprises created by returnees from abroad and old-fashioned businesses run by older people. However, no single research is devoted to examining the determinant factors of Somali student's entrepreneurial intention. Therefore, this investigation intends to investigate factors that affect Somali youngsters' entrepreneurial intentions, specifically local university graduates.

CHAPTER 4: CRITICAL LITERATURE REVIEW

Introduction

Behavioral intention is pointed to as a sign of a person's status to work out given conduct. It is an essential precursor of action. Attitude towards behavior, social norm, and perceived behavioral control are commonly observed to forecast high-accuracy behavioral intentions. Thus, in this chapter, the researcher will discuss the Planned Behavior Theory, including personal attitude, subjective norm, perceived behavior control, Entrepreneurial Intention, and prior studies of entrepreneurial intention.

4.1. Theory of Planned Behavior (TPB)

According to Ajzen (1975), the TPB model began in 1980 as the Reasoned Action Theory to forecast a person's expectation to conduct at a time and place. The theory should explain all actions that individuals can regulate. The critical part of this model is behavior. Behavior intentions are impacted by the attitude towards the probability of the exact results and the subjective assessment of the outcome's risks and benefits. However, TPB was a theory that connected human belief and human behavior. Behavioral intention is pointed to as a sign of a person's status to work out given conduct. It is an essential precursor of action. Attitude towards behavior, social norm, and perceived behavioral control are commonly observed to forecast high-accuracy behavioral intentions.

According to Fishbein (1975), the theory of Planned Behavior is what enables one to change and predict one's behavior. The fundamental factor in deciding the interest of individuals who perform a specific action is planned behavior theory. Three components dictate intrigue. In particular, how much an individual feels better or less significant (attitudes). A social impact influences a person to do or not play out the conduct (subjective norms), and feeling simple or hard to play out behavior (perceived behavioral control).

Ajzen (1991) depicts in his theory that the three characteristics: perceived behavioral control, subjective norms, attitude towards entrepreneurship, can quantify the psychology of a person for his result to do a specific assignment effectively. As indicated by him, the primary characteristic, attitude towards the behavior means individuals, for the most component, held distinctive social convictions with any conduct given.

Nevertheless, subjective norms mean support for families and friends to complete their work. The individual provides positive reactions, and the behavioral control perceived by Ajzen is the level to which individual entrepreneurs accept that they are entitled to conduct themselves.

According to Engle et al. (2010), the TPB model clarifies the diversified nature of the connection between human behavior and the relevant determinants. It is a significant subjective procedure model for assessing entrepreneurial intent. In other words, the three elements above explicitly impact a person's intention to act. Grooming and training entrepreneurship between students to set them up for professional employability is critical to public policy. The behavioral linkage of entrepreneurship intentions, thoughts, and activities is essential in understanding the entrepreneurial procedure.

Krueger et al. (2000) pointed out that the intention is one of the best forecasters of expected behavior. theory of planned behavior recommended a person's motivation toward activity with precise social control will have the choice to anticipate the lead exactly. (Ajzen, 1991; Kreger and Carsrud, 1993). Krueger et al. (2000) presented that entrepreneurship stems from planned intent and behavior along these lines. Therefore, using planned behavior theory to investigate entrepreneurial intention and action are justified to be correct.

According Ajzen and Driver (1992), the intention is evidence of how healthy people are active to try how much energy they are thinking to exercise and show the behavior. TPB is applied in this research because the intent to achieve an appropriate action has been successfully described. Several researchers were used in the TPB model to explain entrepreneurial intention. (Autio et al., 2000; Souitaris et al., 2006; Poutsma and Gils, 2008; Gird and Bagraim, 2008). Therefore, in this investigation, the TPB model is applied to describe Somalia students' determinants towards entrepreneurial intentions.

Krueger et al. (2000) stated that entrepreneurship's expected intent and conduct and the TPB's use to research entrepreneurial intentions and activities proved correct. Eagle et al. (2010) said 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 (Moriano et al., 2011).

While TPB has been a helpful tool in entrepreneurial intention analysis, other essential factors in the TPB model needs to be controlled to improve its ability to explain and forecast intentions was used by a variety of researchers to study entrepreneurial intention (Fini et al., 2009; Kautonen et al. 2009: 2010; Mariano et al., 2011; Sommer and Haug, 2011; Do Paço et al., 2011). Therefore, this investigation also adapts the TPB model in discovering the determinants of Somalia students' entrepreneurial intentions in becoming entrepreneurs. As recommended by Van Gelderen et al. (2008), the TPB model, Sommer and Haug (2011) provide an excellent explanation of entrepreneurial intent.

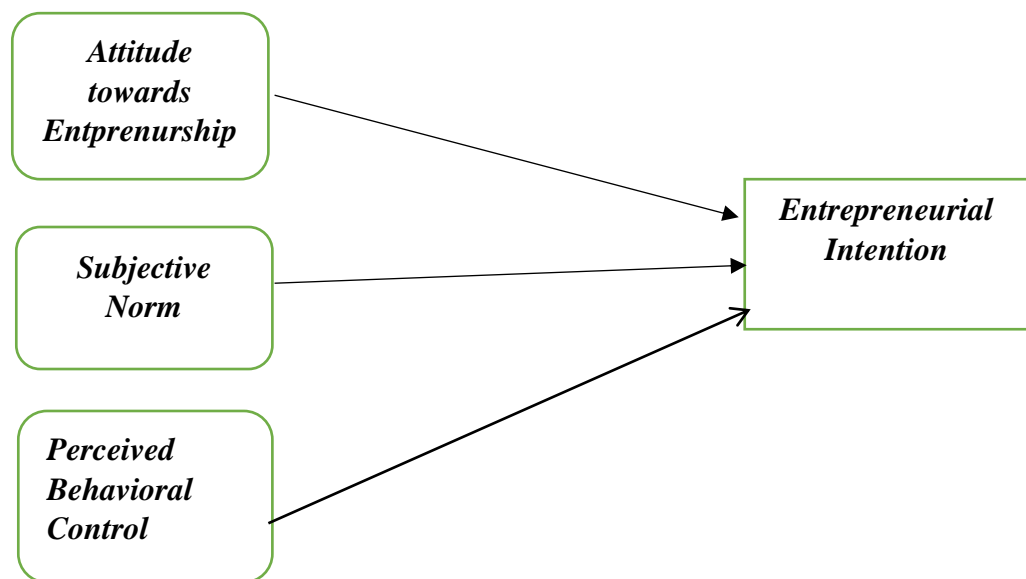


Figure 1: Ajzen Model

Source: Ajzen, I. (1991), The Theory of Planned Behavior, *Organizational Behavior and Human Decision Processes*, 50: 179-211.

According to Ajzen's (1991) model, there is some interaction among subjective norms, perceived behavioral control, and attitude toward behavior related to entrepreneurial intention development, which then informs the individual's entrepreneurship behavior. Although subjective standard describes social prospects of individual conformance to acceptable norms, perceived behavioral control refers to an individual's understanding of the degree of control they have over the resources needed to become self-employed. The individual's attitude toward a behavior explains how he or she views that behavior as positive or negative. Each of the predictors mentioned above is discussed in greater detail below.

4.2. Attitude Towards Entrepreneurship

According to M.G. (2010), the Attitude character remained an essential component in getting social purpose; attitude's element is a vital part of Ajzen's theories. (1991, TRA and TPB, for example, which concentrate on understanding human behavior. Therefore, Attitude is shaped based on the psychological perspectives of individuals. (Kolvereid, 1996; Ajzen, 2001; Liñán and Chen, 2009; Autio et al., 2001). Personal Attitude (P.A.) is an individual standing or the mindset on a specific issue. P.A. indicates the individual's belief about becoming an entrepreneur.

This psychological attribute exists in everyone in crucial perception and assessment. Shook and Bratianu (2010), An individual's Attitude toward a specific issue is based on their convictions of the outcome. The more constructive the product is, the better view of Personal Attitude's Impact.

Ajzen (1991, pp 188) Attitude is regarded as determinants of intention and characterizes how much people assess performance positively or negatively. The attitude was an essential factor in simplifying entrepreneurship intentions, where significant connections existed between entrepreneurial intentions and attitudes. (Kautonen et al., 2009; Moriano et al., 2011 Do Paço et al. (2011) comprehend that the various elements' Attitude presents the most crucial role in clarifying entrepreneurship intentions. Furthermore, Schwarz et al. (2009) carried research to investigate the effects of attitudes on students, conducted a survey to assess students' impact, and found that the change, money, and entrepreneurship attitude was a good business predictor.

Attitude toward behavior alludes to individuals' general assessment (positive or negative) or examination of action (Ajzen, 1991). However, before an intention is formed, individuals appear to evaluate in favor of such behavior or not. TPB sets those behavioral beliefs linked to different results and properties control attitudes. Taking into consideration the evaluation of ideas, people acquire positive or negative attitudes. In this respect, the right perspective to behavior (beginning of a business) is shaped when they have points of interest and attractive consequences for themselves. The undesirable results are the result of the behavior-approaching negative attitude. If perceived as engaging and beneficial to people, positive attitudes towards entrepreneurship begin to better entrepreneurship. The attitude is a reliable indicator of entrepreneurial intent (Liñán and Chen, 2009; Almobaireek and Manolova, 2012).

According to Schøtt et al. (2015), Youth entrepreneurship, attitudes, and perceptions play an essential role in developing entrepreneurial culture. Besides, Siu & Lo (2011). In a contradictory perspective, this attitude did not predict significantly entrepreneurial intentions within the Chinese context as a collectivist culture. Entrepreneurship is the way to examine and exploit businesses by creating new organizations, generating future goods and services (Venkataraman, 1997). Some people regard entrepreneurship as the last option for those who can no longer find a job. However, others see it as a right career decision that can assist individuals with self-completion, the most attractive level dependent on Maslow's hierarchy needs (1943). The individuals who have positive and not negative entrepreneurial attitudes will continue to work as entrepreneurs and realize that entrepreneurship is not a livelihood but a way for self-realization (Kolvereid, 1996). Entrepreneurship attitude demonstrates the importance of the individual being an entrepreneur. High expectations and self-employment feelings show a favorable attitude towards entrepreneurship. Previous investigators revealed a positive relationship between behavior and attitudes (Kolvereid, 1996; Gird and Bagraim, 2008.). Research by Autio et al. (2001) has found that every estimated attitude has substantially impacted entrepreneurship intention. Such results were discovered by Kolvereid (1996), Souitaris et al. (2006), and Gird and Bagraim (2008).

4.3. Subjective Norm

According to Liñán and Chen (2009) and Ajzen (2001), Subjective Norm (SN) indicates the level of approval for specific behavior's performance by the related characters or individuals (Fishbein and Ajzen, 1975) pointed out subjective norm is usually estimated by asking participants to what degree their closest members – family members, friends, or colleagues – would encourage them to participate in entrepreneurial activities. Furthermore, those people's views are involved in their extreme nature; this determinant is called the subjective norm (Muhammad et al., 2015). Subjective norms are people that impact others in a quick network (for example, guardians, spouse, friends, religious leaders, and instructors (Ekpe and Mat, 2012). Subjective norms include social ties, which influence friends, family members, and other role models for individuals (Ekpe and Mat, 2012). Family background indicates individuals from a family like that they have high income or family business activities that affect your own a business (Nimalathan and Achchuthan, 2013).

As expressed, (Morgenroth et al., 2015). the most significant social impacts are family members, celebrities, and teachers. Furthermore, (Awang et al., 2016) subjective expectations often define individuals' social and environmental pressure to behave themselves or not to perform themselves. As indicated by Ayuo and Kubasu (2014), role modeling is gaining from individuals by models instead of directly understanding. It has been considered a fundamental factor in deciding the decision of career. Therefore, confidence and support from family members and role models such as teachers, community leaders, and associates influence the desire to take part in business activities. it is known that the choice of one's career is directed by those who deserve it in society, which can be found in business activities. In most cases, their social implications have an essential effect on choosing entrepreneurship as an expert.

The most significant social impact in entrepreneurship is family, friends, and role model (Krueger, et al., 2000). Families have been described as having a positive influence on the individual's business intention (Nanda and Sorensen, 2008). Prior research has revealed that friends have a significant impact on the choice of career in entrepreneurship (Drennan et al., 2005). Farashah (2013) determined the thinking behind this, who pointed out that students assume that the most vital source of motivation and capital are their friends. Role models have been distinguished themselves from influencing entrepreneurship (War and Patuelli, 2012). A study conducted on a Malaysian college test showed that role models did not affect becoming entrepreneurs (Keat et al., 2011).

Subjective norm refers to the recognition by people of how persuasive individuals are in their lives. Consider participating in behavior, for instance, starting a business with two features: normative beliefs and compliance motivation. These normative beliefs concern the probability of convincing others to support or oppose start-up behavior. The motivation to comply reflects people's ability to adjust according to standards that imply behavior based on others' expectations (Ajzen, 1991). The subjective norm has been the least and not significant predictor of the intention to engage in entrepreneurship (Krueger et al., 2000; Liñán and Chen, 2009; Almobaireek and Manolova, 2012).

However, various studies have found that the subjective norm influenced intention (Kautonen et al., 2013; Siu and Lo, 2011). The TPB model, subjective norms, shows a person's impression of social influences or challenging behaviors (Ajzen, 1987).

Mainly, the subjective norm determines an individual's perception that most people of interest believe that individuals would not make the behavior (Ajzen, 1987).

The TPB states that subjective norms are a party of convictions. If a person accepts his referrals to action, the subjective norm may influence his intention. The references here are a group of close people, for example, family, cousins, wife, close friend, teachers, and anyone considered essential to the person's life.

In previous investigations showed that subjective norm correlates positively with intention (Ajzen et al., 2001; Kolvereid, 1996; Krueger et al., 2000; Ramayah et al., 2004). Subjective norms mean those indispensable people feel that they should or should not specifically behave (Ajzen and Fishbein, 1980). Chinese culture places an extraordinary emphasis on collectivism (Hofstede, 2001), and thus, essential individuals will strongly affect that person's entrepreneurial intention. If people who Chinese alumni require, such as teachers and parents, consent to forming new bodies by students or supporting the students' entrepreneurial stage. In that case, the business reasons for the students will shift.

Subjective norms indicate the primary assumption of specific behaviors that, in the impression of significant others, add to the model that human behavior is taken in line with others' attitudes towards the given action (Gavidia, et al., 2010). Though impacts are considered useful in cases and cultures, significant differences differ for different individuals (Krueger and Brazeal, 1994). For example, colleagues or other systems related to work are essential to people with a job. In contrast, it can be significant for students, family, and friends. However, it is argued that when the intention is estimated correctly, a reliable relation between standards and preferences occurs. Armitage et al., (2001). Regarding this factor, people's preparation, and ability to act as indicated in these convictions underline others' trust (Krueger, 2000). Thus, the argument of subjective norms plays a positive and significant role in clarifying intentions, especially within collectivist cultures like Turkey (Siu, and Lo, 2013; Liñán and Rueda-Cantuche, 2011; Liño, 2011; Chen and Chen, 2009).

4.4. Perceived Behavior Control

According to Ajzen (1988), perceived behavioral control characterizes behavior management by "revives the perceived simplicity or difficulty of behavior". It is intended to indicate the experience and anticipates obstacles, which means that these components indicate perceptions that are difficult or not perform an action and expected to give an impression of knowledge and awareness of barriers.

Cruz et al. (2015) pointed out behavior control is determined as self-viability is where individuals accept that conduct is simple or hard to do. Some of the expected significant parts of the TPP model are perceived behavior control plus subjective standards. The theory considers that the growth of resources and opportunities will increase the controlled perceived behavior (PBC) considerably more (Ajzen, 1991). The theory is that the perceived behavior control can persuade because of the reasoning activities (Bullough, 2014). At this point, two of the components are the actual ramifications of ecological support and effect for a perceived behavioral control venture.

According to Ajzen (1991) and Veciana et al. (2005), these control convictions might be partly based on experience with behavior. However, they are regularly also affected by second-hand information regarding the action, by encounters with partners and friends, and various variables that expand or diminish the perceived challenge of making the problem's behavior. It can influence intention and action impressively. It was confirmed that the potential and autonomy of PBC were also considered to be an essential determinant of the intention for entrepreneurship (Krueger et al., 2000; Liñán and Chen, 2009; Almobaireek and Manolova, 2012; Kautonen et al., 2013). Ajzen (1991:188) perceived behavioral regulation is defined as a perceived simplification or action complication.

Ajzen (1991: 188) demonstrates perceived behavioral influence as simple or complex actions. Haug and Sommer (2011) show that behavior control is the most fundamental symbol of entrepreneurial intent, associated with perceived behavioral control with vital entrepreneurial sources in an innovative approach. In addition to Shook and Bratianu (2008), self-efficacy (a perceived behavioral control) was also supposed to affect entrepreneurship positively. Students would potentially start a business if they could finally conduct entrepreneurial tasks.

It has also shown that the beneficial influence of behavior management viewed as entrepreneurial intention concerns subjective confidence in individual self-control and the difficulties of engaging in target performance (Ajzen, 1991). Thus, entrepreneurship's perceived control can be described as the individual assessment of entrepreneurship's capacity and resources and the probability of enterprise success. Although business resources and organization capabilities are objective and necessary for the business process's success, it is not an absolute number of resources or entrepreneurial skills that can significantly impact.

Some will assume they are tireless, while others feel they're rare while comparing comparable properties. The same applies to people's awareness of their capacity (Wilson et al., 2007) pointed out Persons optimistic about their resources and ability to see entrepreneurship as a chance rather than risk and generally have a stronger entrepreneurial purpose than pessimistic people.

The theory of planned behavior proposes that PBC, alongside behavioral intention, may be a decent indicator of a person's accomplishments in a specific field. Most of the work done in perceived behavioral control is finished by Bandura and his partners (Adams et al., 1980). Beliefs about self-efficacy greatly influence the variety of tasks, the energy spent in that job, and a person's ideas and sensitive establishment (Bandura, 1981). Ajzen and Driver (1992). found that there is a connection between behavioral intention and perceived behavior control.

Autio et al. (2001) determined that perceived behavior control is the most critical influence on Sweden's intention to start a new business. Kolvereid (1996) noted that perceived behavior control is the most significant impact on Norwegian students' self-employment. This construct is influenced by the view that someone has the feeling that they can monitor situational factors and establish an intention to act the requisite competencies, resources, and opportunities. The person may expect a specific behavior. Again, if a person does not influence the circumstances, they may not want to act. Thus, perceived behavior controls influence behavioral intent.

4.5. Entrepreneurial Intention

Ajzen (1991) defined intention as an effort a person chooses to work in a method or demonstrate positive behavior. Besides, intention is identified as the most challenging predictor of actual behavior in an individual. However, to clearly understand an individual's behavior, it is essential to learn the initial stage about their intention to carry out that behavior. A person's decision to perform a particular action is dictated by a desire to serve the appropriate behavior. Many researchers have studied what triggers 'the intention of individuals' to conduct specific compartments in different areas (Herbst et al., 2013). Entrepreneurial intention is the desire to run an entrepreneurial enterprise. A person's view and want to start and operate a business successfully (Kiiru et al., 2015). Entrepreneurial intention is an entrepreneur's mood, which reflects on responsibility, awareness, and tasks (Tshikovhi and Shambare, 2015).

Besides, Yusuf and Kamil (2015) have said that entrepreneurial intention addresses someone with specific characteristics that inspire him to become an entrepreneur.

Douglas and Shepherd (2002) said entrepreneurship is an autonomous ability, and Zain et al. (2010) argue that entrepreneurship typically requires inner goodness and self-improvement, ambition, and improvement. Therefore, business intent encourages a person to be optimistic so that he can develop an entrepreneur.

New business investment is usually a categorized career opportunity (Urban, 2010). Thus, entrepreneurial intention can be defined as the training and plan for an individual to effectively initiate and run for progress in creating jobs and profitable business development. The previous review has shown that there is an intention to predict entrepreneurial performance (Marques et al., 2012). Therefore, any model focused on entrepreneurial intentions can be the standard way to forecast entrepreneurial activities. As an entrepreneurial activity indicates, a process of thinking is directed at opportunities over threats. The opportunity to distinguish proof procedure is recognizably an intentional method and better explain and forecast the precursors to start-up business along these lines. According to Kiiru et al. (2015) compliance with an entrepreneurial practice is entrepreneurial intent. It is a person's arrangement and ambition to start and run a company effectively (Tshikovhi and Shambare, 2015). Ayuo and Kubasu (2014) claimed that entrepreneurial intent is a business the mood that reflects on their experience and works towards a business adventure. Entrepreneurship intends to be defined as a conscious perspective that implies a person's desire to develop a new business or build a new core value within an established business (Obschonka and Schmitt-Rodermund, 2010).

Douglas and Shepherd (2002) stated that entrepreneurship intends to act spontaneously when Zain et al. (2010) demonstrated that entrepreneurship usually uses interior goods, energy, and empowerment for entrepreneurial purposes. The most positive signs of individual behaviors are entrepreneurial intentions, especially when it is rarely difficult to examine. The establishment of new approaches and the generation of new rewards in existing ones, which Bird (1988) has distinguished as the two effects of entrepreneurial intentions, provide good examples of such behavior. Entrepreneurial intent is also seen as the purpose of establishing a new enterprise (Gartner, 1989). Therefore, under past investigations, entrepreneurial intentions are people's arrangements to begin a business

venture. Various researchers explain entrepreneurial purposes as intellectually encouraged to establish a new business or develop the existing business.

Different authors examined entrepreneurial intent by examining individual factors such as personal motivation, attitudes, civil status, and social status. Though other investigators have investigated determinants such as educational programs, subjective norms, or perceived behavioral control, part of the entrepreneurial intention goal research literature focuses on the significance of entrepreneurial education as an influencing factor. The most relevant determinants of entrepreneurial intent were personal attitudes and behavioral control perceived.

Besides, Leonardo et al. (2011) found that subjective norms are positively associated with entrepreneurship intention. In conclusion, a person's intention to exhibit entrepreneurial behaviors is affected by family and essential others. As Krueger (1993) points out, the aim of doing business is to see that people want to create a new business or create value in an established business. A commitment to conduct the entrepreneurial initiative, such as Cabana-Villca, et al. (2013), and Krueger (1993) reflect intention to be the best predictor, e.g., expected behavioral findings like starting a business. The results of several studies were positive for aim and entrepreneurship (Kolvereid, 1996; Tkachev and Kolvereid, 1999).

4.6. Prior Studies of Determinants Entrepreneurial Intention Using Ajzen Model of The Theory (TPP).

In this table 1, the researcher examined and summarized 16 countries that used the TPB model and explained in datils in the blew.

Table 1: Prior Studies of Determinants Entrepreneurial Intention

no	Country	Author	Variables	Findings
1	Albania	Cera, E., & Furxhiu, N. (2017).	<ul style="list-style-type: none"> • Subjective Norm • Perceived Behavioral Control • Role of Education Programs • Entrepreneurial Intention • Attitude Towards Entrepreneurship 	The result shows that perceived behavioral control has a significant impact on students' improvement towards entrepreneurship. Still, educational programs and subjective norms have no substantial effect on the intention of the student entrepreneur.
2	Algeria	Mohammed, B. S., Fethi, A., & Djaoued, O. B. (2017).	<ul style="list-style-type: none"> • Subjective Norm • Perceived Behavioral Control • Entrepreneurial Intention • Attitude Towards Entrepreneurship 	The findings indicate that perceived behavioral influence does not substantially affect entrepreneurship. Nevertheless, an attitude towards entrepreneurial intent and subjective norms impacted students' intention toward entrepreneurship.
3	Bangladesh	Kabir, S., Ahasanul, H., & Sarwar, A. (2017).	<ul style="list-style-type: none"> • Entrepreneurial Education • Self-Efficient Significantly • Subjective Norms • Entrepreneurial Intention 	The outcome revealed that Attitude towards Entrepreneurship, entrepreneurial education, and self-efficient significantly on entrepreneurial intention. But subjective norms do not impact entrepreneur intention substantially.

4	Bosnia Herzegovina	Dinc, M. S., & Budic, S. (2016).	<ul style="list-style-type: none"> • Personal Attitude • Subjective Norm • Perceived Behavioral Control • Demographic Variables • Entrepreneurial Intention 	The outcome revealed a personal attitude and that perceived behavioral control significantly impact women's intention towards entrepreneurship. They recognized that demographic variables commonly had no direct influence on entrepreneurial intention, but demographic variables that had a significant favorable effect on Subjective Norm were education level.
5	India	Krithika, J., & Venkatachalam, D. B. (2014).	<ul style="list-style-type: none"> • Attitude Towards Entrepreneurship • Subjective Norms • Entrepreneurial Intention • Attitude Towards Entrepreneurship 	The result states that subjective norms have an impact on student's intention towards entrepreneurship.
6	Iran	Karimi, S. (2019)	<ul style="list-style-type: none"> • Subjective Norm • Perceived Behavioral Control 	The outcomes exposed that perceived behavioral control was the most predictor of Entrepreneurial Intention. Attitude towards entrepreneurship also has a significant predictive ability. Although, the Subjective Norm had a non-significant correlation with Entrepreneurial Intention.
7	India	Bhuyan, M., & Pathak, P. (2019).	<ul style="list-style-type: none"> • Subjective Norm • Entrepreneurial Intentions 	The result determines that subjective norms influence entrepreneurial intention.
8	Kenya	Amos, A., & Alex, K. (2014).	<ul style="list-style-type: none"> • Attitudes • Subjective Norm • Perceived Behavior Control • Gender 	The outcomes indicate that gender, having entrepreneurial parents, subjective norm, perceived behavior control, attitudes, favorable environmental conditions, and academic support were significant determinants of entrepreneurial intention.
9	Malaysia	Kim-Soon, N., Ahmad, A. R., & Ibrahim, N. N. (2016).	<ul style="list-style-type: none"> • Attitude Towards Entrepreneurship • Subjective Norm • Perceived Behavioral Control • Entrepreneurship Intention • Entrepreneurial Motivation 	The result obtained that self-employment and Subjective Norm attitude significantly correlated both immediate student and future entrepreneurship students' intentions.
10	Malaysia	Mahmoud, M. A. (2014).	<ul style="list-style-type: none"> • Attitude • Subjective Norm • Perceived Behavioral Control • Entrepreneurial Intention 	The findings showed that perceived behavioral control and attitude towards entrepreneurship are positively significantly associated with UUM Nigerian postgraduate students' entrepreneurial intention. Despite this, the subjective norm is irrelevant to entrepreneurial intention.
11	Morocco	Bachiri, M. (2016).	<ul style="list-style-type: none"> • Attitude • Subjective Norm • Perceived Behavioral Control • Entrepreneurial Intention • Entrepreneurship Education 	The findings showed that the student's desire to become an entrepreneur significantly affects perceived behavior control and entrepreneurial attitude. The results showed that subjective norms do not affect the intention of students to become entrepreneurs significantly.
12	South Africa	Tshikovhi, N., & Shambare, R. (2015).	<ul style="list-style-type: none"> • Personal Attitudes, • Entrepreneurial Intentions • Entrepreneurial Knowledge 	The findings illustrated both entrepreneurial knowledge and personal attitude have a significant impact on entrepreneurship intentions.
13	Slovenia	Mirjana, P.B., Ana, A., & Marjana, M. S. (2018).	<ul style="list-style-type: none"> • Attitude Towards Entrepreneurship • Subjective Norm • Perceived Behavioral Control • Cognitive Style • Innovativeness 	The result showed that attitudes to entrepreneurship, subjective standards, and perceived behavioral control impact one's entrepreneurial intentions. The creative cognitive style was also essential in creating one's intention to become an entrepreneur.
14	Sudan	Essa, E. A., & Ibrahim's. (2018)	<ul style="list-style-type: none"> • Attitude Towards Entrepreneurship • Subjective Norm • Perceived Behavioral Control 	The result showed that Entrepreneurial Attitudes did not have a substantial positive impact on enterprise intent. By contrast, perceived behavior controls and subjective standards give students a favorable perception of their Entrepreneurial Intention.

15	Spain	Robledo, J. L. R., Arán, M. V., Martín-Sánchez, V., & Molina, M. A. R. (2015).	<ul style="list-style-type: none"> • Attitude Towards Entrepreneurship • Subjective Norm • Perceived Behavioral Control • Gender 	<p>The findings show that perceived behavioral control and attitude towards entrepreneurship influence university student entrepreneurial intention while subjective standards do not impact it.</p> <p>The results also indicate that the moderation of gender with perceived behavioral control and subjective expectations positively impacts women. However, the moderating gender role does not seem to have a significant effect on predicting market intentions when the magnitudes of TPB are moderated.</p>
16	Turkey	Sabah, S. (2016).	<ul style="list-style-type: none"> • Attitude Towards Entrepreneurship • Subjective Norm • Perceived Behavioral Control • Moderation • Start-Up Experience • Entrepreneurial Intention 	<p>The findings showed that attitudes towards entrepreneurship, subjective norms, and perceived behavior control significantly affect entrepreneurial intention.</p>

Source: Drawn by Researcher.

Cera and Furxhiu (2017) explored determinants that influence entrepreneurship in a master's degree in business administration and public administration, Economic Faculty of Tirana University. A hypothesis was formed, and the questionnaire has been developed. The sample is comprised of 63 people. The researchers used statistical analysis, factor analysis, correlation, and linear regression. The result shows that perceived behavioral control has a significant effect on student entrepreneurship. However, education systems and subjective norms do not influence students' entrepreneurial intention.

Mohammed et al. (2017) examined the determinants of students towards entrepreneurial intention in the university of Tlemcen. The research applied to planned behavior theory. The empirical study was performed on a sample of 175 students from Tlemcen University, West Algeria. Hypotheses were tested, and the researchers used structural equation modeling. The result showed that perceived behavioral control does not significantly impact students' entrepreneurship intention. Still, the attitude towards entrepreneurial intention and subjective norms had an impact on students towards entrepreneurship intention.

Kabir et al. (2017) investigated the factors that affect graduate business students in their intentions regarding becoming entrepreneurs. The graduate students were chosen randomly from public and private universities settled in Rajdhani and Dhaka in Bangladeshi. The researchers were hypothesis tested, and primary data for structured survey questionnaires have been collected. A random sample procedure has been applied,

and questionnaires have been distributed in three public and 17 private universities in Bangladesh to graduate students in the Faculty of Business. A sample was selected of 387 students. The result exhibited that attitude towards Entrepreneurship, self-efficient, and entrepreneurial education significantly on entrepreneurial intention. But subjective norms have no substantial impact on entrepreneurial intention.

Dinc and Budic (2016) examined determinants of entrepreneurial intent towards women in Bosnia-Herzegovina. Researchers used descriptive statistics. The questionnaire was posted on several online platforms, and 216 women were collected in two large Bosnian cities: Tuzla and Sarajevo. Variable relationships were assessed using factor analysis, reliability, correlations, descriptive statistics, and regression. The result revealed a personal attitude and perceived behavioral control significantly impacted women's intention towards entrepreneurship. They recognized that demographic variables commonly had no direct influence on Entrepreneurial Intention, but demographic variables that had a significant positive effect on Subjective Norm were education level.

Krithika and Venkatachalam (2014) studied the Effect of Subjective Norms on Entrepreneurial Intention with the Business Students in Bangalore. Data from the primary source have been collected using a well-structured questionnaire. The research sample size was 100 students from Bangalore Management College. A stratified examination method was selected. The result states that subjective norms affect student intent toward entrepreneurship.

Karimi (2019) studied the role of entrepreneurship in developing Iran's student entrepreneurial intentions. The researcher used a quantitative study, using a data collection self-report survey, and hypotheses were observed. The researcher used a sample of 250 university students, applying the lesser-square approach. The results showed a significant indirect connection to entrepreneurial intentions and entrepreneurial passion and entrepreneurial intentions through perceived behavioral control and attitudes toward entrepreneurship. The result presented that not all TPP structures have a substantial correlation with business intention. The results exposed that perceived behavioral control was entrepreneurial intent's most predictor. Attitude towards entrepreneurship also has a robust predictive capacity. There was an insignificant connection between subjective norm and entrepreneurial intention.

Karlovský and Pathak (2019) investigated the impact of the subjective norm on university students' business intention in Uttarakhand State. A total of 250 questionnaires was collected from students at state universities. Sampling random method was used for this study to collect data. The sample size for this study was 250 students from public and private universities and institutes in Uttarakhand. The hypothesis was tested. The result determines that subjective norms influence entrepreneurial intention.

Amos and Alex. (2014) examined the components of Ajzen's Planned Behavior Theory (TPB), demographic impacts, and contextual factors in Kenya's entrepreneurial intention. The researcher carried out quantitative research, developed and distributed a questionnaire for 326 students from three universities in Kenya. Results show that gender, having entrepreneurial parents, subjective norm, perceived behavior control, attitudes, favorable environmental conditions, and academic support were significant determinants of entrepreneurial intention.

Kim-Soon et al. (2016) investigated entrepreneurship career intention and entrepreneurial motivation in Malaysian public universities. A total of 413 questionnaires were distributed by a convenient and structured sampling approach to students of various faculties in a public university. The result revealed that self-employment and subjective norms significantly correlated both immediate students' and future entrepreneurship students' intentions.

Mahmoud (2014) investigated determinants of Entrepreneurial Intention in Nigerian Postgraduate Masters of Science at the University of Utara Malaysia were examined. The study chose 156 samples that satisfied the minimum necessary for the representative example. The investigation utilized the quantitative survey design applied questionnaire. The data were analyzed using SPS version 20. The findings illustrate that perceived behavioral control and entrepreneurial attitudes are positively associated with entrepreneurial intent. Amongst UUM Nigerian postgraduate students. Despite this, the subjective norm is irrelevant to entrepreneurial intention.

Bachiri (2016) examined determinants of students Entrepreneurial Intention in Moroccan University. The researcher used a quantitative study. The population under study consists of 90 University Diploma in Technology (DUT) students from the Ecole Normal Superior of Education Technique (Mohamed V University of Rabat, Morocco). Ninety questionnaires were distributed. The results showed that perceived behavior control and entrepreneurship attitude significantly affect students' intention to become entrepreneurs.

The result also showed that subjective norms have no significant influence on students' intention to become entrepreneurs.

Tshikovhi et al. (2015) investigated South African students' entrepreneurial knowledge, personal attitudes, and entrepreneurial intentions. Descriptive design was utilized as a quantitative approach, and three hypotheses were tested. The researchers used stratified sampling techniques to obtain data from 355 questionnaires to collect primary data through 27 institutes and university students in Enactus, South Africa. The result explained that both entrepreneurial knowledge and personal attitude affect entrepreneurial intentions.

Mirjana et al. (2018) examined entrepreneurial intent determinants in master and bachelor students in economics and business departments. Empirical research was conducted on a sample of 330 students in Bachelor's and Slovenian Master's degree studies in economics and business. Research hypotheses were tested using linear hierarchical regression modeling, which revealed that attitude toward entrepreneurship, subjective norm, and perceived behavioral control were positively relevant to one's business intentions. The innovative cognitive style was also important when creating an entrepreneurial choice.

Essa and Jargon (2018) investigated determinants of entrepreneurial intention using Planned Behavior Theory. The sample included 384 students from four State and private universities in Khartoum. Non-random sampling used convenience sampling took the sample. The sample was also taken from the students still lecturing. This was done to facilitate the distribution of questionnaires, and students provided the answers with accuracy. The hypothesis was tested. This research's analytical technique was a quantitative method of data analysis using path analysis modeling (AMOS v 25). The result showed that entrepreneurial behavior has no significant positive impact on Entrepreneurial Intention. At the same time, perceived behavior controls Subjective Norms and has a positive impression on students towards their Entrepreneurial Intention.

Robledo et al. (2015) investigated gender's moderating role in entrepreneurial intentions. The researcher used a quantitative study. An online survey questionnaire was used. This study's target audience includes university students in the final years of business studies. The non-probability convenience sampling method was used, and the sample consists of students from one university in Málaga and one in Barcelona (81 males and 99 females).

The findings recommend that perceived behavioral control and entrepreneurship influence the entrepreneurial intentions of students, but subjective norms do not. Moreover, the results show that the moderating effects of gender in the connection between perceived behavioral control and subjective norms affect women positively. However, gender's moderating position does not seem to have a remarkable impact on predicting entrepreneurial intentions when TPB levels are moderated.

Sabah, S. (2016). Researched determinants of entrepreneurial intention for undergraduate business students in three of Turkey's most economically advanced capitals. The investigator used the TPB model and questionnaire. Data from a convenience sample of 528 business students in three economically most progressive cities in Turkey, Ankara, İstanbul, and İzmir, were obtained from the third and fourth-year students. Hypotheses were tested. As a result, the entrepreneurial intention was significantly influenced by an attitude towards entrepreneurship, subjective norm, and perceived behavior control.

Conclusion

In conclusion, 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. Eagle 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 students' entrepreneurial intentions.

CHAPTER 5: METHODOLOGY AND DATA ANALYSIS FRAMEWORK

Introduction

This chapter discussed the type of research methodology used in this study and the research objective, research questions, and hypothesis test. The researcher also explained data analysis, including data collection procedure, population, sampling technique, research design, data tool, Test of the significance, demographic variables, descriptive, correlation, and multiple regression analysis discussion, conclusion, and recommendation.

5.1. Research Objectives

This research's principal objective is to add value to the research work in entrepreneurship, examining students' intentions of building a new business. This study furthermore attempts to identify the principal factors that significantly effects on students in becoming an entrepreneur.

5.3. Development of Hypothesis

Based on a thorough review of the literature associated with the influence of Ajzen Model (Ajzen, 1985) variables on entrepreneurial intention, the researcher generally witnesses massive contradictory results associated with previous studies. That's why the researcher has formulated the following study hypothesis to determine if the Ajzen models variables, subjective norm, behavioral attitude, perceived behavior control effects on entrepreneurial intention of Somali students. So that, 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.

5.4. Research Design and Data analysis Tool.

The entire process, which suddenly begins data collection and ends in the analyzing and interpretation phase, is usually known as data analysis (Cooper and Schindler, 2003). A quantitative approach was applied to examine interrelationships between dependent and independent variables using descriptive statistics, correlation, and regression analysis. The results were utterly analyzed using statistical analysis software called the Statistical Package for Social Sciences (SPSS 25).

5.5. Data Collection Procedure

This examination aims to investigate the factors affecting the entrepreneurial intentions of Somali students. The Entrepreneurial Intention Questionnaire (EIQ) was adapted from Linan and Chen (2009). It is based on the existing theoretical and empirical literature on applying the theory of planned behavior to the field of entrepreneurship. Hence, it has been thoroughly cross-checked with other researchers used, such as Kolvereid (1996), Kolvereid and Isaksen (in press), Chen et al. (1998), Kickul and Zaper (2000), Krueger et al. (2000), or Veciana et al. (2005). For primary data was collected online. The first unit of the survey was measured demographic variables, while the second part of the survey marked entrepreneurial intention amidst students and their determinants. A Likert scale was used to measure entrepreneurial intention. Twenty-one items measured entrepreneurial intention, subjective norm, entrepreneurial attitude, perceived behavioral control. A five-point scale evaluated all three constructs. The first section of the research analyzes identified demographic variables as a percentage of research contributors.

Descriptive analysis is the second stage of the investigation. It explains aspects of the study variables' phenomena and then presents each relevant variable's complete information: mean and standard deviation.

The correlation study was also used to directly define the linear connection between the dependent and independent variables to verify the variables' connecting intensity.

5.6. Population and Sampling Technique

Survey questionnaires were distributed by a convenient sampling of Mogadishu's eleven universities, namely, Benadir University, City University, Indian Ocean University, Jazeera university, Jamhuriya university, Mogadishu University, Plasma University, Simad University, Somali National University, University of Somalia (UNISO). Three hundred eighty of valid data were analyzed using demographic variables, descriptive and correlating variables, and multiple regressions. The study's sample size was 380 university students who have studied business, economics, and accounting at public and private universities in Mogadishu-Somalia.

5.7. Test of The Significance

In all matters, the researchers have used multiple linear regression tests to quantify the interconnection's strength and direction among the dependent variables and independent variables for the investigation. The investigation was applied to the significance level of 1% and 5% as it is the most over and over-utilized in the investigations.

5.8. Findings

5.8.1. Descriptive Statistics Outcome

Table 2: Age of Respondent.

		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 a table 2 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 3: 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 3 presented, most of the respondents (67.6 %) were male, and (32.4%) were female.

Table 4: Marital Status

		Marital status			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Divorce	8	2.1	2.1	2.1
	Married	103	27.1	27.1	29.2
	Single	269	70.8	70.8	100.0
	Total	380	100.0	100.0	

As table 4 exposed, most of the respondents (70.8 %) were single, (27.1%) were married, and (2.1%) were divorced.

Table 5: 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 5 exhibited, most of the respondents (43.4 %) were unemployed students, (33.4%) were employed students, and (23.2%) were part-time working students.

Table 6: Which year are in at university

		Which year are you in at 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	

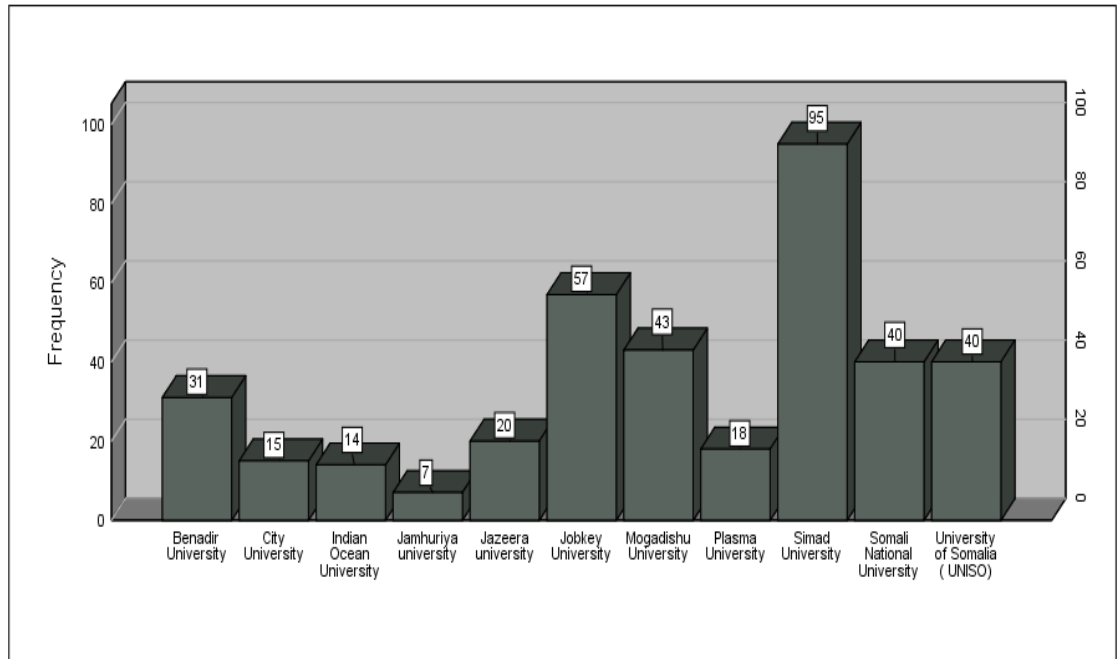
As table 6 displayed, most of the respondents (43.7 %) were senior, (24.5%) were sophomore, (19.5%) were year junior, and (12.4%) were freshman.

Table 7: List of the Universities

In which university do you study?					
		Frequency	Percent	Valid Percent	Cumulative Percent
	Benadir University	31	8.2	8.2	8.2
	City University	15	3.9	3.9	12.1
	Indian Ocean University	14	3.7	3.7	15.8
	Jamhuriya University	7	1.8	1.8	17.6
	Jazeera University	20	5.3	5.3	22.9
	Jobkey University	57	15.0	15.0	37.9
Valid	Mogadishu University	43	11.3	11.3	49.2
	Plasma University	18	4.7	4.7	53.9
	Simad University	95	25.0	25.0	78.9
	Somali National University	40	10.5	10.5	89.5
	University of Somalia (UNISO)	40	10.5	10.5	100.0
	Total	380	100.0	100.0	

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.

In which university do you study



Footnote

Figure 2: List of the University.

Table 8: Level of Education

		Level of Education		Valid Percent	Cumulative Percent
		Frequency	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 8 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 9: Reliability Analysis

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

As presented in Table 9, 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 (Allyn and Bacon, 2003).

Table 10: 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 10, 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 will succeed.

5.8.2. Inferential Statistics Outcome

Table 11: Correlation

		Correlations	
		IV	DV
IV	Pearson Correlation	1	.680**
	Sig. (2-tailed)		.000
	N	380	380
DV	Pearson Correlation	.680**	1
	Sig. (2-tailed)	.000	
	N	380	380

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

As shown in Table 11, the Pearson correlation is .068, which shows a very weak positive correlation. The more time students try a business, the better they are likely to do. Still, the effect is minimal. The two-tailed meaning value – which in this case is .000, which means that the dependent variable and the independent variable are positively correlated.

5.8.2.1. Multiple Regression of Attitude, Subjective Norms, Perceived Behavioral Control against entrepreneurial Intention.

Table 12: Multiple Regression

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F	df1	df2	
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 $R^2 = .500$. 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.

5.8.2.2. Specification of Model

The research estimated this model, which is drawn into an equation to uncover the interconnection between dependent variables and independent variables composed of one dependent variable and three independent variables. Variables as following:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 \dots\dots\dots \text{(Equation)}$$

Multiple linear regression was calculated to predict Entrepreneurial Intention based on their attitude towards entrepreneurship, subjective norms, and perceived behavioral control. A significant regression equation was found ($F(3, 376) = 125.255, p < .000$), with an R^2 of .496. Participants predicted EI is equal to $4.630 + .527 (PA) + .053 (SN) + .355 (PBC)$.

Table 13: 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 essential because the sig level is 0.000 and $F=125.255$) which means the model is a good fit for the data.

Table 14: Coefficients

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

Constant- is an unchangeable coefficient that is not interpreted, however, for exceptional cases. As such, it is not acceptable to be included in this model.

It does not result as crucial for our model (sig=0.000). As a factor itself, personal attitude is essential for estimating the entrepreneur's intention, as its importance results revealed less than 0.05 (sig=0.000). This recommends that personal attitude affects the student's entrepreneur's intention. As a factor itself, subjective norms are unimportant for estimating the entrepreneur's intention, as its importance results showed higher than 0.05 (sig=.372). This result suggests that Subjective Norms do not affect the student's entrepreneur intention. The perceived behavior control is an essential factor in estimating the entrepreneur's intention, as its results explained that its importance is less than 0.05 (sig=.000).

The variable personal attitude was positively affected by the entrepreneurial intention of students ($p < 0.05$). Therefore, the researcher support H1. Similarly, the second findings were found on the other independent variable of perceived behavioral controls were significantly influenced by entrepreneurial intention ($p < 0.05$). So that, the researcher was support for H3. Finally, the third variable is independent of subjective norms found that is not significantly affected by entrepreneurial intention among students because the level of significance is higher than 0.05. Therefore, the researcher supported H0.

5.9. 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 and 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 and Furxhiu, 2017; Kabir et al., 2017; Karimi, 2019). This research's results show that students planning to be entrepreneurs mainly were 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.

CONCLUSION AND RECOMMENDATIONS

The conclusions of the investigation were discussed based on tested hypotheses. This investigation aims to designate the determinants of Somali students' Entrepreneurial intentions by using the Theory of Planned Behavior (TPB). Descriptive analysis and multiple regression analyses were conducted to analyze the data. A reliability test was also carried out to ensure the continuity and reliability of the systems of the constructs used in measuring the identified variables. Descriptive analysis was carried out to regulate the average score and the scattering of behaviors, subjective norms, perceived behavioral control, and entrepreneurial intention.

This examination exhibited that attitude towards entrepreneurship and perceived behavioral regulation significantly influenced Somali students' entrepreneurial intentions; however, subjective norms have no significant impact on Somali students' entrepreneurial intentions. The researcher supports previous researchers who found that personal attitude and perceived behavior control influenced entrepreneurial intentions (Dinc and Budic, 2016; Mahmoud, 2014; Bachiri, 2016; Robledo et al., 2015). The study further reveals that personal attitude was found to affect students' entrepreneurial intention as the most crucial variable due to the personal attitude variable's highest Beta value. The second most significant effect was perceived behavior control, followed by subjective norms. Besides, this study indicates that the TPB model is appropriate for student entrepreneurial purpose research. Researchers suggest that educators teach business students to build business ideas in ongoing projects based on the results. This project could be successful for future students and a chance to become entrepreneurs, such as Gauri Nanda, who created the iRobot (Chafkin., 2007).

Therefore, this study recommends that parents and family members support their children's entrepreneurial spirit and relationships to generate jobs in society through business development. Besides, teachers, parents, relatives, and successful entrepreneurs should be encouraged to provide prospective graduates with mentorship to promote their practical entrepreneurial skills upon graduation. Firstly, universities should offer students more programming and courses for entrepreneurship. This will enable them to equip themselves with the knowledge and skills required to be more optimistic in business activities and control situational factors.

This helps to strengthen students' perceived behavioral control over entrepreneurship, affecting their intention of becoming entrepreneurs. Finally, through its ministries and agencies, the government should establish appropriate systems and procedures to facilitate new enterprises, especially among graduates, when such opportunities are prevalent and resources are readily available. Students can be motivated to participate in entrepreneurial activities, knowing that the government's funding is given. Current businesspeople will encourage the students to become future businesspeople and their success stories.

LIMITATIONS AND FUTURE STUDY

Three limitations were classified: First, the sample size of respondents is a concern. The data was collected online using convenience sampling, which was limited by students' contacts and networking. Second, only Eleven universities are engaged, which intimates the results are not generalized. Third, this research only focuses on students who are now enrolling in the class. Finally, the rising number of universities is another option for future research.

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APPENDIXES

DETERMINANTS OF SOMALI STUDENTS' ENTREPRENEURIAL INTENTIONS: THE CASE OF UNIVERSITY STUDENTS IN MOGADISHU

Dear Respondent, My Name is Liiban Alin and this study is a part of the requirements for the award of a master's degree in Organizational management Sakarya University - Turkey. I, kindly request you to fill in this questionnaire. Please respond to all questions as honestly as you can. It is only an academic purpose and its confidentiality. Thank you so much in advance.

Instructions to respondents

- ❖ Do not write your name on the questionnaires.
- ❖ The research is only for academic purpose and not for money.
- ❖ All information will be private.

Section: A

1. Age

18-25 26-35 36-44 46- over
years

2. Gender

Male Female

3. Marital status

Single Married Divorced

4. In which university do you study

Benadir University Jazeera university
 City University Mogadishu University
 Indian Ocean University Plasma University

Jamhuriya university

Somali National University

Jobkey University

University of Somalia (UNISO)

Simad University

If your university is not on the list, please write on here

.....

5. Educational level

Bachelor's degree

Master's degree

6. Which year are you in university?

Year One

Year Two

Year Three

Year Four

7. Occupation level

unemployed students employed student part-time working student

8. Write your monthly average family income \$.....

Section B:

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Being an entrepreneur implies more advantages than disadvantages to me	1	2	3	4	5
2	A career as an entrepreneur would be attractive to me	1	2	3	4	5
3	If I had the opportunity and resources, I would like to start a firm	1	2	3	4	5
4	Being an entrepreneur would entail great satisfactions for me	1	2	3	4	5
5	Among various options, I would rather be an entrepreneur	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	If I decided to create a company my close family would approve of that decision	1	2	3	4	5
2	If I decided to create a company my friends would approve of that decision	1	2	3	4	5
3	If I decided to create a company my colleagues would approve of that decision	1	2	3	4	5
4	If you decide to create a firm, would people in your close environment approve of that decision	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	To start a business and keep it working would be easy for me	1	2	3	4	5
2	I am prepared to start a viable firm	1	2	3	4	5
3	I can control the creation process of a new firm	1	2	3	4	5
4	I know the necessary practical detail to start a firm	1	2	3	4	5
5	I know how to develop an entrepreneurial project	1	2	3	4	5
6	If I tried to start a firm, I would have a high probability of succeeding	1	2	3	4	5

		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I am ready to do anything to be an entrepreneur	1	2	3	4	5
2	My professional goal is to become an entrepreneur	1	2	3	4	5
3	I will make every effort to start and run my own firm	1	2	3	4	5
4	I am determined to create a firm in the future	1	2	3	4	5
5	I have very seriously thought of starting a firm	1	2	3	4	5
6	I have the firm intention to start a firm someday	1	2	3	4	5

CURRICULUM VITAE

Liban Daud ALIN is a passionate and hard-working person seeking to become a Business Analyst to contribute to the development business in Somalia.

Academically, Mr. Liban graduated from Al-mathal primary and secondary school. He obtained a Bachelor of Arts in Business Administration from Simad University. He also received a Bachelor of Islamic bank and finance from Jobkey University. He is currently pursuing a Master of Business Administration in management and Organization at Sakarya University in Turkey.

Professionally, Liban has worked in a different place in both education and private Business. He worked at Al-mathal primary and secondary school teacher and Head of the Examination. Also, he worked at Alin furniture as a sales manager.