

ABSTRACT

This study examined factors influencing entrepreneurial intentions among students at the University of Dar es Salaam. The specific objectives were to examine the role of attitude, subjective norms, and perceived behavioral control in influencing entrepreneurial intentions among students. An explanatory research design and a quantitative approach was employed. The sample size was 200 university students although 182 students were reached. Data was collected through a questionnaire and analyzed by SPSS software. The study found that attitudes, subjective norms, and perceived behavioral control are important in explaining entrepreneurial intentions among students. Among other factors, subjective norms were found to have a strong influence on entrepreneurial intentions among university students accounted by 46% of the variation, followed by attitude 36% of the variation; and last one was perceived behavioral control 35% of the variation in entrepreneurial intentions among university students. In addition, the study found that subjective norms have a strong influence on entrepreneurial intentions whereby 46% of the variation in entrepreneurial intentions among university students has been accounted for by the role of subjective norms. Also, the study concluded that attitudes, subjective norms, and perceived behavioral control are strong predictors of university students' intention of becoming entrepreneurs. This research has proven that entrepreneurship intention has a positive relationship with undergraduate students' behavior in engaging in entrepreneurship. Since it was discovered that university students' attitudes, subjective norms, and perceived behavioral control have a significant influence on entrepreneurial intention, the study recommended that it is important that educational policies, particularly in higher learning should be well-directed in creating new attitudes among university students. This should be done in tandem with the development of instructional resources linked to entrepreneurial education. The study was purely qualitative and hence might limit in-depth information. Although the findings of the study have practical relevance, the study was conducted at the University of Dar Es Salaam which is the city context and a highly populated area. The result may alter if the study was conducted in other locations of the country.