



AN ASSESSMENT OF ENTREPRENEURIAL INTENTION AMONG COLLEGE STUDENTS IN TANZANIA

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ABSTRACT

Purpose: This study focuses on the assessment of entrepreneurial intention among college students in Tanzania. Specifically, the study investigates the effects of measures of entrepreneurship, motivation, and obstacles to entrepreneurial intention (EI) among college students in Tanzania.

Design/ Methodology/ approach: This study was conducted in Dar es Salaam city. A total sample of 600 respondents was drawn using the purposive sampling method, the respondents come from 4 public colleges. The obtained data were analysed using descriptive statistics and Confirmatory Factor Analysis and results were presented in tables and diagrams.

Findings: The findings indicated that while college students in Tanzania possess a high entrepreneurial intention, there are, however, predominant motivators such as unemployment, poverty, job security, self-enjoyment, interest in the entrepreneurship subject and to be my boss that forces most of the college students to engage in various forms of entrepreneurship. Moreover, the obstacles such as lack of funding, lack of government support, lack of business skills, high taxes, corruption, and bribery were identified as the main factors prohibiting college students from becoming entrepreneurs

Research Limitations: The study was based on purposive sampling and data was obtained from final year diploma and bachelor students from only 4 public colleges after final exams sessions, this may not necessarily be representative of all college students in Tanzania.

Practical Implication: The study stimulates colleges to evaluate the effectiveness of their effort in promoting entrepreneurship through training and education. To policymakers, the study helps to prepare the entrepreneurial policies that encourage college students to start high-growth businesses and become successful entrepreneurs. Finally, to the government, the study help to improve the entrepreneurship programs that promote and enhance business skills acquisition, rise the spirit of creativity, self-reliance, and self-independence among youth.

Originality/value: The paper provides novel insights concerning the role that EI can play in the development of college students entrepreneurs` attitudes.

Keywords: *Entrepreneurship, Entrepreneurial Intention, Motivation, Obstacles, Tanzania*



1. INTRODUCTION

1.1 Background

The global participation rate of young people in the labour force has continued to decline, between 1999 and 2019 the global youth population (aged 15-24) have increased from 1 billion to 1.3 billion, but the number of youth engage in the labour force decreased from 568 million to 497 million (ILO, 2020). This implies that substantial numbers of young people in the world are unemployed. In 2019 more than 64 million youth in the world were unemployed and most of them were from developing countries (Mabala, 2019). Entrepreneurship has been regarded as one of the key elements to economic success, making a significant contribution in solving the unemployment problem, critically important at a time when the number of countries both developed and developing are facing youth unemployment (Waddah & Khaled, 2020). From the 1970s onward many western countries have experienced an increase in unemployment (Neneh, 2014). ILO, (2020) reported that in 2019, South Asia experienced a 6.4 ratio of youth to the adult unemployment rate, followed by South-Eastern Asia and the pacific at 6.2 and the Arab states at 4.0.

Mabala (2019) reported that the youth unemployment in Africa was expected to exceed 30 percent with North Africa being the leader. Cameroon National Institute of Statistics reported that the unemployment rate in Cameroon was between 13 and 15.5% while the level of underemployment was between 54.4% and 71.9% for urban areas and 79.2% for rural areas. Like other countries in the world, Tanzania is also facing the same challenge with unemployment among young people twice as high as among the adult population (Hunter & Lean, 2018). Mabala, (2019) reported that in 2019 the youth unemployment rate in Tanzania was 11.5 percent.

One of the bases of solving youth unemployment is the creation of new business enterprises. This depends on effective innovation and a large number of entrepreneurs. There is a positive effect of young entrepreneurship on the economic growth of the country (Fatoki, 2010). In this context, one of the measures being considered by governments in solving the unemployment problem is to promote entrepreneurial development among youth (Barba-Sánchez & Atienza-Sahuquillo, 2018). Several studies have investigated potential factors such as intention, motivation, education, previous experiences, personality traits, and social contexts that may influence entrepreneurial initiatives (Abu-Saifan, 2012). Generally, the results of these studies appear to agree and disagree with each other. For example, Ferri, Ginesti, Spano & Zampela (2018) argue that the studies on the factors that influence entrepreneurial initiatives among youth appear mixed because some argue that youth do not have sufficient labour market experience while other studies claim that youth entrepreneurs have more innovations, technology, and flexibility which positively affects their behaviours and entrepreneurial intention (EI).

In Tanzania, youth unemployment has been a long-time problem. This problem can be traced back to independence in 1961 (Kiaga, 2016). The new jobs in Tanzania cannot accommodate the employment demand of youth since each year about 900,000 young Tanzanians enter the labour market that is generating only 50,000 to 60,000 jobs (Mwita, 2019). This means that most college



graduates remain unemployed something which calls for self-employment as one of the solutions to the unemployment problem. In Tanzania studies on youth unemployment have focused on how to reduce youth unemployment (Mabala, 2019), and the challenges facing the development of entrepreneurship education and training (Hunter & Lean, 2018). In this context, various questions arise: what entrepreneurial intentions do college students in Tanzania have? Are they well prepared to start their business? What are the main motivational and obstacles factors which drive them to become entrepreneurs? To fill the void in the literature and add to the knowledge base, this study attempted to address these questions through hypothesized relationships based on the reviewed works of literature.

2. THEORIES UNDERPINNING THE STUDY

2.1 Overview Entrepreneurial intention

Fatoki (2010) defined entrepreneurship as the capacity and willingness to undertake conception, organization, and management of the productive venture with all attendant risks while seeking profit as the reward. Entrepreneurial intention (EI) is considered to be formed by an individual attitude towards entrepreneurship and predominant social norms attached to entrepreneurship in the future (Neneh, 2014). According to Liu, Zhao & Zhao (2019), Entrepreneurial intention (EI) is the most important predictor for individual entrepreneurship behaviour. This is because entrepreneurship behaviour, such as the start-up decision and the actual actions, does not occur overnight, entrepreneurs must first have the intention to start the business (Hsu, Simmons, Hong, Hong, & Pipes, 2019). Entrepreneurship represents an individual planned behaviour that is influenced by certain attitudes and beliefs that are perception-based (Pérez-Macías, Fernández-Fernández, & Rúa-Vieites, 2020). According to Barba-Sánchez & Atienza-Sahuquillo (2018) entrepreneurial activity has its cognitive origin in individual motivation and is understood to be the detonating factor that sparks behaviour and obtain energy to support and steel towards its objectives. It is not simply a matter of doing things, as usual, it is important to add something new and do things well. This is because entrepreneurship is acclaimed as the engine of wealth creation (Hunter & Lean, 2018). In light of this, the following is hypothesized:

H1: Measures of EI are significantly influenced EI among college students in Tanzania

2.2 Motivators to Entrepreneurial Intention

Motivation is the core of cognitive, social, and biological regulation that activates energy, direction, persistence, and intention (Cera, Mlouk, Cera & Shumeli, 2020). This means that motivation drives individuals to act and behave in a certain way. Many factors motivate a person to become an entrepreneur. These factors are called motivators of entrepreneurship. Abdullah, Annum, Mohsin, & Asma, (2010) divided motivators into five types: employment, autonomy, creativity, macroeconomy, and capital. According to Fatoki (2010), many individuals are motivated to start a new business but getting the capital is a big challenge for them. Other researchers divided motivational factors into two factors: pull and push factors. For example, Neneh (2014) divided motivation into pull factors (provide job security, to be my boss, Self-enjoyment, enjoy taking risk, need for prestige and status, to be independent, and dream realization) and push factors (Unemployment, poverty, interest in the subject, occupational



segregation, exploiting the niche market). Eijdenberg & Masurel (2013) looked at the pull factors as positive motivators since they attract people to engage in entrepreneurship activities and viewed pushing factors as the negative motivators which force people to involve in entrepreneurship.

The study by Abdullah et al. (2010), on EI of business students in Pakistan, found that key motivators for entrepreneurial intention were autonomy and employment. Barba-Sánchez & Atienza-Sahuquillo, (2018) study on EI among engineering students indicated that the need for independence was the key factor in the EI of future engineers and had a positive contribution. The study by Cho, Moon & Bounkhong (2019) on Latinas, mentioned parental business ownership, autonomy, flexible income, and self-fulfilment as the motivators. (Liu et al., 2019), have viewed demographic characteristics such as gender, age, education level, personality traits, entrepreneurial knowledge, and desire for achievements as the critical factors that influence EI. From various perspectives, numerous studies have examined different motivators that influence EI as explained above. Therefore the second hypothesis was theorized as follows:

H2: Motivators of entrepreneurship are significantly influenced entrepreneurial intention among college students in Tanzania.

2.3 Obstacles to Entrepreneurial Intention

Many college students may be motivated to become entrepreneurs, but overcoming the obstacles they perceive may be an obstacle to them. The decision to become an entrepreneur is not only determined by personal factors but environmental and various social-cultural elements (Nabi & Liñán, 2013). The environmental factors are such as government rules and regulations, the country's financial and economic infrastructure. Following the recent studies, entrepreneurial self-identity perception, the perception of corruption in the entrepreneurship ecosystem, and the perceived endogenous and exogenous factors are perceived as the antecedents of college students' EI (Ceresia & Mendola, 2019). For example, Neneh (2014) and Ceresia & Mendola (2019) grouped the obstacles to EI into exogenous factors (bureaucracy, taxation, access to credit, high-interest rate, high labour cost, tight labour market, lack of government support, strong competition, and efficiency of judicial system), personal exogenous factors (resiliency to stress, fear of failure, perceived lack of strategic vision), and endogenous factors (lack of funds and capital, high operating expenses, lack of business skills, excessive risk, lack of good suppliers).

The study by Cho et al. (2019) on the EI of business Students in Pakistan found that capital and risk were the significant obstacles towards students' EI. The study by Fatoki, (2010) on obstacles of EI of South African graduates found that capital, skill, support, risk, economy, and crime were the significant obstacles. Cho et al. (2019) showed that the obstacles among Latinas were fear, lack of financial management knowledge, business location selection, and discrimination. Also, the study by Arranz et al. (2019) on the EI of undergraduate students in Andalusia University revealed that the financial obstacles, lack of experience, and training were the main barriers students perceived to starting their own business. Therefore the third hypothesis was set as follows:

H3: Obstacles of entrepreneurship are significantly influencing college students' entrepreneurial intention in Tanzania.

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3. METHODOLOGY

3.1 Study area, Design, and Measures

This study was conducted in the Dar es Salaam region. This area was selected because is a city with many Colleges in Tanzania. The quantitative research approach with the structured questionnaire was employed. This was used to enable the calculation of the actual statistical measures for the theocratized hypothesis on empirical data (Odoom, Anning-Dorson, & Acheampong, 2017). The questionnaire for the survey consisted of two sections. The first section had questions on the demographic information of the respondents and the second section focused on the constructs of this study (measures, motivators, and obstacles to EI). The statements measuring these constraints were measured on a five-point Likert scale ranging from “1= strongly disagree” to “5 = strongly agree”. Regarding the measures, the items for measurements were adopted from the work of Neneh, (2014). the items for motivators were adopted from literature (Eijdenberg & Masurel, 2013; Abdullah et al., 2010; and Neneh, 2014), while those for Obstacles were adapted from Fatoki (2010), Neneh (2014), and Ceresia & Mendola (2019).

3.2 Population, Sampling, and Sample size

The study focused on the college students from four public colleges (College of Business Education (CBE), Dar es Salaam Institute of Technology (DIT), National Institute of Transport (NIT), and Tanzania Institute of Accountancy (TIA)). The target population was the final year diploma and bachelor students. To ensure the even distribution with regards to different education levels, college, age, gender, and study programme, the purposive sampling technique was employed. A total of 667 questionnaires were distributed to the students after the final exams sessions with the consent and cooperation of invigilators.

3.3 Data Analysis

The data analysis in this study was conducted by using the statistical software environment R (R core Team, 2021). To evaluate the prior hypothesis stated earlier, the study employed the Confirmatory Factor Analysis (CFA) approach. CFA was used to test the hypothesis that the relationship between the observed variables and their underlying latent variables exists. The researchers used the knowledge from reviewed empirical researches and to postulates the relationship pattern prior and then test the hypothesis statistically. More explanation on how to perform CFA for social sciences research in R can be found in Chapman & Feit (2019).

4. FINDINGS AND DISCUSSION

4.1 Demographics of Respondents

A total of 667 questionnaires were distributed to the students of which 600 were fully completed and returned indicating a response of 89.9%. The majority of respondents were male (53.7%) compared to female (46.3%). 50.5% of respondents were bachelor students while 49.5% were diploma students. The majority of the respondent (30.2%) were from TIA, followed by 28.5% from CBE, 23.5% from NIT and 17.8% were from DIT. The average age of respondents was 25.14 years with a minimum age of 18 and the maximum age of 44 years.

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4.2 Reliability and Validity

The reliability of the measurement items was assessed by inspecting the internal consistencies of their constructs using the psych package in R (Revelle, 2019). The results in Table 1 show adequate reliability since Cronbach's Alpha (α) values ranging between 0.72 to 0.84 for factors and 0.70 to 0.84 for items which exceeding the cut-off value of 0.7 as suggested by (Al-Dhaafri et al., 2016).

Table 1: Factors, items, items code and the Cronbach's Alpha (α), Means, Standard deviation (SD), Skewness (SK), Kurtosis, and squared multiple Correlations (R^2) for the items.

Factor	α	Item	Item code	α	Mean	SD	SK	kurtosis	R^2
Measurement	0.75	I have strong intention to start business	Ms1	0.68	3.07	0.87	-0.05	-0.06	0.44
		Preferring to be an entrepreneur rather than being employed	Ms2	0.72	3.19	0.84	-0.01	-0.3	0.27
		I am prepared to do anything to be an entrepreneur	Ms3	0.74	2.69	0.83	0.2	0.05	0.22
		I want to be my boss	Ms4	0.73	3.02	0.76	-0.07	-0.14	0.25
		I will put every effort to start and run my own business	Ms5	0.70	3.03	0.97	-0.05	-0.41	0.35
		My professional goal is to become an entrepreneur.	Ms6	0.74	3.05	1.02	-0.1	-0.53	0.24
Motivators	0.72	Unemployment	Mt1	0.70	3.19	0.76	-0.12	-0.26	0.31
		To provide job security	Mt2	0.70	2.94	0.87	0.01	-0.25	0.24
		I enjoy taking the risk	Mt3	0.71	3.15	0.96	0.13	-0.64	0.16
		Dream realization	Mt4	0.71	2.84	0.86	-0.03	-0.19	0.14
		Poverty	Mt5	0.70	3.20	0.85	-0.12	-0.11	0.25
		Need for prestige and status	Mt6	0.73	3.06	0.83	-0.05	-0.28	0.09
		Interest in subject	Mt7	0.71	3.1	1	0.13	-0.53	0.18
		To be my own boss	Mt8	0.70	3.46	0.93	-0.07	-0.69	0.19
		To be independent	Mt9	0.71	2.86	0.86	0.26	0.08	0.18
		Self-enjoyment	Mt10	0.70	2.79	0.81	0.17	-0.20	0.33
		Occupational segregation	Mt11	0.71	2.99	0.99	-0.12	-0.74	0.15
		Exploiting the niche market	Mt12	0.71	2.87	0.84	0.02	-0.21	0.15
Obstacles	0.84	Lack of funding	Ob1	0.83	3.09	0.94	-0.01	-0.35	0.37
		Lack of government support	Ob2	0.83	3.12	0.88	-0.11	-0.15	0.36
		Lack of business skills	Ob3	0.82	2.90	0.86	0.15	-0.20	0.38
		Lack of planning and long sighted.	Ob4	0.83	2.96	1	0.09	-0.44	0.31
		Excessive risk	Ob5	0.83	3.07	0.77	-0.10	-0.26	0.31



	Fear of failure.	Ob6	0.84	2.96	0.83	0	-0.12	0.24
	Corruption and bribery	Ob7	0.83	3.10	0.82	-0.06	0.03	0.33
	Strict government regulation.	Ob8	0.83	3.37	0.76	-0.10	0.09	0.36
	Strong competitors	Ob9	0.83	2.94	0.84	0.07	-0.15	0.30
	High taxes.	Ob10	0.83	2.83	0.76	-0.04	0.08	0.43
	High labour cost.	Ob11	0.84	3.24	0.89	0.07	-0.41	0.29
	Crime	Ob12	0.85	3.44	1	-0.18	-0.64	0.22

4.3 Results

Before fitting the CFA model to the data, the multivariate normality assumption was tested by using Mardia's test in the psych package (Finch & French, 2015). The null hypothesis of the test statistics was that the data conform to the multivariate normal distribution. The results showed that the data were normally distributed. Since the data met the assumption, then we proceeded with fitting the CFA model by using the lavaan package (Rosseel, 2012). Before carrying out the CFA, the mean, standard deviation, Skewness, Kurtosis, and squared multiple Correlations of each item in the EI questionnaires were examined using the psych package. Results from Table 1 shows, the mean, standard deviation, Skewness, Kurtosis, and squared multiple Correlations (R^2) of each item. Again, the data approximate the normal distribution as the absolute values of skewness and kurtosis were small than 2 and 7 respectively, and the R^2 for many items were above the acceptable level of 0.25 of item reliability as suggested by Jiang & Kalyuga, (2020).

A three factors CFA model was specified according to the specified study hypothesis by commanding the appropriate lavaan syntax, and the CFA was conducted through the cfa function. The essential model fit indices for the CFA model were summarized and reported. The χ^2 statistics for the three-factor model was $\chi^2 = 556.627, df = 402 (p = 0.000)$ indicating that the model was fitting the data well. Root Mean Square Error (RMSEA) = 0.025, Standardized Root Mean – Square Residual (SRMR) = 0.039 were both less than 0.08, Looking on the Comparative Fit Index (CFI) = 0.955, and Tucker-Lewis Index (TLI) = 0.951 were both greater than 0.95. These indices indicated that the model fit was acceptable (Bollen et al., 2008).

The model summary in Table 2 and Figure 1 shows that model parameters for the paths of latent variables to items, and factors to sub-factors are all significant with (p -Values=0) and all are not far from 1.0. This indicated that the CFA model fitted the data well, with all indices satisfying their respective criteria. The convergent validity of the measure was supported by Chapman & Feit, (2019). The parameter estimates presented, represent the final results, which best explain the findings of the study in line with the hypothesis proposed early. The factor loadings of all items are greater than 0.30 which satisfying the conventionally accepted cut-off of factors loading (Jiang & Kalyuga, 2020). As the result, all stated hypotheses for the study were statistically supported.



Table 2: Factor loading (estimates), Standard errors (std.Err), z-value, p-values and standardized factor loading (std.all) for the questionnaire items

Latent Variables:						
	Estimate	Std.Err	z-value	p-values	Std.lv	Std.all
Measurements =~						
Ms1	1				0.675	0.774
Ms2	0.711	0.058	12.284	0.000	0.48	0.574
Ms3	0.578	0.057	10.184	0.000	0.39	0.471
Ms4	0.597	0.052	11.49	0.000	0.403	0.534
Ms5	0.927	0.068	13.649	0.000	0.626	0.648
Ms6	0.758	0.07	10.832	0.000	0.512	0.502
Motivators =~						
Mt1	1				0.465	0.61
Mt2	0.96	0.098	9.754	0.000	0.446	0.515
Mt3	0.789	0.104	7.618	0.000	0.367	0.381
Mt4	0.639	0.091	7.026	0.000	0.297	0.347
Mt5	0.972	0.097	10.004	0.000	0.451	0.532
Mt6	0.406	0.086	4.749	0.000	0.189	0.227
Mt7	0.842	0.107	7.841	0.000	0.391	0.394
Mt8	0.886	0.103	8.629	0.000	0.412	0.441
Mt9	0.741	0.093	7.937	0.000	0.344	0.399
Mt10	0.939	0.093	10.077	0.000	0.436	0.537
Mt11	0.777	0.106	7.327	0.000	0.361	0.364
Mt12	0.664	0.09	7.378	0.000	0.309	0.367
Obstacles =~						
Ob1	1				0.593	0.628
Ob2	0.941	0.073	12.819	0.000	0.558	0.634
Ob3	0.947	0.072	13.098	0.000	0.561	0.651
Ob4	0.958	0.081	11.775	0.000	0.567	0.57
Ob5	0.745	0.063	11.797	0.000	0.441	0.571
Ob6	0.695	0.066	10.487	0.000	0.412	0.497
Ob7	0.806	0.068	11.933	0.000	0.477	0.579
Ob8	0.785	0.063	12.432	0.000	0.465	0.61
Ob9	0.755	0.068	11.084	0.000	0.447	0.53
Ob10	0.813	0.063	12.825	0.000	0.481	0.634
Ob11	0.708	0.071	10.003	0.000	0.42	0.471
Ob12	0.625	0.077	8.079	0.000	0.37	0.371



IE =~						
Measurements	1				0.508	0.508
Motivators	0.986	0.174	5.664	0.000	0.729	0.729
Obstacles	1.082	0.182	5.935	0.000	0.627	0.627

Table 3: Correlations between the latent variables

	Measurements	Motivators	Obstacles	EI
Measurements	1.0000			
Motivators	0.3700	1.0000		
Obstacles	0.3190	0.4570	1.0000	
EI	0.5080	0.7290	0.6270	1.0000

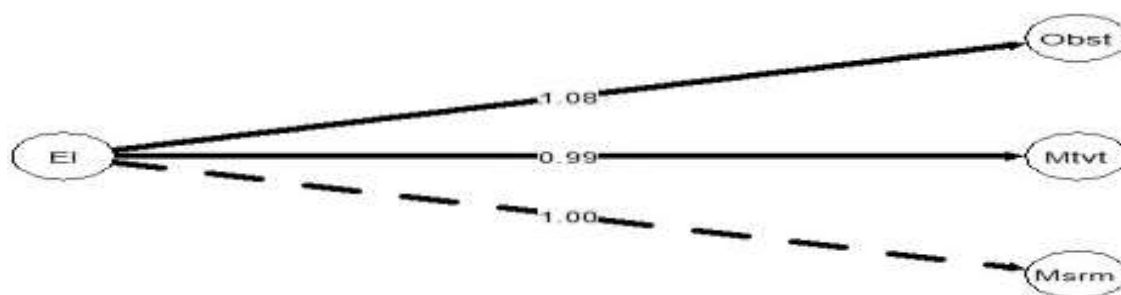


Figure 1: CFA Model (Msrn=measurements, Mvtv=Motivators, Obst=Obstacles)

4.4 Discussion

This study sheds light on entrepreneurial intention (EI) among college students in Tanzania. To achieve this objective the study presented three hypotheses. Hypothesis one (H1) states that the measurements of EI are significantly influencing IE among college students in Tanzania, the second hypothesis (H2) stated that motivators of entrepreneurship are significantly influencing EI among college students in Tanzania, and the third hypothesis (H3) for the study stated that the obstacles of entrepreneurship are significantly influencing EI among college student in Tanzania. In general, the study found that the measurements, motivators, and obstacles were the factors germane to EI among college students. The results are consistent with other previous studies conducted in other contexts.

The descriptive statistics results of measurement (Ms1 up to Ms6) on Table 1 shows that most of the respondent, in general, possesses the high intention to become entrepreneurs. The mean responses were between 2.69 to 3.19 which suggests that a good number of youth will prefer to work for themselves. This is consistent with the finding by Neneh, (2014) and Keat, (2013) who established that most university students in Cameroon and Malaysia respectively possess high entrepreneurial intention. The standardized factor loadings for each item of measurement was ranging between 0.471 and 0.774 which suggests the strong relationship between items and



measurements. The standardized factor loading for measurements in Table 3 was 0.508 which shows a good relationship between measurements and EI. This finding is not surprising because while the number of college graduates is increasing each year in Tanzania, there is not enough vacancy job to absorb all graduates seeking employment. Consequently, many college graduates even before and after leaving colleges consider entrepreneurship as one of their best self-employment options because the labour market in Tanzania is generating few jobs compared to the actual demand (Mwita, 2019).

Furthermore, past research has emphasized the indispensable role of motivators as the key factors that influence EI among college students (Barba-Sánchez & Atienza-Sahuquillo, 2018; Neneh, 2014 and Fatoki, 2010). This study in like manner augmented this debate by confirming the existing empirical results. In consistence with existing researches, it appears that unemployment, poverty, job security, self-enjoyment, interest in the subject, and being my boss were the dominant factors that force most college students in Tanzania to engage in various forms of entrepreneurship. Given that the college students in Tanzania are characterized by a high rate of unemployment and poverty and seeing that there are not enough public and private job vacancies to absorb all graduates seeking employment, many of these graduates turn to self-employment for job security to liberate themselves from unemployment and poverty. This finding is in line with Fatoki, (2010); Keat, (2013) and Neneh, (2014). The facts that most of them were interested in the entrepreneurship subject confirm the point that youth in Tanzania can be trained to become entrepreneurs' experts. This is consistent with Hunter & Lean, (2018) who suggested that entrepreneur perceptions as a value creator are supported by the contention that individuals can be trained to become experts in what they choose to do. Furthermore, many students see the need to find job security as the key motivator for self-employment which can turn them to self-reliance in achieving livelihood security and financial independence. This is in line with Neneh, (2014) who found the same reason in university students in Cameroon. Therefore in congruence with previous studies, this research reinforces the consideration given to motivators as the key antecedent factor influencing EI among college students in Tanzania.

Additionally, the study sheds light on the significant influences of obstacles to EI among college students in Tanzania. Table 2 shows that the variables with high standardized factor loading are lack of funding, lack of government support, lack of business skills, lack of planning and long-sighted, corruption and bribery, and high taxes. These have a strong relationship with obstacles. This is congruence with Fatoki, (2010) who identified lack of funding and business skills as the obstacles prohibiting most university students from becoming self-employed in South Africa. Noting bribery and corruption as one of the key obstacles to youth entrepreneurs in Tanzania is not surprising. In 2018 Transparency international ranked Tanzania as the 99th out of 180 countries with a score of 36/100, and the 2018 trace bribery risk matrix places Tanzania in the high-risk category, ranked it 139 out of 200 countries surveyed (Rahman, 2019). The high rate of corruption and bribery in Tanzania has made academic qualifications no longer a necessary criteria's for graduates to secure immediate employment upon graduation since most of the employers require individuals to bribe. Consequently, many college students in Tanzania see high taxes as a key



obstacle towards entrepreneurs. This is consistent with Cobham et al., (2020) who awards Tanzania a global scale weight of 0.00% in the financial secret index.

Table 3 shows the correlation coefficient of the relationship between the EI, measurements, motivators, and obstacles. The results indicated the positive relation between EI and motivators (0.73), obstacles (0.63), and measurements (0.51). The strong positive correlation between motivators and EI indicates that more individuals are internally motivated to start a business. This is in congruence with the theory of planned behaviour (Entrialgo & Iglesias, 2016) and other prior studies such as Abdullah et al., (2010) and Eijdenberg & Masurel, (2013). The significant relationship between EI and obstacles also indicated that EI is affected by obstacles. This is consistent with prior studies (Fatoki, 2010; Kautonen et al., 2011 and Neneh, 2014) that have indicated that obstacles variables significantly affect EI.

4. CONCLUSION IMPLICATIONS, AND RECOMMENDATIONS

Overall, the findings from the study permit us to conclude that despite most college students possessing a high entrepreneurial intention, there are however predominant motivators such as unemployment, poverty, job security, self-enjoyment, interest in the subject and to be my boss that forces most of the college students to aim to engage in entrepreneurial activities. Moreover, the study found that factors such as lack of funding, lack of government support, lack of business skills, lack of planning and long-sighted, high taxes, corruption, and bribery are the main obstacles prohibiting youth from starting their businesses. In this era where youth unemployment has become a global problem, entrepreneurship has become pertinent for youth to achieve livelihood security and financial independence by creating their employment opportunities. Youth with entrepreneurial skills have several possibilities of introducing their own business and create jobs for others across various sectors.

Moreover, finding from this study makes three key contributions to the literature on the entrepreneurial intention (EI) among college students in Tanzania. First, as the practical implication, the study stimulates colleges to evaluate the effectiveness of their effort in promoting entrepreneurship through training and education. Secondly, to policymakers, the study helps to prepare the entrepreneurial policies that encourage college students to start high-growth businesses and become successful entrepreneurs. Finally, to the government, the study help to improve the entrepreneurship programs that promote and enhance business skills acquisition, rise the spirit of creativity, self-reliance, and self-independence among youth.

Based on these results, to nurture entrepreneurial skills among college students in Tanzania, this study recommends that primary, secondary, and higher learning institutions should introduce and strengthen entrepreneurship education and make it a compulsory subject to all students regardless of their field of study. This will help to nurture students with entrepreneurial skills from an early age, develop that skills, and finally become successful entrepreneurs. Schools should nurture students with ideas and business plan creation through workshops, brainstorming, and industrial internships to enable them to gain valuable business and technical experiences. Furthermore,

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colleges' students should be encouraged to consider entrepreneurship as a career rather than a subject to study just for the sake of passing an exam. This required a change of mindsets and altitudes whereby students will not only learn but create and live what they learn.

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