INDIVIDUAL ENTREPRENEURIAL ORIENTATION AND STUDENTS' ENTREPRENEURIAL INTENTIONS: THE MODERATING ROLE OF SELF EFFICACY AMONG UNDERGRADUATE STUDENTS AT UGANDA CHRISTIAN UNIVERSITY

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UGANDA CHRISTIAN UNIVERSITY
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DECLARATION

I hereby declare that this dissertation entitled "Individual entrepreneurial orientation and students' entrepreneurial intentions: the moderating role of self-efficacy among undergraduate students at Uganda Christian University" carried out under the guidance of Dr. Isaac Katono is my own for the award of the degree of Master of Business Administration of Uganda Christian University, and that appropriate reference has been given to the work of others cited herein. This research dissertation contains no material previously published by another person or material which has been submitted in part or whole to any other University for any other awards or credentials.

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APPROVAL

This is to certify that this dissertation of Ahimbisibwe Caleb has been submitted to the School of research and Post Graduate studies of Uganda Christian University with my approval as the university supervisor as part of the requirement for the award of the Degree of Master of Business Administration of Uganda Christian University.

Dr. Isaac Katono

(University Supervisor)

8th /8/2025

DEDICATION

This work is dedicated to my Father, the Rt. Rev. George K. Turyasingura, whose unwavering support and guidance have inspired me throughout my journey. To my mother, Mama Juliet Turyasingura whose love and encouragement have been a constant source of strength.

I also dedicate this to my family, close relatives and friends who have stood by me, offering their support and encouragement every step of the way. Your belief in me has been invaluable and I am deeply grateful to everyone who contributed to this journey. Thank you for being a vital part of my success.

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LIST OF ACRONYMS

IEO Individual Entrepreneurial Orientation

EO Entrepreneurial Orientation

UCU Uganda Christian University

ABSTRACT

Many students in Uganda do not embrace entrepreneurship upon graduation. This study went out to investigate the extent to which this problem is explained by the relationship between students' entrepreneurial orientation (EO) specifically risk-taking, innovativeness and proactiveness and how these three dimensions affect their entrepreneurial intentions (EI). The study also investigated the extent to which self-efficacy or Perceived Behavioral Control (PBC) moderates the relationship between EO and EI, in an attempt to throw more light on the above problem. This study was mainly based on the Theory of Planned Behaviour using a cross-sectional research design and a convenience sample of undergraduates from Uganda Christian University (N= 200). Data analysis was done by regression and moderation analysis. The findings showed that although the relationship between EO and EI is positive in all cases, it is very low. Furthermore, PBC only significantly and positively moderates the relationship between risk-taking and EI, but not innovativeness and proactiveness. These finding mean that the low uptake of entrepreneurship upon graduation can be explained by their low level of entrepreneurial orientation and selfefficacy. These findings re-enforce the fact that the students are not very entrepreneurial. This research suggests that there is need to boost the EO of these students before they finalize their studies and leave the university. Such a strategy will possibly make them consider entrepreneurship as a viable career path upon graduation.

CHAPTER ONE

GENERAL INTRODUCTION

1.1 Introduction

This chapter provides the foundation for the study by presenting the background and rationale for the research, identifying the problem statement, and outlining the key objectives and research questions. It further delineates the scope of the study and justifies its relevance both academically and practically. The chapter concludes by highlighting the anticipated significance of the study, particularly in informing educational policy and student support services at Uganda Christian University and beyond.

1.2 Background of the study.

Entrepreneurship is defined in many ways by different scholars (Baum, et al 2007) and he says that this definitional discrepancy is a hindrance to the emergence of a universal conceptual model of entrepreneurship (Shane et al, 2000). According to Thornton (1999, p.20) entrepreneurship is the "creation of a new organization which occurs as a context- dependent, socio and economic process". This definition is a combination of the emphasis of Gartner 3 (1988), that is starting an enterprise, Low and Abrahamson (1997) and Reynolds (1991). However, (Shane et al, 2000, p.218) present a more elaborate definition of the field of entrepreneurship as "the scholarly examination of how, by whom and with what effects opportunities to create goods and services are discovered, evaluated and exploited". This process-oriented definition anchors entrepreneurship on the identification of new opportunity, and acknowledges the role of the people who identify, appraise and exploit such opportunities. Acceptance of this definition by entrepreneurship researchers lends credence to the fact that some individuals embrace entrepreneurship through spotting and exploitation of opportunity, while others cannot. To emphasize the importance of the context in the entrepreneurial process, Shane and Venkataraman (2000, p.218) add "It is improbable that entrepreneurship can be explained by reference to a characteristic of certain people independent of the situations in which they find themselves" Entrepreneurship is vital to a nation's economic, social and technological development. Entrepreneurs are considered growth agents of a country because they bring changes to economical, technological and organizational environments

(Gaddam, 2008). Many researchers also agreed that entrepreneurs contributed positively to their countries through new ventures and jobs creations (Frederick et al, 2006).

Understanding of what makes an individual to become an entrepreneur is important in developing new entrepreneurs. This is due to the fact that entrepreneurship is a complex process that involves entrepreneurial cognition and entrepreneurial actions (Hisrich et al, 2013). Furthermore, entrepreneurship is also an intentional and planned behavior (Hisrich et al. 2013; Krueger et al. 2000). As such, there is a need to further scrutinize entrepreneurial intention of young adults. It is a fact that there are many theories found in the entrepreneurial intention literature.

The concept of entrepreneurial orientation is often employed to explain one's tendency to have an entrepreneurial attitude and behavior. One definition of this concept is stated by Lumpkin dan Dess (1996). An Entrepreneurial Orientation (EO) refers to processes, practices, and decision-making activities that lead to new entry. It involves the intentions and actions of key players functioning in a dynamic generative process aimed at new-venture creation. The key dimensions that characterize an EO include propensity to act autonomously, willingness to innovative and take risks, and tendency to be aggressive toward competitors and proactive relative to marketplace opportunity (Lumpkin and Dess, 1996:136). The concept of entrepreneurial orientation by Lumpkin and Dess (1996) is also similar to entrepreneurial potential of Krueger and Brazeal (1994), that is a basic capacity and one's willingness to become an entrepreneur.

Katono, I. W. (2020) defines Entrepreneurial intent as "the self-acknowledged conviction by a person that they intend to set up a new business venture and consciously plan to do so at some point in the future" he clarifies that "intent is used in the sense of a conscious and planned resolve that drives actions necessary to start a business". Therefore, because entrepreneurial intentions are a precursor to performing entrepreneurial behaviors (Bird, 1988), action cannot take place without intention (Lee & Wong, 2004). Consequently, the low intentionality rate among graduates is of great concern (Wu& Wu, 2008). Also entrepreneurial Intention is a desire or tendency of someone who consciously directs the action or behavior in entrepreneurship such as starting a new business (Handaru et al, 2015; Bird 1988). An intention is a form of someone's interest that influences his choices and leads to future actions. The higher a person's sense of attraction towards an entrepreneur, the stronger the entrepreneurial intention will be (Hisrich et al., 2008). Entrepreneurial Intention in this study is a person's determination to become an entrepreneur.

Entrepreneurial intention is a representation of planned actions to carry out entrepreneurial behavior. Before someone starts a business (entrepreneurship), it takes a strong commitment to start it.

Self-efficacy is defined as a person's belief in his ability to perform a task (Gist, 1987), and one's belief that he can effectively use this skill to achieve certain results (Bandura, 1997). Zhao et al. (2005) stated that self-efficacy affects someone's entrepreneurship. Self-efficacy influences Entrepreneurial Intention through cognitive processes, motivation and through emotional states. A person who has high self-efficacy shows greater intellectual ability, strategic flexibility, and effectiveness in managing the environment (Bandura, 1997). People with high levels of selfefficacy can anticipate obstacles that might hinder achieving their Baidi and Suyatno (2018); Travis and Freeman (2018) added that self-efficacy has a positive influence toward entrepreneurial intention.

1.3 Statement of the problem

A considerable agreement exists about the importance of promoting entrepreneurship to stimulate economic development and employment generation. In particular, entrepreneurship education has been considered one of the key instruments to increase the entrepreneurial attitudes of both potential and nascent entrepreneurs. Nevertheless, the factors that determine the individual's decision to start a venture are still not completely clear. (Francisco Liñán, 2010).

These attitudes are problematic among some university students especially at Uganda Christian University where some students might be risk takers but not innovative, some might be proactive but not risk takers whereas others might be innovative but not proactive all of which might limit their intentions to start a business.

Actually, many students after studying do not embrace entrepreneurship (Katono et al, 2020) And because of this, the researcher suspects that may be the problem is their entrepreneurial orientation that is, they might be having a problem with risk taking, innovativeness or proactiveness. This research therefore is to find out for these students, the relationship between risk taking and entrepreneurial intentions, then innovativeness and entrepreneurial intentions and lastly proactiveness and entrepreneurial intentions.

The researcher also suspected that may be if the three dimensions that is, risk-taking, innovativeness and proactiveness are okay, then another problem could emanate from their selfefficacy.

A high level of entrepreneurial self-efficacy is strongly related to strategic risk-taking (Krueger & Dickson, 1994). Also, it is argued that self-efficacy is a key antecedent of entrepreneurial intention (Krueger, 2000) and entrepreneurial activities (Zięba & Golik, 2018). Individuals, who have high entrepreneurial self-efficacy, have more intrinsic interests in business venture actions, are more willing to make efforts and present persistence when they are faced with challenges and obstacles. So, self-efficacy has impacts on the choices an individual makes, how long he persists at a task and how he feels about it. Indeed, students who have higher entrepreneurial self-efficacy also have higher intention to engage in starting a business (Chen et al., 1998) and even higher entrepreneurial behaviour (Neto et al., 2018).

Therefore, this research also is to find out the moderating role of self-efficacy between entrepreneurial orientation and entrepreneurial intention. The moderation to be explored involves examining how self-efficacy affects the strength or direction of the relationship between entrepreneurial orientation and entrepreneurial intention.

1.4 Purpose of the study

The purpose of this study was to examine the moderating role of self-efficacy on individual entrepreneurial orientation and entrepreneurial intention among undergraduate students at Uganda Christian University.

1.5 Specific objectives

The following were the specific objectives;

- To examine the influence of risk-taking on entrepreneurial intention among undergraduate students at Uganda Christian University
- To examine the influence of innovativeness on entrepreneurial intention among undergraduate students at Uganda Christian University.
- To examine the influence of proactiveness on entrepreneurial intention among undergraduate students at Uganda Christian University.

- To examine the role of self-efficacy on entrepreneurial intention among undergraduate students at Uganda Christian University.
- To examine the moderating role of self-efficacy on the relationship between risk taking and entrepreneurial intention among undergraduate students at Uganda Christian University.
- To examine the moderation role of self-efficacy on the relationship between innovativeness and entrepreneurial intention among undergraduate students at Uganda Christian University.
- To examine the moderation role of self-efficacy on the relationship between proactiveness and entrepreneurial intention among undergraduate students at Uganda Christian University

1.6 Research questions

Research questions included the following;

RQ1. To what extent does risk-taking influence entrepreneurial intention among undergraduate students at Uganda Christian University?

RQ2. To what extent does Innovativeness influence entrepreneurial intention among undergraduate students at Uganda Christian University?

RQ3.To what extent does proactiveness influence entrepreneurial intention among undergraduate students at Uganda Christian University?

RQ4.To what extent does self-efficacy (PBC) influence entrepreneurial intention among undergraduate students at Uganda Christian University?

To what extent does self-efficacy moderate the relationship between each of the following;

RQ5. Risk taking and Entrepreneurial intentions

RQ6. Innovativeness and Entrepreneurial intentions

RQ7. Proactiveness and Entrepreneurial intentions

1.7.0 Scope of the study

1.7.1 Content Scope

The study was limited to examining the influence of Individual entrepreneurial orientation (innovativeness, proactiveness, risk-taking) on entrepreneurial intention, examining the role of self-efficacy on individual entrepreneurial orientation and examining the role of self-efficacy on entrepreneurial intention

1.7.2 Geographical Scope

This study was carried out at Uganda Christian University, main branch in Mukono.

1.7.3 Time Scope

The study covered a period of 5 months, from March 2024 to August 2024. During this designated period, the researcher compiled and analyzed all necessary information to have this study complete.

1.8 Justification

An entrepreneur is a businessman with innovative skills who combines other factors of production to cause some positive changes in business environment. He can achieve this combination above by introducing new good quality, new method of production, opening of a new market; introducing new source of materials; or organizing new business. But without being competent his dreams cannot be achieved. He can also have the dream to display by taking calculated risks and in some uncertainty conditions. According to (Mamma, 2010), his dream may be in form of innovation, an opportunity or an improved way of doing things.

It is against this premise that this research became necessary for it examined the moderating role of self-efficacy between Individual entrepreneurial orientation and entrepreneurial intention among undergraduate students at Uganda Christian University.

1.9 Significance of the study

The increase of young entrepreneurs in Uganda would induce the economic growth of the country and it could help Uganda to achieve its transformational agenda. Youth entrepreneurship is one of the factors that can lead to economic advancement of a country. Unfortunately, most of the Ugandan youths, graduates in particular do not choose self-employed as a career due to lack of experience and or exposure (Ekpe & Mart, 2012).

Therefore, the present study would be significant to the youth, especially undergraduates on their career choice, thereby keying out their strengths and weaknesses and of course their intention to become entrepreneurs. This would give a better choice for students' career development. They are capable to identify their attributes, their perceptions of entrepreneurial program and self-efficacy; this will help in keying out their intentions to become entrepreneurs.

Moreover, the findings of this study would be significant to the government as well as other agencies for policy implementation regarding entrepreneurial development programs within and outside the Universities. By keying out the antecedence of students' entrepreneurial intention, policy makers would find it easy to provide necessary support for them. By investigating deepness into the students' entrepreneurial intention, policy makers would get practical information that could help them design courses that have entrepreneurial content that would lead to students' engagement towards self-reliance in the future (Ooi, 2008)

1.10 Chapter one summary

Chapter One introduces the study by emphasizing the growing importance of entrepreneurship in addressing youth unemployment and fostering economic growth, particularly in developing countries like Uganda. The chapter outlines the central focus of the research, which is to explore how Individual Entrepreneurial Orientation (IEO)—characterized by innovativeness, proactiveness, and risk-taking relates to students' entrepreneurial intentions. It further examines how self-efficacy, or the belief in one's ability to succeed, moderates this relationship among undergraduate students at Uganda Christian University.

The background highlights the relevance of entrepreneurial development in academic institutions and underscores the need to understand the internal drivers of entrepreneurial behavior. The problem statement identifies a gap in knowledge regarding the role of personal traits and selfefficacy in shaping entrepreneurial intentions in the university context.

The main objective of the study is to assess the relationship between IEO and entrepreneurial intentions, with specific objectives that include evaluating each component of IEO and determining the moderating effect of self-efficacy. Research questions are formulated to guide the inquiry

accordingly. The chapter also defines the scope of the study in terms of geographical, content, and time and justifies the study's importance in informing educational programs and entrepreneurial policy. Lastly, it outlines the significance of the study for stakeholders including students, educators, policy makers, and researchers.

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter presents a comprehensive review of literature relevant to the study, focusing on the key constructs of Individual Entrepreneurial Orientation (IEO), entrepreneurial intentions, and self-efficacy. The purpose of this chapter is to provide a theoretical and empirical foundation upon which the current research is built. It synthesizes existing knowledge from scholarly books, peerreviewed journal articles, and credible academic sources to identify patterns, gaps, and contradictions in the field, thereby justifying the need for the present study.

The chapter is organized into three main sections. The first section discusses the **theoretical framework**, providing an overview of the major theories underpinning the study, including the Theory of Planned Behavior (TPB). This theory is instrumental in explaining how individual attitudes, perceived behavioral control, and belief in personal capabilities influence entrepreneurial intentions and actions.

The second section explores the **conceptual framework**, which outlines the relationships among the key variables under investigation: IEO (including innovativeness, risk-taking, and proactiveness), entrepreneurial intentions, and self-efficacy as a moderating variable. This framework guides the structure and focus of the research, illustrating how the constructs interact within the context of undergraduate students at Uganda Christian University.

The third section provides a **review of empirical literature**, analyzing prior studies on entrepreneurial orientation, self-efficacy, and entrepreneurial intentions across different populations and contexts. This review not only highlights the significance of each variable but also identifies the limitations and gaps in previous research, such as the under exploration of selfefficacy as a moderator in the relationship between IEO and entrepreneurial intentions.

Through this literature review, the chapter establishes a scholarly context for the study, affirms the relevance of the research problem, and informs the methodological choices in subsequent chapters.

2.1 Theoretical framework

The famous Theory of Planned Behaviour (Ajzen, 1987) was used by many researchers and authors to describe the individual's intentions towards becoming entrepreneurs (Krueger et al., 2004; Ekpe & Mat, 2012; Kolvereid, 1996 Tkachev & Kolvereid, 1999;). According to this theory, individual intentions to execute any behaviour rely upon 13 on three perceptions.

These are "attitude toward a behaviour, subjective norms, and perceived behavioral control" (Krueger et al., 2000; Linan & Santos, 2007).

The theory of planned behaviour (Ajzen, 1991) however, is used to describe the behaviour of humans, which include their norms, attitude, and perceptions in behavioral control. This means the extent to which humans evaluate behaviour favorably or otherwise, norms here refer to social or environmental pressures that will force an individual to act or not to act behaviour.

Therefore, the Theory of Planned Behaviour shows that individual intention is the best way to predict a behaviour; hence entrepreneurial intentions is the best way for understanding the process of entrepreneurship (Krueger, 2004). Moreover, in several studies pertaining classification of behaviours as well as intention towards employing such behaviour, attitude shows about 50% of the variance regarding intention (Krueger et al., 2000).

Furthermore, Autio, Keeley, Klofsten, Parker and Hay (2001) indicate that the TPB constructs explained variance of about 21% of intention to be self-employed. Similarly, in another study conducted by Linan and Chen (2009) discovered about 55% of variance in intention to start a business. In general, the more favourable these antecedents (attitude, subjective norms and behavioural control) are towards the behaviour, the firmer should be the individuals' intention to perform it (Scholten, Kemp, & Omta, 2004).

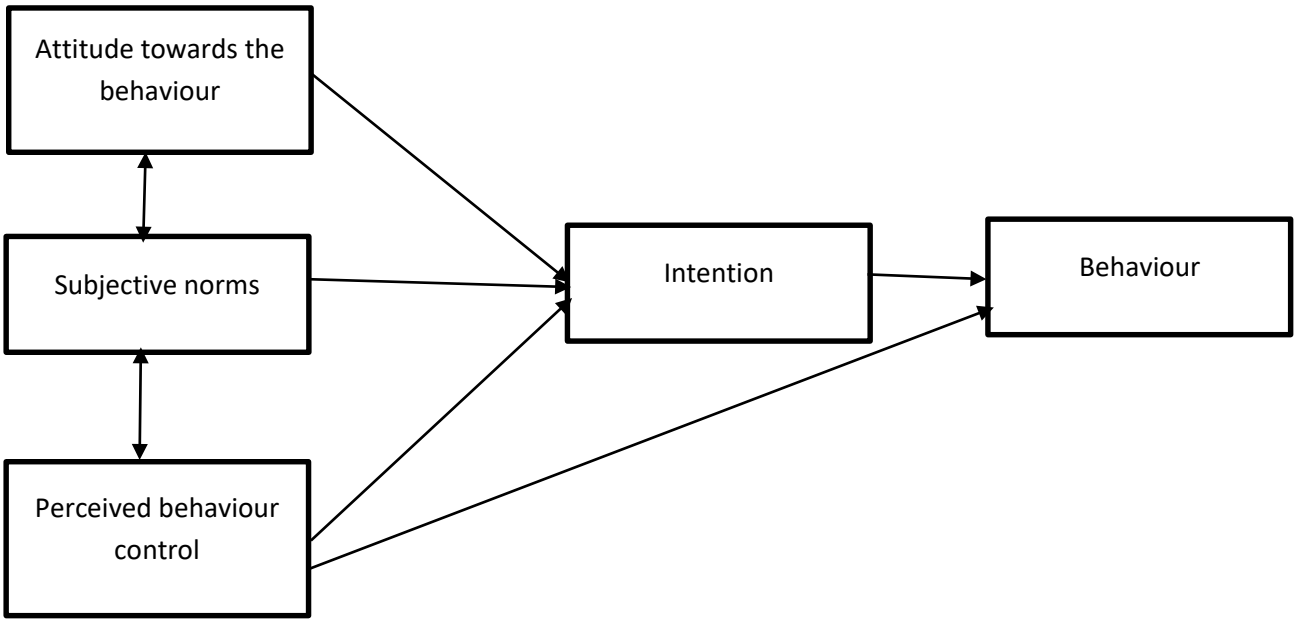
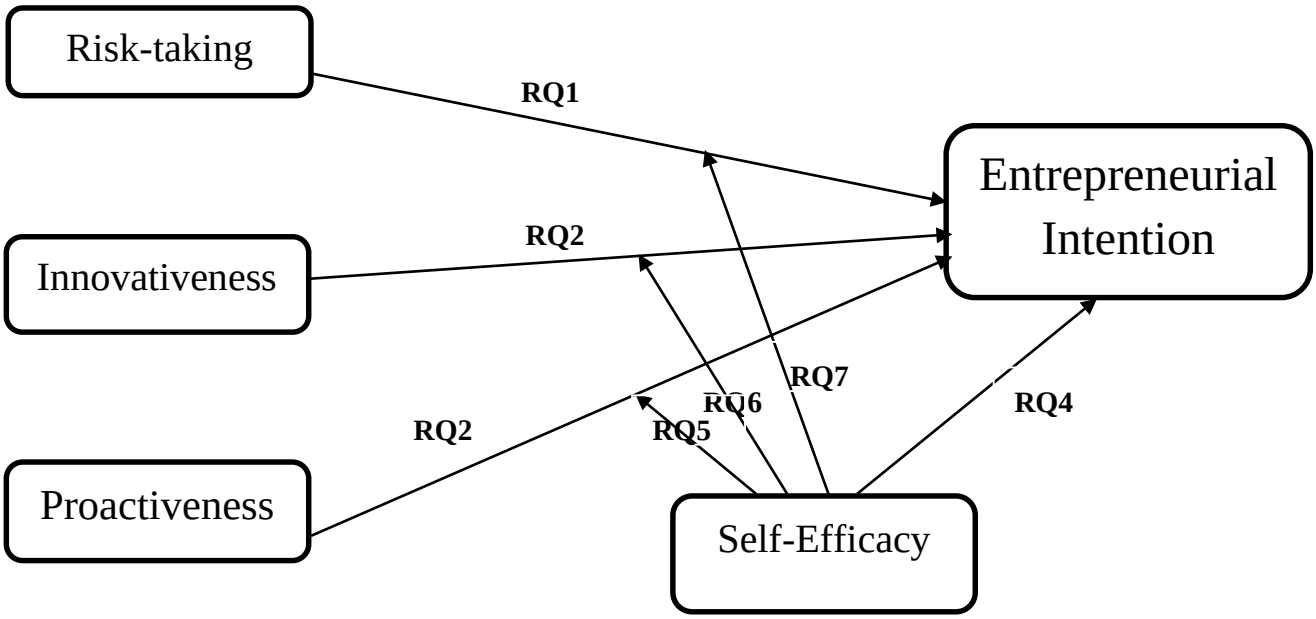


Figure 2.1: Theory of Planned Behaviour. Source: Ajzen (1980)

2.2. Conceptual framework/ study model

This conceptual framework showed the influence of Individual Entrepreneurial Orientation (independent variable) on Entrepreneurial intention (dependent variable). It again showed the moderating role of efficacy (moderating variable).



Entrepreneurship Orientation and Entrepreneurial Intention Development of the concept of entrepreneurial orientation has been associated with the work of (Miller, 1983) where he defined it at the firm level. According to him a firm that is called entrepreneurial must employ market and product innovation, and takes in charge moderately risky investments (Wu, 2009). He used three dimensions to attribute a firm which is entrepreneurial, these include; innovation, taking risks as well as proactive. Some authors (Rauch, Wiklund, Lumpkin, & Frese, 2009) defined the term as "the strategy-making processes that provide organizations with a basis for entrepreneurial decisions and actions".

Self-efficacy plays a main role in goal setting theory by influencing goal commitment and performance (Locke & Latham, 1990). According to Bandura (1982), self-efficacy is the belief that one can successfully execute.

The term self-efficacy emerged from the work of Bandura (1977b) the theory of social learning, and it denotes to an individual's belief regarding his or her ability or capacity to execute a particular task.

One of the famous contributions regarding entrepreneurial self-efficacy implies the functions it performs in the intention towards becoming self-employed. For example, Boyd and Vozikis (1994) widen the work of Bird (1988) s' entrepreneurial intention model by suggesting the mediating function of self-efficacy in finding the intensity of both entrepreneurship intention as well as possibilities of transforming such intention into action.

Self-efficacy also facilitates goal-setting, effort investment, persistence when facing barriers, and recovery from setbacks, it measures the perceived ease or personal capability of performing an intended behavior, even against resistance. Thus, if we understand entrepreneurial decisions and actions as planned intended activities, following Ajzen's (1991) theory of planned behavior, then higher self-efficacy should influence how individuals act when conducting entrepreneurial activities, how much effort they put into goal-relevant activities, and to what extent they persevere in their actions, even when they face obstacles.

a) Individual entrepreneurial orientation is seen by Bolton and Lane (2012) as representing entrepreneurial cognitive traits such as risk-taking, innovativeness and proactivity. IEO emphasizes individuals' orientation of activating these skills to make business decisions. The potential of risk-taking ability, innovation, and proactivity has been strongly linked to entrepreneurial success (Koe 2016). Furthermore, IEO is a behavioral component of entrepreneurship for entrepreneurial pursuit (Bolton and Lane, 2012). This assumption underscores the determination of these skills at individual level for nascent entrepreneurs.

i) Risk-taking. Risk-taking is the ability to make decisions in the face of information shortages. Risk-taking activities involve borrowing heavily for business purposes, entering unknown markets, and committing a huge percentage of economic resources to a project with uncertain results (Adebayo 2015). Risk-taking may be viewed as the extent to which an individual is willing to make a strong business commitment, which justifies the nature of an entrepreneur to engage in bold rather than cautious actions (Gabriel and Kobani 2022). Previous research has shown that successful entrepreneurs often assume risky actions, and also adopt planning and forecasting strategies to limit uncertainty (Covin et al. 2020). Risk-taking ability is a critical entrepreneurial attribute for business creation. Accordingly, risk-taking skills have been found to increase innovation for business (Craig et al. 2014).

ii)Proactivity. Proactivity is the process of projecting or anticipating, and responding to future demands (Lawan and Fakhrul 2015). Proactivity refers to a forward-looking step and opportunity seeking perception which deals with the introduction of new products and services ahead of competitors; also acting in expectation of future needs to create a change in the business

environment. The construct of proactivity as a component of EO has been well explored in the field of entrepreneurship scholarship (Bolton and Lane 2012; Luu and Ngo 2019; Eniola 2020).

iii)Innovation. Innovation is a key characteristic of a successful entrepreneur. Innovation refers to the demonstration of new ideas, unique originality, and creative improvement in existing products or services; also, in the manufacturing of new products. Innovation involves building on existing ideas to create improved business; while disruptive innovation requires new skills or ideas which may leave existing skills outdated (Gabriel and Kobani, 2022). Innovation is a key component required for business enterprise in achieving entrepreneurial success. This is because innovation is associated with new ideas, new products, and new technology.

b) Entrepreneurial Intention: Intention is a predictor of individuals' action (Ajzen, 1991). Intention catches motivational factors which stimulate individuals' behavior, showing the individuals' effort in planning to convert his/her behavior into action/practice (Linan & Santos, 2007). Thus, the chances of having a performance of any behaviour depend upon the intention to perform such behavior. According to Krueger, Reilly, and Carsrud (2000) intentions are the only most important predictor of any planned behavior, entrepreneurial behavior included. This means having knowledge about the antecedents of intentions would lead to the understanding of any intended behavior. Entrepreneurial intention refers to as the willingness of a person to execute entrepreneurial behavior, to involve in entrepreneurial activities, or to be self-reliant (Dohse & Walter, 2010).

c) Self-Efficacy

Bandura (1977) defined the concept of "self-efficacy" as the origin of an individual's skill to complete a specific task and perform a job. It relates to how actions, behavior, perceptions, cognition, and the environment influence each other in a self-motivated way (Shahab et al., 2019).

Self-efficacy is also outlined as people's beliefs about their abilities to fulfill expected levels of performance, influencing events with an effect on their lives (Bandura, 1994). The perceived selfefficacy not only defines the range of options to be considered but also affects other aspects of decision-making. Making decisions in no way ensures that the necessary courses of action be successfully implemented, thus, self-efficacy refers to beliefs about what one can do, and the

expectations of results indicate the expected consequences of what might be accomplished (Ajzen, 1991; Bandura, 2001; Schwarz et al., 2009; Drnovšek et al., 2010; Shahab et al., 2019).

In this perspective, entrepreneurial self-efficacy can include objective beliefs, meaning the ability to assess whether an individual can successfully engage in activities, and control beliefs, implying the capacity to manage negative and positive thoughts while pursuing goals (Drnovšek et al., 2010). Furthermore, people's beliefs in their effectiveness influence the kind of situations they are able to plan, build and operate. Those with a high sense of effectiveness read situations of success, which offer positive guidelines and support for performance (Bandura, 1993). In other words, selfefficacy can be considered a sort of task-specific self-confidence (Shane et al., 2003). In this perspective, human behavior is highly influenced by the belief in their ability to perform the set of behaviors necessary to succeed, demonstrating a strong relationship between self-efficacy and behavior (Engle et al., 2010).

d)**Entrepreneurship Orientation and Entrepreneurial Intention**: Development of the concept of entrepreneurial orientation has been associated with the work of (Miller, 1983) where he defined it at the firm level. According to him a firm that is called entrepreneurial must employ market and product innovation, and takes in charge moderately risky investments (Wu, 2009). He used three dimensions to attribute a firm which is entrepreneurial, these include; innovation, taking risks as well as proactive. Some authors (Rauch, 2009) defined the term as "the strategy-making processes that provide organizations with a basis for entrepreneurial decisions and actions".

Furthermore, Entrepreneurial orientation has become a vital construct that has been widely used in literature related to entrepreneurship. Studies confirm that at firms' level, entrepreneurial orientation has some influence on the performance of the firms, their profitability, level of growth as well as product innovations (Avlonitis & Salavou, 2007; Moreno & Casillas, 2008; Tang, Tang, Marino, Zhang, & Li, 2008; Wiklund & Shepherd, 2003). However, Lumpkin and Dess, (1996) argued that entrepreneurial orientation is considered to have five proportions which always been used for attributes as well as identifying the primary processes of entrepreneurship orientation. According to them these dimensions are risk taking, "being innovative, "proactive", "competitive aggressiveness" and "autonomy.

Researchers have found that in general the entrepreneurial orientation construct including these five dimensions can be considered collectively (Lumpkin et al., 2009; Runyan et al., 2008) or separately (Lumpkin & Dess, 1996; Lumpkin & Dess, 2001; Wang, 2008) depending on context. Furthermore, the above dimensions were used to measure the firms' entrepreneurial performance where by the firms with high scores in these dimensions would be considered as entrepreneurial (Bolton & Lane, 2012). However, since the individual's attitude or behaviour is used to define a small or entrepreneurial organization, the entrepreneurial orientation aspects or dimensions could be applied to an individual (Bolton & Lane, 2012). For example, when investigating students' intention to become entrepreneurs, applying these five dimensions to them would not only be reasonable, but useful when designing efficient method for them (Bolton & Lane, 2012).

Therefore, an individual entrepreneurial orientation is always regarded as individuals' personal qualities and or attitudes that will enable him to be self-employed.

Studies confirm that individual personal attributes or traits could increase person's probability of being an entrepreneur, (Domke-Damonte & Faultstich, 2008; Harris & Gibson, 2008; Raposo, do Paço, & Ferreira, 2008). Because individual traits last longer and are not subject to frequent changes they are always associated with persons entrepreneurial intention (Rauch & Frese, 2007; Zhao, Seibert, & Lumpkin, 2010).

Self-efficacy and Entrepreneurial Intention: Self-efficacy plays a main role in goal setting theory by influencing goal commitment and performance (Locke & Latham, 1990). According to Bandura (1982), self-efficacy is the belief that one can successfully execute. It becomes an important concept for explicating the changes in the evaluation procedures and also choices environ the increase of intention towards becoming entrepreneur and decision that follow to convert such intention into action or behaviour. The term self-efficacy emerged from the work of Bandura (1977b) the theory of social learning, and it denotes to an individual's belief regarding his or her ability or capacity to execute a particular task. Similarly, Bandura (1982) defined the term self-efficacy as a task specific construct, which means that individuals can only have selfefficacy in certain field or area. For example; the self-efficacy of a particular individual can be high in a specific area/field but could be low in another domain. Furthermore, the concept of selfefficacy is related to Ryans (1970) s' self-perception. According to him self-perception of how an individual perceives his capacity/capability has some influence in his intention. Likewise,

selfefficacy has some impact on how individuals believe in themselves, regarding attainment of a particular goal (Boyd & Vozikis, 1994).

People's ability of selection, ambition, exertion and perseverance when facing difficulties is influenced by their self-perception (Bandura, 1991). This means that, if a particular person believes that he or she cannot perform some task or perceived such task as beyond his or her capability, that person will not perform such behaviour or task, although perceived social demand regarding such behaviour may be present (Akanbi, 2013; Boyd & Vozikis, 1994).

However, people having self-belief regarding their competencies as well as their ability to employ/ apply those competencies in carrying out a particular task are connected with self-efficacy. These feelings have been exact or otherwise become estimation on how to mobilize individual's cognitive, their physical as well as their emotional resources to execute a particular task (Maddux & Gosselin, 2003).

Therefore, the concept of self-efficacy is wide and all-encompassing, this because is related to individuals feeling and belief smoothly accomplishing and carrying out certain task for achieving desired results (Bandura, 1999). However, as individual's self-efficacy beliefs lead to intention to perform action it can be applied to forecast and study individuals' entrepreneurial behaviour choice as well as perseverance (Olakitan, 2014). Moreover, when we consider self-efficacy as the main factor influencing intention to start a business, is referred to as entrepreneurial self-efficacy (Boyd & Vozikis, 1994; Chen, Greene, & Crick, 1998; Krueger & Brazeal, 1994). Entrepreneurial selfefficacy becomes a significant concept of realization and or interpreting successful entrepreneurs

(Drnovšek, et al., 2010).

Therefore, so many researchers continue to investigate the impingement of individuals' selfefficacy on their intention to be self-employed. For example, studies found that, entrepreneurial self-efficacy is one of the most important individual traits that determine intention to become to become an entrepreneur (Barbosa, Gerhardt, & Kickul, 2007; de Pillis & Reardon, 2007).

Further analysis on the influence of self-efficacy on intention to become entrepreneurial, Gatewood and associates discover that self-efficacy positively affects the growth of ascription of nascent entrepreneurs in order to come up with new ventures (Gatewood, Shaver, Powers, & Gartner,

2002). According to Kurueger (2000) relate self-efficacy with the concept of perceived feasibility and also entrepreneurship intention formation. When used meta-analysis, (Rauch & Frese, 2007) discovered that entrepreneurial self-efficacy regarding new business start-up is an important in raising the possibilities of starting business activities.

Gender in relation with IEO and Entrepreneurial Intention: Consumers' behavior literatures stated that different attitude and behavior could be driven by different demographic and psychological characteristics. In relation with entrepreneurship, Shane and Venkataraman (2000) stated that the willingness of entrepreneurs to exploit opportunities is a function of various individual differences. One of demographic characteristics was gender.

Studies that relate entrepreneurial intention with demographic variables, such as gender, showed that men view entrepreneurship as a more desirable job compare to women (Veciana et al. 2005). Other studies showed that men have higher personal efficacy and higher preference to establish business than women (Zhao et al. 2005; Langowitz & Minniti 2007; Wilson et al. 2007; Henley 2007).

Men seemed also significantly more likely to involve in starting business compared to women (Davidsson 2006; Minniti and Nardone, 2007). Canizars and Garcia (2010) also found that entrepreneurial initiative was lower among female students and that women were more likely to view the fear of failure as an obstacle to embark on a business venture. Conversely, Garcia and Moreno (2010) found that there is no significant different in entrepreneurial intention between female and male, which means that there is not sufficient evidence to state that male students are more likely to have higher entrepreneurial intention than female students.

Zeffane (2013) conducted a study about entrepreneurial potential for 503 students in Uni Emirat Arab. According to Zeffane (2013), there were no differences on the overall entrepreneurial potentials between males and females. In other words, the findings showed that youth entrepreneurship is not gender-bias and that both men and women reported similar potencies. Study of Fatoki (2014) also stated similar finding, that there is no difference in entrepreneurial intention in terms of gender and family background.

However, Garcia and Moreno (2010) argued that there was a possibility that the role of environment and culture affect the result. It is possible that a certain culture expects men to have higher entrepreneurial capability and behavior than women. Opportunities to become civil servants have been more limited, while the seekers are growing high. So it would be crucial to find job alternatives, like becoming an entrepreneur

Family Background in relation with IEO and Entrepreneurial Intention Inspite of individual differences, literatures about consumers' behavior also discuss consumers' learning (Schifman and Kanuk, 2007; Hawkins et al., 2013; Assael, 2004). Various theories of learning, like classical learning, instrumental learning, and modeling learning theories state that since childhood of age a consumer has experienced a learning process that will influence his/her future attitude and behavior. Other than through learning process, the ability to play role as a consumer is very much affected by socialization process that has been through during lifetime. Indeed, the learning process during one's study in university level is expected to be able to encourage him/her to become entrepreneur. However, learning process does not only take place on campus, but also in the family setting. Strong entrepreneurial intention could be more easily achieved when supported by conducive family background.

The life-time learning process forms beliefs, values, and norms as a guidance of attitude and behavior. From the perspective of theory of planned behavior, the norms and values are materialized in a concept of subjective norms that could be a predictor of intention to behave.

Family background, particularly parents' occupation, would affect a child's life. Parents' values and norms would directly or indirectly determine attitude, and behavior of the children. In the social cognitive theory, Bandura (1982) states that parents will be a role model of the children. In terms of entrepreneurial orientation, it is expected that parents as entrepreneurs would become learning model that is different from parents as civil servants. Children living with entrepreneur parents tend to have more socialization experience regarding risk-taking, innovativeness, and proactiveness.

However, a study by Fatoki (2014) in South African found that entrepreneurial intention of students whose parents as entrepreneurs is not different from those from non-entrepreneur family. Indeed, students from entrepreneur family achieve higher score of entrepreneurial intention, but the difference is not significant. Learning process that takes place in the family tends to strongly bond

and form attitude and intention to act. One living in a business environment has more learning experiences about entrepreneurship than other persons living in a non-business environment (especially civil servants).

Empirical Evidence in the Ugandan Context

While there is substantial global research on IEO and entrepreneurial intentions, studies focusing on Uganda remain limited. Uganda has a high rate of entrepreneurial activity, but undergraduate students face challenges such as lack of funding, mentorship, and business training (Namatovu et al., 2010). Research indicates that fostering IEO and self-efficacy in students could enhance their likelihood of entrepreneurial engagement (Mugisha et al., 2021)

2.3 Conclusion:

The literature suggests a strong relationship between IEO and entrepreneurial intentions, with self-efficacy playing a crucial moderating role. Given Uganda's entrepreneurial landscape, fostering self-efficacy among university students may enhance their entrepreneurial potential.

2.4 Summary of Chapter Two: Literature Review

Chapter Two provides a detailed review of literature relevant to the study, centering on Individual Entrepreneurial Orientation (IEO), entrepreneurial intentions, and self-efficacy. The chapter is structured into three main parts. First, it presents the theoretical framework, with a focus on the Theory of Planned Behavior (TPB), which explains how individual attitudes, perceived control, and belief in one's abilities shape entrepreneurial intentions. Second, it outlines the conceptual framework, mapping the interrelations between IEO components (innovativeness, risk-taking, and proactiveness), entrepreneurial intentions, and the moderating role of self-efficacy among undergraduate students at Uganda Christian University. Third, the empirical review analyzes existing studies on these constructs across various contexts, revealing patterns, contradictions, and gaps particularly the limited examination of self-efficacy as a moderating factor. Overall, the chapter establishes the academic foundation for the study and justifies its relevance and methodological approach.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methods that were used in collecting data and the tools that were used in analyzing data and its interpretation. It includes the research design, study population, sample size selection, sampling procedures, data collection methods and techniques that were used to conduct this research. This chapter presents the methods that were used to obtain the necessary data to answer the three research questions.

3.1 Research design:

This study employed a **quantitative research design** using a **cross-sectional approach** to examine the relationship between Individual Entrepreneurial Orientation (IEO) and students' entrepreneurial intentions, while analyzing the moderating role of self-efficacy. The quantitative approach is appropriate as it allows for statistical analysis and generalization of findings among undergraduate students at Uganda Christian University.

3.2 Target Population

The study population will consist of **undergraduate students at Uganda Christian University** across different faculties, particularly those enrolled in business, economics, and entrepreneurship related courses, as well as students from other disciplines with entrepreneurial aspirations.

3.3 Sampling technique and sample size;

The researcher used simple random sampling. Simple random sampling is a probability sampling procedure that gives every element in the target population, and each possible sample of a given size, an equal chance of being selected. The researcher used class lists and chose randomly 200 students whom he administered questionnaires.

3.4 Data Collection Method

Primary data was collected using a **structured questionnaire**, which was distributed to students both physically and through online survey platforms. The questionnaire was divided into four key sections: **Demographic Information** (age, gender, year of study, field of study), **Individual Entrepreneurial Orientation (IEO)** (measuring innovativeness, risk-taking, and proactiveness),

Entrepreneurial Intentions (assessing students' aspirations and likelihood of starting a business), **and Self-Efficacy** (evaluating confidence in entrepreneurial capabilities)

The questionnaire utilized a **Likert scale** (1 = Strongly Disagree to 5 = Strongly Agree) for consistency and ease of statistical analysis.

3.5 Reliability and Validity of measures

The questionnaire was reviewed by academic experts and pilot-tested on a small sample of students to ensure clarity, relevance, and comprehensiveness.

For Individual Entrepreneurial Orientation variables, the researcher used the Bolton and lane (2012) scale to measure the reliability and validity.

Linan and Chen (2009) measured entrepreneurial intention.

3.6 Data analysis procedure.

The collected data was analyzed; for research question 1-4, the researcher used linear regression while for research question 5-7, the researcher did moderation analysis using the process macro in SPSS.

3.7 Ethical Considerations

Informed Consent: Participants were briefed on the study's purpose and voluntarily participated.

Confidentiality: Responses were anonymized to protect participants' identities.

Academic Integrity: Data was collected and analyzed objectively, ensuring transparency and credibility.

3.8 Summary of Chapter Three: Research Methodology

This chapter outlines the research methods used to collect, analyze, and interpret data for the study. It details the research design, population, sampling methods, data collection tools, and analytical techniques. The study adopted a quantitative, cross-sectional research design to investigate the relationship between Individual Entrepreneurial Orientation (IEO) and students' entrepreneurial intentions, considering the moderating effect of self-efficacy. The target population consisted of undergraduate students at Uganda Christian University, and a simple random sampling technique was used to select participants. Data was gathered through a structured questionnaire distributed

both physically and online, which was reviewed by experts and pilot-tested for accuracy and clarity. The IEO variables were measured using the Bolton and Lane (2012) scale. Data analysis was conducted using SPSS, with linear regression applied to address research questions 1–4 and moderation analysis (using the PROCESS macro) used for questions 5–7.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

This chapter focuses on the interpretation and analysis of findings obtained using the methodology described above. The presentation and interpretation of findings follow the research questions as stated, and are organized systematically. Both quantitative and qualitative data was collected from undergraduate students at Uganda Christian University.

I collected and transcribed the data before analysis and compiled the information from the questionnaires and typed them into word processing documents. Later I used SPSS software to do analysis. This analysis process helped to eliminate unstable data, to interpret ambiguous answers, and to sort out contradictory data among related questions.

Pseudonyms were used to ensure confidentiality and to supplement the field research, I also engaged with secondary data from the library. Books and documents from UCU library and other resource centers were used to enrich the content. Most of this information is contained in Chapter two and also further appropriated in Chapter three. Data analysis was done as follows;

4.1 Descriptive statistics for respondents:

Respondents were final year students from UCU. Their mean age was 22.05 (SD 2.16). In terms of gender, 70 were male (35%), while 130 were female (65%). 51 were from the School of Business (22.5%), while 149 were from other faculties and schools (74.5%). Only 2 were married (1%), while 198 were not married (99%).

Other characteristics of the sample:

Table 1: Would fear of failure stop you from becoming an entrepreneur?

Source: Primary data

The table above shows that, 29 students responded that the fear of failure would stop them from becoming entrepreneurs making a percentage of 14.5 % while 171 students responded that the fear of failure wouldn't stop them from becoming entrepreneurs making a percentage of 85.5%.

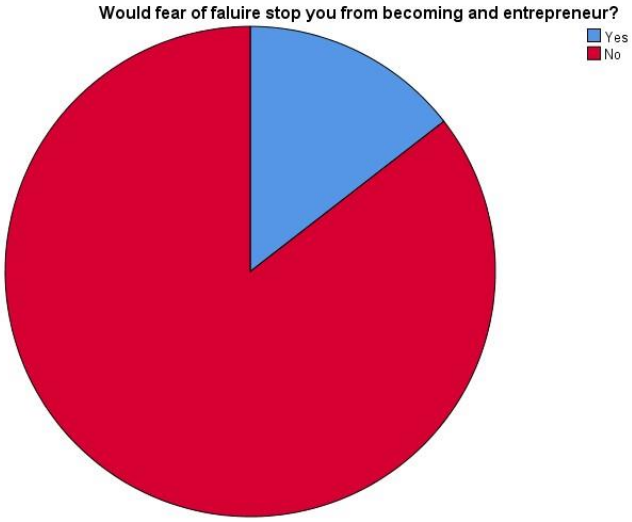


Figure 1: Fear of failure

Table 2: Did any of your parents own a business?

Source: Primary data

The table above shows that 177 respondents had parents who owned businesses which makes a percentage of 88.5 and 23 respondents had parents who didn't own businesses which makes a percentage of 11.5 %.

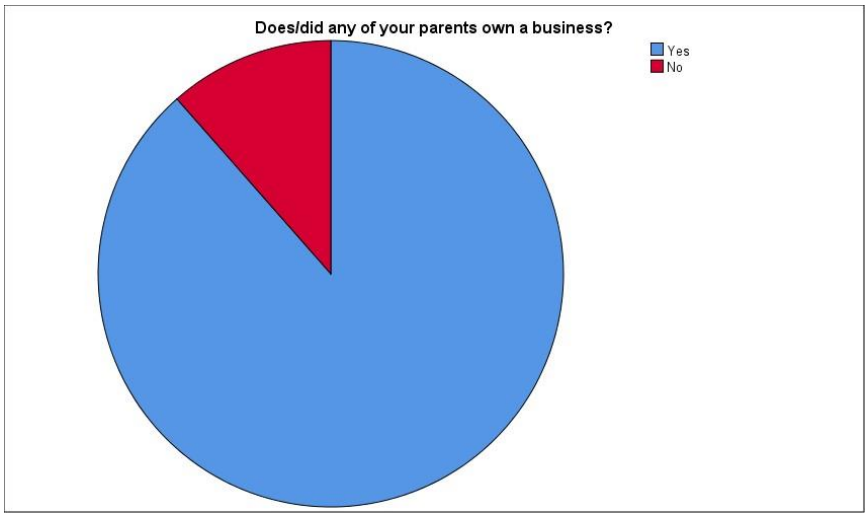


Figure 2: Parental business ownership

Table 3: Descriptive statistics for study variables:

					0
					0
					0

Source: Primary data

The table above shows that Risk taking had a minimum of 1.00 and a maximum 7.00 with a mean of 3.73 and standard deviation of 0.874. Intentions had a minimum of1.00 and a maximum of 7.00 with a mean of 4.91 and standard deviation of 1.43. PBC had a minimum of 1.00 and a maximum of 5.00 with a mean of 4.04 and standard deviation of 1.18. Innovativeness had a minimum of 1.00 and a maximum of 5.00 with a mean of 3.63 and standard deviation of 0.804. Proactiveness had a minimum of 1.00 and a maximum of 5.00 with a mean of 3.94 and standard deviation of 0.827.

Table 4: Study correlation matrix

Factor	1	2	3	4	5	6	Composite Reliability
Intent	1						.865
PBC	.186**	1					.750
Risk	.311**	.103	1				.755
Innovativeness	.265**	.138	.148*	1			.723
Proactiveness	.251**	.163*	.291**	.296**	1		.750
Mean (SD)	4.91 (1.43)	4.12 (1.44)	3.73 (.874)	3.63 (.800)	3.95 (.83)	1	

Source: Primary data

Significant Correlations:

- **p < 0.01** level (2-tailed): Indicated with **
- **p < 0.05** level (2-tailed): Indicated with *

Composite Reliability:

The table above shows that all variables had reliability meeting the 0.7 reliability cut off (Nunnally and Bernstein, 1978).

Explanation

1. **Intent_ and PBC** ○ **Correlation = .186** ($p < .01$) ○ **Interpretation**: There is a small positive correlation between intention and perceived behavioral control. This suggests that students who have a higher sense of control over their behavior tend to have slightly higher intentions.
2. **Intent and RISK** ○ **Correlation = .311** ($p < .01$) ○ **Interpretation**: There is a moderate positive correlation between intention and risk-taking. This indicates that students who are more willing to take risks tend to have higher intentions.
3. **Intent and INNOVATIVENES**:

- **Correlation = .265** ($p < .01$)
- **Interpretation**: There is a small to moderate positive correlation between intention and innovativeness. This suggests that students who are more innovative tend to have higher intentions.

4. **Intent and PROACTIVENESS**
    - **Correlation = .251** ($p < .01$) ○ **Interpretation**: There is a small to moderate positive correlation between intention and proactiveness. This indicates that proactive students tend to have higher intentions.
5. **PBC and RISK**:
    - **Correlation = .103** (Not significant) ○ **Interpretation**: The correlation between perceived behavioral control and risktaking is not statistically significant, suggesting no strong relationship between these variables.
6. **PBC and INNOVATIVENESS**
    - **Correlation = .138** ($p = .051$, close to significance) ○ **Interpretation**: There is a small positive correlation between perceived behavioral control and innovativeness, which is on the verge of being statistically significant.
7. **PBC and PROACTIVENESS**:
    - **Correlation = .163** ($p < .05$) ○ **Interpretation**: There is a small positive correlation between perceived behavioral control and proactiveness, indicating that students who feel more in control are slightly more proactive.
8. **RISK and INNOVATIVENSS**
    - **Correlation = .148** ($p < .05$) ○ **Interpretation**: There is a small positive correlation between risk-taking and innovativeness, suggesting that students who take more risks tend to be slightly more innovative.
9. **RISK and PROACTIVENESS**:
    - **Correlation = .291** ($p < .01$)
    - **Interpretation**: There is a moderate positive correlation between risk-taking and proactiveness. This indicates that students who take more risks tend to be more proactive.

10. **INNOVATIVENESS and PROACTIVENESS**

- **Correlation = .296** ($p < .01$) ○ **Interpretation**: There is a moderate positive correlation between innovativeness and proactiveness, suggesting that innovative students tend to be more proactive.

Summary:

Overall, the correlations suggest that intention is positively associated with perceived behavioral control, risk-taking, innovativeness, and proactiveness. Among these, risk-taking has the strongest relationship with intention. The relationships among perceived behavioral control, risk-taking, innovativeness, and proactiveness also indicate that these traits tend to be positively related, although the strength of the associations varies.

4.2 Research question 1: To what extent does risk taking influence Entrepreneurial intentions?

To address the above, Risk taking was regressed against Entrepreneurial intentions. The results are presented in the ANOVA table (table 5) below and regression table (table 6) below

Table 5: ANOVA[a]

	Sum of squares	df	Mean square	F	Sig
Regression	39.66	1	39.66	21.20	.000[b]
Residual	370.38	198	1.87		
Total	410.04	199			

Source: Primary data

a. Dependent variable: Intention
b. Predictors: (constant) Risk taking

The ANOVA table above, indicates F-value (21.204) and Sig. (.000): The F-test is significant ($p < .05$), meaning that the regression model significantly predicts intention.

Table 6: Regression risk taking and Intention

	B	SE	Beta	T	sig

Constant	**3.011**	**.425**		**7.011**	**.000**
Risk	**.511**	**.111**	**.311**	**4.6**	**.000**

Source: Primary data

The R Square value was 0.097, suggesting that the predictor variable (RIS_EO) explains approximately 9.7% of the variance in the dependent variable, indicating a statistically significant relationship. The Adjusted R Square (0.092) is slightly lower, accounting for model complexity, which implies that incorporating additional predictors may improve the model's explanatory power.

Constant (Intercept): The average level of intention when risk-taking is zero ($B = 3.011$, $p < .001$).

Risk-Taking Coefficient: For every one-unit increase in risk-taking, intention increases by 0.511 units ($B = .511$, $p < .001$). The standardized coefficient (Beta = .311) suggests that risk-taking is a moderate predictor of intention.

Discussion:

The analysis indicates a significant positive relationship between risk-taking and intention. The regression model explains a considerable portion of the variance in intention ($F(1,198) = 21.204$, $p < .001$). The positive regression coefficient ($B = .511$) suggests that as individuals' risk-taking behaviors increase, their intentions also increase. The significant t-value ($t = 4.600$, $p < .001$) further confirms the strength of this relationship. Overall, the results suggest that risk-taking behavior is a significant and moderate predictor of individuals' intentions. This finding has important implications for understanding the motivational factors that drive intention and could inform strategies aimed at fostering positive risk-taking behaviors to enhance individuals' goalsetting and decision-making processes.

4.3 Research question 2: To what extent does innovativeness influence Entrepreneurial intentions?

Table 7: ANOVA[a]

	Sum of squares	**df**	**Mean square**	**F**	**Sig**
Regression	28.69	1	28.66	14.89	.000[b]
Residual	381.35	198	1.926		
Total	410.04	199			

Source: Primary data

a. Dependent variable: Intentions
b. Predictors: (constant), Innovativeness

F-value (14.899) and **Sig. (.000)**: The F-test is significant ($p < .05$), indicating that the regression model significantly predicts intention. This means that innovativeness has a statistically significant effect on intention.

Table 8: **Regression innovativeness and Intention**

	B	**SE**	**Beta**	**T**	**sig**
Constant	**3.192**	**.458**		**6.973**	**.000**
Innovativeness	**4.75**	**.123**	**.265**	**3.860**	**.000**

Source: Primary data

The R Square value was 0.070, which suggests that the predictor variable (INN_EO) explains only 7% of the variance in the dependent variable, The Adjusted R Square (0.065) is slightly lower, which accounts for model complexity and suggests that additional predictors might improve the explanatory power.

1. **Constant (Intercept)**:
    - **B = 3.192**: This is the expected value of the dependent variable (intention) when the independent variable (innovativeness) is zero.
    - **Sig. (.000)**: This value is statistically significant, indicating that the intercept is different from zero.
2. **Innovativeness Coefficient**:
    - **B = 4.75**: For every one-unit increase in innovativeness, intention increases by 4.75 units. This positive coefficient indicates a positive relationship between innovativeness and intention.
    - **Beta = .265**: The standardized coefficient (Beta) shows that innovativeness is a significant predictor of intention, with a moderate effect size.
    - **t-value (3.860)** and **Sig. (.000)**: The t-test is significant ($p < .05$), indicating that the relationship between innovativeness and intention is statistically significant.

Overall Interpretation

The regression analysis demonstrates that innovativeness significantly influences intention. The model explains a notable portion of the variance in intention F (1,198) = 14.899, p < .001). The positive regression coefficient (B = 4.75) suggests that as individuals' innovativeness increases, their intentions also increase. The significant t-value (t = 3.860, p < .001) confirms the strength of this relationship. In summary, the findings indicate that innovativeness is a significant and positive predictor of individuals' intentions. This result highlights the importance of fostering innovativeness to enhance goal-setting and decision-making processes.

4.4 Research question 3: To what extent does Proactiveness influence Entrepreneurial intentions

Table 9 ANOVA

	Sum of squares	**df**	**Mean square**	**F**	**Sig**
Regression	25.92	1	25.92	13.36	.000[b]
Residual	384.123	198	1.94		
Total	410.049	199			

Source: Primary data

F-value (13.36) and **Sig. (.000)**: The F-test is significant (p < .05), indicating that the regression model significantly predicts intention. This means that proactiveness has a statistically significant effect on intention.

Table 10: Regression proactiveness and intention

	B	**SE**	**Beta**	**T**	**sig**
Constant	**3.20**	**.480**		**6.66**	**.000**
Innovativeness	**.435**	**.119**	**.251**	**3.65**	**.000**

Dependent variable: Intention

The R Square value of 0.063 indicates that the predictor variable (PROA_EO) explains 6.3% of the variance in the dependent variable. The Adjusted R Square (0.058) is slightly lower, reflecting adjustments for model complexity, which means that additional predictors could potentially enhance the model's explanatory power.

Explanation:

- The **constant (B = 3.20, p = .000)** represents the baseline level of **intention** when proactiveness is absent. Since the **p-value (.000) is statistically significant**, it suggests that even without considering proactiveness, individuals exhibit a meaningful level of intention.
- **Proactiveness (B = .435, SE = .119, Beta = .251, t = 3.65, p = .000)** shows a **positive and statistically significant relationship** with intention. The **B-value (.435)** indicates that a **one-unit increase in proactiveness leads to a 0.435 increase in intention**. The **Beta value (.251)** represents the standardized effect size, meaning that proactiveness has a moderate impact on intention. The **t-statistic (3.65)** and **p-value (.000)** confirm the significance of this relationship.

Interpretation:

- **Proactive individuals tend to have stronger intentions**, suggesting that taking initiative and being forward-thinking significantly contributes to one's willingness to act.
- Since proactiveness is the independent variable, this supports the idea that individuals who **actively seek opportunities and anticipate future challenges** are more likely to develop strong intentions toward a particular action.
- The **significance values (.000)** indicate strong reliability in these findings, reinforcing the importance of proactiveness in shaping intention.

4.5 Research question 4: To what extent does PBC influence Entrepreneurial intentions

Table 11 ANOVA

	Sum of squares	**df**	**Mean square**	**F**	**Sig**
Regression	14.22	1	14.22	7.11	.000[b]
Residual	395.82	198	1.99		
Total	410.04	199			

Source: Primary data a. Dependent Variable: Intentions b. Predictors: (Constant), PBC

F-value (7.116) and **Sig. (.008)**: The F-test is significant ($p < .05$), indicating that the regression model significantly predicts intention. This means that PBC has a statistically significant effect on intention.

Table 12: Regression PBC and Intentions

	B	**SE**	**Beta**	**T**	**sig**

Constant	**4.154**	**.303**		**13.69**	**.000**
Innovativeness	**.185**	**.069**	**.186**	**2.66**	**.008**

Dependent variable: Intentions

The R Square value of 0.047 suggests that the predictor variable (PBC_SE) explains 4.7% of the variance in the dependent variable. The Adjusted R Square (0.042) is slightly lower, accounting for model complexity, which implies that additional predictors may be necessary to improve the model's ability to explain variation in the dependent variable.

1. **Constant (Intercept)**:
    - **B = 4.154**: This is the expected value of the dependent variable (intention) when the independent variable (PBC) is zero.
    - **Sig. (.000)**: This value is statistically significant, indicating that the intercept is different from zero.
2. **PBC Coefficient**:
    - **B = .185**: For every one-unit increase in PBC, intention increases by 0.185 units. This positive coefficient indicates a positive relationship between PBC and intention.
    - **Beta = .186**: The standardized coefficient (Beta) shows that PBC is a moderate predictor of intention.
    - **t-value (2.668)** and **Sig. (.008)**: The t-test is significant ($p < .05$), indicating that the relationship between PBC and intention is statistically significant.

Overall Interpretation

The regression analysis demonstrates that PBC significantly influences intention. The model explains a portion of the variance in intention ($F(1,198) = 7.116$, $p < .05$). The positive regression coefficient ($B = .185$) suggests that as individuals' PBC increases, their intentions also increase.

The significant t-value ($t = 2.668$, $p < .05$) confirms the strength of this relationship.
In summary, the findings indicate that PBC is a significant and positive predictor of individuals' intentions. This result highlights the importance of fostering a sense of control over behavior to enhance goal-setting and decision-making processes.

Moderation analysis:

Table 13: Moderation by PBC

	Coefficient	se	t	Sg	LLCI	ULCI
Risk X PBC	-.171	.0590	-3.02	.0029	-2.94	-.0608
Innovativeness X PBC	.0424	.0791	.562	.592	-.1136	.1984
Proactiveness x PBC	-.0361	.0816	-.442	.658	-.196	.1248

Source: Primary data Risk X PBC

- Coefficient = -0.171: This negative coefficient indicates that the interaction between Risk and PBC reduces intention by 0.171 units.
- SE (Standard Error) = 0.0590: This is the standard error of the coefficient.
- t-value = -3.02: The negative t-value indicates the direction of the relationship.
- Sig. (p-value) = .0029: The p-value is less than 0.05, indicating that the interaction effect is statistically significant.
- LLCI (Lower Limit Confidence Interval) = -2.94: The lower bound of the 95% confidence interval.
- ULCI (Upper Limit Confidence Interval) = -0.0608: The upper bound of the 95% confidence interval.

Interpretation: Higher levels of Perceived Behavioral Control (PBC) can enhance Risk-Taking, thereby strengthening its effect on Intention. When individuals perceive greater control over their actions, they may feel more confident in managing potential risks, leading to a more calculated and strategic approach to risk-taking. This aligns with research suggesting that PBC positively influences entrepreneurial risk-taking, as individuals with higher self-efficacy are more likely to engage in uncertain but potentially rewarding ventures (Sobaih & Elshaer, 2023). Additionally, studies on investment behavior indicate that PBC moderates the relationship between risk-taking and intention, where individuals with greater control over their financial decisions are more willing to take risks in pursuit of their goals (La Barbera & Ajzen, 2020).

Innovativeness X PBC

- Coefficient = 0.0424: This positive coefficient suggests that the interaction between Innovativeness and PBC increases intention by 0.0424 units.
- SE (Standard Error) = 0.0791: This is the standard error of the coefficient.
- t-value = 0.562: The positive t-value indicates the direction of the relationship.
- Sig. (p-value) = .592: The p-value is greater than 0.05, indicating that the interaction effect is not statistically significant.
- LLCI (Lower Limit Confidence Interval) = -0.1136: The lower bound of the 95% confidence interval.
- ULCI (Upper Limit Confidence Interval) = 0.1984: The upper bound of the 95% confidence interval.

Interpretation: The interaction between Innovativeness and PBC does not significantly moderate the effect of Innovativeness on Intention. PBC does not have a significant moderating influence on the relationship between Innovativeness and Intention in this sample.

Innovativeness has been consistently shown to have a strong direct effect on intention, particularly in entrepreneurial and technology adoption contexts. When individuals exhibit high levels of innovativeness, they are naturally inclined to pursue new ideas, adopt novel technologies, or engage in entrepreneurial activities, making their intention largely independent of external constraints such as Perceived Behavioral Control (PBC). This strong direct relationship suggests that individuals who are inherently innovative may already possess the confidence and capability to act on their intentions, reducing the moderating influence of PBC. Research supports this notion, indicating that innovativeness significantly predicts entrepreneurial intention among undergraduate students, reinforcing the idea that personal creativity and openness to new experiences drive intention more than perceived external barriers (Wathanakom et al. 2020).

Proactiveness X PBC

- Coefficient = -0.0361: This negative coefficient indicates that the interaction between Proactiveness and PBC slightly reduces intention by 0.0361 units.

- SE (Standard Error) = 0.0816: This is the standard error of the coefficient.
- t-value = -0.442: The negative t-value indicates the direction of the relationship.
- Sig. (p-value) = .658: The p-value is greater than 0.05, indicating that the interaction effect is not statistically significant.
- LLCI (Lower Limit Confidence Interval) = -0.196: The lower bound of the 95% confidence interval.
- ULCI (Upper Limit Confidence Interval) = 0.1248: The upper bound of the 95% confidence interval.

Interpretation: Proactiveness—an individual's tendency to take initiative—may already exert a strong direct influence on Intention. Highly proactive individuals are likely to pursue their goals regardless of perceived external constraints, thereby diminishing the moderating effect of Perceived Behavioral Control (PBC). This aligns with research indicating that proactive individuals often rely on their own drive and foresight, reducing their dependence on perceived external barriers like PBC (Bateman & Crant, 1993)."

Overall Interpretation

Among the three interaction terms, only the interaction between Risk and PBC significantly moderates the effect of Risk on Intention. Specifically, higher levels of PBC weaken the positive relationship between Risk and Intention. The interactions between Innovativeness and PBC, as well as Proactiveness and PBC, do not show significant moderation effects on Intention.

4.6. Summary of Chapter Four: Data Analysis and Interpretation

Chapter Four presents and interprets the findings based on data collected from undergraduate students at Uganda Christian University. Using regression and moderation analysis, the chapter addresses the research questions in a structured manner. Results indicate a consistently positive but weak relationship between Entrepreneurial Orientation (EO) and Entrepreneurial Intentions (EI). Notably, Perceived Behavioral Control (PBC) significantly moderates the relationship between risk-taking and EI, but not between innovativeness or proactiveness and EI. These findings suggest that students exhibit low levels of entrepreneurial orientation and self-efficacy, which may contribute to their limited pursuit of entrepreneurship after graduation. The study

highlights the need to enhance EO among students before they leave university, in order to encourage entrepreneurship as a viable post-graduation career path.

CHAPTER FIVE

DISCUSSION OF RESULTS

Discussion of results of parental ownership of business

The respondents were asked whether their parents owned businesses and the data revealed a strong influence of family background in entrepreneurship among the respondents. Specifically: 177 respondents (88.5%) indicated that their parents owned businesses and only 23 respondents (11.5%) reported that their parents did not own businesses.

These findings suggest that a majority of the students come from entrepreneurial families, which could have a significant impact on their own attitudes toward entrepreneurship. Having parents who are business owners likely exposes these students to:

- Early insights into business operations
- Entrepreneurial mindset and values
- Real-world problem-solving and decision-making
- Networking opportunities and possible financial support

This exposure may foster a greater sense of confidence and aspiration to pursue entrepreneurship themselves, as they may see it as both achievable and familiar.

Conversely, the small group (11.5%) of students without entrepreneurial parents might face more barriers such as:

- Limited access to entrepreneurial role models
- Lower levels of business-related knowledge and experience
- Greater fear of the unknown or perceived risk

This group may benefit from entrepreneurial education programs, mentorship opportunities, and experiential learning to level the playing field and encourage participation in entrepreneurial activities.

Respondents were also asked whether the fear of failure would stop them from starting the business and the data provided indicated that fear of failure does not appear to be a major deterrent to entrepreneurship for most students. Out of a total of 200 students surveyed: 29 students (14.5%) reported that fear of failure would stop them from becoming entrepreneurs while 171 students (85.5%) stated that fear of failure would not prevent them from pursuing entrepreneurship.

Therefore, these results indicated a high level of entrepreneurial confidence or resilience among the student population. The fact that over 85% of respondents were not held back by fear of failure could reflect a strong sense of risk-taking capability, self-belief, or a supportive environment (such as access to mentorship, funding, or entrepreneurial education).

CHAPTER SIX
CONCLUSIONS AND RECOMMENDATIONS

5.0. Conclusion

The main problem, which the researcher investigated, was that many students after completing their studies do not embrace entrepreneurship, which could be due to their entrepreneurial orientation (risk taking, innovativeness and proactiveness). This study therefore, investigated the relationship between students' entrepreneurial orientation specifically risk-taking, innovativeness and proactiveness and how these three dimensions affect their entrepreneurial intentions. The researcher also suspected that might be if the three dimensions are okay, then another problem could emanate from their self-efficacy. So this research was to find out the moderating role of self-efficacy between entrepreneurial orientation and entrepreneurial intention. The research design, which was used, was cross-sectional research approach.

The findings indicate that students with higher levels of IEO characterized by innovativeness, proactiveness, and risk-taking tend to exhibit positive entrepreneurial intentions.

The regression coefficient for risk-taking is B = 0.511, with a standard error (SE) of 0.111, and a standardized beta (β) of 0.311. The t-value of 4.600 and p-value < .001 indicate a statistically significant positive relationship between risk-taking and intention. The constant term is B = 3.011, also significant (p < .001).

The unstandardized coefficient for innovativeness is B = 4.750, with a standard error (SE) of 0.123, and a standardized beta (β) of 0.265. The t-value of 3.860 and p-value < .001 indicate a statistically significant positive relationship between innovativeness and intention.

The unstandardized coefficient for proactiveness is B = 0.435, with a standard error (SE) of 0.119, and a standardized beta (β) of 0.251. The t-value of 3.65 and p-value < .001 indicate a statistically significant positive relationship between proactiveness and intention.

The unstandardized coefficient for PBC_SE is B = 0.185, with a standard error (SE) of 0.069, and a standardized beta (β) of 0.186. The t-value of 2.66 and p-value = .008 indicate a statistically significant positive relationship between PBC and intention.

Moderation

Only the Risk × PBC interaction is significant, and its negative—meaning higher PBC dampens the effect of risk-taking on intention.

Innovativeness and proactiveness are not moderated by PBC in this model.

This suggests that risk-taking is more sensitive to perceived control, possibly because individuals weigh risk differently when they feel more in command of their actions.

The regression results showed that risk-taking, innovativeness, and proactiveness all have a positive effect on intention. However, each predictor explained only a small part of the variation—between 6% and 10%. This means that while these traits matter, they are not the full story. Other factors likely influence intention too. Perceived Behavioral Control (PBC) also had a small but meaningful effect, showing that people's belief in their ability to act plays a role in shaping intention.

The moderation results added more insight. Only the interaction between risk-taking and PBC was significant—and it was negative. This means that when people feel more in control, the influence of risk-taking on intention becomes weaker. For innovativeness and proactiveness, PBC did not change their effect. Therefore, PBC mainly affects how risk-taking works, but not the other traits. Overall, the results suggest that intention is shaped by a mix of personality traits and how much control people feel they have.

Therefore, this study set out to examine how entrepreneurial orientation dimensions—risk-taking, innovativeness, and proactiveness—influence students' entrepreneurial intentions, and whether self-efficacy (PBC) moderates these relationships. The results revealed that all three dimensions positively and significantly affect entrepreneurial intention, though each explains only a modest proportion of the variation. Perceived Behavioral Control also showed a positive effect, highlighting the importance of self-belief in shaping intention. Importantly, moderation analysis indicated that only the interaction between risk-taking and PBC was significant, with higher levels of PBC weakening the influence of risk-taking on intention. This suggests that while entrepreneurial traits play a role, other factors—particularly students' perceived ability to act also shape their intentions.

5.2 Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance students' entrepreneurial orientation and intentions, while strengthening the moderating role of self-efficacy:

Target Risk-Takers but Support Their Decision-Making

Since risk-taking showed the strongest and most consistent relationship with intention, students who exhibit this trait should be flagged early. However, your moderation results suggest that high-perceived control could actually dampen the effect of risk-taking. So, pair risk-takers with mentorship or decision-making workshops that help them channel their boldness into strategic action.

Build Critical Thinking Capacity alongside Innovativeness

Innovativeness had a positive effect on intention, but its impact was not moderated by perceived control. This means it operates independently—so flag students who show creative thinking or problem-solving tendencies. Then, reinforce this with activities that demand critical thinking, such as design challenges or lean startup simulations, to deepen their entrepreneurial mindset

Use PBC as a Screening and Training Tool

Perceived Behavioral Control (PBC) was a modest but significant predictor of intention. You can use PBC scores to flag students who feel confident in their ability to act. For those with low PBC, offer targeted interventions—like confidence-building exercises, exposure to entrepreneurial role models, or small-scale project ownership—to raise their sense of agency.

Don’t Overemphasize Proactiveness Alone

Proactiveness was statistically significant in regression but showed no moderation effect with PBC. This suggests it contributes to intention but does not interact with control beliefs. Flag proactive students, but avoid assuming they will thrive without support. Instead, embed them in structured entrepreneurial ecosystems—like incubators or peer-led ventures—to sustain their momentum.

Design Multi-Trait Profiles for Flagging

Rather than flagging students based on a single trait, create composite profiles using EO dimensions and PBC scores. For example, students with high risk-taking and moderate PBC may need coaching, while those with high innovativeness and high PBC might be ready for venture

incubation. This layered approach allows for more personalized and effective entrepreneurial pathways.

5.3 Limitations of the Study

- The researcher met some financial problems to cater for stationery, transport and communication.
- Some of the dispatched questionnaires were not returned due to negligence.

5.4 Suggestions for future research.

Future research could explore additional contextual factors, such as access to funding and cultural influences, to further understand the dynamics shaping students' entrepreneurial intentions.

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Appendices

Appendix 1: Questionnaire

UGANDA CHRISTIAN UNIVERSITY

A Centre of Excellence in the Heart of Africa

Student entrepreneurship Study

Dear respondent,

The purpose of this study is to examine students' attitude towards entrepreneurship. It is for academic purposes. Please read and respond to the questions in each section to the best of your knowledge. Confidentiality is assured. Choose only one answer to each question. **THANK YOU.**

Your Sex: (Male/Female) **Age:**…. **Course**: 1. Business 2 .Non-business **(tick one)** (**Indicate course and Year**……..). **Married** (Yes/No)

Campus: 1. Mukono. 2. Mbale 3. Kampala 4. Kabale (tick one).

SECTION A

Personal Attitude

11. Indicate your level of agreement with the following sentences from 1 (total disagreement) to 7 (total agreement).

1 2 3 4 5 6 7

11.a- Being an entrepreneur implies more advantages than disadvantages to me ☐

11.b- A career as entrepreneur is attractive for me ☐

11.c- If I had the opportunity and resources, I'd like to start a firm ☐

11.d- Being an entrepreneur would entail great satisfactions for me ☐

11.e- Among various options, I would rather be an entrepreneur

Subjective Norm

13. If you decided to create a firm, would people in your close environment approve of that decision? Indicate from 1 (total disapproval) to 7 (total approval).

1 2 3 4 5 6 7

13.a- Your close family

13.b- Your friends

13.c- Your colleagues

Perceived Behavioral Control

15. To what extent do you agree with the following statements regarding your entrepreneurial capacity? Value them from 1 (total disagreement) to 7 (total agreement).

1 2 3 4 5 6 7

15.a- To start a firm and keep it working would be easy for me

15.b- I am prepared to start a viable firm

15.c- I can control the creation process of a new firm

15.d- I know the necessary practical details to start a firm

15.e- I know how to develop an entrepreneurial project

15.f- If I tried to start a firm, I would have a high probability of succeeding

Entrepreneurial Intention

18. Indicate your level of agreement with the following statements from 1 (total

disagreement) to 7 (total agreement)
1 2 3 4 5 6 7
18.a- I am ready to do anything to be an entrepreneur
18.b- My professional goal is to become an entrepreneur
18.c- I will make every effort to start and run my own firm
18.d- I am determined to create a firm in the future
18.e- I have very seriously thought of starting a firm
18.f- I have the firm intention to start a firm some day

SECTION B (ENTREPRENEURIAL ORIENTATION DIMEMSIONS (EO)

Rate your level of agreement with the following statements on the scale *1 = strongly disagree 2 =Disagree 3= neither agree nor disagree 4 = agree 5= strongly agree*

RISK TAKING (RISK)

A0I like to take bold action by venturing into the unknown
B0I am willing to invest a lot of time and/or money on something that might yield a high return
C0I tend to act "boldly" in situations where risk is involved

INOVATIVENESS

E0I often like to try new and unusual activities that are not typical but not necessarily risky
F0.In general, I prefer a strong emphasis in projects on unique, one-of-a-kind approaches rather than revisiting tried and true approaches used before
G0.I try my own unique way when learning new things rather than doing it like everyone else does

H0. I favor experimentation and original approaches to problem solving rather than using methods others generally use for solving their problems ☐

PROACTIVENESS (PROACT)

K0. I usually act in anticipation of future problems, needs or changes ☐
L0. I tend to plan on projects ☐

M3. I prefer to "step-up" and get things going on projects rather than sit and wait for someone else to do it ☐

SECTION C: indicate your level of agreement with the following sentences about the values society put on entrepreneurship from 1(total disagreement) to 7 (total agreement)

	1	2	3	4	5	6	7
C1. My immediate family values entrepreneurial activity above other Activities and careers	☐	☐	☐	☐	☐	☐	☐
C2 The culture in my country is highly favorable towards the Entrepreneurial activity	☐	☐	☐	☐	☐	☐	☐
C3. The entrepreneur's role in the economy is generally undervalued	☐	☐	☐	☐	☐	☐	☐

In my country

C4. My friend value entrepreneurial activity above other activities and Careers	☐	☐	☐	☐	☐	☐	☐
C5. Most people in my country consider it unacceptable to be an Entrepreneur	☐	☐	☐	☐	☐	☐	☐
C6. In my country entrepreneurial activity above other activities and careers	☐	☐	☐	☐	☐	☐	☐
C7. My colleagues value entrepreneurial activity above other activities and Careers	☐	☐	☐	☐	☐	☐	☐
C8. It is commonly thought in my country that entrepreneurs take advantage Of others	☐	☐	☐	☐	☐	☐	☐

SECTION D

Would fear of failure stop you from becoming an entrepreneur? Yes/No. ☐

Does/Did any of your parents own a business? Yes/No ☐

THANK YOU.

Compliance Report

Comment one (Panel)

Harmonize the specific objectives to seven to align with the conceptual framework.

Response (Researcher)

the specific objectives were initially broad and not clearly aligned with the dimensions of the conceptual framework. Based on the panel's guidance, the objectives have been reviewed and reorganized to ensure consistency and direct mapping with the conceptual framework.

Action Taken:

The specific objectives have been harmonized into seven (7), as shown below:

To examine the influence of **risk-taking** on entrepreneurial intention among undergraduate students at Uganda Christian University

To examine the influence of i**nnovativeness** on entrepreneurial intention among undergraduate students at Uganda Christian University.

To examine the influence of **proactiveness** on entrepreneurial intention among undergraduate students at Uganda Christian University.

To examine the role of **self-efficacy on entrepreneurial intention** among undergraduate students at Uganda Christian University.

To examine the moderating role of self-efficacy on the relationship between **risk taking and entrepreneurial intention** among undergraduate students at Uganda Christian University.

To examine the moderation role of self-efficacy on the relationship between **innovativeness and entrepreneurial intention** among undergraduate students at Uganda Christian University.

To examine the moderation role of self-efficacy on the relationship between **proactiveness and entrepreneurial intention** among undergraduate students at Uganda Christian University

Comment two. Use the standardized regression

Response; standardized linear regression was used in this study.

Comment three; the conceptual framework can be worked on as advised.

Response; the conceptual framework is already presented in figure 2.1. In this, also the research questions are based on that conceptual framework model.

Comment four; the methodology must be made clear.

Response; the methodology is as follows according to the book whereby after conceptualizing we obtained measures from standard publications measuring from linan etal and chen 2009 to collect the data and systematic sampling was used in this methodology.

Specific Target Population Clearly Defined

In section 3.2 Target Population, I explicitly stated:

"The study population consisted of undergraduate students at Uganda Christian University across different faculties, particularly those enrolled in business, economics, and entrepreneurship-related courses, as well as students from other disciplines with entrepreneurial aspirations."

Furthermore, in the Sampling and Participants section, I narrowed the focus to third-year Bachelor of Business Administration (BBA) students, with a known total class population of 350 students. This demonstrates that the study population is not vague but clearly bounded to a defined group within a specific institution.

Source of the Study Population Clearly Stated

The source of the population is explicitly identified as Uganda Christian University's official class lists for the third-year BBA cohort. In section 3.3 Sampling Technique and Sample Size, I stated:

"The researcher used class lists and chose randomly 200 students whom he administered questionnaires."

The use of the class lists ensures that the population frame is authentic, institution-based, and verifiable.

Justification of Study Population

The selection of this group was grounded in the research objectives:

Third-year students are more likely to have completed relevant entrepreneurship courses, thus possessing adequate exposure for measuring Individual Entrepreneurial Orientation (IEO), self-efficacy, and entrepreneurial intentions.

The choice aligns with prior studies that target final-year or near-final-year students, who are at a decision-making stage regarding post-graduation career paths.

Reliability of Population Data

Since the sampling frame was derived from official institutional records, the study population was both accurate and reliable. This ensured that all selected participants are legitimate members of the defined cohort, avoiding external or irrelevant respondents.

Comment four; drop research question four,

Response; the research question four cannot be dropped because according to the theory of planned behavior self-efficacy has direct relationship with action.

Comment five; interaction should be between research question 1, 2 and 3.

Response; No; research question 1, 2 and 3 has direct relationship between the independent variables and entrepreneurial intention. Therefore moderation comes in as the fourth objective and we broke it down and got three more variable research questions where moderation comes in. so interaction cannot be between 1,2 and 3 because these research questions 1, 2 and 3 has direct relationships between the independent variable and entrepreneurial intention.

Therefore it is not correct to say that research question 1,2 and 3 should be the moderating research questions.

Comment five the conclusion should be well articulated and let the results be reflected in the model.

Response (Conclusion)

The regression coefficient for risk-taking is B = 0.511, with a standard error (SE) of 0.111, and a standardized beta (β) of 0.311. The t-value of 4.600 and p-value < .001 indicate a statistically significant positive relationship between risk-taking and intention. The constant term is B = 3.011, also significant (p < .001).

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Moderation

Only the Risk × PBC interaction is significant, and it's negative—meaning higher PBC dampens the effect of risk-taking on intention.

Innovativeness and proactiveness are not moderated by PBC in this model.

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Comment six the recommendations should be tighted directly to the specific objectives Recommendations

Target Risk-Takers but Support Their Decision-Making

Since risk-taking showed the strongest and most consistent relationship with intention, students who exhibit this trait should be flagged early. However, your moderation results suggest that high-perceived control could actually dampen the effect of risk-taking. So, pair risk-takers with mentorship or decision-making workshops that help them channel their boldness into strategic action.

Build Critical Thinking Capacity alongside Innovativeness

Innovativeness had a positive effect on intention, but its impact was not moderated by perceived control. This means it operates independently—so flag students who show creative thinking or problem-solving tendencies. Then, reinforce this with activities that demand critical thinking, such as design challenges or lean startup simulations, to deepen their entrepreneurial mindset

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Proactiveness was statistically significant in regression but showed no moderation effect with PBC. This suggests it contributes to intention but doesn’t interact with control beliefs. Flag proactive students, but avoid assuming they will thrive without support. Instead, embed them in

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9/9/2025