

The Impact of Entrepreneurship Education on Entrepreneurial Intention of University Students in Somalia

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ABSTRACT

The main purpose of the study was to identify the impact of entrepreneurship education on the entrepreneurial intention of university students in Somalia. The study used a quantitative method to collect data from respondents of the study. The target population of the study was university students who were in their last year at university. An online survey on SurveyMonkey generated 257 responses, out of those 126 were complete and were recorded in this study. Data were analyzed using SPSS. According to the study findings, taking entrepreneurship courses at university had improved student's entrepreneurial intention. More practical classroom-based lessons are needed to increase students' practical knowledge of entrepreneurship.

Keywords: *Entrepreneurship, Entrepreneurship Education, Entrepreneurial Intention, Theory of Planned Behavior*

ÖZ

Çalışmanın temel amacı, girişimcilik eğitiminin Somali'deki üniversite öğrencilerinin girişimcilik niyeti üzerindeki etkisini belirlemektir. Araştırmada, araştırmaya katılanlardan veri toplamak için nicel bir yöntem kullanılmıştır. Araştırmanın hedef kitlesi üniversitede son sınıfta olan üniversite öğrencileridir. SurveyMonkey'de çevrimiçi bir ankette 257 yanıt oluşturuldu ve bu yanıtların 126'sı tamamlanmış ve bu çalışmaya kaydedilmiştir. Veriler SPSS kullanılarak analiz edildi. Öğrencilerin girişimcilğe yönelik tutumları ve girişimcilik niyetleri olumlu sonuçlar verdi. Öğrencilerin girişimcilik konusundaki pratik bilgilerini artırmak için daha pratik sınıf temelli derslere ihtiyaç vardır.

Anahtar Kelimeler: *Girişimcilik, Girişimcilik Eğitimi, Girişimci Niyeti, Planlı Davranış Teorisi*

INTRODUCTION

Obtaining a job after graduation is very hard for university students in Somalia. Graduating from a university doesn't guarantee a job right after it which is a problem lots of college graduates face after they get their first degree or higher. Commonly there are many graduates sitting at their homes for years without finding a job in Somalia.

Since 2000 it is reported that university graduates face many challenges in the labor market due to their lack of experience and being new to the labor market which leaves many college graduates to question whether it was worth spending many years at a college only to end up jobless for years before landing their first job (Deitz, 2014). These obstacles are further pushed by a lack of employment opportunities in the labor market, low levels of entrepreneurship initiatives and inferior job qualities in the labor market (Davis, 2015). Even though this issue is commonly

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faced around the world, it is even very high in Somalia which makes it even harder to find a job in Somalia. Most university graduates seek employment from the government instead of trying to come up with ideas and working on them to create value for themselves and others around them. This is partially due to the lack of entrepreneurship training offered at universities which could have been a mindset shift for these graduates.

To shed a light on how entrepreneurship education and training can impact entrepreneurial intention, the study examines the impact of entrepreneurship education on the entrepreneurial intention of university students in Somalia. Most university students and graduates have a mindset of seeking a job rather than creating a job by themselves. More recent data in Somalia shows that most recent university graduates and students are unemployed. Incorporating more entrepreneurship education could possibly reduce the number of unemployed while creating more jobs which improves economic wellbeing (Sun L., 2016) but further research is needed to investigate the role entrepreneurship education plays in the enhancement of the students' entrepreneurial intention. It is argued that lately academic institutions have been producing graduates with an employee mindset rather than focusing on providing more entrepreneurship courses to produce graduates with a job creation mindset (Aladejebi, 2018). Academic institutions need to focus on producing graduates who are self-reliant with an entrepreneurial mindset and who are eager to create jobs instead of being job seekers in the labor market (Aladejebi, 2018). There is a viable need that graduating students need to be inspired to be their own bosses and have the courage to start their own businesses. The main purpose of this research is to examine the Impact of Entrepreneurship Education on the Entrepreneurial Intention of University Students in Somalia.

The specific objectives of this study are as follows.

- To identify the impact of entrepreneurship education on the entrepreneurial intention of university students in Somalia.
- To examine the impact of indicators of the Theory of Planned Behavior (TPB) on the entrepreneurial intention of the students.

LITERATURE REVIEW

The concept of entrepreneurship has become a globally researched topic to which a great deal of significance is given since both individuals and countries need it to thrive. It is noticeable that entrepreneurs who create innovative businesses play a crucial role in the economic advancement of their respective countries and are considered essential in the country's economy in terms of their technological advancement (Kalyoncuoğlu, 2017).

Despite being one of the most researched disciplines in the academic and research world, entrepreneurship has been defined in many different terms. Some of the most referenced definitions are as follows. (Tang, 2004) explained the term as "venture entrepreneurship". (Tang, 2004) explained this definition as any attempt undertaken to establish new venture creation or business, self-employment, or expanding an existing business by a group of people or an individual or by an organization. Another term referred to as entrepreneurship in the scholarly literature is "innovation entrepreneurship". This definition emphasizes more on the invention of new things or new technology to alter or improve the way business is conducted (Tang, 2004). According to (Shane, 2000) the above-mentioned definitions can be combined to define entrepreneurship as a course of action taken by a group of people or an individual to use their coordinated efforts to pursue business opportunities, create value, and meet the needs and wants of customers using the available resources. (Shane, 2000) also Defined Entrepreneurship as the evaluation, discovery and exploitation of opportunity while Meredith, Nelson, and Neck (1996) defined entrepreneurs as individuals with the ability to sense and recognize business

opportunities, accumulate the required resources needed to utilize them, and turn them into profitable businesses providing valuable products and services to stakeholders (Hattab, 2014). These definitions show that entrepreneurship is vital for economic development and reducing unemployment since it is the root of creating new business opportunities. Entrepreneurs are considered the backbone of any economy around the globe.

In emerging countries, entrepreneurship is seen as crucial for increasing employment opportunities and as a tool to cope with poverty. This impact is evident in countries with declining unemployment rates which shows that these countries have an increasing number of entrepreneurs (Audretsch, 2002). Even though many emerging markets have focused on enhancing entrepreneurship initiatives, the growth still remains limited in Somalia due to the lack of key indicators and government support to enhance entrepreneurship opportunities to increase employment and improve the economy as a whole.

The availability of entrepreneurs who are successful and in an increase in the number of entrepreneurs in any given society is largely determined by the entrepreneurship education and training offered at school or university level (Doğan, 2015). Therefore, it is vital that university students get exposure to entrepreneurship education and training to shift their mindset before they even graduate. This topic is under-researched in Somalia and there aren't many studies available on the topic to determine the impact of entrepreneurship training and education could offer to students at the university level.

Entrepreneurship Education

In the past ten years, more growth has been seen in entrepreneurship education than ever before in most developed and emerging countries (Matlay, 2006). The number of entrepreneurship courses provided at every level of education increased dramatically in the United States between 1979 to 2001 (Katz, 2008). More investments have been made in entrepreneurship programs in the last two decades and the growth in these programs is still on the rise (Gwynne, 2008). This growth in investing in entrepreneurship programs can be deduced from a shared governmental widespread view that entrepreneurship may have a positive impact on the political infrastructure and socio-economic of a country (Matlay H., 2008). Government policymakers realize the significance of entrepreneurship as a steppingstone of economic growth and thus endorse programs such as entrepreneurship education and training to enhance entrepreneurial mindsets (Fayolle, 2006). The European Commission, for example, supports such activities, stating that the "primary objective of entrepreneurship education at university level is to improve entrepreneurial capabilities and mindsets (Lorz, 2011) and suggests incorporating entrepreneurship education programs more fully into the university curriculum.

The final report of the European Commission Expert Group for Entrepreneurship Education emphasizes that these programs play a vital role in promoting the entrepreneurial attitudes and behaviors of students (Lorz, 2011). Such investments in entrepreneurship programs have not been made in Somalia and policy makers need to consider this issue as a determinant factor in reducing the unemployment level and improving economic development. Entrepreneurship education can be referred to any process or program of education designed to develop knowledge, skills, and entrepreneurial attitude of students (Fayolle A. G.-C., 2006). Entrepreneurship education has had a long history and has been recognized as a globally widespread field of study (Katz J., 2003; Kuratko., 2005).

Entrepreneurship education was first introduced by Shigeru at Kobe University in 1938 in Japan. (Mwasalwiba, 2010) later in 1947, entrepreneurship education was first established as a course by Myles Mace at Harvard Business School in the USA (Alberti, 2004). After that

Entrepreneurship education became one of the rapidly growing fields of study around the world (Fretschner, 2013). Even though some scholars have argued whether entrepreneurship can be taught is born with in the past, the increasing number of academic institutions providing entrepreneurship education is an example that entrepreneurship is a learned phenomenon (Hafiz, 2015). The purpose of offering entrepreneurship education to students is to strengthen and equip them with knowledge and skills that will result in or give them an opportunity to engage in profitgenerating businesses regardless of their educational background, and regardless of their ability to get hired or not get hired in the public or private sector (Fretschner, 2013). Entrepreneurship education is expected to turn graduates from the mindset of being a job seeker to a job creator mindset (Aladejebi, 2018). As mentioned previously in this dissertation, entrepreneurship education offered to graduates was introduced lately by SIMAD University. Despite being a good starting point, more universities need to adopt offering such programs to their graduates to increase the awareness of students of all fields of study that they can also have the opportunity to become entrepreneurs instead of just being job seekers. One of the important reasons of offering entrepreneurship education is to produce university graduates with entrepreneurial skills and knowledge who if the labor market is rigid and unemployment is high, can have the skills to create their business and subsequently employ others. Entrepreneurship education is on the basis of that entrepreneurship can be studied and used to develop student's entrepreneurial skills (Pittaway, 2007). Although fewer studies that entrepreneurship education affects entrepreneurial intention, scholars have argued whether entrepreneurship can be learned and taught. To increase the likelihood of potential entrepreneurs, scholars emphasize higher importance for institutions to offer quality entrepreneurship education for graduates. Entrepreneurs can come from all sorts of professions and are not only limited to business education graduates. Entrepreneurship exists in medicine, architecture, education, engineering, and research and can have different shapes and sizes (Aladejebi, 2018). Attending in entrepreneurship education not only improves entrepreneurial skills but also it strengthens the entrepreneurial intentions of the students. Entrepreneurship education creates a more favorable attitude towards entrepreneurship which will likely result in the creation of new ventures (Küttim, 2014).

Entrepreneurial Intention

Entrepreneurial Intention is one of the most researched topics in entrepreneurship. What creates the intention to engage in entrepreneurship has been a fascinating topic for researchers. As mentioned in the introduction of this dissertation, the entrepreneurial intention is defined as one's desire and intention to start a business or own one's own business (Krueger Jr., 2000). Historically in the field of research, intentions have been regarded as self-prediction of one's behavior (Ajzen, 1991). It was believed that intention was the predictor of actual behavior. Once the intention forms, the behavior is assumed or expected to follow the intention (Tae Jun Bae, 2014). Studies have supported past intention as the valid predictor of actual behavior. According to a metaanalysis study which researched 422 students, it was found a mean correlation of .53 meaning 28% of the change in behavior (Sheeran, 2002). Although is social psychological studies have supported that intention predicts actual behavior, however, in entrepreneurship studies, some scholars have shown doubts of whether intention directly translates into actual entrepreneurial behavior (Douglas, 2002). Nevertheless, many studies consider entrepreneurial intentions to be one of the most important determinants of entrepreneurial actions (Bae, 2014).

According to literature in entrepreneurship studies, entrepreneurship education positively affects entrepreneurial intentions. Entrepreneurial intention results in the desire to guide resources and people in the fulfillment of entrepreneurial goals. Intentions create productive courses of action that can be effectively utilized in the implementation of new business ventures (Krueger Jr.,

2000). According to (Aladejebi, 2018), many studies found that programs of entrepreneurship education effectively support the creation of entrepreneurial intentions (Fayolle et al.; 2006).

Graduates with an entrepreneurial background display greater intention for entrepreneurship and come up with innovative behaviors which are desired by employers. Although some studies revealed that some individuals have inborn entrepreneurial behavior, other studies agree that entrepreneurial attributes are not inherited but can be developed throughout time by studying and taking entrepreneurship education courses and programs. Entrepreneurship programs help form positive entrepreneurial intentions by making students aware of entrepreneurship and seeing it as a career option (Athayde, 2009).

Entrepreneurial intentions create the courage and eagerness of an individual to create his or her own business (Fayolle A. &, 2015). Entrepreneurship education puts students in various stages. Entrepreneurial education programs help strengthen students' attitudes towards entrepreneurship which gives them the ability to rely on their entrepreneurial intentions then it also equips students with skills and knowledge needed to succeed as an entrepreneur, and lastly enables students to take advantage of entrepreneurial opportunities (Aladejebi, 2018). Besides entrepreneurship education, there are also other factors that affect entrepreneurial intentions. These factors include mentorship, the status of family, demographics, personality traits, entrepreneurial experience, independence, self-realization, self-efficacy, and subjective norms (Saeed, 2013). According to (Bird, 1998), intentions come before action. It is a mindset that directs the actions towards creating new business. Engaging in startup creation results from prior intention held which then translates to planned behavior. Intention comes first and then behavior follows. The intention is the person's state of mind which guides a person's actions, and attention towards a specific goal. The course of action an individual implements towards the accomplishment of their goals is directed by their intention.

The effectiveness of entrepreneurial intention and its importance in successfully creating new ventures has been shown in many studies (Aladejebi, 2018). The entrepreneurial intention is affected by many variables. The study found that entrepreneurial intention is determined by the need for success, family background, and subjective norms. It shows that individuals choose to pursue entrepreneurship if there is a need for achievement, and if their family has a business background and they get support from their family (Tong X.A., 2011).

To enlighten the way in which the entrepreneurial intention of university students in Somalia can be enhanced, this study examines the impact of entrepreneurship education on the entrepreneurial intention of university students in Somalia.

RESEARCH METHOD

This quantitative survey-based study is designed to examine the impact of entrepreneurship education on the entrepreneurial intention of university students in Somalia.

The study employed a quantitative survey design to collect data from respondents. An online survey design was seen as appropriate for this research. An online survey is selected due to its convenience, effectiveness, and how easy it is to collect data from respondents.

The study was conducted within universities in Mogadishu-Somalia. The target population of this study was university students attending universities in Mogadishu or recent university graduates. The study targeted the 2 main universities in Mogadishu-Somalia. The names of universities that were selected as the target population for this study are: SIMAD University and the University of Somalia (UNISO). The students from mainly Business Administration, Computer Science, and

Engineering of last year at university were selected to represent the whole population of university students in Somalia.

The study employed a purposive sampling technique. The study collected data from participants who were available and willing to be part of the study. A purposive sample generated 257 responses but only 126 of those responses were complete and only complete responses were recorded in data analysis. Data were analyzed using SPSS software.

FINDINGS

Data was collected from 126 students from university of Somalia (UNISO) and SIMAD University. The online survey used 5 points Likert Scale that ranges from 1 Strongly Disagree to 5 Strongly Agree.

Table1: Demographic Characteristics

Variable	Frequency (n=126)	Percentage (%)
Gender		
Male	81	64.3
Female	45	35.7
Field of Study		
Business Administration	82	65.1
Computer Science	37	29.4
Engineering	7	5.6
Current Work Situation		
Not Working	44	34.9
Employee	41	32.5
Self Employed	42	32.5
Employee Work Experience		
No	18	14.3
I have never Worked	20	15.9
Yes	88	69.8
Self-employed Work Experience		
No	51	40.5
Never	14	11.1
Yes	61	48.4
Family Entrepreneurship Background		
No	31	24.6
Yes	94	74.6
Missing	1	.8

The overall number of the respondents was 126 and 81 of those surveyed were male while 45 of them were female. The percentage of male respondents of the study was 64.3% and the percentage of female respondents was 35.7%. The majority of the students were males. The majority of the students were studying business administration 82 (65.1%). The number of students in Computer Science in the study was 37(29.4%) and the number of Engineering students in the study was 7 students (5.6%). 44 (34.9%) of the students who responded to the survey were unemployed, 41(32.5%) of them were employees and 41(32.5%) were self-employed. Lastly, 31(24.6%) of the respondents didn't have family members who were entrepreneurs while 94 (74.6%) of the respondents had an entrepreneurship family background.

Descriptive Statistics

Table 2: Entrepreneurship Education

	N	Mean	Std. Deviation
I enjoyed entrepreneurship education lessons.	126	3.74	1.363
Entrepreneurship education lessons increased my interest in a career in entrepreneurship.	126	4.07	1.075
I consider entrepreneurship as being as important if not more important than any other subject.	126	3.67	1.073
Entrepreneurship education prepared me to make innovative and informed decisions about career choices.	126	4.05	.970
I consider entrepreneurship a desirable career option.	126	3.79	1.046
Due to entrepreneurship education, I am able to identify business opportunities.	126	4.02	.988
Due to entrepreneurship education, I can successfully develop a business plan.	126	4.14	1.115
Due to entrepreneurship education, I now have the skills to create a new business.	126	4.12	.968
I consider entrepreneurship class as an ideal place to learn about how to start a business.	126	3.94	1.101
Practical examples of entrepreneurship were included in classroom teaching.	126	3.67	1.158
Valid N (listwise)	126		

The result of the attitude of students regarding entrepreneurship education has shown positive mean ranging between 3.67 and 4.12 and standard deviation between 0.968 and 1.363. According to the response, the statement “Due to entrepreneurship education, I can successfully develop a business plan” showed the maximum mean (4.14) while the statements “Practical examples of entrepreneurship were included in classroom teaching” and “I consider entrepreneurship as being as important if not more important than any other subject” had the lowest mean (3.67).

Table 3: Personal Attitude

	N	Mean	Std. Deviation
Being an entrepreneur implies more advantages than disadvantages to me.	126	3.66	1.104
A career as entrepreneur is attractive for me.	126	4.11	.896
If I had the opportunity and resources, I'd like to start a firm.	126	4.10	1.069
Being an entrepreneur would entail great satisfactions for me.	126	3.98	1.031
Among various options, I would rather be an entrepreneur.	126	3.87	1.053
Valid N (listwise)	126		

The results of the analysis of the personal attitudes of the students discovered positive means from 3.66 to 4.11 and standard deviations from 0.896 to 1.104. The statement “A career as an entrepreneur is attractive for me” had the highest mean (4.11) while the statement “Being an entrepreneur implies more advantages than disadvantages to me” had the lowest mean (3.66).

Table 4: Subjective Norm

	N	Mean	Std. Deviation
If you decided to create a firm, would people in your close environment approve of that decision? Value them from 1 (strongly disagree) to 5 (Strongly agree).			
Your close family	126	3.94	1.195
Your friends	126	3.94	1.071
Your colleagues	126	3.83	1.132
Valid N (listwise)	126		

The analysis of subjective norm revealed positive means ranging from 3.83 to 3.94.

Table 5: Perceived Behavioral Control

	N	Mean	Std. Deviation
To start a firm and keep it working would be easy for me	126	3.57	1.141
I am prepared to start a viable firm	126	3.80	1.058
I can control the creation process of a new firm	126	3.89	1.090
I know the necessary practical details to start a firm	126	3.90	.942
I know how to develop an entrepreneurial project	126	3.80	1.058
If I tried to start a firm, I would have a high probability of succeeding	126	3.71	1.103
Valid N (listwise)	126		

The analysis of Perceived Behavioral Control (PBC) discovered positive between 3.57 and 3.90 and a standard deviation between 0.942 and 1.141. The statement “I know the necessary practical details to start a firm” had the highest mean (3.90) while the statement “To start a firm and keep it working would be easy for me” had the lowest mean (3.57).

Table 6: Entrepreneurial Intention

	N	Mean	Std. Deviation
I am ready to do anything to be an entrepreneur.	126	4.14	1.002
My professional goal is to become an entrepreneur.	126	4.19	1.025
I will make every effort to start and run my own firm.	126	4.24	.880
I am determined to create a firm in the future.	126	4.13	1.105
I have very seriously thought of starting a firm.	126	4.07	1.044
I have the firm intention to start a firm someday.	126	4.10	.987
Valid N (listwise)	126		

The analysis of entrepreneurial intention showed positive means that range from 4.07 to 4.24 and standard deviation range from 0.880 to 1.105. The statement “I will make every effort to start and run my own firm” had the highest mean (4.24) while the statement “I have very seriously thought of starting a firm” had the lowest firm (4.07).

Table7: Reliability Statistics-Research Instrument

Cronbach's Alpha	N of Items
.901	30

The overall Cronbach’s Alpha for all the items in the questionnaire was .901. Regarding that the coefficient of 0.7 is acceptable for newly developed measures, (Rogers, 2018), the results in this scale showed greater internal consistency.

HYPOTHESIS TESTING RESULTS

Impact of Entrepreneurship Education on Entrepreneurial Intention

In the Linear Regression analysis, the following hypothesis was first tested.

H₁: There is a significant positive relationship between Entrepreneurship Education and Entrepreneurial Intention.

H₀: There is no significant positive relationship between Entrepreneurship Education and Entrepreneurial Intention

Table 8: Model Summary EE

Model	R	R Square	Adjusted Square R	Std. Error of the Estimate
1	.658 ^a	.432	.428	2.96397

a. Predictors: (Constant), Entrepreneurship Education

Table 9: ANOVA^a -EE

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	829.860	1	829.860	94.462	.000 ^b
	Residual	1089.354	124	8.785		
	Total	1919.214	125			

a. Dependent Variable: Entrepreneurial Intention

b. Predictors: (Constant), Entrepreneurship Education

Table 10: Coefficients-EE

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	10.018	1.552		6.456	.000
Entrepreneurship Education	.379	.039	.658	9.719	.000

a. Dependent Variable: Entrepreneurial Intention

The above regression analysis result shows that the alternate hypothesis was accepted while the null hypothesis was rejected.

The model summary table shows that R Square .432 meaning that 43.2% of the variance in Entrepreneurial Intention is explained by Entrepreneurship Education.

The ANOVA table shows that the model is significant meaning that there is a significant relationship between entrepreneurship education and Entrepreneurial Intention. The relationship is significant at .05 level. P-value <0.05 would accept the alternate hypothesis and reject the null hypothesis. The p-value is 0.00 which shows that there is a statistically significant relationship between Entrepreneurship Education and Entrepreneurial Intention.

The coefficient table shows the level by which Entrepreneurship Education predicts Entrepreneurial Intention. As shown by the results, Entrepreneurship Education significantly predicts Entrepreneurial Intention at a 0.00 significant level. An increase in Entrepreneurship Education would result in a 10.018(B) increase in Entrepreneurial Intention.

The Impact of Indicators of Theory of Planned Behavior (Pa, Sn, Pbc) on Entrepreneurial Intention

Secondly, the following hypothesis was tested using Linear Regression Analysis,

H₀: There is a significant positive relationship between indicators of TPB (Attitude, Subjective Norm, and Perceived Behavioral Control) and Entrepreneurial Intention.

H₁: There is no significant positive relationship between indicators of TPB (Attitude, Subjective Norm, and Perceived Behavioral Control) and Entrepreneurial Intention.

Table 11: Model Summary-TPB Indicators

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629 ^a	.396	.381	3.08342

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

Table 12: ANOVA-TPB Indicators

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	759.301	3	253.100	26.621	.000 ^b
	Residual	1159.914	122	9.507		
	Total	1919.214	125			
a. Dependent Variable: Entrepreneurial Intention						
b. Predictors: (Constant), PA, PBC, SN						

Table 13: Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.579	1.975		3.838	.000
	PBC	.217	.074	.226	2.920	.004
	SN	.226	.114	.154	1.984	.049
	PA	.494	.095	.419	5.202	.000

a. Dependent Variable: Entrepreneurial Intention

According to regression analysis, the Alternative hypothesis was accepted while the null hypothesis was rejected.

The model summary table shows R Square 0.396. This shows that 39.6% of variance in Entrepreneurial Intention is explained by indicators of TBP (Personal Attitude, Subjective Norm and Entrepreneurial Intention). The ANOVA table shows that there is significant relationship between TPB indicators and Entrepreneurial Intention at significance level of 0.000.

The Coefficients table shows the extent to which TPB indicators predict students' entrepreneurial intention. While all the TPB indicators positively predict entrepreneurial intention, among them, Personal Attitude (PA) was the highest predictor of entrepreneurial Intention at a 0.000 significance level. Perceived Behavioral Control (PBC) was the second- highest predictor at 0.004 significance level and Subjective Norm (SN) at 0.049 significance level.

Table 14: Correlations Result

		Entrepreneurship Education	Entrepreneurial Intention
Entrepreneurship Education	Pearson Correlation	1	.658**
	Sig. (2-tailed)		.000
	N	126	126
Entrepreneurial Intention	Pearson Correlation	.658**	1
	Sig. (2-tailed)	.000	
	N	126	126

** . Correlation is significant at the 0.05 level (2-tailed).

The above table shows the correlation test results between the independent variable (Entrepreneurship Education) and the dependent variable (Entrepreneurial Intention). The correlation result shows a positive Pearson's r- value of 0.658. This means that there is a positive correlation between Entrepreneurship Education and Entrepreneurial Intention. The correlation output also shows a significance value of 0.000 which means that the relationship between entrepreneurship education and entrepreneurial intention is statistically significant and doesn't happen by chance.

DISCUSSION

The majority of the respondents were males while female students were also in the study. According to the results, the students showed a great attitude toward entrepreneurship which could be a result that most of the students were business administration students. The majority of the students showed greater entrepreneurial intention and entrepreneurial intention- related statements had the highest means in the study. Most of the students in the study showed that they had the knowledge and skills to develop a business plan however most of them agreed that there weren't more practical examples in the classrooms and lessons were mostly theoretical based.

The results of the study revealed that providing entrepreneurship courses at university improves the overall entrepreneurial intention of the students however it also revealed that most students received theoretical based entrepreneurship programs at university. This showed that there is a need for more practical based entrepreneurship programs to improve student's practical knowledge of entrepreneurship.

CONCLUSION

In the past two decades more growth has been seen in entrepreneurship education that ever before in most developed and emerging countries (Matlay, 2006). The number of entrepreneurship courses provided at every level of education increased dramatically in United States between 1979 to 2001 (Katz, 2008). Even though some scholars have argued whether entrepreneurship can be taught is born with in the past, the growing number of academic institutions providing entrepreneurship education is an example that entrepreneurship is a learned phenomenon (Hafiz, 2015). Although academic institutions providing entrepreneurship courses have increased in the developed countries, only fewer universities offer entrepreneurship education programs to students in Somalia. To enlighten how entrepreneurship education programs can enhance student's entrepreneurial intention, the present study attempted to examine the impact of entrepreneurship education on entrepreneurial intention of university students in Somalia.

The findings of the study revealed that entrepreneurship education programs and TPB indicators of personal attitude, subjective norm and perceived behavioral control have significant impact on student's entrepreneurial intention. The results of this study can be deduced from that universities in Somalia need to provide more entrepreneurship education programs to enhance entrepreneurial intentions of the students and produce graduates with entrepreneurial mindsets. The study also revealed that universities currently only offer theoretical based entrepreneurship courses therefore more practical aspects of entrepreneurship is needed to improve student's practical knowledge of entrepreneurship. The findings from this study will be beneficial to both private and governments institutions in Somalia.

LIMITATIONS AND RECOMMENDATIONS

The present study employed descriptive method meaning that only respondents of the study described how the entrepreneurship education programs they received at university improved their entrepreneurial intention. Future researchers might employ an experimental approach and measure students' entrepreneurial intention prior to receiving entrepreneurship programs and also measure their intention after taking the entrepreneurship programs to closely measure the change in their entrepreneurial intention over time.

This study also employed only quantitative research method. Combining more than one research method like qualitative and quantitative is recommended to see whether it would yield the same or different results to strengthen the finding of the study.

This study only selected students who were in their last year at university, researching students from other stages of study is also recommended to examine how students' entrepreneurial intention changes over their time at university. Future studies could also add students from other fields of study since this study only selected students from Business Administration, Computer Science, and Engineering.

This study employed online survey method to collect data from respondents; future researchers could utilize different data collection methods to reduce the number of incomplete responses in the study. The sample size of this study was not very large compared to the number of students at universities in Somalia, therefore, employing a larger sample size is also recommended to improve the generalizability of the study findings. This study was descriptive, and responses were collectively analyzed. Another recommendation for future researchers is to compare the entrepreneurial intention of students across different fields of study to identify whether receiving entrepreneurship education programs is favorable to a specific field of study.

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