

Research Article

Entrepreneurship Education and Entrepreneurial Intention Among University Students: A Case of Selected Universities in Moshi, Tanzania

Winnie Robi Donald^{1,*} , Alban Mchopa² , Richard Msuya³ 

¹Department of Finance and Management Studies, Institute of Rural Development Planning, Dodoma, Tanzania

²Department of Marketing, Procurement and Supply Management, Moshi Co-operative University, Moshi, Tanzania

³Department of Co-operative Development and Management, Moshi Co-operative University, Kizumbi Campus Shinyanga, Tanzania

Abstract

The high youth unemployment rate has become a defining issue in many developing economies, including Tanzania, leading to adverse effects on economic development. As a response, promoting entrepreneurship over the prolonged hope for formal employment has been proposed as a viable solution, particularly for the youth. Since entrepreneurial intention is crucial for self-employment, the study examined the influence of entrepreneurship education on entrepreneurial intention among university students. A cross-sectional research design was used and data were collected from 234 sampled university students who were selected using stratified sampling and simple random technique from two universities in Moshi, Tanzania. Structured questionnaires and key informant interviews were used as a method for data collection. Ordinal Logistic Regression analysis was used for data analysis. Findings revealed that there was a positive attitude towards entrepreneurship education among university students which could increase their intention towards entrepreneurial activities and therefore consider self-employment. Affective component of student's attitudes was a significant predictor of entrepreneurial intention, unlike behavioural component and cognitive component of students' attitudes towards EE. It was recommended that Lecturers should be prepared in terms of realisation, attitudes and knowledge appropriate to EE to apply in their teaching methods to effectively enhance attitudes towards EE on EI among university students.

Keywords

Entrepreneurship Education, Entrepreneurial Intention, Students' Attitude, Youth Unemployment

1. Introduction

Globally Entrepreneurship Education (EE) is gaining prominence due to its ability to contribute to the creation of job opportunities and economic growth which has led to many universities introducing entrepreneurial education curricula [1].

Worldwide, entrepreneurial education remains a priority due to promoting creativity, innovation and self-employment through the development of personal attributes and skills that form the foundation of an entrepreneurial mindset and behaviour. Many

*Corresponding author: wdonald@irdp.ac.tz (Winnie Robi Donald)

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Higher Learning Institutions (HLIs) provide entrepreneurial training and programmes with the belief that the importance of entrepreneurship knowledge and skills needed to become an entrepreneur can be taught and the proportion of policy support towards EE has increased worldwide [2]. In America, more than 700 universities have been engaged actively in EE since 2001 thus the USA ranks first in terms of student participation in entrepreneurship classes and entrepreneurial activity [3]. In Africa, EE is a recent phenomenon compared to America and Europe. In Tanzania, Kalimasi, [4] reveals that educational colleges in Tanzania have an EE module which is mandatory for all students in the first year whereas 31.6% of the surveyed education colleges have introduced stand-alone courses at the undergraduate level and 68.4% were planning to introduce EE courses.

Entrepreneurship education is believed to be a step towards addressing the challenge of high unemployment rates in Tanzania and other countries as a result higher learning institution countrywide have been urged to teach courses focusing on preparing future entrepreneurs and establish business incubator programmes in order to tap and develop entrepreneurial talents at an early stage [5]. Besides the efforts put forward by the Tanzanian government for entrepreneurial education to be taught from primary to higher learning education level, graduates and students have an attitude that salaried jobs are more secure than self-employment [6]. Another challenge is that HLIs in developing countries are facing a scarcity of specialist skills leading to poor quality of teaching and learning which hinders the lecturing team to achieve the required outcomes in acquiring skills and knowledge by students and also hinders the development of entrepreneurial intention as learning outcomes. Moreover, university students are not only ill-equipped with knowledge and skills for business preparation but also, they are not qualified for the labour market [5, 7]. Also, inappropriate syllable and content is one of the barriers to entrepreneurship because course content in any education setting, to be useful, should in line with the economic realities of a certain country either developing or developed [8].

The reality on the ground shows that university graduates hardly pursue entrepreneurial opportunities even in the context of limited employment opportunities [9]. The Integrated Labour Force Survey of 2021 showed that unemployment rate for youth aged 15-35 years had increased from 12.1% in 2014 to 12.6% in 2020/21 implying that the higher rate of unemployment among youth should be an issue of concern where approximately 900,000 Tanzanian youth who enters the labour markets every year [10]. Despite the integration of entrepreneurial education in different degree programmes still, many graduates are unemployed. The question lies in whether or not students with entrepreneurial training find value in taking up an entrepreneurial activity at the end of the programme, this raised the need to conduct this current study on examining student's attitudes towards entrepreneurship education on entrepreneurial intentions.

Despite the significantly growing research interest in the area of EE as far as the researchers are aware, research has been specifically investigated on public universities and colleges around Dar es Salaam [4, 5, 9, 11]. Given that, there are different findings on the effect of entrepreneurship education on entrepreneurship intentions for instance; Gerba and Pedrin found EE has a positive effect on EI [12, 13] while Martin *et al.*, [14] found negative effects of EE on EI and do Paco, *et al.*, [15] found there is no influence of entrepreneurial education on entrepreneurial education showing to have an inconclusive picture of what impacts entrepreneurial intention given different contextual factors. The variations on what predicts entrepreneurial intentions across regions raise serious concerns about whether similar studies could produce similar findings in other areas because different contextual factors which vary across regions could constrain generalising the findings, thus calling for an investigation in other universities in Tanzania. The importance of offering programmes and courses in entrepreneurship has often been to raise awareness of entrepreneurship as a career option. Attitude towards entrepreneurship education profoundly influence EI. Despite the significantly growing research interest in the area of EE, there is a lack of relevant studies in this context. Therefore, this current study examined the influence of students' attitudes towards entrepreneurship education on enhancing entrepreneurial intention.

2. Literature Review

Concerning studies regarding students' attitudes towards entrepreneurship education, a large number of researches have been conducted in other countries. A study was conducted on measuring the impact of business management students' attitudes towards entrepreneurship education on the entrepreneurial intention to examine cognitive, affective and behavioural components of students' attitudes towards entrepreneurship education in Indian Universities/colleges [16]. Findings showed a significant positive impact of attitude towards entrepreneurship education on entrepreneurial intentions. Another study was carried out to investigate the attitudes of students towards entrepreneurship education at two selected higher education institutions in Botswana which examined the attitudes of undergraduate fourth-year students and the results found that most students have a positive attitude towards EE and prefer to be entrepreneurs at the end of their studies [17]. Moreover, a study focusing on the assessment of entrepreneurial intention among college students in Tanzania whereas the study investigates the effects of measures of entrepreneurship, motivation and obstacles to entrepreneurial intention conducted in Dar es Salaam [11]. Findings indicated that college students in Dar es salaam possess a high entrepreneurial intention however predominant motivators such as unemployment, poverty, job security, and self-enjoyment. A study was conducted to assess the entrepreneurial intentions among Malaysian Business students and found that more than 50% of students intended to become

entrepreneurs after going through the entrepreneurship programme [18]. Apart from significant results from different scholars, some studies found negative impacts and insignificant results reporting a slight decrease in students' entrepreneurial intentions before and after entrepreneurship education intervention [19]. Another study found the adverse influence of entrepreneurship education on students' entrepreneurial intentions [20]. Moreover, another study found negative insignificant differences in students' entrepreneurial intentions before and after entrepreneurship education intervention [21]. The majority of the studies found that the entrepreneurial intention model can be influenced by different variables.

3. Theoretical Framework and Methodology

The purpose of this study aligns with the Theory of Planned Behaviour (TPB). This theory proposes that behavioural intentions are formed by an individual's attitude towards an act, subjective norms and perception of behavioural control. TPB explains the individual's action in terms of intentions by establishing a link between attitudes and behaviour i.e. the theory is based on the premise that much of human behaviour is planned and therefore predicted by intention towards that behaviour [22]. TPB guides the researcher to study the student's attitude towards EE on enhancing entrepreneurial intentions because students' attitudes towards entrepreneurial education can be viewed in terms of three aspects identified as cognitive, affective and behavioural attitude components [16, 17]. That is, a positive attitude towards the act or behaviour, favourable norms and a high level of perceived behavioural control are the best predictors for forming a behavioural intention and in turn, lead to a displayed behaviour or act. However, if the constructs are unfavourable then the likelihood of behaving negatively is high. The theory of planned behaviour assumes that individual self-interest is the appropriate framework for understanding human behaviour and rational behaviour is the result of a process of cognitive deliberation.

The framework was adopted because it forms an appropriate theoretical basis for EE and its influence on EI. Moreover, the theory was adopted because entrepreneurship is a planned behaviour and cannot be created without adequate planning.

3.1. Hypothesis Development

Drawing from the literature review and the conceptual model in Figure 1, the following hypotheses were formulated:

H₀₁: Cognitive component of student's attitude towards EE does not influence EI

H₀₂: Behavioural component of student's attitude towards EE does not influence EI

H₀₃: Affective component of student's attitude towards EE does not influence EI

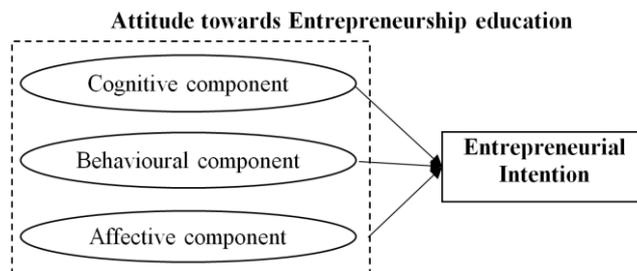


Figure 1. Proposed Analytical Framework.

3.2. Methodology

3.2.1. Data and Sample

The study used a cross-sectional research design. A structured questionnaire was administered amongst 240 university students who were selected using a simple random sampling technique at Moshi Cooperative University and Mwenge Catholic University in Moshi, Kilimanjaro Tanzania. Kilimanjaro is one of the few regions with more than two universities located in one district thus enabling the researcher to collect data in a short period. The data was drawn from students majoring in business-related courses, particularly who have studied entrepreneurship across the two selected universities. The study was used a mixed-method approach where samples were drawn using both stratified sampling and simple random sampling techniques. Firstly, the Proportionate stratified sampling technique was used due to the heterogeneity nature of the population and therefore each subgroup within the population had proper representation within the sample. Secondly, a simple random sampling technique was employed whereby a list of the population was obtained from the admission office of the respective university.

3.2.2. Measures

A questionnaire and key informant interviews were used as an instrument for data collection. The questionnaire was self-administered and delivered in person. A turnout of 234 which equals a response rate of 97.5% was obtained after distribution of 240 questionnaires. Five point-Likert scales were used to measure the variable constructs under the question. Whereas the level of agreement was asked and assigned points from strongly disagree with 1 point to strongly agree with 5 points. The questionnaire measured four constructs, i.e. cognitive attitude, affective attitude, behavioural attitude and Entrepreneurial Intention (EI). An interview guide was used to guide the collection of data from key informant interviewee. To ensure the validity of the instrument, the questionnaire was subjected to expert opinion i.e. pilot study was carried out to check the accuracy of the instrument for content validity and recommendation from the expert was factored into the final questionnaire using the content validity index. Cronbach's alpha coefficient was used to determine the internal consistency of the questionnaire with 11 items which were revealed to be 0.841 and above the value of 0.70 hence acceptable [23].

3.2.3. Data Analysis Technique

Descriptive statistics were generated using SPSS version 26 to analyse the socioeconomic characteristics of the respondents. Inferential statistics, including Pearson correlation and Ordinal Logistic Regression (OLR) analysis, were used to test the research model. The dependent variable, EI, was

$$\ln\left(\frac{p(y=1)+p(y=2)}{p(y=3)}\right) = \beta_0 + \beta_1 \text{Cognitive1} + \beta_2 \text{Behaviour2} + \beta_3 \text{Affective3} \quad (1)$$

$$\ln\left(\frac{p(y=1)+p(y=2)}{p(y=3)}\right) = \beta_0 + \beta_1 \text{Cognitive1} + \beta_2 \text{Behaviour2} + \beta_3 \text{Affective3} \quad (2)$$

4. Results and Analysis

4.1. Social Demographic Characteristics

The findings in Table 1 indicate the demographic profile of the respondents who participated in the survey. Female students were more than the male respondents in the survey i.e. 59% represented female students and 41% represented male students. The majority of the respondents were single within the age group of 25 years and above. Further, the results showed representative from the selected study programmes with the majority of students pursuing a bachelor of marketing and entrepreneurship (41.9%), followed by a bachelor of arts

measured using four indicators on four indicators on the Likert scale. These indicators were combined to create a new variable representing EI, with mean scores categorized into three levels: 1.0 to 2.5 (no intentions), 2.6 to 3.4 (less intention) and 3.5 to 5.0 (high intentions). Given that the dependent variable was ordinal, the OLR model was applied for analysis.

in microfinance and enterprise development (28.2%), then students pursuing a bachelor of business administration and management (15.0%) and the least were students pursuing a bachelor of arts in project planning and management (14.5%). Moreover, the majority of the respondents (80.8%) describe that the reason for choosing the degree in pursuit was for career opportunities, with (70.1%) having received entrepreneurship training outside their degree programmes which suggested that the majority of the respondents have an interest in entrepreneurship. This may be reflective of the fact that the third-year students are on the threshold of graduation and so are on the verge of confronting the self-employment or paid-employment decision and this may have increased their interest in the study and encouraged their participation.

Table 1. Socio-demographic characteristics of respondents.

Characteristics	Frequency	Percentage
Gender		
Male	96	41.0%
Female	138	59.0%
Age Category		
Less than 25 years	28	12.0%
25 and above	206	88.0%
Marital Status		
Single	210	89.7%
Married	24	10.3%
Study Programme		
Bachelor of Arts in Microfinance and Enterprise development	65	28.2%
Bachelor of Marketing and Entrepreneurship	98	41.9%
Bachelor of Business Administration and management	35	15.0%
Bachelor of Arts in Project planning and management	34	14.5%
Working Experience		
Yes	149	63.7%

Characteristics	Frequency	Percentage
No	85	36.3%
Self-employed		
Yes	158	67.5%
No	76	32.5%
Reason for choosing the degree in pursuit		
Vocation based	22	9.4%
Career opportunities	189	80.8%
Advice from family and friends	19	8.1%
Others	4	1.7%
Training outside degree programmes related to entrepreneurship		
Yes	164	70.1%
No	70	29.9%

Descriptive statistics results of the demographic profile show that most of the respondents in general possessed high intention to become entrepreneurs. The responses about obtaining entrepreneurship training outside their degree programme were high which suggested that a good number of students/ youths are likely to prefer to work for themselves as proven by 67.5% of the respondents showing that there are self-employed. The finding is in line with the study conducted by Neneh [24] who proved that most university students in Cameroon possess high entrepreneurial intention. High entrepreneurial intention among university before and after university studies is caused by the increasing rate of unemployment due to fewer job vacancies in the labour market resulting in many university students considering self-employment as the only available option [25]. The assertion has been further described that college students in Tanzania are characterised by a high rate of unemployment and poverty and see that there are few public and private job vacancies to absorb all graduates seeking employment, many of these graduates turn to self-employment for job security to liberate themselves from unemployment and poverty [11].

4.2. Ordinal Logistic Regression Analysis

4.2.1. Correlation Between Attitude Variables with Entrepreneurial Intention

Table 2 indicates the result of the correlation coefficient of variables used to measure students' attitude towards EE and EI using Pearson correlation. Some variables exhibited weak but positive and statistically significant correlation namely cognitive component ($r=0.300$, $p < 0.01$) behavioural component ($r=0.358$, $p < 0.01$), affective component ($r= 0.354$, $p < 0.01$) on entrepreneurial intention. This implied that components of students' attitudes towards entrepreneurship education have a substantial influence on entrepreneurial intention thus supporting the theory of planned behaviour by Ajzen of 1980 that there is a direct link between attitude and behaviour that is the student with a positive attitude towards entrepreneurship education have a higher likelihood of behaving as entrepreneurs.

Table 2. Correlation between Variables.

Variables	Cognitive component	Behaviour component	Affective component	Entrepreneurial Intention
Cognitive component	1			
Behaviour component	0.564**	1		
Affective component	0.572**	0.628**	1	
Entrepreneurial Intention	0.3**	0.358**	0.354**	1

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

4.2.2. Model Fitting Information

Table 3 indicates the model fitting information containing the -2 Log Likelihood for an Intercept only model and a Full

Model (containing the full set of predictors). In this case, there is a significant improvement in the fit of the final model over the null model [$\chi^2(5)=44.575$, $p < 0.001$].

Table 3. Model Fitting Information results.

Model	-2 log Likelihood	Chi-Square	df	Sig.
Intercept Only	179.536			
Final	134.961	44.575	5	.000

4.2.3. OLR Analysis of Students' Attitudes Towards Entrepreneurship Education and EI

The findings shown in Table 4 indicated that affective component of students' attitudes towards entrepreneurship education was a statistically significant predictor ($p < 0.05$) on entrepreneurial intention in which the effect is positive. This implies that, for every one-unit increase in affective component, there is a predicted increase in the chance by 1.615 in the log odds to fall in lower categories namely; no intention and low intention relative to higher entrepreneurial intention. This indicates that students having less feeling and emotional disposition toward entrepreneurship education are less likely to have high entrepreneurial intention. That is, less satisfaction and less interest in entrepreneurial training then students are likely to have less intention for entrepreneurship activities.

Moreover, the cognitive component of students' attitudes toward entrepreneurship education has a negative influence on entrepreneurial intention as shown in Table 4. For every one unit increase in cognitive component lead to a decrease in the likelihood by .043 in the log odds of being in a lower level

of no intention and lower intention compared to a higher level of entrepreneurial intention however the effect was not statistically significant ($p > 0.05$). This implies that students with positive thoughts and an understanding of entrepreneurship education are likely to have high intentions for entrepreneurial activities. Also, students who are able to successfully develop business ideas and identify business opportunities as a result of undertaking entrepreneurship education are likely to have high entrepreneurial intentions.

Further, the behaviour component of students' attitudes towards entrepreneurship education has a positive influence on entrepreneurial intention as shown in Table 4. For every one unit increase in behaviour component, there is a predicted increase probability of ($\beta=.571$) in the log odds of falling in lower level categories namely; no intention and low intention compared to a higher level of entrepreneurial intention, however, it is not statistically significant ($p > 0.05$). Generally, this indicates there is less willingness and less acceptance of entrepreneurship education in preparing them to choose entrepreneurship as the career option and thus have likely to less entrepreneurial intentions.

Table 4. Parameter of Estimates with Ordinal Logistic Regression Analysis.

		Estimate	Std. Error	Wald	Sig.
Threshold	No Intention = 1.00	2.661	1.932	1.896	0.001
	Low Intention = 2.00	4.706	1.999	5.539	0.019
Location	Cognitive component	-0.043	0.274	0.024	0.876
	Behaviour component	0.571	0.385	2.204	0.138
	Affective component	1.615	0.459	12.379	0.000
	Gender=1	-0.642	0.501	1.642	0.200
	Gender=2	0 ^a			

Cox and Snell=.180, Nagelkerke=.327, McFadden=.248, a. This parameter is set to zero because it is redundant.

5. Discussion

5.1. Affective Component of Student's Attitude

The affective component of students' attitude towards entrepreneurship education was a statistically significant predictor of entrepreneurial intention in which the effect is positive ($\beta = 1.615$, $p < 0.001$) as shown in Table 4. The finding is in line with several studies who revealed that there is a positive significant relationship between attitude toward entrepreneurship education and entrepreneurial intentions. This suggested that university students have positive feelings towards entrepreneurship education thus likely to become entrepreneurial [16, 26]. This was in line with one student respondent's who narrated that;

"...I intend to be self-employed and in employing others to improve my living standard and reduce dependence on my parents and government jobs. I'm very concerned with entrepreneurship because of unemployment issues which we are currently facing as a crisis to our economy thus making me think of investing in small business to overcome over dependence from my family..." (Participant 8, Moshi: 13, June 2022).

This implied that the respondent is willing to consider self-employment thus having the intention to become an entrepreneur. This also means that the intention to start a new business in the predictable future, after leaving university will increase.

5.2. Behavioural Component of Students' Attitude

The finding as shown in table 4 indicated that the behavioural component of students' attitudes toward entrepreneurship education has a positive influence on the entrepreneurial intention ($\beta = 0.571$, $p > 0.05$) however insignificant. The finding were in line with various studies who revealed that most students have a positive behavioural attitude toward entrepreneurship education and prefer to be entrepreneurs at the end of their studies and some of them behave and practice entrepreneurship activities even before the completion of their studies [17, 16, 26]. A previous study by Rudhumbu *et al.*, found that after students had participated in entrepreneurship education, most students believed that they will start their own business and they would have a high probability of success [17]. This is a sign that students have a positive behavioural attitude towards entrepreneurship education. The result concurred with an assertion by one of the student informants who said;

"...Learning about entrepreneurship course has given me the insight to initiate entrepreneurial activities in future because I have gained knowledge on how to finance a business venture specifically where and how to obtain funds from financial mainstream because to us, the youth, in particular, face a lot of challenging in getting a source of capital..."

(Participant 3, Moshi: 13, June 2022).

The assertion supported the results that there is a serious consideration of entrepreneurship as a career option after studying entrepreneurship however insignificant relationship between behavioural component of students' attitudes on entrepreneurship education towards enhancing entrepreneurial intention.

5.3. Cognitive Component of Students' Attitude

The finding in table 4 indicated that cognitive component of students' attitudes toward entrepreneurship education has a negative influence on entrepreneurial intention ($\beta = -.043$, $p > 0.05$). The finding is contrary to a previous study done by Rudhumbu *et al.*, who found that students showed positive cognitive intentions towards entrepreneurship as a result of participating in entrepreneurship education [17]. The insignificant evidence is not surprising given the confusing statistical evidence captured in the descriptive results of this study because the descriptive results of this study indicated that there is a positive cognitive intention after studying entrepreneurship however inferential results showed a negative influence of cognitive component attitude on entrepreneurship education towards entrepreneurship education. The variation in results is due to the usage of two different techniques in the analysis of data. Moreover, the variation can be a result of the difference in the environmental context of Nigeria and Tanzania which resulted in different findings within a similar study conducted in a different country. The variation in results suggests that university students are unable to anticipate, tolerate and manage unexpected market changes, setbacks and risks that might affect their potential business in future this might be due to the university curriculum which is too theoretical whereby it was revealed that curricula are not comprehensive enough to prepare individual students to acquire practical entrepreneurial skills and knowledge [27, 28]. It was reported by one of the lecturer during interviewees that;

"... We use borrowed books from abroad with different context from that of Tanzania, students are taught more theoretical rather than having real practice from the field." (Lecturer 1, Moshi: 14, June 2022).

The practical implication of the results which are contrary to findings from other studies suggested that the commission of higher learning institutions should be encouraged to emphasise universities to develop more practical curricula, and even increase more time for field practice by students. Curricula should be more practical rather than theoretical.

5.4. Hypothesis Testing

The results of hypothesis testing in Table 5 shows the null hypothesis H01 is accepted and concluded that the cognitive component of students' attitude has a negative influence and insignificant effect on entrepreneurial intention. Also, the null

hypothesis H02 is accepted and concluded that the behaviour component of students' attitudes has a positive influence on entrepreneurial intention however insignificant. Moreover,

the null hypothesis H03 is rejected and therefore concluded that affective component of students' attitudes has a positive significant influence on entrepreneurial intention.

Table 5. Hypothesis testing.

OLR	P-value	Hypothesis	Results
Cognitive component	$p > 0.05$	H01	Accept
Behaviour component	$p > 0.05$	H02	Accept
Affective component	$p < 0.001$	H03	Reject

6. Conclusion and Recommendation

The importance of understanding the influence of entrepreneurship education on entrepreneurial intentions by encouraging creative thinking and innovativeness is increasingly underlined in the literature. There is much emphasis on entrepreneurship education among higher learning institutions to increase innovativeness, creativity, and self-responsibility which are crucial in self-employment. Generally, the result indicated that most of the respondents concurred with statements that sought to estimate the extent to which they have a positive attitude towards entrepreneurship education and they perceived entrepreneurship education as valuable. Regression results for the hypothesised relationships support that the affective component of a student's attitude toward entrepreneurship education was a statistically significant predictor of entrepreneurial intention in which the effect is positive ($\beta = 1.615$, $p < 0.001$). Moreover, behavioural component of students' attitudes towards entrepreneurship education has a positive influence on entrepreneurial intention ($\beta = 0.571$, $p > 0.05$) however insignificant. Also, the cognitive component of student's attitudes towards entrepreneurship education has a negative influence on entrepreneurial intention ($\beta = -.043$, $p > 0.05$). A positive attitude toward entrepreneurship education by university students suggests that there is an understanding and appreciation of the role played by entrepreneurship training for them to consider self-employment. Participation in entrepreneurship training enables students to have the willingness to engage in entrepreneurship after graduating. The study provides important information and insight for those responsible for formulating, delivering and evaluating educational programmes and courses that enhance the entrepreneurial potential of university students and graduates. Also, enhances the foundation that HLIs can effectively play the academic entrepreneurial capability enhancement role through the adequacy of entrepreneurial curriculum and course content of entrepreneurship-related courses and the

competency of the instructors/ lecturers. It is recommended that future research be done on entrepreneurship education and entrepreneurial intention in non-business-related programmes. That is to check how entrepreneurship education influences the entrepreneurial intentions of university students with different specialisations such as Accounting, Law, Medicine, Economics etc. Moreover, future studies should concentrate more on experimental designs and include more control groups.

Abbreviations

EE	Entrepreneurship Education
EI	Entrepreneurial Intention
HLIs	Higher Learning Institutions
NBS	National Bureau of Statistics
USA	United States of America
TPB	Theory of Planned Behaviour

Author Contributions

Winnie Robi Donald: Conceptualization, Data curation, Formal Analysis, Funding acquisition, Investigation, Methodology, Project administration, Resources, Writing – original draft

Alban Mchopa: Methodology, Supervision, Writing – review & editing

Richard Msuya: Supervision, Writing – review & editing

Conflicts of Interest

The authors declare no conflicts of interest.

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