



Assessing the Impact of Entrepreneurship Course on Entrepreneurial Intention: A Case Study of Al-Hikmah University Undergraduate Students

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Abstract

Unemployment is one of the most newsworthy concerns in Nigeria. It has reached a level in which graduates of higher institutions have to normally wait for a long time before getting a job. In view of the foregoing, therefore the study assessed the impact of entrepreneurship course on entrepreneurial intention among undergraduate students of Al-Hikmah University, Kwara State, Nigeria. The population of the study consists of 2,800. Quota, simple random and convenience sampling methods were used to select 338 respondents. Instrument titled 'Entrepreneurship Course and Entrepreneurial Intention Questionnaire (ECEIQ)' was used to elicit data from the respondents while SPSS was employed to analyse the data. Findings showed that teaching of entrepreneurship course significantly impacts student's knowledge and their entrepreneurial intention to a start-up business. Findings also indicate a perceived challenge which includes poor state of infrastructure and lack of fund dampens students' spirit of becoming an entrepreneur. Also, the availability of infrastructure and fund are students' perceived solutions to the challenges of becoming an entrepreneur. In view of the findings, this study, therefore, recommends that university should come up with a strategy to assist students that indicate interest in entrepreneurship while in school and after graduation. Lastly, stakeholders in education should assist the university in providing equipment and funds for the advancement of entrepreneurship.

Keywords: Entrepreneurship Education, Entrepreneurial Intention, Students, University

JEL Classification: D6, 031, 032

Paper Classification: Research Paper

Introduction

Nigeria regarded as a country that is blessed with both human and material assets which can be used to ensure economic growth, but sadly, reverse has been the case in the recent time. With over fifty-seven years as a sovereign country, many Nigerians are still living below the poverty



line in view of the abundant resources available in Nigeria compared to other countries like Japan, Malaysia and Indonesia (Baba, 2013; UNICEF, 2007; Vanguard, 2018).

According to Nigerian Bureau of Statistics (NBS, 2017), the unemployment rate in Nigeria is on the increase, which has created serious concern for the government on how to reverse the trend (Mainoma & Aruwa, 2012; Murinda, 2014; Rambe, Ndofirepi, & Dzansi, 2015; Rusvingo, 2015). Mainoma & Aruwa (2012) opined that over the years, the number of graduates is shooting up and noted that the number of available job vacancies does not match with the number of graduates. This is due to harsh economic conditions that have forced many businesses to bend flat. Entrepreneurship has therefore been the most frequent topic discussed in the past years because it is believed that entrepreneurship is one of the most key mechanisms to promote the economic growth of a country through innovation (Zhang, Duysters, & Cloudt, 2013).

Furthermore, entrepreneurship has been explored to mitigate the tainting youth unemployment menace in Nigeria (Mushipe, & Shambare, 2013; Fatoke, 2004). Recognising the significant role of entrepreneurship in economic growth and development, the National Universities Commission (NUC) has made it compulsory for universities in Nigeria to incorporate entrepreneurship course in their curriculum as a step towards stimulating active and creative entrepreneurial actions in the country. It is assumed that this would help in developing students' interest in entrepreneurship (Rambe, Ndofirepe & Dzansi, 2015). In view of the foregoing, therefore this study investigates the impact of entrepreneurship course on entrepreneurial intention among undergraduate students of Al-Hikmah University, Kwara State, Nigeria.

Literature Review

Studies indicate that research findings on the effectiveness of entrepreneurship education are varied (Peterman & Kennedy, 2008). Some have measured the effect of entrepreneurship in terms of how much it benefits the society (i.e. in terms of new jobs opportunities and technology transfer), while others examined the impact via participants' fulfilment with entrepreneurial course regarding performance and innovation. Specifically, some examined the relationship between entrepreneurship course and students' academic outcome (Charney & Libecap, 2000). For instance, the study of Vesper & Gartner (2007) investigated possible indicators that can be used to measure the effectiveness of entrepreneurship. The outcome of their study found 18 possible assessment benchmarks for ranking the quality of entrepreneurship programmes. These benchmarks include faculty publications, courses offered, the outreach scholars, innovations, alumni start-ups, impact on the community, years of the activity, size of the university, size of undergraduate programmes, competitions and awards won, the magnitude of resources, alumni comments years later, faculty start-ups and location and incoming student qualities.

Entrepreneurship teaching has been found to be positively related with the career choice of students and therefore facilitates them to start-up business (Ajzen, 1991; Luthje & Franke, 2009; Varela & Jimenez, 2001). Krueger (2000) found that entrepreneurship is under the wish control of individuals and it is a deliberate behaviour and that entrepreneurial intention is one of the best predictors of entrepreneurial behaviour. Shook (2003) found that the first step in the venture creation process is to embrace entrepreneurship education. Similar studies on entrepreneurship conducted by Fayolle, Luthje & Franke (2006) and Peterman & Kennedy (2008) established that entrepreneurship education is anchored on entrepreneurship action, such as entrepreneurial intentions. As a result, the efficacy of entrepreneurship education in the studies of Ehrlich, De Noble, Jung & Pearson (2000) and Noel (2001) is strongly associated with the attitudinal practices of the innovative plan. In the same vein, research conducted by Noel (2001) concluded that if

university offers satisfactory knowledge and innovativeness for entrepreneurship, it will stimulate students on entrepreneurial intention. If this is done, an entrepreneurial programme is capable of increasing entrepreneurial intention among university students. Notwithstanding the remarkable impact of entrepreneurship education, the issue is the trustworthiness of the impacted value on the students over a time lag after graduation. Izedonmi & Chinonye (2010) investigated the link between entrepreneurship education and students' intention and established that entrepreneurial characteristics are varied and their exposure to entrepreneurship education is capable of interested students to become the entrepreneur.

From a theoretical perspective, one theory (Theory of Reasoned Action) offers a theoretical framework that can be used to explain the connection between entrepreneurship education and intention in this study. The postulates that many behaviour in our daily activities fall under deliberate control as people execute these behaviours easily if they have the desire to perform (Fishbein & Ajzen, 1975; Ajzen & Fishbein, 2015). This theory is often used to predict the intentional behaviours of individuals in identifying their own psychological factors. The TRA is mainly designed based on the belief that human being generally behaved in a balanced manner and that they consider the available immediate information and the consequences of their actions. Attitude toward the behaviour and subjective norm are two mechanisms that act as the role to an individual's plan. Also, the theory assumed that people hold numerous salient beliefs in relation to any given behaviour. The belief links the behaviour to a valued outcome, and it has a certain subjective value. Both salient beliefs and evaluated outcome combine to produce an overall attitude toward the behaviour of an individual (Fishbein & Ajzen, 2015). Thus, it indicates that people are expected to transform their intention into action, provided there is an adequate degree of actual control over the behaviour and that their intention is assumed to be the direct antecedent of behaviour, which is guiding the behaviour in a controlled manner (Ajzen & Fishbein, 2012).

Research Questions

- i. What is students' perceived knowledge on entrepreneurship course?
- ii. What is students' perceived intention to start-up their own business?
- iii. What are students' perceived challenges in starting a business?
- iv. What are the solutions to the challenges in starting a business?

Research Objectives

- i. To examine students' perceived knowledge on entrepreneurship course.
- ii. To ascertain the perceived intention of the students in starting their own business.
- iii. To explore the students perceived challenges in starting a business.
- iv. To proffer solutions to the challenges in starting a business

Methodology

Research Design

According to Creswell (2009), the research design is described as a specification of processes for gathering and analysing data to help provide a solution to the research problem. This study adopted the descriptive research design to assess the impact of entrepreneurship course on students' intention.

Population and Sampling Techniques

The population of the study consists of all 300 level students (who have done GNS course on entrepreneurship) of Al-Hikmah University, Ilorin. The population cuts across the five faculties, according to the information obtained from the ICT centre. Sample size was drawn from the population using Krejcie & Morgan (1970) sampling table which give 338 sample size that is needed for the study. Quota, simple and convenience sampling techniques were used to select respondents in Faculty of Education (38), Faculty of Management Sciences (120), Faculty of Natural Sciences (60), Faculty of Law (20) and Faculty of Humanities (100) of the university (Creswell, 2009; Sekaran & Bougie, 2010).

Instrumentation

The source of data collection in this study is primary data through an instrument titled 'Entrepreneurship Course and Entrepreneurial Intention Questionnaire (ECEIQ)'. The items contained in the questionnaire were adapted from the study of Tung (2011) to assess the impact of entrepreneurship course on entrepreneurial intention. The questionnaire is divided into two sections. Section 'A' consists of respondents' profile (gender, age, marital status, educational qualifications, and experience) while section 'B' consists of items measuring the entrepreneurship course and intention.

Validity and Reliability of the Instrument

Validity refers to the degree to which an instrument measures what it is supposed to measure. To ensure the validity of the adapted instrument in this study, it was given to experts in the field of entrepreneurship and their observations and suggestions were taken into consideration before the final production of the instrument. Also, reliability is a way of ensuring that any instrument used for measuring variables gives the same results every time (Creswell, 2009; Sekaran & Bougie, 2010). To ascertain the reliability of the instrument in this study, pilot study was conducted with the use of 50 students and the Cronbach's alpha of the pilot study are given thus: students' perceived knowledge on entrepreneurship (0.85); students perceived entrepreneurial intention (0.86); students' perceived challenges (0.82) and students' perceived solutions (0.89) (Creswell, 2009; Sekaran & Bougie, 2010).

Data Collection and Analysis Procedure

The questionnaires were personally administered to the respondents and they were given sufficient time to supply required information on the questionnaires. The completed copies of the questionnaire were collected, and this helped to improve the response rate of the distributed questionnaires. All the data collected were coded and analysed with the use of SPSS (Statistical Package for Social Sciences) to examine the descriptive statistics frequency.

Analysis

Profile of the Respondents

Table 1: Gender

Gender	Frequency	Percentage
Male	106	52.7
Female	95	47.3
Total	201	100.0
Classification of Respondents According to Age		
18-30years	110	54.7
31-45years	57	28.3
46-55years	30	14.9
56years and Above	4	1.9
Total	201	100.0
Classification of Respondents According to Faculty		
Management Science	53	26.4
Humanities & Social Sciences	102	50.7
Natural Sciences	46	22.9
Total	201	100.0
Classification of Respondents According to Entrepreneurship Experience		
Below 7years	168	83.6
8-15years	24	11.9
16-20years	9	4.5
Total	201	100.0

Source: Authors' Fieldwork, 2018

Table 1 shows the frequencies of male and female respondents. Males was 106 in number representing 52.7% while females were 95 representing 47.3% of the sample population. This means that there were more male respondents to that of the female. The table above shows the frequencies of the age distribution of the respondents. Those within the ages of 18-30 falls within 110 which represents 54.7%. Those within the ages of 31-45 were 57 in number which represents 28.3% while 46-55 were 30 which represent 14.9%. 56 and above were 4 which represent 1.9%. It implies that those that partook most in this research were between the ages of 18-30 years of age which constitute the majority of the respondents. The table revealed the faculty of the respective respondents. The respondents in the Faculty Management Sciences were 53 which constitute 26.4%. The ones in the Humanities and Social Sciences were 102 which represent 50.7% and simply constitute the majority of the respondents while the respondents in the Faculty of Natural Sciences were 46 representing the minority of the respondents that took part in the study. The table shows that 168 respondents were with 7 years or below the level of entrepreneurship experience, 24 respondents (11.9%) had been into operation for about 8-15years and 9 respondents (4.5%) had been operating business for about 16-20 years.

Response to Research Questions

Research Question One: What is a student's perceived knowledge on entrepreneurship course?

Table 2: Knowledge about Entrepreneurship Education among the students

S/N	STATEMENTS	SA	A	U	D	SD
1	Entrepreneurship course and understanding of entrepreneurs' attitudes	173(72.4%)	46(19.2%)	10(4.2%)	10(4.2%)	0(0.0%)
2	Entrepreneurship course and its importance to society.	89(37.2%)	98(41.0%)	42(17.6%)	10(4.2%)	0(0.0%)
3	Entrepreneurship course and understanding of the personal characteristics of entrepreneurs.	76(31.8%)	56(23.4%)	69(28.9%)	22(9.2%)	16(6.7%)
4	Entrepreneurship course and sense of achievement.	146(61.1%)	40(16.7%)	30(12.6%)	23(9.6%)	0(0.0%)
5	Entrepreneurship course and motives of engaging in entrepreneurial activities.	134(56.1%)	75(31.4%)	17(7.1%)	13(5.4%)	0(0.0%)
6	Entrepreneurship course and understanding of generating innovative ideas.	152(63.6%)	65(27.2%)	10(4.2%)	12(5.0%)	0(0.0%)
7	Entrepreneurship course and understanding environmental assessment of entrepreneurial ventures.	141(59.0%)	65(27.2%)	6(2.5%)	21(8.8%)	6(2.5%)
8	Entrepreneurship and understanding of financial preparation for entrepreneurial ventures.	134(56.1%)	75(31.4%)	17(7.1%)	13(5.4%)	0(0.0%)

Source: Authors' Fieldwork, 2018

Table 2 shows 173 (72.4%) strongly agreed that entrepreneurship course increases their understanding of entrepreneurship attitudes (i.e. how they view entrepreneurship and why they act) and 46 (19.2%) agreed, 10 (4.2%) were neutral, 10 (4.2%) disagreed while none of the respondents strongly disagreed. 89 (37.2%) of the respondents strongly agreed that the entrepreneurship course increases their understanding of the importance of entrepreneurship to both society and individuals. 98 (41.0%) agreed. 42 (17.6%) were neutral. 10 (4.2%) disagreed while none of the respondents strongly disagreed. 76 (31.8%) of the respondents strongly agreed that entrepreneurship course increases their understanding of the personal characteristics of entrepreneurs (e.g., risk-taking, innovation, etc.). 56 (23.4%) agreed. 69 (28.9%) of the respondents were neutral. 22 (9.2%) disagreed while 16 (6.7%) of the respondents strongly disagreed. 146 (61.1%) of the respondents strongly agreed that the entrepreneurship course gives them a sense that entrepreneurship is achievable. 40 (16.7%) agreed. 30 (12.6%) were neutral. 23 (9.6%) disagreed while none of the respondents strongly disagreed. 134 (56.1%) of the respondents strongly agreed that the entrepreneurship course increases their understanding of the motives of engaging in entrepreneurial activities (e.g., money, self-achievement, social status, etc.). 75 (31.4%) agreed. 17 (7.1%) were neutral. 13 (5.4%) disagreed while none of the respondents strongly disagreed. 152 (63.6%) of the respondents strongly believed that the entrepreneurship course increases their understanding of generating innovative ideas. 65 (27.2%) of the respondents agreed. 10 (4.2%) were neutral. 12 (5.0%) disagreed while none of the respondents strongly disagreed. 141 (59.0%) strongly agreed that the entrepreneurship course increases their understanding of the environmental assessment of entrepreneurial ventures. 65 (27.2%) agreed.

6 (2.5%) were neutral. 21 (8.8%) disagree while 6 (2.5%) strongly disagreed. 134 (56.1%) of the respondents strongly agreed that the entrepreneurship course increases their understanding of financial preparation for entrepreneurial ventures. 75 (31.4%) agreed. 17 (7.1%) were neutral. 13 (5.4%) disagreed while none of the respondents strongly disagreed.

Research Question Two: What is students' perceived intention to start-up their own business?

Table 3: Students' Intention towards Starting their own business

S/N	STATEMENTS	SA	A	U	D	SD
9	Be my own boss than have a secured job.	148(61.9%)	51(21.3%)	18(7.5%)	22(9.2%)	0(0.0%)
10	Make money and create my own business.	136(56.9%)	51(21.3%)	12(5.0%)	26(10.9%)	14(5.9%)
11	Create a new firm than be the employee of an existing one.	97(40.6%)	117(49.0%)	14(5.9%)	11(4.6%)	0(0.0%)
12	Join campus entrepreneurial activities that will assist in creating own business if available.	106(44.4%)	85(35.6%)	12(5.0%)	23(9.6%)	13(5.4%)
13	Start own business after graduation.	43(18.0%)	98(41.0%)	32(13.4%)	33(13.8%)	33(13.8%)
14	Work together with good partners to start a new business.	112(46.9%)	108(45.2%)	7(2.9%)	12(5.0%)	0(0.0%)
15	Start own business if financial support is secured.	53(22.2%)	49(20.5%)	46(19.2%)	49(20.5%)	42(17.6%)

Source: Author's Fieldwork, 2018

Table 3 shows the responses of the respondents that answered the questions. 148 (61.9%) of the respondents strongly agreed that they would rather be their own boss than have a secure job. 51 (21.3%) agreed, 18 (7.5%) were neutral to the question, 22 (9.2) disagreed while none of the respondents strongly disagreed to the question. This implies that many of the respondents agreed that they would rather be their own boss than have a secured job. Also, 136 (56.9%) of the respondents strongly believed that they can make big money only if they create their own business, while 51 (21.3%) agreed. 12 (5.0%) were neutral. 26 (10.9%) disagreed while 14 (5.9%) of the respondents strongly disagreed to the question. 97 (40.6%) of the respondents strongly agreed that they would rather create a new firm than be the employee of an existing one. 117 (49.0%) of the respondents agreed. 14 (5.9%) were neutral, 11 (4.6%) disagreed while none of the respondents strongly disagreed. 106 (44.4%) of the respondents strongly agreed that they will join on-campus entrepreneurial programs/activities which assist students in creating own business if available. 85 (35.6%) agreed. 12 (5.0%) were neutral. 23(9.6%) disagreed while 13 (5.4%) strongly disagreed. 43 (18.0%) strongly agreed to the question that they will start their own business after graduation in the future. 98 (41.0%) of the respondents agreed. 32 (13.4%) were neutral in their response. 33 (13.8%) disagreed while 33 (13.8%) strongly disagreed to the question. 112 of the respondents constituting 46.9% strongly agreed that they will work together with good partners to start a new business in the future. 108 (45.2%) agreed. 7 (2.9%) of the respondents were neutral. 12 (5.0%) of the respondents disagreed while none of the respondents strongly disagreed. 53 (22.2%) strongly agreed that they will start my own business if financial support is secured. 49 (20.5%) agreed while 46 (19.2.4%) were neutral. Lastly, 49 (20.5%) disagreed while 42 (17.6%) of the respondents strongly disagreed.

Research Question Three: What are the students perceived challenges in starting a business?**Table 4: Students Perceived Challenges in Starting Business**

S/N	STATEMENTS	SA	A	U	D	SD
16	Poor state of infrastructure (electricity, roads and telecommunications network) dampen my spirit of becoming an entrepreneur	136(56.9%)	51(21.3%)	12(5.0%)	26(10.9%)	14(5.9%)
17	Inadequate or outright lack of funding from the government and the NGOs to start-up	112(46.9%)	108(45.2%)	7(2.9%)	12(5.0%)	0(0.0%)

Source: Author's Fieldwork, 2018

Table 4 revealed that 136 (56.9%) of the respondents strongly believed that poor state of infrastructure (electricity, roads and telecommunications network) dampen their spirit of becoming an entrepreneur while 51 (21.3%) agreed while 12 (5.0%) were neutral. In the same vein, 26 (10.9%) disagreed while 14 (5.9%) of the respondents strongly disagreed to the question. Furthermore, 112 of the respondents constituting (46.9%) strongly agreed that inadequate or outright lack of funding from the government and NGOs to start-up is the challenge they are facing while 108 (45.2%) agreed while 7 (2.9%) of the respondents were neutral. Lastly, 12 (5.0%) of the respondents disagreed while none of the respondents strongly disagreed.

Research Question Four: What are the solutions to the challenges in starting a business?**Table 5: Solutions to the Challenges in Starting Business**

S/N	STATEMENTS	SA	A	U	D	SD
18	Start business if adequate facilities are provided.	173(72.4%)	46(19.2%)	10(4.2%)	10(4.2%)	0(0.0%)
19	Provision of credit facility (a take-off grant) at the end of the programme will spur up my entrepreneurial start-up	134(56.1%)	75(31.4%)	17(7.1%)	13(5.4%)	0(0.0%)

Source: Authors' Fieldwork, 2018

Table 5 shows that 173 (72.4%) respondents strongly agreed that they will start their business if provision of modern, relevant and adequate facilities are provided for entrepreneurship training. 46 (19.2%) agreed. 10 (4.2%) were neutral. 10 (4.2%) disagreed while none of the respondents strongly disagreed. 134 (56.1%) of the respondents strongly agreed that the provision of a credit facility (a take-off grant) at the end of the programme will spur up their entrepreneurial start-up. 75 (31.4%) agreed. 17 (7.1%) were neutral. 13 (5.4%) disagreed while none of the respondents strongly disagreed.

Discussion

The first research question asked on students' perceived knowledge on entrepreneurship course. Findings from Table 2 shows that student's perceived knowledge on entrepreneurship increases their understanding of entrepreneurial activities where the majority of the respondents (56.1%) strongly agreed to this notion. It increases their understanding of the importance of entrepreneurship by 41.0%, increases their understanding of the personal characteristics of entrepreneurs by 31.8%, gives them a sense that entrepreneurship is achievable by 61.1%, increase their understanding of engaging in entrepreneurial activities by 56.1%, increases their

understanding of generating innovative ideas with 63.6%, increases their understanding of environmental assessment with 59.0% and increases their understanding of financial preparation with 56.1%. This, therefore, shows that majority of the respondent's perceived knowledge on entrepreneurship education course as a prerequisite to starting their business ventures. The foregoing finding is consistent with the study of Autio, Parker, Klofsten and Hay (2001) who established that entrepreneurship with perceived behavioural control is a predictor of entrepreneurial intention. This is also in line with the study conducted by Izedonmi and Chinonye (2010) who found that entrepreneurial characteristics of youth are diverse and their exposure to entrepreneurship education is thus capable of provoking the intention of becoming entrepreneurs and that it is an indication that students have been equipped with the necessary information required to start business. Studies conducted by Kuttim, Kallaste, Venesaar and Kiis (2014), Kim-Soon, Ahmad and Ibrahim (2016) confirmed that entrepreneurship education influenced students' entrepreneurial intention. Similarly, other studies (e.g. Hagg & Kurczewska, 2016; Hattab, 2015; Hussain & Norashidah, 2015; Ibrahim et al., 2015; Lorz, 2011; Robinson et al., 2016) established a significant relationship between entrepreneurship and intention.

The second research question asked on students' perceived intention to start-up their own business. Findings show that most of the respondents (61.9%) strongly agreed to be their own boss than to have a secured job, 56.9% of the respondents said they can make big money if they start their own business, 49.0% admits that they are ready to create a new firm, 44.4% of the respondents strongly agreed that they will join on-campus entrepreneurial programs, 41.0% of the respondents agreed that they will start their own business, 46.9% of the respondents strongly agreed to have good partners to start a new business and lastly, 20.5% of the respondents agreed that they will start their own business if they have financial support. The foregoing is consistent with the studies conducted by Lee and Wong (2003) and Alain, Benoit and Narjisse (2006) who confirmed the extent to which entrepreneurship education enhanced students' intention. In the same vein, Rengiah and Sentosa (2016) found a strong link between students' entrepreneurial motivation and learning process. Also, Dyer (1994), Kakkonen (2010) and Prodjosoesilo (2005) concluded that entrepreneurial attitude mediates the link between education and entrepreneurial intention. Furthermore, the Theory of Planned Behaviour (TPB) is incongruent with the present findings (Ajzen, 2012). According to the theory, intentions are the immediate antecedent of behaviour and those intentions are greatly influenced by three key variables: attitude towards specific behaviour; subjective norms-beliefs about how people believe the decision-maker cares about the behaviour in question, and perceived behavioural control which refers to people's perceptions of their ability to perform a given behaviour (Ajzen, 2012; Kolvereid, 1996).

The third research question was on students' perceived challenges in starting-up their business. Table 4 indicates that majority of the respondents (56.9%) perceived poor state of infrastructure (electricity, roads and telecommunications network) as one of the challenges faced by a business starter while inadequate or outright lack of funding was rated to be another challenge by 46.9% of the respondents. It was, therefore, found that most of the respondents strongly agreed that there are challenges faced in starting off their businesses. This is in line with the study of Ihugba and Njoku (2013) who found that the lack of knowledge in basic science and technology; high cost of doing business and lack of structure are challenges affecting entrepreneurship. In support, the study conducted by Olaleye (2009) found that lack of fund is one of the problems affecting students' interest in entrepreneurship.

The fourth research question asked on solutions to the challenges in starting a business. Table 5 revealed that most of the respondents (56.1%) strongly agreed that provision of a credit facility (a take-off grant) at the end of the programme will go a long way in solving their entrepreneurial intention and 72.4% of the respondents strongly agreed that they will start their business if provision of modern facilities is provided. The finding is incongruent with the work of Mambula (2002) who confirmed that lack of finance is a major problem to business intention.

Taken the above findings together, the current study has contributed to the body of knowledge in three perspectives (practical, theoretical and methodological). Practically, the study has contributed immensely to knowledge by providing a template on how issues associated with entrepreneurship education and students' intention can be addressed by the management of Al-Hikmah University. Theoretically, Theory of Planned Behaviour (TPB) which proposes that intention is expected to be the direct antecedent of behaviour has been tested and validated in this study because the behaviour is expected to be guided in a controlled manner. Methodologically, the items taken from the work of Tung (2011) were purified (i.e. removed some irrelevant items) to assess the impact of entrepreneurship course on students' entrepreneurial intention.

Conclusion

In view of the findings of the study, it can be said that the importance of entrepreneurship course in universities cannot be underestimated, thus this study has provided an insight into students' perceived knowledge on entrepreneurship course, students' perceived intention to start-up business, students' perceived challenges in starting business and students' perceived solutions to the challenges of starting business.

Recommendations

This study recommends the following:

1. Teaching of entrepreneurship course in the university should be promoted.
2. Necessary materials needed for the teaching of the course should be provided by the university management.
3. Teaching personnel in the various entrepreneurial subjects should be employed, while training and re-training of the new and existing personnel should be given utmost priority.
4. Practical teaching of the entrepreneurship course should take 60%.
5. University students should be mandated to take part in the entrepreneurship course in school.
6. Management should assist students that indicate the intention to start a business after graduation.
7. Adequate funding should be provided so as to save the programme from catching the virus of the conventional system, which is grossly underfunded.
8. Provision of modern, relevant and adequate facilities for entrepreneurship training so that the products will not be the same dysfunctional job seekers as has been hitherto the case. If relevant training facilities with the right personnel are provided, the products of the system will be the envisaged creative and innovative job makers.

9. The School Governing Body (SGB) which consists of educators, parents and those learners who are involved in governance and management of the College should be allowed to participate actively in entrepreneurship education curriculum development. This will help in the infusion of learners, educators and parents input.
10. Stakeholders in education like Non-Governmental Organizations (NGO), philanthropists, banks, parents should assist the university in the area of equipment and funds that are needed to advance entrepreneurship education.

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