



THE EFFECT OF ENTREPRENEURSHIP EDUCATION ON UNDERGRADUATE STUDENTS' ENTREPRENEURIAL INTENTION: CASE STUDY OF UNIVERSITIES IN MOGADISHU

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Abstract:

The study focused on the effect of entrepreneurship education on undergraduate students' intentions in universities in Mogadishu. Three specific objectives were investigated: the entrepreneurial curriculum, the entrepreneurial environment, and the university's role. The study employed probability simple random sampling, selecting 87 students as the sample. A descriptive quantitative design was used, and a questionnaire was chosen as the data collection instrument. The collected data was analyzed using the SPSS program (version 20.0). The findings indicated that the university's poor role in entrepreneurship, inadequate curriculum, and poor entrepreneurship environment negatively influenced undergraduate students' intention to start new businesses. The study concluded that recognizing and taking proactive steps to enhance its quality and effectiveness is crucial for educational institutions and stakeholders. The study recommends enhancing the entrepreneurship education curriculum and establishing an entrepreneurship support ecosystem to foster a vibrant and sustainable entrepreneurial environment, driving innovation, economic growth, and job creation.

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1. Introduction

Nowadays, entrepreneurship is both a significant force for economic progress and a significant burden for many nations. Along with increasing economic expansion and the development of new jobs, it has made a significant contribution to satiating the drive for achievement among those who tend to be creative and risk-takers. It might also increase people's interest in pursuing entrepreneurial endeavours if they are looking for self-fulfilment opportunities. However, these goals are rarely realized in reality due to potential limits or a change in the individual's preferences (Van Gelderen *et al.*, 2015). Very few research studies about entrepreneurship education and undergraduate students' intentions have been done in the context of Somalia.

Entrepreneurship education is an educational program that gives students the necessary skills, knowledge, competency, and motivation that would enable students to be effective entrepreneurs. It involves helping students take risks, bringing up creativity that aids students to become entrepreneurs after their graduation (Gerba, 2012). Entrepreneurship education fosters economic prosperity, and students get a way to start up a new venture instead of looking for employment.

According to (Hassan *et al.*, 2020), opportunity recognition and self-efficacy affect the entrepreneurial intention of Indian university students. and found that opportunity recognition and entrepreneurial self-efficacy have both significantly positive influences on students' intention to start a new business of their own. The study discovered that Self-efficacy, personality traits and entrepreneurial attitude strongly influence students' intention to make new ventures. Meanwhile, the study focused on personality traits, self-efficacy, entrepreneurial attitude, training and entrepreneurial education, social recognition (Fragoso *et al.*, 2020).

In the study, the researchers aim to investigate three specific objectives in entrepreneurship education and undergraduate students' intention to start a new business: case study of universities in Mogadishu.

The study seeks the following specific objectives:

- 1) To find out the effect of entrepreneurial curriculum on students' entrepreneurial intention in universities in Mogadishu.
- 2) To investigate the effect of the entrepreneurial environment on students' entrepreneurial intention in universities in Mogadishu.
- 3) To find out the effect of the university's role on students' entrepreneurial intention in universities in Mogadishu.

The significance of the study is to contribute to the existing literature on entrepreneurship education and students' intentions in universities in Mogadishu. The study planned the study structure as follows: section two focuses on literature review,

section three concerns research methodology, section four concerns study results and discussion and finally, section five focuses on conclusion and recommendations.

2. Literature Review

The study unveiled that entrepreneurial education positively affected entrepreneurial self-efficacy and passion of students, while team cooperation moderated the association between entrepreneurial education, self-efficacy and entrepreneurial passion. When the level of cooperation works, students strengthen the intention to make plans and new business for their endeavor (Li & Wu, 2019). College students' entrepreneurial intention and attitude towards entrepreneurship education play a crucial role in the intention that largely focuses on the effect of an individual, inherent characteristics, education level, experience of the family business, entrepreneurial profession anticipation prediction and other features (Jena, 2020).

The most determining factors that impact students' intention to drive in business start-ups include internal and external socio-cultural background and their personal qualities such as gender, age and education level (Badri & Hachicha, 2019). The study carried out by two lectures from the University of Zimbabwe, Faculty of Commerce and Botho University, Faculty of Business and Accounting in Botswana revealed the main features put in a curriculum proposal include students, industry's needs, lawmaking, competitions, as well as external inspectors. the study also recommended courses which would be trained from the first year comprising Entrepreneurial skill development, introduction to finance, small business management (Munyanyiwa *et al.*, 2016)

The study discovered that most of the students had an encouraging attitude towards entrepreneurship education and their desire to be entrepreneurs at the final of their studies. The study also displays the challenges that may influence students' attention in entrepreneurship education and entrepreneurship as an occupation, including trouble retrieving funding, lack of technical support and start-up and suitable business opportunities (Rudhumbu *et al.*, 2016).

The study focuses on comprehension of how education can impact students' desire, self-efficacy, entrepreneurship and entrepreneurial intention. the study also tested the role of relatives' exposure to a business, individual entrepreneurial experience, and effecting attitudes by ethnic background, subjective customs and intentions in comparison with varied ethnic and family background (Basu & Virick, 2008). The findings of the study discovered the importance of entrepreneurial curriculum, entrepreneurial location, teaching approaches and universities of entrepreneurial education. The study also clarified that it is significant to foster knowledge related to entrepreneurship intention (Amirul *et al.*, 2023).

2.1 Entrepreneurial Curriculum and Students' Entrepreneurial Intention

The study built on quantitative data gathered from the students' recommended group strongly agreed with the usefulness of entrepreneurship education for economic

improvement which discovered that they are well proficient with role and giants of entrepreneurship at the function level, the study also discovered that supposed capability of the lecturing group determine a moderate and positive association with student entrepreneurial intention, This has the implication that organizations that offer entrepreneurship programs must shoulder the burden of ensuring that instructors are not only highly qualified but also have the ability to inspire an entrepreneurial spirit. Students. (Iwu *et al.*, 2021)

According to (Love Moses & Mosunmola, 2014), the study found that different approaches are involved in teaching and communicating entrepreneurship education in our schools, institutions, organizations and society. To ensure teaching effectiveness, that needs to encourage and motivate students through an entrepreneurship curriculum. The study also examines the association between entrepreneurship programs and theoretical challenges in captivating students' interest towards entrepreneurial education.

2.2 Entrepreneurial Environment and Students' Entrepreneurial Intention

Students' intention towards an entrepreneurial environment exerts an important impact on their entrepreneurial encouragement. The study concludes that the students' entrepreneurial inspirations are important and positively impacted by their insights into socio-economic situations, education, and training, as well as the accessibility of financial and non-financial support. The study also pinpoints that government policies can take part in entrepreneurial progress (Wu & Mao, 2020).

The study also unveils that entrepreneurial intention reduced when socioeconomic emergencies and high uncertainty that was triggered by the Covid-19 pandemic affected the international business industry (Ruiz-Rosa *et al.*, 2020). The study investigated the association between entrepreneurial education, entrepreneurial environment and students' intention towards entrepreneurship and revealed that the environment has a vital role in students' initial prospect to find a suitable classical entrepreneurship education (Kusumojanto *et al.*, 2021).

2.3 University Role and Students' Entrepreneurial Intention

Universities with entrepreneurial cultures are the subject of increased interest in the literature on entrepreneurship and innovation. The expansion of the university covers education and technology transference, which can be reflected in the rise in student interest. The University's entrepreneurial philosophy is to infuse and live the culture of entrepreneurship in order to overcome obstacles to innovation, such as hierarchical structures, regulations, rules and processes, and a lack of entrepreneurial skills (Dolan, 2019).

According to earlier research, the establishment and maintenance of an entrepreneurial environment within universities is crucial for fostering students' entrepreneurial intents. However, this assistance has no discernible impact on students' plans to pursue entrepreneurship (Sim *et al.*, 2023). Although most institutions make investments to encourage entrepreneurship, past research has demonstrated that there is

little proof that these initiatives are successful. According to the author, universities ought to gauge student success using metrics other than the number of courses, student involvement in entrepreneurship education, business plan competitions, and student attendance at meetings with entrepreneurs (Wegner *et al.*, 2020).

2.4 Entrepreneurial Intention

From the three categories of university assistance, perceived educational support and perceived concept development support are positively correlated with entrepreneurial intent (Sidratulmunthah *et al.*, 2018). According to earlier research by (Rahim, 2021), there is a strong correlation between entrepreneurial intention and the entrepreneurial curriculum and teaching methods. Otherwise, the university role dimension displays the opposite result, namely, no vital relationship with entrepreneurial intention. According to (Jena, 2020), the effect of the entrepreneurial environment on entrepreneurial intention is also looked at while controlling for factors like gender and entrepreneurial family history. All of this study's hypotheses are largely supported.

Testing a person's personality and entrepreneurial intention can be done in a number of different ways. Some viewpoints contend that attitudes, societal expectations, and regulated behavior can foretell intentions and trigger actions. These three factors have been investigated in prior studies on entrepreneurial goals using the idea of planned behavior. For instance, academics have looked at how personal beliefs influence IT professionals' aspirations to launch a firm (Lee *et al.*, 2009).

The planned behavior hypothesis holds that there is a link between beliefs and behavior, and that this link occurs between having the desire to start a business and actually doing so (Ajzen, 1991).

The first factor that may have an impact on entrepreneurial intention is attitude. These beliefs about behavior have an effect on how people act and behave. The subjective norm also illustrates how a behavior's acceptance or rejection by the community impacts that behavior. The third factor, perceived behavioral control, is concerned with the factors that either support or restrict human behavior. The TPB model has been widely used to analyze behavior and intention, but it has also come under fire for its use of logic to observe and explain many aspects of individual behavior that are not easily understood.

3. Methods

3.1 Research Design

This study used a descriptive quantitative methodology because the data were collected using a structured, well-defined instrument. Descriptive research intends to better comprehend current existences. The study employed a quantitative approach, which effectively provides data to address the research objectives. Specifically, a descriptive cross-sectional survey research design was utilized, collecting data from a diverse sample of students at a single time point. This approach was chosen to avoid the need for multiple field visits.

3.2 Sampling Procedure

The sampled universities were all located in Mogadishu. A sample of 87 students have been randomly selected. The sampling method employed was probability random sampling.

3.3 Data Collection Instrument

For data collection, the researchers used a survey questionnaire for this study. The choice of a questionnaire was motivated by factors such as time efficiency and cost-effectiveness. The questionnaire primarily included close-ended items, and respondents were asked to rate their responses on a five-point Likert scale ranging from strongly agree to strongly disagree.

3.4 Data Management and Analysis

After collecting the data, the researchers utilized the Statistical Package for Social Science (SPSS) program (version 20.0) to code and enter the data into a computer. The next step involved analyzing the data using descriptive statistical techniques.

4. Major Findings and Discussion

Table 1: What Is Your Gender?

		Frequency	Percent
Valid	Female	20	23.0
	Male	67	77.0
	Total	87	100.0

The table above shows that 77%, that is, the majority of the respondents, were male, while 23% were female.

Table 2: What Is Your Age?

		Frequency	Percent
Valid	20 -22 Years	41	47.1
	23 -24 Years	27	31.0
	Above 25 years	19	21.8
	Total	87	100.0

The table above shows that 47.1% of the respondents were between the age of 20 -22 Years, 31% were between the age of 23 -24 Years, and lastly, 21% of them were above 25 years of age. This data indicates that the majority of respondents fell into the 20-22 age group, followed by the 23-24 age group, while the smallest portion consisted of individuals above 25 years old.

Table 3: What Is Your Year of Study?

		Frequency	Percent
Valid	Graduating	51	58.6
	Year 1	2	2.3
	Year 2	3	3.4
	Year 3	31	35.6
	Total	87	100.0

The table above indicates that most participants (58.6%) were in the graduating stage of their respective universities. Additionally, 35.6% of participants were in their third year of university study, while 3.4% were in their second year. Lastly, 2.3% of the participants were in their first year of university study.

Table 3: What Is Your Specialization?

		Frequency	Percent
Valid	Accounting and finance	34	39.1
	Banking and finance	9	10.3
	Business administration	32	36.8
	Economics	12	13.8
	Total	87	100.0

Based on the provided table, it can be concluded that most participants (39.1%) studied accounting and finance. Furthermore, 36.8% of the participants studied business administration, 13.8% studied economics, and the remaining 10.3% studied banking and finance.

Table 4: This Entrepreneurial Course Is Organized in Accordance with The Curriculum Criteria

Response	Frequency	Percentage
Strongly agree	15	17.2
Agree	25	28.7
Neutral	11	12.6
Disagree	31	35.6
Strongly disagree	5	5.7
Total	87	100%

The above table shows that majority of the respondents 35.6% disagreed that entrepreneurial course is organized in accordance with the curriculum criteria, 28.7% of the respondents agreed that entrepreneurial course is organized in accordance with the curriculum criteria, 17.2% of them strongly agreed that entrepreneurial course is organized in accordance with the curriculum criteria, 12.6% of the students were neutral that entrepreneurial course is organized in accordance with the curriculum criteria and lastly, 5.7% of the students strongly disagreed that entrepreneurial course is organized in accordance with the curriculum criteria.

Table 5: I Am More Interested in Learning About Entrepreneurship than Any Other Subject

Response	Frequency	Percentage
Strongly agree	35	40.2%
Agree	33	38%
Neutral	9	10.3%
Disagree	9	10.3%
Strongly disagree	1	1.1%
Total	87	100%

The above table shows that majority of the respondents 40.3% Strongly agreed that they are more interested in learning about entrepreneurship than any other subject, 38% of the respondents agreed that they are more interested in learning about entrepreneurship than any other subject, 10.3% of them disagreed that they are more interested in learning about entrepreneurship than any other subject, 10.3% of the students were neutral that they are more interested in learning about entrepreneurship than any other subject and lastly, 1.1% of the students strongly disagreed that they are more interested in learning about entrepreneurship than any other subject.

Table 6: My Knowledge of Business Has Increased After Taking This Course

Response	Frequency	Percentage
Strongly agree	2	2.3%
Agree	12	13.8%
Neutral	8	9.2%
Disagree	33	37.9%
Strongly disagree	32	36.8%
Total	87	100%

The above table shows that majority of the respondents 37.9% disagreed that their knowledge of business has increased after taking this course, 36.8% of the respondents strongly disagreed that their knowledge of business has increased after taking this course, 13.8% of them agreed that their knowledge of business has increased after taking this course, 9.2% of the students were neutral that their knowledge of business has increased after taking this course, 2.3% of the students strongly agreed that their knowledge of business has increased after taking this course.

Table 7: I Am Interested in Studying This Entrepreneurial Course as It Relates to Real-world Situations

Response	Frequency	Percentage
Strongly agree	45	51.7%
Agree	25	28.7%
Neutral	7	8.0%
Disagree	11	9.1%
Strongly disagree	2	2.3%
Total	87	100%

The above table shows that the majority of the respondents 51.7% Strongly agreed that they are interested in studying this entrepreneurial course as it relates to real-world situations., 28.7% of the respondents agreed that they are interested in studying this entrepreneurial course as it relates to real-world situations, 9.1% of them disagreed that they are interested in studying this entrepreneurial course as it relates to real-world situations, 8% of the students were neutral that they are interested in studying this entrepreneurial course as it relates to real-world situations, 2.3% of the students strongly disagreed that they are interested in studying this entrepreneurial course as it relates to real-world situations.

Table 8: My University's Focus Is on Entrepreneurship

Response	Frequency	Percentage
Strongly agree	2	2.3%
Agree	4	4.6%
Neutral	8	9.2%
Disagree	42	48.3%
Strongly disagree	31	35.6%
Total	87	100%

The above table shows that the majority of the respondents 48.3% disagreed that their university's focus is on entrepreneurship, 35.6% of the respondents Strongly disagreed that their university's focus is on entrepreneurship, 9.2% were neutral that their university's focus is on entrepreneurship, 4.6% of the students agreed that their university's focus is on entrepreneurship, 2.3% of the students strongly agreed that their university's focus is on entrepreneurship.

Table 9: The Subject of Entrepreneurship Should Be Made Compulsory to Increase the Entrepreneurial Spirit of the University

Response	Frequency	Percentage
Strongly agree	50	57.5%
agree	20	23%
Neutral	10	11.5%
Disagree	5	5.7%
Strongly disagree	2	2.3%
Total	87	100%

The above table shows that majority of the respondents 57.5% Strongly agreed that The subject of entrepreneurship should be made compulsory to increase the entrepreneurial spirit of the university, 23% of the respondents agreed that the subject of entrepreneurship should be made compulsory to increase the entrepreneurial spirit of the university, 11.5% of them neutral that the subject of entrepreneurship should be made compulsory to increase the entrepreneurial spirit of the university, 5.7% of the students disagreed that the subject of entrepreneurship should be made compulsory to increase the entrepreneurial spirit of the university, 2.3% of the students strongly disagreed that

the subject of entrepreneurship should be made compulsory to increase the entrepreneurial spirit of the university.

Table 10: The Policy at My University Promotes Entrepreneurship Education

Response	Frequency	Percent
Strongly agree	10	11.5
Agree	5	5.7
Neutral	4	4.6
Disagree	40	46
Strongly Disagree	28	32.2
Total	87	100.0

The above table shows that the majority of the respondents, 46% disagreed that the policy at their university promotes entrepreneurship education, 32.2% of strongly disagreed that the policy at their university promotes entrepreneurship education, 11.5% of the respondents strongly agreed the policy at their university promotes entrepreneurship education, 5.7% of them agreed that the policy at their university promotes entrepreneurship education, and lastly 4.6% of the respondents were neutral that the policy at their university promotes entrepreneurship education.

Table 11: The University Environment Inspires Me to Develop Innovative Ideas for New Business

Response	Frequency	Percent
Strongly agree	10	11.5
Agree	5	5.7
Neutral	4	4.6
Disagree	40	46
Strongly disagree	28	32.2
Total	87	100.0

The above table shows that the majority of the respondents, 46%, disagreed that the university environment inspires them to develop innovative ideas for new business, 32.2% strongly disagreed that the university environment inspires them to develop innovative ideas for new business, 11.5% of the respondents strongly agreed that the university environment inspires them to develop innovative ideas for new business, 5.7% of them agreed that the university environment inspires them to develop innovative ideas for new business, and lastly 4.6% of the respondents were neutral that the university environment inspires them to develop innovative ideas for new business.

Table 12: The University Provides Resources to Assist Students in Entrepreneurship

Response	Frequency	Percent
Strongly agree	10	11.5
Agree	5	5.7
Neutral	4	4.6
Disagree	40	46
Strongly disagree	28	32.2
Total	87	100.0

The above table shows that the majority of the respondents, 46%, disagreed that the university provides resources to assist students in entrepreneurship, 32.2% strongly disagreed that the university provides resources to assist students in entrepreneurship, 11.5% of the respondents strongly agreed that the university provides resources to assist students in entrepreneurship, 5.7% of them agreed that the university provides resources to assist students in entrepreneurship, and lastly 4.6% of the respondents were neutral that the university provides resources to assist students in entrepreneurship.

Table 13: Somalia Is an Excellent Country to Start a Business

Response	Frequency	Percent
Strongly agree	10	11.5
Agree	5	5.7
Neutral	4	4.6
disagree	40	46
Strongly Disagree	28	32.2
Total	87	100.0

The above table shows that the majority of the respondents, 46%, disagreed that Somalia is an excellent country to start a business, 32.2% strongly disagreed that Somalia is an excellent country to start a business, 11.5% of the respondents strongly agreed that Somalia is an excellent country to start a business, 5.7% of them agreed that Somalia is an excellent country to start a business, and lastly 4.6% of the respondents were neutral that Somalia is an excellent country to start a business.

Table 14: My Local Community or Government Supports Entrepreneurs

Response	Frequency	Percentage
Strongly agree	2	2.3%
Agree	4	4.6%
Neutral	8	9.2%
Disagree	42	48.3%
Strongly disagree	31	35.6%
Total	87	100%

The table above indicates that the majority of the participants 48.3% disagreed that the local community or government supports entrepreneurs, 35.6% strongly disagreed that the local community or government supports entrepreneurs, 9.2% were neutral that the

local community or government supports entrepreneurs, 4.6% of them agreed that local community or government supports entrepreneurs, and lastly 2.3% of the participants strongly agreed that local Somali community or government of Somalia support entrepreneurs.

Table 15: It Would Be Very Difficult to Raise the Money Needed to Start a New Business in Somalia

Response	Frequency	Percentage
Strongly agree	33	37.9%
Agree	32	36.8%
Neutral	8	9.2%
Disagree	12	13.8%
Strongly disagree	2	2.3%
Total	87	100%

The table above displays that majority of the respondents 37.9% strongly agreed that it would be very difficult to raise the money needed to start a new business in Somalia, 36.8% of them agreed that it would be very difficult to raise the money needed to start a new business in Somalia, 13.8% of them disagreed that it would be very difficult to raise the money needed to start a new business in Somalia, 9.2% of them were neutral that it would be very difficult to raise the money needed to start a new business in Somalia, and lastly 2.3% of the respondents strongly disagreed that it would be very difficult to raise the money needed to start a new business in Somalia.

Table 16: I Know How to Have Access to the Assistance I Would Need to Start a New Business

Response	Frequency	Percentage
Strongly agree	2	2.3%
Agree	4	4.6%
Neutral	8	9.2%
Disagree	42	48.3%
Strongly disagree	31	35.6%
Total	87	100%

The table above shows that majority of the respondents 48.3% disagreed that participants know how to have access to the assistance they would need to start a new business, 35.6% of them strongly disagreed that participants know how to have access to the assistance they would need to start a new business, 9.2% of them were neutral that participants know how to have access to the assistance they would need to start a new business, 4.6% of the respondents agreed that participants know how to have access to the assistance they would need to start a new business, 2.3% of them strongly agreed that participants know how to have access to the assistance I would need to start a new business.

Table 17: I Am Aware of Programs the Country Provides to Help People Start Businesses

Response	Frequency	Percentage
Strongly agree	2	2.3%
Agree	4	4.6%
Neutral	8	9.2%
Disagree	42	48.3%
Strongly disagree	31	35.6%
Total	87	100%

The table above shows that the majority of the respondents 48.3% disagreed that participants are aware of programs the country provides to help people start businesses, 35.6% strongly disagreed that participants are aware of programs the country provides to help people start businesses, 9.2% of them were neutral that participants aware of programs the country provides to help people start businesses, 4.6% of the respondents agreed that participants aware of programs the country provides to help people start businesses, 2.3% of them strongly agreed that participants aware of programs the country provides to help people start businesses.

Table 18: I Thought of Entrepreneurship as a Career Choice

Response	Frequency	Percentage
Strongly agree	33	37.9%
Agree	32	36.8%
Neutral	8	9.2%
Disagree	12	13.8%
Strongly disagree	2	2.3%
Total	87	100%

The table above displays that the majority of the respondents 37.9% strongly agreed that participants thought of entrepreneurship as a career choice, 36.8% agreed that participants thought of entrepreneurship as a career choice, 13.8% disagreed that participants thought of entrepreneurship as a career choice, 9.2% of them were neutral that participants thought of entrepreneurship as a career choice, and lastly 2.3% of the respondents strongly disagreed that participants thought of entrepreneurship as a career choice.

Table 19: The Chance of Failure Will Be High If I Work Alone

Response	Frequency	Percentage
Strongly agree	33	37.9%
Agree	32	36.8%
Neutral	8	9.2%
Disagree	12	13.8%
Strongly disagree	2	2.3%
Total	87	100%

The table above displays that majority of the respondents 37.9% strongly agreed the chance of failure will be high if they work alone, 36.8% of them agreed chance of failure will be high if they work alone, 13.8% of them disagreed chance of failure will be high if they work alone, 9.2% of them were neutral that chance of failure will be high if they work alone, and lastly 2.3% of the respondents strongly disagreed chance of failure will be high if they work alone.

Table 20: I Cannot Take the Risk of Being an Entrepreneur

Response	Frequency	Percentage
Strongly agree	12	14%
Agree	18	21%
Neutral	8	9%
Disagree	33	38%
Strongly disagree	16	18%
Total	87	100%

The table above shows that the majority of students 38% disagreed that participants could not take the risk of being an entrepreneur, 18% of respondents strongly disagreed that participants could not take the risk of being an entrepreneur, 21% agreed that participants could not take the risk of being an entrepreneur, 14% of them strongly agreed that participants could not take the risk of being an entrepreneur, 9% of them were neutral that they could not take the risk of being an entrepreneur.

Table 21: Being an Entrepreneur Is the Best Way to Get Rich

Response	Frequency	Percentage
Strongly agree	33	37.9%
Agree	32	36.8%
Neutral	8	9.2%
Disagree	12	13.8%
Strongly disagree	2	2.3%
Total	87	100%

The table above displays that majority of the respondents 37.9% strongly agreed that being an entrepreneur is the best way to get rich, 36.8% of them agreed that being an entrepreneur is the best way to get rich, 13.8% of them disagreed that being an entrepreneur is the best way to get rich, 9.2% of them were neutral that that being an entrepreneur is the best way to get rich, and lastly, 2.3% of the respondents strongly disagreed that being an entrepreneur is the best way to get rich. The majority of respondents expressed agreement or strong agreement with the notion that being an entrepreneur is the best path to wealth.

Table 22: I Am Amazed at the Success of Those with Their Own Businesses

Response	Frequency	Percentage
Strongly agree	12	14%
Agree	18	21%
Neutral	8	9%
Disagree	33	38%
Strongly disagree	16	18%
Total	87	100%

The table above shows that the majority of students 38% disagreed that they are amazed at the success of those with their own businesses, 18% of the respondents strongly disagreed that they are amazed at the success of those with their own businesses, 21% of them agreed that they are amazed at the success of those with their own businesses, 14% of them strongly agreed that they are amazed at the success of those with their own businesses, 9% of them were neutral that they are amazed at the success of those with their own businesses.

Entrepreneurship is a major contributor and critical driver that enables students to create new jobs and take part in the economic growth of the country. This is very important for undergraduate students to change their attitude toward being employed (Maheshwari *et al.*, 2022). Entrepreneurial education strongly influences entrepreneurial intention and Entrepreneurial self-efficacy. Time and team Cooperation have a significant moderate connection between entrepreneurial education and students' entrepreneurial intention (Doan & Phan, 2020).

The study defines the context of the entrepreneurship education of advanced educational institutions impacts the student's entrepreneurial intention. The study also discovered that students in a variety type of institutions, unlike major fields, have different levels of assignment in entrepreneurship education, during this study, the researcher found that entrepreneurship education has a positive impact on entrepreneurial intention also, entrepreneurship education courses taken has a positive an entrepreneur and self-efficacy of entrepreneurial decision-making that has the important character of mediator between entrepreneurship education and entrepreneurial intention (Mei *et al.*, 2020).

5. Conclusion and Recommendations

The study "The Effect of Entrepreneurship Education on Undergraduate Students' Entrepreneurial Intention: Case Study of Mogadishu Universities" highlights several areas of concern regarding the poor role of the university in entrepreneurship, poor entrepreneurial curriculum, and an inadequate entrepreneurship environment.

Findings show that the majority of the respondents, 35.6%, disagreed that the entrepreneurial course is organized in accordance with the curriculum criteria, while 5.7% of the students strongly disagreed that the entrepreneurial course is organized in accordance with the curriculum criteria. This reveals that the current entrepreneurial

curriculum fails to adequately equip students with the necessary knowledge and skills to pursue entrepreneurial endeavors. The curriculum may lack practical components, hands-on experiences, and real-world applications, leading to disengagement between classroom learning and real-life entrepreneurship.

The findings suggest that 48.3% disagreed that their university's focus is on entrepreneurship, and 35.6% of the respondents strongly disagreed that their university's focus is on entrepreneurship. It also uncovers that the majority of the respondents, 46%, disagreed that the policy at their university promotes entrepreneurship education, and 32.2% of them strongly disagreed that the policy at their university promotes entrepreneurship education. So the university's involvement in promoting entrepreneurship is lacking. Insufficient support, resources, and initiatives hinder the development of an entrepreneurial mindset among undergraduate students. This lack of engagement from the university negatively impacts students' entrepreneurial intentions. It shows that the majority of the respondents.

Findings show that the majority of the respondents, 46%, disagreed that Somalia is an excellent country to start a business, and 32.2% of them strongly disagreed that Somalia is an excellent country to start a business. It also indicates that the majority of the participants, 48.3%, disagreed that the local community or government supports entrepreneurs, and 35.6% of them strongly disagreed that the local community or government supports entrepreneurs. So that the findings identify a poor entrepreneurship environment within the university. Insufficient networking opportunities, limited access to mentors and industry experts, and a lack of collaboration platforms hinder students' exposure to the entrepreneurial ecosystem. This discourages students from pursuing entrepreneurial ventures, as they face challenges in accessing the necessary resources and support.

Findings discover that the majority of the respondents, 37.9%, strongly agreed the chance of failure will be high if they work alone, and 36.8% of them agreed that the chance of failure will be high if they work alone. It also shows that the majority of students, 38%, disagreed that participants cannot take the risk of being an entrepreneur, and 18% of the respondents strongly disagreed that participants cannot take the risk of being an entrepreneur. So the dearth of entrepreneurial intention among students refers to a situation where students have limited interest or motivation to pursue entrepreneurial activities or start their own businesses. This lack of intention can stem from various factors such as Entrepreneurship Education, Access to Resources, Entrepreneurial Ecosystems, Supportive Policies and Skills Development.

Based on the conclusions drawn from the study, the following recommendations are proposed to address the poor role of the university in entrepreneurship, the unorganized entrepreneurial curriculum, and the inadequate entrepreneurship environment:

- Strengthen the University's Commitment to Entrepreneurship,
- Revise and Enhance the Entrepreneurial Curriculum,
- Foster Partnerships and Networking,

- Establish an Entrepreneurship Support Ecosystem,
- Promote Entrepreneurship Awareness and Culture.

By implementing these recommendations, universities can improve their role in entrepreneurship, enhance the entrepreneurial curriculum, and create a supportive entrepreneurship environment. This will positively influence undergraduate students' entrepreneurial intention and contribute to the development of a thriving entrepreneurial ecosystem within the university.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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