

## **Perception of Engineering Students on Entrepreneurship Education**

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### **Abstract**

*Economic trends and changes in the workforce needs have driven many engineering universities to consider offering entrepreneurship education to their students. The objective of this study was to explore engineering students' perception toward entrepreneurship education and to evaluate how the teaching of entrepreneurship education could prepare engineering student to become an entrepreneur. The study was descriptive in nature and data were gathered through questionnaires and observation. In order to achieve the objective of the study, simple sampling techniques were used. Survey data were collected from 230 engineering students enrolled in the senior - level capstone design courses in five engineering departments (Electromechanical Engineering, Software Engineering, Chemical Engineering, Food processing Engineering, Manufacturing Engineering, Mining Engineering and Civil Engineering) with established entrepreneurship programs in Addis Ababa Science and Technology University. Data collected through structured questionnaire was an analysis of descriptive and inferential statistics. The study found that more than 2/3 of the respondent do not have an intention to start a business within the next 5 years, more than 3/4 of the students disagreed on the curriculum that do not encourage to have practical experience. Majority of students perceived that the university doesn't promote the entrepreneurship as per the expectation. Based on these findings, conclusions were drawn and some feasible recommendations were made.*

**Keywords:** Entrepreneurship, Engineering Education, Perception

### **1. Introduction**

Entrepreneurship education was the domain of management and business economics teachers. Increasingly, other study domains like engineering, information technology (IT), and the health sector have acknowledged the added value of fostering entrepreneurial skills knowledge and attitude,

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among their students (Shane & Venkaraman, 2000). However, the aims of entrepreneurship education change rapidly depending on the demands that directly affect educational system.

Entrepreneurship has been seen as an important component within contemporary economic development of a nation. Its critical role to the economy of nations is now widely acknowledged as a major source of innovation, job creation and growth. The European Commission (2003) suggested that entrepreneurship is a major driver of innovation, competitiveness and economic strength of a modern nation.

Students are the main workforce that can change the world economy through participating in the labor market without losing one's independence. Thus, the idea of becoming an entrepreneur is increasingly attractive to students. They further emphasize the important role which entrepreneur education has in the development of entrepreneurial mindsets and talents.

Entrepreneurial education was identified by the number of entrepreneurship courses that each student had taken; for instance Business Planning, Creativity, Entrepreneurial Marketing, and others. Garba (2012) asserts that the term "entrepreneurship education" has been defined in several ways in entrepreneurship literature. Such as Douglas and Shepherd (1997) suggest that the principle of entrepreneurship education is based on the capability to foresee and plan a course for an innovative business scheme by relating information from the functional disciplines and from the external environment in the context of the extraordinary uncertainty and ambiguity which faces a new business venture.

Entrepreneurship is one of the main factors to improve the economic in a country as it able to create wealth for the entrepreneurs, reduced unemployment and create job. Thus, the researcher is inspired to conduct study to evaluate the perception of entrepreneurship education in AASTU engineering students.

### **1.1 Statement of the Problem**

Entrepreneurship education is an increasingly popular disciplinary area at all education levels. The rationale for offering courses in Entrepreneurship has often been to raise awareness of entrepreneurship as a career option, to motivate students to consider a venturing career, and also to provide students

with the knowledge and skills to venture (Menzies 2011). Teachers are seen as the key promoters of entrepreneurship education. However, despite its growth and importance, there is lack of relevant studies in this context. Moreover, it is observed that in AASTU, majority of engineering students did business proposal in non-engineering field of studies. It implies that they were not able to change their engineering knowledge and skill into their own business.

Moreover, in terms of growth, innovation, job creation, and poverty reduction (Lunati et al., 2010) makes entrepreneurship a main research area. However, the time allotted for the Entrepreneurship course in AASTU was not adequate, there were no opportunities created for the students to get guidelines to become an entrepreneur and there was no entrepreneurship center that students used to show their innovative business idea and intention to create new firms. Therefore, after taking the courses they did not produce or show any innovation idea or project in their courses.

## **1.2 Research questions**

- How do engineering students perceive entrepreneurship Education?

How does the teaching of entrepreneurship education can prepare engineering student to become entrepreneur?

### **1.2.1 Objectives of the study**

The objective of the study was to investigate the perception of engineering students to become an entrepreneur thorough entrepreneurship education.

### **1.2.2 Specific objectives**

- To determine the engineering students' perception in entrepreneurship Education
- To evaluate how the teaching of entrepreneurship education can prepare engineering student to become entrepreneur.

## **2. Hypothesis**

From the above model, the followings hypotheses were proposed for this study:

H1. There is no positive and significant relationship between Perception of Entrepreneurship Education (Desirability, Competency of Lecturers,

Relevancy of Curriculum, Behavioral Control and Role of the University) and Entrepreneurial intention

### **2.1 Sub-Hypothesis:**

**H1a:** There is no significant relationship between Desirability and Entrepreneurial intention.

**H1b:** There is no significant relationship between Competency of Lecturers and Entrepreneurial intention.

**H1c:** There is no significant relationship between Relevancy of Curriculum and Entrepreneurial intention.

**H1d:** There is no significant relationship between Behavioral Control and Entrepreneurial intention.

**H1e:** There is no significant relationship between Role of the University and Entrepreneurial intention.

## **3. Research Methodology**

Descriptive research design and both secondary and primary sources of data were used in this study. The sample size and the primary date required for this study were taken from AASTU's Engineering students in Ethiopia. The number of respondent was assigned with proportional sampling techniques from the engineering department in undergraduate program. So, 230 questionnaires were distributed by using simple random sampling techniques in the selected engineering department and 218 questionnaires were completed and used for the analysis. Primary data were entered into the SPSS and analysed by using descriptive and inferential statistics. Data was collected through the use of self-administered questionnaire in a survey.

### **3.1 Analysis of the Study**

The researcher has analyzed and presented the actual gathered data from AASTU students through questionnaires and observation.

### 3.1.1 Analysis of personal information

**Table -1 Characteristics of individual information**

No.	Items		Respondents	
			Frequency	Percentages
1	<b>Sex:</b>	Male	133	61%
		Female	85	39%
		<b>Total</b>	<b>218</b>	<b>100%</b>
2	<b>Age:</b>	a) Below 20	0	0%
		b) 21-23	121	56%
		c) 24-26	86	39%
		d) 27-29	11	5%
		e) Above 29	0	0%
		<b>Total</b>	<b>218</b>	<b>100%</b>
3	<b>Marital status:</b>	a) Single	198	91 %
		b) Married	20	9 %
		c) Divorced	0	0 %
		d) Widowed	0	0 %
		<b>Total</b>	<b>218</b>	<b>100%</b>
4	<b>Department:</b>	a) Electromechanical	41	19 %
		b) Software	16	7 %
		c) Chemical	32	15 %
		<b>15</b> Food processing	7	3 %
		<b>16</b> Manufacturing	16	7 %
		<b>17</b> Mining	9	4 %
		<b>18</b> Civil Engineering	98	45 %
		<b>Total</b>	<b>218</b>	<b>100%</b>
5	<b>Prior Business Experience</b>	a) Have owned a business of my own	12	6 %
		b) Never been involved in business of my own	206	94 %
		<b>Total</b>	<b>218</b>	<b>100%</b>
6	<b>Business Background of parent/ guardian</b>	a) In Business	96	44 %
		b) Not in business	122	56 %
		<b>Total</b>	<b>218</b>	<b>100%</b>

**Source: From survey data**

As shown in Table 1, 61% of the respondents were male, while female respondents accounted for 39%. Compared to male respondents, females were fewer in number. However, according to Narendra and Bhandari (2012) students' intention to become entrepreneurs is gender-neutral.

A look at the age distribution indicates that most of the respondents are in the age groups of 21-23 (56%) while the next large age group (39% of respondents) was age group of 25-30.

Students were asked to indicate whether they have owned a business of their own or not. Accordingly, the vast majority (94%) of respondents said that they have never been involved in business of their own. This implies that student's entrepreneurial concept is new for the majority of the students. Most of students (91%) were single and the majority (45%) of students joined Civil Engineering Department.

The entrepreneurial behavior of their parents/guardian was shown in the Table 1. According to the table, 56% of respondents disclosed that their parents were never entrepreneurs whereas 44% of them reported that their parents had a business firm. As study indicated the students' intention to start a business after they have completed their undergraduate studies depends on their parents/guardian occupation. Belcourt (1990) highlighted, among others, the importance of paternal occupation and psychodynamic interactions upon the interest of their children to become entrepreneurs. Likewise, Olomi and Sinyamule (2009) depicted that the perceived chances of getting a job and background of entrepreneurial family are positively associated with interest in entrepreneurial intention. Similarly, this study shows that the students have less intention to be an entrepreneur because of their families' background.

### **3.1.2 Analysis the respondents' Perception of Entrepreneurship**

The researcher used five parameters to measure the respondents' perception of entrepreneurship education, namely: Desirability of Entrepreneurship course, Competency of Entrepreneurship Course Lecturers, Relevance of Curriculum and Course Content, Behavioral Control and Role of the University. This research used Likert scale for measuring the perception of entrepreneurship education: It offers a means of determining attitudes along a continuum of choices, such as Strongly Disagree=**SDA**, Disagree=**DA**, Neutral=**N**, Agree=**A**, Strongly Agree=**SA**

**Table 2: Desirability of Entrepreneurship Education (Needs of EE)**

No	Items	SDA	DA	N	A	SA
1	It is a discipline that can promote self-reliance	6 (3)	79 (36)	74 (34)	41 (19)	18 (8)
2	It promote self-employment among people	17 (8)	64 (29)	34 (16)	92 (42)	11 (5)
3	It decreases unemployment among the youths	23 (11)	97 (44)	75 (34)	21 (10)	2 (1)
4	It enhances creative and innovative ideas	14 (6)	53 (24)	23 (11)	104 (48)	24 (11)
5	It reducing numbers of failed businesses	2 (1)	62 (28)	39 (18)	112 (51)	3 (1)
6	It equip graduates with business creation skills	15 (7)	96 (44)	42 (19)	45 (21)	20 (9)

**Source: Primary data, Figures in brackets show percentages**

As it is clearly indicated in Table 2 above, the response of respondent towards desirability (needs) of entrepreneurship course is found to be average. This indicates that the desirability of entrepreneurship course was noticed by the respondents as neither agree or disagree. Almost half of the respondents perceived Entrepreneurship Education enhances creative and innovative ideas. Whereas more than half of the respondents disagreed and strongly disagreed with the statements “entrepreneurship education needs to equip graduates with business creation skills and decreases unemployment among the youths”.

**Table 3: Competency of Entrepreneurship course Lecturers**

No	Items	SDA	DA	N	A	SA
1	The lecturer shows much interests in teaching the course	3 (1)	85 (39)	74 (34)	38 (17)	18 (8)
2	The lecturer encourages students to participate in entrepreneurship related activities	12 (6)	62 (28)	34 (16)	94 (43)	16 (7)
3	The course lecturer had stimulated my interest in becoming an entrepreneur	0 (0)	121 (56)	32 (15)	47 (22)	18 (8)
4	The lecturer addressed the questions I had concerning entrepreneurship course	17 (8)	134 (61)	43 (20)	15 (7)	9 (4)
5	Students are encouraged to consider starting their own business	2 (1)	98 (45)	70 (32)	42 (19)	6 (3)

**Source: Primary data, Figures in brackets show percentages**

As it is seen in Table 3, the majority of respondents strongly disagreed with the statement “the lecturer shows much interest in teaching the course”.. More than half of the respondents disagreed with the statement “The course lecturer had stimulated my interest in becoming an entrepreneur. Similarly, 2/3 of the respondents disagreed that the lecturer addressed the questions that concerns entrepreneurship course. From this it can be concluded that the teaching methods dominantly focused of chalk and talk approach rather than inspiring students to participate in entrepreneurship related activities.

**Table 4: Relevance of Curriculum and Course Content**

No	Items	SDA	DA	N	A	SA
1	The course covers basic skills required for entrepreneurship	0 (0)	65 (30)	107 (49)	46 (21)	0 (0)
2	I have learnt how to prepare a business plan	0(0)	23(11)	52(24)	134(61)	9(4)
3	I have learnt to approach banks and financial institutions for financial support.	7 (3)	71 (33)	43 (20)	94 (43)	3 (1)
4	I have learnt how to register a patent and register a business.	2 (1)	98 (45)	70 (32)	42 (19)	6 (3)
5	The time allocated for the course in the time table is adequate	21 (10)	134 (61)	50 (23)	13 (6)	0 (0)
6	Students are encouraged to have practical experience in entrepreneurship through filed work and interaction with practicing entrepreneurs	9 (4)	164 (75)	24 (11)	21 (10)	0 (0)

**Source: Primary data, figures in brackets show percentages**

According to Adejimola and Olufumilayo (2009) curriculum and course contents are critical to achieve the course outcomes. However, as it can be seen from the Table 4, respondents have low level of agreement about the relevance of curriculum and course content in the course. More than  $\frac{3}{4}$  of the respondents disagreed with the statement “Students are encouraged to have practical experience in entrepreneurship through filed work and interaction with practicing entrepreneurs”. Moreover, they mentioned that they have not learnt how to register a patent and register a business. But, they agreed that they have learnt to approach financial institutions for financial support. The students’ business plan depicts that they were focusing on engineering fields. This



implies that there is a gap between the course content and curriculum.

**Table 5: Perception of Behavioral Control (Change)**

No	Items	SDA	DA	N	A	SA
1	I consider entrepreneurship as a desirable career option.	4 (2)	65 (30)	43 (20)	106 (49)	0 (0)
2	Students are encouraged to pursue entrepreneurship ventures in the university.	0 (0)	27 (12)	56 (26)	124 (57)	11 (5)
3	I prepared business plan when I take the course in the area of my field of study	10 (5)	145 (67)	23 (11)	40 (18)	0 (0)
4	My university and my lecturers helped me to meet people with good ideas for new ventures.	2 (1)	112 (51)	70 (32)	42 (19)	2 (1)

**Source: Primary data, Figures in brackets show percentages**

Pertaining to the perception of behavioural control, Table 5 shows that most of the respondents' responses approached to neutral. (2.95). i.e. more than half (57%) of the respondents agreed that it encouraged them to pursue entrepreneurship ventures in the university. Similarly, almost half of the respondents considered entrepreneurship as a desirable career option. However, 145 (67%) respondents disagreed with the statement "I prepared business plan when I take the course in the area of my field of study" and they [112 (51%)] disagreed with the statement "My University and my lecturers helped me to meet people with good ideas for new ventures". This suggests that Entrepreneurship education did not change their beliefs on either perceived ease or difficulty to perform entrepreneurship activities.

**Table 6: The role of the University to promote entrepreneurship**

No	Items	SDA	DA	N	A	SA
1	My university's entrepreneurship course prepares students very well for entrepreneurial careers.	42 (19)	85 (39)	43 (20)	48 (22)	0 (0)
2	There is financial assistance to students to set up their own businesses.	23 (11)	134 (61)	52 (24)	9 (4)	0 (0)
3	A creative environment in the university stimulates me to develop ideas for new ventures.	53 (24)	106 (49)	51 (23)	8 (4)	0 (0)
4	The university provides vital infrastructural facilities	24 (11)	150 (69)	38 (17)	6 (3)	0 (0)
5	I am aware that there is a well-functioning support program for start-ups at my university.	41 (19)	83 (20)	68 (31)	22 (10)	3 (1)

**Source: Primary data, Figures in brackets show percentages**

Concerning with perceived the role of university to promote entrepreneurship education, the table 6 shows that students' responses were approaches to disagreement. More than 2/3 of the respondents did not get financial assistance from the university. Similarly, almost 75% of the respondents responded as the university did not create an environment in the university that stimulates students to develop ideas for new ventures. It implies that students are perceived that the university did not do adequately to promote entrepreneurship education in the university.

**Table 7: Entrepreneurial Intention**

No	Items	SDA	DA	N	A	SA
1	I'll start a full- or part-time business at some point in the future.	0 (0)	52 (24)	128 (59)	38 (17)	0 (0)
2	I'm going to start a business within the next 5 years.	16 (7)	124 (57)	52 (24)	21 (10)	5 (2)
3	I'll do everything in my power to start a business in the future.	3 (1)	108 (49)	67 (30)	42 (19)	0 (0)

**Source: Primary data, Figures in brackets show percentages**

As far as entrepreneurial intention is concerned, Table 7 depicts that students' response approached to disagreement. The majority of respondents (49%) disagreed with the statement "I'll do everything in my power to start a business in the future". Similarly, 124 (57%) of the respondents did not have an intention to start a business within the next 5 years. 128 (60%) of the respondents did not have an intention to start a full- or part-time business at some point in the future. This indicates that students would not perceive much equip with the skills to transform their interests into business formation after completing of their undergraduate programs.

### **Correlation Analysis**

In order to define the direction of the relationship between the variables and evaluate the magnitude (between -1 and +1), Correlation analysis was employed. This particular type of analysis is useful when a researcher wants to establish if there are possible connections between variables (Entrepreneurship Intention, Desirability, Competency of Lecturers, Relevance of Curriculum and Course Content, Behavioral Control and Role of the University).

**Table 8: Summary of Correlation Coefficients**

		EI	DS	CL	RC	BC	RU
EI	Pearson Correlation	1					
	Sig. (2-tailed)						
DS	Pearson Correlation	.395**	1				
	Sig. (2-tailed)	.000					
CL	Pearson Correlation	.454**	-.195**	1			
	Sig. (2-tailed)	.000	.004				
RC	Pearson Correlation	.668**	.400**	.120	1		
	Sig. (2-tailed)	.000	.000	.078			
BC	Pearson Correlation	.376**	.099	-.028	.332**	1	
	Sig. (2-tailed)	.000	.145	.680	.000		
RU	Pearson Correlation	.757**	.529**	.262**	.873**	.343**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

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

Note: EI – Entrepreneurship Intention, DS – Desirability, CL – Competency of Lecturers, RC – Relevance of curriculum, BC – Behavioural Control, RU – Role of the University.

**Source: Survey data**

Table 8 shows the simple bi-variant correlations between various variables in study. It indicates that the dependent variable (Entrepreneurial Intention) was found to be significantly and positively ( $p < 0.01$ ) associated with the independent variables (Desirability, Competency of Lecturers, Relevance of Curriculum and content of the course, Behavioral Control and Role of the University). The significant association between the dependent variables and the independent variables was reported from higher to lower as follows: *Role of the University (0.757)*, *Relevance of Curriculum (0.668)*, *Competency of Lecturers (0.454)*, *Behavioural Control (0.376)* and *Desirability (0.359)* correlate with significant at the 0.01.

All variables were significantly correlated to the Entrepreneurial intention of students in entrepreneurial education. That is, the intention of the students to join the entrepreneurial activities is related to the above independent variables.

It means that with the increase in the Entrepreneurial Intention provided it will result in increase in the level of determinant variables among the students. These results are consistent with the study conducted by Lame and Yosoff (2013) and Abbas (2013) on the perception of students towards Entrepreneurship Courses in Nigerian Polytechnics Students. Hence, it can

be concluded that the above attributes have strong relationships with the perception of students' in an entrepreneurial intention.

### **Regression Analysis**

Multiple Regressions were also used to calculate whether there was positive or negative relationship between the dependent and independent variables. The following tables present the results from the multiple regressions carried out using the five variables: Behavioral Control, Competency of Lecturers, Role of the University to promote entrepreneurship, Relevance of Curriculum and Desirability of entrepreneurship education as the independent variables and Entrepreneurial Intention as the dependent variable. This was done to determine the best linear combination of the variables for predicting Entrepreneurial Intention.

**Table 9: Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.838 <sup>a</sup>	.702	.695	.258

*a. Predictors: (Constant), Behavioral Control, Competency of Lecturers, Role of the University to promote entrepreneurship, Relevance of Curriculum and Desirability*

**Source: Survey data**

Model summary (Table 9) of the output is very important in describing the overall relationships between dependent and independent variables (R), goodness of fit (R square) and the standard error of estimate.

In order to determine the strength of relationship between those variables, a value of R which is assumed to be 0.838 was established to show that the relationship between dependent and independent variable is very strong. Results have shown that 83.8% variations caused by independent variable. Similarly, R<sup>2</sup> value shows how close the data are to the fitted regression line. Thus, the R<sup>2</sup> value of 0.702 indicates that 70.2% of the attributes are responsible for overall student's Entrepreneurial Intention. It means that there exist a positive relationship between all independent variables and a dependent variable. Moreover, this model shows a figure of standard error of estimate i.e. 0.258, meaning that actual data is 25.8% dispersed from the regression line.

**Table 10: ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.201	5	6.640	99.828	.000 <sup>b</sup>
	Residual	14.102	212	.067		
	Total	47.303	217			
a. Dependent Variable: Entrepreneurial Intention						
b. Predictors: (Constant), Behavioral Control, Competency of Lecturers, Role of the University to promote entrepreneurship, Relevance of Curriculum and Desirability						

**Source: Survey data**

The above ANOVA, Table 10 shows that P-value is much less than 0.01, meaning that there is a significant effect between the variables. Hence, the model is accepted. It tells us that there is strong effect of Behavioral Control, Competency of Lecturers, Role of the University to promote entrepreneurship, Relevance of Curriculum and Desirability of entrepreneurship education on the students' Entrepreneurial Intention.

**Table 11: Regression Model (Coefficients)**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
		1	(Constant)	-.782	.269	
	Behavioral Control	.159	.036	.227	4.439	.000
	Competency of Lecturers	.250	.028	.410	8.957	.000
	Role of the University	.171	.056	.250	3.046	.003
	Relevance of Curriculum	.226	.047	.198	4.855	.000
	Desirability	.483	.196	.243	2.466	.014
a. Dependent Variable: Entrepreneurial Intention						

**Source: Survey data**

Entrepreneurial Intention = f (Behavioral Control, Competency of Lecturers, Role of the University, Relevance of Curriculum, and Desirability) mathematically it can be written as:

Where,

Y = Entrepreneurial Intention

X1 = Behavioral Control

X2 = Competency of Lecturers

X3 = Role of the University

X4 = Relevance of Curriculum and course content,

X5 = Desirability

There  $\alpha$  is constant while  $\beta_i$  are coefficients of estimates and  $e$  is the error term.

$$Y = \alpha + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \beta_5x_5 + e$$

Using the regression output from the above tables, estimated the following relationship model:

$$Y = -0.782 + 0.159X_1 + 0.250X_2 + 0.171X_3 + 0.226X_4 + 0.483X_5$$

### **Testing the Hypotheses**

As depicted on the above model on table 11, all independent variables are useful to predict the Entrepreneurial Intention in the case of AASTU's engineering students. Behavioral Control ( $\beta = 0.159$ ,  $P < 0.005$ ) was found to have a significant effect on the Entrepreneurial Intention. Based on the result of this, Hypothesis (H1a) is **rejected**. It implies that there is a significant contribution of Behavioral Control to the Entrepreneurial Intention.

Regarding the Competency of Lecturers, the variable shows ( $\beta = 0.250$ ,  $p < 0.05$ ) which is a significant relations to the Entrepreneurial Intention. Therefore, Hypothesis (H1b) is **rejected**. There is significant relationship between Competency of Lecturers and Entrepreneurial intention. The significant contribution of Competency of Lecturers model has already been earmarked by various scholars like Ramlan and Ngah (2012). However, majority of the respondents were not comfortable with the competency of the course instructors.

The result of the regression analysis, in the above table 11, shows the role of the University had major effect on the Entrepreneurial intention of the students in AASTU with ( $\beta = 0.171$ ,  $p < 0.05$ ). As a result, Hypothesis (H1c) is **rejected**. It implies that there is a significant relationship between the role of the University to promote Entrepreneurship education and Entrepreneurial intention in AASTU's engineering students.

As the above model indicates, Relevance of Curriculum and course content ( $\beta = 0.226$ ,  $p < 0.05$ ) was found to have significant relationships to the effect on Entrepreneurial intention in AASTU's engineering students. As a result, Hypothesis (H1d) is **rejected**. Therefore, it implies that there is significant relationship between Relevance of Curriculum and course content and Entrepreneurial intention of engineering students. Comparing with the other

four variables, it has less prediction effect on Entrepreneurial intention in AASTU's engineering students.

The last variables in this model, Desirability ( $\beta = 0.483$ ,  $p < 0.05$ ) was found to have significant relationships to the effect on the Entrepreneurial intention in AASTU's engineering students. The Beta value of the desirability of entrepreneurship education is 0.483 which indicates that 100% change in the perception of Entrepreneurship education leads to 48% change in overall Entrepreneurial intention at P-value 0.000 which indicates that there is significant relation between the two variables. Therefore, Hypothesis (H1e), "there is a significant relationship between the desirability of entrepreneurship education and Entrepreneurial intention in AASTU's engineering students" is **rejected**.

### **Conclusion and Suggestions**

Entrepreneurship brings economic growth, innovations and creates new jobs. The course aims at equipping engineering students with an entrepreneurial mindset and skillset, both of which are much needed in the marketplace today. However, the entrepreneurship education (course) in this study was not well implemented and students also did not receive sufficient attention from the university management. The result shows that the entrepreneurship education in the AASTU did not perform well and there was no positive perception from the students toward the Entrepreneurial Intention. Thus, the entrepreneurship education in this University was still not adequate to enable critical thinking and creation of new jobs, yet the curriculum and the competency of lecturers' were not able to reach students' expectation. In designing any future curriculum for entrepreneurship courses, greater attention should be paid to the labor market prospect.

These findings provide valuable insight for educators and policy makers in modifying syllabuses and amend policies to enhance the entrepreneurial intention. Moreover, this paper proposes that students should be encouraged to obtain entrepreneurship exposure as early as possible to develop their entrepreneurial characteristics, behavior, and intention. Furthermore, the University management as a matter of priority should fully understand the entrepreneurship program objectives and give full support to ensure they are attained.

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